Postgraduate Taught Masters Handbook 2011-2012
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TERM DATES FOR 2011/2012

These are the dates relating to taught courses. Taught Master's students are enrolled until 30 September of the year in which they write their dissertation.

Term 1 Monday 26 September - Friday 16 December 2011
(Registration week + 11 teaching weeks. Teaching begins on Monday 3 October)
(Christmas break - 3 weeks)

Term 2 Monday 9 January - Friday 23 March 2012
(11 weeks)
(Easter break - 3 weeks - Easter Sunday = 8 April)

Term 3 Monday 16 April - Friday 8 June 2012
(8 weeks)
Reading Weeks are 7-11 November 2011 and 13-17 February 2012 (both Teaching Week 6).

TERM DATES FOR 2012/2013

Term 1 Monday 24 September - Friday 14 December 2012
(Registration week + 11 teaching weeks. Teaching begins on Monday 1 October)
(Christmas break - 3 weeks)

Term 2 Monday 7 January - Friday 22 March 2013
(11 weeks)
(Easter break - 3 weeks - Easter Sunday = 31 March)

Term 3 Monday 15 April - Friday 7 June 2013
(8 weeks)
Reading Weeks are 5-9 November 2012 and 11-15 February 2013 (both Teaching Week 6).
Welcome from the Pro-Director (Learning and Teaching)

A warm welcome (or welcome back) to SOAS. This Postgraduate Taught Masters Handbook sets out many things you will need to know about the arrangements SOAS has made to support your studies. It also tells you where to get advice on matters not covered.

In coming to SOAS to undertake a Masters course, you are joining our postgraduate community. SOAS is one of the world’s leading research institutions and our academic staff are well-known internationally in their fields. Masters’ courses are so designed that students benefit from this expertise, tapping into the wealth of SOAS’s teaching and research.

I emphasise the importance that we place on our Masters’ students. SOAS is a major centre of advanced study, and postgraduates comprise almost half the student body. Masters’ students are expected to play a full part in this SOAS community, and to contribute to its scholarship through their dissertations.

SOAS graduates acquire a range of specific and transferable skills through study in a rich array of disciplines and specialisms. Some subjects are offered only at SOAS, and others are taught here in ways or in combination that few other places can match. Each Masters’ programme has its own requirements, but generally the programmes are constructed to enable students to have the widest opportunity to follow courses that meet their needs and interests.

SOAS is a friendly as well as a stimulating environment, and all SOAS students have an unrivalled opportunity to encounter and interact with many different cultures, languages, ideas and perspectives. They can take advantage too of the fact that SOAS is in the centre of one of the world’s greatest and most cosmopolitan cities. SOAS itself is an important international venue for lectures, conferences, concerts, and exhibitions, many of them open to postgraduates. Though you will frequently feel pressed for time, as deadlines crowd upon you (and of course those deadlines must be met), you should always remember that life at SOAS is not limited to the courses you have chosen.

I wish you well in your studies, and trust that afterwards you will remain part of the international SOAS community.

Professor Nirmala Rao – Pro-Director (Learning and Teaching) September 2010
A Brief History of SOAS

The School of Oriental Studies was founded on 5 July 1916 when it received its Royal Charter as a college of the University of London. It opened its doors to students at the beginning of 1917. The Royal Charter gave the School a unique mission and a dual obligation - to advance academic knowledge of Asia and to impart instruction of a practical nature. Therefore, despite rumours that its main purpose was to train colonial officials and spies, the School was a centre of scholarship from the first. Though it did and still does provide training courses, it undertook teaching and research into modern and ancient languages, and into the history, geography, customs, laws and literatures of the peoples of Asia.

SOAS was a very small operation in the years of the first Director, Professor Sir Denison Ross (1916-37). It operated in a handsome building in Finsbury Circus, on annual budgets that by the 1930s had barely doubled from an initial £14,000. The academic staff was small, though distinguished, and the teaching programmes modest. In these years it was largely students from India who enrolled for PhD research.

Under the second Director, Professor Sir Ralph Turner (1937-57), the School began to expand, adding 'African' to its name in 1938, and moving to its building at Russell Square between 1941 and 1946. The School responded to the Second World War by developing crash programmes for translators and interpreters. In 1946, the Scarbrough Commission recommended a vigorous programme to expand Asian and African studies, by developing strong university departments independently of undergraduate student demand. It identified SOAS as the major centre for such studies.

The next impetus to the School’s growth came during the Directorship of Professor Sir Cyril Philips (1957-76). The Hayter Committee of 1961 recommended an expansion of studies in SOAS subjects, and around the same time higher education in Britain expanded generally, following the report of the Robbins Committee (1963). Recognising the need to increase its commitment to ‘home’ students, the School revised and widened its undergraduate programmes, especially in the social sciences, while keeping the focus on the study of Asia and Africa. Another new departure was the creation of area centres, which provided an interdisciplinary regional approach to teaching and research, to complement the departments. The area studies MA’s were part of this initiative.

By the 1970s the School had outgrown its premises and was becoming scattered over several sites. In 1973, the opening of the library building (now the Philips Building) brought most activities back to Russell Square. These new spaces provided the facilities appropriate to the international importance of the collection and to growing student numbers. During the 1970s and early 1980s the undergraduate programmes were reviewed, and further two-subject degrees and a course unit system introduced, in parallel with developments elsewhere in the University of London. This period of vigorous expansion came to an end in the early 1980s when the government began to cut university funding, and demanded greatly enhanced fees from overseas students. The School lost more than a third of its recurrent income from the state.

While Professor C.D. Cowan was Director (1976-89), the School fought back by seeking alternative funding sources and by cutting expenditure. It also lobbied hard for the establishment of a national inquiry into the need for Asian and African studies. Persistence was rewarded when Sir Peter Parker, in a report published in 1986,
pointed to the severe losses suffered by Asian and African studies throughout the university system and to the increasing demand from government and business for teaching and expertise relating to those regions. Implementation of some of the report’s recommendations led to several new appointments at the School and to the strengthening of its library holdings.

In the late 1980s and early 1990s, continuing changes in national policy toward universities presented new challenges to the School. Further growth in student numbers was encouraged while protecting special scholarship. The Raisman committee advised the Higher Education Funding Council for England (HEFCE) on the future funding of the School, concluding that the School should receive an exceptional grant in respect of subjects in low demand from students but of national importance; for the School’s Library (now designated by HEFCE as National Research Library and for managing a worldclass collection of porcelain in the Percival David Foundation.

The School continued to expand during the Directorships of Sir Michael McWilliam (1989-96), Sir Tim Lankester (1996-2000), Professor Colin Bundy (2001-6) and Professor Paul Webley, the current director who joined SOAS in 2006. Currently, the School is having to repeat the old arguments about the special importance of its studies in order to ensure adequate public funding, but its fee and other income has increased markedly, and its finances broadly-speaking, are sound. Large expansion in activities has more or less been matched by expansion of facilities. In 1995 the Brunei Gallery building opened, made possible through a gift from HM the Sultan of Brunei: a site of teaching, meeting and office space but also for a visiting exhibitions, including in 2007 a magnificent celebration of the treasures of SOAS: Objects of Instruction.

Since 1996 many SOAS students have been accommodated in new student residences; another named after the former Vice Principal, Elisabeth Croll (1944-2007), opened in 2009. In 2001 a second campus opened near the residences, at Vernon Square, Islington. Its teaching and other rooms were expanded in 2005.

At Russell Square, a five-storey Research Centre was opened by the Chancellor (2004), the Library was greatly enhanced by enclosing the terraces (2006), and the fourth floor of the original building was given a much-needed refurbishment (2008). As space remains scarce (a measure of SOAS’s success), further expansion is inevitable; a new Master Plan has been developed, some funding is in place, and a campaign for donations will follow under an enlarged Development Office, assisted by an International Advisory Board.

In 2002, the School consolidated its departments into three Faculties - Languages and Cultures, Arts and Humanities, and Law and Social Sciences. These now form units of academic and financial administration and planning. New degree programmes continue to be introduced, with an expansion of student numbers that is particularly noticeable in Law and Social Sciences, and in postgraduate education generally. SOAS has grown and professionalised its support for students and for teaching and learning, which has been supported and aided by an engaged and effective Students’ Union. With record intakes in successive sessions, student numbers have increased three-fold in fifteen years. The current strategic plan envisages further expansion. Through all this, SOAS has maintained its exceptional atmosphere, its vigour, and its wonderfully diverse mix of students.
The Library Transformation Project

The SOAS Library houses the world’s greatest concentration of scholarly works on Asia, Africa and the Middle East. It contains more than 1.5 million volumes, many of them rare, written in hundreds of languages. Library treasures include a 9th century Tibetan prayer book, priceless Japanese scrolls, original maps of Africa drawn by the 19th century explorer David Livingstone and the first known writings in the Aboriginal language.

One of only five designated National Research Libraries in England, the SOAS Library receives more than a million visits from researchers and students each year, nearly half of whom travel from around London, the country and the world specifically to conduct research there. It truly is a global resource.

But with more than 25,000 new books being added each year, the Library is running out of room. The collections are spilling over into researcher and reader spaces. With a growing SOAS student body and increasing demand from researchers both within and beyond the School, there is an urgent need to modernise the Library.

That is why the School of Oriental and African Studies has embarked on an ambitious plan to transform the Library. A major refurbishment will result in a bright, welcoming and more accessible space with new language laboratories, music studios, discussion and research rooms and other facilities. A state-of-the-art storage and retrieval system will allow the collections to continue to expand rapidly. And a sweeping digitisation effort across the collections, already begun, will make valuable works more widely available to users around the globe.

SOAS continues to enjoy a good reputation which is evident in its continuing and growing attraction of international students. In addition, the School continues to develop its programmes in distance learning, augmented in 2007 by the addition of the Centre for Development, Environment and Policy at Wye, formerly attached to Imperial College. SOAS has had record enrolments in some of its non-degree language teaching programmes, especially Chinese, and growing numbers in its pre-enrolment International Certificate and related programmes. Especially in recent years, it has been strengthening its international partnerships.

Research

The School is ‘research-intensive’. Its strengths were confirmed by the recognition accorded in the 2008 Research Assessment Exercise. Its academic staff publish extremely widely. Many also participate in national and international consultancy. In 2002 the School became the base for a major international scholarly and documentation initiative, the Hans Rausing Endangered Languages Project, funded by one of the largest grants ever made to a humanities project in the UK. SOAS has marked its strong involvement in current issues also through the Sir Joseph Hotung Research Project in Law, Human Rights and Peace Building in the Middle East. The School has also done well in securing funding for other major research projects.

In 2009/10 The total amount of new external research grants announced was approximately £2.7 million, with funding coming from a variety of organisations such as the British Council, The British Academy, the Arts and Humanities Research Council and the Leverhulme Trust to name a few.
SOAS’s teaching and research have changed considerably since its early years, when the principal focus was on uncovering the structure of languages and some aspects of the cultures of Asian and later African societies. Earlier specialisms flourish, as in a renaissance in Sanskrit and Indic studies, but the development of new fields of interest, ranging very widely across the humanities and social sciences, indicates a growing diversity of scholarship and an impressive appetite for innovation. Translation studies, Islam in the modern world, film and media, gender, human rights, poverty, globalisation, HIV/Aids: an ever-growing list of subjects marks SOAS’s importance and the excitement of its studies. Its uniqueness rests in fundamental strength in language-based research and a regional focus, but it is also a major player in all its disciplines. With scholarship and more vocational needs both affected by the ways the world is changing, SOAS and its fields of study have universal and not only specialist importance.

A second volume on its history, *SOAS since the Sixties*, appeared in 2003. A key theme was that the School not only survived some tough years, but that it did so with ‘imagination and a renewed sense of SOAS’s distinctive place’ in the academic world. Today, it can do what no other institution in the UK can, as a whole: ‘speak with real academic authority ... about the societies, cultures and polities of two-thirds of the world’. The aptly-named *SOAS: A Celebration in Many Voices* appeared in 2007. One article said: SOAS is ‘still remarkable’ and ‘still has a special place in the affections of many people in the regions it studies’; it ‘does not regard itself as “peculiar” anymore’, but as ‘the mainstream’ of the present century.

In 2009, in recognition of its excellence in the teaching of the languages of Asia, Africa and the Middle East, SOAS was awarded the Queen’s Anniversary Prize for Higher Education. These prizes go only to institutions doing world-class work of exceptional importance and SOAS’s award is a testament.
PART 1
STUDYING FOR A TAUGHT MASTERS DEGREE AT SOAS
The Registry

The Registry, located on the first floor of Vernon Square buildings, is responsible for matters relating to registration, regulations, fees and scholarships. In addition to queries relating to registration and fees, staff in the Registry can provide general advice for postgraduate students and, where appropriate, supply forms. In other cases they will direct students to the individual member of Registry staff responsible (this may require an appointment to be made in advance). If you wish to contact the Registry from outside SOAS, you can telephone the main SOAS switchboard (020 7637 2388) and ask to be put through to the Registry, or you can send email to registrar@soas.ac.uk.

Director of Student and Registry Services
David Christmas

Head of Registry
Mr Nicholas Page

Fees and Scholarships Manager
Ms Pippa Smith

Although the Registry and programme convenors are the main routes through which enquiries from students should be directed, some matters may also require consultation with the appropriate Associate Dean in the relevant Faculty.
# Course conveners

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<tr>
<th>Faculty Programme</th>
<th>Convenor</th>
<th>Tel.</th>
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<td><strong>Arts &amp; Humanities</strong></td>
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<tr>
<td>MA History: Asia/Africa</td>
<td>Dr. A. Tanku</td>
<td>4636</td>
<td>aj7</td>
</tr>
<tr>
<td>MA Anthropology of Food</td>
<td>Prof. H. West</td>
<td>4414</td>
<td>hw16</td>
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<tr>
<td>MA Anthropology of Media</td>
<td>Dr. D. Martinez</td>
<td>4425</td>
<td>dm6MA</td>
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<tr>
<td>Anthropological Research Methods</td>
<td>Dr. T. Marchand</td>
<td>4424</td>
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<td>MA History of Art and/or Archaeology</td>
<td>Dr. G. King</td>
<td>4447</td>
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<tr>
<td>MA Migration and Diaspora Studies</td>
<td>Dr. C. Davis</td>
<td>4418</td>
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<td>MA Historical Research Methods</td>
<td>Dr. P. Raman</td>
<td>4434</td>
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<tr>
<td>MA Social Anthropology of Development</td>
<td>Prof. W G Clarence-Smith</td>
<td>4608</td>
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<td>Dr. L. Matsunaga</td>
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<td>Dr. R. Axelby</td>
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<td>MA Religions</td>
<td>Dr. A. Palumbo</td>
<td>4768</td>
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<td>MMus Ethnomusicology</td>
<td>Prof. K. Howard</td>
<td>4678</td>
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<td>MMus (Performance)</td>
<td>Dr. N. Gray</td>
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<tr>
<td>MA in Global Media and Postnational Communication</td>
<td>Dr. S. Zeydabadi-Nejad</td>
<td>4422</td>
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<tr>
<td>MA in Critical Media and Cultural Studies</td>
<td>Prof. M Hobart</td>
<td>4415</td>
<td>mh5</td>
</tr>
<tr>
<td>MA in Global Cinemas and the Transcultural Film &amp; History</td>
<td>Dr. A. Impey</td>
<td>4433</td>
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<tr>
<td>MA Anthropology of Travel, Tourism and Pilgrimage</td>
<td>Dr. C. Gerteis</td>
<td>4093</td>
<td>cg24</td>
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<td><strong>Languages &amp; Cultures</strong></td>
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<tr>
<td>MA African Literature</td>
<td>Dr Kwadwo Osei-Nyame</td>
<td>4377</td>
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<td>MA African Studies</td>
<td>Dr Lutz Marten</td>
<td>4653</td>
<td>lm5</td>
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<tr>
<td>MA Ancient Near Eastern Languages</td>
<td>Prof Andrew George</td>
<td>4335</td>
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<tr>
<td>MA Applied Linguistics and Language Pedagogy</td>
<td>Dr Noriko Iwasaki</td>
<td>4394</td>
<td>ni3</td>
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<td>MA Arabic Language Teaching</td>
<td>Dr Noriko Iwasaki</td>
<td>4394</td>
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<tr>
<td>MA Arabic Literature</td>
<td>Dr Wen-Chin Ouyang</td>
<td>4348</td>
<td>wo</td>
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<tr>
<td>MA Chinese Literature</td>
<td>Prof Michel Hockx</td>
<td>4222</td>
<td>mh17</td>
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<tr>
<td>MA Chinese Studies</td>
<td>Dr Cosima Bruno</td>
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<tr>
<td>MA Comparative Literature</td>
<td>Dr Grace Koh</td>
<td>4290</td>
<td>gk5</td>
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<tr>
<td>MA Cultural Studies</td>
<td>Dr Rachel Harrison</td>
<td>4247</td>
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<tr>
<td>MA Gender Studies</td>
<td>Dr Ruba Salih</td>
<td>4245</td>
<td>rs94</td>
</tr>
<tr>
<td>MA Islamic Studies</td>
<td>Prof M. Abdel-Haleem</td>
<td>4325</td>
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</tbody>
</table>
### MA Islamic Societies

& Cultures
- Prof George Hewitt 4332 gh2

### MA Israeli Studies

- Dr Yair Wallach 4216 sd5

### MA Japanese Literature

- Dr Stephen Dodd 4216 sd5

### MA Japanese Studies

- Dr Stephen Dodd 4216 sd5

### MA Korean Literature

- Dr Grace Koh 4290 gk5

### MA Korean Studies

- Dr Anders Karlsson 4265 ak49

### MA Language Documentation & Description

- Dr Julia Sallabank 4326 js72

### MA Languages and Cultures of South Asia

- Prof Mike Hutt 4286 mh8

### MA Languages and Literatures of South East Asia

- Dr David Smyth 4253 ds5

### MA Linguistics

- Dr Julia Sallabank 4326 js72

### MA Near & Middle Eastern Studies

- Prof George Hewitt 4332 gh2

### MA Pacific Asian Studies

- Dr David Smyth 4253 ds5

### MA Postcolonial Studies

- Dr Amina Yaqin 4305 ay

### MA Sinology

- Dr Michel Hockx 4222 mh17

### MA South Asian Area Studies

- Prof Mike Hutt 4286 mh8

### MA South East Asian Studies

- Dr David Smyth 4253 ds5

### MA Taiwan Studies

- Dr Dafydd Fell 4206 df2

### MA Theory and Practice of Translation

- Ms Narguess Farzad 4346 nf1

### MA Turkish Studies

- Dr George Dedes 4344 gd5

### Law & Social Science

#### LLM

- Dr. Martin Lau 4657 ml1

#### MA International & Comparative Legal Studies

- Mr. Alex Fischer 4302 af5

#### MA International Studies and Diplomacy

- Dr. Dan Plesch 4840 dp27

#### MSc African Politics

- Dr. Phil Clark 4611 pc44

#### MSc Asian Politics

- Dr. Dafydd Fell 4206 df2

#### MSc Development Economics

- Prof. Mushtaq Khan 4546 mk100

#### MSc Development Studies

- T1 Dr. Alessandra Mezzadri 4533 am99
- T2 Prof. Naila Kabeer 4488 nk34

#### MSc Globalisation & Development

- T1 Dr. Alessandra Mezzadri 4533 am99
- T2 Dr Paolo Novak 4214 pn4

#### MSc Economics with reference to Africa

- Dr. Deborah Johnston 4494 dj3

#### MSc Economics with reference to South Asia

- Prof. Mushtaq Khan 4546 mk100

#### MSc Economics with reference to the Asia Pacific Region

- Prof. Chris Bramall 4616 cb81

#### MSc Economics with reference to the Middle East

- Prof. Massoud Karshenas 4535 mk

#### MSc Finance and Development

- Prof. Machiko Nissanke 4542 mn2
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<tr>
<th>Course</th>
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<tbody>
<tr>
<td>MSc Finance and Financial Law</td>
<td>Dr. Richard Alexander</td>
<td>ra30</td>
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<tr>
<td>MSc International Management for China</td>
<td>Prof. Laixiang Sun</td>
<td>is28</td>
</tr>
<tr>
<td>MSc International Management for Japan</td>
<td>Dr. Helen MacNaughtan</td>
<td>hm39</td>
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<tr>
<td>MSc International Management for Middle East and North Africa</td>
<td>Dr. Bassam Fattouh</td>
<td>bf11</td>
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<tr>
<td>MSc International Politics</td>
<td>Dr. Mark Laffey</td>
<td>ml23</td>
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<tr>
<td>MSc Middle East Politics</td>
<td>Prof. Charles Tripp</td>
<td>ct2</td>
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<tr>
<td>MSc Migration, Mobility and Development</td>
<td>T1 Dr. Laura Hammond</td>
<td>lh4</td>
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<td></td>
<td>T2 Dr Tania Kaiser</td>
<td>tk51</td>
</tr>
<tr>
<td>MSc Political Economy of Development</td>
<td>Prof. Mushtaq Khan</td>
<td>mk17</td>
</tr>
<tr>
<td>MSc State, Society and Development</td>
<td>T1 Dr Yuka Kobayashi</td>
<td>yk37</td>
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<tr>
<td></td>
<td>T2 Dr Dafydd Fell</td>
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<tr>
<td>MSc Violence, Conflict and Development</td>
<td>Dr. Jonathan Goodhand</td>
<td>jg27</td>
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## Faculty Offices

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<th>Arts and Humanities</th>
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Studying for a Masters Degree

The essential difference between postgraduate study and undergraduate level work is that, as a postgraduate, you will be expected to use your own initiative more. In your thinking and learning you will be more proactive in defining the intellectual problems, in working out how to approach them, and in critically appraising the academic literature. Your schedule will probably also involve less instruction time in lectures and classes, more time spent in discussion-based seminars, and more time spent reading, writing, or working with data on your own.

Structure

Masters degrees at SOAS are governed by the Regulations, which apply to Masters Degrees. The structure of a Masters degree is described in the Postgraduate Prospectus and additional material that can be obtained from your Faculty Office. You can also consult a copy of the Regulations. This material can increasingly be found on the SOAS intranet.

Masters degrees taught at SOAS require one full year of study (if you are full-time), during which time you complete the equivalent of three full taught courses and one dissertation. Part-time study is undertaken over two or, for most programmes, three years. In most cases the three taught courses are assessed by a mixture of written examination and assessed coursework such as specified essays. However, there are exceptions.

Organisation

The approaches to graduate teaching are ordered in part by the nature of the subject of a course. In some courses, mainly elementary language teaching for beginners, there is no difference between such classes and those for undergraduates, and the two are often taught together. For many students some courses will constitute the first exposure they have ever had to a particular discipline or an area of study and consequently teachers have to help students acquire a baseline of knowledge which will eventually empower them to take a full part in discussion. Thus both the nature of the course subject and the “mix” of students will play a part in the teaching methods used. Personal preferences also play their part in the very different kinds of classes in which you will participate. Teachers have their own ideas about what matches the objectives of a course and those ideas will be informed by their experience and what they have learnt from colleagues and students in the past. There is no “best” way of teaching at graduate level. But there is no doubt that the most fruitful experiences for students and teachers alike emerge from teaching/learning situations in which students stay abreast of reading requirements, submit good written work punctually and, over time, develop their own areas of expertise. Similarly students who take the trouble to use insights derived from their reading from all elements of their programme can transform seminars; those with a literature background, for example can bring examples from their reading into a history or politics discussion, thus opening up the range of the seminar. That kind of cross-fertilisation and comparison lies at the heart of successful Masters programmes and it is very much in the hands of students to ensure that it works.

On Masters degrees, teaching is carried out through:

- Lectures
- Seminars
- Tutorials

Lectures

Few graduate courses are taught by lectures alone. Most classes at graduate level initially combine the functions of lectures and seminars, many courses beginning with a lecture element. The teacher must assume that a proportion of the class are new to the topic and will use the initial weeks of the programme to orientate students by describing the field of study, suggesting where research in the area is going and examining a variety of approaches. As time progresses, the class will become better informed and thus able to contribute to informed discussion. In such cases what begins as a lecture course may turn itself into a seminar.
Seminars
Some graduate courses are entirely based on seminars: they progress by the seminar group discussing a set of topics, informed by prescribed readings which all members of the class will be expected to have read. In other cases, the students’ written work is presented as seminar papers which are pre-circulated to the class and which are then discussed, by the seminar. The success or otherwise of all these approaches depends upon each and every member of the group making sure that they keep up with the required reading. There is nothing more deadly than a seminar which turns into a weekly discussion between the teacher and only one or two students because the others have failed to keep up with the reading.

Tutorials and Written Work
Your written work will be criticised and commented upon as well as marked. Some teachers will use the framework of a tutorial for this where the tutorial class as well as the teacher are expected to reflect on the work presented. Some teachers will see individual students on a one to one tutorial basis. But again there is no set pattern and many of you will be members of very different kinds of class at one and the same time.

Feedback on Teaching
At the end of the year the student assessment of courses exercise allows you to comment on how successful you feel the course has been. Teachers learn a great deal from such criticism and adapt their approaches where they feel that students have highlighted good practice or have drawn attention to things that went wrong or could be improved.

Other Lectures and Seminars
There are very likely to be lecture series in SOAS and more widely in the University which you learn about which are not part of your formal tuition but which you would like to attend. Some of these are public lectures at which you will be welcome (see below). But there may be some other lectures or classes in which you feel you might be interested. Most teachers welcome students who wish to audit a course. But one must always approach the teacher for his/her permission before attending such classes. In some very small classes, for example, a large number of auditors can be distracting for the other students. Seminars are constructed out of the interaction of personalities as well as by the interchange of critical opinion. Accordingly, the “chemistry” of such groups can also be transformed by the attendance of people from “outside” the immediate group, especially if that attendance is irregular. Accordingly there is no guarantee that every teacher will agree to your presence as an auditor but you will only find out if you ask. Information on internal and external lectures and seminars can be found in the Postgraduate Common Room or Faculty Offices.

Essays, Term Papers, Seminar Papers and Dissertations
Postgraduates are required to read and write considerably more than undergraduate students. A large proportion of this will be done while researching the essays, seminar papers and term papers that all Masters students have to complete. These activities are of central importance to your academic career at SOAS and you must have a clear idea of what is expected if you are to write worthwhile and valued papers.

Assessment of Coursework
Most, but not all, Masters programmes are examined by a mixture of unseen written examination, dissertation or project paper, and coursework. Assessed coursework means that the marks or grades achieved by your written work on each individual course are included in the final calculation of your mark for that course. It is clearly important to make sure that you fully understand the coursework percentage on each of your courses. But whatever the percentage, it is clear that failure to present work on time penalises your chances of good overall grades. At worst, poor coursework can fail you.
Each course has a definition of assessed coursework approved by the Faculty Learning and Teaching Committee. Clearly, elementary language courses are structurally very different from social anthropology courses, for example, and therefore practices will differ. Find out from the course teacher which elements of your written work will be assessed as coursework and how it will be assessed. This information is usually included in the course outline, and then discussed at the first meeting of the course. Find out whether all essays are included for grading; how long should they be? How much research time should be allocated to each project? Should the text be footnoted? Should it be circulated to other members of the class? Do not embark on any project until you are quite clear about what is expected. If you begin working on an essay or paper and encounter problems with the reading or with writing, consult your teacher immediately. Find out also how many copies you are expected to provide – assessed coursework must be made available for External Examiners. Assessed essays and papers are expected to be word-processed or typed.

**Deadlines**

Find out what the deadlines for submission are. Deadlines are a serious matter; for example, some teachers will not mark work handed in late unless there is a very serious reason such as ill health certified by a doctor’s note which explains late submission. Similarly, work handed in after the School deadline (16.00 on the Friday immediately before the examinations start - 27 April 2012) will not be marked, whether or not supported by medical etc evidence. This is because those students who do present work on time should not be disadvantaged by those who seek unofficial extensions to the writing period. If you submit no written work you will not only penalise yourself by receiving no coursework percentage; you may also be judged not to have completed the course and that will almost certainly mean that you will fail it. Written work is thus a central part of the life of a Masters student. Make sure that you understand clearly what is required in each of your courses. If you do not understand what is required of you, ask the course teacher and do so right at the beginning of the course.

Some students will have written essays in the past in which they were expected to repeat what lecturers said or paraphrase what they read in recommended books. This is not the practice of the University of London. The work you submit must be expressed in your own words and must incorporate your own ideas and judgements. As a new graduate student you are expected to be able to do this and to do it well.

