



**QUEEN'S  
UNIVERSITY  
BELFAST**

SCHOOL OF  
PSYCHOLOGY

# Undergraduate Student Handbook

2020 - 2021

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## 1. 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 your studies, 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 also 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 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. Teresa McCormack

### 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.

## 2. 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.**

## 3. Information Sources

This Handbook is designed to help students enrolled on the undergraduate programmes orientate themselves to their studies and contains important information about the University and the School. The three undergraduate programmes covered by this handbook are:

- BSc (Hons) Psychology
  - Most students will be on this three-year programme
- BSc (Hons) Psychology with Professional Placement
  - Students on the BSc Psychology programme who successfully complete a year-long paid work placement between their second and final years of study will be transferred on to this degree which notes this experience

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 **Canvas**. Canvas is accessed via: <https://canvas.qub.ac.uk/>. Students should check Canvas for notifications relating to their course on a daily basis. These announcements will be displayed at the top of a particular module's homepage. We recommend that you do not switch off email notifications on Canvas, as it may mean you miss important information about your course as a result. We recommend setting a daily summary notification if you do not want instant email notifications.

Academic or other information that does not specifically relate to a particular module can be found on the School's student SharePoint site, called the Shared Student Resources (SSR): <https://vle.qol.qub.ac.uk/sites/sbs/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 at classes 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.

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**

		<i>Room</i>	<i>Tel. (9097)</i>	<i>Email @qub.ac.uk</i>
Head of School	Professor Teresa McCormack	02.530	4196	t.mccormack
Deputy Head of School	Professor Aidan Feeney	03.507	4299	a.feeney
Director of Education	Dr Will Curran	0G.441	4337	w.curran
Course Director for BSc Psychology & Psychology with Professional Placement	Dr Paul Wilson	01.506	4550	p.wilson
Assessment Officer	Dr Joost Dessing	0G.434	5650	j.dessing
Lab Class Co-ordinator	Dr Katrin Dudgeon	01.527	4925	k.dudgeon
Advisor of Studies	Dr Elida Cena	01.509	4379	e.cena
Advisor of Studies	Dr Gülseli Baysu	0G.433	4366	g.baysu
Disability Officer & Advisor of Studies	Dr Tim Fosker	0G.506	4261	t.fosker
International Studies Advisor	Dr Grace Carroll	0G.502	5654	g.baysu
Level 1 Year Head	Dr Aideen McParland	0G.446	4439	a.mcparland
Level 2 Year Head	Dr Jocelyn Dautel	03.534	4547	jocelyn.dautel
Level 3 Year Head	Dr Matthew Rodger	03.535	4177	m.rodger
School Manager	Dr Martin Sawey	0G.508	4511	m.sawey
Education Administrator	Mr Geoffrey Caves	02.529	4327	g.caves
School Secretary	Mrs Lorraine Higgins	0G.509	5446	l.higgins
Office Manager and Educational Support Lead	Mrs Holly Pepper	0G.509	4551	holly.pepper
Undergraduate Course Secretary	Ms Claire Wright	0G.509	4551	c.wright

**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)

Helpdesk: <https://go.qub.ac.uk/psy-office>

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 should be posted to the relevant module discussion forum on Canvas. 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, @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 **two 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; Helpdesk: <https://go.qub.ac.uk/psy-office>; , 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 QSYS. 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 read 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.

**4. Semester Dates**

University Semester dates for academic year 2020-21 can be found at <https://www.qub.ac.uk/about/Semester-dates/>

**5. 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. Students should be aware of their duties and responsibilities towards fellow students, University staff, visitors to the University and the local community. The Student Charter can be found at:

<https://www.qub.ac.uk/directorates/AcademicStudentAffairs/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 ensure the University's academic standards are maintained and 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/>

Students are expected to treat other people equally and with respect, and to behave responsibly, both on and off campus, and on social media and other forms of communication; they should also be aware of the impact of their behaviour on the University's reputation.

Breaches of University regulations may be dealt with under:

- Conduct Regulations;  
<https://www.qub.ac.uk/directorates/AcademicStudentAffairs/AcademicAffairs/GeneralRegulations/ConductRegulations/> or, where appropriate
- Fitness to Practise Procedure;  
<https://www.qub.ac.uk/directorates/AcademicStudentAffairs/AcademicAffairs/GeneralRegulations/Procedures/FitnesstoPractiseProcedure/>.

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.

## **6. Programme Information**

### **Free Student Membership of the British Psychological Society**

All of our BSc Psychology and BSc Psychology with Professional Placement students are given the opportunity to become student members of the Professional Body for Psychologists in the UK: The British Psychological Society (BPS). The membership cost while you are a registered student on these degree programmes is covered by the School. This is not something that is usually available to undergraduate psychology students at other universities. However, at Queen's we think that it is important to be involved in the professional body for psychologists at an early stage and we think you will benefit greatly from this perk. You will receive information on how to activate your membership at the start of the year. If you do not register by the deadline advised, then it will not be possible for the School to cover your membership cost. The range of benefits you now have as a student member of the BPS can be found at: <https://www.bps.org.uk/join-us/membership/student-membership>

Graduates from the BSc (Hons) Psychology pathway and the BSc Psychology (Hons) with Professional Placement pathway who pass the thesis module in Year 3 and obtain a lower-

second class honours degree (2:2) or better are eligible for 'Graduate Basis of Chartered Membership' (GBC) by the British Psychological Society (BPS). 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.

