

Faculty of Environmental and Life
Sciences

School of Psychology

Undergraduate Student Handbook for
students on
BSc Psychology
2019-20

Welcome from the Associate Dean – Faculty of Environmental and Life Sciences

Dear Students,

Congratulations on what must have been a great last year for all of you. For our Freshers, we want you to know that we already think you are brilliant – you have beaten off perhaps 10 to 12 people for your place to study at Southampton and that, in our eyes, means that you are a star. 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.

Whilst many of you will be focussed on your own discipline, seeing this as your ‘academic home’, each of your disciplines sits within the Faculty of Environmental and Life Sciences. We are one of the largest and the most diverse of the Faculties, and this brings you great opportunity. You can choose from a broad set of ‘minor’ subjects, many of which sit 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 sit within 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 vision behind your experience at Southampton. My role, as Associate Dean, is to provide leadership to this group of staff, developing educational strategy and a forum for energetic and imaginative discussions about the education we deliver. 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 innovative way of doing things, and that you will thrive and succeed in your studies and in all that University can offer you. Most of all, we hope that you will be happy during your time with us. Our staff are ready and willing to help you on your 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,



Sarah Stevenage
Associate Dean (Education)
Professor of Cognitive Psychology
S.V.Stevenage@soton.ac.uk

Welcome from the Head of Psychology

Dear Students,

A warm welcome to The School of Psychology at the University of Southampton.

You're part of one of the largest Schools in the University, and a founding member of our new Faculty of Environmental and Life Sciences.

You've joined a School of students and staff that is proud of our diversity, inclusivity and our shared ambition to study, research and apply psychology to solve real-world problems.

You're part of a vibrant community of students and staff who study and work together across our undergraduate and post-graduate degree programmes. We are unique in hosting flagship BPS accredited degrees in Psychology (BSc), Health Psychology, as well as Doctoral Programmes in Clinical Psychology (DClin) and Educational Psychology (DEdPsyc), alongside research doctorates (PhD) and postgraduate courses in clinical psychology and cognitive-behavioural therapies.

We work hard to provide you with every opportunity to develop and tailor your interests in psychology, enjoy your time here, and to gain the skills and knowledge that will support your future.

We have a tradition of world-class research with 100% of our research rated world leading or internationally excellent for its societal impact and for our research environment (REF 2014). We've received accolades from the Centre for Higher Education Development (CHE) for the impact of our research, the quality of our research (much of which is delivered in collaboration with our students), as well as our large number of distinguished international staff. Our graduates go on to achieve success as practitioner psychologists, and across industry, government, education and academia.

We're delighted that you've joined our School, and look forward to working with you, and supporting your future.

With best wishes,

Professor Matt Garner



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The information contained within your 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.

Resource	Web link
Faculty website	https://www.southampton.ac.uk/about/departments/faculties/environmental-and-life-sciences.page
Faculty staff information	<p>Associate Dean (Education) Professor Sarah Stevenage – S.V.Stevenage@soton.ac.uk</p> <p>Faculty Academic Registrar Jenny Atkins – J.C.Atkins@soton.ac.uk</p>
School website	www.southampton.ac.uk/psychology
School staff information	<p>Head of School Professor Matt Garner - m.j.garner@soton.ac.uk</p> <p>Deputy Head of School (Education) Dr Ed Redhead - e.redhead@soton.ac.uk</p> <p>Director of Undergraduate Programme Dr Claire Hart - c.m.hart@soton.ac.uk</p> <p>Director of Undergraduate Joint Honours Programme Dr Jana Kreppner - j.kreppner@soton.ac.uk</p> <p>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</p> <p>Director of Student Support Dr Daniel Schoth – psy-support-ug@soton.ac.uk</p> <p>Student Academic President for Psychology Laura Smith – psychology@susu.ac.uk</p> <p>A full list of staff in Psychology can be accessed here.</p>
Programme and module descriptions	<p>Descriptions relating to your programme can be found via the programme pages on the web, and on Blackboard.</p> <p>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.</p> <p>To find links to broad generic descriptions of the programmes and modules, follow links to your programme starting from the Faculty Student Hub pages.</p>

1. General Information

1.1 Your student office

Opening Hours: Monday to Friday 9am to 5pm

Student Office
University of Southampton School of Psychology Building 44
University Road Highfield
Southampton, SO17 1BJ
Telephone: 023 8059 4580
Email: psyc-studentoffice@soton.ac.uk

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). Student Administration and Assessment/Examination enquiries can also be directed to the Student Office.

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.

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 or permanent 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.

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](#).

1.4 Etiquette

The School of Psychology's instructors are dedicated teaching professionals who share a common goal of providing you with the highest quality undergraduate education. To achieve this goal, it is necessary to recognise that education is a two-way process which works best as a partnership between instructors and students. Much of this is stated in the [student charter](#) but we would like to emphasise here the notion of "professional etiquette".