**Plagiarism**

Plagiarism, the presentation of another person’s thoughts or words as though they were your own, must be avoided. It is morally wrong, dishonest and absurd to try to pass off as yours work which is not your own and expect to receive recognition and grades for it.

Direct quotations from the published or unpublished work of others must always be clearly identified as such by being placed inside quotation marks or inset, and a full reference to their source must be provided in a footnote and in your dissertation or essay bibliography. Remember that a series of short quotations from several different sources,

if not clearly identified as such, constitutes plagiarism just as much as a single unacknowledged long quotation from a single source. Equally, if you summarise another person’s ideas or interpretations, you must refer to that person in your text and include the work referred to in your bibliography. Failure to observe these rules may result in an allegation of cheating. If upheld this could result in your being dismissed from the University. Teachers are not fools and your assessed essays or papers will be seen not only by your teacher but also by your examiners.

If you are to avoid the tragedy and embarrassment that inevitably accompanies plagiarism, you must remember that you will be found out. The work you produce must be your own work. If you are in any doubt about what is permissible, consult your course teacher.
Dissertation

When your programme demands the completion of a dissertation, make sure that you have given some thought to what you want to do early in the programme. Again you must find out exactly what is required of you and thus you should be discussing your plans with your supervisor early in the second term. You should be building up the bibliography for that project well before the written examinations. You must ensure that you, your supervisor and the programme convenor are happy that you have a viable topic; you should have a clear idea about how to proceed with it by the spring vacation. You should also discuss with your supervisor the timetable for the production of that dissertation.

Many scholars are not available for consultation during the summer vacation; they too do research and that may well take them out of London in the summer. Ensure therefore that the supervision you need after the examinations is planned in advance. More guidance notes for the dissertation are included in Part 3 of this Handbook.

All of this may sound rather daunting. In some ways it should be. As a graduate student you are being presented with greater challenges than you faced as an undergraduate. Your workload will be considerable and the demands made of you will be great. But this is a flattering challenge. Your admission to a Masters programme signifies that a group of experienced academics felt that you as an individual could cope with these expectations.
Assessment Guidelines for Postgraduate MA/MSc Students

The marking criteria (competence standards) for all SOAS post-graduate programmes draw upon the following minimum “core” criteria, which are applicable to the assessment of most or all assignments:

• understanding of the subject;
• utilisation of proper academic [or other] style (e.g. citation of references, or use of proper legal style for court reports, etc.);
• relevance of material selected and of the arguments proposed;
• planning and organisation;
• logical coherence;
• critical evaluation;
• comprehensiveness of research;
• evidence of synthesis;
• innovation / creativity / originality.

The language used must be of a sufficient standard to permit assessment of the above criteria.

These minimum core criteria form a part of the School’s core academic standards, applied to all coursework and as such they would not usually be subject to any modification, even as a “reasonable adjustment” to the needs of a specific disabled person.

The minimum core criteria intentionally do not include standards concerning the presentational aspects of the work, such as spelling and punctuation in written assignments; nor do they include the criteria for certain specialist assignments (e.g. musical performance). Departments select additional criteria for certain assignments, as appropriate to the learning outcomes being assessed on that occasion. Such additional criteria are not standard to all courses, but they are part of the “competence standards” for the specific course and assignment to which they apply.

The additional criteria could include:

• appropriate spelling / grammar / punctuation;
• other skills as appropriate to the form of assessment (e.g. quality of accent, pronunciation, diction and other vocal qualities for an assessment involving speech);
• The demonstration of specific knowledge or abilities relevant to the assignment / examination (e.g. practical skills in archaeology or playing a musical instrument).

Your department will provide you with information, on request, about any additional criteria which may be used to mark a particular assignment.

Approved by LTQC 14 May 2008

The guidelines below reflect the standards of work expected at postgraduate level. All your essays are marked by a member of staff, and a sample is then moderated by another member of staff. Where essays count for 50% or more of the final course mark, they are double marked by two members of staff. All essays are made available to the external examiner(s). Please feel free to discuss your essay and how your grade was arrived at with the appropriate member of staff.

70% and above Distinction

As for the (60-69%) below plus:

• shows clear evidence of wide and relevant reading and an engagement with the conceptual issues
• develops a sophisticated and intelligent argument
• shows a rigorous use and a sophisticated understanding of relevant source materials, balancing appropriately between factual detail and key theoretical issues. Materials are evaluated directly and their assumptions and arguments challenged and/or appraised
• shows original thinking and a willingness to take risks

**60-69% Merit**

As for the (50-59%) below plus:

• shows strong evidence of critical insight and critical thinking
• shows a detailed understanding of the major factual and/or theoretical issues and directly engages with the relevant literature on the topic
• develops a focussed and clear argument and articulates clearly and convincingly a sustained train of logical thought
• shows clear evidence of planning and appropriate choice of sources and methodology

**50-59% Pass below Merit (50% = pass mark)**

• shows a reasonable understanding of the major factual and/or theoretical issues involved
• shows evidence of planning and selection from appropriate sources,
• demonstrates some knowledge of the literature
• the text shows, in places, examples of a clear train of thought or argument
• the text is introduced and concludes appropriately

**45-49% Marginal Failure**

• shows some awareness and understanding of the factual or theoretical issues, but with little development
• misunderstandings are evident
• shows some evidence of planning, although irrelevant/unrelated material or arguments are included

**0-44% Clear Failure**

• fails to answer the question or to develop an argument that relates to the question set
• does not engage with the relevant literature or demonstrate a knowledge of the key issues
• contains clear conceptual or factual errors or misunderstandings.
The SOAS Library and Other Library Resources

All students and staff at SOAS are members of the library. The library is the major European library for Asia, Africa and the Middle East. It attracts many outside readers from Britain and abroad who come to consult the rich research collections and the archives. At the same time, the library provides the books and articles needed by students.

All current information on the Library is available at: http://www.soas.ac.uk/library
FAQs: http://www.soas.ac.uk/library/using/faqs/
The Library & Information Services guide, training sessions & tours will be available at the start of term.

Library Transformation Project
The Library opened in 1973 in a landmark Modernist building designed by Sir Denis Lasdun which has recently achieved a Grade 2* listing by English Heritage. The Library is about half way through the process of being completely redesigned to transform it into a 21st Century learning environment. During 2010 Level E and some of Level F (Ground and Lower-Ground floors) were completely renovated to create a new Entrance and Reception area, the Wolfson Gallery, group study rooms, a new PC Lab, increased seating for users and integration of the Language Resources and Multi-Media rooms into the Library. Plans for the upper floors will see them renovated to the same standard as can be seen on Level E.

During the 2011/12 session there will be a pause in the Library building works whilst the School attends to other projects. We will be undertaking minor works on the upper four levels of the Library to restore the Research Collections and Silent Study spaces which were displaced by the works in 2010. We will strive to minimise disruption to the Library and ensure that any noisy work will be confined to the hours of 7-10am each day.

Short Loan Collection and Multiple Copies
To cater for students’ needs, there is a collection of materials recommended by lecturers, which can be borrowed for up to 24 hours. Additional multiple copies of essential readings will be found shelved within the main library collections, including books which can be borrowed for one week.

Main Collections
Books are arranged partly by geographical area and partly by subject. The library uses the Dewey decimal system, with the use of prefixes to denote region, country, and language. To find materials please use the online library catalogue at: http://lib.soas.ac.uk and the location list at: http://www.soas.ac.uk/library/using/finding/location/
Archives & manuscripts: http://www.soas.ac.uk/library/subjects/archives/

Electronic Resources
The Library subscribes to over 30,000 electronic journals and hundreds of databases and electronic books to support students. Most of these resources are available from computers both on and off-site. Use your SOAS ID and password to login to e-resources when prompted. For further information see: http://www.soas.ac.uk/library/electronic

Library Services
For more information on borrowing, renewing and reserving materials please refer to the Library website: http://www.soas.ac.uk/library/using/services/
Rules and Regulations
Like any library, there are rules to ensure that the collections are properly maintained and that access is fairly regulated. Most of these are common sense (no eating or drinking, no marks of any sort to be made in books, use of mobile phones in allocated areas only). All Library users are expected to abide by the Library rules which are available in full at: http://www.soas.ac.uk/library/using/charter/

Library Staff – Key Contacts
Director of Library & Information Services     John Robinson  j.robinson@soas.ac.uk
Assistant Director (Acquisitions and Bibliographic Services):  Peter McCormack  pm21@soas.ac.uk
Assistant Director (Archives & Special Collections):     Susannah Rayner sr30@soas.ac.uk
Assistant Director (Operations):         Libby Homer libby.homer@soas.ac.uk
Assistant Director (Teaching and Research Support):  Barbara Spina bs24@soas.ac.uk
Head of Electronic Services:         Beth Clark bc3@soas.ac.uk

Hours of Opening
The library offers extended opening hours for most of the academic year. NB: full library services are not available during extended hours. For current information on opening times for the Library and the Special Collections Reading Room see: http://www.soas.ac.uk/library/using/openingtimes/

Outline of Arrangement of Collections*

Level A     South Asia

Level B     Middle East & Central Asia (including Ancient Near East, Semitics and Judaica)
Large size periodicals

Level C     China & Inner Asia
Japan
South East Asia

Level D     Africa
Art
Main Reading Room (computer room)
Law
Korea
Photocopying/printing

Level E     Reception area
Enquiry Desk, Issue Desk, Membership Desk
IT Helpdesk
Self-issue and returns machines
General Humanities and Social Sciences
Short Loan Collection
Group study rooms
Language Laboratories
Lee Periodical Reading Area
Microform reader/printers & Audio-visual materials & equipment
Photocopiers/printers & recharge stations

Level F
- Special Collections Reading Room
- Burma Collection Memorial Library
- Mobile stack collections
- Computer room

*NB: to enable the Library Transformation Project, approx. 160,000 volumes are stored off-site. Books and journals affected will be noted on the location list.

Further information about the collections and their arrangement is provided on the Library web-site [http://www.soas.ac.uk/library](http://www.soas.ac.uk/library) and in the various leaflets produced by the Library. For help please contact the Enquiry Desk on Level E, ext 4163, E-mail: libenquiry@soas.ac.uk.

Access to Other Libraries
All SOAS students are entitled to join Senate House Library. Membership allows borrowing of books and off-site access for many electronic journals & databases. Other libraries offer reference or borrowing access depending on student status. SOAS has reciprocal agreements with LSE, UCL, Institute of Education and Birkbeck and participates in the SCONUL Access scheme which provides access to over 170 academic libraries. Please ask at the SOAS Library Membership desk for more information on this scheme. More information on other libraries: [http://www.soas.ac.uk/library/using/others/](http://www.soas.ac.uk/library/using/others/)

Bookshops
The SOAS Bookshop is situated in the Brunei Gallery opposite the SOAS main building. Opening hours are 9.30am–5.30pm Monday to Friday. The shop also opens on Saturday afternoon during exhibitions.

The bookshop stocks student textbooks for all subjects, course packs, SOAS publications, SOAS souvenirs and Brunei Gallery catalogues.

Contact: Mr Joe Burridge
Email: [bookshop@soas.ac.uk](mailto:bookshop@soas.ac.uk)

Our other Shop
Arthur Probsthain Oriental and African Booksellers
Telephone: 020 7898 4470
41 Great Russell Street, London WC1B 3PL
Telephone: 020 7636 1096

The main bookshop in the area is Waterstone’s, opposite the University of London Union on the corner of Malet Street and Torrington Place. It covers all subjects and can order books from Britain and abroad.

Not much further away is Charing Cross Road, which has a multitude of bookshops, large and small. Secondhand books can be bought there or at Waterstone’s and Probsthains. If you want to sell books, you will usually be able to do so if they are in reasonable condition, although you may be surprised at how little you are offered.

Photocopying
Photocopiers are available for students in the library. The cost is 5p per A4 sheet for black and white copies. The copiers are operated through student network accounts. Students log in to the copiers using their SOAS ID and password. Credit can be added at one of the
recharge machines in the Library, or in the Vernon Square foyer. Please note that all photocopying facilities are governed by the rules of copyright (see later). Posters explaining what can and cannot be copied and recommended limits are available near the photocopiers.

**Copying and Copyright**

In the UK, material is normally protected by copyright within an author’s lifetime and for 70 years after the author’s death. Copyright law is currently based on the Copyright, Designs and Patents Act 1988, as amended. SOAS Library users are required to comply with copyright law when using the Library’s collections and services.

Copyright is a complex area. The following points provide basic guidance for students when copying material held in the Library. For further guidance, see the Library’s website and the posters located next to the photocopiers in the Library.

1. Students may produce a single photocopy of an extract from a copyright-protected item for their own non-commercial private study or research, under the copyright exception of “fair dealing” for non-commercial private study or research. It is strongly recommended that you copy no more than one article from a journal, newspaper or magazine; one complete chapter from a book; or extracts up to 5% from a book. You should acknowledge the source of the copy, e.g. by writing the name of the author and the title on the photocopy if it is not already recorded.

2. Multiple photocopying of sets of material for class use is NOT permitted except under SOAS’s licence with the Copyright Licensing Agency. The licence applies to certain types of works published in the UK and some overseas countries. Information about what is covered by the licence is available in posters next to the Library’s photocopiers and on the Library’s website.

3. Extracts of copyright material may be incorporated into publications under the copyright exception of “fair dealing” for the purpose of criticism or review. For this to apply, the item copied must have been published or otherwise made available to the public; you must acknowledge the source of the material when reproducing it (e.g. by giving, at a minimum, the author and title); the purpose of copying the item must be to criticise it or review it (e.g. to discuss its importance or value); and you must not copy more from the item than is necessary for criticising or reviewing it. Long-standing guidance suggests that quotation of the following amounts from a written work for criticism or review will be seen as acceptable: a single extract of up to 400 words from a prose work; a series of extracts (each no more than 300 words) up to a total of 800 words from a prose work; or up to 40 lines or one-quarter of a poem (whichever is less). The reproduction of more substantial extracts would require the permission of the publisher and, if the publisher thinks appropriate, the payment of a fee.

4. Students may also copy extracts from copyright-protected items in order to incorporate them into their assessed coursework, theses and dissertations, under the copyright exception of “examination privilege”. You should acknowledge the source of the item, e.g. by giving the author and title (at a minimum). This exception does not allow any subsequent use of the material: e.g. if you want to publish your essay, thesis or dissertation, you must get permission from the copyright owner, or ensure that the reproduction is covered by another copyright provision like “fair dealing” for criticism or review.
Further information and advice on copyright is available from the Information Compliance Manager, Paul Gibbons (email to copyright@soas.ac.uk).
http://www.soas.ac.uk/infocomp/copyright/library/
Information Technology at SOAS

1. Getting Started
http://inet.soas.ac.uk is your starting point to computing in SOAS. From there, you can access your email and go to other useful links e.g. the library and the intranet.

2. Email and Network account
Your student number (the 6-digit number on your student ID card) is also your computer account number. The temporary password for your account is your date of birth (format: dd-mm-yy e.g. 09-Aug-76; the first letter of the month is in uppercase). You should change your password as soon as possible. (There is a change password link at http://inet.soas.ac.uk).

3. Computing Facilities

<table>
<thead>
<tr>
<th>Open Access Labs</th>
<th>Lab</th>
<th>Location</th>
<th>Opening Hours*</th>
</tr>
</thead>
<tbody>
<tr>
<td>RB01</td>
<td>Basement, East Block</td>
<td>College Building/Library opening hours</td>
<td></td>
</tr>
<tr>
<td>Library</td>
<td>Library floor D &amp; E and Reading Room</td>
<td>Library opening hours</td>
<td></td>
</tr>
<tr>
<td>Computer Lab/Teaching Room L62</td>
<td>Basement, Main Building</td>
<td>Outside teaching hours; check timetable on the door</td>
<td></td>
</tr>
<tr>
<td>V121</td>
<td>1st Floor, Vernon Square</td>
<td>Vernon Square Building opening hours</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Research and other labs</th>
<th>Lab</th>
<th>Location</th>
<th>Access</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research lab R301</td>
<td>First Floor, East Block</td>
<td>Research students</td>
<td></td>
</tr>
<tr>
<td>Research lab</td>
<td>4th floor, 21, Russell Square (access via 22 Russell Square)</td>
<td>Research students</td>
<td></td>
</tr>
<tr>
<td>Research lab 4430</td>
<td>Room 4430, College Building</td>
<td>CISD students</td>
<td></td>
</tr>
<tr>
<td>Music post-graduate lab</td>
<td>Room 511, College Building</td>
<td>Music Research students</td>
<td></td>
</tr>
<tr>
<td>IFCEL student lab</td>
<td>Room FB17, Faber Building</td>
<td>IFCEL students</td>
<td></td>
</tr>
<tr>
<td>Multi-media computer lab</td>
<td>Room L54, College Building</td>
<td>Students taking media related courses. Contact your dept/tutor.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
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<tr>
<th>Assistive Technology Computer Lab</th>
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<tr>
<td>Assisted technology room for students</td>
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<td>Assisted technology room for students</td>
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</table>
4. Support Desk
The IT Support Desk is located on E floor, Library. The Desk opens from 9:00 a.m. to 5:00 p.m., Monday to Friday.

The Support Desk provides computer support and answers general queries. However the Desk does not provide extensive training nor support personal computer equipment.
Contacts: Tel: x4950 (020 7898 4950)
Email: helpdesk@soas.ac.uk

5. Internet Access
Internet access is available in all the computer labs. There are sockets are available in the Library Reading Room and Library North Terrace for laptops. You can also connect your laptop or mobile devices to the wireless network in many locations in the school. Details on how to connect to the network can be found at: http://www.soas.ac.uk/itsupport/.

6. Computer Orientation and Training
IT offers training courses on basic computing and MS Office software in the autumn term. There are also online training courses available through the Intranet. Details of these courses are available at: http:// mercury.soas.ac.uk/it/training/ittraining.htm. You can make suggestions about IT training courses by contacting: ittrainingwishlist@soas.ac.uk.

7. Documentations
On-line documentations can be viewed http://www.soas.ac.uk/itsupport/.

8. Printing
Students may print work via the School network from School computers. There are printers located in all of the main open-access computer rooms. These cost 5p per A4 sheet.

If you use your own computer for work, you can copy your documents to a USB memory stick and use this in a School computer to print your work.

Undergraduate students are given an annual credit of 150 sheets at 5p. Top-up machines are available in the Library and at the foyer in Vernon Square.

9. Computer Viruses
The School uses MacAfee VirusScan for virus protection. Your home/personal computer must also have adequate virus too. Current students can obtain a copy of MacAfee VirusScan free from the IT Support Desk. For PC users, we also recommend Microsoft Security Essentials (free): http://www.microsoft.com/security/products/mse.aspx

10. Specialist Services
Scanning and colour laser printing is available E-floor, Library. All copying, scanning and printing is governed by the rules on copyrights.

11. Comments and Suggestions
If you have any comments or suggestions on the School’s IT services, don’t hesitate to contact us at: IT_feedback@soas.ac.uk.
Practical Information Compliance

During the course of your studies, you will have to use information. You may want to photocopy or scan an article in a journal or a chapter from a book, but you are worried about whether it will breach copyright laws. Perhaps you want to use personal details about individuals as part of your research. Maybe you’ve heard about the Freedom of Information Act and want to know how to use it responsibly to obtain information relevant to your thesis. If you are submitting a thesis, you will want to know how online publication will affect you.

There is helpful guidance on all of these issues on the SOAS website at http://www.soas.ac.uk/infocomp/practical/.
SOAS Student Data Protection Statement

1. What is Data Protection?
While you are a student at SOAS and after you cease to be a student, SOAS needs to collect, store, use and disclose certain data about you. We require this information for our normal business purposes, such as services to applicants, current students and alumni (see How will my data be used?).

When we process data about you, we have to observe the requirements of the Data Protection Act. The Act establishes a framework within which information about living individuals can be legally gathered, stored, used and disseminated. At its core are eight Data Protection Principles, which SOAS and other organizations must abide by. These specify that personal information must be:

- Processed fairly and lawfully, and only if certain conditions are met.
- Obtained for specified and lawful purposes, and not used for purposes other than those for which it was gathered.
- Adequate, relevant and not excessive.
- Accurate and where necessary kept up to date.
- Kept for no longer than necessary.
- Processed in accordance with individuals' rights (see What are my rights?).
- Kept secure.
- Not transferred outside the European Economic Area unless certain conditions are met.

These protections apply to information in electronic form, and to many types of data in paper form. Further information about the Data Protection Act is available from the Information Commissioner's Office, a government agency which monitors compliance with the Act. SOAS is committed to meeting its responsibilities to current and former students under the Data Protection Act and related legislation such as the Human Rights Act. SOAS's Data Protection Policy specifies the steps, which SOAS is taking to meet its Data Protection obligations, and is binding on all members of the School. This statement is designed to highlight the areas of Data Protection, which are of particular concern to students, and to help students understand how information about them will be used. It applies to all students regardless of age, so if you are under 18, you will be treated in the same way as students who are over 18 for Data Protection purposes.

2. What information does SOAS hold about me?
SOAS will collect data about you in the course of our dealings with you as a current or former student (see How will my data be used?): for example, when you apply, when you enrol, and as you progress through your course. We may also receive data about you from outside SOAS, such as information from UCAS relating to undergraduates' UCAS applications, and information supplied by referees. If you are a current or former student, examples of the data, which SOAS may hold about you include:

- Your name.
- Your contact details.
- Details of your emergency contacts.
- Your date of birth.
- Your nationality.
- Your ethnic origins.
- Your academic background and qualifications.
- Your academic record while at SOAS, including details of any degrees which you are awarded.
- Any disabilities which you have disclosed to us.
- Medical information, such as information held by the counseling service.
- Fee information and sponsorship details.
- Your use of SOAS facilities such as the Library.
− Any disciplinary action taken against you.
− A digital photograph of you, which is used to produce your student ID, and for security and identification purposes.

Data about you will be gathered and held in both digital and paper form. Some of this information (such as your ethnic origins, medical information and information about disabilities) is classed as “sensitive” personal data under the Data Protection Act. This means that it is subject to extra legal protection, and we have to meet an additional set of conditions in order use the data fairly and lawfully. For further information about sensitive personal data, see the School's Data Protection Policy.

3. How will my data be used?
By commencing or enrolling as a SOAS student, you consent to SOAS collecting, storing, using and otherwise processing data about you for any purposes connected with your studies, your health and safety and for other legitimate reasons while you are a student. We will also use your data for certain purposes after you cease to be student (see What happens after I finish/graduate?).

SOAS will only use your data fairly and lawfully in accordance with our obligations under the Data Protection Act. This means that we will process your data in a way which respects the Data Protection Principles set down in the Act (see What is Data Protection?), and your rights under the Act (see What are my rights?). Any use by SOAS of your data must also be covered by our registration with the Information Commissioner. This is available on the Commissioner’s website, and describes in a general way how we process personal data about students and other individuals.

The Data Protection Act requires us to keep your data secure. This means that your confidentiality will be respected, and all appropriate measures will be taken to prevent unauthorised disclosure. Only members of staff who need access to relevant parts or all of your data will be authorised to do so. Information about you in electronic form will be subject to password and other security restrictions, while paper files will be stored in secure areas with controlled access. For further information on data security, see SOAS's Data Protection Policy. Although it is not possible to state every purpose for which your information will be used, the following are examples of how it is likely to be used while you are a student:

• To administer your studies and record academic achievements (e.g. your course choices, examinations and assessments, and the publication of pass lists and graduation programmes).
• To assist in pastoral and welfare needs (e.g. the counselling service and services to students with disabilities).
• To administer financial aspects of your registration as a student (e.g. payment of fees, debt collection).
• To manage School facilities, such as computing facilities and the Library.
• To produce management statistics and to conduct research into the effectiveness of our programmes of study.
• To monitor our equal opportunities policies (e.g. compliance with the Race Relations Act).
• To administer employment processes, if you choose to work for SOAS.
• For security and disciplinary purposes.
• For internal and external audits, and quality assurance exercises.
• For marketing and alumni relations purposes.

We may also disclose your data to certain outside organisations (see Who receives my data?). We may use copies of the data (including sensitive personal data), which we hold about you for the purpose of testing our IT systems. If your data is used for system testing, it will be copied to a test environment, where it will be used with data on other students to test changes to our IT systems in a realistic way. This is done to ensure that changes will be effective and will not
cause loss or damage to data. The data about you, which we hold in our live systems will not be affected. Your data will not be kept in the test environment for longer than is necessary for testing purposes, and data in that environment will not be used for purposes other than testing. We will also apply appropriate security precautions to the data.

4. Who receives my data?
SOAS will only disclose information about you with your consent, or where disclosure without your consent is required or permitted by law. This section outlines the major organisations and the most common circumstances in which we disclose data about students. Where this involves the transfer of your data outside the European Economic Area, data will only be transferred if one of the conditions set down in the Data Protection Act has been met (see SOAS’s Data Protection Policy for further information). Your data may also be sent to different departments within SOAS where this is necessary for our day to day administration.

Higher Education Statistics Agency (HESA)
SOAS is usually required to send some of the information, which we collect about students to HESA, where it forms part of the student's HESA record. This requirement applies to most categories of students, the major exception being Language Centre students who are not pursuing a diploma or certificate.

If your data is supplied to HESA, HESA may then pass all or some of the data to various government departments and agencies to enable them to carry out their statutory functions. These bodies and HESA will mainly use your data to produce anonymised statistics. Your contact details will not be passed to HESA, and recipients of HESA data will not be able to contact you. HESA and the recipients of HESA data will also take precautions to reduce the risk that you may be identified from information, which is published and released. Further information is available in HESA's Student Collection Notice on the SOAS website.

If you are an undergraduate or postgraduate student, about six months after you complete your programme, the SOAS Careers Service (part of The Careers Group, University of London) will send you HESA’s "Destinations of Leavers from Higher Education” (DLHE) questionnaire. This is designed to gather data about your career or other activities at that time, and the relevance of the course, which you undertook.

If there is no reply, somebody from the Careers Service may telephone the number which you gave the School in the hope of speaking to you, although they are authorised to accept information from a third party such as a near relative. Any data which is collected, but not your contact details, will be passed to HESA and will be linked to the record, which HESA already holds about you. The data will be treated with the same confidentiality as other data in your HESA record (see above and HESA's Student Collection Notice for information on how HESA uses your data). You may also be included in a sample of leavers who are surveyed again by HESA a few years after they graduate. If so, we will pass your contact details to the organisation contracted by HESA to carry out the follow-up survey.

However, you will not be included in either survey if you indicate that you do not wish to participate. To opt out of the DLHE and the follow-up survey, please contact the Careers Service.

The Careers Group will receive data about you from SOAS for the purpose of carrying out the DLHE and for other purposes connected with operating the Careers Services. The Careers Group also receives certain data about you from HESA, if you have a HESA record.

National Students Survey (NSS)
The NSS is an annual survey of undergraduate students who are in the final stages of their programmes of study. It is designed to gather students' views on the quality of the teaching, assessment and support, which they have experienced. This information is used to produce statistics and provide summary feedback to individual institutions and student unions. The
survey has been commissioned by the Higher Education Funding Council for England (HEFCE) in association with other funding councils.

If you are eligible for the NSS, SOAS will pass your contact details to HEFCE or the organisation, which has been contracted by HEFCE to carry out the survey, unless you tell us that you do not wish to participate. To opt out of the NSS, please contact SOAS’s Information Compliance Manager (see Where can I get advice/further information?).

Linking London Lifelong Learning Network
Linking London Lifelong Learning Network is a collaborative partnership of universities, further education colleges and adult focussed education institutions in the London area, which is part of a nation-wide initiative to improve progression for vocational learners into and through Higher Education. If you have entered SOAS through a progression agreement negotiated by Linking London, SOAS will transfer certain data about you to Birkbeck College (Linking London’s host institution), so that the data for your HESA record can be returned to HESA by Birkbeck.

Sponsors and funding bodies
SOAS will send data relating to you to sponsors and funding bodies where we are required to do so by law or where you have consented to the transfer of data, e.g. in the contract between you and the funding organisation. For example, we have a statutory duty to disclose data to the Student Loans Company, and to local education authorities for students eligible for fee and loan payments. Where students are in receipt of a US Federal loan, SOAS may be required to release personal data pertinent to the loan to relevant parties as required by the US Department of Education. Students receiving such loans have to sign a statement (on the Master Promissory Note) consenting to the release of such information.