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

### **BSc Psychology Programme:**

<http://www.qub.ac.uk/directorates/AcademicStudentAffairs/AcademicAffairs/ProgrammeSpecifications/2020/ug/detail/?org=SBS&plan=PSY-BSC-S>

### **BSc Psychology with Professional Placement Programme:**

<http://www.qub.ac.uk/directorates/AcademicStudentAffairs/AcademicAffairs/ProgrammeSpecifications/2020/ug/detail/?org=SBS&plan=PSY-BSC-PP>

## **7. 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.

## **8. 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 six modules. This can be made up of a combination of double, single or half modules. 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, QSIS. Information about this will be sent to you in advance. It is essential you read this information.

### **BSc Psychology and Psychology with Professional Placement**

**Level 1** students will be enrolled by the School for three double Psychology modules: PSY1008 Foundations in Psychology, PSY1009 Introduction to Methods in Psychology and PSY1010 Using Psychology in Everyday Life.

**Level 2** students will be enrolled by the School for three double Psychology modules: PSY2065 Core Psychology I, PSY2066 Core Psychology II and PSY2067 Psychological Methods. These are core modules required for the accredited degree.

**Level 3** students complete a double module comprising the thesis and the general paper and will choose the equivalent of four optional modules from the range of modules the

School provides upon enrolling for Level 3. The range of optional modules offered by the School varies year on year according to staff availability.

### ***Changing your choice of optional modules (BSc Level 3 and iBSc students)***

Changes can be made to your choice of optional modules during the first two weeks of each semester only – this is a University requirement. You need to physically meet (not just arrange to meet) with your Advisor of Studies within the first two weeks of the semester to process the change in enrolment. 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**

This year all lectures will be pre-recorded and available to view online. There will be additional on-campus seminars to complement the lectures. You are expected to attend all seminar, laboratory and tutorial sessions. If you do not attend, you may miss vital information, including that related to assessed coursework requirements. You should view ALL lectures. You will not be able to obtain the same understanding by reading the 'bare bones' notes on lecture slides: 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.

Attendance is recorded for laboratory, seminar and tutorial sessions. This is for the purposes of monitoring student wellbeing and identifying students at academic risk. Where attendance is compulsory for a module, the module cannot be completed if you do not attend the required minimum number of classes – even if you pass the examinations and coursework. An alternative assessment will be required to show you meet the learning outcomes of the module if you do not meet the compulsory attendance requirement of a module. **Exceptional circumstances applications and disability cannot be used to be excused from a compulsory attendance requirement of a module.** Reasonable allowances for absences due to exceptional circumstances and disability are built into the attendance requirement for the module and no further flexibility is permitted. There are compulsory

attendance requirements for the modules PSY1008, PSY1009 and PSY2067 and the details of the requirements are stated on the Canvas homepage for these modules.

If you are an international student studying on a UKVI Tier 4 visa, the attendance requirements of your visa must be met in addition to module attendance requirements. The School will carry out the required attendance checks throughout your course of study and absences will be notified to the University's International Office (further information: <https://www.qub.ac.uk/sites/iss/VisasImmigration/>).

## Lectures

This year all lectures will be pre-recorded, and there will be additional seminars scheduled to complement the lectures. These additional seminars will be live streamed for students who are not able to attend (e.g. because they are in self isolation or quarantining). 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.

For copyright reasons, any recordings of lectures must not be shared with others; therefore, **any sharing of lecture recordings particularly on social media will be investigated as a disciplinary offence.**

**It is not permitted to make recordings outside of lectures for any reason (e.g. in tutorials, in meetings with staff and/or students).**

## Practical Classes (Lab Classes)

Students on the BSc Psychology and Psychology with Professional Placement programmes 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 classmates 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 (e.g. caring responsibilities). If you do have an exceptional case to change

your allocated lab class day, you should contact Dr. Katrin Dudgeon (Lab Co-ordinator) in the first instance to submit your request for consideration. One-off swaps of lab classes are not permitted under any 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.

## **9. 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-year 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%. Assessments that are passed cannot be attempted again in order to increase the mark. Assessments that are failed can only be attempted again if it results in the failure of the overall module.



## Marking Scales

Where possible, all coursework and essay-type examinations are marked on the following fixed percentage point scale (The Conceptual Equivalents Scale) - showing percentage and category:

