

Queen's University Belfast

BSc (HONS) PSYCHOLOGY HANDBOOK

2017 - 2018



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Welcome from Head of School

I would like to extend a very warm welcome to those students joining the School for the first time, and welcome back all other students. Psychology is the scientific study of mind and behaviour in humans and animals and covers a wide range of topics from how the brain controls our movements to how groups of people interact. The curriculum at our School is very diverse and includes both human and animal life, from before birth to old age. Throughout the three years of study, you will be introduced to the fundamental theoretical principles underlying behaviour and see how these principles apply to behaviour in the real world. In addition to understanding how behaviour operates normally you will also look at examples of when it operates abnormally. Studying the mind and behaviour is not an easy task and you will quickly see how a varied range of research methods and approaches are needed to unravel the dazzling array of behaviours we produce. These methods range from experimental studies in the laboratory to observations of behaviour “in the wild”.

Throughout your degree at Queen’s you will be taught by a very talented team of lecturers and professors who are not only great teachers but outstanding researchers in their own specialist areas of psychological research. During your studies you will be able to find out more about their exciting research areas and also have many opportunities to take part in their interesting experiments. Not only that, but as a student in the School, you will also be able to develop and hone your own research skills so that you too can conduct your own psychology research project in your final year of study.

We as a School also take your career prospects very seriously. In an attempt to help you understand how the psychological knowledge you have acquired and the skills you have developed throughout your degree transfer to your future careers, we have embedded aspects of employability across the whole curriculum. We hope that you will see the value in this and would encourage you to explore non-traditional areas of employment for which a degree in psychology provides an excellent foundation.

I would now like to take this opportunity to wish you all a very successful, productive and rewarding year of study as you all take one step closer to obtaining your degree in psychology.

Prof Peter Hepper
Head of School

Note: This handbook is designed to provide information for the students enrolled on programmes organized by the School 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 directly via email and posted on the relevant notice board where appropriate.

Introduction

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 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.**

2. Information Sources

This Handbook is designed to help students enrolled on the BSc (Hons) Psychology programme orientate themselves to their studies and contains important information about the University, the School and your specific programme of study.

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 or on LaunchPad for Level 1 students**. Queen's OnLine is accessed via:

<http://www.qub.ac.uk/qol/>

Academic or other information that does not specifically relate to a particular module can be found on the School's student intranet called Shared Student Resources (SSR):

<https://vle.qol.qub.ac.uk/sites/SPSY/default.aspx>

During lectures, tutorials and 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.

The School is situated in the David Keir Building. There are two entrances to the building. The most direct entry to the School is via the Malone Road entrance (opposite the Wellington Park Hotel and Botanic Inn). Entry by the Stranmillis Road requires a trip through Chemistry and many doors to reach the School, 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.

On the main ground floor corridor of the School 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. 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. From time to time we may text you to let you know that we have sent a particularly urgent email that you should read as soon as possible. However do not assume that you do not need to check your Queen's email unless you receive a text from us.

You will undoubtedly be bombarded with a huge number of things to read during your time at 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. We recommend that you spend some time and familiarize yourself with the procedures of the School.

Key Contacts and School Information

		Room	tel	email
			(9097)	@qub.ac.uk
Head of School	Professor Peter Hepper	02.530		p.hepper
Director of Education	Dr Martin Dempster	02.534	5547	m.dempster
Assessment Officer	Dr Will Curran	0G.441	4337	w.curran
Advisor of Studies	Dr Deborah Wells	02.511	4386	d.wells
Advisor of Studies	Dr Mihalios Doumas	02.518	4605	m.doumas
Advisor of Studies	Dr Eugene O'Hare	OG.446	4439	e.ohare
Disability Advisor	Dr Lesley Storey	OG.504	4587	l.storey
Education Administrator	Mr Geoffrey Caves	02.529	4327	g.caves
School Secretary	Mrs Holly Pepper (covering for Mrs Lorraine Higgins until April 2018)	OG.509	4930	h.anderson
UG programme Secretary	Ms Claire Wright (covering for Mrs Holly Pepper until April 2018)	OG.509	4551	c.wright
Lab Supervisor	Dr Deaglan Page	01.527	4284	d.page
International Studies Advisor	Dr Joost Dessing	OG.434	5650	j.dessing
School Manager	Dr Martin Sawey	OG.508	4511	m.sawey

School 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)

Email: psychology@qub.ac.uk

Website: <http://www.qub.ac.uk/schools/psy/>

Facebook: <http://fb.me/QUBPsych>

Twitter: [@QUBPsych](https://twitter.com/QUBPsych)

Staff in the School

An alphabetical list of staff in the School can be found on the School's website <http://www.qub.ac.uk/schools/psy/Connect/SchoolStaff/>. These web pages provide details of each individual's teaching and administration responsibilities and information on their research interests and activities.

Appointments with Academic Staff

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

It is School policy that academic queries about a specific module be posted to the relevant module discussion form on QOL or LaunchPad. This means that all students on the module have the benefit of a member of staff's response to an individual query. Module co-ordinators who wish you to communicate your queries in some other way will inform you of this at the start of the module. You should use e-mail to communicate with a module co-ordinator if your communication contains personal information. You should also use e-mail to contact your personal tutor. 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 post to a module discussion forum. 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. It is important when writing e-mail messages to any member of staff in the University that you observe e-mail etiquette. An e-mail is not like a text message, think of it

more like a written letter or note. Please take care to address both staff and students respectfully.