In other cases, SOAS will not release data about you to bodies or individuals who have funded your education (such as your parents or employer), unless you tell us that we can do so.

Study abroad
If your programme of study involves spending a period of time at an institution outside SOAS, or you have come to SOAS as a visiting, exchange or junior year abroad student, we may need to share information about you with the other institutions involved in the exchange (within or outside the European Economic Area). This will be done for the administration of the visit, exchange or study abroad, and so that the other institution can carry out its duties in regard to your studies. If you are involved in a visit, exchange or study abroad, you consent to SOAS transferring data about you as necessary for purposes connected with your studies.

Pass lists and graduation information
Details of successful degree candidates are included in programmes and other information connected with graduation ceremonies. If you do not want your information to be made available in this way, please contact the SOAS Registry.

References and confirmation of qualifications
SOAS may release data about you in response to a request for a reference or for confirmation of your qualifications (see What if I need a reference/confirmation of qualifications?).

The SOAS Students' Union
All SOAS students are automatically members of the SOAS Students' Union. The Students' Union is separately responsible under the Data Protection Act for the processing of data relating to its members. The School has a legal obligation to support the operation of a fair and democratic Students' Union. As part of discharging this responsibility, we will pass certain basic data about students who are eligible to vote to the Students' Union in advance of Union elections, so that this information can be used as an electoral list.

University of London Research Library Services (ULRLS)
We will transfer certain basic data about you (such as your name and contact details) to ULRLS if you are entitled to use Senate House Library, so that the Library can generate a member
record for you. This is done to streamline the registration of SOAS students who wish to use Senate House Library.

University of London Union (ULU)
If you are a registered internal student of the University of London, you are automatically entitled to full membership of ULU. In order to assist ULU in providing services to students, we will transfer certain basic data about you (your name, student identifier, SOAS email address and course of study) to ULU. ULU will use this data to register students to vote in ULU elections, and to inform you about relevant services and activities. This only applies if you are an internal student on a course, which will lead to an award conferred by the University of London. Information on other categories of students is not transferred to ULU.

UK Border Agency
This section applies to students who require a visa to enter the UK to study at SOAS. To assist in preventing immigration fraud, from 2009 SOAS will be required to report to the UK Border Agency details of students subject to immigration control who fail to enrol, who discontinue their studies or who fail to maintain contact with SOAS. We may also be required to provide the Border Agency with other information about students. From time to time, SOAS also receives enquires from UK immigration officials regarding the status of applicants or students, e.g. to check whether an offer of a place has been made or whether a student has enrolled. SOAS will normally provide information about applicants and students when requested to do so by UK immigration officials. Failure to do so, in some cases, could lead to the School's removal from the list of institutions approved to receive overseas students. We will maintain the records about students (e.g. attendance), which we are required to maintain to meet the Border Agency's requirements.

Other disclosures
Examples of some of the other situations in which we may disclose information about you include:
- Disclosure to law enforcement agencies, where necessary for crime prevention or detection.
- Disclosure to local authorities, for purposes connected with electoral registration, council tax or the investigation of benefit fraud.
- Disclosure to the Quality Assurance Agency, during institutional audits and other quality assessment exercises.

If you leave SOAS owing money to the School, we may at our discretion pass this information to a debt collection agency.
We may disclose information for the purpose of verifying the data about you held by SOAS, by another higher education institution or by government agencies.

5. What are my rights?
You have a number of rights under the Data Protection Act in respect of the information, which SOAS holds about you, and how we can use that information. These include:
- The right to prevent us from using your data for direct marketing purposes.
- The right to prevent us from processing your data in a way which causes or is likely to cause you substantial damage or distress. You can do this by serving us with a notice under section 10 of the Data Protection Act. However, we may refuse to accept such a notice in certain circumstances: for example, if doing so would prevent us from processing data, which is necessary for our contract with you as a student.
- The right to require us to correct, erase or destroy inaccurate data.
- The right to get access to the data which we hold about you (see Can I get access to my data?).

For further information on how to exercise these rights, please contact SOAS's Information Compliance Manager (see Where can I get advice/further information?).
6. What are my responsibilities?
SOAS will make every reasonable effort to keep your details up to date. However, it is your responsibility to provide us with accurate information about yourself when you apply and when you enrol, and to let us know of any subsequent changes to your details, such as changes to your name or address (see What if my details change?). Any information, which you supply to SOAS about your emergency contacts will only be used in an emergency, and will only be disclosed in your immediate health or safety interests. By enrolling, you agree to inform your emergency contacts that their data are being held by SOAS for these purposes. It is very important that you notify SOAS of any changes to your emergency contacts (see What if my details change?).

All members of SOAS, including students, must abide by SOAS’s Data Protection Policy when handling personal data for which SOAS is responsible. This is most likely to happen if you choose to work for SOAS while studying here. However, very occasionally, students may use personal data for which SOAS is responsible in the course of their study or research. See the Data Protection Policy for further information.

7. What if I need a reference/confirmation of qualifications?
Academic institutions and employers may seek confirmation of the qualifications, which SOAS graduates claim to hold. If you have received a SOAS degree, SOAS will normally confirm your qualifications (but not the fact that you have failed an award) in response to a bona fide request from an employer or another academic institution, unless you have told us not to do so or we have reason to believe that the request is not legitimate. If you do not want us to provide confirmation of your qualifications, please contact the SOAS Registry.

Where you have provided the name of a member of staff as a referee, we will assume that this means that you have given your consent for the disclosure of personal information in the form of a reference. You should ensure that any SOAS staff whom you wish to cite as referees are aware that they may receive reference requests for you, and have agreed to provide you with a reference. Failure to do so could delay our response to a request, if we need to check that a request is legitimate.

8. What happens after I finish/graduate?
After you leave SOAS, we will continue to hold data about you in digital and paper form. Some information (such as your dates of attendance and your degree) will be retained permanently; other data will be disposed of from time to time in accordance with the School’s data retention policies. By enrolling as a SOAS student, you consent to SOAS processing data relating to you after you leave SOAS for any purposes connected with your studies and your status as a former student, and for other legitimate reasons.

Examples of how we may use your data after you finish or graduate include:
- To provide evidence of your academic achievements when requested to do so: e.g. transcripts, confirmation of qualifications and references.
- To provide information to regulatory bodies and other agencies to whom we are legally required to supply data.
- To produce management statistics.
- To maintain contact with you as a SOAS alumnus/alumna.
- For audit and quality assurance purposes.

We may contact you for a limited range of research purposes after you leave SOAS. If you are an undergraduate or postgraduate student, about six months after you graduate the Careers Service will send you the questionnaire for HESA’s Destinations of Leavers from Higher Education survey (see Who receives my data?). We may contact you on other occasions to carry out surveys, which we are required to conduct by HESA, HEFCE or other official agencies. We may also contact you to carry out our own research into your experiences at SOAS and after leaving SOAS, in order to evaluate the effectiveness of our programmes and
improve our services to students. If you do not want to be contacted for these purposes, please notify the Information Compliance Manager (see Where can I get advice/further information?). SOAS graduates automatically become members of the SOAS Alumni Association. Your data will be passed to the Development and Alumni Relations Office, where it will be used to maintain the alumni database. You will also be sent the Association's newsletter and other alumni-related mailings, unless you tell us that you do not want to receive this material. To do so, please contact the Development and Alumni Relations Office. Alumni may choose to register with SOAS's Online Alumni Community, a password protected site for SOAS alumni. Some SOAS departments (e.g. CISD) maintain their own alumni networks, and will process data for alumni-related purposes in a similar manner to the Development and Alumni Relations Office. If you receive alumni-related mailings and no longer wish to do so, please contact the relevant department or the School's Information Compliance Manager (see Where can I get advice/further information?).

9. What if my details change?
If you are a current student, please contact SOAS as indicated below:
- CeFiMS distance learning students: contact CeFiMS.
- CISD students: contact CISD.
- IFCELS students: contact IFCELS
- Language Centre students: contact the Language Centre

All other categories of students: contact the SOAS Registry.

If you are an alumnus/alumna, you can register changes of address and other details by contacting the Development and Alumni Relations Office.

10. Can I get access to my data?
Current or former undergraduate or postgraduate students can get a transcript of their academic results by contacting the SOAS Registry (an online ordering form is available). To get access to other data, which SOAS holds about you, you should submit a subject access request under the Data Protection Act. This involves completing our subject access request form, and sending it to the Information Compliance Manager with a £10 fee and proof of ID. For further information on how to submit a request and the form, which you need to use, see Requesting Access to Personal Data.

11. Where can I get advice/further information?
The Information Compliance Manager is responsible for SOAS's compliance with the Data Protection Act, and can provide general advice on Data Protection issues. The Information Compliance Manager can be contacted by email to dataprotection@soas.ac.uk, telephone +44 (0)20 7898 4150, or by writing to: Information Compliance Manager, SOAS, Thornhaugh Street, Russell Square, London WC1H 0XG, United Kingdom. For assistance on more specific issues, please contact the departments below:
- Your student record or your academic record:
  - CeFiMS distance learning students: contact CeFiMS.
  - CISD students: contact CISD.
  - IFCELS students: contact IFCELS
  - Language Centre students: contact the Language Centre
- All other categories of students: contact the SOAS Registry.

Alumni Association enquiries (including changes of address for alumni): please contact the Development and Alumni Relations Office. Computing accounts/usage of facilities: please contact the IT Helpdesk. Library usage/membership: please contact the Library's membership desk.

12. Status of this statement
This Statement was approved by the School's Information Strategy Committee on 21 February 2006. It will be reviewed from time to time as necessary.

Last updated June 2009
Using Personal Data in Research: Code of Practice for SOAS Staff and Students

1. Purpose of this code
This code of practice is concerned with the gathering and use of information about living individuals (“personal data”) as part of research undertaken by members of SOAS. Following it will help researchers to ensure that their projects meet:

− The legal requirements of the UK’s Data Protection Act.
− The ethical requirements of SOAS’s Research Ethics Policy, as they relate to the handling of data about living individuals.

Consideration is also given to the intellectual property issues relating to information supplied by research participants.

This code should be read in conjunction with SOAS’s Research Ethics Policy, and any professional standards or codes of practice which may be specific to a researcher’s discipline: for example, the ethical guidelines issued by the Association of Social Anthropologists of the UK and Commonwealth, the British Association for Applied Linguistics and the British Sociological Association. In the unlikely event that such standards conflict with SOAS’s Research Ethics Policy or this code of practice, SOAS’s policies and procedures should be followed.

This code applies equally to SOAS staff and SOAS students conducting research at any level, where the research involves gathering or using personal data. It was approved by SOAS’s Research Committee on 11 February 2009, and noted by Academic Board on 27 May 2009. Appendix A provides a checklist which summarises the main issues covered in this code. Further guidance on Data Protection and intellectual property issues is available on SOAS’s Information Compliance web pages.

2. Personal data and ethical review
Research proposals which involve gathering or using personal data will require ethical approval according to SOAS’s Procedure for the Ethical Review of SOAS Research Projects. See the Procedure for guidance on how to submit an ethical review application.

3. What is the Data Protection Act and why is it relevant to research?
The Data Protection Act 1998 regulates the gathering and use of personal data. The legal concept of “personal data” is complex, but for the purposes of this code, should be thought of as any information in any format which can be linked to an identifiable living individual. Information on the deceased is not protected by the Act, although in some situations there may be a common law duty of confidentiality to the estate of a deceased person (e.g. in regard to sensitive medical information). Statistics, and anonymised data where information which might identify an individual has been removed (see When is data anonymised?), are not considered personal data and are not covered by the Act.

The Act gives individuals rights over their personal data, and requires organisations and individuals to meet certain standards when gathering and using personal data. These standards are set out in eight Data Protection Principles, which any use of personal data must comply with:

First principle: personal data must be gathered and used fairly and lawfully. Individuals must be provided with information about how data on them will be used, unless doing so would involve disproportionate effort. In addition, certain specific “fair processing” conditions set down in the Act have to be met whenever personal data is gathered or used.
Second principle: personal data must not be used for any purpose which is incompatible with that for which it was originally gathered.

Third principle: personal data must be adequate, relevant and not excessive in relation to the purpose for which it was gathered.

Fourth principle: personal data shall be accurate and, where necessary, kept up-to-date.

Fifth principle: personal data must not be kept for longer than is necessary for the purpose for which it was gathered.

Sixth principle: personal data must be processed in accordance with the rights of individuals. These include the right to gain access to the information held about them; the right to prevent their data being used in a way which causes them substantial damage or distress; and the right to have inaccurate data corrected.

Seventh principle: appropriate security measures must be taken to prevent unauthorised access to personal data and accidental loss, destruction or damage to data.

Eighth principle: personal data must not be transferred outside the European Economic Area unless it is transferred to a country which provides an adequate level of data protection. The European Economic Area consists of the EU member states plus Norway, Iceland and Liechtenstein.

These requirements are ultimately designed to protect individuals’ right to privacy under Article 8 of the European Convention on Human Rights, which has been incorporated into UK law as a result of the Human Rights Act.

The Data Protection Act recognises that some types of personal data are more sensitive than others, and gives “sensitive personal data” additional protections. “Sensitive personal data” includes information on individuals’ ethnicity, race, political opinions, religious or similar beliefs, physical or mental health, sexual life, membership of a trade union, the commission or alleged commission of offences, and criminal proceedings against the individual. Particular care has to be taken when gathering and using data in these categories.

The Data Protection Act applies to the UK only. Personal data which is gathered and held overseas is not covered by the Act, but may be subject to equivalent local data protection or privacy laws. Once personal data is brought into the UK, it will be protected by the Act in the same way as data gathered in the UK. The Data Protection Principles will have to be met when importing the data into the UK and in any subsequent use of the data, including exporting the data from the UK if that is envisaged (see When can research data be transferred overseas?). Any research by SOAS staff or students which involves gathering or using personal data must meet the requirements of the Data Protection Act and respect the rights which it confers on individuals, in accordance with SOAS’s Data Protection Policy.

Failure to comply with the Act can have serious consequences. The Act gives individuals the right to sue for damages which they suffer as a result of violations, and the right to request an investigation by the Information Commissioner (the agency which regulates Data Protection). Research funders increasingly require projects to have adequate protocols in place to protect personal data, and may refuse to give funding to institutions which have poor data protection practices. As high profile cases involving the loss of personal data indicate, inadequate data security can lead to bad publicity and serious reputational damage.

The remainder of this code is designed to help SOAS researchers to avoid these pitfalls.

4. What is the role of consent?
Perhaps the most straightforward way to meet the requirements of the first, second and eighth Data Protection Principles is to ensure that information is gathered with the consent of research
participants. Consent requires that research participants should fully understand the purpose, methods and intended possible uses of the research, and its implications for them (including any risks). Conducting research in an open way which respects the rights of research participants and obtains their agreement is a crucial part of conducting research in an ethical manner, in accordance with SOAS’s Research Ethics Policy.

To be meaningful, consent must be informed and must be freely given. "Informed" means that research participants should understand what they are consenting to. They should be provided with information about the project which is as comprehensive as possible, and in a language and vocabulary with which they are familiar. While this information will vary from project to project, and will have to be tailored to the culture or society in which the research is being conducted, it is recommended that it should include:

- The name of the project, its purpose and objectives.
- The identities of the organisations or individuals who have funded the research, and any interests they may have in the research.
- Why the information is being collected, and why it is necessary for the project.
- The name and contact details of the person who will be responsible for the data gathered in the project (usually, the researcher).
- Who will have access to the data, including any organisations or individuals outside SOAS who may be given access.
- Any special security measures which will be taken to protect the data.
- The countries to which the data may be transferred, including the fact that the data will be transferred to the UK (if the data is gathered outside the UK), and whether the data may be transferred outside the EEA.
- How the data will be published or made available, including whether research participants will be identifiable in the published data, or whether the data will be published in anonymised form.
- Steps which will be taken to archive the data, e.g. by depositing a dataset in SOAS Research Online or in another data archive (e.g. one specified by the research funder), and whether the archived data will be anonymised or non-anonymised.
- How the data may be used in future research projects.
- How the research participant can withdraw their consent to participate in the project if they subsequently decide to do so.

Consideration should also be given to the extent to which the research participant is capable of giving consent. Every effort should be made to secure the informed consent of children and other vulnerable groups (e.g. adults with learning difficulties), although it is recognised that informed consent may also require the involvement of a parent, guardian or other person with a duty of care. Parental consent should normally be sought for children under the age of 16. "Freely given" means that the individual should not be under duress: there should be no adverse consequences for them from refusing to participate in the project, and no coercion (actual or implied) to participate in the project.

Researchers should recognise that informed and freely given consent requires an ongoing dialogue with the research participant, and is not a one-off event. Consent may need to be renegotiated, e.g. if the aims of the research or the methods of disseminating its results change. Research participants have the right to retrospectively withdraw their consent at any point in the process, including after the completion of the research.

5. How should consent be recorded?
Recorded consent should be seen as a goal which researchers should always aim to achieve. Without a written record of the research participant's consent, there is more likely to be uncertainty over whether a project has met the requirements of the Data Protection Act and SOAS’s Research Ethics Policy. It is also noteworthy that the Data Protection Act requires that consent to the handling of “sensitive” personal data should be explicit. This is usually
interpreted to mean that an individual's consent should be captured in some form of written record authorised by them.

The traditional and most straightforward way of recording consent is through a paper consent form signed by the research participant. The form should record the research participant's consent to their data being used in the manner and for the purposes described in the information given to them. It should also give the project copyright permission to use the research participant's contribution. A model consent form is included in Appendix B to this code of practice. Researchers may add or remove elements from the form to suit the circumstances of the research project, in situations where the use of a consent form is appropriate. Examples of consent forms are also available on the website of the UK Data Archive.

In some fieldwork situations, use of a written consent form may be impractical or even harmful to the relationship between the researcher and the research participant. Researchers should concentrate on the objective of ensuring the research participant's informed participation, and adopt a method of achieving that which is appropriate to the project and the society where the research is taking place. Sensitivity should be shown to cultural differences in areas such as the concept of consent and the relationship between the individual and the group. However, any decision not to use written consent forms should take the following factors into account: There may be other, more suitable ways of directly recording the research participant's consent than a written consent form. For example, if data is gathered through audiovisual recordings of interviews, the recording of the first interview could start with the researcher explaining the nature and purpose of the project and how the data will be used, and asking the interviewee to confirm that they agreed to participate in the project.

A decision not to use a formalised method of recording consent does not remove the researcher's Data Protection and ethical obligations to provide research participants with enough information for them to make a truly informed decision whether to participate. This should be done by whatever method is most appropriate in the research context. However, if research participants are able to read, it would normally be expected that they should be provided with written information about the project so that they have a record of what they participated in. Where written consent forms are used, the research participant should be given a copy of the form to keep.

The records of the project (e.g. project plan, field notes) should document the methods chosen by the researcher to obtain informed consent and how they were implemented. All documentation relating to the obtaining of consent (including consent forms and other written information provided to the research participant, where used) should be preserved for at least as long as the data is retained in non-anonymised form (see How long should data be kept?).

6. When is consent not necessary?
There is generally no need to seek consent if data is taken from sources which are already publicly available: for example, from published newspaper or magazine articles, public websites, books like “Who's Who”, or documents which are available for public inspection without restriction in a library or archive. Care should be taken, though, in situations where it appears that the information was published without the consent or contrary to the wishes of the individual. In such cases, consent should be obtained from the individual before using the information.

In some cases, personal data may be gathered from “third party” sources (i.e. other than directly from the research participant), where the data is not publicly available. For example: Confidential data gathered in earlier research projects, where the data has not been anonymised and the research participants did not consent to subsequent use of their data in later projects.

- Confidential files or databases containing personal data held by a government department, NGO, etc, which the researcher is granted access to. Provisions in the Data Protection Act allow personal data obtained from third parties to be used for
research without the consent of the individual in accordance with the first, second and fifth Data Protection Principles, provided all of the following conditions are met:

- The data must not be used to "support measures or decisions with respect to particular individuals." In other words, the information must be used solely for research purposes, and not in ways which directly affect research participants.

Use of the data in the project must not cause or be likely to cause substantial damage or substantial distress to the research participant. If sensitive personal data is involved, this extends to substantial damage or distress to the research participant or any other person. These conditions are likely to be met by ensuring that the data is only published and disseminated in anonymised form; by following strict data security procedures (see How do I keep data secure?); and by preventing public access to the original data during research participants’ lifetimes.

Contacting the individual to inform them about how their data will be used in the project would require disproportionate effort, and the individual has not sought information about how their data will be used in the project. "Disproportionate effort" is not defined in the legislation, but would probably apply to cases where no current address is held and it would be difficult or impossible to contact the person. The reasons for believing that the effort would be disproportionate must be documented (this is a legal requirement).

If sensitive personal data is involved, the research must be in the substantial public interest. This is also not defined, but would probably cover research which aims to address an issue of significant public concern or which is designed to inform official policy making.

The Data Protection Act and ethical obligations require researchers to be open about how they handle personal data, and to provide this information to individuals as far as possible. As a general rule: if it is possible to contact the research participant to seek their consent (e.g. because recent addresses are available), the project should do so. Consent should then be captured in the same way as for projects which gather information directly from the individual.

Individuals who refuse consent should be excluded from the project, and consent should not be inferred from the failure of an individual to respond to a communication. Where seeking consent would involve “disproportionate effort”, data obtained from third parties can be used without consent provided all the above conditions are met. However, it would still be advisable for the project to publish a statement (e.g. on the project’s website) outlining how it uses personal data and the sources from which the data is derived.

Remember that the provisions outlined above only apply in situations where the research participant did not consent to the use of their data in later research at the point when the data was gathered. The easiest way to ensure that data can be re-used in subsequent research projects is to obtain the research participant’s consent to this, as part of the consent process in the original project. The model consent form in the Appendix includes clauses which are designed to achieve this.

Datasets provided by external data services (like the Office for National Statistics or the UK Data Archive) will usually be fully anonymised data. As there is no way of identifying the individuals involved, such datasets can be used without Data Protection issues (see When is data anonymised?). Non-anonymised datasets may also be available in some cases. Datasets will typically be supplied subject to confidentiality restrictions or terms and conditions of use which are intended to protect the interests of research participants. There is no need for the customer to independently seek the consent of data subjects. However, when using datasets from external suppliers, any licensing agreements or restrictions imposed by the data supplier must be followed.

7. What does consent mean for audio-visual material and photographs?
Films, sound recordings and images will be personal data if they capture an individual with sufficient clarity to allow them to be identified. All of the considerations relating to consent outlined in the previous sections apply equally to AV material and photographs. Covert or
“hidden camera” recording or photography (in which individuals are not aware that the process is taking place) raises serious ethical and legal concerns, and should only be undertaken after full ethical review of the proposed research according to SOAS’s ethical review procedures (see Personal data and ethical review).

Consent for recording or photography may not always be necessary. In the UK, images of public spaces or public activities in which individuals are captured incidentally are not usually seen as raising privacy issues, or requiring consent. For example, a photograph of a high street showing shoppers walking up and down, or news footage of a public demonstration. However, there are many legal uncertainties in this area; the courts have held that in some cases, individuals have a right to privacy in images of their activities carried out in public. Typically, this occurs where the image focuses on an individual, intrudes into their private life, is used without their consent, and there is no overriding public interest justification. Researchers should also be wary of importing UK concepts of what is “private” and “non-private” into other cultural contexts. Activities performed by a group in its own group space may still be regarded as “hidden” or secret to the group, even if performed in the open.

Researchers should always be transparent with research participants about when recording or photography is taking place, and how the information will be used. When in doubt, following the recommendations for obtaining informed consent outlined above (see What is the role of consent? and How should consent be recorded?).

8. What does consent mean for surveys?
Surveys which are entirely anonymous (i.e. the researcher has no way of knowing the identity of the respondent) will not gather personal data in the sense of the Data Protection Act. Data Protection issues are not relevant, as there is no way of linking individuals to the data. However, it would still be good ethical research practice to provide respondents with information about the nature of the project and how their responses will be used.

Survey data is personal data if respondents are identifiable, e.g. from information which they provide on the form or through other information which is available to the researcher. Respondents’ informed consent must be obtained. This is usually done through a Data Protection “fair collection” notice, which can be part of the survey form itself or in a separate information sheet provided alongside the form.

The “fair collection” notice plays the same role as a consent form, and could be based on the model consent form in Appendix B (adapted to suit the circumstances of the survey). It should explain who is gathering the data (the title of the project, the identities of SOAS and other project partners and funders), the nature and purposes of the research, and how the respondent’s data will be used. The aim should be to cover, as far as possible, the points outlined in What is the role of consent? The notice should also state that by completing the form, it will be assumed that the respondent consents to the use of their data for the purposes described. If a respondent will be contacted again (e.g. for a follow-up survey or to update them on the progress of the project), this should be explained, and the respondent told how they can opt out from future contact (e.g. by checking a box). Signatures, while desirable as method of authentication, may be impractical in some situations (e.g. web based surveys).

Fair collection notices can be used to give respondents a range of choices about how their data will be used, e.g. through check boxes. However, researchers should be wary of presenting respondents with too many options, as this may make it more difficult to manage the data.

9. How much data should be gathered?
The answer to this question will obviously depend on the goals and objectives of the research project. However, researchers should remember that the third Data Protection Principle requires that personal data should be adequate, relevant and not excessive in relation to the purpose for which it was gathered. Avoid the temptation to collect more data about individuals than is necessary for the project:
e.g. information which might possibly be of some use in the future, but for which no immediate use is envisaged.

10. How do I keep data secure?

Good data security is an essential part of ethical research practice, and is a requirement of the Data Protection Act. Unauthorised access to personal data or accidental loss of data can have serious consequences for research participants, and may damage the reputation of SOAS and the individual researcher.

Research that involves use of the School’s IT systems must conform to SOAS’s IT policies and procedures, which establish the conditions of use for the School’s systems. The remainder of this section outlines general principles of data security for SOAS research projects which involve the use of personal data. This advice should be read in conjunction with the IT policies and procedures and SOAS’s Data Protection Policy.

Where a project team involves more than one individual, one team member (usually the team leader) should be assigned responsibility for data security. The project team should agree and document the procedures which they will follow to keep data secure.

The data security procedures which are appropriate for a project will depend on the sensitivity of the information. Not all personal data is equally sensitive. Information about individuals which has already been published or is publicly available may need little or no protection. Similarly, information about individuals’ public lives (e.g. their job title, office or rank, the identity of their employer) will generally be less sensitive than information about their private lives, and may not require extensive protection. Conversely, strong security measures will be necessary for sensitive personal data, personal financial information, or information whose disclosure might cause individuals loss or harm. As a rule of thumb, it should be assumed that harm could result from any unauthorised disclosure of information which relates to private life: e.g. home contact details, income, personal relationships or beliefs.

Anonymisation can play an important role in ensuring data security (see When is data anonymised?). As it is not personal data, an anonymised dataset can be used in a lower security environment than the version in which individuals are identifiable. For example, a copy of the anonymised dataset could be kept on the researcher’s laptop for use at home, with the data that identifies individuals kept solely at SOAS. Often, only the anonymised data is necessary for analysis purposes.

- As far as possible, non-anonymised personal data should only be stored on the School’s servers, where it will be backed up automatically and protected by SOAS’s security systems. Access should be restricted to those individuals who need access to the data for the purpose of the research project: for example, by restricting access to individual directories and/or password protecting individual files.

Most data security breaches occur when data is “on the move”. As many high profile cases demonstrate, laptops and storage devices such as data keys/flash drives, CDs/DVDs and portable hard drives are particularly vulnerable to theft and accidental loss. These devices should only be used to transport non-anonymised personal data where absolutely necessary. Where they are used, individual files containing personal data on research participants should be password protected, and should be encrypted if the information includes sensitive personal data, financial information about individuals, or information whose disclosure could cause harm or loss to individuals. Contact the Information Compliance Manager if you require further advice on these issues (see Where can I get further information?).

The transmission of personal data on research participants should also be avoided, unless absolutely necessary. Where transmission is necessary, email is preferable to the post as a method of sending personal data. Email attachments containing non-anonymised personal data should be password protected, and should be encrypted if the information includes sensitive personal data, financial information about individuals, or information whose disclosure could
cause harm or loss to individuals. Passwords or pass phrases should be sent separately from
the data (preferably by telephone). If the postal service has to be used to transfer personal
data, the data should be sent by recorded delivery and the storage media should be protected
as outlined above. Contact the Information Compliance Manager if you require further advice
on these issues (see Where can I get further information?).