For instructors, professional etiquette begins with the understanding that students are paying for and expect the highest quality education possible. At a minimum, an appreciation of this fact means that instructors are responsible for preparing and delivering high quality lectures. But this also means that instructors are also responsible for addressing student concerns in a timely and responsive manner.

For students, professional etiquette begins with the understanding that instructors are trained educators, often with very extensive experience teaching their courses. At a minimum, an appreciation of this fact means that students are responsible for attending lectures, mastering their course material, and completing course assignments. But this also means that students are responsible for knowing and following the policies and procedures of their courses. Student responsibility also extends to fellow students. For example, participating fully in group exercises and minimising distractions (e.g., use of mobile devices in lectures) to maintain a collegial learning environment.

By adhering to professional etiquette, instructors and students can together ensure that both parties are able to perform their respective roles in a manner that is mutually respectful and that helps fulfil the overall mission of higher education —the transfer of knowledge from one generation to the next.

1.5 PsychoSoc

This organisation is the official University of Southampton society for undergraduate students who are interested in Psychology. It organises social nights out (quizzes, parties) as well events of psychological interest (talks, movies, etc). The committee is made up of students from the School of Psychology.

More information, and updates on social events, can be accessed on the [PsychoSoc Facebook](#) page.

2. Your Academic Programme

2.1 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.

Your student record should automatically record core and compulsory modules and these must be completed in accordance with the requirements for progression applicable to your programme. Most programmes will have a number of option modules. If applicable you will need to select a certain number of option modules to complete your portfolio of modules and fulfil the credit points as required for the programme.

You can view the most up to date version of the programme specification on [SUSSED](#).

2.2 Year One

The Year Tutor for Year 1 is Dr Anne McBride. For any academic queries relating to Year 1 modules, please contact Anne on amcb@soton.ac.uk.

In the first year of BSc Psychology, we lay the foundations for understanding the basic principles of psychological theory, of the research methods and analysis that will be used and introduce you to practical psychology experiments. You will also gain deeper understanding of individual differences and behavioural neuroscience.

We also require you to select two options either from Psychology or outside of it to widen your perspective and get experience with subjects you may not have tried previously. You can also opt for taking a minor path in another discipline, such as Criminology, Education, Sociology or Philosophy (for the list of all available minor paths please check [this link](#)). In this case your two options should be modules from your minor degree path. Please contact the School Office to check which modules you are eligible to take. For details on how to choose modules, see Section 2.5 - Registration and amendment to optional modules.

Semester One:

PSYC1016	Compulsory	Introduction to Psychology
PSYC1005	Compulsory	Thinking Psychologically
PSYC1010	Core	Research Methods & Data Analysis 1
PSYC1021	Option	The Psychology of Mental Health OR an external option

Semester Two:

PSYC1017	Core	Behavioural Neuroscience
PSYC1019	Core	Research Methods & Data Analysis 2
PSYC1018	Core	Individual Differences
PSYC1014	Option	Psychology of Attractiveness OR an external option

Coherence... Modules taught in Year 1 closely interrelate.

The lecture modules provide the theoretical and empirical background for the practical classes: they specifically help you write introduction and discussion sections of the research paper. In addition, the data analysis modules provide you with the numerical expertise to analyse and interpret results for the research paper.

The tutorial-based module, PSYC1005, has been carefully designed to interface with and support your other first-year activities in two ways. First, it enables you to acquire, practice and explicitly reflect on the key skills that you will need to study across all three years (e.g., essay writing, time management, delivering oral and written presentations, having group discussions). Secondly, it provides additional tutorial support for the three substantive lecture units.

Year 1 includes two data analysis units (PSYC1010 and PSYC1019), the latter of which includes practical classes which are linked with three lecture-based units (PSYC1016, PSYC1017, and PSYC1018), as well as a key skills course (PSYC1005). The practical classes provide you with hands-on experience of how psychologists run studies to test hypotheses and theories, and also teach you how to write up the results of an empirical study as a paper.

As the year progresses, there will be a steady increase in the complexity and challenge of the academic demands that will be made on you.

In Year 1, you will take EIGHT MODULES – four in Semester One and four in Semester Two. They are defined as either “CORE”, “COMPULSORY”, or “OPTION”. You MUST TAKE both core and compulsory modules. However, you can choose option modules from an available list.

It is important to note that the marks you achieve in Year 1 **do not** contribute towards your final degree mark. However, you MUST pass (i.e., at least 40%) in each individual CORE MODULE to progress to Year 2. While you only need to obtain a qualifying mark (i.e., at least 25%) in any individual COMPULSORY or OPTION MODULE, you can only progress to Year 2, if you can compensate for these and you are only allowed to compensate for up to a total of 15 ECTS/30 CATS as set out in the University’s [Criteria for progression](#).

2.3 Year Two

The Year Tutor for Year 2 is Dr Sylwia Cisek. For any academic queries relating to Year 2 modules or academic progression into Year 3, please contact Sylwia on S.Z.Cisek@soton.ac.uk.