97%	Exceptional 1 <sup>st</sup>	
92%	High/Excellent 1 <sup>st</sup>	
87%	Definite 1 <sup>st</sup>	
82%	Definite 1 <sup>st</sup>	
77%	Definite 1 <sup>st</sup>	
72%	Low 1 <sup>st</sup>	
----- >		≥70% 1st (First Class)
68%	High / Excellent 2:1	
65%	Definite / Solid 2:1	
62%	Low / Clear 2:1	
----- >		≥60% 2:1 (Upper Second Class)
58%	High 2:2	
55%	Definite / Solid 2:2	
52%	Low / Clear 2:2	
----- >		≥50% 2:2 (Lower Second Class)
48%	High 3rd	
45%	Definite / Solid 3rd	
42%	Low 3rd	
----- >		≥40% 3rd (Third)
37%	Marginal Fail	
29%	Weak Fail	
19%	Poor Fail	
7%	Little of merit	
0%	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 Mark	Grade Band	Level 1 (FHEQ Level 4) criteria	Level 2 (FHEQ Level 5) criteria	Level 3 (FHEQ Level 6) criteria	Level 4 (FHEQ Level 7) criteria
Exceptional I	97	95-100	<b>Excellent</b> answer which: <ul style="list-style-type: none"> <li>Is comprehensive and accurate.</li> <li>Is presented in a clear and cogent manner.</li> <li>Makes full reference to appropriate material.</li> <li>Makes effective use of language.</li> <li>Displays some of the following characteristics: <ul style="list-style-type: none"> <li>Integration of a wide range of learning resources.</li> <li>Originality of exposition or treatment.</li> <li>Evidence of insight.</li> <li>Critical evaluation.</li> </ul> </li> </ul>	<b>Exceptional and exemplary</b> work showing: <ul style="list-style-type: none"> <li>A good degree of criticality.</li> <li>An in-depth knowledge and understanding across all the relevant areas.</li> <li>Very thorough coverage of the topic.</li> <li>Significant evidence of wide use of learning resources.</li> </ul>	<b>Exceptional and exemplary</b> work showing: <ul style="list-style-type: none"> <li>A very high level of critical analysis.</li> <li>A very high level of insight in the conclusions drawn.</li> <li>An in-depth knowledge and understanding across a wide range of relevant areas including areas at the forefront of the discipline.</li> <li>Very thorough coverage of the topic.</li> <li>Confidence in the appropriate use of learning resources to support arguments made.</li> </ul>	<b>Exceptional and exemplary</b> work showing: <ul style="list-style-type: none"> <li>Thorough and systematic understanding of module content.</li> <li>Clear grasp of issues involved, with evidence of innovative use and original use of learning resources.</li> <li>Knowledge beyond module content.</li> <li>Clear evidence of independence of thought and originality.</li> <li>High critical judgement and confident grasp of complex issues.</li> </ul>
High/Excellent I	92	90-94		<b>Excellent</b> answer showing: <ul style="list-style-type: none"> <li>A degree of independence of thought and critical judgement.</li> <li>A thorough understanding of the main issues involved.</li> <li>Knowledge and understanding beyond module content.</li> <li>A degree of originality.</li> <li>Evidence of a wide use of learning resources.</li> </ul>	<b>Excellent and outstanding</b> answer showing: <ul style="list-style-type: none"> <li>Considerable independence of thought and critical judgement with sustained critical analysis.</li> <li>A well-developed ability to analyse concepts and ideas at an abstract level.</li> <li>A thorough understanding of all the main issues involved and their relevance.</li> <li>A substantial degree of originality.</li> <li>Substantial evidence of wide, relevant and critical use of learning resources.</li> <li>Good understanding of complex and problematic areas of the discipline.</li> </ul>	<b>Excellent and outstanding</b> answer showing: <ul style="list-style-type: none"> <li>Methodological rigour.</li> <li>Originality.</li> <li>Critical judgement.</li> <li>Use of additional learning resources.</li> </ul>
	87	85-89				
	82	80-84				
Definite I	77	75-79				

Conceptual Equivalent	Discrete Mark	Grade Band	Level 1 (FHEQ Level 4) criteria	Level 2 (FHEQ Level 5) criteria	Level 3 (FHEQ Level 6) criteria	Level 4 (FHEQ Level 7) criteria
Low I	72	70-74			<b>Excellent</b> answer showing: <ul style="list-style-type: none"> <li>• A good level of independence of thought and critical judgement and a level of critical analysis.</li> <li>• A developed ability to analyse concepts and ideas.</li> <li>• An understanding of all the main issues involved and their relevance.</li> <li>• A degree of originality.</li> <li>• Evidence of wide, relevant and critical use of learning resources.</li> <li>• An understanding of the complexity and scope of the discipline.</li> </ul>	
High 2.1	68	67-69	<b>Very good</b> answer which: <ul style="list-style-type: none"> <li>• Is generally accurate and reasonably detailed.</li> <li>• Displays a good understanding of the main principles and a reasonable grasp of details.</li> <li>• Shows strong and coherent argumentation.</li> </ul>	<b>Very good</b> answer which: <ul style="list-style-type: none"> <li>• Is generally accurate and reasonably detailed.</li> <li>• Displays a good understanding of the main principles and a reasonable grasp of details.</li> <li>• Shows strong and coherent argumentation.</li> </ul>	<b>Very good, comprehensive</b> answer showing: <ul style="list-style-type: none"> <li>• Good understanding of relevant wider issues.</li> <li>• Well-developed arguments with evidence of independent thought.</li> <li>• A good understanding of module material coupled with the ability to relate this to new ideas and concepts.</li> <li>• Evidence of wide and relevant use of learning resources.</li> <li>• Synthesis / integration of material from other modules/experience as well as the current module.</li> <li>• Evidence of independent/autonomous learning.</li> </ul>	<b>Very good, comprehensive</b> answer showing: <ul style="list-style-type: none"> <li>• Very good knowledge and understanding of module content.</li> <li>• Well-argued answer.</li> <li>• Some evidence of originality and critical judgement.</li> <li>• Sound methodology.</li> <li>• Critical judgement and some grasp of complex issues.</li> </ul>
Definite/Solid 2.1	65	64-66				
Low/Clear 2.1	62	60-63				