Data is vulnerable when it is being used at home, because of the increased risk of theft and
unauthorised access. SOAS provides staff with secure remote access to their directories: files
can be downloaded to the user’s home PC, modified locally and then reloaded to the server
(see the IT Department’s guidance on Remote access to your files). This method can be used
to access non-anonymised research data from home or while out of the office, and is prefer-
able to transferring data to and from home using mobile devices. **Once the file is modified
and reloaded to the server, the copy on the home PC must be deleted.**

To prevent accidental loss of data, researchers should regularly back up personal data which is
not stored on the School’s servers (which are backed up automatically): see the IT
Department’s Code of Practice for Electronic Data Storage, Transmission and Backup for
further guidance. The same level of security should be applied to backup copies as to the
original data.

To ensure the security of personal data, the Data Protection Act imposes specific requirements
where data is processed by one organisation on behalf of another (e.g. where the gathering
and analysis of survey data is outsourced). The processing must be done under a contract
which imposes security obligations on the data processor, and the organisation which
commissions the processing must ensure that the data processor has adequate security
measures in place. Contact the Information Compliance Manager for advice if your research
project is likely to use another organisation to process personal data.

- Personal data in paper format (e.g. consent forms signed by research participants)
  should be kept in a secure area or a locked filing cabinet when not in use. Where more
  than one person has access to the information, a booking system should be used to
  keep track of files.
- Personal data gathered in research projects should be disposed of securely when it is
  no longer needed (see How long should data be kept?). Data in paper format should be
  disposed of as confidential waste, or shredded on-site if highly sensitive. Electronic data
  should be deleted and emptied from the recycle bin. PCs and media used to store
  personal data should be wiped of data before disposal; this is done by the IT
  Department (see the IT Department’s Procedure for the Disposal of IT Equipment and
  Packaging). For further guidance on data security, contact the Information Compliance
  Manager (see Where can I get further information?) or see the guidance on the IT
  Department’s website. The Information Compliance Manager may refer you to the IT
  Department for further assistance where necessary.

11. Publishing and disseminating data

Research participants should not be identified in published research results or in publicly
available datasets, unless they have consented to being identified, or the information is already
in the public domain (see When is consent not necessary?). This applies equally to data
obtained directly from the individual, and confidential personal data obtained from third parties.
Anonymised data (see When is data anonymised?) can be published, disseminated and
deposited in publicly available data repositories such as SOAS Research Online, subject to
intellectual property considerations (see Intellectual property issues).

Providing research participants with a copy of the final research results or research
publications, while not mandatory (or always practical), will support openness and transparency
in research and should be seen as good practice. However, researchers should be cautious
when entering into undertakings to allow research participants to view or edit their contributions
prior to publication. This may delay the publication of results, and create an expectation that the
research participant has a right of veto. It may also increase the risk that the research

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participant will retrospectively withdraw consent (see What is the role of consent?). In any such arrangement, deadlines for comments should be set, and it should be agreed that editorial control remains with the researcher.

12. When can research data be transferred overseas?
Anonymised research data (see When is data anonymised?) can be transferred outside the European Economic Area without contravening the eighth Data Protection Principle, as it has ceased to be personal data.

Research data in which individuals are identified can be transferred to countries outside the EEA if the research participant consented to this when the data was gathered, as part of the consent process. Otherwise, the transfer of non-anonymised data outside the EEA will be restricted to a small number of countries which have been approved by the EU as having an adequate level of data protection, and to certain other specific situations (e.g. US companies registered under the Safe Harbor scheme). Contact the Information Compliance Manager if you require further advice on this (see Where can I get further information?).

The eighth Data Protection Principal does not prevent the transfer of personal data to the UK, although this may be restricted by local laws in the country where the research has taken place. Once the data enters the UK, it will be subject to the Data Protection Act. To meet Data Protection and ethical requirements, research participants should be informed that their data will be transferred to the UK, and should consent to this (see What is the role of consent?).

13. When is data anonymised?
Anonymising research data involves removing information which might lead to an individual being identified, either from the data itself or by combining the data with other information which a recipient of the data could be expected to have access to. Once the information is anonymised, it ceases to be personal data, and can be disseminated and published without contravening the Data Protection Act. However, where a researcher produces an anonymised dataset but also retains the information which is necessary to identify an individual, the totality of the information held by the researcher (the anonymised dataset and the identifying information) will still be personal data, and will have to be managed in accordance with the Act. What the researcher holds will not cease to be personal data unless the researcher disposes of the identifying information and has no means of recovering it.

For quantitative data, anonymisation may be as simple as removing variables which directly identify a research participant, such as name and home address. However, it is often necessary to do more than that to render a dataset truly anonymous. Variables may have to be removed or the data manipulated to deal with situations where an individual could be identified through combinations of variables, or by combining the data with other publicly available information. For example: full UK postcodes typically cover only a small number of delivery addresses, and can easily lead to identification of an individual or household when combined with other information. To anonymise a dataset, it might be necessary to remove the postcode or to only include the element of the postcode which relates to a wider area.

Anonymising qualitative data may involve the use of pseudonyms and editing the data to remove identifying information. Anonymisation of qualitative data can be problematic because of the risk of individuals being identified through contextual information, and the risk of the data being distorted by the anonymisation process.

Anonymisation is a complex area. Further guidance for researchers is available on the website of the UK Data Archive.

14. How long should data be kept?
The Data Protection Act sets down the general principle (in the fifth Data Protection Principle) that personal data should not be kept for any longer than is necessary for the purposes for which the data was gathered. This means that once data has ceased to have value for the purpose for which it was obtained, it should usually be destroyed: it should not be kept because
it might conceivably be useful for some other purpose. However, the Act contains an exemption which allows personal data to be retained indefinitely for research purposes, provided both of the following conditions are met:

The data must not be used to “support measures or decisions with respect to particular individuals”. In other words, the information must be used solely for research purposes, and not in ways which directly affect individuals.

Use of the data must not cause or be likely to cause substantial damage or substantial distress to any individual who is the subject of the data. This is likely to be met by ensuring that the data is only published and disseminated in anonymised form; by following strict data security procedures (see How do I keep data secure?); and by preventing public access to the original data during research participants’ lifetimes.

These provisions allow personal data gathered in a research project to be retained for use in future projects, without violating the second or fifth Data Protection Principles. However, they do not remove the need to comply with the remaining Data Protection Principles, such as the need to keep data secure or the need for processing to be “fair” and “lawful”. For example: a research project which uses personal data gathered in an earlier project will have to provide research participants with information about the new project and obtain their consent, unless they consented to the use of their data in future projects when the data was originally gathered --or the conditions apply where the data can be used without consent (see When is consent not necessary?).

While the Data Protection Act means that research data should not be retained for any longer than it has research value, that value may persist for a considerable period of time after the completion of a project. SOAS's Research Ethics Policy and good research practice require that data should be kept for a reasonable period of time after the completion of research, to ensure that results can be verified and issues arising from the research addressed. The JISC has produced Guidance for Managing Research Records, and its model retention schedule for HE institutions recommends a retention period of 10 years from completion of the project for records relating to the conduct of research. SOAS researchers are advised to follow the JISC recommendations as a rule of thumb when deciding how long to keep personal data and other information relating to research projects. However, there are a number of factors which may require the retention of material for longer than 10 years, or indefinitely:

Any retention or archiving requirements imposed by research funders must be met. For example, funders may require that research data (in anonymised or non-anonymised form) and other information should be deposited in a data archive, and that records of the project should be kept for a specified period. These requirements should be explained to research participants as part of the process of gaining informed consent.

SOAS encourages researchers to deposit final versions of their data (as well as published and unpublished results) in SOAS’s open-access repository, SOAS Research Online, to facilitate use by other members of SOAS and the wider community. Data added to SOAS Research Online should be in anonymised form, unless research participants have given permission for their data to be published in a way which identifies them. Data added to SOAS Research Online will be subject to the repository’s retention and usage policies.

It may be justifiable to keep non-anonymised research data indefinitely as a permanent archive if it relates to a project of major national or international significance. Nonanonymised data may also need to be kept for longer than 10 years if it is required as part of a longitudinal study. The information supplied to research participants, consent forms and other records which document the obtaining of consent must be kept for at least as long as the data is kept in non-anonymised form.
15. Ownership of research data after leaving SOAS
Primary legal responsibility under the Data Protection Act for the personal data which staff gather and use as part of the formal records of a research project rests with SOAS, as the employer and the "data controller". Staff have no right to remove such data without SOAS’s permission. Doing so could also compromise the rights of research participants, e.g. by causing data to be moved to an environment with inadequate security.

Staff who wish to take non-anonymised research data with them at the end of their employment must seek permission from their head of department, who will contact the Information Compliance Manager for advice. Staff who are granted permission will be required to sign a confidentiality agreement requiring them to comply with the Data Protection Act, SOAS’s Research Ethics Policy and any undertakings made to research participants. A copy of the data must be retained by SOAS, unless its appropriate retention period has passed.

Students are individually responsible under the Data Protection Act for personal data which they gather and use in their studies, although students are required in their research to abide by this code of practice and SOAS’s Research Ethics Policy. Students may take personal data gathered by them in their research with them when they leave the School, unless the research was conducted as part of a SOAS research project in which the student participated, or the agreement with the funder or sponsor of the research specifies otherwise. However, students are reminded that they must continue to meet the requirements of the Data Protection Act and other legal and ethical requirements when using the data.

16. Can research participants gain access to the data about them?
One of the most fundamental rights granted to individuals by the Data Protection Act is the right to gain access to the information which organisations hold about them. However, this right is limited in regard to research data. Organisations are not required to grant individuals access to research data about them if all of the following conditions are met:

The data must not be used to “support measures or decisions with respect to particular individuals”. In other words, the information must be used solely for research purposes, and not in ways which directly affect individuals.

Statistics and research results must not be published in a way, which identifies any research participant.

Use of the data must not cause or be likely to cause substantial damage or substantial distress to any individual who is a research participant. This is likely to be met by ensuring that the data is only published and disseminated in anonymised form; by following strict data security procedures (see How do I keep data secure?); and by preventing public access to the original data during research participants’ lifetimes.

However, as a matter of ethical research practice, SOAS will normally provide research participants on request with the information held about them which was gathered in research conducted by SOAS staff, subject to the need to protect personal data on other individuals and to meet confidentiality requirements. Requests by individuals for access to research data about them will be dealt with as Data Protection requests, and should be submitted to the Information Compliance Manager (see Requesting Access to Personal Data for procedures). Research data gathered and held by SOAS students in the course of their studies cannot be requested under the Data Protection Act.

17. Intellectual property issues
Researchers should note that research participants have intellectual property rights in the information which they contribute to a research project. For example, a research participant is likely to own copyright in:

− The words written by them on a questionnaire (but not the questionnaire itself).
− What they said in an interview which was recorded in some way, and their delivery of their words (treated under copyright law as a performance).
While it is held outside the UK, information gathered overseas will be covered by any intellectual property laws which apply in the country of origin. Once the research data is imported into the UK, it will be protected under UK copyright law (with very few exceptions) in the same way as information created in the UK.

Research participants’ intellectual property rights persist even if their identity is removed from their contribution: e.g. an individual will own copyright in their words recorded in an anonymised transcript of an interview. However, research participants do not own copyright in information produced by the researcher as a result of analysing the ‘raw’ research data: for example, statistics, abstracts or research conclusions.

SOAS’s Research Ethics Policy requires that researchers should respect the intellectual property and other legal rights of research participants. Intellectual property issues must be dealt with at an early stage in a project to ensure that they do not subsequently become a barrier to the use of research data. This can be done as part of the consent process (see What is the role of consent?), by ensuring that research participants are provided with full information about how their contributions will be used and consent to that use. The model consent form in Appendix B includes clauses relating to copyright which are designed to achieve this.

For further advice on intellectual property issues, contact the Information Compliance Manager (see Where can I get further information?).

18. Where can I get further information?
Further information about Data Protection, data security and intellectual property issues is available on SOAS’s Information Compliance web pages, and from the Information Compliance Manager (email to dataprotection@soas.ac.uk, telephone 020 7898 4150). Advice on IT issues is available from the IT helpdesk and on the IT Department’s web pages. As previously noted, this code should be read in conjunction with SOAS’s Research Ethics Policy and its associated procedures, Data Protection Policy and IT policies and procedures, all of which are binding on students and staff conducting research at SOAS.

This checklist will help researchers to identify whether they have covered key issues relating to the use of personal data in their research project.
Appendix A: Checklist for Using Personal Data in Research

Appendix B: SOAS Research Data Consent Form

This form is intended as a template, for researchers to use and modify according to the circumstances of a research project, in situations where a form is the most appropriate method of capturing informed consent. It should be used in conjunction with SOAS’s code of practice on using personal data in research. Any sections which are irrelevant to the project should be
deleted; additional sections may also be added if necessary for the process of securing informed consent. A copy should be left with the research participant for them to retain as a record of their participation in the project.

Project Description
This section provides you with information about the SOAS research project in which you are participating, and how the information which you provide to the project will be used.

Project title: [Researcher to complete]

Project funders: [Researcher to complete. Identify the funders of the project, and any interest which they may have in the research or control over use of the research.]

Project partners: [Researcher to complete. Identify any other organisations (e.g. other HE institutions) which are involved with SOAS in delivering the project, and what involvement they may have in the data.]

Project coordinator: [Researcher to complete. Give the name and work contact details of the person (usually the researcher) who is responsible for the project.]

Project objectives: [Researcher to complete. Describe the aims and objectives of the project.]

Reasons for data collection: [Researcher to complete. Describe why research participants’ data is being collected for the project and how the data will be used in the project.]

Data recipients: [Researcher to complete. Indicate any individuals or organisations outside SOAS who will receive or be given access to non-anonymised personal data gathered in the project.]

Countries to which the data may be transferred: [Researcher to complete. Indicate any specific countries to which the data may be transferred, including the UK if the data is gathered outside the UK. The form also should include the following text:] Data about you gathered in the course of your participation in this project may be transferred to countries or territories outside the European Economic Area for purposes connected with this project and similar future projects, subject to appropriate safeguards to protect the security and confidentiality of your data.

Security measures: [Researcher to complete. Describe in a general way any special security measures which will be put in place to protect research participants’ data during the life of the project.]

Methods of publication: [Researcher to complete. Describe how the data and the research results will be published, including whether research participants will be identified in the published information.]
Data Protection Statement

<table>
<thead>
<tr>
<th>Methods of anonymisation</th>
<th>[Researcher to complete. If the data is to be published in anonymised form, describe the steps which will be taken to conceal the identity of research participants.]</th>
</tr>
</thead>
<tbody>
<tr>
<td>Archiving:</td>
<td>[Researcher to complete. Describe how the data will be archived, e.g. in SOAS Research Online, and whether research participants will be identifiable in the archived dataset]</td>
</tr>
<tr>
<td>Future use:</td>
<td>Data about you gathered in the course of your participation in this project may be used in similar future research projects, by researchers at SOAS or elsewhere. We cannot predict all the ways in which your data may be used. However, any specific future projects where it is intended to use your data will be described below. [Researcher to complete. Describe briefly any future projects where it is intended to the use the data, and how it may be used]</td>
</tr>
</tbody>
</table>

Information about you, which is gathered in the course of this research project, once held in the United Kingdom, will be protected by the UK Data Protection Act and will be subject to SOAS’s Data Protection Policy. You have the right to request access under the Data Protection Act to the information, which SOAS holds about you. Further information about your rights under the Act and how SOAS handles personal data is available on the Data Protection pages of the SOAS website (http://www.soas.ac.uk/infocomp/dpa/index.html), and by contacting the Information Compliance Manager at the following address: Information Compliance Manager, SOAS, Thornhaugh Street, Russell Square, London WC1H 0XG, United Kingdom (e-mail to: dataprotection@soas.ac.uk).

Copyright Statement
By completing this form, you permit SOAS and the project coordinator to edit, copy, disseminate, publish (by whatever means) and archive your contribution to this research project in the manner and for the purposes described above. You waive any copyright and other intellectual property rights in your contribution to the project, and grant SOAS, the project coordinator and other researchers a nonexclusive, free, irrevocable, worldwide license to use your contribution for the purposes of this project and similar future research projects.

Research Participant Declaration
I confirm that I have read the above information relating to the research project. I consent to my information being used in the manner and for the purposes described, and I waive my copyright and other intellectual property rights as indicated. I understand that I may withdraw my consent to participate in the project, and that I should contact the project coordinator if I wish to do so.

Name:
Signature: Date:
SOAS Students and the Data Protection Act

Any organisation that collects, holds or processes your data is subject to the Data Protection Act. This includes SOAS as the School collects a range of information about students. Examples can include the following amongst others:

- Your name and contact details;
- Date of birth;
- Nationality and/or ethnic origins;
- Academic record before and during your time at SOAS;
- Disabilities and medical conditions;
- Financial information;
- Photograph.

You can find out how SOAS uses your data by visiting the SOAS website (http://www.soas.ac.uk/infocomp/dpa/student). There are also details there of some of the other organisations that the School may occasionally have to pass your information on to. This will only happen either with your consent, or where the law permits or requires SOAS to do so without your consent.

You can find out what information the School holds about you at any time by making a subject access request. Instructions can be found on the website at http://www.soas.ac.uk/infocomp/dpa/access/, but in summary, you should write to the Information Compliance Manager at the below address, providing:

- Details of the information that you want (please be as specific as possible);
- A copy of a document that provides proof of your identity (eg passport, driving licence);
- A cheque for £10 made payable to SOAS.

You can send these to:

The Information Compliance Manager
The Directorate Office (Room 115)
SOAS
Thornhaugh Street
Russell Square
London WC1H 0XG

Please ensure that you let SOAS know if your personal details change. This will ensure that SOAS is in the best position to look after your data. For example, if you fail to let us know about a change in accommodation, we may send private correspondence to the wrong address.

Unless you have been told otherwise, updates of your details should be sent to Registry; but Distance Learning students should contact their Distance Learning administrator; IFCELS students, the IFCELS office; and Language Centre students should contact the Language Centre.
Practical Information Compliance

During the course of your studies, you will have to use information. You may want to photocopy or scan an article in a journal or a chapter from a book, but you are worried about whether it will breach copyright laws. Perhaps you want to use personal details about individuals as part of your research. Maybe you’ve heard about the Freedom of Information Act and want to know how to use it responsibly to obtain information relevant to your thesis. If you are submitting a thesis, you will want to know how online publication will affect you.

There is helpful guidance on all of these issues on the SOAS website at http://www.soas.ac.uk/infocomp/practical.
SOAS Research Ethics Policy

1. Aim and scope
SOAS is, and aims to continue to be, a research-led institution. SOAS is committed by its Research Strategy to achieving international standards and world recognition in research and research-led teaching, in all of the School’s disciplines, and to achieving growth in research income.

Alongside this commitment to research is a commitment to ethical standards, as one of the core values in SOAS’s Vision and Strategy for the Centennial. SOAS and its members are expected to maintain the highest ethical standards, and to foster the values of openness, honesty, tolerance, fairness and responsibility.

The purpose of this policy is to translate SOAS’s ethical commitment into the field of research, and to provide a framework for research ethics at SOAS. This is done by:
Setting out the general ethical principles which SOAS expects researchers to follow.
Defining the concept of research misconduct, which will be used to determine whether research has failed to meet the School’s ethical standards.

Defining the obligations of SOAS and SOAS researchers under this Policy, including SOAS’s obligation to implement this Policy by developing and maintaining research ethics procedures.

This policy is substantially based on, and intended to be consistent with, relevant standards issued by Research Councils UK, the UK Research Integrity Office and individual research councils. It will be updated as necessary to take account of developments in these standards. This policy applies equally to SOAS staff and SOAS students conducting research at any level, and to any other person (regardless of their status) engaged in research under the auspices of SOAS or on behalf of or in association with SOAS (for example, independent contractors, consultants, visiting staff, staff from other institutions, emeritus staff, and staff on joint or honorary contracts). Research conducted collaboratively with other institutions or non-SOAS researchers is covered by this Policy, to the extent that it involves a contribution from a researcher acting under the auspices of the School. This Policy does not apply to research conducted by individuals in a private capacity, except for research conducted as part of consultancy or “third stream” activities approved by SOAS.

2. Status
This policy was approved Research Committee on 11 February 2009 (with subsequent amendments approved on 30 April 2009), and by Academic Board on 27 May 2009. It will be reviewed and revised by Research Committee from time to time.

3. Definitions
Research: any form of disciplined inquiry that aims to contribute to a body of knowledge or theory. This includes research carried out as part of consultancy or “third stream” activities approved by SOAS, but not other research carried out by researchers in a private capacity. Research conducted collaboratively with other institutions or non-SOAS researchers is covered by this Policy, to the extent that it involves a contribution from a researcher acting under the auspices of SOAS.

Research ethics: the moral principles guiding research, from its inception through to completion and publication of results and beyond. These principles are set out in section 5.

Research misconduct: conduct or performance by a SOAS researcher which exhibits one or more of the characteristics set out in section 6. The existence of any of these characteristics is indicative of research which has failed to meet SOAS’s principles of ethical research.

Research participants: living individuals who are the focus of research.
**Researcher:** any member of SOAS conducting research at any level, including staff and students, and any other person (regardless of their status) engaged in research under the auspices of SOAS or on behalf of or in association with SOAS (for example, independent contractors, consultants, visiting staff, staff from other institutions, emeritus staff, and staff on joint or honorary contracts).

4. **Relationship with discipline-specific codes and standards**

SOAS researchers are expected to follow any ethical standards or codes of practice issued by relevant professional bodies which are specific to their area or discipline: for example, the standards issued by the Association of Social Anthropologists of the UK and Commonwealth, the British Association for Applied Linguistics and the British Sociological Association. In the unlikely event of conflict between such standards and this Policy or SOAS’s ethical procedures, SOAS’s Policy and procedures shall be followed.

5. **Principles of ethical research**

SOAS believes that ethical research will be guided by the following principles, which SOAS researchers are expected to follow. This list is not exhaustive: it defines a set of core values which should apply in any research, although additional values and principles may be relevant in specific contexts.

**i. Integrity:** research should be designed, executed and disseminated in a way which ensures its integrity and quality.

Researchers must ensure that their research has integrity and is of the highest quality. Integrity may be achieved by following the principles set out below. Quality requires that research should be planned so that its findings have demonstrable validity by the standards of the researcher’s discipline. In order that findings can be verified, primary data and research results should be preserved and accessible for a reasonable period of time after the completion of research.

**ii. Honesty:** researchers must be honest about their role, contribution and findings, must comply with legal and contractual obligations, and must respect the rights of research participants and other researchers (including non-SOAS researchers). Such rights include (but are not limited to) intellectual property rights, privacy and Data Protection rights, the right to be identified as the author of one’s own work, and rights under equality legislation. Plagiarism, misrepresentation of authorship or results, and other forms of academic dishonesty are fundamentally contrary to SOAS’s core values, and frequently involve an abuse of the rights of others.

Honesty includes, within the research team, ensuring that data is shared with other team members in accordance with employment obligations, supervisory or line management relationships and contractual requirements. Appropriate acknowledgement and credit should be given for all contributions to a research project, including recognition in publications and further grant applications.

Researchers should ensure that their research fulfils their obligations to research funders and any conditions imposed as part of the approval of research. Legal and regulatory obligations (including obligations specific to the country where the research is conducted) must be met.

**iii. Openness:** research staff and research participants must be fully informed about the purpose, methods and intended possible uses of the research, what their participation in the research entails, and any risks to them which may be involved.

The overriding principle is that research should be conducted openly and without deception. SOAS will develop procedures for gaining and recording the informed consent of research participants, taking into account the practicalities of field research and the cultural contexts which may affect the understanding of the concept of consent. Covert research involving
research participants should only be undertaken in exceptional circumstances after formal ethical approval.

Openness in research also includes the prompt publication and dissemination of research results by the most appropriate means, subject to intellectual property, privacy, confidentiality and contractual considerations. Research by SOAS staff should normally be deposited in SOAS's open-access repository, SOAS Research Online, in accordance with SOAS’s commitment to an open-access model for the archiving and dissemination of research, and the requirements of funding bodies.

iv. Confidentiality: the confidentiality of information provided by research participants and their anonymity should be respected, unless they have consented to the disclosure of information.

v. Voluntary participation: research participants should participate in a voluntary way, free from coercion or intimidation. This is closely related to the principle of openness: as part of the process of gaining informed consent, research participants should be informed of their right to refuse to participate in research or to withdraw from research.

vi. Avoidance of harm: research should be conducted in a way which minimizes the harm or risk to groups or individuals, including research participants, research staff and fellow researchers. Harm includes physical or mental harm, and harm to an individual’s organisation, business, livelihood, family, kin or community. Researchers should be aware of the impact which their actions could have on fellow researchers, e.g. by jeopardising access by other researchers to a research community or country.

vii. Independence and impartiality: researchers should ensure that there is no undeclared conflict of interest (whether personal, academic or commercial) in their research. Sources of funding, and the roles and requirements of research funders, should be made clear to research participants and disclosed when research is published.

viii. Cultural sensitivity: in the context of SOAS, it is particularly important that researchers should be sensitive to the values and cultures of groups being studied, and how this may affect research participants’ understanding of the purpose and nature of research. Ethical and political issues relating to personal and national disparities in wealth, power, the legal status of the researcher, political interest and national political systems must be taken into account in planning research projects. Researchers should be sensitive to the differences between the civil, legal and perhaps financial position of national and foreign researchers and scholars, and the inherent power position that may exist between the researcher and those being studied. The ethical principles outlined above are particularly urgent when dealing with vulnerable populations, such as refugees or war victims.

6. Research misconduct
Conduct or performance by a researcher which exhibits one or more of the following characteristics shall be treated by SOAS as research misconduct. The presence of any of these characteristics in a research project will indicate behaviour which falls significantly short of the principles of ethical research set out in section 5.

Interpretation of these categories will depend on the context of the research project, and will reflect the judgement and experience of those charged with investigating whether research misconduct has occurred:

i. Fabrication: e.g. the creation of fictitious data, evidence, documentation or results.

ii. Falsification: e.g. the inappropriate manipulation or selection of data, evidence, imagery or documentation.

iii. Misrepresentation: this may include:
**Misrepresentation of data:** e.g. the undisclosed suppression of evidence or findings, or the deliberate or negligent presentation of a flawed interpretation of data.

**Misrepresentation of interests:** e.g. the failure to disclose the interests of the researcher or of the funder of the research.

**Misrepresentation by the researcher of their qualifications or experience.**

**Misrepresentation of involvement:** e.g. the inappropriate or unjustified claim by a researcher to authorship or attribution, or the denial of others’ rights to authorship or attribution.

**Misrepresentation of publication:** e.g. the undisclosed duplication of publication, or undisclosed duplicate submission of works for publication, where this involves deception or the deliberate circumvention of publishers’ or funders’ policies.

iv. **Plagiarism:** the misappropriation or use of the ideas, intellectual property or work (written or otherwise) of others without acknowledgement or permission.

v. **Mismanagement of research data or results:** the failure to ensure that research data, evidence and research results are preserved and accessible for a reasonable period after the completion of research, in accordance with SOAS’s retention and archiving policies and funders’ requirements.

vi. **Breach of duty of care:** this may occur where the researcher deliberately, recklessly or negligently:

   • Discloses improperly the identity of research participants, or information provided by research participants, without their consent or in breach of confidence. Particular care must be taken when conducting research involving human participants or privileged or personal data: see Using Personal Data in Research: Code of Practice for SOAS Staff and Students for further guidance in this area.
   • Places research participants, research staff or others involved in research at risk of harm, without their prior consent and without appropriate safeguards.
   • Fails to take reasonable care to ensure the informed consent of research participants.
   • Fails to observe legal, regulatory, contractual or ethical requirements, and obligations to research funders.
   • Conducts themselves improperly in the peer review of applications or publications: e.g. through the gross misrepresentation of the content of material, inadequate disclosure of limited competence, or the abuse of material provided in confidence for peer review.
   • Conduct or performance by a researcher which falls into at least one of the above categories will be research misconduct if it involves deliberate intent, negligence or recklessness. Research misconduct includes acts of omission as well as acts of commission. However, research misconduct does not include:
     - Genuine academic disagreements, e.g. over research methodology.
     - Honest errors or mistakes, where no negligence, recklessness or deliberate intention is involved.

