

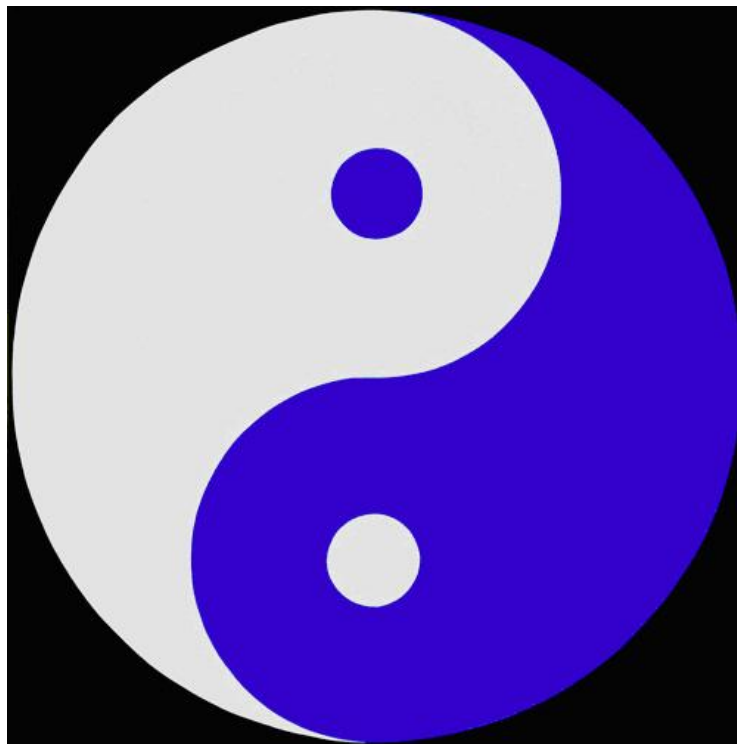
School of Psychology

The Queen's University of Belfast

THE BLUE BOOK

2011-2012

Undergraduate



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Note: This handbook is designed to provide information for the students enrolled on the undergraduate programmes organized by the School of Psychology but it is not an official document of the University. The School reserves the right to revise, alter or discontinue courses of study and to amend the regulations and guidance at any time, without notice. In particular, this handbook should not be regarded as a substitute for the University Calendar, which contains definitive information and regulations. Any changes to the information contained in this handbook, which significantly affects students in relation to such matters as timetabling and assessment, will be notified in writing and posted on the relevant notice board.

Welcome from Head of School

Welcome to those new students who are joining the School for the first time, and welcome back to those students who are now entering the second and third year of your studies. The School of Psychology prides itself on the quality of its teaching and this has been reflected in every national assessment of teaching, where the School has scored the highest rating possible. We hope you will find your time here rewarding.

Psychology, as the scientific study of mind and behaviour, covers a diverse range of topics from how the brain works to how groups operate. You will study the range of human and animal life, from before birth to old age. Your course will introduce you to the fundamental theoretical principles that underlie behaviour and some of the many applications psychology has in the real world. You will review mechanisms of behaviour as they operate normally and when they go wrong and lead to abnormal behaviour. Examining the mind and behaviour is not easy and you will study a range of methods and approaches to unravel the dazzling array of behaviour we produce. These will range from experimental studies in the laboratory to observations of behaviour 'in the wild'. Your course will provide you with an excellent background for your future career, whether this is in one of the professions in psychology, or other occupation(s) for which psychology is an excellent foundation, or indeed in a career in research to uncover more secrets about our behaviour.

The lecturing staff in the School are all practicing researchers undertaking leading edge research. During the course of your studies you will find out more about some of their exciting discoveries, and indeed you may have the opportunity to take part in their studies, advancing our understanding of psychology. You will also develop your own research skills during years 1 and 2 enabling you to conduct your own individual psychology research project in your third year, perhaps resulting in publication.

I hope you will learn a lot this year and that you have a rewarding year. Perhaps most of all I hope you have an enjoyable year.

Evanthia Lyons

Head of School
September 2011

Outline of this Book

This Handbook is designed to help students enrolled on undergraduate programmes in the School of Psychology orientate themselves to their studies and contains important information about the University and the School. It contains the essential information you need to begin your studies.

A key companion to this book is '**The Blue Book's Friend**'. This is available on the web. To keep the **Blue Book** short and full of highly relevant information, additional information has been placed in '**The Blue Book's Friend**'. This is available via the School's web site, www.psych.qub.ac.uk. For example, the list of modules, and a full alphabetical staff list, is available in '**The Blue Book's Friend**'. The **Blue Book** will point you to information in its **Friend**.

If the specific information you require is not in this book then you will be pointed to either the location of this information, e.g., on the web, or the persons within the School who can help. The section on '*Student Support*' details the roles and responsibilities of staff and how they can help you.

The Handbook is organized into sections which we hope provides a clear way of finding the information you need.

You will undoubtedly be bombarded with a huge number of things to read as you start University. However, we strongly recommend that you make reading this handbook a priority. It will provide information on what to expect, and what we expect from you, as well as information on submitting coursework and what to do when you are ill. For returning students, there may be a number of changes from previous years; for example, this year Level 2 modules and laboratories have been completely re-designed. We recommend that you spend some time and familiarize yourself with the procedures of the School.

Key Education contacts

		<i>Room</i>	<i>tel</i> <i>(9097)</i>	<i>email</i> <i>@qub.ac.uk</i>
Director of Education	Prof Carol McGuinness	02.534	4373	c.mcguinness
Exams Officer	Dr Judith Wylie	02.502	4575	jw.wylie
Year 1 co-ordinator	Dr Christopher Cohrs	03.534	4547	c.cohrs
Year 2 co-ordinator	Dr Ian Sneddon	0G.502	4385	i.sneddon
Year 3 co-ordinator	Dr Rob Bell	0G.433	4336	r.bell
Advisor of Studies	Dr Gerry Mulhern	0G.439	4352	g.mulhern
Advisor of Studies	Dr Rob Bell	0G.433	4336	r.bell
Advisor of Studies	Dr Eugene O'Hare	0G.446	4439	e.ohare
Advisor of Studies	Dr Margaret McRorie	03.535	4177	m.mcrorie
Disability Advisor	Dr John Kremer	04.415	4375	j.kremer
UG programme Secretary	Mrs Lynda Mahon	0G.509	4551	l.davison
Lab Supervisor L 1	Dr Deaglan Page	01.527	4284	d.page
Lab Supervisor L 2	Dr Norma Rainey	01.525	4229	n.rainey

Contact with the School

Contacting Staff

Appointments with Academic Staff

Appointments can be made with staff up to 1 day in advance. Due to staff commitments with research, teaching and other students, it is often impossible to see a member of staff immediately or to make an appointment for that day. Staff will provide their contact details during your first lecture or meeting with them and this will let you know how best to get in touch with them if you need to.

Contacting staff by email

If you are contacting a member of staff by email use your Queen's, name@qub.ac.uk, email account. Due to the increasing number of spam messages, the use of filters to block spam may prevent other e-mail addresses from reaching staff. Staff may thus not receive non-qub.ac.uk emails.

In the normal course of events staff will get back to you within **2** working days of your email, or if they are away, you will receive an out-of-office reply. Do not expect responses immediately and certainly not outside normal office hours, 9.00-5.00.

Urgent concerns

If your concern, in your opinion requires an urgent or immediate response, you should contact the School General Office, tel: 028 9097 5445; email: psychology@qub.ac.uk, who will either deal with your enquiry or direct you to someone who can help. Note, the General Office is open to deal with enquiries from 8.45-5.00 on working days. The School's procedures for dealing with mitigating circumstances (see *Illness and Extenuating Circumstances*) means we are able to deal with most issues with the minimum of fuss, thus reducing stress and anxiety for you.