Urgent concerns

If, in your opinion, your concern requires an urgent or immediate response, you should contact the School 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 School Office is open to deal with enquiries from 8.45-4.00 on working days.

Staff contacting you

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

If you change your address during the academic year, you must update it via QGIS. 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 as your address.

The University assigns an email account to all students. These accounts are important. If staff need to contact you 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.

3. Semester Dates

University Semester dates for academic year 2017-18 can be found at <http://www.qub.ac.uk/directorates/AcademicAffairs/SemesterDates/>

4. Student Charter and General Regulations

The University's Student Charter sets out how the University will work in partnership with you to support your learning and help you to realise your ambitions, as well as the standards of behaviour and personal responsibility that we expect from our students. The Student Charter can be found at:

<http://www.qub.ac.uk/directorates/AcademicAffairs/GeneralRegulations/StudentCharter/>

By enrolling at Queen's University Belfast, you undertake to abide by all of our regulations, policies and procedures so it is important that you familiarise yourself with them.

The University's General Regulations contain important information about the rules governing progression, assessment and degree classification on all programmes. They assure the University's academic standards and ensure all students are treated consistently and equitably. They are also part of the formal contract between you and the University. The University's General Regulations can be found at:

<http://www.qub.ac.uk/directorates/AcademicAffairs/GeneralRegulations/>

If you have any problems understanding any of these regulations, policies and procedures, or if you have any questions, it is important that you discuss them with your Personal Tutor or the Students' Union Advice Centre.

5. Programme Information

Graduates from the BSc (Hons) Psychology pathway **who pass the thesis module in Year 3 and 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 and Care Professions Council. Remember, however, that competition for such courses is severe and you should always consider other employment and training possibilities.

We encourage you to join the BPS as a student member to benefit from resources of your professional body:

<http://www.bps.org.uk/what-we-do/membership/student-member/student-member>

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.

At the end of the degree we expect you to be able to:

- Appreciate the breadth and depth of contemporary psychological research, knowledge and understanding;
- Use a variety of graduate-level intellectual, methodological and generic skills;
- Proceed to postgraduate study and/or to directly enter the graduate job market;
- Satisfy appropriate professional accreditation standards;
- Express your academic, intellectual and personal potential developed through well-managed systems of learning and pastoral support;
- Engage with the processes of review, evaluation and self-reflection.

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.

You will recognise that psychology involves a range of theories, research methods, evidence and applications and that applying multiple perspectives is important.

You will demonstrate analytical, critical and problem-solving skills in the context of psychological theory, methods of inquiry, applications and interventions.

You will be able to comprehend the research literature relating to Psychology, and integrate and apply such information. You will be skilled at designing, conducting, interpreting and communicating the results from experiments.

You will have acquired a range of other transferable skills that are important for graduates. You will

- be able to communicate information in an accessible and understandable style, through both the written and spoken word, for different purposes and to different audiences.
- be familiar and competent with information technology
- be able to manage and direct your own learning, to think and act independently and to collaborate with both staff and fellow students within a learning community, to organise your time and to meet deadlines.
- be able to evaluate your own strengths and weaknesses, learn from feedback and take appropriate actions to improve your learning.
- have experienced processes of review, evaluation and renewal, and will have contributed to the evolution of the learning environment within the School.

The definitive source of information about the programme is the programme specification document, which can be found at:

<http://www.qub.ac.uk/directorates/AcademicStudentAffairs/AcademicAffairs/ProgrammeSpecifications/UndergraduateNewAcademicYearStructure/>

6. Changes to Programmes

Queen's is committed to keeping our programmes up to date to ensure that our students receive a current and engaging educational experience within an innovative learning and assessment environment. This commitment means that changes to programmes can occur as part of our normal academic cycle of programme development and review. These changes,

which we believe will enhance your degree, are based on many factors, including ensuring each programme remains contemporary and viable; improving the quality of educational services; responding to student and/or external feedback; or meeting the requirements of an accrediting body.

The University will consult with students enrolled on a programme of study before any major programme change is made. The definitions of major programme changes are available at:

<http://www.qub.ac.uk/dasa/AcademicAffairs/ProgrammeApprovalandReviewIncludingHEREview/ProgrammeManagement/MajorChangestoExistingProgrammes/>. This consultation will be managed through Staff Student Consultative Committees and student representatives on School Education Committees. In all cases where a major change to a programme is made, we will communicate to students affected by the change at the earliest possible opportunity. In most cases, this will be in the academic year before the change happens.

The range and content of optional modules may change over time. Your programme information sets out the optional modules currently available for the programme, but the options listed may not run in any given year. Delivery of optional modules may depend on student demand, staff availability and developments in the subject.

7. Teaching and Learning

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 up of a combination of double, single or half modules, counting as 2, 1 or 0.5 respectively. Sometimes you will see module weightings expressed as CATS (Credit Accumulation and Transfer Scheme) points, where a single module is worth 20 CATS points, a double module 40 and so on. The six modules or equivalent that you take each year are therefore worth 120 CATS points.

Choosing modules

All students will enrol via the University's online system, QGIS. 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, Foundations in Psychology PSY1008, Introduction to Methods in Psychology PSY1009 and 2 single Psychology modules, Psychology in Everyday Life PSY1006 and Using Psychology in Everyday Life 2 – Influencing individual behaviour PSY1007.

Level 2 students take three double 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 double module comprising the thesis and the general paper and will choose the equivalent of 4 optional modules from the range of modules the School provides upon enrolling for Level 3.

