UNIVERSITY OF
Southampton

Student Handbook 2019-20

Faculty of Social Sciences
Southampton Education School
BSc (Hons) Education and Psychology

Contents

Welcome

Welcome from the Faculty of Social Sciences Associate Dean (Education)

Dear Students,

Congratulations on what must have been a great last year for all of you. For our Freshers, did you know that we already think you are brilliant and we're looking forward to working with you this coming year. For our Continuing Students, you have not only won your place here, but you have progressed through your initial studies and are well on the way to achieving your degree now. For all of you, welcome (back) to Southampton, and good luck for the year to come.

Whilst many of you will be focussed on your own disciplines as your main point of contact, each of your disciplines sits within the Faculty of Social Sciences, and this brings you great opportunity. You can choose from a broad set of 'minor' subjects, many of which come from within our own Faculty. Alternatively, you can choose from a long list of broadening modules and option modules to complement your own discipline, many of which also come from our Faculty. This means that we actively support you in gaining a broad education to suit your interests and we are sure that there is something for everyone.

Within the Faculty, you may also like to know that there are numerous staff who have chosen the role of ensuring the quality and innovativeness of your experience at Southampton. My role, as Associate Dean, is to provide leadership to this group of staff, developing educational strategy and ultimately overseeing all matters to do with assessment and quality. I have a commitment to ensuring the best possible student experience and, if it is working well, I will be like the duck on the pond – calm on the surface but paddling hard underwater.

In all of our endeavours, we aim to provide a distinctive flavour to our education, both when bringing students from all over the world to Southampton, and when taking Southampton to the world. It is our hope and intention that you too will experience our different and cutting edge way of doing things, and that you will thrive and succeed in your studies and in all that University can offer you outside of your studies. Most of all, we hope that you will be happy during your time with us. This will shine through, and your positivity will be a beacon for friends, for opportunity and for achievements. Our staff are ready and willing to help you on that journey and we will be delighted to hear from you.

For now though, welcome (back) to what we hope will be a 'home from home', and good luck for your year to come.

With best wishes,

Jim Anderson
Associate Dean (Education)
Professor of Mathematics
J.W.Anderson@soton.ac.uk

The information contained within your programme handbook is designed to provide key information applicable to you and your programme during the 2019/20 academic year. It complements the University's Student Portal. You can access the Portal by logging on to SUSSED, using your user name and password, and clicking on the Students tab in the top navigation bar. It is important that you make use of these resources as they support the regulations relating to your obligations and that of the University while you are a student at the University of Southampton. It also provides helpful information on matters such as housing, finance, leisure, healthcare and support facilities.

Resource	Web link			
Faculty website	Faculty of Social Sciences			
Faculty staff information	Dean of Faculty, Social Sciences: Professor Jane Falkingham Associate Dean of Education: Professor Jim Anderson Associate Dean of Research and Enterprise: Professor Sally Brailsford/ Professor Rebecca Hoyle Associate Dean of International: Professor Sabu Padmadas			
School website	https://www.southampton.ac.uk/education			
School staff information	Prof. Martin Dyke Head of School	Dr. Chris Downey Deputy Head of School (Education)	Adrian C Halnan Director of Undergraduate Programmes	Dr. James Hall Associate Director of Undergraduate Programmes
Programme staff information	**Dr. James Hall** Associate Programme Director (BSc Education & Psychology) Southampton Education School, Room Location: Building 32, Room 2037 Email: J.E.Hall@Soton.ac.uk You should contact James Hall with any enquiries or concerns you have regarding: • Programme-related issues, such as curriculum and structure. • British Psychological Society (BPS) accreditation. • Year Three Empirical Projects in Education and Psychology (for prospective, Year Two students). • Erasmus Exchange opportunities attached to your degree programme. • Any issues that have not been (or cannot be) resolved with the Student Office, Personal Academic Tutor or Module Lead **Dr. Jana Kreppner** Coordinator of Undergraduate (Psychology) Joint Honours Programmes School of Psychology, Room Location: Building 44, Room 3076 Email: J.Kreppner@Soton.ac.uk You should contact Jana Kreppner with any enquiries or concerns you have relating to the Psychology curriculum and assessment of your undergraduate joint honours programme and, in particular, any issues that cannot be resolved by the Student Office, Personal Academic Tutor or Module Lead			
Programme and module descriptions	Descriptions relating to your programme can be found via the programme pages on the web, and on Blackboard. Your programme structure (i.e. which modules make up your programme) is available in your programme specification and via the on-line programme catalogue which is accessible via Banner Self Service. To find links to broad generic descriptions of the programmes and modules, follow links to your programme starting from the Faculty web pages.			

1 General Information

1.1 Your Student Office

Team responsibilities: Manage and co-ordinate the delivery of key student life cycle activities within the Faculty. Provide a range of administrative services to the students and staff within the Faculty in support of enrolment, induction, student record maintenance, assessment, progression, attendance monitoring, awards and graduation.

Education & Law Student Office Building 4, Room 1003, Highfield Campus, Southampton, SO17 1BJ **Opening Hours**: 09:00 – 17:00 Monday – Friday	eds-studentoffice@soton.ac.uk Tel: +44 [0]23 8059 5804 Internal: 25804

You should visit the Student Office for all general queries relating to the administration of your programme (this may include coursework submissions and collection of feedback, module registration changes, special considerations requests, sickness self-certification forms, suspension and withdrawal requests).

Key contacts in the School of Psychology:

       School of Psychology Student Office – psyc-studentoffice@soton.ac.uk
       Building 44, Room 2003
       Highfield Campus, Southampton, SO17 1BJ
       Tel.:   02380594580

       Opening Hours: 09:00 – 17:00 Monday - Friday

       Year Leads
           Year 1 Lead: Dr Anne McBride – amcb@soton.ac.uk
           Year 2 Lead: Dr Sylwia Cisek – s.z.cisek@soton.ac.uk
           Year 3 Lead: Dr Erich Graf – e.w.graf@soton.ac.uk
       Director of Student Support
           Dr Daniel Schoth – psy-support-ug@soton.ac.uk
       Student Academic President for Psychology
           Laura Smith – psychology@susu.ac.uk

1.2 How we keep in touch with you

Email
We will use your University email account to contact you when necessary. We will not use any other email accounts or social networking sites. **It is your responsibility to check your University email account regularly** and you must not let your inbox exceed your storage limit.

Notification that you are due to exceed your storage limit will be sent to your University email account and you should take immediate action as you will be unable to receive further emails once your storage limit has been exceeded.

Written Correspondence
Formal correspondence regarding your programme of study (e.g. suspension, transfer or withdrawal from programme, academic performance (including progression/referral information), issues of academic integrity, student complaints and academic appeals) will be sent to your term-time (TT) or permanent (PM) address listed as active on your student record. You are responsible for advising the University if you change your permanent or term-time address. The University will not be held accountable if you do not receive important information because you failed to update your student record.

Use of social networking sites

We understand that students are increasingly using social networking sites to interact with members of their student community. You should note that any behaviour that affects other members of the University community or members of the general public in ways which might damage the standing and reputation of the University may be subject to disciplinary action within the scope of the University's Regulations.

1.3 Confirmation of your student enrolment status

The Student Office can provide you with a certificate to confirm your status as a student (e.g. for bank account opening purposes). Please ensure that you give at least 48 hours' notice of your requirements (longer at peak times such as at enrolment or during the examination periods).

Your award certificate will be produced using the legal name data you have provided within your student record. Please make any necessary amendments to your record immediately a change occurs to ensure that your certificate contains accurate information.

In accordance with policy, a scale of fees exists for the provision of certificates, transcripts and award certificates. Please see point 11 '*Transcripts, Certificates and Award Letters'* within the fees section of the University Calendar.

Your award certificate will be produced using the legal name data you have provided within your student record. Please make any necessary amendments to your record immediately a change occurs to ensure that your certificate contains accurate information. Changes are made via Banner Self Service.

2 Supporting you through your studies

2.1 The role of your Personal Academic Tutor

The University operates a tutor system to help support and advise students in their academic study. As a student, you can expect to be allocated a Personal Academic Tutor. Your Personal Academic Tutor (PAT) may or may not be one of the teaching staff you see in the course of your studies, but their role in this context is to provide advice and support to you throughout your study, and to help review your academic progress. You can expect to see your PAT at key points through your University career and, if you need to, you can contact them more frequently. Sometimes, your PAT may refer you to other areas for support. They may refer you to individual support services, or to your student office for information, or to a Senior Tutor.

The **Senior Tutor** will have a more specialised understanding of supporting students, and may support you if you have a particular problem. You can also contact the Senior Tutor if you wish to change your allocated PAT.

Senior Tutor	Dr. Ros Hyde	e. R.M.Hyde@soton.ac.uk
	Building 32 Room 2095	t. 023 8059 9172

The University expects that you will engage with your PAT, attend the scheduled meetings, respond to messages from your PAT, and notify your PAT (or Senior Tutor, if you prefer) if you are experiencing problems which are affecting your performance, attendance or progress in your studies. In particular, you should contact your PAT if you feel your performance in any forthcoming examinations will be affected by ill health or other special considerations, and check with your PAT if you plan to cite him/her as a referee for job applications.