In the second year, you will cover material in-depth from key areas of psychology: Cognitive Psychology; Developmental Psychology; and Social Psychology. Both research methods and practical tuition will be extended in preparation for the final year project.

Semester One:

PSYC2003	Core	Social Psychology
PSYC2019	Core	Research Methods & Data Analysis 3
PSYC2021	Core	Language and Memory
PSYC2026	Option	Introduction to Health Psychology OR an external option

Semester Two:

PSYC2007	Core	Developmental Psychology
PSYC2018	Core	Perception
PSYC2020	Core	Empirical Studies 2
PSYC2025	Option	Cognitive Neuroscience OR an external option

Progression... The combination of basic skills, knowledge acquisition, and practical experience continues to build across Year 2. Data analysis and research design in Year 2 (PSYC2019) as well as the Year 2 practical course (PSYC2020) stem from and builds on topics covered in Year 1 to provide an integrative base for conducting more advanced individual research in Year 3. In addition, topics covered in the lecture units (PSYC2003, PSYC2007, PSYC2018, and PSYC2021) in Year 2 build on courses taught in Year 1.

Together, Year 1 and Year 2 provide an excellent basis from which you can make informed choices between more flexible pathways in Year 3, and should enable you to carry out high quality work.

In Year 2, you take EIGHT modules – four in Semester One and four in Semester Two. Six of these modules are defined as “CORE”. This means that you **MUST** take all of them individually, and you must pass (i.e., at least 40% in) all of them individually, in order to progress to Year 3. In each Semester, two of the core modules will be lecture-based, and one will be practical. In each semester you must take one option module (either from Psychology or outside of it).

It is important to note that the marks you obtain in Year 2 **do count** towards your degree. Your aggregate Year 2 mark contributes towards one-third of your degree (with Year 3 marks accounting for the remaining two-thirds).

2.4 Year Three

The Year Tutor for Year 3 is Dr Erich Graf. For any academic queries relating to Year 3 modules, please contact Erich on e.w.graf@soton.ac.uk.

In the final year, apart from one core module (PSYC3002: Current Issues in Clinical Psychology) that you have to take, we offer a wide selection of option modules allowing you to specialise in whichever area of psychology you are particularly interested in – including health, clinical, educational, developmental, and social psychology, psychopathology, perception and many more. These seminar courses are based upon individual reading and open discussion of up-to-date research. We also allow you to choose up to two options outside of Psychology, facilitating interdisciplinary study.

In your third year, you must also choose a topic for a Literature Review and a Research Paper, which you will complete under the supervision of a member of staff in Psychology. The Research Paper will be the culmination of your three years research training and will constitute a valuable piece of psychological research, the best example of which will be presented a prize.

Semester One:

PSYC3003	Core	Empirical Project: Literature Review
PSYC3015	Option	Social and Psychological Approaches to Understanding Sexual Health
PSYC3043	Option	Multisensory Perception in Real and Virtual Worlds
PSYC3045	Option	Perspectives in Human-Animal Interaction
PSYC3053	Option	Developmental Psychopathology
PSYC3057	Option	Introduction to Educational Psychology
PSYC3058	Option	Project-Based Introduction to Web Programming for Behaviour Researchers
PSYC3059	Option	The Psychology of Advertising
PSYC3061	Option	Intergroup Relations and Interpersonal Influence
PSYC3064	Option	Advanced Quantitative Research Skills

Semester Two:

PSYC3002	Core	Current Issues in Clinical Psychology
PSYC3005	Core	Empirical Project: Research Paper
PSYC3010	Option	Attachment and Personal Relationships
PSYC3024	Option	Self-Conscious Emotions
PSYC3048	Option	Human Learning
PSYC3052	Option	Undergraduate Ambassadors Scheme
PSYC3056	Option	Current and Emerging Issues in Psycho-oncology and Pain Research
PSYC3062	Option	The Development of Anxiety in Children and Adolescents
PSYC3068	Option	Social and Affective Neuroscience
PSYC3069	Option	Childhood Maltreatment and Mental Health

Diversification... The third year continues to broaden and deepen the level of intellectual challenge. It allows you some freedom of choice in terms of what subjects to study in-depth and gives you the opportunity to produce sophisticated and extended pieces of work, such as a Literature Review (PSYC3003) and Research Paper (PSYC3005), as part of the Empirical Project.

Your choice of topic for the Empirical Project in Year 3 will be informed by the knowledge you have acquired in the several discipline-specific units in Year 1 and 2. In addition, the research methods and data analysis units in Years 1 and 2, plus the practical units, will equip you with the skills necessary to critically assess the relevant research literature, identify a research question, design your own study, carry it out, analyse the data, interpret your results, and arrive at a defensible conclusion.

The seminar option units will permit you to develop familiarity with more specialised areas of past and current research. Whereas in Semester One of Year 1 you got a broad overview of Psychology, and in Semester Two of year 1 as well as Year 2 got an overview of particular disciplines, you will now have the opportunity to get an in-depth look at specific research programmes. You will see how they unfold over time, how theories are informed and modified by data, and how different researchers make their arguments and criticise the arguments of other researchers. You will also see what direction future research is likely to take.