Changing your choice of modules

Changes can be made to your choice of Level 3 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 even a day late, you will not be able to change.

Teaching

Acquisition of core knowledge is achieved mainly through lectures and demonstrations, practical classes, and directed reading. More specialised and detailed knowledge is gained through preparation for coursework assignments, working on projects and theses, and through reflection and discussion in seminars, tutorial groups and one-to-one supervision.

Attendance

You are expected to attend all lectures, laboratory, seminar and tutorial sessions. Attendance is recorded for laboratory, seminar and tutorial sessions. Where attendance is compulsory, 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 or LaunchPad: 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.

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 are expected to read around the lecture content using the resources provided accompanying the lecture. A copy of any PowerPoint presentation used in the lecture does not provide sufficient information and is not a substitute for attendance at the lecture. PowerPoint slides are made available as a guide to focus your

note taking and understanding during the lecture. Slides will be made available by 4pm on the day before the lecture will take place and for Monday lectures by 4pm the Friday before.

Audio recordings of lectures are permitted **for personal use only** as we believe they can provide a valuable study resource. However for copyright reasons, any such recordings must not be shared with others, therefore any sharing of lecture recordings particularly on social media will be investigated as a potential disciplinary offence.

Seminars

Seminars are offered to level 1 students in both semesters and are tied to the content of the PSY1008 module. These seminars will be designed so as to be activity based and to provide an opportunity for students to discuss the course material and to engage in conversation with a wider range of their class mates than they might do otherwise.

Practicals

You will undertake weekly laboratory practical classes throughout first and most of 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, we are unable to change your allocated laboratory day, other than in the most exceptional circumstances.

Tutorial sessions

In Levels 1 and 2 you will meet in small groups to discuss critical aspects of psychology and personal development planning. These meetings 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 also provide an opportunity to review your exam performance, on a one-to-one basis, with your personal tutor. In Level 3 this review will be undertaken with your thesis supervisor.

In Level 2 you will undertake a group project with other students and there will be group elements to other modules that you take during your time on the course. 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.

8. Assessment and Feedback

Core knowledge is assessed by a wide variety of coursework elements and examination formats. Essay questions are the main formats for end-of-semester examinations. Coursework assignments (extended essays, case studies, statistics class tests, lab reports, projects, reviews, seminar & tutorial presentations and theses) all assess deeper understanding and extended argument, as well as more specific knowledge and approaches.

Both subject specific skills and transferable skills are embedded in all psychology modules, and are assessed through literature-searching exercises, integrative essays, laboratory reports, statistics class-tests, oral and poster presentations, group projects together with a final-year thesis. Some modules use peer-evaluation as well as tutor-evaluation of skills.

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.

90%	High / Excellent	1 st
80%	Definite	1st
73%	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	

Characteristics of Essays/Exam Answers and Marking Criteria

By Level 3 we look for evidence of accumulated knowledge (across all three years of study) and the ability to produce carefully reasoned, integrative answers based on a solid knowledge of the literature and a critical appreciation of what has been read.

An important point: We expect students at all levels to memorise and cite references in the text of examination answers (e.g., saying “Smith (1972) demonstrated....”) though we do not expect students to include a reference section at the end of an examination answer. So you should get into the habit of remembering the names and dates of the important publications and authors that you hear and read about in your modules.

In order to help you learn about the standard of work that is expected of you in order to gain marks and to help us to apply the standards consistently when we mark, the University has produced descriptions of what would be expected in written coursework assignments/essays and essay-type questions in exams. We use these descriptions to produce feedback to students for essays. These criteria are reproduced in the table below.

Conceptual Equivalent	Discrete Pt	Mark Band	Level 1 Criteria	Level 2 Criteria	Level 3 Criteria
Exceptional I	100	95–100	<p>Excellent answer which:</p> <ul style="list-style-type: none"> Is comprehensive and accurate Is presented in a clear and cogent manner Makes full reference to appropriate material Makes effective use of language Displays some of the following characteristics: <ul style="list-style-type: none"> integration of a wide range of learning resources originality of exposition or treatment evidence of insight critical evaluation 	<p><u>Exceptional answer, an exemplary piece of work showing:</u></p> <ul style="list-style-type: none"> A good degree of criticality An in-depth knowledge and understanding across all the relevant areas Very thorough coverage of the topic Significance evidence of wide use of learning resources 	<p><u>Exceptional and exemplary work showing:</u></p> <ul style="list-style-type: none"> A very high level of critical analysis A very high level of insight in the conclusions drawn An in-depth knowledge and understanding across a wide range of the relevant areas including areas at the forefront of the discipline Very thorough coverage of the topic Confidence in the appropriate use of learning resources to support arguments made
Definite I	80	77–84		<p><u>Excellent answer showing:</u></p> <ul style="list-style-type: none"> A degree of independence of thought and critical judgement A thorough understanding of the main issues involved Knowledge and understanding beyond module content A degree of originality Evidence of a wide use of learning resources 	<p><u>Excellent and outstanding answer showing:</u></p> <ul style="list-style-type: none"> Considerable independence of thought and critical judgement with sustained critical analysis. A well-developed ability to analyse concepts and ideas at an abstract level A thorough understanding of all the main issues involved and their relevance A substantial degree of originality Substantial evidence of wide, relevant and critical use of learning resources Good understanding of complex and problematic areas of the discipline
Low I	73	70-76			<p><u>Excellent answer showing:</u></p> <ul style="list-style-type: none"> A good level of independence of thought and critical judgement and a level of critical analysis. A developed ability to analyse concepts and ideas An understanding of all the main issues involved and their relevance A degree of originality Evidence of wide, relevant and critical use of learning resources An understanding of the complexity and scope of the discipline