Researchers who detect errors or mistakes in their research are expected to make all reasonable efforts to rectify them: e.g. by publication of a correction or retraction. Deliberate failure to rectify research errors will be treated as misrepresentation.

SOAS will adopt procedures for investigating allegations of research misconduct, and for referring cases where appropriate to the School’s disciplinary procedures.

7. **Obligations of researchers and SOAS**

The development of a culture of research ethics at SOAS requires a partnership between SOAS and its researchers. This section defines the obligations of both parties under this Policy. Researchers must:

Conduct research in accordance with the principles of research ethics outlined in section 5. Avoid research misconduct as defined in section 6.
Following SOAS's procedures, report instances of behaviour by fellow SOAS researchers which they reasonably believe represents research misconduct. Researchers should recognise that research misconduct, if tolerated or ignored, undermines the entire SOAS research community. SOAS must:

- Develop, and periodically review, procedures for:
  - Ethical review and approval of research projects.
  - Reporting complaints relating to research projects.
  - Investigating and determining allegations of research misconduct.
  - Handling personal data relating to research participants.
  - Retention and archiving of research data and results.
  - Provide training and mentoring for researchers, and for those involved in investigating research misconduct, in research ethics and ethics procedures.
  - Adequately resource the implementation of this Policy and its associated procedures.

**Student Services**

Student Services at SOAS consists of Student Disability Advice, Student Mental Health and Wellbeing Advice, International Student and Welfare Advice and Student Counselling.

**Student Disability Advice**

The SOAS Student Disability Advisors, Angela Axon and Zoë Davis, are based in Room V306 in the Student Services department on the third floor of the Vernon Square site. If you wish to make an appointment to see Angela or Zoë, please contact the Student Services Administrator on studentservices@soas.ac.uk or 020 7074 5015. You can contact Angela or Zoë on disabilities@soas.ac.uk or 020 7074 5018

The term disability is much wider than many people imagine. The definition we use at SOAS is the same as that given in the Special Education Needs and Disability Act (2001):

*A physical or mental impairment which has a substantial and long-term adverse effect on a person's ability to carry out normal day to day activities.*

In recognition of evolving case law, this may include, but is not limited to: sensory impairments, learning difficulties (e.g. dyslexia, dyspraxia, dyscalculia), mental illness or mental health difficulties, severe disfigurements, cancer, HIV/Aids, epilepsy, diabetes, mobility difficulties, progressive conditions even at an early stage, conditions which are characterised by a number of cumulative effects such as pain or fatigue and a past history of disability. If you are not sure if you are covered by this definition but are experiencing difficulties with your studies here at SOAS, please contact the Disability Advisors for advice.

The Disability Advisors work to assist the School in the implementation of the provisions of the Special Educational Needs (SEN), Disability Act (2001) DDA Part IV and the more recent Disability Equality Duty (2006). This legislation requires institutions to ensure that best efforts are made to ensure that the teaching and learning facilities as well as other aspects of student life are accessible to disabled students.

Students are welcome to contact the Disability Advisors at any stage during their time at the School if they have any questions or concerns. We can advise you on the facilities that are available to you as a disabled student at SOAS, as well as helping you to ensure that reasonable adjustments are made for your individual needs. This can include:

- Exam arrangements
- Library Services
- Advice on disability related funding
- Specialist support such as learning support, mentoring & mental health advisor.
- Recommendations to academic & teaching staff.
The Disability Advisors works closely with staff in all academic and administrative departments at SOAS on a wide range of issues which are aimed at ensuring that the SOAS buildings, courses, services and facilities are accessible to all students. If you have any questions, we will be happy to help.

Useful information for disabled students at SOAS is available to students and applicants on the website [http://www.soas.ac.uk/disability](http://www.soas.ac.uk/disability)
Student Services at SOAS

Student Services at SOAS consist of:

- International Student and Welfare Advice
- Student Counselling
- Student Disability Advice
- Student Mental Health and Wellbeing Advice

www.studentservices@soas.ac.uk

All four services are based at Vernon Square in V302, on the third floor. For appointments, you can email studentservices@soas.ac.uk, call 0207 074 5015 or use our online appointment request form on our webpages. All services offer a mixture of appointments and drop in times, for maximum flexibility.

The webpages have detailed information about the services as well as extensive information including self help links.

The Services can work closely together to support students’ overall wellbeing but as services are confidential, no personal information is exchanged without a student’s prior consent.

International Student and Welfare Advice
John Hitchman
www.soas.ac.uk/welfare

The International Student & Welfare Advisor is available to provide students with information and advice on non-academic problems or issues that might be affecting or disturbing their studies. These may include financial matters, immigration, accommodation, childcare and welfare benefits. The information and advice is provided impartially and confidentially in a private quiet room.

Students are seen either by appointment or at one of the drop-in sessions. There is a drop-in service at the Russell Square campus during the first term.

Leaflets, application forms and general information can also be picked up in the Student Services waiting area in Room V308.

Finance
The International Student & Welfare Advisor advises students on the Higher Education Access to Learning Fund and the School’s Hardship Funds and can help students to apply for assistance from these.

Money advice is also available on sources of funding, entitlement to statutory student support for fees and living costs, student loans and on budgeting.

Immigration
A visa renewal service is offered to international students who need to extend their leave to remain in the UK. Advice is available on any immigration matter.
The Academic Development Directorate

The ADD provides a central focus for developments in learning and teaching at SOAS. Working with departments across the School the ADD is involved with a wide range of activities and projects to help support you during your time at SOAS.

The aims of the ADD are:

• To provide guidance and support in the form of workshops, lectures and one-to-one sessions on academic skills for undergraduates and postgraduates (including research) in collaboration with faculties and departments;

• To co-ordinate activities both within and outside the School which encourage wider participation in higher education from under-represented groups, and to support such students during their time at SOAS;

• To provide learning support for students with specific learning difficulties, such as dyslexia, dyspraxia, and ADHD through one-to-one tutorials, advice sessions and workshops, working closely with the School's Student Disability Advisor.

• To support both staff and students in their use of the School's virtual learning environment (the BLE) and the development of multimedia in support of learning;

• To support staff in the dissemination of good practice in learning and teaching through training programmes, workshops and advice;

• To co-ordinate policy, procedures and processes relating to quality assurance across the School. Quality Assurance ('QA') refers to the systems and procedures the School uses to assure itself of the standards of its awards, and the quality of its teaching and other provision for students.

Please have a look at our website to get an idea of the range of activities and support on offer, or drop in and see us in RG01 on the ground floor of the main College building.

The Academic Development Directorate
www.soas.ac.uk/add
Accommodation Advice

SOAS Student Accommodation

There are two student residences for the sole use of SOAS students. The first, Dinwiddy House comprises 510 study bedrooms and the rooms are structured into cluster flats for 5 to 7 people. Dinwiddy House is situated on Pentonville Road between King’s Cross and Islington (see location map earlier) and houses mainly undergraduate students, although a small number of postgraduates also live in this hall. Dinwiddy House opened in September 1996.

The second student residence, Paul Robeson House, opened in September 1998 nearby on Penton Rise (further in the direction of Islington). This building comprises 252 study bedrooms. The rooms are structured into cluster flats for 5 or 6 people. In addition, there are 7 double rooms and a one-bedroom flat available on application to couples. Paul Robeson House is for postgraduate students only.

At both residences, all rooms are en-suite, with telephones and data points in each room. In addition there are common rooms and launderette facilities. There is a management team based at Dinwiddy House during normal office hours and out of hours security on both sites. A senior residents team is also accessible out-of-hours.

Rent for the 2011/2012 session is £130.83 per week, inclusive of all utility bills except telephone. Block insurance is provided by Endsleigh and is also included in the rent. If you have any items of particular value you are advised to arrange additional insurance. The rent for the double rooms is £154.98 per week, and £228.76 per week for the one bedroom flat.

The School also has 191 rooms in the University of London Intercollegiate Halls for the 2011/2012 academic year. This accommodation provides students with an opportunity to share with students from other University of London colleges. Facilities vary with respect to catering, bars, social facilities, etc.

More information on the SOAS and Intercollegiate Halls is available at www.smsstudent.co.uk. If your query is not answered on the site, please contact the Accommodation Services Office on 020 7841 0480, or e-mail student@sanctuary-housing.co.uk.

For information on accommodation in the private sector, please contact University of London Housing Services, which is located in the ULU Building on Malet Street.

Private Accommodation Guidelines – Obtaining a Tenancy

- Get a statement from your landlord outlining exactly what the deposit covers. If you receive a verbal explanation, you should confirm this with a letter to your landlord and keep a copy.
- Get a receipt for any money that you pay.
- Ask your landlord for a complete inventory (list of fittings and furniture) in your house.
- If he/she does not provide one, then write one yourselves.
- Note the inventory with the condition of everything (stains on the carpet, cigarette burns, etc.). Sign and date the inventory, and send a copy to the landlord.

During the Tenancy

- Report any repairs, which are needed in writing and keep a copy.
• Maintain the house properly during your stay.
• If you break or damage anything, try to get it fixed or replaced as soon as possible.

Towards the End of Your Tenancy
• Write to your landlord at least a month before your tenancy ends, inviting him/her to come and inspect the property towards the end of your tenancy.
• Before the inspection, clean the house thoroughly, making sure that carpets, windows, curtains and woodwork are properly cleaned.
• Most landlords will check: the cooker, the fridge, work surfaces in the kitchen, cupboards, bathroom, that paintwork is washed down, curtains cleaned, and that the house has been thoroughly cleaned with a vacuum cleaner.
• If your landlord is unhappy with any aspect of the house when he/she inspects it, try and sort out the problem then and there, thus avoiding any possible reasons for a deduction from the deposit.
• Arrange for the meters to be read the day that you move out, and have the bills forwarded to you.
• Ask your landlord when you might expect your deposit to be returned. Return all keys by hand or registered post (in a jiffy bag). If you have not received your deposit back after the agreed time, write to your landlord demanding the return of your deposit or a full explanation of why it has been withheld. Keep a copy. If you still hear nothing, seek advice on taking further steps.

(See also information on University of London Housing Services following.)

University of London Housing Services
4th Floor ULU Building
Malet Street
London WC1E 7HY
http://housing.london.ac.uk

Private Housing Unit (PHU) Property Management Unit (PMU)
Tel: 020 7862 8880 Tel: 020 7862 8881
E-mail: housing@london.ac.uk Email: pmu@london.ac.uk

The ULHS is the main office for the provision of available private sector accommodation, advice and information for the University. Its full range of accommodation services is made available to all University of London students and staff from participating Colleges and Institutes. The ULHS is open Monday to Friday, from 11.00am to 5.30pm throughout the year (except for public holidays), and from 10.00am to 2.00pm on Saturday in September.

The ULHS has a large register of approximately 1,300 landlords who offer private sector accommodation to students and staff of the University. Information produced in the office includes: comprehensive lists of accommodation in self-catering flats/houses, rooms offered by resident landlords, flat/house shares with other students; information on tenancy agreements, deposits and rents, repairs, living in private housing; lists of University Halls of Residence offering accommodation during the University vacation; lists of hostels and inexpensive hotels, and accommodation agencies, etc. Through the Property Management Unit, the office also provides some centrally managed self-catering flats and houses for around 240 students.

In March and April the ULHS organises a series of housing talks at various University
sites to explain some of the extensive range of issues with which students must deal when moving into private sector housing. The staff of the ULHS are able to assist with problems on any aspect of housing, and if the situation is serious can refer students directly to its dedicated housing solicitors. The ULHS website also provides extensive housing information. For general housing information, a booklet ‘Finding Somewhere to Live in London’ will be sent to prospective students by SOAS.

**Council Tax**

Some students are exempt from paying Council Tax. A student (home/EU or overseas) is someone on a full-time course of education or on a qualifying course of education. To be counted as a full-time student you should be on a course which lasts for at least 24 weeks a year and involves at least 21 hours of study per week during term time. A research student on continuation status is not exempt. If a student lives in a house with only other full-time students, then that property is exempt. Students will, however, need to confirm their status by sending an exemption certificate (issued by the Registry) to the Council Tax Department of their local council. Halls of Residence also fall into this category. Student accommodation will also remain exempt during the vacation as long as it is normally occupied by students during term-time and they intend to return after the vacation. After this it becomes more complicated.

If students live in a property with one or more people who are not full-time students, then the property is not automatically exempt. For the purposes of calculating the bill the students will not be accounted for, and are considered as invisible. For example, five people are living in a house, four of them are students who will be considered as invisible when calculating the bill and the non-student resident will therefore receive a single person’s discount. However, these students will not be ignored when it comes to paying the bill and may be liable for a share. If an overseas student brings his/her spouse to this country, then that person is exempt if they live together.

Many students live in houses split into self-contained bedsit accommodation, let on separate agreements, usually with some shared facilities, such as the bathroom or toilet. This type of accommodation is known as a House in Multiple Occupation (HMO). If a student lives in an HMO, the property will not be exempt unless all the occupants are full-time students. If any of the occupants are not full-time students, then the property will be liable for Council Tax. The responsibility to pay however lies with the landlord and not the tenants. But it is likely that the landlord will include it in or add it on to the rent.

Part-time students cannot get discounts, as full-time students are the only ones who are disregarded. However, part-time students can apply for Council Tax benefit, if they are low earners. To qualify for a disability discount, there must be a person in the household who has a substantial and permanent disability, and special facilities must be provided in the dwelling to meet the needs of that person. Apart from these and single parents, students are not entitled to Council Tax benefit as they are not entitled to any state benefits.

If you are unhappy about your bill, ask a Student Welfare Officer for advice. Also find out what the Council Tax status of the property you want to move to is and find out how much you will have to pay.

ULHS also offers excellent advice on this complicated system.
Sources of funding for masters students

Advice and information may be found at http://www.soas.ac.uk/registry/scholarships/
SOAS Careers Service 2011-2012

Your future is our business

What can I do with a degree from SOAS?

Our graduates go on to work in a wide range of fields across the world, including international development, diplomacy, banking and finance, the arts, world media, language services, the legal sector, education and policy research.

Career choice depends not only on your subject of study, but also on your work experience, your strengths and interests. The Careers team is trained to help you explore your options, to maximise your job-searching skills, and to support you through the recruitment process.

At SOAS, our employer events are carefully tailored to student interests and disciplines. Annual careers events include three graduate jobs fairs, a volunteering fair, themed-weeks with networking forums (last year, for example, we held a Language Careers Week and a Media & Arts Careers Week) and a Volunteer Awards Ceremony.

A number of employer presentations, skills workshops and student competitions take place throughout the year. We have two special schemes: Recruiter-in-Residence, which gives you the chance to have a one-to-one appointment with an employer, and Take an Alum for Coffee, which enables you to meet up with a SOAS alum. For more details see www.soas.ac.uk/careers/events

The team also collects and displays vacancies (for graduate jobs, internships, volunteering opportunities and part-time work) on our online jobs board at www.soas.ac.uk/careers/jobs.

The SOAS Volunteering Unit www.soas.ac.uk/volunteering, run by the Careers Service, is designed to help you with all aspects of volunteering.

The Careers Information Room is well-stocked with a vast range of information on occupations, employers, careers websites, postgraduate study and working abroad - and much more.

Careers advisers are available to give feedback on applications and interview technique, and to help with career decisions if you don't know what you want to do. We know - through the annual Destinations of Leavers from Higher Education (DLHE) survey - what students go on to do after they graduate and that can often be a good starting point for current students.

SOAS Careers Service is part of The Careers Group, University of London. This gives our students access to an exciting range of careers events and courses, such as Marketing, Advertising and PR, Getting into International Development, and The City Course. Every year, The Careers Group runs several recruitment Fairs including two major ones in the autumn and summer.

These are just some of the things we offer - drop in or contact us to find out more. We look forward to meeting you!

SOAS Careers Service is free to all current SOAS students. For details visit www.soas.ac.uk/careers
The SOAS Students’ Union

The Students’ Union is an independent charity dedicated to improving the education and broadening the experience of students at SOAS. The Union plays a major role in the life of the institution. All students are members unless they choose to opt out of membership (contact the Union office if you want to opt out). It provides a focus for social activities in the common rooms and bar and provides a wide range of societies and sporting activities. It also, importantly represents student interests to the School to improve the curriculum and facilities in SOAS. There are three full time sabbatical officers elected by all students who have offices in the Students’ Union in Russell Square (rooms G7 and G8) and twelve part time officers whose role is to act as Trustees of the Students’ Union overseeing the Union’s policies, finances and commercial outlets.

The Union is responsible for nominating student representatives and observers to many of the School’s committees. It also runs a network of class representatives throughout the School, and is accountable to the student body via Union General Meetings and its constitution. For further details, see the Students’ Union Code Of Practice in Part 3 of this handbook. For more details on the operation of the Students’ Union and how you can get involved see the Students’ Union Handbook, which is given out from the Union during enrollment. You can also visit the Union website on www.soasunion.org or e-mail the General Manager Peter Baran on pb14@soas.ac.uk.

Student Representation

Student Representatives ensure that students’ views influence decisions in their course, faculty, and across SOAS as a whole.

Representatives are elected from amongst and by students during the first weeks of each academic year. Each area of study has at least one representative for each year of study, both Undergraduate and Postgraduate.

Representatives gather the views of fellow students, on academic services, teaching standards and facilities at SOAS, and relate them in departmental meetings. Most importantly representatives actively intervene to improve the working of SOAS for students, through meetings including with academic or administrative staff, campaigning, and working with the Students’ Union who offer support and training. Typical issues having included library, IT and other study resources, teaching standards, as well as general course or faculty issues such as communication between students and staff. Therefore, whenever concerns about these things arise during your research at SOAS, contact your Student Representative!

Want to be a representative?

You may want to nominate yourself for the position of Student Representative. Representatives hone their skills in verbal and written communication, negotiating, team working and problem solving. They have a chance to feed into the direction of SOAS and the development of higher education in general, and they gain knowledge of the workings of educational organisations. Not only do you get a say in the running of your course, and therefore the School, but you gain key employability skills for your later career.
For more information please contact your faculty office, or the Students' Union Representation Assistant Antonia Bright on ab93@soas.ac.uk
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For more information please contact your faculty office, or the Students’ Union Representation Assistant Antonia Bright on ab93@soas.ac.uk
Student Members of SOAS Committees

The role of Committees in the School is to develop School strategies and to monitor their delivery. The majority of committees have student members, and the contribution of students to these committees is greatly valued. It is an important way for students to play a part in the life of the School.

If you are interested in becoming a member of a committee please contact the Students' Union for further information.

Information about SOAS Committees can be found on the Committees page of the SOAS website.

www.soas.ac.uk/committees
Development & Alumni Relations Office

Development
SOAS is synonymous with intellectual excitement and achievement. In order to compete in today's global academic marketplace, it is essential that the School continues to attract philanthropic income to help us attract and keep the best academics and the brightest students, provide key academic resources, create cutting-edge research and support students facing financial difficulties.

The Development and Alumni Relations Office (DARO) is working to build a network of supporters and donors to assist the School in realising these aims. The philanthropic support raised from alumni, individual ('major') donors, charitable trusts, foundations, and corporations, is spent on enhancing the teaching and research quality of the School, scholarships across all faculties and improving the overall student experience at SOAS.

The SOAS Alumni & Friends Fund receives donations from SOAS alumni, friends and staff and provides a number of small annual grants for priority SOAS projects that enhance the experience of our students; from supporting the student hardship fund, new scholarships and the SOAS Library to rewarding the innovation of our students.

Giving back to SOAS, at whatever level, allows you to make a tangible lifelong connection to the School. Every gift is an important step in strengthening affinity between SOAS and our alumni supporters. If you know of anyone interested in making a gift to SOAS or if you are interested to support the work of the School, please do let us know. You can reach us at +44 (0)20 7898 4042.

SOAS Alumni Relations
The Alumni Relations team is your continuing link with the School, and we endeavour to make your connection with SOAS exciting, lifelong and one of mutual benefit. After completing your studies at SOAS, you will become part of a global network of 50 000 SOAS alumni across 190 countries worldwide, and have access to a wide range of benefits, including:

- **www.soasalumni.org** – your dedicated alumni website, including an online alumni and careers directory, life-long email forwarding service, job postings, and SOAS news and events.
- **Events** – receive invitations to SOAS events taking place both on Campus and around the world, including lectures, exhibitions, social gatherings and guest presentations.
- **Discounts** – you are entitled to exclusive alumni discounts on Library membership, Language Centre courses, books, travel packages and more.
- **Professional Networking** – benefit from the professional knowledge and experience of other SOAS alumni, as well as continued access to careers services.
- **International Alumni** – if you are returning home or on travels, you can get in touch with your regional alumni group, who are a valuable source of social and professional networking.
- **Alumni & Friends Fund** - alumni provide valuable financial support to the next generation of SOAS students through the Alumni & Friends Fund, supporting scholarships, the SOAS Library, hardship grants and student projects at SOAS.
Volunteer – Volunteer activity lies at the core of the alumni relations programme at SOAS, and our alumni volunteers offer a valuable contribution. Our range of initiatives includes speaking to current students about your work experience, becoming an alumni contact in your part of the world, and sharing your expertise with fellow alumni.

In the News - stay connected with the news from in and around SOAS, with ‘SOAS World’, the new-look and topical alumni magazine, monthly e-bulletins and event invitations.

For more information, contact the Alumni Relations team on alumni@soas.ac.uk, call +44 (0)20 7898 4041, or visit www.soasalumni.org. Whatever your plans and wherever life may take you after graduation, we look forward to helping you to stay connected with SOAS through your alumni network.
PART 2
REGULATIONS & PROCEDURES
GENERAL REGULATIONS FOR POSTGRADUATE TAUGHT MASTERS DEGREES OF THE UNIVERSITY OF LONDON TAUGHT AND EXAMINED BY THE SCHOOL OF ORIENTAL AND AFRICAN STUDIES

These regulations must be read in conjunction with the School's Regulations for Students and the Guidance notes, procedures, and classification schemes relating to Taught Masters Programmes.

1 Definition

1.1 A postgraduate taught degree of the University of London comprises

a) a prescribed programme of study beyond the standard first degree level which assumes the general level of educational competence implicit in the award of a first degree and which extends over a period equivalent to a minimum of one calendar year full-time, and

b) a satisfactory overall standard in a scheme of assessment appropriate to the degree programme concerned.

Note to the regulation: These degrees may include programmes of study that are conversion courses, in which graduates in one discipline acquire knowledge and develop a set of skills in another discipline.

2 Programmes of Study

2.1 The School offers programmes of study leading to the award of the degrees of LLM, MA, MMus and MSc.

2.2 A list of approved programmes of study is given in the School's current postgraduate prospectus.

2.3 A postgraduate taught degree programme will normally consist of four elements, being three taught courses (or equivalent where half courses are taken) and a dissertation, or ten elements, being eight taught courses and a dissertation counting as two elements.

2.4 Programmes may be offered in conjunction with other institutions both inside and outside the University of London.
3 Duration of Programmes

3.1 Programmes of study and the examinations/assessments associated with them will normally be organised into one or more of the following categories:

a) a programme of full-time study, comprising four elements, followed over a period of one calendar year.

b) a programme of part-time study of two calendar years with the elements arranged in the pattern 2+2, 1.5+2.5, 2.5+1.5, 1+3, or 3+1. For students taking three elements in one year, the three elements must be made up of two taught courses plus the dissertation. Students taking three taught course in one year are classified as full time for fees purposes. The dissertation will normally be taken in the second year.

c) a programme of part-time study of three calendar years arranged with the elements arranged 1+1+2, 1+2+1, 2+1+1. The dissertation will normally be taken in the second or third year.

d) a programme of part-time study of four calendar years with one taught course in each year, with the taught course chosen as the dissertation course normally taken in the final year (LLM only).

e) a programme of full-time study, comprising ten elements, followed over a period of one calendar year;

f) a programme of part-time study of two calendar years arranged with four elements in the first year and four elements and the dissertation (counting as two elements) in the second year;

g) a programme of part-time study of three calendar years arranged with three taught elements in each of the first two years and two taught elements and the dissertation in the third year.

3.2 Under 3.1 above, an element constitutes a taught course, two taught half courses or the dissertation.

3.3 Students must register at the beginning of their programme of study in the category of programme for which they have been accepted by the School.

4 Qualifications for Entry

4.1 The general minimum entrance qualification for registration for a postgraduate taught degree is:

a) an Upper Second Class Honours degree of a UK university or an overseas qualification of an equivalent standard obtained after a course of study extending over not less than three years in a university (or educational institution of university rank), in a subject appropriate to that of the programme of study to be followed; or
b) a professional or other qualification obtained by written examination and approved by the School.

4.2 Applicants possessing alternative qualifications obtained by written examination may also be considered for registration for a taught postgraduate degree. The School may require such applicants to pursue a qualifying programme of study before being admitted or may set a qualifying examination.

4.3 In addition to 4.1 or 4.2, an applicant for registration will be required to meet any additional entrance requirements specified for the relevant programme.

4.4 An applicant for registration will also be required to satisfy any English language requirements specified by the School.

5 Class attendance requirements (for students admitted to the School in and after September 2010)

5.1 Normal expectation of class attendance

In order to benefit fully from their courses, students are expected to attend all relevant and/or required classes, which include, as appropriate to the course, lectures, tutorials, seminars, language classes, and practical sessions.

5.2 Attendance requirements

To satisfy the requirements of 5.1, a student, unless absent for good cause (see 5.6), must satisfy the class attendance requirements specified for each course, which will be published.

5.3 Attendance and other requirements for students repeating a course

Students who have applied for and have been given permission to repeat (= re-attend) a course must meet the normal class attendance requirements for the course, and must submit fully and promptly all required coursework, and must undertake all forms of assessment for the course, as if taking the course for the first time. This includes undertaking assessment in elements of assessment even if the mark previously obtained in that element of assessment was 50% or more.

5.4 Attendance requirements for courses taken at other Colleges of the University of London

Students taking courses at other Colleges of the University of London must comply with the attendance requirements of the course and College concerned.

5.5 Students who fail to meet the attendance requirements

Programme Convenors will inform the Head of Registry of the names of students who, after reasonable warning, fail to meet the attendance
requirements of regulation 5.2. The appropriate Associate Dean of the relevant Faculty or Faculties will review each case, and will decide what further action should be taken. The School may withdraw permission to take examinations or terminate the programme of students who persistently fail to meet the attendance requirements.

5.6 Determination of good cause

A student's Programme Convenor will determine whether his or her failure to meet the class attendance requirements of regulation 5.2 was for good cause. Certification will be required if the claim for good cause rests on medical grounds or other circumstances for which certification can appropriately be provided.

6 Assessment

6.1 Assessment will be conducted in accordance with the General Instructions for the Appointment of Examiners and the Conduct of Examinations for Postgraduate Taught Degrees.

6.2 A candidate shall enter for assessment in accordance with the provisions of the Regulations for Students, the relevant individual programme requirements and General Regulation 3.1.

6.3 Requirement to undertake all elements of assessment and examination (for students admitted to the School in and after September 2010)

Students following a course for an LLM, MA, MMus or MSc programme must undertake all elements of assessment and examination prescribed for that course. Therefore (unless prevented by illness or other adequate cause for which certification must be provided) students must undertake each element of assessment and examination prescribed for the course, and must submit sufficient work to enable them to be assessed or examined.

6.4 To be eligible for the award of a degree a candidate must satisfy the examiners in the assessment prescribed for the programme within a period of two years from the satisfactory completion of the prescribed period of study.

6.5 The examination for each written paper shall take place on one occasion each year in May/June after completion of teaching. Dissertations must be submitted by 15 September in the year in which they are undertaken.

6.6 Assessment will be undertaken in the year in which the relevant courses have been followed. Deferral of any part of the assessment, including coursework and unseen written examination, may exceptionally be granted for reasons found acceptable in the particular case at the discretion of the School. Deferral will normally be to the next occasion upon which the unseen written examination is held (May/June of the following year) or the date for coursework submission in the academic year following. Applications for deferral should be made on the appropriate form to the Examinations and Assessment Manager.
Note: For deferral of dissertation submission, see regulation 6.12.

6.7 A candidate who does not at her/his first entry pass an element may re-enter that course assessment on one occasion only. Such re-entry will be at the next following assessment except where the School has granted permission for a candidate to defer re-entry until the assessment in the subsequent year (but see also Regulation 6.4).