Year 3 is intended both to broaden and deepen your experience of Psychology. The units (with the exception of the Literature Review and the Research Paper) have therefore been designed to operate relatively independent of one another. Nonetheless your Empirical Project topic may be connected to your seminar topics.

In Year 3, you take EIGHT modules – four in Semester One and four in Semester Two. To graduate, you must get a pass mark (i.e. at least 40%) in each of your CORE MODULES, at least a qualifying mark (i.e., at least 25%) in each individual OPTION MODULES, and achieve an average mark of 40% or more across all eight modules. Remember, you are only allowed to compensate for up to a total of 15 ECTS/30 CATS as set out in the University's [Criteria for progression](#).

It is important to note that the marks you obtain in Year Three **do count** towards your degree. Your aggregate Year 3 marks contribute towards two-thirds of your degree (with your Year 2 marks accounting for the remaining third).

2.5 Registration and amendment to optional modules

You will need to access the [Student Record System Self Service](#) (Banner) page to view an online catalogue of your modular options for your BSc Psychology programme. The catalogue provides you with a full outline of your “core”, “compulsory” and “option” module structure across your three academic years.

Year 1 and 2: You need to access Banner to elect to take one “option” module in Semester One, Year 1 and 2, and one “option” module in Semester Two, Year 1 and 2. Outside of these modules, you are automatically enrolled onto the “core” and “compulsory” modules.

Year Three: In Year 3, a wider range of modular options are available to you. Over the year, you will need to access Banner to elect to take five “option” modules, three in Semester One and two in Semester Two.

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 work load throughout the year.

To select your “option” modules choices you will need to:

- Access the Student Record System Self Service through SUSSED.
- Click on the ‘Students’ tab across the top and then ‘Your Student Record’ on the left hand side.
- Enter your University username and password again and then select ‘Option module choice’ from the menu and follow the instructions provided.

Once you have completed the process, an email confirming that your selection has been received will be sent to your University email account. If you are having problems for any reason, please let your Student Office know (psyc-studentoffice@soton.ac.uk).

During the 'open period', you can go back into the system and amend your module choices as much as you like. There will be a deadline for submitting your option module choices, and you need to make sure that you meet this deadline. You will be informed of the deadline via email.

Year 1 and 2: When you begin your modules in Year One and Two, you may request to change an "option" module choice up to the end of **week two** in each Semester. To do this, you will need to complete a 'Change of Module Registration Form' to specify your request. Forms can be obtained from your Student Office.

Year 3: In Year 3, you cannot transfer into some of the third year Psychology seminar modules after teaching has started. These modules will be indicated when you make your choices. Otherwise you may change up to the end of **week two** in each Semester. To do this, you will need to complete a 'Change of Module Registration Form' to specify your request. Forms can be obtained from your Student Office.

If you elect to take "External" option modules – that being, a UOSM (Flexible Learning) module, a language or other module which is outside of Psychology – you can request to change your module choice up to the end of **week two** in each Semester. However, you will **ONLY** be able to swap to a different "External" option module, if there is space on this module.

PLEASE NOTE: Option module changes after the start of term may not always be possible (e.g. room size restriction). Module leads will need to approve changes. It is important that you note that, on exception, there may be option modules that cannot be changed once the semester has commenced. You will be advised if this affects any of your chosen modules. Students are fully responsible for catching-up with any missed work after changing module.

Clashes in your timetable: If your "option" modules clash in your timetable, you will need to amend your "option" module choice accordingly by contacting your 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.

2.6 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. For more information on the Research Participation Scheme, please see Appendix.

2.7 Attendance

The [University attendance regulations](#) details the University expectations relating to attendance. If you are unable to attend a class, you must follow this procedure:

- Email the Student Office as soon as possible to inform them of your inability to attend class. The Student office will then inform your Personal Academic Tutor.
- If you are unable to email the Student Office prior to the beginning of class you should inform a colleague so that they can pass on the message and ensure the non-attendance is entered onto the register. This must however be followed up by a confirmation email from you to your Personal Academic Tutor. You are advised to send copies of the email to the Module Lead. It is your responsibility to ensure that the information is relayed promptly and accurately.

2.8 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. Students registered for this programme typically also have to pay for these [items](#). Modules that are optionally available to select also include information on module specific costs.

3. Supporting you through your studies

3.1 The role of your Personal Academic Tutor and other key academic staff

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 \(PAT\)](#). Your 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 (see 3.10 – Support outside Psychology), or to your Student Office for information, or to our Student Support team of Senior Tutors. The Student Support team will have a more specialised understanding of supporting students, and may support you if you have a particular problem. You can also contact the Student Support team (psy-support-ug@soton.ac.uk) if you wish to change your allocated PAT.

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.