Staff contacting you

The School will contact you either via your address registered with Queen's or by your Queen's email.

Change of address

If you change your address during the academic year, you **MUST** inform the School Office promptly as well as changing your details via Queen's Online. Failure to do so may mean you do not get important communications. It is your responsibility to keep your contact details up to date.

Please do NOT give the School of Psychology as your address.

Queen's e-mail addresses

The University assigns an e-mail account to all students. These accounts are important. If your Advisor of Studies or other staff need to contact you (e.g., to offer you an opportunity to re-take a piece of coursework) it will be via your University e-mail address. Hence it is your responsibility to check your Queen's e-mail account every day. The School cannot be responsible if you fail to receive important communications that are sent to your Queen's e-mail address. Nor can we use alternative e-mail addresses that you may already have.

Information sources

The School will provide you with much information during your studies, on academic and other matters, e.g., careers. This section briefly outlines where you can find the information needed.

The Blue Book: This book is an excellent starting point and provides much of the information you need about the course and progressing through the year.

The **Blue Book's Friend** contains additional material of relevance, in particular, study guides, more procedural information about coursework submissions, and University support.

Formal information about the modules you are taking can be found on **QGIS**, accessed via <https://qsis.qub.ac.uk> or via Queen's OnLine.

Academic information relating to your lectures, e.g., module handbooks, reading material, details of assignments, material to supplement lectures, can be found under the particular module in **Queen's OnLine**. Queen's OnLine is accessed via [https:// www.qol.ac.uk](https://www.qol.ac.uk) or there is a link at the top of the pages on the Psychology web site. Your induction programme will cover Queen's OnLine, abbreviated as QoL, more fully.

The **School of Psychology's website**, www.psych.qub.ac.uk contains all sorts of information about the School, its research, education and career opportunities. Take some time to explore it. It contains more detail about the School than can be presented in this handbook.

During lectures, tutorials, supervision sessions, staff will provide information specifically related to the subject under discussion. You will not get this information elsewhere. This is one reason why attendance is crucial.

On the main ground floor corridor of the Psychology Department you will find **notice boards** presenting general information about your year, and boards displaying information on post-graduate courses, careers and other opportunities.

Entering the Psychology building via the Malone Road entrance, you will see a **display screen** which provides information on School news and events. Under this is a notice board that is used to convey important information. Display screens can also be found on the first and third floors.

Urgent information will usually be emailed directly to you or announced in lectures. Please make sure you regularly check your Queen's email and attend lectures.

The Library: Psychology books and journals are housed in the new McClay Library. After the School of Psychology, this should be building you visit most during your time at Queen's. The Library provides excellent work space.

Official Queen's Regulations can be found at the Academic and Student Affairs web site www.qub.ac.uk/directorates/AcademicStudentAffairs/ under General Regulations.

The School of Psychology

This section provides some general information about the School of Psychology.

Location

The School is situated in the David Keir Building. There are two entrances to the building. The most direct entry to the School of Psychology is via the Malone Road entrance (opposite the Wellington Park Hotel and Botanic Inn); this takes you directly into the School. Entry by the Stranmillis Road requires a trip through Chemistry and many doors to reach Psychology, although the route is clearly marked. The School Office is in room 0G:507 on the left of the main corridor from the Malone Road entrance of the David Keir Building (DKB). Staff in the Office will be able to answer your queries and direct you to other locations or staff. There are 'maps' at the junction of the stairs and corridors on each floor which provide the location of offices, laboratories and teaching rooms on that floor.

Contact details

Mailing address: School of Psychology,
Queen's University Belfast,
Belfast,
BT7 1NN,
N. Ireland

Phone: 028 9097 5445 (Int'l +44 28 9097 5445)

Fax: 028 9097 5486 (Int'l +44 28 9097 5486)

Email: psychology@qub.ac.uk

Website: www.psych.qub.ac.uk

Staff in the School

An alphabetical list of staff in the School can be found in the **Blue Book's Friend** providing basic contact details. More information about staff can be found on the School's website www.psych.qub.ac.uk/staff. These web pages provide details of an individual's teaching and administration responsibilities and information on their research interests and activities.

Management Structure

The School is run by the Head of School, assisted by the School Manager. The School has a Director of Education who oversees its education programmes and four Directors of Research who manage the School's research clusters. These individuals and one academic staff representative make up the Management Board who develop and review the overall strategy of the School. This Board devolves education matters to the Education Committee and research matters to the Research Committee, who then report back to the Management Board. The School has specific committees relating to Health & Safety, Ethics, postgraduate research and an Exams Board made up of all individuals who teach on a particular degree programme. Reports from all these Committees and Boards are brought to the School Board, on which all members of the School sit or are represented. Membership of various Committees and Boards, and fuller details of their remits, can be found on the School's website.

Staff-Student Consultative Committee

There is a strong partnership between the academic staff and students in the School. Students are involved in discussion in all aspects of their programme of studies. Students provide feedback on lectures and modules (see *Your Degree*) and are involved in the review of the degree programmes. In particular students are involved through the Staff-Student Consultative Committee (abbreviated as SSCC). The School of Psychology has an active undergraduate SSCC which meets twice each semester to discuss matters of mutual interest and concern. There are three representatives from each stage elected in October, usually during the first lectures of term. The first meeting discusses the role and responsibilities of the SSCC and training is provided by the University and Students Union for those on the Committee. Lists of SSCC representatives are posted on the School's website (www.psych.qub.ac.uk). Whilst all students are encouraged to raise matters of immediate concern with appropriate academic staff, such matters can also be passed to SSCC representatives for formal discussion at SSCC. Dates of SSCC meetings can be found in the Section '*Important Dates*'.

PSYCHSoc

PsychSoc (The Psychological Society) is a student-run society that organizes events for students undertaking psychology. Past events have included Mystery tours, formal, wine and cheese events. This is a totally student led activity but the School fully supports its activities and would encourage you to join. A link to PsychSoc can be found on the School of Psychology's Home web page.

Research

This is just a brief overview of the School's research activities to whet your appetite for some of the research you will discover during your time at Queen's. Full information may found on the School's web pages www.psych.qub.ac.uk/research.

The School of Psychology's research is organized around 4 research clusters that reflect the expertise and interests of current staff and contemporary themes in Psychological Science. These clusters are:

- **Behavioural Development and Welfare** *Director Dr Deborah Wells*
- **Cognition, Development and Education** *Director Prof Teresa McCormack*
- **Emotion, Perception and Individual Characteristics** *Director Prof Cathy Craig*
- **Social Issues** *Director Dr John Kremer*

The clusters are further enhanced by research centres of excellence:

Fetal Behaviour Research Centre Prof Peter Hepper

Animal Behaviour Centre Dr Deborah Wells

HUMAINE Centre Prof Roddy Cowie

Centre for the Advancement of Learning and Thinking Prof Carol McGuinness

Centre for Research in Political Psychology (CResPP) Prof Evanthia Lyons

which act as a focus for developing international and multidisciplinary research and establishing links with users.

Facilities

The School is supported by state of the art laboratories and equipment. Facilities include: emotion capture laboratory; 128 channel EEG systems; a Virtual Reality system and whole body motion capture; eye movement tracking systems; transmagnetic stimulation; experimental kitchen; and a comprehensive test collection. A mobile testing laboratory brings the 'lab' to Schools and promotes our research programme studying children. The School also has excellent links with external organizations: Schools, Hospitals, voluntary organizations, Zoos. You will have the opportunity to undertake research using these facilities, depending on your interests, during your time of study.

Participants for experiments

Psychology, as the study of behaviour, requires participants so that behaviour, in its broadest sense, can be recorded and explored. There may be opportunities for you to take part in staff or other students' research programmes and these will be displayed in the School. If you do volunteer please make sure you turn up to the testing sessions or inform the researcher if you unable to do so.