The Senior Tutor is available to PATs and students regarding **any matters** that may be affecting academic progress

2.2 Student buddying and mentoring schemes

University of Southampton Schools and societies provide new undergraduate students with opportunities to liaise with current students who are able to offer advice and guidance based on their own experience as they adjust to living and learning at the University. Some of these opportunities are described as student buddying, family or peer mentoring schemes.

Southampton Education School operates a 'Buddies' scheme. Buddies are Year 2 or Year 3 students who have volunteered to be peer-mentors to support the transition to University. If you have questions about anything, your Buddy will be happy to help you and point you in the right direction. If they are not certain, they will know who to ask and where to find out. In addition They ought to be able to help you with University systems such as Office 365, email, SUSSED and Blackboard and WiFi etc.

2.3 What to do if you are ill

It is important that your doctor (as well as your Personal Academic Tutor) is immediately informed of any illness that is likely to affect your studies. If appropriate, your GP may inform your Personal Academic Tutor that you are experiencing some health difficulties that may affect your academic performance. This will be done with your consent and you may wish the details of your illness to be withheld from your Personal Academic Tutor, although you should think carefully about this (your tutor will, in any case, respect your privacy).

More information can be found in the General Regulations - Attendance and Completion of Programme Requirements.

2.4 External factors affecting your attendance or performance in your studies

We expect you to take responsibility for your studies to ensure that your full academic potential can be realised. However, sometimes difficulties can arise that can affect you.

If you are absent from an examination or other assessment or have other grounds for believing that your studies have been affected by external factors you must bring this to the attention of your Personal Academic Tutor or to the Student Office immediately. Whilst we recognise that students can sometimes be reluctant to discuss cultural, sensitive or personal issues, it is essential that you bring problems affecting you to our attention immediately so that we can determine how best to help you.

2.5 Special considerations

If you believe that illness or other circumstances have adversely affected your academic performance, this is known as Special Considerations. If you wish for these to be considered you must complete a Special Considerations Form. **It is important that you submit this in a timely manner and prior to the Board of Examiners. You will need to submit any Special Considerations forms to your Student Office**.

All claims must be substantiated by written documentary evidence, for example a medical certificate or GP/consultant letter, self-certification (although self-certification will not be regarded as evidence in relation to your examination performance) or a statement from your Personal Academic Tutor. The purpose of asking for supporting documentation is for you to be able to corroborate the facts of your submission.

All claims will be reviewed by the Special Considerations Board which meets regularly throughout the year. The Student Office will contact you via your University email account to let you know once approval has been made.

2.6 Student Support Review

The Student Support Review Regulations are in place to support students if concerns are raised about their health, wellbeing or behaviour which may be impacting on their academic progress and/or general management of life at University or on placement. The regulations seek to be both supportive and to actively engage with students prior to decisions made about their fitness to study. The regulations and supporting documents identify the procedure and support available to both students and staff when a student becomes unwell and/or presents a risk to self and/or others.

2.7 Suspending your studies

Should you feel that you need to take some time out from your studies, known as suspending your studies, you should first discuss this with your Personal Academic Tutor. A Suspension Request form should be obtained, completed and returned to the Student Office. Please note that, if you wish, you can suspend your studies in order to undertake an internship or period of industrial training outside of normal vacation time.

2.8 Withdrawing from your studies

If you no longer wish to continue with your studies, a Withdrawal Notification form should be obtained, completed and returned to the Student Office. Further information can be found in the General Regulations - Transfer, Suspension, Withdrawal and Termination   The Students' Union Advice Centre has developed a https://www.susu.org/support/advice-centre.html for students.

3 Your safety

3.1   University/Faculty/School Health and Safety Policy and further information

The University's Health, Safety and Risk website, covering the Health and Safety Policy Statement and Management System, which defines commitment, governance, responsibilities and management of health and safety is available here:

https://sotonac.sharepoint.com/teams/HealthSafetyRisk

Ensuring student health and safety is a major goal of the University. As a new student you will have received information on Personal Safety and H&S/Fire Safety as part of your 'Southampton Welcome'. Both new and existing students should also take a look at the following links for further information:

The Faculty of Social Sciences H&S sharepoint pages:

https://sotonac.sharepoint.com/teams/FacultyofSocialSciences/SitePages/Health-&-Safety.aspx

You can also receive support from the Students' Union – SUSU at

http://www.susu.org/support

3.2 Local arrangements

Key local Health and Safety arrangements are as follows. If you have questions relating to any of the following information please contact a member of the Faculty Health and Safety team, details of which you will find at the end of this section.

3.3 Action in the event of a fire

If you notice or suspect that there is a fire you should immediately raise the alarm by operating the nearest fire alarm call point (one will be located on the wall as you leave the building). The fire alarm is a continuously ringing bell.

On hearing the fire alarm you should immediately stop what you are doing and make your way out of the building by following the green emergency exit signs to the nearest exit, shutting doors behind you as you leave. Do not stop or return to collect personal belongings. Lifts will not operate when the alarm sounds.

NOTE: If you have a permanent or temporary mobility impairment that affects your ability to use stairs to exit a building then you should have a Personal Emergency Evacuation Plan (PEEP). If this is not the case, please contact your personal tutor for further assistance.
In any event, should you be isolated when the alarm sounds, please call 3311 from an internal telephone or 02380593311 from a mobile phone.

On leaving the building make your way to the assembly point. Ensure any car parks or roads are kept clear for emergency vehicles. Do not re-enter a building until you are told it is safe to do so by the Fire & Rescue Service, the senior Fire Warden or Security staff.

Fire extinguishers are provided in buildings but should only be used by those trained in their use and only if it is safe to do so.

Evacuation alarms are tested weekly. The times of these tests are detailed near main entrances to buildings. When tests take place the bell will ring for no more than a few seconds.

3.4 Assembly points

Building	Assembly point
B2	South of Building 4, on the grass area between the Turner Sims and the Staff Centre, well away from the buildings
B4	South of Building 4, on the grass area between the Turner Sims and the Staff Centre, well away from the buildings
B6	South of Building 4, on the grass area between the Turner Sims and the Staff Centre, well away from the buildings
B32 (Education)	South of Building 32 on the Jubilee Plaza area before the Service Road and the Library.
B34 (Education)	Area around flag pole in front of University library.
B39 (S3RI)	Car park in front of B54
B44 (Geography / Psychology)	Grassed area in front of University Health Service Building (North end of Physics building).
B44a (Psychology)	Car park in front of B44 (Shackleton)
44 Chamberlain Rd (Psychology)	Car park in front of B44 (Shackleton)
B54 (Mathematics) and B56	Grassed area adjacent to Turner Sims Concert Hall
B58 (Social Science)	Grassed area adjacent in front of University Health Service
Other buildings	Check the emergency information that should be displayed on a noticeboard in teaching rooms.

3.5 First Aid

In the event of an accident causing injury, the nearest first-aider should be contacted. Their details are displayed on signs in corridors. Alternatively, contact security on 3311 using an internal phone and they will assist. Following treatment, the incident must be reported to your line manager/supervisor and the Faculty Health and Safety team.

3.6 Incident Reporting

If you are involved in an accident or incident, spot a hazardous situation or are concerned that you are being asked to do something without the necessary information, instruction or training that would ensure your safety, please report this to your supervisor and the Faculty Health and Safety team. The circumstances can then be investigated and measures put in place to minimise future risk.

Incidents can be reported online at: https://www.southampton.ac.uk/healthandsafety/incident-report.page

3.7 Induction and Training

As a new student you should have the following expectations with regard to Health and Safety:

- To be made aware of local emergency arrangements and H&S contacts on your first day.
- To receive a local induction before using any laboratory or workshop area. This will identify hazards and make you aware of particular procedures in place to help ensure your safety.

- That risk assessments and other written arrangements that maintain good H&S in all your activities will be brought to your attention by your supervisor.

3.8 Building Access

Most University buildings are open to all from 08.00-18.00 Mon-Friday excluding University and public holidays.

ALL undergraduate students - must leave buildings by 18.00.

Postgraduate students - Access by ID card may be available by approval of your Head of School, to postgraduate students (depending on student status and/or circumstances) from 06.00-23.00. If permission is granted, buildings are to be clear by 23.00 and remain so until 06.00 (Closure Period).

3.9 Out-of-Hours Policy

The Out-of-Hours Policy covers the Closure Period from 11.00pm through to 6.00am the following day and applies to every day of the year, including weekends and Public Holidays. You must have received approval to work during the closure period from your Head of School and this must be documented using **Form 1.5** available from the link http://www.southampton.ac.uk/estates/what-we-do/security.page

You are required to present a completed copy of the form, together with your University ID when requested by Security Staff.

3.10 Further information

More detailed information, forms and links to other sources of advice are available via the links provided in part 1.1 of this document.

3.11 Contact Information

A student's primary contact should be their supervisor. However, the following contacts may be used if necessary:

Health and Safety Contacts				
Aloma Hack	Health and Safety Liaison Officer	4/3063 63A/1013	023 8059 3025	A.J.Hack@soton.ac.uk
Gary Griffiths	Health and Safety Co-ordinator	63A/1013	023 8059 4994	G.B.Griffiths@soton.ac.uk
Health, Safety and Risk Directorate				
HSR general and specific enquiries	Please contact HSR directorate if local contacts are not available	26 University Road	023 8059 3951	m.k.ridley@soton.ac.uk
Security – Central Control Room (CCR)				
CCR	023 8059 3311 (Emergency)	023 8059 2811 (Enquiries)		unicc@soton.ac.uk

4 Your Academic Programme

4.1   The academic year and the programme structure

The taught components of your programme are delivered in modular form and run over two semesters. The Teaching Weeks in each Semester are followed by a two to three week examination period. It is important to note that you are expected to be present in the Teaching Weeks and Examination Periods of Semester One and Two. If you fail a module in Semester 1 or Semester 2 you may be required to refer which may involve being present during the Supplementary Examination period.