3.2 Student buddying and mentoring schemes

The School of Psychology provides new 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.

3.3 What to do if you are ill

If you are unwell, you should contact your doctor. You should also contact the School Office who will update your PAT on your circumstances. If you have an illness that it is likely to affect your studies please contact the Student Support team (psy-support-ug@soton.ac.uk) to discuss extension requests and/or applying for special considerations (see section 3.5 – Special considerations).

3.4 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 PAT 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.

3.5 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 to your Student Office in a timely manner (normally not more than five working days after any assessment or deadline that may have been affected by the circumstances) and prior to the Board of Examiners.**

All claims must be substantiated by written documentary evidence, e.g., 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 PAT.

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.

Special considerations won't change your marks but, if approved by the Special Considerations Board, allow for the following. If you were to fail a module due to affected performance or a missed exam, the special considerations allow you another chance at the relevant assignment in the supplementary exam period. If the module is passed, then in Year 1 special considerations are noted against the affected marks so that, if you were to have special considerations in the future, the board knows that this mark is not representative of your usual performance. In Years 2 and 3, special considerations allow any dip in your performance to be considered when calculating your overall degree classification at the end of Year 3 (once we know your whole mark profile).

[For examples of circumstances which may be accepted please click here.](#)

3.6 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.

3.7 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 PAT. 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.

3.8 Transferring your studies

Should you feel that you would like to transfer your studies to a different School in the University, you should first discuss this with your PAT. After this, you should visit your Student Office to obtain, complete and return a Change of Degree Registration Form.

Approval will need to be obtained from your current and prospective School before the transfer goes ahead. We cannot guarantee that you will be able to transfer your studies (for example, you may be prevented from transferring if the programme you would like to transfer to is full).

3.9 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 [Guide](#) for students.

3.10 Support outside of Psychology

For additional support outside of Psychology, please visit the [Support and Wellbeing section](#) of the Faculty Student Hub, which includes details of Enabling Services, Student Support Drop-Ins,

Financial Support pages, information about the University Health service, Counselling Services, the Student Services Centre, and more.

4. Teaching and Learning Skills

4.1 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. 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.

4.2 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 from your Module Lead.

4.3 Compulsory attendance

For pedagogical reasons, some 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.

4.4 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/silent 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.

Please note that uploading of lecture recordings to social media sites (including closed Facebook groups) is inappropriate.

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.

4.5 Tutorials

Group tutorials 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. These are a great source of feedback.

4.6 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.

4.7 Key skills

Key skills are those skills which can be applied to other disciplines and fields of work. For example, learning to communicate clearly, analysing data, and developing and testing hypotheses. You will pick up these skills throughout your time here but they will be of a particular focus in PSYC1005-Thinking Psychologically. 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](#).

4.8 School policy on referencing

The School policy for referencing your work can be found on the [Library website](#). Psychology adopts the APA referencing style.

4.9 Academic integrity: The University Policy

The University expects that all students will familiarise themselves with the [Regulations Governing Academic Integrity](#).

Procedures will be invoked to investigate suspected breaches of academic integrity when concerns are raised during the marking process or in connection with suspected cheating in examinations. We are aware that students may have experienced differing standards at other institutions but it is essential that you take steps to ensure your full understanding of the standards expected at Southampton as significant penalties can be imposed if these are breached. These penalties will always affect the mark you receive for the piece of work in question, and the most serious cases could lead to a reduction in degree classification or even termination of programme. There is likely also to be an impact on any future reference we provide.

It is often helpful to discuss ideas and approaches to your work with peers, and this is a good way to help you think through your own views. However, work submitted for assessment should always be entirely your own, except where clearly specified otherwise in the instructions for the assignment. In some instances, working in groups will be required, and there may be occasions when work is submitted from the whole group rather than individuals. In these instances, the instructions will make it clear how individual contributions to the joint work should be identified and will be assessed. If you are in any doubt, check with the person setting the assignment. If you have worked with others you should make sure that you acknowledge this in any declaration you make.

If you wish to improve your study skills, always seek advice sooner rather than later. Your Personal Academic Tutor or Module Lead will be able to help you identify sources of assistance. It is an important element of independent learning, and a normal part of academic development, to recognise when you need to seek advice, and to learn to benefit from it. This would not necessarily mean that you are 'struggling' with your work – you may feel you need additional advice to reach your personal potential.

Should you have reason to believe that a fellow student is not working with academic integrity, you should speak in confidence to the Module Lead. Your identity will not be revealed as part of any investigation; however, no further action would be taken unless additional evidence is identified by the marker or Module Lead.

5. Assessment and Examinations

5.1 Assessment: Criteria, marks, feedback, and progression

The University's Assessment Principles document sets out key guidelines to be followed in all assessment practice and procedure. When completing an assessment, students are expected to follow the University's [Regulations Governing Academic Integrity](#).

To evaluate learning outcomes, a module may use different [assessment methods](#), such as, essays, lab reports, presentations, multiple-choice questions, or product designs. One or more assessment methods may be used in a coursework assignment, a mid-term test, or a final examination.