High 2.1	68	67–69	<u>Very good answer which:</u> <ul style="list-style-type: none"> Is generally accurate and reasonably detailed Displays a good understanding of the main principles and a reasonable grasp of details Shows strong and coherent argumentation Is presented in a logical fashion Makes frequent reference to appropriate material Makes effective use of language 	<u>Very good, comprehensive answer showing:</u> <ul style="list-style-type: none"> A good awareness of the main issues involved at this level The ability to analyse concepts and ideas at an abstract level A good knowledge and understanding of module material Evidence of use of learning resources beyond required texts/module material 	<u>Very good, comprehensive answer showing:</u> <ul style="list-style-type: none"> Good understanding of relevant wider issues. Well-developed arguments with evidence of independent thought A good understanding of module material coupled with the ability to relate this to new ideas and concepts Evidence of wide and relevant use of learning resources Synthesis / integration of material from other modules/experience as well as the current module Evidence of independent/autonomous learning
Definite/solid 2.1	65	64–66			
Low/clear 2.1	62	60–63			
High 2.2	58	57–59	<u>Good answer which:</u> <ul style="list-style-type: none"> Is reasonably accurate and well informed, albeit with some minor omissions or inaccuracies Is limited to the main issues and based on a limited range of learning resources Makes some reference to appropriate material Makes acceptable use of language, with some minor inaccuracies 	<u>Good answer showing:</u> <ul style="list-style-type: none"> Reasonably developed arguments, Knowledge of the main issues involved at this level A satisfactory understanding of module material Little reference to resources outside module material 	<u>Good answer showing:</u> <ul style="list-style-type: none"> The ability to draw reasonable conclusions Knowledge and awareness of the main issues A satisfactory understanding of module material Little reference to resources outside module material
Definite/solid 2.2	55	54–56			
Low/clear 2.2	52	50–53			
High 3 rd	48	47–49	<u>Adequate answer which:</u> <ul style="list-style-type: none"> Displays evidence of understanding of the main principles in broad terms May contain important inaccuracies or omissions May lack a coherent structure May answer the question indirectly or may lack supporting evidence Makes minimal reference to relevant material Shows poor use of language, although the meaning is understandable 	<u>Adequate answer which:</u> <ul style="list-style-type: none"> Shows weak to fair understanding of main issues Makes no reference to resources outside module material Makes arguments that are weak Has a low but acceptable level of written expression 	<u>Adequate answer which:</u> <ul style="list-style-type: none"> Shows fair understanding of main issues Shows little familiarity with resources outside module material Makes arguments that are not strong Has a low but acceptable level of written expression
Definite 3 rd	45	44–46			

Low 3 rd	42	40–43		<u>Passable (just acceptable) answer which:</u> <ul style="list-style-type: none"> Is weak in material and understanding of module content Contains significant omissions and/or inaccuracies Recognises the aim of the question and has attempted to answer it 	<u>Passable (just acceptable) answer which:</u> <ul style="list-style-type: none"> Contains some relevant material Contains significant omissions and/or inaccuracies Recognises the aim of the question and has attempted to answer it
Marginal fail	35	35–39	<u>Marginally failing answer which:</u> <ul style="list-style-type: none"> Displays a very limited understanding of the aim of the question Is sparse in material and lacking in organisation Contains material that is inappropriately used or of limited relevance Proceeds by way of assertions unsupported by appropriate evidence Shows poor use of language with significant grammatical and other errors 	<u>Marginally failing answer which:</u> <ul style="list-style-type: none"> Meets some of the necessary requirements Has some major inaccuracies Shows limited knowledge of the main issues 	<u>Marginally failing answer which:</u> <ul style="list-style-type: none"> Meets some of the necessary requirements Has some major inaccuracies Shows limited understanding of the module content
Weak fail	25	25–34	<u>Unsatisfactory, poor answer which:</u> <ul style="list-style-type: none"> Shows a complete lack of understanding of the question Provides very little of any relevance and value to the question Makes an incoherent argument Shows poor use of language with significant grammatical and other errors 	<u>Unsatisfactory answer which:</u> <ul style="list-style-type: none"> Meets very few of the necessary requirements Shows some recognition of the meaning of the question Shows little familiarity with the main issues Indicates that knowledge is vague and skimpy Has many major inaccuracies 	<u>Unsatisfactory answer which:</u> <ul style="list-style-type: none"> Fails to meet most of the necessary requirements Shows little understanding of the major issues Indicates that knowledge is vague and skimpy Has many major inaccuracies
Poor fail	15	15–24		<u>Poor answer in which:</u> <ul style="list-style-type: none"> There are few points relevant to the question The bulk of the answer is irrelevant/inaccurate There are major misunderstandings of the material 	<u>Poor answer in which:</u> <ul style="list-style-type: none"> There are few points relevant to the question The bulk of the answer is irrelevant/inaccurate There are major misunderstandings of the material
Nothing of merit	0	0–14		<u>Answer meeting none of the necessary requirements with:</u> <ul style="list-style-type: none"> Minimal or no material of value to the question asked No recognition of the question 	<u>Answer meeting none of the necessary requirements with:</u> <ul style="list-style-type: none"> Minimal or no material of value to the question asked No recognition of the question

Coursework Assessment

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 and are available in module handbooks. 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.