Key term dates can be found here
Key examination dates can be found here

For any given programme a module is either core, compulsory, or an option module. Definitions of these and of the rules surrounding compensation are provided in the General Regulations – Regulations and Definitions Applying to Progression for all Credit-Bearing Programmes.

The structure and modular content provided within the programme specification is specific to your own programme*.*

You can view the most up to date version of the programme specification on SUSSED.

4.2 Registration and amendment to optional modules

Most programmes will have a number of optional modules. If applicable, you will need to select a certain number of optional modules to complete your portfolio of modules and fulfil the credit points as required for the programme.

When choosing your options, you are strongly advised to ensure that you have a similar total number of modules in Semester 1 and Semester 2, to maintain a balanced workload throughout the year. Once you have registered your options, it is possible for you make changes but there are restrictions.   The substitution of modules is not allowed (i.e. you cannot take an extra module in semester 2 to replace a semester 1 module in which you failed to perform well).

You may request a change to your optional module choice up to the **end of week 2** in each semester. You should complete a Change of Module form to specify your request (forms can be obtained from the Student Office). If your optional module choices clash in your timetable, then you will need to amend your optional choice accordingly by contacting the Student Office immediately.

You should regularly check your online student record for details of your registered modules. This is particularly important after you have made any changes and will help to maintain the accuracy of your student record. It will also save time and confusion during the examination period.

4.3 Attendance

The University attendance regulations details the University expectations relating to attendance. Southampton Education School monitors attendance through the use of registers distributed during timetabled sessions

4.4 Additional Costs

You may incur additional costs because of your programme, for example for materials, field trips or books. General programme costs are located in the programme specification. Modules that are optionally available to select also include information on module specific costs.

4.5 Exchanges / Placement programmes

Students on a number of degree programmes will have opportunities to apply to spend a semester in a European University under the Socrates scheme. In addition, Social Sciences operates an exchange scheme with the University of Madison-Wisconsin in the United States. Further details of these exchange schemes are available through the Student Office. The Social Sciences Exchange Co-Ordinator organises information sessions each year, usually at the beginning of the second semester. Contact the Student Office for details.

5 Teaching and Learning Skills

5.1 Time management

It is your responsibility to manage your time in order to ensure that you keep up to date with the material presented and with the requirements of the programme. Deadlines for work submission should be adhered to otherwise marks will be deducted via the imposition of a [late submission penalty](#).

The framework of when lectures and classes occur and deadlines for submission of work will be made available to you well in advance, but if you are unclear about any aspect of your module you should talk this through with your module lead or programme lead. This knowledge will allow you to plan your life based on how you know you work best. Effective use of your time will allow you to perform well on your course and to enjoy student life.

One of the work-place skills you should aim to acquire at University is the ability to manage multiple priorities. If you have problems in this area please discuss them with your Personal Academic Tutor.

5.2 Lectures

A single lecture slot lasts 45 minutes. It is therefore vital that you arrive promptly in order to gain maximum benefit from the time. Each lecturer will present material using either handouts or require you to make your own notes. Transcribing lectured material into a form that you find most useful is an important part of the learning process. You should ensure that you understand the material and, if you have difficulty in understanding or applying the knowledge, use recommended textbooks or the assistance of teaching staff during tutorials to gain understanding.

It is your responsibility to develop your ability in a given subject. How well you have acquired that ability and the associated knowledge is gauged by the assessment process. Lectures are provided for your benefit and you should take full advantage by ensuring you attend all of the lectures in a given module. If, for any reason, you are unable to attend, ensure that you get hold of a copy of the notes or handouts from your module lead.

5.3 Compulsory attendance

For pedagogical reasons, some Psychology modules require your attendance in some or all of timetabled sessions and stipulate penalties for failing to attend certain number of compulsory sessions on time. If you have special circumstances that may prevent you from attending any compulsory session you must request permission to be absent.

To avoid penalties for failing to attend compulsory sessions on time, you can request permission to be absent from compulsory sessions. You should inform both your Module Lead and the Student Office in writing (for example, in the same email) of your request for an absence from a compulsory session. You should preferably do so before the compulsory session, or as soon as possible afterwards.

Only a limited number of absences from compulsory sessions can be requested without your fitness to study undergoing review, and the possibility of voluntary or involuntary degree suspension or termination being considered. Other action may also be taken by the University in accordance with its Regulations. As a guideline, no more than three requests for absences from a compulsory session for the same reason, and no more than six for any reason, in the same year.

5.4 Use of electronic recording devices or mobile phones in lectures or classes

Out of courtesy to staff and other students, please ensure that mobile phones are switched off in lectures and seminars. You are advised that lectures are the copyright property of the lecturer and permission to audio-record a lecture must be personally sought from the lecturer before proceeding.

If you wish to use an electronic device to take notes in a lecture, you should do so in a way that does not cause disruption to those sitting near you.

If you have a health condition for which additional support is needed, you may, following assessment by the University's educational support services, make appropriate arrangements with staff for recording lectures.

5.5 Tutorials/supervisions

Group tutorials/supervisions are timetabled for some modules. These sessions are intended for you to develop your problem solving skills as well as for you to discuss further with an experienced member of staff any particular lecture material you are finding difficult to understand. It is essential that you come well prepared for these sessions. These sessions are one of the most effective ways of reinforcing the lecture material.

5.6 Independent or Self learning

Independent study or self-directed learning involves using libraries, data retrieval systems, internet, etc, or in a group working on coursework, reading the lecture material or reading around the subject. This should also develop your investigative and problem solving skills in furthering understanding of the subject, creating links with other modules - past and present - and providing a broadening of your educational experiences and knowledge base.

Self-learning is your personal responsibility and your commitment to the programme. It requires discipline, motivation and focussing on achieving individually set targets. It enables you to reach your full potential academically, develops your personal skills and helps establish a successful professional career.

5.7 Key skills

Key skills are those skills which can be applied to other disciplines and fields of work. Employers are increasingly seeking to employ individuals with well-developed key skills. More can be found on the Academic Skills pages of the library website.

5.8 Faculty/School Policy on referencing

In Social Sciences degree programmes, the Harvard referencing system is preferred. **However, In the Southampton Education School we also accept use of the APA referencing style so that we can align with requirements in the School of Psychology. In your Psychology modules you will be expected to follow APA. The University's Library has many APA Publication Manuals available.** As a baseline guide for staff and students we refer to Pears & Shileds (2019) plus the accompanying website Cite them Right Online. The key principle is to ensure accuracy and internal consistency. Speak to your module lead before using any other referencing system. Details about how to use the Harvard referencing system and the APA referencing system can be found through the following library link: http://library.soton.ac.uk/sash/referencing.

5.9 Academic integrity: the University Policy

The University expects that all students will familiarise themselves with the Regulations Governing Academic Integrity.

The Students' Union Advice Centre has developed a https://www.susu.org/support/advice-centre.html for students.

5.10   Research Ethics

The University of Southampton is committed to carrying out its research, teaching, enterprise and other activities within a comprehensive ethical framework (http://www.southampton.ac.uk/ris/policies/ethics.html).

Principles of ethical research include the expectation that studies are undertaken with integrity, quality and transparency. Participants in research must be fully informed about the research and participate voluntarily. They need to know what will happen with the information they provide, and that they can withdraw from the study subsequently (wherever possible). Risks from participation in research must be explained and minimised. Participants' anonymity and/or confidentiality should be protected, for example by removing information that could be used to identify them and by storing confidential information securely.

All research on human participants, their tissue or data requires ethical approval via the University's Ethics and Research Governance Online (ERGO) system (www.ergo.soton.ac.uk). The University believes that ethical issues should be interpreted broadly and that ethics approval might also be needed for research where other factors could be present including:

- a risk of damage to the environment;
- political or social sensitivity; and
- impact on culture and cultural heritage.

5.11 Fitness to Practise

Some option modules provide students with the opportunity to undertake experiential 'Critical Observation' visits. During the period of study and especially during visits to learning contexts there will be vulnerable adults and/or children. All students selecting such modules will be required to have up-to-date Enhanced Disclosure and Baring checks in place. Concerns about students leading up to, during or subsequently may require that students are able to demonstrate their fitness to practise.

6 Assessment and Examinations

6.1   Coursework assessment and submission

A number of modules include coursework assignments as part of the assessment. Coursework can often occupy a large amount of time. It is worth noting that getting a few extra marks on an assignment may not justify the extra time spent. Conversely, students who forget or do not bother to hand in work can make it very difficult for themselves to achieve their full academic potential.

Normally, all coursework should be accompanied by a completed Coursework Submission/ Feedback form and submitted to the Student Office by no later than the published date and time. If both paper-based and electronic submission is required, you should note that your submission will not be considered complete until both formats have been submitted. If other arrangements are in force for submission of a particular piece of coursework, this will be advised by your module co-ordinator**.**

In Psychology, and unless otherwise instructed, use the eAssignment system to submit your coursework, and to receive your marks and feedback. Please familiarise yourself with the system via eAssignment Support Guide. Please ensure how to submit your work for any Law modules, as their system for submission and feedback may differ.