Students will be informed individually about whether they have met [Criteria for progression](#) as specified in the University Calendar and, for finalists, their degree classification. Failing one or more criteria, a student may be recommended for a referral or repeat.

5.2 Categorical marks, assessment criteria, and MCQs

Typically, your work will be awarded a categorical mark according to assessment criteria (see below grading templates) and the [Categorical Marking Scheme](#).

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](#)

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.

Across all modules in Psychology we 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 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 familiarise yourself with the standard algorithm, you can download [this Excel file](#) to peruse examples from two previous MCQ tests.

5.3 Research participation

Most modules in Psychology have a component mark that requires students to spend a certain number of hours participating in research conducted within the School of Psychology. Failure to collect required credits will result in a lower module mark and your final degree classification may be affected. Please see section 2.6 – Research Participation Scheme, and Appendix.

5.4 Coursework assessment and submission

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](#).

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.**

5.5 Penalties for late coursework submission/over-length coursework

If you fail to submit a piece of coursework by stated deadline and have not been granted an extension for the work, the mark awarded to your work will be reduced according to [University's Late Submission Penalties](#). A penalty is computed from the exact deadline. For instance, given a deadline at 16:00, submission completed at 16:01 will be penalised as one 'University Working Day' late. A 'University Working Day' does not include weekends, public holidays or bank holidays.

For a written assessment that specifies an upper limit of word count, a work is over-length if its word count is one or more words over the stipulated upper limit. Over-length work will be addressed through marking solely that proportion of work that falls within the word limit. Please be advised the word count includes just the main text of an assignment. It does not include Titles, Contents Pages, Abstracts, References, and Appendices.

5.6 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. You should complete an Extensions form, providing 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.

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 Psychology Student Support (psy-support-ug@soton.ac.uk) and addressed via Special Considerations.

You should submit the form 48 hours before the original coursework deadline expires or failing that as soon as possible afterwards. If you do not have supporting documentation at the time of submitting the form, then you should note on the form that supporting documentation will be supplied later and supply it by the end of the Semester. If supporting documentation is not supplied later then late penalties will be applied even if the extension is initially approved in the absence of documentation. In some cases, a qualified member of staff, usually your Personal Academic Tutor, can write a letter of support for the application.

Once the form is received, the extension will be approved/rejected by the Student Support team as soon as possible (usually within two days). If approved, the form will be processed by the Student Office to add the extended deadline to the assignment submission system.

Until you have received the outcome of your request, please assume that the original deadline stands. You will be informed of your new deadline or that your request has been declined as soon as possible. If an extension is approved and you feel that the assignment was still affected by your circumstances, please submit Special Considerations.

If you cannot for some valid reason promptly complete and submit the relevant form to the Student Office, then please notify the Student Office and Psychology Student. Alternatively, arrange to have someone else either contact these parties or submit the form on your behalf.

Only a limited number of deadline extensions can be requested without the student's fitness to study undergoing review, and the possibility of voluntary or involuntary degree suspension or termination being considered, following consultation with the Director of Student Support. A guideline here would be: *no more than three* requests for an extension for *the same reason*, and *no more than six for any reason*, in the same year.

[For examples of circumstances which may be accepted please click here.](#)

5.7 Peer evaluation for group coursework

Some assessments 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 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](#).

5.8 Examination preparation

You will know yourself how best you prepare for examinations. It is always worth remembering that the sooner you start your preparation the better. 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 services, accessed on SUSSED.

The Assessment Website provides [a few tips for a successful revision strategy](#). Our [Revision Strategy and Examination Techniques](#) page is designed to help you prepare efficiently and effectively for your examinations. Should you encounter any difficulties when revising a particular subject, please ask for help – you can approach your Module Leads or teaching assistant(s).

5.9 Examinations

[Dates of examination periods](#) are published on the University's [Assessment Website](#). Via [Online Examination Timetable](#), you are responsible for checking that you are entered for correct module examinations and that there are no clashes in your examination timetable. If there are any problems or clashes, you should report them immediately to your Student Office for action.

The [Assessment Website](#) publishes information on [policy, process, and exam regulations](#). Be sure to understand and strictly observe [exam regulations](#) concerning conduct during exams. Please also see the regulations regarding the [use of calculators or dictionaries in exams](#).

5.10 Missing an exam

A zero mark will be automatically awarded for any missed examination. It is your responsibility to ensure that you are constantly available throughout term time and throughout examination periods to sit such examinations.

If you miss an examination due to an exceptional circumstance then you may be permitted to re-sit that examination. In this case, you should, as promptly as possible, inform your Student Office about your special circumstance. You will need to submit a [Special Considerations form](#) and any evidence relating to your special circumstances which you must supply AS SOON AS YOU CAN.