6.8 A candidate who passes one or more elements or half elements but fails to satisfy the examiners overall, will only be permitted to be reassessed in those elements or half elements that are failed.

6.9 A candidate who fails to obtain a mark of at least 50% (the pass mark) in an element (see 3.2 for definition) may attempt to redeem such a failure on one occasion only, by the following means.

6.9.1 For courses where coursework counts for 0% to 20% of the overall mark for the course and the unseen written examination for 80% or more (known as ‘80/20 courses’), re-assessment will be by means of a written examination only. Any mark(s) for coursework submitted as part of the assessment for that course will be carried forward and amalgamated with the mark achieved in the resit examination.

6.9.2 For courses where coursework counts for more than 20% of the overall assessment for the course (except for courses which are assessed by one piece of coursework counting at 100% – see below), candidates may attempt to redeem their failure by resubmitting any items of coursework for which they have obtained a mark below 50% (except coursework which is deemed non-repeatable), and by resitting the written examination for the course if they obtained a mark below 50% in the original written examination. Any coursework marks of 50% or above, any coursework marks for non-repeatable assessments and any written examination marks of 50% or above will be carried forward and amalgamated with the marks achieved in the re-entry.

6.9.3 For courses assessed by one piece of coursework counting at 100%, re-assessment will consist of resubmission of the piece of work by the next normal deadline for submission of such work. This will also apply in cases where the work was not originally submitted for assessment and deferral had not been agreed (and where, therefore, a mark of 0% will have been awarded).

Notes to the regulation: (1) Written examinations are held only in May/June each year. Coursework must be resubmitted by the normal submission date for the relevant course in the academic year following that in which it was originally submitted.

(2) If an item of coursework was not originally submitted, “resubmission” is not permitted. If an item of coursework received a mark below 50% because of late submission (i.e. it would have obtained a mark of at least 50% had it not been submitted late), any resubmission must be on a different topic as agreed by the course convenor. There can be no resubmission of non-repeatable coursework or repetition of non-repeatable elements of
The overall mark for any course(s) passed as a result of re-entry following initial failure will be capped at 50% and reported as such in marks profiles and transcripts. The capped mark will be used for the calculation of the overall degree result (Pass, Merit, Distinction). If a student is granted permission to retake a course (involving re-enrolment, re-attendance, submission *de novo* of all coursework elements and the (re-) taking of any written examination(s) prescribed for the course), the new overall mark obtained will not be subject to capping.

6.11 **Deadlines for submission of coursework**

6.11.1 The School deadline for the submission of any coursework is 16.00 on the Friday immediately before the beginning of the May/June examination period of the academic year in which the course is taken. No marks will be awarded for any coursework submitted after this deadline.

6.11.2 Coursework which is submitted after the prescribed coursework deadline (but not after the School deadline – see 6.11.1) will be marked, but the mark awarded will be reduced by the relevant Sub-Board of Examiners by 2 percentage points for each working day (i.e. Monday to Friday) that the work is late (i.e. submitted after 16.00 on the day in question). This reduction of marks will not apply if the relevant Sub-Board of Examiners determines that there is good cause for the late submission. Certification will be required if the claim for good cause rests on medical grounds or other circumstances for which certification can appropriately be provided. [Note: ‘Working day’ is any day Monday to Friday that the School is open, including such days in the vacations.]

6.12 **Deadlines for dissertation submission - for students admitted to the School in and after September 2010:**

6.12.1 The dissertation deadline is 16.00 on 15 September of the year in which the dissertation is undertaken. This is the time and date by which a dissertation must be submitted to avoid the possibility of a penalty for late submission. If 15 September falls on a Saturday or Sunday, then the deadline is 16.00 on the Monday immediately following 15 September.

6.12.2 The School deadline for the submission of a dissertation is 16.00 on 30 September. No marks will be awarded for a dissertation submitted after 16.00 on 30 September, unless an application has been made and approved permitting submission in the following academic year. If 30 September falls on a Saturday or Sunday, then the deadline is 16.00 on the Monday immediately following 30 September.

6.12.3 A dissertation that is submitted after the dissertation deadline of 16.00 on 15 September but before the School deadline of 16.00 on 30 September will be marked, but the mark awarded will be reduced by the relevant Sub-Board of Examiners by 2 percentage points for each working day (i.e. Monday to Friday) that the work is late (i.e. submitted after 16.00 on the day in question). This reduction of marks will not apply if the relevant Sub-Board of Examiners determines that there is good cause for
the late submission. Certification will be required if the claim for good cause rests on medical grounds or other circumstances for which certification can appropriately be provided. [Note: ‘Working day’ is any day Monday to Friday that the School is open, including such days in the vacation.]

6.12.4 Students who submit a dissertation after 16.00 on 15 September but before 16.00 on 30 September must submit it in the normal way. If there is medical evidence or evidence of other extenuating circumstances relating to the late submission, the evidence must be attached to the dissertation submission form when the work is submitted. There is no procedure for granting submission extensions in the period 15 to 30 September or in advance of this period. No member of staff has the authority to grant such an extension (this includes dissertation supervisors, Programme Convenors, Associate Deans, Faculty Office staff and Registry staff).

6.12.5 Students who wish to apply for a long-term deferral of submission (for submission in the period 1 October to 15 September in the year following that in which the dissertation is undertaken) must do so by means of the dissertation submission deferral application form, obtainable from the Examinations and Assessments Manager (exams@soas.ac.uk). The results for dissertations approved for submission in the period 1 October to 15 September of the year following will be considered by the relevant Sub-Board of Examiners in November of the year following. The award date, if the student is successful, will be 1 December. There will therefore be a year’s delay in the award in the case of long-term deferral.

6.13 Examiners shall have the discretion to award a degree with distinction to a candidate who has shown exceptional merit and a degree with merit to a candidate who has shown merit.

6.14 Candidates will normally be considered under the marking scheme that was operative at the time of their initial degree registration.

7 Marking of over-length coursework and dissertations

7.1 Scope of the policy. The policy set out in this regulation covers courses assessed wholly or partly by coursework. It covers coursework of all sorts, including essays, reports and dissertations.

7.2 Word limits. The word limit prescribed for each piece of assessed coursework is a maximum. Assessments are designed to enable students to achieve excellent marks without writing to the limit. There is consequently no specific penalty for work that is under-length. Under-length work is dealt with by the normal provisions of the marking scheme.

7.3 Provision of a word count. Students must provide an accurate word count on the cover sheet for all coursework submitted for assessment. Examiners will normally give students the benefit of the doubt and will regard small undeclared over-runs as genuine errors of calculation, but significant inaccuracies in declared word counts will be treated as an offence under the regulation governing examination and assessment offences.
7.4 Definition of word count. Word count is defined as the number of words contained in the submitted work including quotations, footnotes, titles, abstracts, summaries and tables of contents. Appendices and bibliographies are not included in the word count. Appendices will not normally be marked and they must not include material essential to the argument developed in the main body of the work.

7.5 Word count: special provisions. Where work is expected to include significant amounts of non-textual content (e.g. musical or mathematical notation or linguistic structure diagrams), specific word count guidance will be provided for each assignment. Where work is expected to include the presentation of foreign language material with significant use of interlinear glosses and idiomatic translations, specific word count guidance will be provided for each assignment.

7.6 Penalty scale for over-length coursework

Marks will be deducted for work that exceeds the prescribed word limit on a sliding scale:

<table>
<thead>
<tr>
<th>Excess Length</th>
<th>Mark Deduction (Percentage points)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Up to and including 10%</td>
<td>5 percentage points</td>
</tr>
<tr>
<td>More than 10% up to and including 20%</td>
<td>10 percentage points</td>
</tr>
<tr>
<td>More than 20% up to and including 30%</td>
<td>15 percentage points</td>
</tr>
<tr>
<td>More than 30%</td>
<td>The work may be submitted and will be accepted. It will not be marked but will be assigned a grade of 0.</td>
</tr>
</tbody>
</table>

7.7 Revision and resubmission of coursework that has been subject to a penalty for being over-length.

Over-length coursework for which the mark after penalty is 50 or more may not be revised and resubmitted. Over-length coursework for which the mark after penalty is 49 or less may not be revised and resubmitted if the course of which it forms a part has been passed. Over-length coursework for which the mark after penalty is 49 or less may be revised and resubmitted if the course of which it forms a part has been failed (unless the course is an 80/20 course – see regulation 6.9.1). If resubmission is permitted it will be on the normal submission date in the academic year following, and will be subject to the coursework being a repeatable element of assessment. Capping of the overall mark for the course will apply as appropriate.

7.8 Coursework subject to a penalty for late submission and to a penalty for over-length. If coursework is submitted late and is over-length, the penalty for late submission will be applied first. If, as a result, the coursework mark is 49 or less then if resubmission is permitted (see 7.7 above) the coursework must be on a new topic (see regulation 6.9 note 2).
8 Examination entry (for students admitted to the School in and after September 2010)

To be eligible to enter for and take an unseen written examination for a course, students must have satisfied the attendance requirements of regulation 5. Students who fail to meet the attendance requirements of regulation 5 may have their permission to enter for the examination withdrawn. To be eligible to enter for and take an unseen written examination for a course, students must also have undertaken each element of assessment and submitted all coursework prescribed for the course, and must have submitted sufficient work to enable them to be assessed (see regulation 6.3). Students who have failed to comply with the requirement of regulation 6.3 may have their permission to enter for the examination withdrawn.

9 Special Assessments Panel

9.1 General

Students may apply to the Special Assessments Panel (SAP). Applications must be made in writing via the Examinations and Assessments Manager. The deadlines for submissions are set out in this regulation and in the document Procedure for the Consideration of Special Assessment Arrangements, copies of which may be obtained from the Examinations and Assessments Manager. If the application is made on medical grounds, it must be supported by a medical certificate and/or statement(s) from suitably qualified practitioner(s).

9.2 Absence through short-term illness, accident or short-term good cause

Students may apply to the SAP if they are prevented from attending any examination or from submitting coursework for a course assessed solely by coursework, if the cause is short-term illness, accident, or other short-term good cause acceptable to the SAP. All applications must state the course for which a candidate is applying for special assessment arrangements and be accompanied by supporting documentation such as a medical certificate. The deadline for applications to be received is the Friday immediately following the last examination held in the relevant May/June examination period.

Students are not eligible to apply to the SAP if they are absent from an examination without good cause, or if they fail without good cause to submit coursework for a course assessed solely by coursework.

Students are not eligible to apply to the SAP if they attended an examination or submitted coursework for a course assessed solely by coursework, but are dissatisfied with their performance. If there were extenuating which students consider affected their performance, they should supply details to the Examinations and Assessments Manager by the appropriate deadline.
9.3 Students with long-term disabilities, long-term health problems or long-term good cause

Students may apply to the SAP for special assessment on grounds of long-term disabilities, long-term health problems, or long-term good cause acceptable to the SAP. The application must be made in writing to the Examinations and Assessments Manager at least three months before the beginning of the relevant examination period. All applications must be accompanied by supporting evidence such as a medical certificate or up to date statement(s) from suitably qualified practitioner(s).

10 Notification of Results

10.1 After the examiners have reached a decision, each candidate will be notified by the Director of Student and Registry Services of the result(s) of her/his examination.

10.2 A diploma under the seal of the University of London shall subsequently be delivered to each candidate who has been awarded a degree. The date of award of the degree will be 1 December.

11 Suspension of regulations

Applications for suspension of these regulations may be approved by the relevant Associate Dean. If suspension is approved, the case will be reported in anonymous form to the next meeting of the relevant Faculty Learning and Teaching Committee.
1 Duration of study

The LLM may be taken full time over one year, or part time over two, three or four years.

2 Programme of study

2.1 Students must take four approved full courses or a combination of full and half courses to the total value of four full courses.

2.2 With the permission of the LLM Programme Convenor, students may choose a half course or a full course in a complementary non-Law subject, drawn from courses offered for Taught Masters programmes taught at SOAS, provided that the complementary course is in the published syllabus for the relevant LLM programme. The complementary course may be a language course. The remaining 3 or 3.5 courses must be approved LLM courses.

2.3 Students may take not more than one course (or two half courses) from the current list of approved LLM courses taught at other Colleges of the University of London. The remaining three courses must be SOAS-based courses.

3 Examination and assessment

3.1 Unseen written examinations are held in May/June of the year in which the course is taken. Coursework must be submitted by the approved deadline in the academic year in which the course is taken. Dissertations must be submitted no later than 15 September immediately after the end of the academic year in which the dissertation course has been followed.

3.2 All students must select one SOAS-based LLM full course as their dissertation course. They must complete the normal class attendance requirements for this course. The dissertation course will be assessed solely by a 15,000 word dissertation, submitted no later than 15 September immediately after the end of the academic year in which the
dissertation course has been followed. This 15,000 word dissertation replaces all other methods of assessment and examination for the course for students who have selected it as their dissertation course. The dissertation must be on an approved topic related to the contents of the dissertation course.

3.3 Part-time students will normally undertake their dissertation course in their final year of study.

(Notes on the dissertation course):

a) the dissertation course cannot be a complementary non-Law subject;
b) the dissertation course cannot be a non-SOAS LLM course;
c) the dissertation course must be a full course, not a half course or two half courses;
d) students may choose as their dissertation course a course which is normally assessed by submission of a 10,000 word essay. In this case, students will submit a 15,000 word dissertation by 15 September instead of the normal mode of assessment (i.e. the 10,000 word essay cannot count as the dissertation).

3.4 Students who retake a failed examination/assessment without re-attending the course, or who have been given permission to defer an examination/assessment without re-attending the course will take an examination or complete an assessment based on the course as they attended it. However, they should be aware that questions may also be set on recent legislation, case law, or current proposals for law reform within the scope of the syllabus.

4 Field of study

The LLM may be awarded without reference to a field of study other than Law, or it may be awarded with reference to one of a number of approved specialised fields of study if a student has successfully completed courses to the value of at least three full LLM courses from the approved lists for fields of study, one of which courses must have been selected as the dissertation course. The approved lists will be published each year and may change from time to time, subject to availability of courses.

5 Re-application

A student who has been awarded the LLM degree taught and examined by the School of Oriental and African Studies may apply to enter again for the same qualification in a different field of study, provided that on each occasion the student applies and registers de novo, pays the appropriate tuition fees, and complies with the regulations as if entering for the first time. Students may not repeat any courses which they have already passed.
6 Suspension of regulations

Applications for suspension of these regulations may be approved by the Associate Dean (Law and Social Sciences). If suspension is approved, the case will be reported in anonymous form to the next meeting of the Faculty Learning and Teaching Committee (Law and Social Sciences).
Guidelines for the preparation of Masters dissertations

1 General requirements

1.1 The guidelines apply to all Masters programmes.

1.2 The dissertation accounts for 25% of the total assessment for programmes consisting of four elements, and 20% for programmes consisting of ten elements. The mark for the dissertation is based on the dissertation alone, and follows the normal scale for Masters programmes. Students are required to complete the dissertation to a satisfactory standard (pass mark 50%). If a dissertation is marked below 50%, students have one opportunity to re-submit it, in the following year.

1.3 The maximum word length of the dissertation is 10,000 words (15,000 for the LLM) when it counts for 25%, or 8000 words when it counts for 20%. Over-length dissertations will be subject to the penalties in Regulation 7 of the Taught Masters Regulations. All dissertations must include a word count.

1.4 The dissertation is completed (i.e. written up) in the period between the end of the written examinations in May/June and the middle of September. It must be submitted no later than 16.00 on 15 September. If 15 September falls on a Saturday or Sunday, then submission must be by 16.00 on the Monday immediately following 15 September.

1.5 Late submission of the dissertation and applications for deferral of submission are covered by Regulation 6 of the Taught Masters Regulations.

1.6 Non-submission of the dissertation without accepted good cause by the prescribed or deferred date will attract a fail mark of 0. Students will have one further opportunity to submit the dissertation, in the following year. The mark following this submission will be capped at 50.

2 Academic requirements

2.1 The purpose of the dissertation is to enable students to demonstrate their capacity to carry out a substantial piece of independent academic research on a selected topic. Students will be assessed on their capacity to define a topic for examination, to articulate a coherent scheme for examining this topic, to gather the necessary information, and to analyse and present this information in a way which satisfactorily assesses the topic which they have set themselves.

2.2 Choice of topic. In programmes with a major/minor pattern, the dissertation will be linked to the major taught course, and the supervisor will normally be involved in the teaching of that course. In programmes without a major/minor pattern, the dissertation will relate to the specialism of the programme. There are separate regulations covering the dissertation in the LLM. The choice of topics is not unlimited.
There must be a member of SOAS staff competent and willing to supervise the topic, and available at the times when supervisions are required. It is not possible for a dissertation to be supervised by a member of staff from another College. The topic must not require fieldwork abroad. There must be adequate Library resources available.

2.3 Plagiarism. Students are reminded that all work submitted as part of the requirement for any assessment or examination of the School of Oriental and African Studies (University of London) must be expressed in their own words and incorporate their own ideas and judgements. Plagiarism - that is, the presentation of another person's thoughts or words as though they were the student's own – must be avoided. Direct quotations from the published or unpublished work of others must always be clearly identified as such by being placed inside quotation marks, and a full reference to their source must be provided in proper form. A series of short quotations from several different sources, if not clearly identified as such, constitutes plagiarism just as much as does a single unacknowledged long quotation from a single source. Equally if students summarise another persons' ideas and judgements, they must refer to that person in their text as the source of the ideas and judgements, and include the work referred to in their bibliography. Failure to observe these rules may result in an allegation of cheating. Students should therefore consult their tutor or supervisor if they are in any doubt about what is permissible.

Where students draw on their own previous written work, whether submitted as coursework for their current degree, or for a previous degree or qualification, this must be clearly stated. Coursework essays may not be incorporated in the dissertation without acknowledgement and prior approval.

Plagiarism is an assessment and/or examination offence, and will be dealt with under the Regulations for proceedings in respect of assessment and examination offences.

2.4 By the Monday following the February reading week, students should suggest a provisional dissertation topic in consultation with their supervisor. The supervisor will advise the student if the proposed topic appears to be inappropriate. Subsequently the student will draw up a plan of work for the dissertation in consultation with the supervisor, including a precise title.

2.5 Students are encouraged to select a dissertation topic in which they are interested, and which reflects their own reason for taking the Masters programme. Topics should be clearly defined. A piece of work carried out over roughly three months can provide scope for only a limited amount of analysis. The more focussed the subject, the greater the opportunity to produce an interesting and independent piece of work. Supervisors will advise students if their initial choice of topic seems too broad or narrow for the requirements of a Masters dissertation.

Dissertation topics should be chosen so as to enable students to complete them within the normal time frame and submit them by 15 September of the appropriate year. Complex topics which need extra time for completion should not be allowed. Topics should not be allowed which would require a student to undertake fieldwork, although students will not be prevented from undertaking fieldwork if they choose to do so and are able to complete the work and submit it in the time allowed. Students should be counselled in respect of any proposals to undertake fieldwork in regions known to be dangerous.
2.6 After selecting their topic, student should produce a brief plan for discussion with their supervisor by the end of Term 2. This plan should include:

2.6.1 a rationale for the topic, indicating the question to be studied and reasons why it is worth studying;

2.6.2 an outline of the dissertation, indicating the principle chapters or sections into which it will be divided;

2.6.3 an indication of the sources which it will be necessary to consult, and of their availability, consisting of a basic bibliography or a list of the libraries, document collections, or other resources which are to be examined.

2.7 Following discussion and approval of the plan with the supervisor, students will carry out the programme of research required and will write up the results. Students should take notes accurately and file them carefully in order to ensure that they have reference to the right information at the right time. It is good practice to keep a list of all sources consulted, and to file the notes, either by source, or according the place where the information is to be used in the dissertation, or, ideally by both.

3 The role of the supervisor

3.1 The responsibilities of the supervisor are as follows:

3.1.1 to meet with the student at least three times;

3.1.2 to approve the initial choice of topic, and agree that it fits within the scope of the relevant Masters programme;

3.1.3 to discuss with the student and approve the dissertation plan (see 2.6 above);

3.1.4 to help the student with any problems and difficulties which arise in preparing the dissertation, give guidance on the sources to be used and their availability, and to advise on the methods of transliteration and citation;

3.1.5 to offer advice on early drafts of the dissertation but not on the final draft.

3.2 The supervisor does not have any responsibility for the preparation of the dissertation itself, for the ideas and material that it includes, or for the standard that it attains. The dissertation must be entirely the student’s own work. The help given by the supervisor must necessarily be limited.

3.3 Students cannot expect supervisors to be necessarily available over the summer. Departments normally designate a member of staff to be available for general consultation and advice during this period.
4 Presentation

4.1 The presentation of the dissertation in a clean and correct form is an important part of the dissertation-writing process, and examiners may take this into account in awarding marks. The final text should be carefully examined for keyboarding errors.

4.2 Students must submit two copies of the dissertation to the Faculty Office for marking. They should be bound in secure and firm folders. These copies are non-returnable. Students are advised to make additional copies for their own use.

4.3 Dissertations must be word processed or typed. The main part of the dissertation must be double spaced. The footnotes and the bibliography should be single spaced. Word processing is strongly recommended as it permits easy amendment and correction in the course of preparation.

4.4 The dissertations should contain the following elements:

4.4.1 Cover/title page. This must state the title of the dissertation, the name or candidate number of the student, the programme for which it is submitted, and the statement: ‘This dissertation is submitted in partial fulfilment of the requirements for the degree of LLM/MA/MMus/MSc [insert full title of the programme for which you are registered] of the School of Oriental and African Studies (University of London)’ followed by the date of submission. It must also include a word count.

4.4.2 Declaration. Students must sign the following declaration: ‘I have read and understood regulation 17.9 of the Regulations for students of the School of Oriental and African Studies concerning plagiarism. I undertake that all material presented for examination is my own work and has not been written for me, in whole or in part by any other person. I also undertake that any quotation or paraphrase from the published or unpublished work of another person has been duly acknowledged in the work which I present for examination. I give permission for a copy of my dissertation to be held for reference, at the School’s discretion.’ No dissertation will accepted for marking unless it is accompanied by this signed declaration.

4.4.3 Table of contents. This must list the contents of the dissertation by chapters, with sections where appropriate, and the page number for each, together with the page numbers for the notes, bibliography and any maps, figures, and tables.

4.4.4 Abstract. This must provide a brief statement (not more than 200 words) of the main themes or findings of the dissertation.

4.4.5 Acknowledgements. Students may wish to acknowledge any help that they received in the preparation of their dissertation.

4.4.6 Main text. Each main heading (chapters, references, bibliography) must start on a new page. Sections within chapters may continue on the same page.

4.4.7 References. Footnotes should be numbered consecutively and the references to which they refer should be placed either at the bottom of the relevant page or at the end of the dissertation, and before the bibliography.
4.4.8 **Bibliography.** The bibliography must list all works used in the preparation of the dissertation, including all those noted in the references.

5 **Bibliography, references, footnotes, abbreviations and other conventions**

Conventions vary from discipline to discipline. Students should seek further advice from their supervisor or their Faculty Office.
1 Registration, enrolment and re-enrolment

Before beginning their programmes of study at the School all students must complete registration and enrolment procedures as directed by the Director of Student and Registry Services. Students must register for a named Masters degree and a specific mode of study (full-time over one year, part-time over two to four years). Part-time students must re-enrol at the beginning of each academic session for which they wish to receive tuition or supervision. Attendance at classes or use of School facilities is not permitted by students not enrolled or re-enrolled.

Students must normally be enrolled continuously on their programme of study. Students who wish to apply to interrupt their period of study must apply in writing or by email to the Head of Registry. Students who interrupt their programme of study without the School’s permission may be deemed to have withdrawn from their studies at the School.

Students are required to sign up for their courses and half courses (including the dissertation) by the end of the first week of teaching in Term 1 (16.00 on the Friday of week 2 of the academic year). Failure to complete course sign up procedures by the deadline could result in a student being deemed to have withdrawn from her/his programme of study.

2 Attendance

Students must attend all classes, tutorials, seminars etc regularly and punctually, including any prescribed English language classes. Failure to do so could result in the School deeming that a student has withdrawn from his or her programme of study or in the student being refused admission to end-of-session examinations.

3 Structure of programmes of study

Most School Masters programmes consist of four elements: three taught courses (or equivalent including half courses) and a dissertation. The MSc Economics programmes, including MSc Development Economics, MSc Political Economy of Development and MSc Finance and Development and the MScs offered by the Department of Financial and Management Studies consist of ten elements (eight taught courses and a dissertation which counts as two elements).
Full-time students are expected to attend taught courses, submit the required coursework, undertake prescribed assessments (including written examinations) and submit their dissertations (deadline: 15 September) within one calendar year from the date of their degree registration.

The pattern of study, assessment and dissertation submission for part-time students will depend on their registered mode of study (two to four years). Two year students on four element programmes will follow their programme in the pattern 2+2, 1.5+2.5, 2.5+1.5, 3+1 or 1+3. For two-year part-time students taking three elements in one year, the three elements must be made up of two taught courses plus a dissertation. Part-time students may not follow three taught courses in one year. The fee regulations stipulate that students taking three or more taught courses in one year are classified as full time and are thus liable to pay full time fees. The dissertation is normally completed in the second year. Three-year students follow their programme in the pattern 1+1+2, 1+2+1 or 2+1+1, with the dissertation normally being completed in the second or third year. Four year students (LLM only) will follow one taught element in each year, with the dissertation being submitted at the end of the final year. Two-year students on ten element programmes will follow four taught courses in each year, with the dissertation normally being submitted at the end of the second year. Three-year students on ten element programmes will follow three taught courses in each of the first two years, and two taught courses in the third year, when they will also register for and submit their dissertation.

4 Assessment

Students are required to enter for assessment in their programme elements by the due date as advised by the Registry (normally the end of November).

Re-assessment fees are payable by students being re-assessed having completed their programme of study.

Following the meeting of the School Board of Examiners for Taught Masters' Degrees in November, marks will be released. Students will be notified individually of the marks they obtain.

Coursework must be submitted in the year in which the relevant course or half course is attended.

Students are permitted one re-assessment in a failed element or half element.

5 Plagiarism

All work submitted as part of the requirement for any examination of the School of Oriental and African Studies (University of London) must be expressed in the student’s own words and incorporate his or her own ideas and judgements. Plagiarism - that is, the presentation of another person’s thoughts or words as though they were the student’s own – must be avoided. Direct quotations from the published or unpublished work of others must always be clearly identified as such by being placed inside quotation marks, and a full reference to their source must be provided in proper form. A series of short quotations from several different sources, if not clearly identified as such, constitutes plagiarism just as much as does a single unacknowledged long quotation from a single source. Equally, if students summarise another
person's ideas and judgements, they must refer to that person in their text as the source of the ideas and judgements, and include the work referred to in their bibliography. Failure to observe these rules may result in an allegation of cheating. Students should therefore consult their tutor or supervisor if they are in any doubt about what is permissible.

Where students draw on their own previous written work, whether submitted as coursework for their current degree, or for a previous degree or qualification, this must be clearly stated. Coursework essays submitted for one course may not be used for another course without acknowledgement and prior approval. Plagiarism is an assessment and/or examination offence.

Any case of alleged plagiarism, cheating or irregularities of a similar character, including conduct affecting the security of examinations, will be dealt with under the Regulations for proceedings in respect of assessment and examination offences.

6 Progression

Full-time students are eligible to progress to the dissertation element of their programme of study whatever results they have achieved in their taught courses.

Part-time students are eligible to proceed to the next year of their programmes (subject to completion of enrolment formalities) whatever result(s) they have achieved in the current year.

7 Dates for taking written examinations and submitting coursework and the dissertation

Coursework must be submitted by the School deadline in the year in which the relevant course has been attended. Unseen written examinations must be taken in the academic year in which the relevant course has been followed. The dissertation must be submitted in the year of study in which the student has been enrolled for the dissertation.

To be eligible for the award of a degree a candidate must satisfy the examiners in the assessment prescribed for the programme within a period of two years from the satisfactory completion of the prescribed period of study.

8 Dissertations

Dissertation topics should be chosen so as to enable students to complete them within the normal time frame and submit them by 15 September of the appropriate year. Complex topics which need extra time for completion should not be allowed.