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.

Unless otherwise instructed by a module co-ordinator, we mark all coursework anonymously. For this reason, it is important that you do not include any personally identifying information in your submission. Please do not put your name or student number on the front sheet or in a header or footer to the document.

Again, unless otherwise instructed by a module co-ordinator, coursework is submitted via Turnitin. All submissions will be checked against the Turnitin database for plagiarism.

The following video provides guidance on enrolling in Turnitin:

http://www.mediator.qub.ac.uk/ms/streams/cms/ced/TurnitinUG_student_registration.mp4

To submit an assignment to Turnitin, watch the following video:

<http://www.mediator.qub.ac.uk/ms/streams/CED/Uploadingassignment.mp4>

When you are submitting coursework for a module, please ensure that you submit the coursework to the correct folder, i.e. the folder labelled with the appropriate module code. If you submit your coursework to the wrong folder, then it will be treated as a non-submission. In addition, technical issues will not normally be considered as exceptional circumstances to account for late submission or failure to submit correctly.

Coursework submitted after the deadline will be penalised at the rate of 5% of the total marks available for each working day late up to a maximum of five working days, after which a mark of zero shall be awarded. Exemptions shall be granted only if there are exceptional circumstances in which case you must submit an Exceptional Circumstance form with evidence to the School Office, or where a concession has been agreed on the grounds of a student's disability. For more information on exceptional circumstances, see <http://www.qub.ac.uk/directorates/AcademicStudentAffairs/AcademicAffairs/StudentGuidance/ExceptionalCircumstances-AStudentGuide/>

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.

Note that coursework will not be accepted more than two weeks late – no matter how strong the medical evidence.

Style of Coursework Submission

Formatting

Microsoft Word is the School's chosen word processing package and all electronic submissions must be made in this format. Note that all students of Queen's are now eligible for a free copy of Microsoft Office through the Office 365 programme <https://www.qub.ac.uk/directorates/InformationServices/Student/StudentComputing/Software> and we strongly encourage you to avail of this. 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.

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):

<http://www.apastyle.org/>

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 or page 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

Unless Disability Services have asked us to give your work consideration for poor spelling or grammar, poor spelling or grammar, or mistakes in the format of references, will affect the mark awarded by an examiner.

Examinations

Exam period dates (not dates for specific exams) are set at the start of the year. See <http://www.qub.ac.uk/directorates/sgc/srecords/Examinations/Timetables/>. Examinations are

organised by the University. You will be notified of the dates of the examinations via Queen's 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 scheduled for you, unless you are prevented from doing so by illness, etc. Failure to attend without good cause will result in a mark of 0 being awarded for the exam, and can prevent your being able to progress to the next stage of study.

Everyone should keep the University Resit Exam period free in case they fail an examination, or illness prevents their taking an examination or other assessment at the first sit (check dates for exams at

<http://www.qub.ac.uk/directorates/sgc/srecords/Examinations/Timetables/>).

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 students who have failed a module.

Feedback – our feedback to you

The School has made extensive efforts to provide feedback to students on both their exam performance and on their coursework assignments in order to help students improve their learning and their subsequent 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. Feedback will normally be provided within 15 working days of the submission deadline. If it is not possible to return feedback to you within this period of time, we will let you know as soon as possible.

After your exams you will be provided 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.

If you give presentations you will be provided with 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 it to shape your performance in future exams and coursework.

For a selection of very useful resources to help you learn from feedback, and other guidance, please see the link below which is hosted by the Learning Development Service at Queen's.
<https://www.qub.ac.uk/directorates/sgc/learning/StudySkillsResources/feedback/>.

Medical and Personal Difficulties

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 and extensions agreed), where possible.

Absence from exams, non-submission or late submission of coursework will be penalised unless a claim for exceptional circumstances has been approved. To apply for exceptional circumstances, please follow the guidance provided at:

<http://www.qub.ac.uk/directorates/AcademicStudentAffairs/AcademicAffairs/StudentGuidance/ExceptionalCircumstances-AStudentGuide/>

Please note that you must submit the exceptional circumstances form and provide the relevant evidence to the School Office within **three working days of returning to study or within three working days of the deadline for submission of the assignment** (whichever date comes first).

For examinations, the School adheres to the deadline for submission of an exceptional circumstances claim, which is available at

<http://www.qub.ac.uk/directorates/AcademicStudentAffairs/AcademicAffairs/AppealsComplaintsandMisconduct/AcademicAppeals/CentralStudentAppealsCommittee/KeyDates/>

If your claim for exceptional circumstances for non-submission of coursework or absence from an exam is accepted, then you will be offered an opportunity to complete alternative coursework/exam during the resit period in August.

The appropriate deadline for submission of exceptional circumstances form must be adhered to. Failure to do so means that your exceptional circumstances claim may be refused. The School Exceptional Circumstances Committee will meet regularly throughout the academic year and will communicate its recommendation to you as soon as possible after each meeting. However, it is important to note that the final decision on any claim for exceptional circumstances rests with the Board of Examiners, which meets in January and June.

Academic Misconduct

In order to safeguard our academic standards and the integrity of our awards the University has procedures in place for dealing with suspected academic misconduct. The procedure details types of academic misconduct, such as cheating in an examination, plagiarism, collusion and fabrication, how suspected offences are investigated and the penalties that can be imposed. The procedure also details students' rights of appeal in cases relating to academic misconduct.