PLEASE NOTE: You will also not be permitted to sit an examination if you arrive at the relevant venue too long after the specified admission time. [For further information about the exact regulations please click here.](#)

5.11 Illegible exam scripts

For handwritten scripts, ensure that they are legible. If your 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).

5.12 Coursework and examination feedback

Feedback comes in many forms and you must learn to recognise the merits of all of these. Formal feedback on assessed work is given typically within 4 (for coursework) or 6 (for exams) working weeks and the feedback follows the [Assessment Feedback to Students Policy](#).

Individual feedback is generally provided for coursework (see Grading templates above in Section 5.2). For examinations, feedback is provided on the class level (not individually). This will include descriptive statistics and tutor's comment on each question regarding what constitutes good or poor answers and how these relate to marks. You are welcome to discuss feedback with tutors.

Informal feedback is just as important and comes in the form of individual chats with your Personal Academic Tutor, module leads 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. Bear in mind that if you hand in work late, your feedback may be delayed.

5.13 Access to coursework/examination scripts

If you wish to view your exam script, please submit a [request form](#) to the Student Office. You will be permitted to view an examination script and to go through it with the Module Lead to enable you to see how you can improve your future performance. No mark or annotation on the script is negotiable or open to alteration, and you may not question the academic judgement of the examiners. Absence of annotation on a script does not mean it has not been marked.

5.14 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](#).

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.

5.15 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.

6. Staff/Student Liaison: Getting your Voice Heard

6.1 Module survey

The Faculty formally seeks feedback on every module every time it is delivered in line with University Policy. This is normally done through an anonymised electronic system. In addition, some programmes may seek informal feedback from you part-way through your module.

Your Module Leads will confirm to you the processes and opportunities to provide feedback. We encourage you to take every opportunity to express your opinions/comments/and suggestions as this is very valuable to the Programme Team and the Faculty in our drive towards continual enhancement of education.

Your feedback to module surveys will be reflected upon by the Module Lead and will be included in the module report. Every year, the Undergraduate Programme Director reviews all quantitative and qualitative feedback provided on the modules, and discusses plans of remedial action in modules where the feedback suggests that this is appropriate. This is one important way that the Undergraduate Programme is directly responsive to student feedback.

6.2 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.

6.3 Staff-student Liaison Committees

Staff-Student liaison committees 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.

6.4 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 [Students’ Union Representation webpages](#).

Academic Representatives are there for you. They are there to listen and to relay any concerns and issues to staff and represent you to the University. Reps often get involved in wider projects with both the Union and the University, including helping promote surveys like the NSS. Organised, trained and supported by the Students’ Union, in partnership with the University, academic reps are the voice of every Undergraduate and Postgraduate Taught student.

7. Careers and Employability

We are committed to providing you with guidance to find direction on your career path and increase your employability. Please click here to see the School of Psychology's Employability Strategy: [employability strategy_AUG 2015](#).

As part of your education in Psychology, you will learn about the different career options that are available within the discipline and for someone with a psychology degree. These will be highlighted within your Psychology modules but there are three modules which are dedicated to these matters: PSYC1020, PSYC2024, and PSYC3067. As time goes by, your interests will develop and you will start to think about your career plans. 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](#)'.

Information about the many different career paths available to you is presented in posters around the School and on our website. They outline what qualifications you will need and the sorts of jobs undertaken by individuals in each of these different areas. Every year we run a careers panel session with alumni to help students learn about possible careers with a Psychology degree. We will inform you of community volunteering opportunities. In addition, there are a range of employability resources (e.g., books) in the Library and Careers and Employability Service for you to use.

If you have any questions about career development or employability, please contact Dr Tom Randell, on T.D.W.Randell@soton.ac.uk.

The [Careers and Employability Service](#) provides support to students at all levels of study and has a range of opportunities on offer. Research¹ 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, workshops, skills sessions, Careers Fairs and employer led events to support your career planning.

For further information on the wide range of resources available to you to help plan your future, please visit the Careers and Opportunities tab of our [Faculty Student Hub pages](#).

7.1 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

7.2 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.

7.3 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.

7.4 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.

¹ [High Fliers 2016](#)

7.5 Employability events

The Careers and Employability Service work closely with Schools to provide targeted careers support within and alongside your curriculum. Activities and opportunities may be 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 offer projects linked to dissertations or specific research.

7.6 Professional accreditation

The BSc 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](#).

7.7 Extra opportunities to develop your CV: Exchanges

Opportunities to study abroad are available within the programme during Semester One of Year 3. The obvious benefit of this scheme for outgoing students is the unique opportunity to study in a different academic environment whilst living in a different culture. Time spent in another country makes a highly positive addition to your CV. In addition, you will make many new friends and the experience will certainly broaden your horizon and may even open up new opportunities.

In cases where Psychology students go abroad in Semester One of Year 3, they complete, in addition to their PSYC3003 Empirical Project: Literature Review, other courses abroad. The courses taken abroad have to add up to a minimum of 45 CATS (Credit Accumulation and Transfer Scheme) points. Whilst abroad, students need to pass the modules at the host university but the specific mark will not be taken into account when calculating the overall degree classification.