Conceptual Equivalent	Discrete Mark	Grade Band	Level 1 (FHEQ Level 4) criteria	Level 2 (FHEQ Level 5) criteria	Level 3 (FHEQ Level 6) criteria	Level 4 (FHEQ Level 7) criteria
High 2.2	58	57-59	<b>Good</b> answer which: <ul style="list-style-type: none"> <li>Is reasonably accurate and well informed, albeit with some minor omissions or inaccuracies.</li> <li>Is limited to the main issues and based on a limited range of learning resources.</li> <li>Makes some reference to appropriate material.</li> <li>Makes acceptable use of language, with some minor inaccuracies.</li> </ul>	<b>Good</b> answer showing: <ul style="list-style-type: none"> <li>Reasonably developed arguments.</li> <li>Knowledge of the main issues involved at this level.</li> <li>A satisfactory understanding of module material.</li> <li>Little reference to resources outside module material.</li> </ul>	<b>Good</b> answer showing: <ul style="list-style-type: none"> <li>The ability to draw reasonable conclusions.</li> <li>Knowledge and awareness of the main issues.</li> <li>A satisfactory understanding of module material.</li> <li>Little reference to resources outside module material.</li> </ul>	<b>Good</b> answer showing: <ul style="list-style-type: none"> <li>Good knowledge and understanding of the module content.</li> <li>Reasonably well argued.</li> <li>Largely descriptive or narrative in focus.</li> <li>Methodological application is not consistent or thorough.</li> </ul>
Definite/Solid 2.2	55	54-56				
Low/Clear 2.2	52	50-53				
High 3 <sup>rd</sup>	48	47-49	<b>Adequate</b> answer which: <ul style="list-style-type: none"> <li>Displays evidence of understanding of the main principles in broad terms.</li> <li>May contain important inaccuracies or omissions.</li> <li>May lack a coherent structure.</li> <li>May answer the question indirectly or may lack supporting evidence.</li> <li>Makes minimal reference to relevant material.</li> <li>Shows poor use of language, although the meaning is understandable.</li> </ul>	<b>Adequate</b> answer which: <ul style="list-style-type: none"> <li>Shows weak to fair understanding of main issues.</li> <li>Makes no reference to resources outside module material.</li> <li>Makes arguments that are weak.</li> <li>Has a low but acceptable level of written expression.</li> </ul>	<b>Adequate</b> answer which: <ul style="list-style-type: none"> <li>Shows fair understanding of main issues.</li> <li>Shows little familiarity with resources outside module material.</li> <li>Makes arguments that are not strong.</li> <li>Has a low but acceptable level of written expression.</li> </ul>	<b>Adequate</b> answer: <ul style="list-style-type: none"> <li>Lacking methodological application.</li> <li>Adequately argued.</li> <li>Basic understanding and knowledge.</li> <li>Gaps or inaccuracies but not damaging.</li> </ul>
Definite 3 <sup>rd</sup>	45	44-46		<b>Passable (just acceptable)</b> answer which: <ul style="list-style-type: none"> <li>Is weak in material and understanding of module content.</li> <li>Contains significant omissions and/or inaccuracies.</li> <li>Recognises the aim of the question and has attempted to answer it.</li> </ul>	<b>Passable (just acceptable)</b> answer which: <ul style="list-style-type: none"> <li>Contains some relevant material.</li> <li>Contains significant omissions and/or inaccuracies.</li> <li>Recognises the aim of the question and has attempted to answer it.</li> </ul>	
Low 3 <sup>rd</sup>	42	40-43				

Conceptual Equivalent	Discrete Mark	Grade Band	Level 1 (FHEQ Level 4) criteria	Level 2 (FHEQ Level 5) criteria	Level 3 (FHEQ Level 6) criteria	Level 4 (FHEQ Level 7) criteria
Marginal Fail	37	35-39	<b>Marginally failing</b> answer which: <ul style="list-style-type: none"> <li>Displays a very limited understanding of the aim of the question.</li> <li>Is sparse in material and lacking in organisation.</li> <li>Contains material that is inappropriately used or of limited relevance.</li> <li>Proceeds by way of assertions unsupported by appropriate evidence.</li> <li>Shows poor use of language with significant grammatical and other errors.</li> </ul>	<b>Marginally failing</b> answer which: <ul style="list-style-type: none"> <li>Meets some of the necessary requirements.</li> <li>Has some major inaccuracies.</li> <li>Shows limited knowledge of the main issues.</li> </ul>	<b>Marginally failing</b> answer which: <ul style="list-style-type: none"> <li>Meets some of the necessary requirements.</li> <li>Has some major inaccuracies.</li> <li>Shows limited understanding of the module content.</li> </ul>	<b>Failing</b> answer: <ul style="list-style-type: none"> <li>Little relevant material and/or inaccurate answer or incomplete.</li> <li>Disorganised.</li> <li>Largely irrelevant material and misunderstanding.</li> <li>No evidence of methodology.</li> <li>Minimal or no relevant material</li> </ul>
Weak Fail	29	25-34	<b>Unsatisfactory, poor</b> answer which: <ul style="list-style-type: none"> <li>Shows a complete lack of understanding of the question.</li> <li>Provides very little of any relevance and value to the question.</li> <li>Makes an incoherent argument.</li> <li>Shows poor use of language with significant grammatical and other errors.</li> </ul>	<b>Unsatisfactory</b> answer which: <ul style="list-style-type: none"> <li>Meets very few of the necessary requirements.</li> <li>Shows some recognition of the meaning of the question.</li> <li>Shows little familiarity with the main issues.</li> <li>Indicates that knowledge is vague and skimpy.</li> <li>Has many major inaccuracies.</li> </ul>	<b>Unsatisfactory</b> answer which: <ul style="list-style-type: none"> <li>Fails to meet most of the necessary requirements.</li> <li>Shows little understanding of the major issues.</li> <li>Indicates that knowledge is vague and skimpy.</li> <li>Has many major inaccuracies.</li> </ul>	
Poor Fail	19	15-24		<b>Poor</b> answer in which: <ul style="list-style-type: none"> <li>There are few points relevant to the question.</li> <li>The bulk of the answer is irrelevant/inaccurate.</li> <li>There are major misunderstandings of the material.</li> </ul>	<b>Poor</b> answer in which: <ul style="list-style-type: none"> <li>There are few points relevant to the question.</li> <li>The bulk of the answer is irrelevant/inaccurate.</li> <li>There are major misunderstandings of the material.</li> </ul>	