A Student Guide on the Academic Offences Procedure can be found at: <http://www.qub.ac.uk/directorates/AcademicAffairs/AppealsComplaintsandMisconduct/AcademicOffences/Student-Guide/>

The full Procedures for Dealing with Academic Offences can be found at:

<http://www.qub.ac.uk/directorates/AcademicAffairs/GeneralRegulations/Procedures/ProceduresforDealingwithAcademicOffencesincludingresearchmisconduct/>

9. Progression and Degree Classifications

The University's Study Regulations set out the rules and procedures that determine your final classification, including:

- (i) The number of credits required to progress to each level of study
- (ii) Mark scales and pass marks for Undergraduate and Postgraduate programmes
- (iii) How your final degree classification is calculated

The University's Study Regulations can be found at:

<http://www.qub.ac.uk/directorates/AcademicAffairs/GeneralRegulations/StudyRegulations/>

Failure of a module

If you fail a module, then you will be offered an opportunity to retake any failed components of that module during the resit period in August. Any elements of a module deemed to be compulsory must be passed before a module can be passed.

If you pass the module at this second attempt, the module mark will normally be capped at 40%. Our best advice to you is that if you fail anything, have a word with your Advisor of Studies as soon as possible.

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

The University also operates a predominance system whereby 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 your weighted module marks are in the higher degree class or above. See link below for more information.

<http://www.qub.ac.uk/directorates/AcademicStudentAffairs/AcademicAffairs/ExaminationsandAssessment/MarkSchemesandClassifications/>

10. Student Feedback – your feedback to us

Student feedback is an important aspect of quality assurance for all programmes within the School. Be assured, we take your feedback very seriously and act on it where possible. There are a number of opportunities for students to provide feedback and we ask that you avail of these opportunities for the benefit of yourself and current and future students and staff.

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 four hours or more on any 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 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. See link below for more information on evaluations.

<http://www.qub.ac.uk/directorates/AcademicStudentAffairs/CentreforEducationalDevelopment/StudentFeedback/StudentEvaluationofTeaching/>

Module Review

Every module we deliver is formally reviewed shortly after its completion, and a very important part of this is student input. If you are asked to participate in a review, please take part if at all possible. Alternatively if you have views on the module that you have not already given us through the normal module evaluation process, please forward these to the module coordinator as soon as possible.

National Surveys

Undergraduate students are invited to complete the government-sponsored National Student Survey during the second semester 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 the Staff Student Consultative Committee, or through informal consultations with lecturing staff, and so we would hope there would be no surprises here. It is important 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 and again we encourage your full engagement with these surveys.

<http://www.qub.ac.uk/directorates/AcademicStudentAffairs/CentreforEducationalDevelopment/StudentFeedback/StudentSurveys/>

Staff-Student Consultative Committee

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. Information on those elected is posted on the SSCC notice board (located at the foot of the stairs) and will be circulated via email. Whilst all students are encouraged to raise matters of immediate concern with appropriate staff, such matters can also be passed to SSCC representatives for formal discussion at SSCC. See link below for more information.

<http://www.qub.ac.uk/directorates/AcademicStudentAffairs/CentreforEducationalDevelopment/StudentFeedback/StudentRepresentation/>

We strongly encourage you either to stand as a rep yourself or to get to know your reps and certainly to let them know straight away if there is an issue you would like them to raise with us on your behalf – do not wait until the next SSCC meeting.

Remember also that any issues with the buildings such as temperature in lecture theatres or with IT equipment should be reported straight away either to the School office or to School IT staff – again please do not wait until the next SSCC meeting to bring these to our attention.

PSYCHSoc

PsychSoc (The Psychological Society) is a student-run society that organizes events for students studying psychology. Past events have included Mystery tours, Annual formal and wine and cheese events. These are totally student led activities but the School fully supports PSYCHSoc and would encourage you to join.

Feedback Box

There is a Feedback Box at the front counter in the School office which is checked weekly – if you would like to give us feedback either good or bad, or if you have suggestions for how we could do things better, this is another means for you to do so.

11. Employment During the Academic Year

We recognise that some students may have to work part-time whilst completing their degree. There are a number of good reasons for doing this, as part-time work can help you to:

- develop valuable employability skills that will impress future employers;
- gain experience and a greater understanding of the workplace;
- access and develop networking opportunities;
- support yourself financially during your studies.

However, the University strongly recommends that students on full-time programmes devote **NO MORE THAN 15 HOURS PER WEEK TO PAID EMPLOYMENT**. There is strong evidence to show that significant levels of part-time work can compromise your academic progress and affect degree outcomes.

Please note that International Students may have prohibitions or restrictions on working in the UK. It is very important that you confirm you have a legal right to work and if you do have the right to work, that you don't exceed the permitted hours, as stated on your visa. If you work in excess of these restrictions, the University must report this as a breach of your visa conditions to UKVI. This may result in the University withdrawing sponsorship of your visa (which means that you will no longer be permitted to study at the University) and UKVI curtailing your leave. If you will be working for the University, you will be provided with a Weekly Work Log by Oncampus Jobs to help you to keep track of your hours worked. Further information can be found at: <http://www.qub.ac.uk/sites/iss/>

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 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 funds that are available to help students in your position. The Learning Development Service <http://www.qub.ac.uk/directorates/sgc/learning/> can also offer advice on time management.

Register with Oncampus Jobs to access a range of opportunities and fairly paid part-time jobs at <http://www.qub.ac.uk/directorates/sgc/careers/>

12. School Student Support Arrangements

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 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 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.