The submission is time-stamped after the submission process is completed. The eAssignment system can take several minutes to process your submission, depending on how busy the system and other factors (e.g., random interruption in your internet connection). A submission process that begins only minutes before a deadline may result in the process being completed after the deadline; thus, it will be flagged as a late submission incurring late penalties. You are strongly encouraged to manage your time to prevent any such lateness in submission. If, however, a malfunction occurs in the eAssignment system (excluding being busy), or with the University computer network, then that will be considered a valid excuse for not submitting on time.

After a submission process is complete, a receipt will be sent to your University email account. Do not delete this email receipt as it may be required to prove assignment submission at a later date.

6.2   Penalties for late coursework submission

When coursework is set a due date for submission will be specified and there will be associated penalties for handing in work late. The University has a uniform policy for the late submission.

6.3   Coursework extensions

If you know there will be a valid reason why you cannot submit the work at the given date you must contact the Student Office as soon as possible. You should complete a Special Considerations form, which should provide adequate detail of the reasons why you are seeking an extension. Your completed form should be submitted to the Student Office who will arrange for your request to be reviewed. The Student Office will contact you via your University email account to let you know once approval has been made. **It is your responsibility to request an extension in a timely manner and prior to the original deadline.**

Note, that for Psychology modules, the maximum extension that can be applied for is one week (except for PSYC3003 and PSYC3005, which may be allowed longer). If one week is not sufficient and difficulties are interfering with your studies for longer periods of time these should be discussed further with your PAT and addressed through Special Considerations and the Psychology Student Support (psy-support-ug@soton.ac.uk) should be contacted.

See paragraph 3.5 above.

6.4 Multiple Choice Quizzes in the School of Psychology

Multiple choice quizzes (MCQs) — questions with single or multiple correct answers — are an excellent tool for assessing how much information you know about a subject. Here we explain how we convert your MCQ performance to a categorical mark. We use a conversion so that there is consistency across MCQs, and so that we can combine MCQ marks with those from other types of assessment, such as essays.

All modules in the School of Psychology use a standard algorithm to convert your performance (the proportion of questions that you answer correctly) into a categorical mark. It has been designed to ensure that if you do well on the test your categorical mark reflects this. For example, if you get 40 out of 40 the algorithm allocates a categorical mark of 100. If your performance is the same as chance then you would get a categorical mark of 18. For example, in a test with 40 questions, and 4 possible answers for each, 10 questions correct would be converted to a mark of 18. Scores between chance and perfect performance are mapped to categorical marks between 18 and 100 via an algorithm based on z-scores. Scores below chance will be given a categorical mark of 0.

For some larger School of Psychology modules, students take MCQs in separate groups, and are often asked to answer different questions. One of the good things about our method is that we can ensure that you will not be unfairly disadvantaged if the sample of questions used in your particular test are slightly more difficult than those answered by a different group. Likewise, another group will not have an unfair advantage if their questions are slightly easier than those used in your test.

To familarise yourself with the standard algorithm used in Psychology, you can download this Excel file to peruse examples from two previous MCQ tests

6.5 School of Psychology Research Participation Scheme

Most modules in the School of Psychology have a component mark that requires students to spend a certain number of hours participating in research conducted within the School of Psychology as part of the *Research Participation Scheme.* Failure to collect required credits will result in a lower module mark and your final degree classification may be affected.

Some (not all) of the School of Psychology Modules offer students a small portion of their total marks (2.5% or less) for taking part in research studies run by members of staff and other students. Depending on how many modules students take, and which semester they are in, students have to obtain a larger or a smaller number of research credits. For more information on the *Research Participation Scheme* within the School of Psychology, please see Appendix B.

6.6 School of Psychology peer evaluation for group coursework

Some of the School of Psychology modules include assessments that will involve you working with a number of classmates. In order to identify whether submitted group work reflects equal contributions from group members, peer evaluations are conducted in School of Psychology modules for each group assignment. That is, with respect to the process of completing the work, students will be asked to rate their own contributions and that of each of their fellow group members. These ratings will be used to moderate individual group members' marks. Details about the moderation are included in the Group Assignment Participation Rating Form.

6.7 Examination preparation (also see Appendix A)

You will know yourself how best you prepare for examinations. It is always worth remembering that the sooner you start your preparation the better and that one of the aims of each module is to help you prepare for the examination. Make sure that you have a complete set of notes; that you understand their content; that you can apply the material by solving the example sheet questions; and that you have practiced questions from past papers under examination time constraints. The University's online archive of previously set examination papers is available to assist with your learning and preparation for forthcoming examinations.

Past Exam Papers *are available via the library.*

Remember that if you get into difficulty during your revision process on a particular subject ask someone to help you. This may be either one of the lecturers or teaching assistants on the module. For helpful hints on revision strategy and examination techniques, please refer to Appendix A.

6.8   Examinations

The dates of University examination periods are published annually on the SAA Exam timetables webpages. However, Faculties/Schools that have extended academic years, may have assessment periods outside of these times.

6.9   Illegible exam scripts

If your examination script is considered illegible, the Illegible Examination Scripts Policy will be instigated. You will be asked to come in to dictate your script so that it can be transcribed. The cost of this work will be met by you.   If your script is not transcribed then it will receive a mark of zero (0).

6.10   Coursework and examination feedback

Feedback comes in many forms and you must learn to recognise the merits of all of these. The Student Feedback Policy provides an overview of formal feedback.

Formal feedback is well documented and the following paragraphs identify ones that you are officially entitled to.

Informal feedback is just as important and comes in the form of individual chats with your Personal Academic Tutor, module leaders or project supervisors, or group meetings with academics after a lecture or practical session. Also tests and quizzes on Blackboard, which are available for several modules, can provide valuable feedback on how you are progressing.

All coursework will be marked and returned to you, accompanied by feedback which will relate to the standard of your work and the reasons for the mark/grade given. You should note that all marks are considered provisional until they have been reviewed and confirmed by the Board of Examiners. This feedback will typically be returned within four weeks following your submission. Large assignments (e.g. your dissertation/project work) may take slightly longer to be returned. Bear in mind that if you hand in work late, your feedback may be delayed.

In Psychology, typically, your work will be awarded a categorical mark according to assessment criteria (see below grading templates) and the Categorical Marking Scheme. Each module will provide information on their assessment criteria and marking scheme and you should check that you have this information.

All assessment criteria are based on recommendations from Quality Assurance Agency for Higher Education (**QAA**). The agency defines National Qualification Descriptors and Attributes for each Level of Award (i.e., Year) — for the same mark (e.g., 65%), assessments become more challenging over the three level/years. Note that different assessments may focus on different descriptors. Grading templates for respective years can be accessed via the following links.

Year 1 grading template
Year 2 grading template
Year 3 grading template

Where appropriate, for example with smaller problem-solving exercises like calculations, the lecturer will decide if feedback should be given individually or reported back to the whole group. You are, however always free to ask the lecturer personally how you are progressing.

The feedback you receive will be:
- **timely** - allowing you to learn from your work

- related to the **learning outcomes** for that piece of work
- **constructive** and **honest** – allowing you to take the comments on board, learn from your mistakes and understand why you did well.

For the feedback to be effective, it is important that you work with the feedback given and identify how you can improve your work in the future. Should you need further information about your work, get in touch with whoever marked the coursework.

Feedback may be made available online or can be collected from the Student Office. You will be contacted when feedback is ready. For some kinds of assignment, other arrangements will be made and the module lead will explain those to you.

Although individual feedback on examinations is not automatically given, you may request a meeting with the marker of the exam (or lead of the module in question) to discuss your performance (see 8.8 below). In addition, feedback on the strengths and weaknesses of the performance of the whole group that took an examination will be available via Blackboard.

6.11   Access to coursework/examination scripts

Students are entitled to view their examination scripts on request (your Student Office can advise on the process to be followed). You are only permitted to view an examination script to enable you to see how you can improve your future performance and no mark or other annotation on the script is negotiable or open to alteration. The absence of annotation on a script does not mean that it has not been marked.

6.12   Release of results

Students will be given, as a matter of course, the marks they obtain in each individual module of study after they have been ratified by the Board of Examiners. More information can be found in the Release of Marks procedure.

You should note that the official transcript of your marks would normally show the latest mark obtained in each subject with a note, where appropriate, that it was obtained at repeat or referral attempt.

6.13   Prizes

Southampton Education School offers Prizes in each year group:

- The top three students who demonstrate the best overall performance in their **first year** of their degree programme;
- The top three students demonstrating the most improved overall performance from year 1 to year 2 of their degree programme;
- The top three students who demonstrate the best overall performance in their second year of their degree programme;
- The top three students demonstrating the most improved overall performance from year 2 to year 3 of their degree programme;
- The top three students who demonstrate the best overall performance in their third year of their degree programme.

6.14   Final assessment
At the end of your programme, your overall performance will be assessed.

If you satisfy the academic standards necessary, the Board of Examiners will recommend you for award.

7.   Staff/Student Liaison: getting your voice heard

7.1   Module Survey

The Faculty/School aims to consult with and to provide opportunities for all students and staff to make their views known. You are encouraged to offer your comments/suggestions to members of staff and feedback is requested for each module undertaken.