Conceptual Equivalent	Discrete Mark	Grade Band	Level 1 (FHEQ Level 4) criteria	Level 2 (FHEQ Level 5) criteria	Level 3 (FHEQ Level 6) criteria	Level 4 (FHEQ Level 7) criteria
Little of Merit	7	1-14		Answer meeting <b>almost none</b> of the necessary requirements with: <ul style="list-style-type: none"> <li>Minimal material of value to the question asked.</li> <li>Minimal recognition of the question</li> </ul>	Answer meeting <b>almost none</b> of the necessary requirements with: <ul style="list-style-type: none"> <li>Minimal material of value to the question asked.</li> <li>Minimal recognition of the question.</li> </ul>	
Nothing of Merit	0	0	<b>Nil Submission</b> ; or, answer meeting <b>none</b> of the necessary requirements with: <ul style="list-style-type: none"> <li>No material of value to the question asked.</li> <li>No recognition of the question.</li> </ul>	<b>Nil Submission</b> ; or, answer meeting <b>none</b> of the necessary requirements with: <ul style="list-style-type: none"> <li>No material of value to the question asked.</li> <li>No recognition of the question.</li> </ul>	<b>Nil Submission</b> ; or, answer meeting <b>none</b> of the necessary requirements with: <ul style="list-style-type: none"> <li>No material of value to the question asked.</li> <li>No recognition of the question.</li> </ul>	<b>Nil Submission</b> ; or, answer meeting <b>none</b> of the necessary requirements with: <ul style="list-style-type: none"> <li>No material of value to the question asked.</li> <li>No recognition of the question.</li> </ul>

## Coursework Assessment

Anything that is not an examination is called 'coursework': this includes essays, laboratory reports, Multiple Choice Question (MCQ) tests 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 on Canvas. You can also find a spreadsheet summarising the submission deadlines and the dates when marks and feedback on coursework assignments will be returned at:

<http://go.qub.ac.uk/PsychUGCourseworkDeadlines>

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. Unless otherwise stated in module handbooks, there are two opportunities to take assessments per academic year: once during the course of the original module, and secondly, after the board of examiners' meeting in May for submission during the August resit period.

Samples of coursework are cross-moderated by another member of staff before marks are finalised and released to students. 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.

## Coursework Submission

Unless otherwise instructed by a module co-ordinator, coursework is submitted electronically via Canvas in the assignments section of the relevant module. All submissions will be checked against the Turnitin database for plagiarism (see Academic Misconduct section on p.28). Full instructions for how to submit coursework are stated on the homepage of each Canvas module.

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.**



**Technical issues will not normally be considered as exceptional circumstances to account for late submission or failure to submit correctly.**

- Late submissions or non-submissions of coursework because of ‘problems with the electronic submission system’ will not normally be considered as meeting the criteria for exceptional circumstances, unless the problems are **widespread and known to Canvas**.
- Problems completing online assessments will not normally be considered as meeting the criteria for exceptional circumstances, unless the problems are **widespread and known to Canvas**.

## **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 from the title to just before the reference section. This includes tables, captions and citations and an allowance for these is part of the set word limit. Where word limits are exceeded, the marker will take this into consideration when assigning the mark so that no advantage is gained by students who exceed the word limit.

### Spelling and Grammar

Unless Disability Services have asked us to give your work consideration for spelling or grammar, poor spelling/grammar or mistakes in the format of references will affect the mark awarded. Students who feel they need support with writing skills will find the

resources and courses offered by the University's Learning Development Service (LDS) useful (see p.43 for more on LDS).

### **Late/Non-submission of Coursework**

We strongly recommend that you 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 have it ready to submit a few days early.

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**. Late penalties can only be removed if an application for exceptional circumstances consideration is accepted by the School (see p.28). Staff cannot grant individual extensions to students under any circumstances.

Students who have a disability should register with the University's Disability Services as soon as possible to receive support with assessments. Please see the Disability Section on p.42 for further information on accessing disability-related support.

### **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 central University. You will be notified of the dates of the examinations via email a couple of months before the exam period. 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 'exceptional circumstances' (as defined by the University, see section 10 for further information). Failure to attend without good cause will result in a mark of zero being awarded for the exam and can prevent you being able to progress to the next stage of study.

**Everyone should keep the University Resit Exam period in August free in case they fail an examination, or illness prevents their taking an examination or other assessment at the first sit.**

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 makes 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, and these opportunities for feedback are listed in the module homepages on Canvas. For all written coursework, you will be provided with a mark and comments that 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 a whole. Feedback will normally be provided within 15 working days of the submission deadline and you will be provided with feedback return dates alongside your submission deadlines so you will know when to expect feedback on your work. If it is not possible to return feedback to you within this period of time, we will let you know as soon as possible.

You can also use your group work to constructively review your performance with others in your group as a source of feedback.

At the beginning of level two and level three, you will receive an individual breakdown of your module performances from the previous year and remind you of the marks you received for the coursework assignments. You will also be invited to an appointment with your personal tutor to discuss your progress twice per year – we highly recommend that you prepare for these appointments and make the most of the academic advice received in these one-to-one meetings.