If you wish to undertake research with people from outside the School of Psychology (e.g., from Schools or other institutions) you must do so only via your supervisor. Failure to follow this rule may result in problems for the School with future unavailability of participants.

There are many requirements to ensure the safety of participants in psychological research, e.g., ethics, AccessNI checks, and your supervisor and the School will guide you through these at the appropriate time to ensure that your research, and indeed any research undertaken by the School, meets the highest standards of ethics and research governance.

First year students take part in a number of studies for staff and other students of the School and earn course credit for doing so. We encourage you to take part as you will undoubtedly need the co-operation of other students as you undertake your own research work in Levels 2 and 3.

Research Seminars

All students are encouraged and most welcome to attend School research seminars which are held weekly during term time – normally at 1pm on Fridays. Seminar titles are clearly posted around the School and on the School's web pages.

Vacation Scholarships

The School offers a number of Vacation Scholarships for students at the end of their second year. These are advertised in early February each year. These offer paid employment for students to work over the summer months on a research project with a member of staff. This provides a great opportunity to experience the cutting edge research the School is involved in.

Your Degree

Queen's offers two psychology degrees. All first year students are admitted to the **BSc Single Honours Psychology** pathway. Graduates from this pathway who obtain a lower-second class Honours degree or better are eligible for 'Graduate Basis of Chartered Membership' (GBC) by the British Psychological Society. This provides eligibility to apply for places on postgraduate professional training courses in Psychology, now approved and regulated by the Health Professions Council. Remember, however, that competition for such courses is severe and you must always consider other employment and training possibilities. It is also possible to obtain a GBC-eligible degree by substituting one or two psychology modules and taking some others from other areas. Consult your Advisor of Studies if this appeals to you.

You may choose to switch to the **BSc (Hons) Psychological Studies** pathway during Year 2 or Year 3, via your Advisor of Studies. This degree pathway does not confer GBC, but it allows a wider choice of modules (e.g., it allows you to opt-out of statistical and practical modules). If you fail Level 2 methods modules you are required to switch to this degree pathway.

Educational Aims of Our Programme

The overarching aim of our programme is to provide you with an education in Psychology that is of the highest quality through stimulating and contemporary teaching by individuals at the forefront of their fields in psychology. We will also enable the development of a range of transferable skills to equip you for the widest possible range of careers and to avail of a variety of opportunities after your degree.

The educational aims of our programme are to:

- create an environment where the breadth and depth of contemporary psychological research, knowledge and understanding is experienced;
- develop intellectual, methodological and generic skills appropriate to your stage of study;
- address varied aspirations, permitting you to proceed to postgraduate study and/or to directly enter the graduate job market;
- satisfy appropriate professional accreditation standards;
- develop academic, intellectual and personal potential by providing well-managed systems of learning and pastoral support;
- foster engagement with the processes of review and evaluation;
- predicate our efforts on openness, fairness and equality of opportunity in relation to selection, learning, assessment and support.

At the conclusion of the programme you will show knowledge and understanding of the scientific underpinnings of psychology from a broad overview at Level 1 to a deeper understanding of the core areas (Level 2) to more advanced study, specialisation and application (Level 3). These core knowledge domains will include research methods, biological psychology, cognitive psychology, personality and individual differences, developmental psychology and social psychology.

More specific objectives of the programme can be found in the **Blue Book's Friend**.

School-Student 'Charter'

We hope you will find the time between your arrival at the School to begin your degree and your graduation is rewarding and beneficial, and that your academic and personal development will be promoted and enhanced. You are undoubtedly a high calibre student, indeed gaining entry into the School of Psychology in a Russell Group University (one of the UK's top 20 Universities) already marks you as a person who has high ambitions and for whom there are high expectations. One of our key goals is to unlock that potential.

To do so depends, not only on the School providing high quality courses, but also successfully creating high quality educational interactions between you, the student, and the School. You have high expectations of us; we also have high expectations of you. Your degree programme is a partnership where the more both parties put in, the greater the educational outcomes and rewards for both.

This partnership is outlined in the School-Student Charter which explains what you can expect of the School during your time here and what the School expects of you. The Charter describes the responsibilities of the academic and administrative staff of the School and you, the student, and makes clear what is expected of both parties as we work in partnership to deliver a truly outstanding educational experience.

As Head of School I pledge to support the commitments established in the 'Charter'. I trust you will be able to do the same.

The Structure of your Degree

For students who began their degree before September 2009

The Honours classification for Single Honours psychology students is based on marks from the equivalent of 12 modules taken above Level 1 - i.e., normally the equivalent of 6 at Level 2 and equivalent of 6 at Level 3. In the degree classification system for Single Honours students, Level 2 modules contribute 40% toward the final mark and Level 3 modules contribute 60%.

Your final mark is calculated from the arithmetical weighted average of the equivalent of 12 module marks.

For students who began their degree in or after September 2009

The Honours classification for Single Honours psychology students is based on marks from the equivalent of all 18 modules since the start of your degree programme. In the degree classification system for Single Honours students, Level 1 modules contribute 10% towards the final marks, Level 2 modules contribute 30% of the final marks, and Level 3 modules contribute 60%.

Your final mark is calculated from the arithmetical weighted average of the equivalent of 18 module marks.

All Students

You receive a transcript of your module marks via QoL or the University Student Records Office, not the School of Psychology.

The Board of Examiners may discount the lowest module for classification purposes if this module mark does not reflect your normal level of performance. You must provide evidence of the reasons for this before any marks are published. A module may be discounted only if it is a pass mark.

Degree classification

Your degree classification is determined by your final mean mark as follows:

70+	First class 1st
60+	Upper second class 2i
50+	Lower second class 2ii
40+	Third class
Below 40	Fail

Alternatively the '**predominance rule**' may be applied. If your final mark is within 3 percentage points of a higher classification (e.g. 57%, 67%, etc) the higher degree class may be awarded provided that at least half the weighted module marks are into the higher degree class or above.

Modules

The core unit of your degree is the module. Each year you must take and, to progress, pass, the equivalent of 6 modules. This can be made of up of a combination of double, single or half modules, counting as 2, 1 or 0.5 respectively.

Choosing modules

All students will enrol via the University's online system, QSYS. Information about this will be sent to you in advance. It is essential you read this information.

Level 1 students will be enrolled by the School for 2 double Psychology modules, PSY1001 and PSY1002 and the optional Thinking Critically about Popular Psychology modules, PSY1004 and PSY1005. The School recommends you take these two optional modules, a view endorsed by our SSCC.

Level 2 students take six Level 2 modules and you will be registered for these modules automatically. These are core modules required for the accredited (GBC) degree.

Level 3 students enrolled on the BSc Psychology pathway complete a thesis and the general paper and will choose 4 optional modules from the range of modules the School provides upon enrolling for Level 3. Further details of these will be found on the Induction section of the School's web pages. Students enrolled on the BSc Psychological Studies pathway do not take the thesis or general paper but 6 other modules.

Changing your choice of modules

Changes can be made to your choice of Level 3 modules and 'optional' Level 1 modules during the first two weeks of each semester. You need to physically meet (not just arrange to meet) with your Advisor within the first two weeks of the semester to do so. If you are a day late, you will not be able to change. The full list of modules available for 2011-2012 is presented in the **Blue Book's Friend**.

Teaching

Attendance

You are required to attend all laboratory, seminar and tutorial sessions. Attendance is recorded and you will fail a module and have to re-take the entire module next year if you do not attend the required number of classes – even if you pass the examinations and coursework. If you do not attend you may miss vital information, including that related to assessed coursework requirements. Attendance records may be consulted by the Board of Examiners when deciding module marks and degree classification.

You should attend ALL lectures. You will not be able to obtain the same understanding by reading the 'bare bones' notes on Queens OnLine: instead you will need to take extensive notes and expand these through your own private reading. Most students who fail, do so because they ignore this advice.