7.2   Module Reports

Your feedback to module surveys will be reflected upon by the module leader and will be included in the Module Report. Modules reports are available via SUSSED under the "programme specific information' tab.

7.3   Student Staff Liaison Committees

The Student Staff Liaison Committee (SSLC) have representatives from across each programme. These committees have the role of monitoring the organisation and management of the student programmes, to note any difficulties that students may be encountering, and to take advice about ways of improving the programmes.

7.4   Student Representation

Through the Students' Union you will be invited to elect your Faculty/School representatives who co-ordinate the student voice on Faculty/School committees to enable your voice to be heard.

More information on the Students' Union officers and their roles is available on the
https://www.susu.org/representation/index.html

8.   Careers and Employability

The Careers and Employability Service provides support to students at all levels of study and has a range of opportunities on offer. Research[1] shows that graduates with no previous work experience are unlikely to be successful during the selection process and over 30% of positions will be filled by graduates who have already worked for that organisation. We provide drop-in advice, 1:1 guidance, workshops, skills sessions, Careers Fairs and employer led events to support your career planning as well as the following opportunities:

8.1   Excel Southampton Internships

The Excel Southampton Internship Programme offers 4-12 weeks paid internships which enhance your CV, expand your network and open graduate recruitment opportunities

8.2   Business Innovation Programme

The Business Innovation Programme provides an opportunity to develop your business acumen, team working and problem-solving skills by working on an 8 week project put forward by local businesses or not-for-profit organisations.

8.3   Year in Employment Placements

The Year in Employment is a work placement of up to 12 months duration taken after your second year of study enabling you to develop the skills employers value and gain insight to an industry of your choice. Eligibility criteria is available here please check before applying.

8.4   Volunteering Bank

Volunteering is a great way to help you gain many of the skills employers are looking for, build your network and develop yourself in new ways. Opportunities vary in duration and the type of role advertised.

8.5   Employability events

The Careers and Employability Service work closely with departments and Faculties to provide targeted careers support within and alongside your curriculum. Activities and opportunities may appear within the timetable or be advertised. Examples include lectures and workshops, online learning options, and events featuring alumni/employers. There are often opportunities to connect with organisations that offer themed events focused on employability. Some companies, Schools and Colleges offer projects linked to dissertations or specific research. Details of events and opportunities are set out below:

- Tailored undergraduate employability workshops and/or talks linked to your programme of study, including drawing your attention to career opportunities relating to your degree.
- New for the 2017/18 academic year, is a "Your Future Career" event. This has been specifically designed for those students studying your subject. This comprises employer talks, workshops and a networking event. Career areas covered as part of this event are some of the most popular for students studying social sciences degrees, including Civil Service Faststream, Office for National Statistics, Teaching, Marketing, Banking and Finance among many others.

[1] High Fliers 2016

- Employer Talks - A comprehensive programme of employer talks and presentations runs throughout the academic year covering a wide range of career sectors. These are a really great way to discover more about a particular organisation or career, and to receive some key advice on how to do well in the recruitment process. Booking a place on these events will be through the Event Calendar https://www.southampton.ac.uk/careers/students/events-workshops-fairs/calendar.page
- Business Innovation programme – a unique opportunity to work in a team of four students on a real-life business issue of a local business or not-for-profit organisation. You will receive some dedicated training from IBM to support you. See:http://www.southampton.ac.uk/careers/students/work-experience/business-innovation-programme.page
- Career mentoring programme -An opportunity to gain invaluable knowledge and expertise from a mentor especially chosen for you to support your transition into the graduate job market. See: http://www.southampton.ac.uk/careers/students/mentoring.page
- Excel internship programme - offers paid internship opportunities during vacation periods and at term-time that enhance your CV, expand your network and open graduate recruitment opportunities. See: https://www.southampton.ac.uk/careers/students/work-experience/excel.page
- Year in Employment - is a great opportunity to complete a work placement between your second and third year as part of your degree. This placement year will help you develop fantastic skills and successful students will graduate with the Year in Employment on their degree transcript. See: https://www.southampton.ac.uk/careers/students/work-experience/year-in-employment.page
- Volunteering - can develop many of the skills employers are looking for, such as leadership, teamwork and organisation. You can try out different career ideas by volunteering which may help you decide if the voluntary sector is right for you. See: https://www.southampton.ac.uk/careers/students/work-experience/volunteering.page
- Student Enterprise - is a creative and rewarding field. Engaging in its activities will offer you opportunities which you may otherwise never encounter. Southampton students have created businesses on the east coast of Africa. Other students have created start-ups which are operating in the heart of London. Excluding business start-up however, countless students have gone to employers as entrepreneurial agents with experiences which make them uniquely employable. See: https://www.southampton.ac.uk/careers/students/enterprise/index.page
- Advice, Information and Guidance - Our Drop-in Service provides an opportunity for you to have a conversation with one of our advisers to assess how the service can best meet your present needs. We may refer you to appropriate resources, activities or information, including small and large group sessions, talks, campus events and individual help sessions. See: https://www.southampton.ac.uk/careers/students/talk-to-an-advisor.page
- MyCareer - is our online careers site, which allows all University of Southampton students and graduates to easily find out about everything we have to offer, including finding jobs and opportunities – see: https://www.southampton.ac.uk/careers/students/mycareer-user-guide.page

The Education School Employability Lead is Dr. Maria Kaparou. Employability events for each year group are arranged and will normally appear in your titmetable.

In Psychology, throughout the year, we provide opportunities to help you find a direction for your future career. Two documents that you may find useful to read are the National Union of Student's booklet, 'Working towards your future: Making the most of your time in higher education', and the Higher Education Academy's booklet, 'Psychology Student: Employability Guide'. We will also email you about any events that take part within Psychology relating to career development and employability.

In Psychology, we also offer a number of extra opportunities to develop your CV. These include our Voluntary Research Assistant (VRA) Scheme. You can find out more about the VRA scheme in Appendix C.

If you have any Psychology specific employability questions, you can contact Dr Tom Randell, on T.D.W.Randell@soton.ac.uk.

8.6   British Psychological Society (BPS) Accreditation

The BSc Education and Psychology degree programme at the University of Southampton meets the requirements of the British Psychological Society (BPS). The programme produces graduates who are eligible to apply for the Graduate Basis for Chartered Membership (GBC), a prerequisite for further professional training accredited by the BPS. For example, GBC is an entry requirement for many BPS accredited postgraduate training courses. The programme achieves this goal by assuring both the quality and content of the individual units.

For more information about the British Psychological Society (BPS), and becoming a Graduate Member, please see the British Psychological Society's webpage.

There are a number of benefits attached to GBC membership, the most important of which is that virtually all postgraduate programmes in Psychology require as a condition of entry that your undergraduate degree has been accredited by BPS. Since most Psychology careers require a postgraduate qualification in a specialised area of Psychology, gaining GBC is an important first step for a career in Psychology. Please click here to see a list of the benefits attached to GBC membership.

In addition to the required, "core" modules that you take as part of the BSc Education and Psychology joint honours programme, you also have to take the following three modules in order to qualify for British Psychological Society accreditation:

- **'EDUC2045 Cognitive Psychology in Education'** in YEAR TWO;
- **'EDUC3022 Advanced Research Methods'** in YEAR THREE;
- **'PSYC3002 Current Issues in Clinical Psychology'** in YEAR THREE.

In addition, to become a Graduate Member of the Society you need to:

- Pass your Year Three PSYC3003 Literature Review and PSYC3005 Research Paper (if you are supervised in the Psychology AU) or EDUC3027 Dissertation (if you are supervised in the Southampton Education School) **at a minimum mark of 40%.**
- Achieved **a minimum of a lower 2nd class honours (2:2) degree grade** at the end of your three years.

Therefore, to be eligible to apply for the Graduate Basis for Chartered Membership, you MUST:

1. Take (or have taken) the specified BPS pathway;
2. Pass (or have passed) your Year Three Dissertation/Empirical Project; AND
3. Achieve (or have achieved) a minimum of a 2:2 as your final degree grade.

Therefore, to be eligible to apply for the Graduate Basis for Chartered Membership, you MUST fulfil this criteria.

8.7   Curriculum Innovation

The programme has been designed to provide considerable flexibility of choice. You have scope to select individual option modules of interest.

9.   Further study opportunities

Perhaps you are considering postgraduate study. There is a wide range of programmes leading to various qualifications available to you, and selecting the appropriate programme may not be easy.

The first thing to realise is that you need to make a well informed decision and therefore the key is to obtain all the information you need. The Faculty/School always aims to retain its best and brightest students for research. However when collecting information about postgraduate studies, you should cast your net wide. You need to select an area that interests you – a difficult task in itself because you will also seek an area that has good employment prospects.

There is also the choice between taught postgraduate programmes leading towards a Master of Science (MSc) and/or research postgraduate degrees.

Further details on the programmes offered by the Faculty/School can be found on the Faculty's/School's website.

10.   Regulatory Issues

We hope that you will be satisfied with your experience during your time as a student at the University of Southampton, but we do recognise that, on occasion, things can go wrong. If you have a concern about any aspect of your experience at the University, we encourage you to raise it as soon as the concern arises.