Your performance will improve if you can reflect on the feedback given and incorporate this into your future work. The School can provide the information you need and help you do this; but the onus is on you to use the feedback opportunities provided to shape your performance in future exams and coursework. **If you are unclear about any feedback you are provided with, please ask the member of staff concerned as soon as possible so that they can clarify any points for you.**

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

## **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, copying, contract cheating, 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/AcademicStudentAffairs/AcademicAffairs/GeneralRegulations/Procedures/ProceduresforDealingwithAcademicOffences/>

## **10. Medical and Personal Difficulties – Exceptional Circumstances Applications**

Whilst we hope your studies in Psychology proceed smoothly, unforeseen life circumstances and illnesses mean some students will inevitably encounter difficulties meeting assessment deadlines. The University's Exceptional Circumstances (EC) procedures are there to help students who encounter such difficulties. It is absolutely essential that all students who are experiencing any problems bring these to the attention of their Advisor of Studies as soon as possible, so we can put support in place and advise you of your options – preferably **before** coursework submission or examinations. Students with disabilities should consult the Disability Section on p.42, which outlines how to access disability support – disabilities are considered separately to exceptional circumstances.

This section summarises what support is available under the EC procedures and how to apply for this support, but it is very important that you read and understand the full University Guidance for Students on the Exceptional Circumstances Procedure and follow them exactly. The University Procedures for Exceptional Circumstances Applications can be found at:

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

Absence from exams, non-submission or late submission of coursework will be penalised unless a claim for exceptional circumstances is made by a student following the EC procedures outlined in this section, and this application has been approved by the School's Exceptional Circumstances Committee.

### Support Available

For written coursework, EC applications that are accepted by the School allow the submission of an assignment up to a **maximum of one week after the original deadline** without a late penalty being applied to the mark. It should be noted that submissions made during this one-week extension period may receive a corresponding delay to the return of feedback. **Under no circumstances will coursework be accepted for assessment if it is submitted after one week of the original deadline under the EC procedures (see next paragraph).**

For non-written coursework (e.g. an oral presentation), MCQ tests, or if you cannot submit written coursework within one week of the original deadline and your EC application is accepted, you will be asked to complete an alternative assignment at the next available opportunity (either during the University resit period in August, or when the module is next delivered, whichever is sooner).

For missed examinations, accepted EC applications will allow you to sit the exam without penalty at the next scheduled examination opportunity (either the August resit period, or the end of semester two exam period, whichever is sooner).

### Deadlines for submission of EC applications

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

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

For coursework, the School adheres to the University's policy on deadlines for submission of an exceptional circumstances claim, which is available at:

<https://www.qub.ac.uk/directorates/AcademicStudentAffairs/AcademicAffairs/StudentGuide/ExceptionalCircumstances-AStudentGuide/>

**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 decision to you as soon as possible after each meeting. You have the right to appeal the decision and you will be advised of the appeal process if your application is rejected.

### **Types of EC applications**

There are two types of exceptional circumstances applications:

#### **1. Short-term Self-Certification of Exceptional Circumstances**

This procedure allows students to self-certify for **unforeseen short-term illnesses that would not ordinarily require you to see a GP** (see [University Procedures](#) for full definition). If your illness falls under the University definition of a short-term illness, no additional supporting evidence is required to be submitted with the exceptional circumstances application form. N.B. You should always consult your GP if your illness is severe, if it persists, or if you are in any doubt about your health.

#### **2. Long-term Exceptional Circumstances**

This procedure allows students with **longer-term circumstances or illnesses where you would be expected to see a GP** to submit an application for exceptional circumstances (see [University Procedures](#) for full definition). An application for a long-term EC **MUST** be accompanied with supporting evidence and detail how the particular coursework assignment/exam has been affected (see [University Procedures](#) for examples of acceptable evidence).

### **How to make an exceptional circumstances application**

To apply for exceptional circumstances to be considered, you must do **all** of the following:

Contact the Helpdesk <https://go.qub.ac.uk/psy-office> **in advance of a coursework deadline or examination**, to let the School know which assessment(s) you are requesting ECs for, and

which type of EC application you intend to submit: either self-certification, or long-term. If you cannot email this yourself, you should ensure someone else does this on your behalf. If you become ill during an examination, you should let the invigilator know so they can help you, and note this in their examination report, which will be sent to the School.

- Submit a completed exceptional circumstances application form (available [here](#) under the 'How Do I Inform My School' section) 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 is later)**. For long-term applications, supporting evidence should be submitted with the completed exceptional circumstances application form. No additional evidence is required if you are submitting a self-certification application. In the case of illness during an examination, you must submit your form by the deadline specified at: <http://www.qub.ac.uk/directorates/AcademicStudentAffairs/AcademicAffairs/AppealsComplaintsandMisconduct/AcademicAppeals/TaughtProgrammes/KeyDates/>

**Failure to follow this process will result in the rejection of the application.**

### Things to note

- You must make a separate application for each assessment where you wish to access EC support.
- The EC process cannot be accessed retrospectively (i.e. after a piece of coursework has been submitted for assessment or an examination has been completed). By submitting a piece of coursework or an examination paper for assessment, you are declaring yourself as being fit to be assessed (see: [Study Regulation 3.1.4](#)). If you do not feel fit to be assessed, you should not attempt the assessment and make an EC application as described above at that point.
- Being granted an extension of one week may result in deadline bunching with future assessments. This in itself will not be considered a valid reason to request other extensions.
- You can only self-certify for ECs once per assessment. Therefore, if you self-certify and are given the opportunity to sit an alternative assessment at a later date, you will need to submit evidence as described in the long-term EC application if you wish to access the EC process for the alternative assessment.
- It is a student's responsibility to be available to complete alternative assessments at the next opportunity. Being on holiday during the University resit period in August is not a valid reason for being unable to submit an assessment or sit an exam.