Topics should not be allowed which would require a student to undertake fieldwork, although students will not be prevented from undertaking fieldwork if they choose to do so and are able to complete the work and submit it in the time allowed. Students should be counselled in respect of any proposals to undertake fieldwork in regions known to be dangerous.

Two year part-time students will normally submit the dissertation at the end of the second year of study. Three year part-time students will normally submit the dissertation at the end of the second or third year of study.
The maximum length for a dissertation for the MA/MMus/MSc is 10,000 words (8,000 in ten element masters degrees). The maximum length for a dissertation for the LLM is 15,000 words. Dissertations must include a word count. There are penalties for over-length dissertations.

9 Determining results and awards

Sub-Boards of Examiners have the discretion to take into account documented illness and other personal circumstances affecting a candidate’s examination performance.

After results have been published, Chairs of Sub-Boards of Examiners may, at their discretion, permit informal feedback to be given to a candidate on her/his dissertation performance. Any feedback given must not quote directly from the examiners’ written comments on the dissertation.

10 Classification schemes

10.1 Marking scheme

Masters programmes (except the MScs listed separately in the next paragraph) consist of four elements (or equivalent including half elements) as follows: three taught courses (or equivalent in half courses) and a dissertation.

Programmes such as the MSc Economics, MSc Development Economics, MSc Political Economy of Development, MSc Finance and Development, the MScs in International Management and the MSc in Finance and Financial Law consist of ten elements as follows: eight taught courses and a dissertation (which counts as two elements).

The marking scheme for elements and half elements is as follows:

- 0% to 49% Fail
- 50% to 59% Pass
- 60% to 69% Merit
- 70% to 100% Distinction

Transcripts that are issued to students will show the mark per element, together with the classification equivalent.

10.2 Award and classification scheme for LLM, MA, MMus and MSc

Award of a Masters degree (all LLM, MA, MMus and MSc programmes)

A candidate must obtain a mark of 50% or more in each element or half element to be eligible for the award of a Masters degree.
(For the purpose of this award calculation, marks for half elements may not be added together and averaged.)

**Award of a Masters degree with Merit (all LLM, MA, MMus and MSc programmes)**

Unless eligible for a Distinction, a candidate must

- Obtain a mark of 50% or more in each element or half element (without averaging); and
- Obtain an average mark of 60% across all elements and half elements (including the dissertation); and
- Obtain a mark of 60% or more in the dissertation.

**Award of a Masters Degree with Distinction (for four element programmes)**

A candidate must

- Obtain a mark of 60% or more in each element; and
- Obtain a mark of 70% or more in two elements, including the dissertation.

(For the purpose of these Distinction calculations, marks for half elements may be added together and averaged, provided that each half element has a mark of 50% or more.)

**Award of a Masters degree with Distinction (for ten element programmes)**

A candidate must

- Obtain a mark of 60% or more in each element; and
- Obtain a mark of 70% or more in the dissertation; and
- Obtain a mark of 70% or more in three elements other than the dissertation.

**10.3 Discretion of Sub-Boards of Examiners**

If a candidate does not meet the above criteria for the award of Merit or Distinction classification, the relevant Sub-Board of Examiners may at its discretion recommend the award a classification of Merit or Distinction on one or both of the following grounds:

- Consideration of the overall profile of the candidate; and/or
- Consideration of mitigating circumstances relating to the candidate (but normally not if these circumstances have already been taken into account in determining the marks for the constituent courses, as this could result in double compensation).

When a classification of Merit or Distinction is recommended in these circumstances, the reasons for the award shall be fully recorded in the minutes of the Sub-Board of Examiners. Such recommendations will be considered for approval by the School Board of Examiners for Taught Masters Degrees.

Sub-Boards do not have the discretion to recommend the award of a Pass classification to a student who has failed to obtain at least 50 in each element (without averaging) including the dissertation.
Sub-Boards of Examiners wishing for guidance on the appropriate exercise of discretion should consult the Examinations and Assessments Manager, who can supply past examples of its use.

(Note: There was a different classification scheme for students admitted to the School between September 2000 and September 2005. Details are available from the Examinations and Assessments Manager.)
REGULATIONS FOR STUDENTS OF
THE SCHOOL OF ORIENTAL AND AFRICAN STUDIES
(subsequently referred to as the School)

Scope of these Regulations

These Regulations apply to students of the School registered for degrees of the University of London at the School and for qualifications of the School. In addition, they apply in whole or in part to students of the School not registered for a degree or other qualification and to students of other Colleges of the University of London admitted to follow courses at the School. Students are subject to the Regulations in force for the relevant session.

1 University of London Degrees

Under University of London Ordinance 13 the School is authorised to award University of London degrees, subject to compliance with Ordinances 12, 14 and 15.

2 Awards of the School

The School may award qualifications, other than degrees, in its own name under the provisions of its Charter of Incorporation.

3 University and School Qualifications Awarded by the School

The School may award only those degrees and other qualifications as approved from time to time by the School.

4 Admission to the School

4.1 Applications to study at the School must be submitted by the specified deadlines on the appropriate application forms, together with requested supporting documentation. Applicants for first degrees, including those for entry to other than the first year, must apply through the Universities and Colleges Admissions Service (UCAS).

4.2 All offers of admission to pursue a programme of study as a student of the School are made by the Director of Student and Registry Services or an authorised deputy. No promise or purported offer made otherwise than in accordance with this Regulation has any validity.

4.3 An applicant will not be enrolled as a student of the School unless he/she has received an offer of admission to pursue the programme of study for which he/she seeks enrolment and has accepted that offer in writing.
4.4 Admission to the School is conditional upon an applicant signing a declaration and undertaking that he/she will abide by the regulations of the School laid down by, or with the authority of, the School’s Governing Body, as from time to time varied or modified by that Body.

4.5 Offers of admission are made for a specific entry date. An applicant who is unable to enrol by the specified date, and has not been given permission to enrol late, may apply to the Director of Student and Registry Services to have his/her offer of a place deferred to the next normal entry date. Approval to defer is not given automatically and is subject to approval by the School. Applications for deferral beyond the next normal entry date, including those for a second deferral, will not normally be granted and, in these circumstances, applicants are required to submit a fresh application.

4.6 The School reserves the right to reject applications to study at the School on academic grounds or if places are no longer available and to give no reasons to such applicants save at its own discretion.

4.7 Rejections will be communicated to the applicant only by the Director of Student and Registry Services or an authorised deputy.

5 Entrance Requirements

5.1 In order to be admitted to the School, a candidate must be at least 17 years of age.

5.2 An applicant cannot be admitted to the School unless he/she has satisfied any general entry requirements applicable to his/her application, any additional entry requirements for the programme of study applied for and any further conditions set in the individual offer of the place.

5.3 Candidates for admission may be called for interview and may be required to take an entrance test.

5.4 Admission to the School is conditional upon the possession of a sound knowledge of written and spoken English. Applicants may, therefore, be required to provide evidence of their competence in written and spoken English. The School’s requirements in respect of English language competence are laid down from time to time by, or with the authority of, the Academic Board. Applicants for admission may be required, as a condition of their registration, to attend pre-sessional and/or in-sessional English language classes at the School.

6 Registration, Enrolment and Re-enrolment

6.1 Before beginning their programme of study at the School successful applicants must complete enrolment procedures. In respect of programmes of study leading to the award of a qualification, initial enrolment will include registration for the qualification being sought. Registration for a qualification remains valid until the qualification sought has been obtained or registration is terminated or lapses, whichever is the sooner. Students following programmes of study of
more than one year duration must re-enrol at the beginning of each subsequent academic session as determined by the structure of their programme of study.

6.2 Registration, enrolment and re-enrolment procedures will be laid down by the Director of Student and Registry Services of the School from time to time and all successful applicants or students must register, enrol or re-enrol, as appropriate, in accordance with these procedures.

6.3 Applicants or students may not attend classes or use School facilities until they have completed enrolment or re-enrolment procedures.

6.4 Taught course students must return their duly completed course registration forms no later than the last day of teaching week 1 of Term 1. Students who fail to comply with this requirement may be deemed by the Head of Registry to have withdrawn from their studies at the School. Returning students must register their course choices for the following year online at the SOAS website no later than the end of the second week of Term 3 of the previous academic year.

6.5 Students may be registered for only one qualification at the School at any one time, except where a joint qualification is offered. In addition, degree students cannot be registered concurrently for another degree of the University of London.

6.6 A student who has been awarded a qualification by the School may not subsequently be registered for the same qualification in the same subject or branch of study.

6.7 It is the responsibility of applicants and students to ensure that information which they provide to the School is accurate and complete. This requirement applies *inter alia* to application forms, forms for checking of qualifications, and forms for registration, enrollment and re-enrolment. The School reserves the right to withdraw the offer of a place or to terminate or suspend a student’s registration or to prevent enrolment or re-enrolment if fraudulent information has been supplied or if information has been fraudulently withheld.

6.8 Students may be required at the discretion of the School to provide proof of identity, academic qualifications and other information which they have submitted. The School reserves the right to withdraw the offer of a place or to terminate or suspend a student’s registration or to prevent enrolment or re-enrolment if proof is not produced within the time limit specified by the School. The School also reserves the right to make such enquiries as it thinks fit to ascertain the accuracy of information submitted to it.

7 Payment of Tuition Fees

7.1 No applicant or student will have completed registration, enrolment or re-enrolment procedures until the appropriate tuition fees have been paid or there is written assurance acceptable to the Director of
Student and Registry Services that the tuition fees will be forthcoming from a reliable source such as a local education authority or other formal sponsor found acceptable to the Director of Student and Registry Services. Termly and other instalment payments are not normally permitted.

7.2 Tuition fee rates are published for specific academic sessions and are fixed for the duration of that session. Students are required to pay the tuition fees relevant to their year of study.

7.3 Applicants or students may not register, enrol or re-enrol after the specified period unless they have been given permission to do so by the Director of Student and Registry Services. Those so permitted will incur a late enrolment fee unless they have produced evidence of good cause for lateness found acceptable by the Director of Student and Registry Services.

8 Academic Progress

8.1 Students are required to attend regularly and punctually all lectures, classes, tutorials and seminars which form the programme of study for which they are enrolled and any prescribed English language classes. Students are required to comply with instructions concerning attendance which may be issued from time to time by, or with the authority of, the Chair(s) of Department(s) in which they are studying. In addition, students must comply with any programme or award attendance requirements. Failure to attend regularly and punctually without good cause may result in the Director of Student and Registry Services deeming a student to have withdrawn from the programme of study. Students must inform the Director of Student and Registry Services if they are absent from their classes for more than two weeks and must supply a medical certificate or other documentary evidence explaining the reason(s) for their absence.

8.2 For a student on a programme of study of longer than one year duration, progress from one year to the next will be subject to the student satisfying the board of examiners in respect of such progression or, in the case of a research student, subject to a satisfactory report from the student's Research Committee. Progress in taught programmes of study is governed by programme examination regulations which specify the decisions available to the relevant board(s) of examiners. Students who fail to satisfy the relevant board(s) of examiners will not be permitted, at that time, to proceed to the next year of their programme of study. Such students, if their programme of study has not been terminated, must apply for leave of absence to interrupt their studies for the following academic session if they do not intend or they are not permitted to re-enrol and repeat the failed year of study. Application must be made in writing to the Director of Student and Registry Services who will deem registration to have lapsed if no application is made.

8.3 For programmes of study which are of longer than one year duration, students are required, where eligible, to re-enrol and follow their programme in consecutive years of study.
8.4 The School may, at its discretion, grant an interruption of study to a candidate on grounds of illness or other cause found adequate, for a period of up to one year. Applications for leave of absence must be made in writing to the Head of Registry, together with a supporting statement from the student’s Head(s) of Department(s). An application for an interruption of study of more than one year or a re-application for interruption of study which, if successful, would lead to a cumulative period of interruption of more than one year, will be subject to the approval of the relevant Associate Dean. Applications will not normally be approved for periods of interruption of study exceeding two years in total.

8.5 Students who interrupt their studies without approval or otherwise fail to re-enrol at the designated time may be deemed by the Director of Student and Registry Services to have withdrawn from their studies and their registration will lapse. In such cases an application for re-registration will be considered at the discretion of the School and, if granted, may be subject to conditions imposed by the School.

9 Student Discipline

9.1 No student of the School shall engage in activity likely to interfere, in the broadest sense, with the proper functioning or activities of the School or those who work or study in the School or undertake action which otherwise damages the School.

9.2 Students are required to comply with the School’s Statement of Principles concerning freedom of expression and Code of Practice on the booking and conduct of meetings held on School premises.

9.3 Students are required to comply with all codes of practice, regulations and procedures from time to time laid down by, or with the authority of, the Governing Body or Academic Board and with all relevant legislation.

9.4 In their use of the Library, students are required to abide by the rules for its use as laid down from time to time by the appropriate School committee.

9.5 In their use of the School’s computers, students are required to abide by the rules for the use of School computer systems as laid down from time to time by the Information Strategy Committee. Users must comply with the Data Protection Act insofar as it is relevant to their activities. They must report the existence of any files which are under their control and which fall under the terms of the Act to the School’s Data Management Officer. Conduct by a user in contravention of the Act or which may involve the School in a contravention of the Act is an offence.

9.6 Contravention of Regulation 9 renders a student liable to penalties, which in serious cases may extend to suspension or termination of membership of the School. Such penalties shall be imposed in accordance with the disciplinary or other procedures from time to time laid down by, or with the authority of, the Governing Body or Academic Board.
10 Debt or Liability Outstanding to the School or University or another College of the University

Where a student has a debt or other liability outstanding to the School or to the University or to another College of the University the School reserves the right to take action to obtain settlement. A debt or liability may include *inter alia* an accommodation or library debt or unreturned library items or outstanding tuition fees or loans. Action may include: the withholding of end-of-session results or award documents; the withdrawal of library privileges; refusing re-enrolment in the following academic session; cancellation of registration or enrolment and exclusion from the School. Where other measures prove unsuccessful the School may institute legal proceedings.

11 Communications with Individual Students

11.1 Students are required to keep the Director of Student and Registry Services informed of their current address.

11.2 Communications sent from the School to an individual student must be regarded as applying to that student only.

12 Applications for Exemption from or Suspension of Regulations

Applications by students for exemption from or suspension of the *Regulations for Students* shall be made through the Director of Student and Registry Services.

13 Compliance with Regulations and Procedures

Students are personally responsible for complying with School regulations and procedures. The School will accept no responsibility in the case of non-compliance with School regulations and procedures, but the Director of Student and Registry Services may always be consulted.

14 Approved Programmes of Study

14.1 The regulations for first degrees and postgraduate taught degrees and general regulations for other programmes of study which may be followed at the School stipulate *inter alia* the normal attendance modes and duration for approved programmes of study.

14.2 The School reserves the right to withdraw programmes of study or courses.

14.3 A student registered for a taught degree which requires the acquisition of fluency in a foreign language may be required or permitted by the School to spend part of the programme of study abroad for this purpose. The length of the period spent in study abroad shall be determined by the School but will not exceed a maximum of one term for students following a full-time programme of study of three years duration.
15 Conditions of Award of a Degree, Diploma or Certificate

15.1 To be awarded a degree, diploma or certificate a candidate must:

(a) have completed to the satisfaction of the School the programme of study prescribed in the regulations for the particular award for which the student registered;

(b) within the period prescribed, have been examined in all parts of the examination for that degree, diploma or certificate and have shown a competent knowledge in the examination as a whole.

15.2 In addition, the candidate must have settled, or agreed to settle to the satisfaction of the School, any debt or outstanding liability to the School or to the University or to another College of the University (see Regulation 10).

16 Teaching Location

All teaching for School courses will take place in property owned or leased by the School for that purpose, except where the School specifically authorises teaching to take place elsewhere.

17 Assessment and Examination

17.1 For the purposes of this Regulation the term assessment includes assessment of a course by unseen written examination, coursework, project, dissertation, oral examination, performance or any combination of these. Where used without modification, the word examination refers to an unseen written examination (as in ‘the relevant examination period’).

17.2 No student will be admitted to an assessment unless he/she has submitted to the School’s Examinations and Assessments Manager the appropriate assessment entry form duly completed in accordance with the instructions and in the time period laid down from time to time by the Director of Student and Registry Services.

17.3 No student will be admitted to an assessment unless he/she has attended the appropriate course(s) of study in preparation for the assessment.

17.4 Candidates may have their entry to an assessment or assessments cancelled if they have not attended the appropriate course(s) to the satisfaction of the School or in accordance with attendance requirements prescribed for the relevant course(s).

17.5 Candidates who re-enter for any part of an assessment shall be examined in accordance with such regulations as were current when they first entered for assessment.

17.6 Absence from an assessment will result in a failure being recorded unless the School has given formal permission to defer or the relevant board of examiners has deemed the absence to be for good cause. Candidates who wish to defer their entry for assessment
must apply to the Registry in writing before the commencement of
the relevant examination period. Reasons for deferral must be stated
and documentary evidence should be provided where appropriate
(e.g. where the application is being made for reasons of ill-health).

17.7 Candidates must abide by the instructions to candidates governing
the assessments for which they have entered. Failure to observe the
instructions to candidates may constitute an assessment offence.

17.8 Examination scripts, dissertations, independent study projects, or
essays for courses assessed wholly by one piece of coursework, are
the property of the School and will not be returned to candidates.

17.9 Students are reminded that all work submitted as part of the
requirement for any assessment of the School of Oriental and
African Studies (University of London) must be expressed in their
own words and incorporate their own ideas and judgements.
Plagiarism - that is, the presentation of another person's thoughts or
words as though they were the student's own – must be avoided.
Direct quotations from the published or unpublished work of others
must always be clearly identified as such by being placed inside
quotation marks, and a full reference to their source must be
provided in proper form. A series of short quotations from several
different sources, if not clearly identified as such, constitutes
plagiarism just as much as does a single unacknowledged long
quotation from a single source. Equally, if students summarise
another person's ideas and judgements, they must refer to that
person in their text as the source of the ideas and judgements, and
include the work referred to in their bibliography. Failure to observe
these rules may result in an allegation of cheating. Students should
therefore consult their tutor or supervisor if they are in any doubt
about what is permissible.

Where students draw on their own previous written work, whether
submitted as coursework for their current degree, or for a previous
degree or qualification, this must be clearly stated. Coursework
essays submitted for one course may not be used for another course
without acknowledgement and prior approval.

Plagiarism is an assessment and/or examination offence.

17.10 Any case of alleged cheating or irregularities of a similar character,
including conduct affecting the security of assessments, whether or
not proscribed in the Regulations and Instructions governing the
assessment at or in connection with which it occurs, will be governed
by the School's Regulations for Proceedings in Respect of
Assessment and Examination Offences.

17.11 Special assessment arrangements for individual candidates for
reasons of disability, illness or other good cause shall be determined
in accordance with the procedures laid down for the School's Special
Assessments Panel. Applications should be submitted to the
Examinations and Assessments Manager in writing by the
appropriate deadline. Full details of the Procedure for the
Consideration of Special Assessment Arrangements are available
from the Examinations and Assessments Manager.
18 Examination Fees

18.1 Examination fees are payable by degree, certificate or diploma candidates no longer enrolled as such at the School and by all part-time students not registered for a degree or other qualification.

18.2 Fees are payable at the time of submission of the examination entry form. Forms will not be accepted without the appropriate remittance. A schedule of examination fees is available from the Examinations and Assessments Manager in the Registry.

19 Representations in Respect of Examination Failure

A taught course student who wishes to make a representation in respect of an examination result must do so in accordance with the procedures laid down from time to time by the Academic Board. There is no procedure for the consideration of appeals against the academic judgement of examiners. Research degree students who wish to appeal against a fail decision by their examiners should consult the University of London’s Procedure for Consideration of Appeals by Candidates for Research Degrees and associated guidelines, available from the University website.

20 Transcripts

The School provides without charge and on request one transcript of a student’s programme of study. Requests for further transcripts can be considered only if accompanied by the approved fee. Additional copies of a transcript requested at the same time can be provided at the approved fee.

21 Making and Publication of the Regulations for Students

21.1 The Regulations for Students are laid down by the School’s Governing Body and can only be suspended or amended by, or with the authority of, that body.

21.2 These Regulations will be published annually.

22 Suspension of regulations

Applications for suspension of these regulations may be approved by the relevant Dean. If suspension is approved, the case will be reported in anonymous form to the next meeting of the relevant Faculty Board.
Regulations for proceedings in respect of assessment and examination offences

The following regulations apply to all assessments and examinations undertaken at the School of Oriental and African Studies (except for students registered for distance learning programmes operated under the auspices of the University of London External Programme).

Definition of terms.

A course may be assessed by one or more means. The means of assessment include: an unseen written examination or examinations; coursework in the form of essays or reports; an oral examination; a practical examination; a seminar presentation; periodic class tests; or other specified methods. When used without modification, the word examination refers to an unseen written examination.

Assessment and examination offences

1. Conduct which constitutes an assessment and examination offence includes but is not restricted to:
   a) introduction of non-permitted materials into an assessment or examination
   b) removal of an examination script or examination stationery from the examination room unless explicitly authorised
   c) any attempt to confer or gain access to the examination script of another candidate
   d) any attempt to tamper with an examination script after the completion of the examination
   e) impersonation or attempted impersonation of a candidate
   f) plagiarism in any assessed work as defined by the School regulations on plagiarism
   g) any conduct likely to give an unfair advantage to the candidate

In all proceedings in relation to assessment and examination offences, a student will be presumed innocent of the charge until the contrary is proved on the balance of probabilities or the candidate admits culpability.

The School will treat all correspondence and documentation relating to any proceedings as confidential.

Suspected Misconduct

2. Where a candidate is suspected of an assessment or examination offence, the Head of Registry will be informed and will be responsible for investigating the incident. Suspected offences should be reported to the Head of Registry as soon as possible after their detection.
3. Where the Head of Registry deems on the evidence presented that the irregularity is of a minor or technical nature, s/he, after consultation with the Chair of the relevant Board or Sub Board of Examiners, may decide that the matter be dealt with by the Board or Sub Board of Examiners concerned and no further action shall be taken by the School.

4. Where the Head of Registry deems that *prima facie* evidence of a serious breach of the assessment and examination Regulations has been presented, s/he will make a decision, in consultation with the Chair(s) of the relevant Board(s) or Sub Boards of Examiners, regarding the course of action to be taken. This may include but is not restricted to:
   a) no mark be awarded for the individual piece of work in question
   b) the minimum pass mark be awarded for the individual piece of work in question
   c) no mark be awarded for the entire course
   d) withdrawal of the student’s right to re-enter for assessments, including resubmission of coursework
   e) the results for any or all of the assessments not to be considered by the relevant School Board of Examiners for a period of one calendar year
   f) that the incident(s) be referred to the SOAS Assessment and Examination Offences Panel

5. With the exception of f), the decision of the Head of Registry and Chair(s) of the Board(s) of Examiners will be reported to the student and the relevant School Board(s). The student will then have the right either to accept the decision of the Head of Registry and Chair(s) of the Board(s) of Examiners or to request a personal hearing with the SOAS Assessment and Examination Offences Panel.

**SOAS Assessment and Examination Offences Panel**

6. The School Assessment and Examination Offences Panel will consist of the Director of Student and Registry Services, an Associate Dean of the relevant Faculty, who shall act as chair of the meeting, and a senior member of academic staff of the School with no connection to the course of study of the student involved. The Examinations and Assessments Manager will act as secretary and ensure a full record is kept of all proceedings.

7. The date of the hearing is to be confirmed with the student. Written notice of the hearing, together with the documentary evidence to be considered, and the names of any witnesses to be called, will be sent to the student at least 14 working days prior to the hearing.

8. The student may present documentary material or call witnesses in his/her defence or in mitigation. However, documentary material for consideration by the Panel must be sent to the secretary of the Panel, to arrive at least 7 working days prior to the hearing.

9. The student will have the right to be present during the hearing (except as in 11 below) and may be accompanied by a friend.

10. The allegations will be presented by the Chair of the Panel and the student will be asked to reply to the allegations. Witnesses may then be called. The Panel may ask
questions of all those called before it and the student may raise questions through the Chair of the Panel.

11. The Panel shall retire to consider its findings. If necessary an adjournment may be called.

12. A decision will be reached by majority verdict of the Panel. Individual votes of the panel members shall remain confidential.

13. The Chair of the Panel shall announce the findings and the agreed course of action. This may include but is not restricted to:
   a) charge not substantiated. No action to be taken
   b) the student to be warned with regard to future action and this to be noted on the student’s record
   c) no mark to be awarded for the individual work in question
   d) the minimum pass mark to be awarded for the individual work in question
   e) no mark be awarded for the entire course
   f) withdrawal of the student’s right to re-enter for assessments, including resubmission of coursework
   g) the results for any or all of the assessments not to be considered by the relevant School Board of Examiners for a period of one calendar year
   h) a recommendation to the Academic Board that the student’s award be revoked
   i) expulsion from the School

Appeal

14. Following a hearing by the SOAS Assessment and Examination Offences Panel, an appeal may be lodged by the student with the School’s Director and Principal within 14 days of the hearing. An appeal may be considered only if
   a) there is new evidence that could not have been, or, for good reason was not, made available at the time of the hearing
   b) there is evidence of a significant procedural error made before or during the hearing.

Requests for appeal must be made in writing to the School’s Director and Principal within the stipulated deadline. The grounds of appeal must be clearly stated as part of the request and appropriate documentation supplied.

15. If the Director and Principal decides to allow an appeal s/he will appoint an Appeal Committee comprising of the Director and Principal (or nominee), who will act as Chair of the meeting, an Associate Dean with no involvement with the course of study of the student involved or the original hearing, and a member appointed by the Director and Principal from the full time sabbatical officers or part time elected officers of the Students’ Union. The Examinations and Assessments Manager will act as secretary and ensure a full record is kept of all proceedings. The procedures for the Appeal Committee will be as follows:

   a) For the purposes of the hearing, a decision by the Appeal Committee on any point of procedure will be binding.
   b) The Director of Student and Registry Services will supply the members of the Appeal Committee and the appellant, in advance of the hearing, with the grounds for appeal with supporting
documentation, the papers presented at the hearing from which the
appeal arises and a statement from a relevant member of academic
staff (as appropriate) in response to the grounds for appeal.
c) The appellant will have the right to be present for the appeal and
may be accompanied by a friend.
d) The student making the appeal will present her/his case against the
decision or order made.
e) The Appeal Committee will consider the documents presented and
may call persons connected with the proceedings from which the
appeal arises to address the Committee.
f) The Appeal Committee may, at its discretion, at any time during the
hearing of the appeal retire to private session. Only the Committee
and the Committee secretary will be entitled to be present during
private session.
g) The Appeal Committee will normally reach its decision without
adjournment, but may adjourn for a period not exceeding seven
days for the purpose of deciding on the order to be made upon the
appeal.
h) The considerations of Committee members will be treated as
confidential.

16. The Appeal Committee decision will be reached by majority verdict of the panel.
Individual votes of the panel members shall remain confidential.

17.

a) The Appeal Committee may reject the appeal or uphold the appeal.
b) Where the Appeal Committee upholds the appeal, the Committee
may modify or reverse the decision of the Assessment and
Examination Offences Panel.
c) The decision of the Appeal Committee will be announced by the
Chair and will be sent in writing to the appellant. In communicating
the findings of the Appeal Committee, the Chair will indicate the
grounds upon which the findings are based
d) A decision of the Appeal Committee will be final.

Office of the Independent Adjudicator

18. At the end of the internal appeal procedure the student has the right if s/he so
wishes, to submit a request for the School’s decision to be reviewed by the Office of the
Independent Adjudicator [OIA]. The OIA provides an independent scheme for the review
of student grievances under the Higher Education Act 2004. Details of the procedure for
appeals to the OIA are outlined in the Student Grievance Code of Practice. Further
information on the OIA can be obtained from the Deputy Secretary’s Office and from the
Students’ Union.
Introduction

1. The School will consider representations from candidates concerning examination/assessment results made on the grounds of irregularity or administrative error, where there is concern that the examination/assessment may not have been conducted in accordance with the relevant Instructions and/or Regulations, or where there is new evidence of circumstances which might have adversely affected a candidate’s performance.

2. Any representations should be addressed in the first instance to the Director of Student and Registry Services of the School.

3. Any representations must be referred to the Director of Student and Registry Services. Chairs of examination boards and examiners must not communicate with candidates about their performance in examinations/assessments.