A variety of different teaching methods will be used during your programme of studies.

Lectures

Lectures will provide you with core concepts and information about specific topics and will outline theoretical issues and debates. You should not count on lectures to be your sole source of information on any topic or issue as you will be expected to read around the lecture content using the resources provided accompanying the lecture. You should not think that the copy of any powerpoints presentation used in the lecture provides sufficient information and you can miss the lecture. They do not; they provide a guide to focus your note taking and understanding.

Practicals

You will undertake weekly laboratory practical classes throughout first and second year. These will develop your research methods and design skills and provide you with training in analytical methods and statistics. You will collect data during the classes from class mates or other set tasks. This will provide you with the background to undertake a group project in Level 2 and an individual large piece of research in Level 3. Due to timetabling constraints, and the fact the University considers you should attend the University 5 days per week, we are unable to change your allocated laboratory day, unless in the most exceptional circumstances.

PDP tutorial sessions

In Levels 1 and 2 you will meet in small groups to discuss critical aspects of psychology and personal development planning. These are an important part of your educational experience allowing you to develop oral and written presentational skills and to plan for your future career. The sessions will review your exam performance, on a 1-1 basis, with your tutor. In Level 3 this review will be undertaken with your thesis supervisor.

Group projects

In Level 2 you will undertake a group project with other students. This will develop skills of team working, often so crucial in your future career. You will also make a group presentation at the conclusion of the project. You will be guided through the process by your supervisor but key to success is your effective working as a team, with all students contributing.

Personal Development Planning (PDP)

The School supports and encourages your personal development through PDP, Personal, or Professional, Development Planning. You will be assigned a personal Tutor (see *Student Support*) who will assist you with this.

PDP is relatively simple: however the key driver for this is you. The more you put in, the more you will get out. You will have sessions as a group and also individual sessions with your tutor to review exam performance and overall progress. Your tutorials will provide opportunities to review your progress, think through your experiences and plan for the next steps. The benefits of these meetings depend on you putting in some effort to prepare for the meetings.

The School will, through its PDP work, help you to consider and plan for the issues which we know most students need to address at particular stages of their course, e.g., supporting your transition from school to University, developing relevant sets of academic and transferable skills, career planning, etc. There will be other issues which you will be expected to identify and address on your own, e.g., reviewing and recording your achievements and using the process of PDP as a tool for self-motivation ("look how far I have come", "this is what I would like to achieve next").

Your tutor will also be able to point you in the direction of University Support Services, e.g., careers guidance, learning and development service, if the need arises (see the **Blue Book's Friend**).

Degree Plus

Degree Plus is an award that provides formal recognition for students undertaking extra-curricular activities during their time at University. The award is open to students registered at Queen's and you receive the award alongside your degree.

Employers are increasingly looking for graduates who can demonstrate that they have the skills needed for workplace success (and as such the Degree Plus Award builds on student personal development plans and other employability skill initiatives) – the Degree Plus Award seeks to recognise such skills. For example, activities such as serving as a Class Rep, a part-time job or voluntary work, all allow you to acquire employability skills such as teamwork, leadership, communication and commercial awareness. More details can be found in the **Blue Book's Friend**.

Assessment

The pass mark for all modules, or specified elements of modules, is 40.

Marking Scales

Where possible, all coursework and essay-type examinations are marked on the following fixed percentage point scale - showing percentage and category. Further information as to what these

marks mean can be found in the **Blue Book's Friend** which provides information on characteristics of answers in degree classes.

90%	High / Excellent 1 st
80%	Definite 1st
75%	Low 1st
----- >=70% 1st	
68%	High / Excellent 2-1
65%	Definite / Solid 2-1
62%	Low / Clear 2-1
----- >=60% 2-1	
58%	High 2-2
55%	Definite / Solid 2-2
52%	Low / Clear 2-2
----- >=50% 2-2	
48%	High 3rd
45%	Definite / Solid 3rd
42%	Low 3rd
----- >=40% 3rd	
35%	Marginal Fail
25%	Weak Fail
15%	Poor Fail
0%	Bad fail / no answer / Nothing of merit

How to pass a module?

If you attend everything that you are supposed to attend and obtain a mark of at least 40% on all assessments, then you will pass every module offered by the School. Once you have passed a module, you cannot take it again in an attempt to improve your mark. You need to do your best, first time.

What happens if I fail?

A 'fail' is a mark below 40%, and you really should aim not to fail anything. The implications of failing a piece of coursework, an exam, or an entire module vary depending on whether you are studying Level 1, Level 2 or Level 3 modules. What follows are guidelines only: the module details (via Queen's Online) and the University regulations (in the University Calendar) are definitive. These regulations are complicated – our best advice to you is that if you fail anything, have a word with your Advisor of Studies as soon as possible.

Level 1 and Level 2 modules

Where possible, you are given one opportunity to take an alternative piece of coursework if you fail the original (e.g., a laboratory report, essay, statistics class test). The maximum possible mark for this alternative coursework will be 40%.

You are given one opportunity to re-sit an examination for each Level 1 or Level 2 module which is failed, or where an examination was missed because of illness. These supplementary examinations all take place in mid/late August. If you choose not to attend in August (e.g., because of a holiday or a wedding) or are ill, you will NOT be given another opportunity to take the examination until the

following year, and will probably be unable to proceed to your next stage of study in September. Everyone should keep the period from the 15th to 26th August free in case they fail an examination, or illness prevents their taking an examination in January or May.

If you take a re-sit examination because you failed the module at the first attempt, or missed the exam for no good reason, then the maximum mark you may achieve for the module is 40%.

If you take a re-sit exam because you were ill, or were exempted from the exam by the School, then the module mark is computed as if you had taken the exam the previous January or May; that is no penalty is applied.

Failing an examination at Level 1 or 2 will thus seriously reduce your chances of getting a good degree.

Progress to the next stage of study

If you still fail one of the 'core' Level 1 Psychology modules (PSY1001, PSY1002) after taking alternative coursework and/or re-sit examinations, or you fail more than one of your other Level 1 modules after taking the alternative coursework and/or re-sit examinations then you cannot proceed to study Psychology in Stage 2. You will have to retake all or part of Level 1 Psychology again, persuade another School to let you onto their degree programme, or leave Queen's. If you have not passed 6 Level 1 modules by the end of Stage 2, then you will not be able to enter Stage 3. (You may have to take an extra Level 1 module at Stage 2, if you are in this position.)

Level 3 modules

Students who miss a Level 3 examination because of illness can take it in August: they will then graduate at Christmas.

Other than for students who have missed Level 3 exams because of illness, **there are NO re-sit exams for Level 3 modules**. Failing to attend an exam without good reason will thus result in a mark of zero being recorded.

Also, if students fail a piece of coursework at Level 3, **they cannot submit alternative coursework** (unlike in Level 1 and Level 2).

Medical and personal difficulties

Medical and personal difficulties may be taken into account when the mark for each module is agreed by the Board of Examiners, with the advice of the External Examiner(s). However, we cannot consider matters that have been raised after the return of work or publication of marks. It is absolutely essential that all students who are experiencing any problems bring these to the attention of their Advisor of Studies before coursework submission or examinations (so that remedial help can be attempted).

Coursework and Examinations

Exams

Examinations are held in the final three weeks of each semester (Weeks 13-15). Exam period dates (not dates for specific exams) are set at the start of the year. See *Important Dates* section. Examinations are organised by the University and take place in January, May and August. You will be notified of the dates of the examinations via Queens OnLine. Please do not ask members of the School for advance notice of the dates of examinations – we simply do not know, as the timetable is not set by us. You are required to attend all examinations that are scheduled for you, unless you are prevented from doing so by illness, etc. Failure to attend without good cause has serious consequences for your marks in the module, and can prevent your being able to progress to the next stage of study. At Level 3, you may be given a mark of zero if you fail to attend an examination without medical evidence and extenuating circumstances.