- Failing to pass an alternative assessment during the University resit period may mean you cannot progress to the next year of study and will have to repeat a year in order to complete a module.
- Submission of false/fabricated EC applications will be treated as misconduct and will be investigated and sanctioned under the University's Misconduct Regulations, see: <https://www.qub.ac.uk/directorates/AcademicStudentAffairs/AcademicAffairs/GeneralRegulations/ConductRegulations/>

## 11. 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/AcademicStudentAffairs/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 be capped at the pass mark. 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 2:1
- 50+ Lower second class 2:2
- 40+ Third class 3<sup>rd</sup>
- Below 40 Fail



The University also operates a predominance system whereby if your final programme mark is within 1 percentage point of a higher classification (e.g. 59%, 69%, 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. For students enrolled prior to 2020-21, they are eligible to be considered under the predominance rule where their programme mark is within 3% of the higher classification (e.g. 57%, 67%, etc.). See link below for more information.

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

For students on the BSc Psychology and Psychology with Professional Placement programmes, in order to qualify for the Graduate Basis for Chartership with the British Psychological Society, you must obtain a 2:2 degree classification or higher.

## **12. 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 important exercise 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.

We operate a “You Said, We Listened” scheme, where the feedback we receive for each module will be summarised in a form, along with the School’s response to each point. At the start of each module, the ‘You Said, We Listened’ form detailing the previous year’s feedback we received will be made available on Canvas. At the end of the module, a second ‘You Said, We Listened’ form will be uploaded detailing the feedback you provided at the end 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:

<https://www.qub.ac.uk/directorates/AcademicStudentAffairs/CentreforEducationalDevelopment/LearningTeachingandAssessment/Assessment/AssessmentandFeedback/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 (NSS) 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 (see next section), or through informal consultations with lecturing staff. We would much prefer to know about problems when they arise so we can put things right for you during your course; rather than hearing about problems for the first time after you have finished your studies when we cannot help you. 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. For further information, please see:

<https://www.qub.ac.uk/directorates/AcademicStudentAffairs/CentreforEducationalDevelopment/LearningTeachingandAssessment/Assessment/AssessmentandFeedback/StudentFeedback/StudentSurveys/>

### **Staff-Student Consultative Committee (SSCC)**

The School of Psychology has an active undergraduate SSCC that meets twice each semester to discuss matters of mutual interest and concern. There are three representatives from each stage elected in the first week of term. You can see your SSCC reps and their contact details at: <http://go.qub.ac.uk/PsychSSCC>, and on the posters in the student common room. 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 will be circulated via email and you'll see posters of reps in the student common room. 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 or, for more pressing matters, at the School's weekly operations group meeting. See link below for more information on SSCCs in general.

<https://www.qub.ac.uk/directorates/AcademicStudentAffairs/AcademicAffairs/Committees/>

We strongly encourage you either to stand as a rep yourself or to get to know your reps so you can 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.

### **Queen's Partnership Projects**

Queen's University and the Students' Union are proud of their strong joint commitment to student participation, engagement and representation. The University considers student participation in the ongoing development of the University and within a wide range of decision-making processes to be of vital importance, and seeks to ensure that a number of opportunities for student engagement and involvement exist within its normal functioning.

There are many opportunities for students to participate and you can find out more at:

<http://www.qub.ac.uk/sites/studentpartnership/current-partnership-arrangements/>

### **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.

## **13. 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, in alignment with sector wide best practice, 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 (Tier 4) will have prohibitions or restrictions in regards to 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. Further information can be found at: <http://www.qub.ac.uk/International/International-students/Visa-and-Immigration/>.

If you will be working for the University as a Tier 4 student, you will be provided with a Tier 4 Weekly Work Log booklet by OnCampus Jobs to assist you and the University with the monitoring of those hours of work.

To view the OnCampus Jobs code of practice and access Student Assistant vacancies currently advertised Oncampus please access the following page <http://www.qub.ac.uk/directorates/sgc/careers/>

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.

## 14. School Roles and 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 – this will normally be via the module discussion forum in Canvas. 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 Learning Development Centre to help with these issues, so you might want to look at these resources for yourself first at:

<https://www.qub.ac.uk/directorates/sgc/learning/LearningResources/>.

## **Advisor of Studies**

Your Advisor of Studies is an experienced academic who is trained at dealing with difficulties that you may encounter during your studies, and can help 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). 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 encounter any difficulties which may perhaps affect your academic performance (e.g., bereavement, difficult personal circumstances, mental health or 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!

### **Disability Officer**

If you have long-term special requirements for study or assessment you must be assessed by 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 the Disability Service's assessment of your needs. It is YOUR responsibility to inform us if you wish to have any special needs taken into consideration. To access this service, you should contact the School's Disability Officer in the first instance (see p.42). You should note that the School cannot make retrospective considerations for assessments that have already been completed, so it is important to register as soon as possible with Disability Services.

### **Year Heads**

Each year has a Year Head. The Year Head is responsible for ensuring that the curriculum is delivered in a timely and effective manner, and also acts as a 'student advocate'. If you have an academic-related issue that cannot be dealt with by your tutor or a lecturer, you should approach the Year Head. Details of Year Heads can be found in the key contacts table on page 8 of this document.

### **Course Director**

Course Directors have general oversight over the degree programmes. You should consult the relevant Course Director if you have a question about your degree programme in general, or if you have difficulty contacting your Advisor of Studies. Questions relating to specific modules should be directed to the Module Co-ordinator, whose details will be on the module homepage on Canvas.