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 is practiced at dealing with 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, the consequences of moving to part-time study, or representing you at examination boards).

If you want to discuss or 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 prevent problems from becoming overwhelming.

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 Officer will act on this information to ensure the School meets these requirements. 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

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

13. What to do if things aren't going well

At Queen's we understand that students may encounter times when things are not going well for one reason or another and this can have an impact on their studies. Support and advice for students on the following issues can be found at:

<http://www.qub.ac.uk/directorates/sgc/wellbeing/ThingsNotGoingtoPlan/>

- Absence from Study
- Changing your Course

- Temporary Withdrawal
- Withdrawal from the University
- Exceptional circumstances
- Student Support Meetings
- Academic Appeals
- Student Complaints Procedure
- Procedures for Dealing with Academic Offences

14. Student Support and Development

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. Details about service access and offerings are available on-line, and accessible to students through the Student Gateway website: <http://www.qub.ac.uk/sites/Students/>
What follows is a brief summary of support that is available and how to access them.

Accommodation

The University has a range of accommodation for students based mainly at the Elms Village which is a 15 minute walk from the main campus. If you would like to be considered for a place in University accommodation, need assistance in searching for private accommodation or if you are a resident and have any queries please contact:

Accommodation Office
Elms Village
78 Malone Road
Tel: 028 9097 4525
Email: accommodation@qub.ac.uk
<http://www.stayatqueens.com>

If you are living in the private sector and need advice on tenancy issues or any other matter related to your accommodation contact:

<http://www.qubsu.org/AdviceSU/>

Careers (www.qub.ac.uk/careers)

Careers, Employability and Skills (CES) is based in the Student Guidance Centre. CES aims to provide a professional Career Education, Information, Advice and Guidance Service to enable all students and recent graduates to make informed decisions about their career choices, take steps to realise their goals and develop their capacity to manage their career throughout their working life. Our service operates in accordance with the AGCAS Code of Practice on Guidance and include the following:

MyFuture www.qub.ac.uk/myfuture: A career management system providing access for students and graduates to e.g. job advertisements (graduate, placement and On Campus Jobs), careers fairs, event and workshop bookings, announcements, employer information and online tools and resources (access your account by using your Queen's email and normal Queen's password)

Access to Guidance: Individual career guidance consultations is provided via MyFuture booked appointments or e-guidance.

Careers Education Programmes: CES provides a range of central and School/ Faculty specific programmes. This includes a range of accredited Career Management and Employability Skills programmes. Many of these lead to the award of Degree Plus (see below).

Careers Information: Hard copy and e-resources.

Exchange & Study Abroad: Internationalisation opportunities such as Erasmus, University Exchange, Study USA, IAESTE, Washington Ireland, Project Children.

Chaplains and religious representatives

Chaplains and other religious representatives are appointed by the University to represent and serve students and staff. Currently 13 faiths and denominations are represented at Queen's, see

<http://www.qub.ac.uk/Discover/Campus-and-facilities/Chaplains-and-Religious-Representatives/>

Childcare

The University provides excellent childcare facilities for staff and for students. As a student you may be entitled to a childcare grant to help you with Childcare fees from your local Education and Library Board. For information about childcare services in the University go to

<http://www.qub.ac.uk/directorates/StudentPlus/ChildcareatQueens/AboutUs/Programmes/Full-TimeChildcareForStudents/>

Counselling

Whilst we hope your time at Queen's is trouble-free, there may be times when you find things difficult for a range of reasons. If that is the case then please speak to the Counselling Service. Staff are friendly, approachable and experienced in dealing with issues that University students have to cope with. Don't leave things until the problem escalates; speak to them at the earliest opportunity. Counselling is free and confidential to any student of the University.

<https://www.qub.ac.uk/directorates/AcademicStudentAffairs/StudentGuidanceCentre/CounsellingService>

Degree Plus

We strongly encourage all our students to participate in the University's Degree Plus programme which allows you to use a range of extracurricular activities, such as volunteering, part-time work or engagement with clubs and societies, to build your skills portfolio as you learn. Successful completion of the requirements will result in the receipt of the Degree Plus award alongside your degree when you graduate, so it is a very achievable opportunity to enhance your degree. More information about the routes to the award are at <http://www.qub.ac.uk/directorates/degreeplus/>

Disability

The Disability Service assists students with disabilities in arranging study related support. This includes specific learning difficulties such as dyslexia. If you have a disability or have become disabled since studying at Queen's staff are happy to help you get the support that you need.

Student Guidance Centre
91a University Road
Belfast BT7 1NN
Tel: 028 9097 2727
Email: disability.office@qub.ac.uk
www.qub.ac.uk/directorates/sgc/disability

Finance

The Student Income and Finance Office deals with all the administration in relation to fee payments for your course. If you have any concerns about your fee assessment speak to staff in this office who have experience in advising students on these matters. They also administrate a range of bursaries and hardship funds to help students in financial difficulty and which do not need to be repaid.

www.qub.ac.uk/directorates/sgc/finance

The Students' Union Advice Centre also has members of staff who provide advice and guidance on personal finance, debt management, income maximisation and applying for bursaries.