All examination papers are marked anonymously - the marker does not know the identity of the writer of the script. Samples of exam scripts are cross-moderated by another member of staff. The External Examiners scrutinise exam questions, cross-moderate a range of answers and carefully examine exam answers from anyone with extenuating circumstances or who has failed a module.

Coursework

Anything which is not an examination is called 'coursework': this includes essays, laboratory reports and tutorial presentations.

For all coursework, the School will set a submission date and you must submit your assessed work by this date. The submission dates of assessed work for each year are given at the start of every module. Please pay particular attention to the schedule for submitted work; your success in your studies will depend closely on making sure that you complete your work in plenty of time for submission. Details pertaining to submission of coursework are presented in the section, *Academic Matters*.

Samples of coursework are cross-moderated by another member of staff. The External Examiners also scrutinise coursework especially in cases where an individual has failed a module or there are extenuating circumstances.

Alternative ('potentially penalised') coursework

Where possible, we offer you two attempts at each piece of coursework. Sometimes it is not possible to arrange an alternative session – e.g., if you fail to attend an oral presentation which can only take place once. If so, you may have to take a year out in order to re-sit the entire module.

You will be told both the 'normal' title and date for its submission, and also of the alternative coursework, the 'potentially penalised' coursework, and the date for its submission. You cannot choose which of the two you take. You are expected to complete and submit the normal coursework, by the date indicated.

If you do not submit a piece of coursework within two weeks of the deadline, do not attend a lab., class test or other assessment session on which coursework is based at the scheduled time, or fail a piece of coursework, we give you the opportunity to submit an alternative piece of coursework

where possible. If you submit an X-form (see *Academic Matters*) and supporting evidence which is accepted as giving good reason for your absence/failure to submit, the alternative coursework is marked as normal. It is otherwise awarded a maximum mark of 40%. Failing to attend a laboratory class punctually therefore has severe consequences, and can result in you failing a module and not being able to proceed to your next year of study.

Note that the 'normal' coursework will not be accepted more than two weeks late – no matter how strong the medical evidence. If you have been ill and you know you will be unable to submit work within two weeks of the deadline, you must instead work on the potentially penalised coursework title. This may well involve you attending an alternative laboratory session, etc.

Feedback

You will be given feedback on your work. This will be both summative feedback (the mark) and formative feedback (comments on your work).

Feedback will be given in a number of ways. For all written coursework you will be provided with a mark and comments which identify the good points of the work and areas that could be improved. This will include both comments specific to your work and more general comments given to the class relating to the exercise as whole.

After your exams you will meet with your Personal Tutor with an individualized presentation of your results in exams. This will detail your performance on individual questions (excluding multiple choice and short answers) and in relation to all those who took the exam.

Feedback will also be provided in lectures as staff review material. For first year there will be optional clinics at the end of every subject block where the lecturer will address any questions you may have pertaining to their subject teaching.

If you give presentations you will be provided feedback and tutorial groups provide another source for review of material. You can also use your group work to constructively review performance with others in your group.

Your performance will improve if you can reflect on the feedback given and incorporate this into your future work. The School can only provide the information you need and help you understand this; the onus is on you to take ownership of this and use this to shape your performance in future exams and coursework.

Teaching and Module Evaluations

Towards the end of each module you will have an opportunity to complete a Teaching Evaluation Questionnaire for each lecturer who teaches for three hours or more on any each module. This is an important exercise which allows you to comment on the quality of teaching in the module. You will also be asked to complete a Module Evaluation Questionnaire (MEQ) to give us student feedback and reaction for evaluation and improvement of the module. You are, of course, most welcome to consult with and pass suggestions onto teaching staff at any time during or after the modules. You are assured that all such comments are taken seriously.

National Student Survey

Level 3 Students are invited to complete this government-sponsored survey during the spring of their final year. Its aims are to allow government (and the University) to find out what each School does well, and where there is scope for improvement. We hope and expect that any contentious issues will be raised at Staff Student Consultative Committee, or through informal consultations with lecturing staff, and so we would hope there would be no surprises here. The important thing is that as many students as possible complete it! The University also conducts First Year and Second Year Experience Surveys based on questions that are similar to the National Student Survey for third year students.

Study Abroad

There is no compulsory requirement for you to undertake a period of study abroad during your degree programme. However, the University offers a number of opportunities and initiatives for students to undertake a period of study overseas, e.g., the ERASMUS programme, Business Education Initiative, and other schemes. If you are interested in this then please discuss this with your Advisor of Studies as soon as possible as it needs to be carefully planned. Further information on these schemes can be found in the **Blue Book's Friend**.

Academic Matters

Deadlines and submission of coursework

All students will be required to submit all coursework (both normal and potentially-penalised coursework) electronically via QoL. If Disability Services has acknowledged that you require special consideration for spelling and grammar, please ensure that you state this in large type on the first page. You will be trained on how to use the submission system during the first few days of the first semester.

Late coursework. All coursework submissions must be received before the stated deadline for that piece of work. Work submitted after the published submission deadline will be penalised at the rate of 5% marks per day, up to a maximum of 5 days late, after which a mark of zero will be awarded. (See X-forms to learn how to request mitigation of penal marking in exceptional circumstances.)

You may perhaps not be able to attend a class on which a piece of coursework is based. For example, if you do not attend a laboratory class, you will not be allowed to submit the lab. report based on the experiment conducted in that class. You will instead be expected to attend an alternative session and submit a 'potentially penalised' piece of coursework, which will be awarded a maximum mark of 40% unless you also submit an X-form with supporting evidence which is approved.

Plan your work well in advance of deadlines. For work which should be performed over a period of time (e.g., an essay) you must not take the deadline as the date when work is done and submitted – try to do the work early on and submit a few days early. If you leave submitting work until deadline day then we will not accept medical problems as mitigation for lateness.

Style of coursework submission

Formatting

All coursework in the School should be formatted for A4 paper, portrait, with 1 inch margins all round. Font should be Arial 12 and double spaced. More information can be found in the **Blue Book's Friend** and specific information will be given when the course work is set. Submissions not correctly formatted will be returned unmarked for correct formatting and will incur the relevant late penalties.

References

References cited in the text and in the reference list should be formatted according to the American Psychological Association's guidelines (abbreviated as APA format). See the **Blue Book's Friend**.

Word limit

Each submission will have either a word count limit or a page length limit. These are taken seriously. There is absolutely no leeway concerning word limits.

Word counts do not include reference lists or appendices, but do count everything else in between. MS Word allows you to count the number of words in any particular section and the word count for your essay needs to be recorded at the end of your essay.

Page limits do not include reference lists or appendices, but do include everything else in between.

Spelling

Coursework with poor spelling or grammar, or which contain mistakes in the format of references, will be penalised by up to 5%.

Academic offences

More details on these offences can be found the University's General Regulations and the **Blue Book's Friend**.

Plagiarism

Plagiarism is defined as the presentation of the work of others as the writer's own without appropriate acknowledgement.

It is an academic offence for you to plagiarise and it is an offence that the School takes very seriously. All coursework submitted will be checked with an on-line plagiarism service to check whether your work has been plagiarised.

If plagiarism is found you will be called to the School's Academic Offences committee, called the Plagiarism Panel. Ignorance of what plagiarism constitutes, is no defence. Some students say they commit 'unintentional plagiarism' – copying chunks of text as notes, or making a summary that is almost identical to the original text, and then incorporating this material into an assignment, forgetting where it came from. It is penalised the same way as intentional plagiarism.

The **Blue Book's Friend** has more information on plagiarism and how to avoid this. Please read this carefully and if in doubt discuss the matter with your personal tutor or lecturer. It also described how potentially plagiarised work is considered through Plagiarism Alert!