It is always better to let us know that you feel there is a problem as soon as possible so that the matter may be resolved quickly. You may alternatively wish to consult with your student academic president if it is an issue in common with other students. Please be reassured that you will not suffer any disadvantage or recrimination as a result of raising a genuine concern, student complaint or academic appeal.

10.1 Academic appeals

Provided you have grounds, you may appeal against any academic decision made by the University. There are some exceptions and you should note you cannot appeal against a decision that has been made in the proper exercise of academic judgment. The Regulations Governing Academic Appeals by Students) outlines the regulations and procedure that should be followed should you wish to make an academic appeal.

The Students' Union Advice Centre has developed a https://www.susu.org/representation/index.html for students.

10.2 Student complaints

The Regulations Governing Student Complaints sets out the process that should be followed should you wish to raise a complaint about a matter relating to either the facilities and services provided by the University, its academic programmes, and the conduct of University staff, and which has materially affected you.

10.3 Dignity at work and study

The University's Dignity at Work and Study Policy applies to the conduct of staff and students, in the context of their University work of study, or which otherwise affects the working, learning or social environment of the University. Fair criticism of staff or student performance or conduct will not be considered to be bullying or harassment provided that those involved are treated with dignity, courtesy and respect. Any allegation of harassment, bullying or victimisation will be treated seriously, regardless of the seniority of those involved, and anyone found to have behaved unacceptably may be the subject of disciplinary action up to and including dismissal or expulsion.

10.4 Student Non-academic Misconduct

As members of the University community, all students are expected to conduct themselves with due regard for its good name and reputation and are required to comply with the University's Regulations at all times. Any allegation of misconduct will be considered within the Student Non-academic Misconduct Regulations, in accordance with the evidence and circumstances presented. Information for students on non-academic misconduct is available from the Student and Academic Administration web pages

Appendix A - Revision Strategy and Examination Techniques

A.1 Revision strategy

Revision should be an on-going process which starts very early in your programme. The amount of knowledge to be accumulated and the variety of skills and techniques to be developed are large and they are best assimilated gradually and consolidated as you go along. Regular revision is really a part of the learning process but, of necessity, becomes more concentrated as the examination approaches. "Re-vision" means looking again at things you have already seen – it is not about learning for the first time.

A.1.1 Final revision programme

At the start of your final revision schedule (during the Christmas Vacation for Semester 1 exams, and during the Easter Vacation and at the end of the taught element of the programme for Semester 2 exams) you must get organised, and the best way to do this is to devise a revision timetable. Plan your time carefully, give yourself definite objectives for each session, revise actively, test yourself regularly, make notes, and practise problem solving. Use revision sessions to study topics you have worked on before, as revision is simply the process of reminding you of topics and techniques previously understood. You will appreciate how well-organised notes will help you during your revision. Write out important definitions, proofs, formulae and equations, checking them against your notes. Re-work previously solved problems without looking at your previous solution, then attempt questions that you have not looked at before. Make special revision notes for quick reference on cards to keep in your pocket and charts to hang on the wall of your study room. Practise your examination technique.

A.1.2 Examination practice

You should be familiar with the modules and syllabuses you will be examined in at the end of Semesters 1 and 2. Analyse recent examination papers. Work out how long you have for each question and become familiar with the style of questions.

During your ordinary study periods you will no doubt have attempted many questions but will have seldom given yourself strict time restrictions. In examinations the timing of your answers to questions is vitally important. Practice answering examination questions in mock examination conditions, allowing yourself only the normal available examination time and the equipment you are permitted to take into the examination room. To obtain 'mock examination' practice save one or two complete examination papers so that you can use them as final test papers 'against the clock'.

Examination nerves are common and understandable but will be lessened if you have followed a sensible course of study and revision. You may not do yourself justice if you have a poor examination technique. The hints on the next page should help you to tackle the examination with greater confidence.

A.2 Examination techniques

A.2.1 Before the day

Before the actual day of your examination, make sure you know:
· the date, day, time and venue of each paper for your course;
· how to get to the examination venue if it is not well known to you;
· your candidate number;
· the telephone number of the Student Office.

Prepare any equipment you will need for your particular examination:
·   pens which are comfortable to use;
·   sharp pencils, a pencil sharpener and rubber;
·   drawing instruments such as a ruler, compasses, protractor, set squares;
·   University approved calculator (if allowed) and spare batteries (check that you know how to replace them quickly);
·   an accurate watch or small clock.

A.2.2   On the Day

Before the examination:

Check that you have all the equipment you will need before setting off for your examination with plenty of time to spare. If you are delayed, contact the Student Office (have the telephone number with you) to explain what has happened. Arrive at the examination room early; a late start to an examination cannot be a good start and you will not be permitted to enter the examination room later than 30 minutes after its scheduled start time.

Just before the start:

Listen carefully to the invigilator. There may be some changes or special instructions which you were not expecting or some errors in the paper. Fill in any details, such as your candidate number, when the invigilator instructs you to do so.

Reading the instructions:

When the invigilator says that you may begin, read the instructions on your examination paper very carefully. Make sure that it is the correct examination paper and, in particular, note:

·   the number of sections and questions you have to do;
·   how much time you have to do them in;
·   which questions (if any) are compulsory;
·   what choice of questions (if any) you have;
·   how to present your answers.

Planning your time
Quickly calculate the length of time you should spend on each question. You will have practised doing this for past papers but make sure that you use the instructions on your actual examination paper, rather than making any assumptions. Try to allow about 10 minutes at the end for checking your paper.

Choosing the questions
Read through the whole examination paper carefully, checking that you have read each page. If you have a choice of questions:

·   cross out the ones you can't do;
·   tick those you can definitely do;
·   choose the correct number to do;
·   mark the order in which you are going to attempt them, attempting your best question(s) first.

Answering the question
Before you attempt to answer a question, read it all again carefully, jotting down points such as formulae and information relating to that question. These hints should help you when writing an answer.

- Plan before you write – the stress of working under time constraints in the exam room can make all your good study intentions disappear. However, this is when it is more important than ever. Take a few minutes to think and plan.
- Think about what the question is actually *asking*. What are you expected to include in your answer. What material will be *relevant*?
  Underline the key words in the question; identify the main topic and discussion areas; choose a few points/arguments about which you can write; make a mini plan which puts them in order before you start writing. You can cross it through afterwards.
- Make sure that your writing is legible.
- Present your answer in a neat, logical and concise way.
- Show all your working; marks are often given for methodology as well as your answers. You should be able to refer by name to the main theorists/researchers in your topic, giving the year of their major works. You do not need to give page numbers of lengthy quotes, except in an open book exam. You do not need a reference list.
- Do not do things you are not asked for.
- If relevant, state any principles, results or formulae used and indicate your reasons for using them.
- Check any formulae you use with the formula sheet, if provided.
- Always do a rough estimate of any calculation to check that your answer is sensible.
- When using a calculator, make sure that each calculation is shown clearly in your answer and give your final answer to the required degree of accuracy.
- If you get 'stuck', re-read the question carefully to check that you have not missed any important information or hints given in the question itself.
- When you have completed your answer, re-read the question to check that you have answered all parts.

Examination discipline
It is important that you try to keep to the times you have allocated to answering a question or section and that you answer the correct number of questions. If you answer less than the number of questions required you are limiting the number of marks available to you.

At the end
Before handing in your examination script check that:
- any 'front sheet' is completed according to the instructions;
- every loose page is clearly marked with your candidate number, etc;
- every answer is numbered correctly;
- pages are numbered clearly and in order.

Appendix B – What is the School of Psychology Research Participation Scheme?

The Research Participation Scheme is directed at students taking Psychology modules.

Some (not all) of these modules offer students a small portion of their total marks (2.5% or less) for taking part in research studies run by members of staff and other students.

Depending on how many modules students take, and which semester they are in, students have to obtain a larger or a smaller number of research credits.

Research credits are awarded based on two criteria: (a) the length of time participants spend completing research studies, and (b) the type of study they participate in. Longer studies offer more credits than short studies, and lab-based studies offer more credits than online studies.

Here is an example. A Single-Honours Psychology student in Semester One of Year 1 would usually take three modules that offer marks for research participation. For each of these modules, she or he would need to complete 24 credits. Hence, her or his combined quota for the semester would be 72 credits. By doing only lab-based studies, she or he could obtain them in 6 hours (they offer 12 credits per hour); or by doing only online studies, in 9 hours (they offer 8 credits per hour); or by doing an equal mix, in 7.5 hours.

How many credits are required for each PSYC module?

Most PSYC (i.e., psychology) modules stipulate required number of research participation credits that contributes to a small portion of module mark (e.g., 1 to 2.5%). This requirement is stated in module information. The required number of credits depend on (1) semester and (2) the level to which a module is offered (i.e., Year 1, 2, or 3).

Credits per PSYC Module that Requires Research Participation

	Semester 1	Semester 2
Year 1	24	36
Year 2	16	24
Year 3	8	12

Research Participation in Year 1:

Single Honours Students

In Year 1, six core or compulsory modules are linked to the Research Participation Scheme.

In Semester One, these are: PSYC1016: Introduction to Psychology; PSYC1005: Thinking Psychologically; and PSYC1010: Research Methods and Data Analysis I

In Semester Two, these are:

PSYC1017: Behavioural Neuroscience; PSYC1018: Individual Differences; PSYC1019: Research Methods and Data Analysis II

To be awarded 2.5% of the marks for every one of these six modules, Single-Honours students must obtain: 72 credits in Semester One and 108 credits in Semester Two.