<http://www.qubsu.org/AdviceSU>

Health Centre

The University Health Centre at Queen's is a General practice that provides both student-focused and general National Health services. We also provide University-funded, non-NHS services, for students of Queen's. We strongly recommend you register with the Centre even if you come from Northern Ireland. This is so the Health Centre can provide you with care should you become unwell at University.

www.universityhealthcentreatqueens.co.uk

Learning Development Service

The Learning Development Service is available to help you with any study related support you need. You can have a one-to-one appointment or attend a range of workshops such as Time Management, Essay Writing, Exam Techniques and Preparing for Exams. You can find out more on their website or by calling into the Student Guidance Centre to make an appointment.

www.qub.ac.uk/directorates/sgc/learning

Personal Development Planning

Personal Development Planning is a tool to help you plan your own development, take control of your learning needs and reflect on what you need to do to improve your academic experience. Our research suggests that students who use the PDP toolkit are better equipped to study than those who do not. Have a look at the material on the Careers Service Website or talk to your Personal Tutor.

<http://www.qub.ac.uk/directorates/AcademicStudentAffairs/CentreforEducationalDevelopment/CurriculumDevelopment/StudentProgressFilesPDP/>

Queen's Sport (Physical Education Centre)

The PEC is a unique facility for students at Queen's. It's recently renovated facilities offer a state-of-the-art gym, a range of indoor facilities for team sports, a climbing wall, exercise studios, a comprehensive class timetable, an outdoor training area and much more. The PEC is located in Botanic Park, a five-minute walk from the main Queen's campus. All fully enrolled Queen's students are automatic members of the PEC and are entitled to subsidised, All Inclusive memberships. Some students may also qualify for a bursary for heavily subsidised membership – please contact the Income and Finance Office.

www.qub.ac.uk/sport/

Non-specialist language training

Language classes in a variety of languages and at a variety of levels are available.

<https://www.qub.ac.uk/directorates/InformationServices/LanguageCentre/>

Study Abroad

Although we strongly encourage students to consider spending time studying abroad, there is no compulsory requirement for you to undertake a period of study abroad during your degree programme. 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 Dr Joost Dessing, who is the School's International Studies Advisor, as soon as possible as it needs to be carefully planned. Further information can be found at:

<http://www.qub.ac.uk/directorates/sgc/careers/StudentsandGraduates/InternationalExchangeStudyandWorkAbroad/>

Study Support

Speaking to your Personal Tutor and using some of the material on personal development planning can be helpful ways of supporting your studies. You may also benefit from more specific help. See the section on Learning Development Service for details on the support they can offer you.

Student Guidance Centre

Student Guidance Centre is a co-location of a number of support services for students including Student Administration (Exams, Records and Graduation), Admissions and Access Services, the Widening Participation Unit, Disability Services, Counselling Services and Student Affairs. The Centre has a reception desk with trained Information Assistants who will be your first point of contact and will happily help you or refer you to someone who can help with your query.

Student Guidance Centre
University Terrace
Belfast BT7 1NN
028 9097 2727
sgc@qub.ac.uk
<http://www.qub.ac.uk/directorates/sgc/>

Students' Union

The Students Union offers a range of membership services including entertainment venues, food and other retail outlets and a relax and study area called 'The Space', a student enterprise centre, a Welfare Advice Service, clubs and societies, student volunteering, campaigns and representative work and much more. There is something for every student in

the Students' Union. The Sabbatical Officers, elected from the student body for a year to run the Union, as well as the full-time members of staff, work with the student body to ensure the improvement of facilities and support services for students of Queen's.

www.qubsu.org

15. School of Psychology - Safety Summary 2017-18

Emergency Contact Numbers

Note the 24 hour numbers below – consider keeping them stored on your phone

QUB Emergency Services 028 9097 2222

QUB Security Control 028 9097 5099

Use these numbers if you need emergency assistance or wish to report any suspicious activity

Fire Or Gas Leak

If the fire or gas alarm sounds continuously, LEAVE the building by the NEAREST SAFE ROUTE. Always be aware of evacuation routes.

DURING ANY EVACUATION, ALWAYS FOLLOW GUIDANCE FROM SCHOOL EVACUATION WARDENS – LOOK FOR THEIR YELLOW HIGH-VISIBILITY JACKETS

- DO NOT USE LIFTS
- DO NOT GO BACK TO RECOVER VALUABLES etc.
- DO NOT OBSTRUCT EXITS.
- DO NOT CONGREGATE CLOSE TO THE BUILDING OR BLOCK THE MALONE RD FOOTPATH FOR PASSERS BY
- DO NOT RE-ENTER BUILDING UNTIL OFFICIALLY TOLD TO DO SO

Upon detecting a FIRE or an INCIDENT with a need to EVACUATE the building break the glass on the nearest green ALARM BUTTON.

First Aid

Name	Room	Telephone
PAUL COULTER	01.524	4351
HOLLY PEPPER	OG.509	4930
MIHALIS DOUMAS	02.518	4605
JOOST DESSING	OG.434	5650
GEOFF CAVES	02.529	4327
DEAGLAN PAGE	01.527	4284
SUSAN O'NEILL	01.531	4354

OR contact General Office: 028 9097 5445

OR contact QUB Security: 028 9097 5099 – all QUB Security are first aiders

Each School first aider keeps a **First Aid box** in the above room. In addition, a number of boxes are located as below: look for the green and white signs

First floor	01.508	Electronic Workshop
Ground floor	OG.509	General Office
Lower ground floor	OG.516	Mechanical Workshop

Report any injuries, accidents or near-misses to School Office, OG.507

School Health and Safety Committee

School Health and Safety Coordinator: Geoff Caves g.caves@gub.ac.uk

Any health or safety concerns should be raised with your Staff Student Consultative Committee (SSCC) rep in the first instance or directly with Geoff. These are then referred to the School Health and Safety Committee.