Cheating

The term cheating normally describes behaviour that takes place in a supervised examination or test. It is considered to be cheating for a candidate to:

- have any form of notes, or any items or texts other than those that are specifically permitted for that examination, at his or her desk in an examination hall during an examination. It is the candidate's responsibility to establish what items are permitted for each exam.
- make use of unauthorized items, texts or notes as described above;
- copy or attempt to copy from another candidate's examination script;
- obtain unfair assistance from another candidate or any other person;
- impersonate another examination candidate, or to allow him/herself to be impersonated;
- provide unfair assistance to another candidate;
- permit another candidate to copy from his or her examination script;
- knowingly assist any candidate to make use of unfair means.

Collusion

All assessed work and particularly coursework - essays, assignments, etc., and also contents of examination answers, must be your own work, except in the case of specified parts of group projects and certain theses which may be a joint effort and indicated as such.

It is a disciplinary offence for two or more students to work together on an assignment that is meant to be done individually and hand the work in as if they had each worked independently. It is expected that the work being assessed, unless specifically designated as a group assessment, shall be the sole work of that student.

It is a disciplinary offence for you to permit another student to copy your work submitted for assessment, and both parties will be deemed to have committed an offence.

Fabrication

It is an academic offence for you to claim to have carried out experiments, interviews or any form of research which you have not in fact carried out, or to invent or falsify data, evidence or experimental results. It is also an academic offence for you to knowingly make use of falsified data as described above.

Workload

If you are registered for the usual six modules in an academic year, you should expect to spend a minimum of 35 hours or so per week on academic work. The great majority of this will be spent undertaking private background reading, unrelated to any form of coursework. You may hear others say that this level of work is unnecessary, and that it is only necessary to attend classes and work on coursework assignments. Ignore them. They are wrong. It is only possible to perform well in examinations if you have worked hard and consistently throughout the semester. If you really cannot work these hours because of other commitments, you should consider moving to part-time study. Consult your Advisor of Studies if you have concerns about this.

Part-time work whilst you study on a full-time degree

We recognise that you may have to work whilst you study. Some will do this to help pay their bills, others because it is a good outlet from being in a student environment all week and others to help improve career prospects.

Our experience however is that students who work too many hours each week seriously disadvantage themselves academically. Whilst at Queen's, you are first and foremost a full-time student even if you do not have timetabled contact hours every day. Non-timetabled hours are primarily for your self-directed learning, research and preparation for seminars, tutorials, presentations and group work. If you use all this time to work you are effectively putting yourself at a disadvantage to other students.

The University does not prohibit part-time work, but we do urge you to be sensible about how you manage your study, work and social time to get the best result you can from your degree.

If you do have financial pressures that mean you have to work more hours than is advisable, please, please come and talk to us. Both the Student Income and Finance Department in the Student Guidance Centre and the Students' Union can give you advice on what funds that are available to

help students in your position. The Learning Support Service can also offer advice on time management.

Students from Outside Northern Ireland

International Students (non-EU)

The University has an International Support Section to assist you as you come to Queen's and information on the services they provide and also information about coming to Northern Ireland and studying at Queens can be found at

www.qub.ac.uk/directorates/AcademicStudentAffairs/InternationalStudentSupport/

Non-Northern Ireland students

Queen's has a tradition of being a friendly regional university and we are delighted that you have chosen to come and study in Belfast.

One of the challenges that non-Northern Ireland students face is not having anywhere to go at weekends. Students going home at weekends is not unique to Queen's – it happens at many universities, however it can be a difficult adjustment for non-Northern Ireland students, given that travelling home for you may not be as easy or convenient.

This is something that the University and the Students' Union recognise and are working hard to address. The SU has recently appointed a sabbatical officer to support the development of a 'student community' and Halls of Residence have employed three Community Workers to help enhance the student experience in Halls.

We advise you to take advantage of initiatives to help you settle into Northern Ireland – these may take the form of weekend socials or events in Halls. Getting involved in SU clubs and societies will also help you widen your group of friends.

It may take a little time to adjust. If you want to talk to someone about this, speak to your Personal Tutor, SU Sabbatical Officers, staff in Halls of Residences, University counsellors or your peers.

Students with a Disability

The School has experience of teaching students with a range of disabilities, and it has put in place a variety of support arrangements (e.g., to facilitate students who are blind or have partial vision).

If you have any medical or psychological condition (e.g., dyslexia, hearing problems, depression) which may affect your work, we urge you to contact the University's Disability Services and the School's Disability adviser (Dr John Kremer) so that we can do our utmost to help you. Should you choose not to do so, then we cannot take such factors into account when teaching or assessing you.

Disability Services may decide that some students are entitled to special consideration with spelling and grammar. Such students should make a clear note of this on the first page of electronically-submitted coursework.

A full description of the School's policy for students with a disability is in The Blue Book's Friend.

Equal Opportunities

The School is strongly supportive of equal treatment of all students, and also to a fair representation of women's issues in its modules. If you have any concerns about Equal Opportunities issues you should discuss them with the Head of School, or via SSCC, as soon as possible.

Mature Students

The School has a substantial intake of mature students and the vast majority of these progress exceptionally well and also give a lot of support to others. The School encourages the use of self-support study-skills group which meets informally at lunchtimes and is primarily intended for mature students, who fear they may have become a little 'rusty' – although everyone is welcome. Look out for notices within the first few weeks of term, or inquire at the Psychology Office.

Careers

The School's Careers Liaison Officer helps organise careers events, so that that you can learn what careers options are open to those graduating in psychology. Even Level 1 students should think seriously about attending these, to help you formulate your career plans. During your PDP sessions you will begin to develop your CV, and Degree Plus offers additional qualification for extra-curricula activity. Notice Boards on the ground floor corridor present career and further study opportunities. During the year the School puts on a variety of careers events including talks from psychologists in a variety of different careers to provide information of the 'reality' of the job. Final year students will complete an assignment on their curriculum vitae to prepare themselves for job applications.

References for jobs & courses

In your final year you will ask staff to write references in support of your applications for training courses and jobs. Use referees who know you personally and can thus add those personal-knowledge comments which can be so vital. You can be assured that all staff will try to write as positive a reference as possible for you. If someone feels they cannot write you a good reference for some particular job (remember it would not be in your interest to get into an unsuitable job) they will tell you so. An obvious first referee is your thesis supervisor - who should know you better than anyone. Students are strongly advised to get to know their thesis supervisors or tutor. The better lecturers know students "as people" the easier it is for them to write references.

Good second choices for reference writing can be project supervisors from Level 2, Personal Tutors, or a Level 3 elective module lecturer who has got to know you during coursework or class discussion. If you need a formal "academic record" type of reference or if there are special factors involved then the Director of Education or Head of School might be an appropriate choice. If three referees are required then try to use one person from outside the School - perhaps a previous employer. All lecturers are very approachable and interested in students and their welfare. Students are asked to provide the reference writers with a Curriculum Vitae.

Illness and Extenuating Circumstances

Medical Certificates for absences

If you are ill and miss an examination, then you must submit a medical certificate from a GP or hospital if you wish to take the exam again for full marks (called Absent Med). Please ensure that the date(s) of the missed exam is clearly stated on the medical certificate. Self-certification is not sufficient. The deadlines for medical certs related to exam absences are

30 January 2012 for Dec exams

8 June 2012 for May exams

24 August 2012 for August exam

Medical certificates submitted after these dates will NOT be accepted. Please note that an X-form (see below) is not required for absences from examinations.

If you miss a seminar, tutorial, practical class, or if you hand in coursework late because of illness, you must submit a medical certificate from a GP or hospital to avoid being penalised, **along with an X-form**. Self certification will not suffice.

These forms must be submitted within 3 days of your return to studies. Late documentation will not normally be considered. All medical certificates and X-forms must be submitted to the School of Psychology's General Office.