This amounts to 1.875% of their overall mark for Year 1 as a whole.

Other students (e.g., Joint-Honours, ERASMUS, etc.)

Other students —who take some but not all of these modules—need to obtain:

24 credits per Year 1 module in Semester One and 36 credits per Year 1 module in Semester Two.

The number of credits students need to obtain—whatever it is—is their credit quota.

Whatever fraction of their quota they obtain, students will be awarded the corresponding fraction of the 2.5% of the marks for every module in Year 1 linked to the Research Participation Scheme.

For example, if you obtained your full quota, you would be awarded all of the 2.5% of the marks for every linked module; if you obtained half your quota, half of that 2.5%, or 1.25%; and if you obtained none of your quota, none of that 2.5%, or 0%.

If students exceed their quota, they will still be awarded only 2.5% of the marks for every linked module.

Research Participation in Year 2:

Single Honours Students

In Year 2, four core modules are linked to the Research Participation Scheme.

In Semester One, these are: PSYC2003 Social Psychology and PSYC2021: Language and Memory

In Semester Two, these are: PSYC2007: Developmental Psychology and PSYC2018: Perception

To be awarded 2.0% of the marks for each one of these four modules, Single-Honours students must obtain:

16 credits per module in Semester One and 24 credits per module in Semester Two.

This amounts to 1.75% of the overall mark for Year 2 as a whole.

Other students (e.g., Joint-Honours, ERASMUS, etc.)

Other students—who take some but not all of these modules—need to obtain:

16 credits per Year 2 module in Semester One and 24 credits per Year 2 module in Semester Two.

The number of credits students need to obtain—whatever it is—is their credit quota.

Whatever fraction of their quota they obtain, students will be awarded the corresponding fraction of the 2.0% of the marks for every module in Year 2 linked to the Research Participation Scheme.

For example, if you obtained your full quota, you would be awarded all of the 2.0% of the marks for every linked module; if you obtained half your quota, half of that 2.0%, or 1.0%; and if you obtained none of your quota, none of that 2.0%, or 0%.

If students exceed their quota, they will still be awarded only 2.0% of the marks for every linked module.

Research Participation in Year 3:

Single Honours Students

In Year 3, five option and one core modules are linked to the Research Participation Scheme.

In Semester One, these are the three Psychology option modules (i.e., NOT the Literature Review)

In Semester Two, these are the two Psychology option modules (i.e., NOT the Research Paper) and PSYC3002 Current Issues in Clinical Psychology.

To be awarded 1.0% of the marks for each one of these six modules, Single-Honours students must obtain:

24 credits in Semester One and 36 credits in Semester Two.

This amounts to 0.75% of their overall mark for Year 3 as a whole.

Other students (e.g., Joint-Honours, ERASMUS, etc.)

Other students—who take some but not all of these modules—need to obtain:

8 credits per Year 3 module in Semester One and 12 credits per Year 3 module in Semester Two.

Single-Honours students who take modules outside of Psychology (including those going aboard during Semester 1) do NOT need to obtain research credits for those non-Psychology modules. Hence, they need to obtain fewer credits.

The number of credits students need to obtain—whatever it is—is their credit quota.

Whatever fraction of their quota they obtain, students will be awarded the corresponding fraction of the 1.0% of the marks for every module in Year 3 linked to the Research Participation Scheme.

For example, if you obtained your full quota, you would be awarded all of the 1.0% of the marks for every linked module; if you obtained half your quota, half of that 1.0%, or 0.5%; and if you obtained none of your quota, none of that 1.0%, or 0%.

If students exceed their quota, they will still be awarded only 1.0% of the marks for every linked module.

How can I calculate how many credits I need?

Here is how to figure out your **credit quota** each semester.

Step 1: Check **which modules** award marks for **research participation (RP)**.

Step 2: Count **how many** of these modules are in **Year 1**, in **Year 2**, or in **Year 3**.

Step 3: Check **which semester** you are in.

Step 4: Do the **math**!

How many credits do studies offer?

Studies vary in terms of their **duration** (i.e., how long they last). The **longer** a study lasts, the **more credits** you get for taking part in it.

In addition, **lab studies** (where you have to turn up to a physical location) offer more credits than **online studies** (where you can do them over the internet at a time of your choosing).

Below are the details:

Online studies: **8 credits** per **hour** (**1 credit** per **7.5 minutes**)
Lab studies: **12 credits** per **hour** (**1 credit** per **5 minutes**)

Hence, you can complete your credit quota **more quickly** by taking part in lab studies, although it may be **more convenient** to do online studies. The choice is yours.

Why should I participate in the Research Studies for credit?

Where modules have credit awarded for research participation, you should note that failure to fully participate in the research opportunities given to you (and thereby obtain maximum credit) may result in you failing a module or failing to reach a classification boundary or award. We therefore most strongly recommend that you participate fully in research opportunities.

What ethical guidelines are in place for research participants?

Research participants must be treated with dignity, respect, and kindness, in keeping with the guidelines of British Psychological Society (BPS) on conducting research with human participants.

Participants will be told what activities they are expected to engage in, and forewarned about any unpleasantness they might potentially experience.

Participants are free to withdraw without penalty at any point during a study. At the end, the presiding researcher must also explain to the participants the nature and purpose of the study, and invite questions. If students feel they have been mistreated, they should contact the Head of the Ethics Committee, Professor Cynthia Graham (email: C.A.Graham@soton.ac.uk).

How do you participate in research studies?

For information about available research studies, and to sign up to these studies, you need to go to your Research Dashboard on eFolio.

Some of these studies will be *online*. These can be completed over the internet, at a time and place of your choosing. Others will be *lab-based*. These require you to complete a study by turning up to a physical location in person.

Before signing up to studies, you must make sure that you have completed your research profile. Please follow the link at the top of your Research Dashboard to complete your profile. This is required before you can gain access to the project system.

The sign up process is as follows:
1. Go to your Research Dashboard at https://www.efolio.soton.ac.uk/research/.
2. Click the tab called 'Available Projects', and you will see a list of all projects that are available to you (these are the projects that you are eligible to take).
3. Click 'More Details' button next to any available projects to view the project details. A popup window will appear showing you what experiments are available in the project.
4. Click the 'Sign Up' link next to the experiment you wish to participate in. This will take you to the Sign-up screen.
5. On the sign-up screen you will see a list of available time slots for your chosen experiment. Choose one that is suitable and click on 'Book This Slot'. You will see a sign-up confirmation message, and will receive an email from the project admin confirming your place.

Once you have booked a slot you will then be able to review the details from your Research Dashboard by clicking the 'My Upcoming Experiments' tab. This tab holds all of your upcoming participation times and locations.

When you book, please make a careful note of:
- the researcher's name
- the participation credits offered
- the location of the study
- the starting and finishing times of the study

I can no longer participate in a research study. How do I cancel?

You can cancel a booking up to 24 hours before your time slot on the experiment is due to run. After this point you are committed to participation and cannot cancel your booking.

To cancel a booking 24 hours or more in advance, go to your Research Dashboard and click the 'My Upcoming Experiments' tab. Click the 'Cancel Slot Booking' button next to the slot you wish to cancel, you will be asked to confirm the action. Once confirmed, your booking will be cancelled.

What happens if I fail to cancel and attend a research study?

If you do not attend an experiment that you are booked on, and you did not inform the project admin at least 24 hours prior to your booking, then in most cases you will receive negative credits. If for some reason you are not able to attend then you must contact the Project Admin as early as possible to let them know, giving the admin the chance to find someone else to take your place.

Negative credits count against your cumulative credit score. Make sure that you keep on top of your participation!

You can see all of your up-coming experiments that you are booked on via your research dashboard. Click the "My Upcoming Experiments' Tab to view all of your upcoming participation.

What happens if the researcher does not attend a study?

If the researcher is more than 5 minutes late for a research appointment, then the student should report immediately to their Student Office. Please ensure you have full details of the relevant study at hand, including the researcher's name, the participation credits offered, the location of the study, and the starting and finishing times of the study. If the session has not been advertised as cancelled on eFolio 24 hours prior to the appointment, then the student will receive the credit without having to take part.

How do you know if I have participated in a research study, and how are my credits recorded?

Once you have successfully participated and completed a project experiment, the project administrator will then award you your credits for taking part. Once the credits have been awarded to you, they are saved in the system, and you will be able to see them listed on the 'Credits' tab from your Research Dashboard. The credits tab lists all your participation, whether you attended or not, and the resultant credits that have been awarded to you.

If you have successfully completed an experiment and are still waiting for your credits to be awarded, you should contact the project administrator (the person running the project) by email and ask them to record your attendance and award you your credits. This will usually resolve the matter; if it does not, please contact Amanda Jenvey (A.Jenvey@soton.ac.uk).

The number of credits awarded to you is decided by the project admin. The maximum number of credits you can possibly receive for an experiment is shown during sign-up.

Are credits transferable from Semester One to Two, or from Year 1 to 2?

No. You must get all the credits for Semester One in Semester One, and all credits for Semester Two in Semester Two. Similarly, you must get all the credits for Year 1 in Year 1, and all credits for Year 2 in Year 2. Hence, if you fail to get all your credits in any semester of any year, **you will have to make them up in Year 3 if you want to use the participant pool**.