More information on studying abroad can be found on the University of Southampton's [Study Abroad website](#).

If you would like to discuss this option to study abroad, please contact Dr Denis Drieghe (D.Drieghe@soton.ac.uk), to discuss details of where you would like to go and what you want to learn there.

7.8 Extra opportunities to develop your CV: 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 Appendix 2 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 Appendix 3 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.

7.9 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 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.

The School is keen to encourage you, if you wish, to pursue further work in Psychology. We run a range of taught and research degrees, including:

- Certificate and Diploma courses in CBT.
- MSc courses in Clinical Psychology, Health Psychology, and Research Methods.
- MPhil/PhD courses in Psychology, and Health Psychology Research and Professional practice.
- Professional Doctorate programmes in Clinical Psychology and Educational Psychology.

If you are thinking about doing a PhD, talk to the Postgraduate Research Director, Professor Tim Wildschut (R.T.Wildschut@soton.ac.uk), and/or have a chat with our Postgraduates.

8. Your Safety

8.1 Faculty/School Health and Safety Policy

Health and Safety is an important part of University and practice experience life. Everyone in the University has a legal duty to inform management of hazards they become aware of. Should you have an accident within the University premises, this must be reported. Incidents which arise out of, or in connection with University activities must also be reported. Please ensure you are aware of your obligations under [University Health and Safety Policy](#).

For students in practice the 'Practice Placement Agreement' requires that the placement provider will take steps to ensure the health, safety and welfare of students undertaking practice learning, as they would for their own employees. The placement provider will notify the education provider of any accidents or reportable incidents sustained by a student undertaking practice learning within a timescale appropriate to the seriousness of the situation. The education provider and placement provider will undertake 'dual reporting' of any incident or incidents.

Please familiarise yourself with the fire safety and emergency information located on prime noticeboards in all education and practice experience areas that you attend as a student.

8.2 Access to buildings

Access to School buildings is not permitted outside of these hours. Most University buildings are open to all from 8.00am to 6.00pm, Monday to Friday, excluding University and Public Holidays. All Undergraduate Students must leave buildings by 6.00pm. Access by ID card may be available to Postgraduate students from 6.00am to 11.00pm, depending on student status. Buildings are clear by 11.00pm and remain so until 6.00am (Closure Period), unless you have particular need. This must be approved by the Head of Psychology.

8.3 Out of hours Policy

The Out-of-hours Policy covers the Closure Period from 11.00pm through to 6.00am the following day. This 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 [Out of Hours Authorisation Form](#).

When you are present in the building you should have access to a completed copy of this form, along with your University ID.

8.4 Health and safety contact information

Your primary contact for Health and Safety should be your Personal Academic Tutor/Project Supervisor. However, the following contacts may be used, if necessary:

Health and Safety Contacts (Psychology)				
Pete Dargie	Health and Safety Officer	44/3011	24513	P.G.Dargie@soton.ac.uk
Health and Safety Directorate	Please contact central H&S if local contact (above) is not available	26 University Road	23277	hs@soton.ac.uk
Security - Central Control Room (CCR)				
CCR	3311 (Emergency) 023 8059 3311	22811 (Enquiries) 023 8059 2811	unicc@soton.ac.uk	

9. 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 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 wish to consult with your Student Academic President (who can address your problem via the Student Staff Liaison Committee [SSLC]), if it is an issue in common with other students), Personal Academic Tutor, Director of Student Support, or Director of Undergraduate Studies. Please be reassured that you will not suffer any disadvantage or recrimination as a result of raising a genuine concern, complaint or appeal.

Moreover, throughout the year, any concerns can be raised anonymously through Your Voice, which you can access through eFolio. The issues raised on Your Voice are regularly read and discussed with relevant staff. When appropriate remedial action is taken and this is fed back through Your Voice.

Finally, students can also feedback about modules via the online course evaluations which we ask you to complete at the end of each semester (see section 6.1 – Module survey).

9.1 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 Student\(s\)](#) outlines the regulations and procedure that should be followed should you wish to make an academic appeal.

9.2 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.

9.3 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.

9.4 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](#)

Disclaimer

This is the Undergraduate Handbook for students studying the BSc in Psychology who started in 2016/17 or after.

The information provided in the handbook has been updated for the 2019/20 academic year. We make every effort to ensure information is correct and up-to-date but some errors and omissions are bound to occur. If you spot any errors please report this to Dr Claire Hart (c.m.hart@soton.ac.uk).

This information is issued on the condition that it does not form part of any contract between the University of Southampton and any student. The information given has been made as accurate as possible at the time of publication, but the University reserves the right to modify or alter, without any prior notice, any of the contents advertised. It should therefore be noted that it may not be possible to offer all modules or components of a programme in each academic session. This handbook is available in alternative formats on request.

Appendix 1

What is the 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 2

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 both 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).

Appendix 3

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 both 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).