Illness prior to exams

It is impossible for the School to assess the influence any illness may have had on your exam performance. Is a cold worth an extra 2 marks, flu 5 marks and so on? Thus if you feel ill or have been unable to prepare for your exam satisfactorily, in your opinion, you should contact your Advisor of Studies immediately and definitely before the exam.

Extenuating Circumstances

Obviously we hope that you have a trouble free journey through your degree programme. Unfortunately, in some cases, serious personal issues arise that affect your ability to study. The School will do as much as possible to assist you through this and reduce any effect on your studies. It is vital that you inform your Advisor of Studies as a soon as possible about any circumstances that may affect your ability to study. To be considered for mitigation in the case of illness or other extenuating circumstances you must submit an X-form (see below).

For obvious reasons, the School will not consider cases for mitigation or extenuating circumstances submitted after an exam has been sat or marks returned unless in extremely special circumstances.

X-forms and mitigating circumstances for late submission of work

Late work is normally heavily penalised. Any mitigation of this penalty is only possible on the basis of evidence submitted in writing on the standard extenuating circumstances form (X-form). These may be obtained from the School Office or School web site and should be handed in to the School Office

within 3 days of the submission/ absence, or within 3 days of the expiry of any medical certificate (whichever is the later). Medical certificates or other evidence must accompany the X-form. Information provided is obviously treated as confidential.

Your marks will be penalised initially but when your X-form is considered, and if the extenuating circumstances are accepted, these penalties are removed and the original mark re-instated and you will be notified of the decision. The **Blue Book's Friend** contains information on the extenuating circumstances that the School is likely to accept and also those circumstances that will not be considered.

It is vital that you keep your Advisor of Studies informed about any personal circumstances that may affect your ability to study.

Student support

The School works closely with both the Student Guidance Centre and the Students' Union to provide a full set of support services during your time at Queen's.

The School takes the view that all aspects of student life offer opportunities for learning and development. This is reflected in the range of services to both support you and help you develop your skills as you study.

Starting University

Moving to higher education is an exciting time and a new phase in your life. Whilst you may have been looking forward to it for some time, don't be surprised if you find it overwhelming at times – it is normal to feel this way. For those of you who have recently left secondary education, studying for a degree is very different. You have much more freedom to decide what you want to learn, and you will be asked to consider and debate about the content of your course. You will be expected to be more self-directed in how you approach your studies. Unlike school, your lecturers and tutors will guide you but will not direct you as much as your teachers may have done in the past.

This might be quite a change for you, which is why we offer you the services of academic advisers and personal tutors, so you can discuss this transition and receive guidance on how best to approach any difficulties you may be having.

Personal Development Planning is a very helpful tool as you identify what study and skills related changes you need to make to be even more effective as an undergraduate. Our experience shows that students who use personal development planning do better academically than those who choose not to. Don't forget - Personal Development Planning is not just about helping you study, but will also help you develop skills for all aspects of your life at Queen's and beyond.

School support – who does what?

Lecturer

If you have problems with the content of a particular lecture or require some further information about the topic then you should contact the individual who gave the lecture. At the start of a series of lectures the individual giving the lecture will provide their contact details and best method of contacting them. If you have difficulty in accessing resources or something is missing, contact the lecturer immediately. Do not wait until the end of the module.

Please note lecturers will not tell you what the exam questions will be.

Personal Tutor

Each undergraduate student is assigned a personal tutor whose role it is to provide academic support. Your personal tutor will help you develop study skills useful for your academic studies. Your tutor will also provide feedback about your exam performance. We strongly advise you to speak to your tutor if you have any concerns relating to your time at Queen's, particularly if you think it will affect your progression.

You will have six arranged contacts with your personal tutor a year, either individually or as part of a group. These meetings will revolve around your personal development planning. If you need to speak to your tutor outside of these scheduled meetings, feel free to approach them for an appointment.

Your personal tutor can help you to set yourself targets for academic progress. If you are not performing as well as you expect, they will help you to develop targets and monitor your own progress.

You should contact them if you are unsure about anything connected with studying (e.g., how to avoid plagiarism, how to format references, time management, writing skills). Your tutor will often use the resources of the Student Guidance Centre to help with these issues.

Advisor of Studies

Your Advisor of Studies is an experienced academic who ensures that you are registered for the correct modules, is practiced at dealing with many of any difficulties that you may encounter, and helps you to overcome these as far as possible (e.g., by advising you of the possibility of taking Leave of Absence for a while, the consequences of moving to part-time study, representing you at examination boards, or accompanying you to Student Progress Committee).

If you want to change your choice of modules, you **MUST** do so via your Advisor, who can also advise you about University regulations, etc.

If you encounter any difficulties which may perhaps affect your academic performance (e.g., bereavement, difficult personal circumstances, depression, medical problems) you are *required* to contact your Advisor of Studies immediately – and before things spiral out of control. Your Advisor will keep appropriate confidentiality.

If you wish to defer an exam then you should contact your Advisor in the first instance who will discuss this with the Director of Education. Note exams may only be deferred for serious medical or personal circumstances. The fact you have pre-booked a holiday is not an acceptable reason for deferral!

Your Advisor is there to help. All too often students delay in bringing problems to their Advisor. The sooner you bring problems to your advisor the sooner they can help and assist and prevent problems from becoming overwhelming.

Advisor for Students with a Disability is Dr Kremer. He will discuss any special needs, liaising if necessary with the University, so that we can attempt to meet any requirements. You should contact him j.kremer@qub.ac.uk by email in the first instance. If you have special requirements you must contact the University's Disability service at the Student Guidance Centre. They will assess your needs and let the School know what is required. The School's disability advisor will act on this information to ensure the School meets these requirements. The School's policy in this area can be found in the **Blue Book's Friend** and on our website.

It is YOUR responsibility to inform us if you wish to have any special needs taken into consideration.

Director of Education

You should consult the Director of Education if you are unsure about whether you will be able to progress to the next stage of study, or if you have difficulty contacting your Advisor of Studies. Your Advisor will involve the Director of Education if you have particularly complex or long-term problems.

Head of School of Psychology

For particularly serious problems you can make an appointment with the Head of School via the School Office.

Urgent Issues

Unfortunately, with the commitments of staff the individual you require to see for a specific urgent matter may not be available. If this is the case please go to the School Office and staff here will be able to assist.

FOUR pieces of good advice

The four best pieces of advice we can give you are:–

1. If you do encounter any sort of problem, please act quickly, before things start to spiral out of control. Book an appointment to see your Advisor of Studies. If you are unsure about who your Advisor is, ask in the School Office.
2. Do not sit an examination if you are unwell and have sound medical evidence that you are unwell. Contact your Advisor of Study before the date of the examination to seek permission to defer taking the exam.
3. If coursework is late, you miss an assessment (e.g., a class-test) or you miss a lab session but you believe that there are good, unavoidable reasons for this absence (e.g., illness, death in the family), complete and submit an X-form, and attach any supporting evidence (e.g., a copy of your medical certificate).
4. Attend all sessions, lectures, classes, labs.....

University Support

The University provides a huge range of excellent support services to deal with accommodation, finance, health, careers and learning support to name but a few. Information on these can be found at <http://www.qub.ac.uk/directorates/sgc/>.

The **Blue Book's Friend** details these support services in more detail.

Remember all the Schools and University support services are here to help you. Don't delay in contacting them for assistance.

Safety & Security

Emergency phone 2222

If you require Queen's Security personnel urgently:

Telephone **2222** (internal)

Telephone **028 90972222** (external).

Evacuation

If you detect a FIRE or an INCIDENT with the need to evacuate the building, press the nearest alarm button.

When the fire alarm / bells sounds continuously leave the building by the nearest safe route.