What happens if I am unable to take part in research studies?

If you have a reason for not being able to take part in the research participation scheme (e.g., severe physical handicap, under 18 years old), then please inform the Amanda Jenvey (A.Jenvey@soton.ac.uk) during the first week of Semester One, and alternative arrangements can be made for you.

To make up the missing marks, you can EITHER write two written assignments (one per semester) OR provide research assistance to members of staff by, say, entering or coding data (during both semesters). Your performance will be marked as either satisfactory (100%) or unsatisfactory (0%). Members of staff can determine at their own discretion what type and amount of research assistance you should provide.

What are the deadlines for research participation?

The following deadlines for Research Participation are not negotiable:

Semester 1 deadline for students to participate in research   **Friday 10th January 2020**

Semester 2 deadline for students to participate in research   **Friday 8th May 2020**

Appendix C – Psychology's Voluntary Research Assistant Scheme

The Voluntary Research Assistant (VRA) Scheme offers students the opportunity to acquire research and work experience beyond that offered in modules.

The VRA scheme is aimed to give students insight into the research process and build research skills. Such insights and skills can help students with their Year 3 Empirical Projects and help set the stage for a career in research.

The VRA scheme is also aimed at bolstering students' employability. The skills acquired as a VRA can be transferrable to other work environments. VRA experience enhances students' CV, allows students to work with researchers who can write letters of reference, and increases the chances of getting a job or a place on a postgraduate course.

Term-Time Scheme:

The Term-Time Scheme is open to 2nd year students in the Psychology, Education and Psychology, Criminology and Psychology, and Psychology with Law course at the University of Southampton.

Students on these courses will receive an email at the beginning of Semester 1 and Semester 2 with a link to complete an application. Successful applicants are assigned to research projects according to their research interests and experience. They typically begin working with their VRA supervisor within the first few weeks of the semester. Students who begin working as a VRA in the first semester typically continue working with their supervisor in Semester 2. However, this should be agreed upon by the supervisor and the VRA at the onset of the placement. Supervisors are allowed to work with their VRAs for up to 4 hours/week. Please see below for more information.

Summer-Time Scheme:

The Summer-Time Scheme is open to 1st, 2nd and 3rd year students in Psychology, Education and Psychology, Criminology and Psychology and Psychology with Law courses at the University of Southampton.

Just like the Term-Time Scheme, the Summer-Time Scheme offers internal research assistant placements. However, the Summer-Time Scheme additionally offers placements with organisations external to the university (e.g. charities, rehabilitation centres, mental health care organisations, marketing agencies). Eligible students will receive an email in the latter half of Semester 2 with a link to complete an application. Successful applicants are assigned to research projects according to their interests and experience. Placements may take place during the summer, anytime between June and September. Hours may vary from 1-2 days per week for 3-4 months, to full-time for two weeks, or any arrangement in between, depending on the project. Please see below for more information.

Please direct enquiries about the term-time scheme to Dr Jacob Juhl -J.T.Juhl@soton.ac.uk.
Please direct enquiries about the summer-time scheme to Maria Andryszczyk-Sikorska - M.M.Andryszczyk-Sikorska@soton.ac.uk or Allyson Marchi - A.Marchi@soton.ac.uk.

Term-Time Voluntary Research Assistant (VRA) Scheme

Guidelines for Students and Supervisors
Project Assignment: The VRA scheme administrators will assign each new VRA to a project based on their availability, experience, and research interests. Once that project is completed, the VRA may continue to work with the same supervisor if both parties choose.
Amount of Input: As standard, VRAs are expected to commit to about 4 hours per week during term times. During university breaks, VRAs (if available) may work a few hours per week or more intensively for a shorter period of time. Hours are flexible and should be agreed between the VRA and supervisor prior to commencing each project or part of a project.
Project Commitment: VRAs should be committed to this work to the same level as a part-time job. That is, they must be reliable and punctual. Please inform your supervisor at least a day in advance if you cannot come in when scheduled. Reliability is one important factor that supervisors consider when providing letters of reference.

BSc Degree Commitment: During term time, VRAs' degree work takes priority. Supervisors should be sensitive to degree commitments when making demands of VRAs. Nevertheless, committing to the VRA scheme is partly intended to building students' time management skills, and VRAs must provide their supervisor with a justification if they need to reduce their hours.

Involvement in Projects: Supervisors should introduce and discuss the aims, design, and implications of the project with VRAs to help them learn as much as possible from their involvement. VRAs should feel free to ask questions and provide input and suggestions.

Location: The location of where VRA's work should be carried out will be determined by the activities assigned by the supervisor. While most VRA work is carried at the University, it is possible that some VRA work can be carried out from home.

Supervision: Psychology staff and psychology PGR students can supervise VRAs. When a PGR student supervises VRA(s), the PGR's supervisor should be listed on the project and should oversee the PGR's supervision of the VRA.

Ethical Considerations:

If VRAs are to collect data: They should be named on the ethical approval (requiring an amendment to existing studies). They should also be named on eFolio (e.g., as a study administrator) and on the Information Sheet. VRAs should not collect data for studies if <u>both</u> of the following conditions apply: 1) students in their cohort are taking part AND (a) participation in the study reveals something sensitive about participants (e.g., that they have a particular illness). Supervisors should discuss issues of confidentiality and ethical treatment of participants with VRAs.

If VRAs are to handle data: They should not be given access to personally identifying information from participants. VRAs may only access identifiable data (e.g., videotapes) from student participants in their cohort if the participants consent knowing that the VRA is involved with the project.

Contact: VRAs should direct any questions about their project or work to their supervisor. The supervisor should be available to answer VRA's questions. For many projects, it may be necessary for the supervisor to be available in person during the first few hours that a VRA spends on a project. Questions about the VRA scheme itself should be directed to the scheme administrator (Jacob Juhl, J.T.Juhl@soton.ac.uk).

Summer-Time Voluntary Research Assistant (VRA) Scheme

Guidelines for Students and Supervisors

Placement Duties: The placements on Summer-Time VRA schemes involve voluntary work in the broadly-defined areas of psychology, research and psychology-related roles. This may include duties such as literature searching, study design, ethics applications, preparing materials, recruiting participants, collecting data (e.g., interviews, questionnaires), coding data, data entry, and statistical analysis and all relevant administrative work. It may also involve shadowing a supervisor or supervisor's colleagues in their work, attend meetings, and any other activities that reflect the professional environment of the placement.

Assigning Placements: Placement details (e.g., field or research topic, supervisor(s), duties, location, duration, preferred dates, any special requirements such as skills, CRB, own car) will be advertised to students who are at the end of Year 1, Year 2, and Year 3 in the *Psychology*, *Education and Psychology*, *Criminology and Psychology*, and *Psychology with Law* courses at the University of Southampton. Students will apply for the scheme, ranking all placements that they are willing to commit to working on in order of preference, and providing a supporting statement of interests, career plans, skills, and prior experience. The scheme coordinators will assess all applications and assign the best students to placements based on their experience, availability, interests, and career plans.

Working Hours and Dates: Placements may take place during the summer anytime between June and September. Hours may vary from 1-2 days per week for 3-4 months, to full-time for two weeks, or any arrangement in between, depending on the project. The placement supervisor should indicate their preference before advertising, and specific arrangements can be agreed between the students and supervisor prior to commencing the placement.

Project Commitment: Students should be committed to this work to the same level as a paid job. That is, they must be reliable and punctual, and must inform their supervisor at least a day in advance if they cannot come in when scheduled. Reliability is one important factor that supervisors consider when providing letters of reference.

Project Involvement: Supervisors should introduce and discuss their work, including the aims, design, and implications of projects with their students to help them learn as much as possible from their involvement. Students should feel free to ask questions and provide input and

suggestions. A placement should provide students with an understanding of the work and possible careers in this field. It may be helpful for supervisors to discuss career options with students.

Supervision: For internal placements, psychology staff and psychology PGR students can supervise VRAs. When a PGR student supervises VRAs, the PGR's supervisor should be listed on the project and should oversee the PGR's supervision of the VRA.

Ethical Considerations: Students should not be asked to carry out any duties for which they are not qualified.

If VRAs are to collect data: They should be named on the ethical approval (requiring an amendment to existing studies). They should also be named on eFolio (e.g., as a study administrator) and on the Information Sheet. VRAs should not collect data for studies if <u>both</u> of the following conditions apply: 1) students in their cohort are taking part AND (a) participation in the study reveals something sensitive about participants (e.g., that they have a particular illness). Supervisors should discuss issues of confidentiality and ethical treatment of participants with VRAs.

If VRAs are to handle data: They should not be given access to personally identifying information from participants. VRAs may only access identifiable data (e.g., videotapes) from student participants in their cohort if the participants consent knowing that the VRA is involved with the project.

Health and Safety: For external placements, the supervisor will need to complete a brief Health & Safety checklist before the placement commences, which should be returned to Allyson Marchi and Maria Andryszczyk-Sikorska at the address below.

Contact: Students should direct any questions about their project or work to their supervisor. Questions about the scheme itself should be directed to the scheme administrators (Maria Andryszczyk-Sikorska, M.M.Andryszczyk-Sikorska@soton.ac.uk;
Allyson Marchi, A.Marchi@soton.ac.uk).