### **Director of Education**

The Director of Education manages all aspects of Education within the School of Psychology. You should contact the Director of Education if you have difficulty contacting the Course Director for your programme.

## **Head of School**

The Head of School is the most senior member of staff within the School and has overall responsibility for School and its programmes. For particularly serious problems, you can make an appointment with the Head of School via the School Office.

## **15. 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/>

- 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

## **16. University 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 all 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 links to full information:

## 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](mailto: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](http://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](http://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/>

## Wellbeing and 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 Wellbeing Service. Staff are friendly, approachable and experienced in dealing with issues that University students have to cope with. Do not leave things until the problem escalates; speak to them at the earliest opportunity.

Wellbeing Service:

<https://www.qub.ac.uk/directorates/sgc/wellbeing/InformationforStudents/SupportAvailable/>

The University also has a dedicated Counselling Service that is confidential and free to any student of the University:

<https://www.qub.ac.uk/directorates/sgc/wellbeing/InformationforStudents/SupportAvailable/Counselling/>

## Degree Plus

We strongly encourage all our students to participate in the University's Degree Plus programme that 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 Service

The Disability Service (DS) assists students with disabilities in arranging study related support.

Disability is defined by legislation and includes:

- Physical problems such as visual impairment, mobility challenges
- Learning Disability such as dyslexia, dyscalculia
- Chronic health conditions such as diabetes, asthma
- Mental health conditions such as anxiety, depression.

Students need to be assessed & registered with QUB Disability Services to be eligible for support.

The School's Disability Officer is Dr Tim Fosker (email: [t.fosker@qub.ac.uk](mailto:t.fosker@qub.ac.uk))

This role involves liaising with Disability Services for assessments and maintenance of centrally provided support services.

We also implement any adjustments required for individual students within the School e.g. coursework adjustments.

In very rare cases, students registered with DS may apply for alternative forms of assessment. This application needs to be made to the Disability Advisor who will then refer it to the Psychology Director of Education for a decision. This application needs to be made 8 weeks in advance of the assessment affected. Requests made after this deadline may mean that the assessment is deferred until the next available opportunity.

Students registered with Disability Services and who have 'Flexibility with Deadlines' as part of their reasonable adjustments agreement may submit written coursework up to 14 days after the stated deadline for coursework assigned during term time. If this flexibility is used, we will endeavour to provide the mark and feedback as soon as possible, but there may be an associated delay in returning marks and feedback for such submissions. **Under no circumstances can coursework be submitted for assessment after this 14-day extension.**

Alternative assessments that are provided over the summer months for submission in August. **Alternative assessments submitted during the August resit period do not have flexible deadlines because of the extra time provided to complete them.**

If you have any questions about disability or pastoral care within the School, please do get in touch with Dr. Fosker.

The University's Disability Service can be contacted:

Email: [disability.office@qub.ac.uk](mailto:disability.office@qub.ac.uk)

[www.qub.ac.uk/directorates/sgc/disability](http://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 administer a range of bursaries and hardship funds to help students in financial difficulty and which do not need to be repaid.

Website: [www.qub.ac.uk/directorates/sgc/finance](http://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.

Website: <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. They 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.

Website: [www.universityhealthcentreatqueens.co.uk](http://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.

Website: [www.qub.ac.uk/directorates/sgc/learning](http://www.qub.ac.uk/directorates/sgc/learning)

## 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.

Website: [www.qub.ac.uk/sport/](http://www.qub.ac.uk/sport/)

## **Language Centre**

The Language Centre offers courses in over 20 languages at a variety of levels and at much discounted rates for students. Classes which usually last two hours are held weekly, as far as possible outside normal university teaching hours (e.g. late afternoon, early evening or Wednesday afternoon) and run for 10 weeks. Courses start in October, January and April. Courses are very popular and early enrolment is recommended in order to select your choice of language and level.

Website: <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 Kostas Papageorgiou, 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/GlobalOpportunities/>

## **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](mailto: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](http://www.qubsu.org)

## 17. School of Psychology Safety Summary

### Emergency Contact Numbers

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

**QUB Emergency Services (999 equivalent) 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. In Psychology, this will NORMALLY be via the Malone Road entrance, but always be aware of other evacuation routes e.g. into car park or DKB Quad.

**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 OR CONGREGATE ON THE STEPS OR CLOSE TO THE BUILDING
- DO NOT BLOCK THE MALONE RD FOOTPATH FOR PASSERS BY
- DO NOT RE-ENTER BUILDING UNTIL OFFICIALLY TOLD TO DO SO
- IF YOU COME ACROSS ANYONE NEEDING ASSISTANCE STAY WITH THEM OR BRING THEM TO THE ATTENTION OF A FIRE WARDEN

Should you come upon 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

GEOFF CAVES 02.529 4327

JOOST DESSING OG.434 5650

MIHALIS DOUMAS 02.518 4605

JAYNE KENNEDY 03.528 4869

SUSAN O'NEILL 01.531 4354

**OR contact General Office: 028 9097 5445**

Each first aider keeps a **First Aid box** in their 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 School Office
- Lower ground floor OG.516 Mechanical Workshop

**Report any injuries, accidents or near-misses to Paul Coulter or School Office**

### Health and Safety within the School of Psychology

- School Health and Safety Coordinator: Geoff Caves
- Any health or safety concerns should be raised with Health and Safety Coordinator, School Manager or Head of School.
- School Health and Safety Committee meets 3 times per year.

**School Health and Safety Handbook:** <https://intranet.qol.qub.ac.uk/schools/spsy/school/safety>