- Do not use lifts
- Do not go back to recover valuables, books, etc
- Do not obstruct exits. If you are in the School of Psychology go to the assembly point at the front of the Crossland Building.
- Do not query the need to leave the building.
- Do not re-enter the building when the red warning lights are flashing.
- Only re-enter when officially told to do so.

If you need to phone to report an Emergency:-

- state what service is required, i.e., fire brigade, ambulance etc.
- state what the emergency is, i.e., fire, injury etc, and indicate the severity and/or numbers.
- give your name, extension number, and where the service is required, if possible indicate the nearest point of access for the emergency vehicles.

Normally you will be in supervised classes and you should follow the direction of the immediate supervisor(s) as to evacuation procedures. If you are working without immediate supervision (for example in a project room) you should vacate the building immediately.

First Aiders

The School has a number of individuals trained to give emergency first aid if the need arises. These are listed below. There are also a number of first aid boxes situated around the School.

First Aiders	Room	Telephone
Holly Anderson	OG.509	4930
Paul Coulter	O1.508	5448
Lynne Spence	OG.505	5446
Deaglan Page	O1.527	4284

First aid box	Location
Fourth floor	04.513 Waiting area
Third floor	03.520 Kitchen
Second floor	02.529 Waiting area
First floor	01.508 Electronic Workshop
First floor	01.521 Lab. Demonstrators
Ground floor	0G.507 General Office
Ground floor	0G.530 Kitchen
Lower ground floor	LG.516 Mechanical Workshop
Lower ground floor	LG.525 Research Kitchen

Security

The DKB can be affected by petty thefts and your help is needed to minimize these. Always carry your student card for identification and be prepared to identify yourself. If you see anyone behaving suspiciously please report this immediately to a member of psychology staff (e.g., secretaries in 0G.509 or 03.528, workshop technicians in 01.508, laboratory staff in 01.527 or 01.525 etc.). If you require Queen's Security personnel urgently: emergency telephone 2222 (internal) 028 90972222 (external).

- Do not be tempted to "have a go"! Consider your own personal security at all times.
- Never leave any valuables in a public space or any room unlocked at any time.

Your help is required in maintaining a high level of Safety and Security. If you have any concerns with regard to Safety and Security in the School please do not hesitate to contact any member of staff or the School Safety Committee (see School web site).

Computer use, abuse and security

The purpose of this section is to give a general idea of the sorts of activities that would definitely be regarded as 'abuse' (whilst noting that there is a near-infinite list of other possibilities!) and to say a little about what is monitored about our use of the computer systems.

Abuse of facilities

The University's computers and networks are intended to support teaching and research, broadly defined. In many cases, software is provided under the understanding that this is all it will be used for. So the following would normally be regarded as abuse of these facilities.

- Sending threatening/offensive/sectarian/unwelcome e-mail
- Using systems for commercial purposes
- Downloading or distributing pornography, offensive, sectarian, racist, or sexist material
- 'Spamming' (that is, sending or forwarding junk e-mail)
- Attempting to 'hack in' to any machine anywhere
- Sending e-mail purporting to come from someone else (e.g., by using someone's logged-in machine)

Records are kept showing who logs in and out of each machine in the psychology lab and in all machines connected to the University networks. Records are kept of what is submitted to search engines and of every web page visited and of each individual to whom e-mail is sent; these details can be traced back to individual users. Incoming e-mails and attachments are scanned for viruses (which is why e-mails with large attachments may take some time to appear)

Since it is so easy to accidentally leave copies of e-mails on local machines, to send an e-mail to the wrong recipient or for passers by to view your screen, never say anything in an e-mail that you wouldn't want the rest of the world to read. The same goes for printing on shared printers.

Using Facebook

Students are reminded that messages on Facebook are in the public domain. They should be careful to avoid threatening or potentially abusive comments about other students and academic staff.

Printing charges

The School of Psychology provides all students with extensive computer facilities. All student printing in the Psychology Computer Labs must be 'prepaid' in cash to the School Office in minimum fixed sums of £5. Any credit is carried over to other academic years but refunds are not given. Students can monitor their print credit. The computers in the School computer labs are a School funded facility for the sole use of students taking psychology modules. The University provides a number of PC-based Open Access Computer Areas which can be used by all students.

Important Dates

University Dates

WELCOME/INDUCTION WEEK:

Monday, 19 September – Friday, 23 September 2011

SEMESTER DATES 2011-2012:

Autumn Semester		
Weeks 1-12	Teaching	Monday 26 September - Friday 16 December 2011
3 weeks	Christmas Vacation	Monday 19 December 2011 - Friday 6 January 2012
Weeks 13-15	Exams	Monday 9 January - Tuesday 24 January 2012
	Inter Semester Break	Wednesday 25 January - Friday 27 January 2012
Spring Semester		
Weeks 1-9	Teaching	Monday 30 January - Friday 30 March 2012
3 weeks	Easter Vacation	Monday 2 April - Friday 20 April 2012
Weeks 10-12	Teaching	Monday 23 April - Friday 11 May 2012
Weeks 13-15	Revision Period	Monday 14 May - Wednesday 16 May 2012
	Exams	Thursday 17 May - Saturday 2 June 2012

KEY DATES:

St Patrick's Day: Monday 19 March 2012

Rag Day: Friday 23 March 2012

May Day: Monday, 7 May 2012

PATHWAY REVIEW (venue/time to be confirmed):

Wednesday, 2 November 2011

You may need to attend a re-sit examination because you failed or were ill for the original examination. Or if there are concerns about your progress, you may be invited to attend a **Student Progress Committee** meeting. Failure to attend this meeting may result in your being asked to leave the University. So everyone should make sure that they are available for the re-sit exam period, and on the dates of the progress committees. Alternative coursework sessions are often held in the very last teaching weeks of the semester, and you need to ensure that you are available then.

Students are also represented on the School's Pathway Review, Teaching & Learning Committee (TaLC) and Staff Student Consultative Committee (SSCC), and so the dates of these meetings are also shown. Details of dates for this academic year will be posted on the School Web pages at the beginning of October.

UG PROGRESS COMMITTEE (02.527/time to be confirmed):

Thursday, 16 and Friday, 17 February 2012

Thursday, 28 and Friday, 29 June 2012

Thursday, 13 and Friday, 14 September 2012 for August resits

UG SSCC (1.30 p.m. 02.527):

Wednesday, 12 October 2011

Wednesday, 23 November 2011

Wednesday, 15 February 2012 (at 3.00 p.m.)

Wednesday, 4 April 2012 (before Education Committee [3.00 p.m.])

Complaints

If you wish to complain about a member of staff, see the University regulations section 9 for details of how to proceed. These are in the University Calendar on <http://www.qub.ac.uk/info/pubs.htm>. The regulations make it clear that it is not possible to complain or appeal the academic judgement of staff: that is, appeal the mark awarded for coursework or examinations.

University Regulations

The University regulations provide a wealth of important information about your degree, disciplinary procedures, regulations for conduct, appeals procedures etc. They are available online from <http://www.qub.ac.uk/info/pubs.htm> - see under the 'University Calendar'. They lay down the regulations for progression between stages, appeals and complaints procedures amongst other things. If you are called to Progress Committee or are investigated for a disciplinary offence (e.g., plagiarism, cheating in examinations) the procedures and possible consequences are shown here.

Timetable

A blank timetable for you to complete when your schedule is known.

Semester 1	Monday	Tuesday	Wednesday	Thursday	Friday
9.00-10.00					
10.00-11.00					
11.00-12.00					
12.00-1.00					
1.00-2.00					
2.00-3.00					
3.00-4.00					
4.00-5.00					
Semester 2	Monday	Tuesday	Wednesday	Thursday	Friday
9.00-10.00					
10.00-11.00					
11.00-12.00					
12.00-1.00					
1.00-2.00					
2.00-3.00					
3.00-4.00					
4.00-5.00					