4. Given the assessment arrangements in respect of work contributing to a final award, including moderation by visiting examiners, there is no procedure for the consideration of appeals against the academic judgement of examiners. There are separate appeals arrangements for postgraduate research degree students.

Procedure for making a representation

5. A candidate who wishes to make a representation concerning examination/assessment results should write to the Director of Student and Registry Services, giving full details and providing appropriate documentary evidence.

6. Any representation must be received within three weeks of the formal notification of results to the candidate. Representations received after this deadline must be accompanied by a statement explaining the reason(s) for lateness. Late representations will only be considered if the reasons given are found acceptable.

7. Representations must be made by the candidate and not by third parties. The School will not engage in correspondence with third parties concerning an individual’s examination/assessment performance without the written permission of the candidate.

Procedure for dealing with a representation

8. a) an allegation of irregularity in the conduct of the examination/assessment or of administrative error.
The School will satisfy itself that the examination/assessment has been conducted in accordance with the relevant Instructions and/or Regulations for that particular examination/assessment. Such an allegation may be referred back to the appropriate Board of Examiners for consideration.

b) presentation of new evidence of circumstances which might have adversely affected a candidate’s performance.

The School will consider the adequacy of the evidence and whether there is good reason why the evidence now presented by the candidate was not made available to the Board of Examiners before it reached its decision in respect of the candidate. The School will also consider whether the new evidence is likely to have affected the decision of the Board of Examiners had it been available to the Board at the time the decision was taken. Generally, new cases of special circumstances will only be considered where a candidate's performance was borderline or where it could have become borderline if the special circumstances had been known to the Board of Examiners at the time when the decision was taken. If good reason is shown for non-presentation of special circumstances, the Chair of the Board of Examiners will be invited to reconsider the case, in consultation with appropriate visiting examiners.

9. In considering a representation under 8(a) or 8(b) the Director of Student and Registry Services will consult appropriate staff members. This will include the relevant Associate Dean or the Chair of the School Board of Examiners (for undergraduate finalists).

Notification in respect of decisions

10. Candidates will be informed in writing by the Director of Student and Registry Services of the outcome of their representation as soon as is practicable.

Appeal against decisions

11. A candidate who wishes to appeal against the decision made in respect of her/his representation should write to the Director of Student and Registry Services within fourteen days of the date of the letter communicating the decision.

12. The Director of Student and Registry Services will refer the case to a School Representations Panel.

School Representations Panel

13. The Representations Panel will consist of three members. The convenor of the Panel will be an Associate Dean unconnected with the student. The candidate may nominate a member of the School’s academic staff to serve on the Panel. The third member of the Panel, nominated by the convenor, will be a School academic staff member who serves as Chair of a Board of Examiners unconnected with the student making the representation.

14. The Representations Panel will consider the available evidence and may interview the candidate and/or members of the School’s academic or administrative staff. The candidate has the right to address the Panel in person. S/he may be accompanied by a friend, who does not have the right to address the Panel.
15. The Representations Panel will decide either a) to dismiss the appeal or b) to require the relevant Board of Examiners to reconsider its original decision. In the case of b) the Board of Examiners will be informed in writing by the Panel’s convenor of the reason(s) for the Panel’s decision.

16. The Panel does not have authority to direct or overturn the decision of a Board of Examiners. Its authority only extends to requiring a Board of Examiners to reconsider its original decision.

Decisions of the School Representations Panel or a reconvened Board of Examiners

17. The Director of Student and Registry Services will inform the candidate in writing of the Panel's decision. In cases where the Panel requires a Board of Examiners to reconsider its decision, the Director of Student and Registry Services will subsequently inform the candidate in writing of the outcome.

Independent Review

18. A candidate who is dissatisfied with the outcome of her/his representation may be able to complain to the Office of the Independent Adjudicator for Higher Education (OIA) provided that the complaint is eligible under the OIA’s rules. Information about this is available from the OIA’s website at http://www.oia.org.uk or from the Director of Student and Registry Services.
Making a Complaint

SOAS is committed to providing a positive experience for its students, and hopes and expects that most students will usually be satisfied with its provision. The School recognises, however, that there will be occasions when a student is not satisfied. On those occasions, you should consider making a complaint.

The School welcomes complaints as they help us to identify areas where improvements can be made. Here we summarise what you should do if you want to make a complaint about any aspect of your experience as a student at SOAS.

1. Can you resolve your complaint directly?

Have you spoken to the person, team or department that you want to complain about? Many complaints can best be resolved by simply raising them politely with the people concerned. All of the School’s procedures for considering complaints and appeals require you to have attempted this first where appropriate.

Some departments provide mechanisms for you to provide feedback, including complaints, and where these exist, you should use them. Otherwise you should speak to the person best placed to resolve your complaint (eg your tutor, supervisor, or course convenor). Try to avoid raising your complaint at a more senior level as who you speak to at this stage will affect who can hear your complaint if you pursue it further.

If you are unable to satisfactorily resolve your complaint directly, or you feel that you can’t approach the person or team that you think caused your complaint, you should then consider making a complaint or appeal through one of the School’s formal procedures.

2. Which formal complaints procedure should you follow?

It is important that your complaint or appeal is considered correctly, and the School has a range of procedures, each designed to consider complaints as fairly as possible. The below list summarises each of the procedures so that you can decide which one is the right one for your situation.

If you want to appeal an academic decision regarding your undergraduate or taught postgraduate degree, you should follow the Procedure for Considering Representations in respect of Examination and Assessment Results. This can be found elsewhere in the undergraduate and taught postgraduate Student Handbook or on the SOAS website on the Registry’s Degree Regulations and Applications page.

If you want to appeal against a decision not to allow you to transfer from an MPhil research degree to a PhD, you should follow the instructions in the Code of Practice for Research Degrees. This can be found elsewhere in the Postgraduate Research Student Handbook and on the Registry’s Current Research Students page of the website.

If you want to appeal against a decision to terminate your registration on a research degree, you should follow the instructions in the Code of Practice for Research Degrees. This can be found elsewhere in the Postgraduate Research
Student Handbook and on the Registry Current Research Students page of the website.

If you want to appeal against a decision to fail your MPhil or PhD, you should follow the instructions in the Procedure for Consideration of Appeals by Candidates for Research Degrees. This can be found on the Registry Current Research Students page of the website or obtained from Registry.

If you want to complain about harassment, whether sexual, racial, or of any other kind, you should consult the School’s Dignity at SOAS Policy. The policy is available from the School’s Diversity Advisor (diversity@soas.ac.uk) or via the Equality & Diversity Office page on the SOAS website. Harassment can include assault, threatening behaviour, or abusive remarks.

If you want to complain about the Student Union, you should follow their complaints procedure, which is available via the Student Union website (http://soasunion.org/) or in the Student Union Constitution (also available via the Student Union website or the School’s website).

If you want to complain about the conduct of another student, you should follow the School’s Student Disciplinary Procedure (see below), which explains how to make a complaint.

If you want to complain about any other issue, you should follow the School’s Student Complaint Procedure (see below), which explains how to make a complaint. Examples of the sort of issue that you might use this procedure for would be if you were dissatisfied with teaching or supervision, or if you were unhappy about the service provided by a professional services department or faculty office.

3. What happens during these procedures?

Depending on which procedure you follow, this will vary. However, generally speaking there will be a series of stages. The aim is to resolve your complaint or appeal at the earliest possible stage to everybody’s satisfaction. Usually there will be some kind of initial investigation by somebody who has not been involved in your complaint before. This will result in the investigator deciding if your complaint is justified, and if so, recommending a resolution. If you disagree with the recommendations of the investigator, you may then ask for a review of the investigator’s decision by a more senior person or an appeal panel (depending on which procedure is being followed and what stage has been reached).

4. What happens if I remain dissatisfied after I have exhausted the School’s complaint procedures?

Once you have exhausted the relevant School procedure, you will be sent a Completion of Procedures letter. This letter sets out the School’s final position in respect of your complaint. It also explains what you should do if you remain dissatisfied with the outcome or handling of your complaint.

If you do wish to take your complaint further, you can appeal to the Office of the Independent Adjudicator (OIA), an independent ombudsman for students. You must do this within three months of receiving the Completion of Procedures letter. More information about the OIA can be found on their website at http://www.oiahe.org.uk/.
More information on the School’s complaints procedures can be found on the SOAS website at [http://www.soas.ac.uk/directorate/services](http://www.soas.ac.uk/directorate/services)

## Student Disciplinary Procedure

During your time at SOAS, you have the right to complain if you are dissatisfied with any aspect of your experience at SOAS. However, you also have a responsibility to follow the rules and regulations of the School whilst studying here.

The rules and regulations that are in force are made available via the School’s website and in many cases are highlighted elsewhere in this Handbook. You have an obligation to familiarise yourself with all the rules that affect you. If you fail to follow the School’s rules, or behave unjustifiably in a way that adversely affects other students, the School’s employees or contractors, or other individuals or organisations, or bring the School into disrepute through your actions, you can expect to be subject to the School’s Student Disciplinary Procedure.

In summary, the procedure is as follows. As with the School’s complaints procedures, the aim is to resolve disciplinary cases at the earliest possible stage, so not all of these stages will be necessary in every case.

- If you wish to report misconduct by a student, you should write to the Information Compliance Manager at the above address.
- If a report is made about you, you will be told, and kept informed throughout the process.
- The Director will appoint a senior member of staff to investigate the allegation.
- There are then three stages to the School’s disciplinary procedure:
  - Stage 1 – informal investigation by a senior member of staff, usually the student’s Head of Department;
  - Stage 2 – formal disciplinary hearing chaired by the Dean of the student’s Faculty;
  - Stage 3 – Appeal Panel chaired by a senior member of staff nominated by the Director, a member nominated by Academic Board, and a representative of the Student Union.
- Following the Appeal Panel, the student concerned will be issued with a Completion of Procedures letter. If they are dissatisfied with the outcome of the School’s procedures, they may appeal to the Office of the Independent Adjudicator (OIA) within three months of receiving their Completion of Procedures letter.

At each stage, the School can choose to either dismiss the allegations or find that some or all of the allegations are justified and suggest a penalty. Penalties could include (this is not an exhaustive list):

- Exclusion temporarily, or in serious cases, permanently from the School;
- Restricting access to specific facilities for a fixed period;
- Making a financial charge for damage caused;
- Imposing a fine;
- Requiring a written apology;
- Issuing a warning with conditions;
• Adding a note to a student’s academic record which may be made available to potential employers who request references for the student.

The full procedure is available from the SOAS website at http://www.soas.ac.uk/directorate/services/ or from the Information Compliance Manager in the Directorate Office (dataprotection@soas.ac.uk).
Equality & Diversity Statement

SOAS welcomes a diverse population of both students and staff and this very diversity is one of the School's greatest strengths. In order to consolidate and build upon this diversity, it is essential that equality of opportunity and the absence of unfair discrimination be at the core of all the School's activities.

The School recognises the link between equality and quality and will not unfairly discriminate in the recruitment or general treatment of staff or students on the basis of:

- age
- contractual status
- disability
- ethnic origin, colour or race
- gender (including pregnancy and maternity)
- gender identity or gender reassignment
- language
- marital or civil partnership status
- national origin or nationality
- political or other opinion
- religion or other philosophical belief (or absence of such beliefs)
- sexual orientation
- social origin or socio-economic status
- trade union membership or non-membership

or any other factor which is not relevant to the selection and retention of the best talent.

The School is committed to promoting and developing equality of opportunity in all its functions and will seek to do this by:

- communicating its commitment to equality and diversity to all members of the SOAS community
- communicating where responsibility lies for equality issues providing training for decision-makers and briefing for staff and students
- developing mechanisms for implementation, monitoring, evaluation and review taking appropriate action to redress any imbalances in the representation of various groups within the workforce and student body
- treating any act of discrimination, harassment, bullying or victimisation as a disciplinary offence consulting with trades unions, the Students’ Union and interested groups and individuals, internal and external to SOAS

The Governing Body and Executive Board have the overall responsibility for ensuring that the School operates within the legal framework and for implementing the policy throughout the School. However, each member of the School community is responsible for preventing, challenging or at least reporting any unfair discrimination or other inappropriate behaviour of which they become aware.

The Diversity Advisor is responsible for keeping the Governing Body and Executive Board informed of all developments made in this area and for making appropriate staff aware of any specific responsibilities that relate to their work within the School.

The Diversity Advisor also manages any complaints under the Dignity at SOAS
procedures, which are available to anyone who may wish to make a complaint about inappropriate behaviour (e.g. harassment, discrimination or bullying) by another person.

Further information on our Dignity at SOAS procedures and the SOAS Equality and Diversity policies, guidelines, action plans and activities on the website at http://www.soas.ac.uk/equalitydiversity

The Diversity Advisor, Miss Deb Viney, can be contacted by email (diversity@soas.ac.uk) or by telephone (0207 898 4957) and is always happy to discuss any concerns in confidence.

Notes

1. The definition of disability in UK law is broad, protection is available to those who have a physical or mental impairment which has a substantial, long-term and adverse effect on their ability to carry out normal day to day activities. ‘Long term’ effects are those which have lasted at least 12 months OR are likely to last for at least 12 months OR are likely to last for the rest of the life of the person affected. ‘Substantial’ means more than minor or trivial. The above definition includes people who have conditions with intermittent effects (e.g. HIV infection, multiple sclerosis) from their point of diagnosis; it also includes those with a disfigurement.

2. The employment criteria / specification for some posts may include a legitimate requirement for a certain level of written and spoken English (or other language, in the case of language disciplines) and certain academic courses have a legitimate requirement for a certain level of written and spoken English (or another language, in the case of language disciplines).

3. Sexual orientation refers to attraction to others of the opposite gender (heterosexual, “straight”), attraction to others of the same gender (homosexual, gay or lesbian) and attraction to people of both genders (bisexual).

September 2011
Whistleblowing Policy  
(Approved 1998, amended August 2002)

1. Introduction
The School is committed to the highest standards of openness, probity and accountability. It seeks to conduct its affairs in a responsible manner taking into account the requirements of the funding bodies and the standards in public life set out in the reports of the Nolan Committee. Normally any concern about a workplace situation should be raised with the employee’s immediate manager or Head of Department; in the case of students, concerns would normally be raised thought the complaints procedures. However, it is recognised that because of the seriousness and sensitivity of some issues, together with the knowledge of who the employee (or student) thinks may be involved in wrongdoing, this may be difficult or even impossible.

The Public Interest Disclosure Act gives legal protection to employees again being dismissed or penalised by their employers as a result of publicly disclosing certain serious concerns provided that they are disclosed under procedures identified in the Act. It is a fundamental term of every contract of employment that an employee will faithfully serve his or her employer and not disclose confidential information about the employer’s affairs. However, where an individual discovers information which they believe shows malpractice/wrongdoing within the organisation then there should be identified procedures to enable the individual to disclose the information without fear or reprisal, and it may be necessary for the disclosures to be made independently of line management.

This policy sets out arrangements for individuals to raise serious concerns about malpractice or serious wrongdoing in ways which will protect them from reprisal. This policy is intended to meet the requirements of the Act but it goes further in two aspects. Firstly, it extends the list of concerns where a protected disclosure may be made beyond those identified in the Act. Secondly, it extends protection for disclosure beyond employees to students and to other members of the School.

It should be emphasised that this policy is intended to assist individuals who believe they have discovered malpractice or serious wrongdoing provided that they make the disclosure in accordance with the policy. It is not designed to question financial or business decisions taken by the University nor may it be used to reconsider any matters which have already been addressed under harassment, complaint or disciplinary procedures. Individuals who make disclosures outside the arrangements set out here will not be protected under this policy and may not be protected under the Act.

2. Scope of Policy
This policy is designed to enable employees or other members of the School to raise concerns or disclose information at a higher level which the individual believes shows malpractice.

A number of policies and procedures are already in place including grievance, discipline, complaints and guidelines for dealing with harassment. This policy is intended to cover concerns which are in the public interest and may (at least initially) be investigated separately but might then lead to the using of such procedures. These might include:

- financial malpractice or impropriety or fraud
- failure to comply with a legal obligation
• dangers to health and safety of the environment
• criminal activity
• miscarriage of justice
• academic malpractice
• improper conduct or unethical behavior
• attempts to conceal any of the above.
This is not intended to be a comprehensive list and any matters raised under this policy will be considered seriously.

3. Safeguards

Protection
This policy is designed to offer protection to those employees or other members of the School who disclose such concerns provided the disclosure is made:
   i. in accordance with the procedures laid down
   ii. in good faith, and
   iii. in the reasonable belief of the individual making the disclosure that it tends to show malpractice.

Confidentiality
The School will treat all such disclosures in a confidential and sensitive manner. The identity of the individual making the allegation may be kept confidential so long as it does not hinder or frustrate any investigation. However, the investigation process may reveal the source of the information and the individual making the disclosure may need to provide a statement as part of the evidence required.

Anonymous Allegations
This policy encourages individuals to put their name to any disclosures they make. Concerns expressed anonymously are much less powerful, but they will be considered at the discretion of the School.
In exercising this discretion, the factors to be taken into account will include:
   • the seriousness of the issues raised;
   • the credibility of the concern; and
   • the likelihood of confirming the allegation from alternative credible sources.

Untrue allegations
If an individual makes an allegation in good faith, which is not confirmed by subsequent investigation, no action will be taken against that individual. If, however, the investigation shows that an individual has made malicious or vexatious allegations, and particularly if he or she persists with making them, disciplinary action may be taken against the individual concerned.

4. Procedures for Making a Disclosure

Initial Step
The individual should make the disclosure to the Secretary & Registrar (the designated person). If, however, the disclosure is about the Secretary & Registrar then the disclosure may be made either to the Director & Principal or the Chair of Governing Body. If the individual does not wish to raise the matter with any of the above then they may raise with the Chair of the Audit Committee. The names of the
Chair of Governing Body and the Chair of Audit Committee are published in the Calendar and their addresses may be obtained from the Director & Principal’s office.

**Initial Response**
In all cases, the person to whom the concern has been made should acknowledge its receipt in writing to the whistleblower at his/her home address, and record the subsequent action taken. The person to whom the concern has been made will make a preliminary investigation, normally by appointing someone who has not previously been involved in the case or is unlikely to subsequently be involved, and will report on the findings to the Chair of the Audit Committee. This process will normally be completed within a period of three working weeks.

**Outcomes**
The probable outcomes of this process are as follows:

i) if, on preliminary examination, the concern is judged to be wholly without substance or merit, it will be dismissed.

ii) if it is judged that a prima facie case may exist, the matter will normally be dealt with in accordance with the School’s discipline procedure or as otherwise may be deemed appropriate according to the nature of the case.

In all instances in which a concern leads to disciplinary proceedings, the person or persons in respect of whom it is made shall be informed of the concern and the evidence supporting it and be allowed to comment on it before proceedings are concluded. All concerns including those dismissed after preliminary examination and the outcome of their investigation shall be reported to the Audit Committee. The outcome shall also be reported to the whistleblower.

The following conditions shall apply:

i) all reasonable steps should be taken to deal with the matter as expeditiously as possible

ii) all reasonable steps will be taken to protect the confidentiality of whistleblowers unless they waive their rights to confidentiality or it is deemed that through the nature of the concern raised, such confidentiality is incompatible with the implementation of fair disciplinary proceedings. In such cases those who raise the concern should be informed that no further action can be taken without their agreement to waive their rights to confidentiality;

iii) any reprisals against or victimisation of the whistleblower will be treated by the School as serious disciplinary matter
FREEDOM OF EXPRESSION AT SOAS

The Statement of Principles
The School of Oriental and African Studies is committed to the pursuit and dissemination of knowledge. This can only be conducted effectively in an atmosphere of open enquiry, mutual tolerance and intellectual freedom. In practice this means that we acknowledge the paramount importance of freedom of expression. Freedom of expression may not be exercised to threaten the safety or freedom of expression of others. In making this assertion, the School endorses the principles of the Universal Declaration of Human Rights and related international covenants. Furthermore, the School of Oriental and African Studies does not tolerate any form of discrimination or intimidation based upon race, religion, gender, ethnicity, nationality or intellectual conviction. Membership of the School is predicated upon acceptance of these principles.

In accepting this Statement and the predication of membership of the School based upon acceptance of these principles, the School reserves the right to take action against individuals or groups who violate these principles.

Review Procedures
The formal disciplinary procedures for the various categories of staff and students of the School are independent of the nature of the charges brought. Where a clear case of disciplinary action is necessary, it will be taken in accordance with the relevant disciplinary procedures. In respect of the School statement of principles of freedom of expression, it is recognised that there may be occasions when complaints will be brought forward whereby review procedures are necessary to determine whether or not formal disciplinary action or other measures are necessary. These review procedures should normally result in one of the following courses of action:

a) disciplinary procedures against individuals or groups;
b) recommendations to the Secretary of the School in his role of Responsible Officer under the terms of the 1986 (No. 2) Education Act;
c) an informal caution about future action;
d) the dismissal of the complaint.

Where a complaint is made to the School Secretary in respect of the infringement of the statement of principles of freedom of expression, s/he will review the circumstances and after consulting as necessary, including with members of the Review Panel list of nominees, will make a recommendation to the Pro-Director or Director as to whether or not referral to a Review Panel is necessary.

In the event that such action is determined to be necessary, a Review Panel of three persons shall be convened. Members of the Panel shall be drawn from a list of six members of staff chosen by Academic Board and two students nominated by the Students’ Union. Where the case involves members of staff, the Panel shall consist of three members of staff. In the case of a student, the Panel shall consist of two members of staff and one student. Panels shall include both male and female members.

The Review Panel will investigate the complaint and will interview the person(s) lodging it. The Review Panel shall decide upon the extent to which it wishes to review documents and the need to interview other individuals. If the Review Panel
finds that there is a case to answer of an alleged violation of the principles of freedom of expression, it will recommend disciplinary action be taken through the relevant School procedures.

**School Policy on Student Occupations**
The School of Oriental and African Studies is committed to the pursuit and dissemination of knowledge. This can only be conducted effectively in an atmosphere of open enquiry, mutual tolerance and intellectual freedom. Staff and student membership of the School is based on acceptance of this principle. Within its organisational structure, the School provides channels of communication for students to discuss issues of individual and collective concern with academic staff and with management:

- Students may raise any issues with their tutor or Head of Department;
- There is student representation on various School Committees, including both the Academic Board and the Governing Body;
- The Students’ Union may raise any issues, in the first instance, with the Director of Student and Registry Services.

Where appropriate, these can be brought to the attention of the Director & Principal or the Registrar & Secretary on an ad hoc basis or at their regular meetings with the Students’ Union officers.

While the School’s management is committed to the principle of discussion of student concerns, it does not accept that occupations of its premises are a legitimate form of protest or means of attempting to influence School policies. Occupations in the past have caused damage to the School community, the carrying out of normal learning, research and administration, the School’s external reputation and its physical infrastructure. The School, therefore, will not tolerate any occupation of its premises.

In the event of an occupation, the School will take appropriate measures, including the use of all available legal means, to regain occupied premises and the subsequent employment of disciplinary action against individuals and parties involved.

The Students’ Union will be liable for the costs of any occupation sanctioned by the Students’ Union. In the case of action not sanctioned by the Students’ Union, those identified as being involved will be liable for costs.

The School will not hold discussions with students in occupation, but, in keeping with its commitment to the principles of discussion and dialogue, it will seek to resume such discussion at the earliest opportunity after any such occupation has ended. That discussion will be conducted via the agreed mechanisms for School-Students’ Union liaison, as detailed above.

*October 2009*
School Policy on Student Occupations

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October 2009
Code of Practice: SOAS Students' Union
You and Your Students’ Union

Section 1: Introduction
1.1 The School of Oriental and African Studies Students’ Union (hereafter called ‘the Union’) is established for the promotion of the general interests of students and to afford a recognised channel of communication between students and the School of Oriental and African Studies (hereafter called ‘the School’) authorities. The Constitution of the Union shall be consistent with the Charter, rules and regulations of the School and the University of London.

1.2 This Code of Practice has been ratified by the Governing Body of the School and details how the School and the Union have agreed to meet their responsibilities in respect of the 1986 and 1994 Education Acts and other relevant legislation.

1.3 The School has designated a senior administrative officer to act as the main contact between the School and the Union and vice versa. This person is referred to as ‘the designated senior officer’ throughout.

Section 2: Students’ Union Constitution
2.1 The Union’s Constitution has been approved by the Governing Body of the School and is subject to review by that body at intervals of no more than five years.

Section 3: Students’ Union Membership
3.1 All students who are enrolled on courses of study at the School may become members of the Union. This process will normally occur during registration but you are entitled to opt out of this membership at any time. Opting-out forms will be available from the Union office. Opted-out students may rejoin the Union at any time by informing, in writing, a Union Sabbatical Officer. Provision for other forms of membership is defined in the Union’s Constitution.

3.2 The School and the Union have no wish for opted-out members to be unfairly disadvantaged as a consequence of opting out of membership.

3.3 Those opting out will not be able to vote in Union elections, vote at Union meetings or stand for election for Union office.

3.4 Those electing to opt out also have the right to signify that they do not wish to be represented by any Union representative body. This should be done by written notification to a Sabbatical Officer.

Section 4: Complaints Procedure
4.1 Should at any time you feel that you have been unfairly disadvantaged by opting out or should you have any other complaint you may seek redress under the Complaints Procedure of the Union’s Constitution. Copies of the Constitution are available for inspection online on the Union Website www.soasunion.org.

Section 5: Students’ Union Finances
5.1 The Governing Body is responsible for approving the Union’s budget, ratifying the Union accounts and for monitoring expenditure. In addition, the Governing Body is responsible for ensuring that no ultra vires payments are made by the Union and that there are regular reviews of affiliations to outside bodies.

5.2 The Union’s Constitution requires that the Union Trustees report termly to the student body on its financial position. The Union is responsible to its members and the Governing Body for the prudent application of its funds.

5.3 The Students’ Union is in the process of registering as an unincorporated charity and comes within the regulatory remit of the Charity Commission. As a charitable organisation, the Union may not make any donations to any external organisations other than as provided for in the applications lists. Copies of the restrictions on Union activities with respect to its charitable status are available from the Union or the School’s Finance Department.
5.4 From time to time and using its democratic processes, the Union may choose or a particular club or society may choose, with the approval of the Union Trustees, to affiliate to such external organisations as further the aims and objectives of the Union. The names of the external organisations to which the Union is affiliated are kept on a list along with details of any subscription or donation made or proposed to be made, and periods of affiliation. This list is maintained by the Sabbatical Officers, and is available for all members to inspect and shall be made available to the Governing Body annually. The Union is required by secret ballot held in accordance with Electoral Reform Society procedures to determine the wishes of its membership in the continuance of any or all affiliations of the Union. A formal report on the previous year’s affiliations shall be made available to the Governing Body.

5.5 Written procedures for the allocation of resources to groups or clubs are available on request from the Sabbatical Officers.

Section 6: Elections and Referenda
6.1 The Union is required to conduct all elections and referenda by a secret ballot of all its members except where specific franchises have been agreed by the Union Executive Committee. All ballots must be held in accordance with good practices set down by the Electoral Reform Society and are subject to the scrutiny of a Returning Officer who shall normally be nominated by the Union but whose appointment is ratified by the School. A person may not hold sabbatical union office, or other paid elected union office, for more than two years in total at the School, as laid down by the Education Act 1994 (section 22 [2] [F]).

Section 7: Freedom of Speech
7.1 The terms of the 1986 Education (No.2) Act, section 43, places a duty on the Governing Body of the School to ensure as far as is reasonably practicable that freedom of speech within the law is secured for members, students and employees of the School and for visiting speakers. To this end, the School is required to issue a Code of Practice governing the organisation of meetings held on School premises. That Code is additional to the rights and obligations of members, students and employees as prescribed in the Charter and Rules of the School and operates within the requirements of statute and common law as regards freedom of speech, lawful assembly, keeping the peace and the provisions of the race relations and equal opportunities legislation.

Section 8: Publication
8.1 This Code of Practice is brought to all students’ attention once a year in the School’s Student Handbooks. The Code of Practice and the other documents referred to above are available for inspection in the Union, the Registry and from the School’s designated senior officer. A number of the policies and procedures outlined above are also available in the undergraduate, postgraduate taught masters and postgraduate research student handbooks and on the web.
Other School Policies and Procedures

A comprehensive list of other School policies and procedures, which may be relevant to students, can be visited at:

http://www.soas.ac.uk/admin/governance/policies