



The University of
Nottingham

School of Psychology

Undergraduate Student Handbook 2014/2015

Please also see the Psychology Moodle Home page for the latest up-to-date information

<http://moodle.nottingham.ac.uk/course/view.php?id=29241>

Please note that much of the information in this handbook changes over time. Information online in the University Quality Manual takes precedence to the information contained here and should be looked at in conjunction with what appears here.

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WELCOME MESSAGE FROM THE HEAD OF SCHOOL

Psychology is the scientific study of mental processes. It is one of the broadest, most exciting, most relevant and rapidly-changing fields of study there is. It encompasses the perceptions, thoughts, feelings and actions of people from infancy to old age, as well as comparable phenomena in groups, organisations and societies, in animals, and in computers. Its methods range from laboratory experiments to field surveys; and its topics from 'pure' studies of brain structure and function to 'applied' analyses of conflicts, accidents, and mental disorders.

The University Of Nottingham School Of Psychology is one of the best in the country. The people who teach you will be practising researchers - in many cases leading international experts in their field. You will be learning about the latest discoveries from people who are involved in making them. And, as the course proceeds, you will find out more about the discovery process, and take a growing part in it. Some of you, we hope, will go on to choose psychology for your own career - as researchers and teachers of the subject, or as practitioners in clinical, occupational, or forensic psychology.

Our course is designed to provide a broad and thorough grounding in the subject and its methods, from which to launch a career in any of these specialisms, or a number of other occupations besides. You will spend the first two years mastering the basic 'core' areas of the subject before choosing from a more varied selection in the final year according to your interests and career plans.

So, welcome to the School of Psychology. We hope you will be excited and stimulated by your time here. Please keep your tutor in the picture at all times. He or she will be delighted to share in your successes, but will also be your first port of call and often your main source of advice if you have troubles or worries that need sorting out.

Professor Paul McGraw
(Head of School)

MEMBERS OF STAFF & ROLES (2014/2015)

Professors	Room No	Tel Ex
David Clarke	A11	15284
Eamonn Ferguson	B41	15327
Stephen Jackson	B56	66020
Tim Ledgeway	C64	67343
Paul McGraw (Head of School)	C50	15295
Peter Mitchell	B16	
Associate Professors		
Dr Pete Bibby	C46	15329
Dr Charlotte Bonardi	B27	67927
Dr Peter Chapman	B20	15562
Dr Mark Haselgrove	C80	67353
Dr Roger Newport	B47	67925
Dr Jon Peirce	C57	67176
Dr Nikki Pitchford	C78	15287
Dr Jasper Robinson	B33	15322
Dr Danielle Ropar	C81	15288
Dr Debbie Serrien	B72	15285
Dr Ellen Townsend	C76	67305
Dr Richard Tunney	B09	15323
Dr. Ben Webb	C55	15328
Readers		
Dr Helen Cassaday	B32	15124
Dr Paula Moran	B04	15312
Dr Martin Schuermann	B50	67922
Dr Alan Sunderland	B68	67273
Assistant Professors		
Dr Harriet Allen	B75	67929
Dr Tobias Bast	B26	67438
Dr Markus Bauer	C06	67921
Dr Linda Bowns	C41	15283
Dr Jan Derrfuss	C05	67920
Dr Shiri Einav	C09	67433
Dr Ruth Filik	B53	15402

Dr Katy Jones	C62	66360
Dr Claire Lawrence	B40	15326
Dr. Harry Purser	A15	15294
Dr Daniel Shub	C56	32610
Dr Alastair Smith	B22	15365
Dr Alexa Spence	A26	15317
Dr Jonathan Stirk	B44	15330
Dr Walter Van Heuven	B64	67369

Teaching Associates/Fellows

Dr. Kate Bailey	B10	15352
Dr. Stephanie McDonald	B18	67455
Dr. Emma Whitt	B17	15365

Director of Administration

Mr Victor Cipko	B36	15301
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UG Programme Manager

Mrs Charlotte Langham	A19	15218
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Teaching Administrator

Mrs Marie Calladine	A19	15361
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Head of School PA/Finance Manager

Mrs Viv Kirk	C49	66966
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Systems Administrator

Chris Chew	A04	15291
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Year Tutors and Other Roles

Several members of staff have specific responsibilities for teaching matters. They include:

Director of Teaching (on School Management Group):

Dr Jonathan Stirk (responsible for teaching provision in general)

Chairman, Teaching and Learning Committee:

Dr Jonathan Stirk (responsible for the undergraduate curriculum).

Examinations Officers:

Dr Richard Tunney (First Year Exams Officer)

Dr Mark Haselgrove (Second Year Exams Officer)

Dr Jonathan Stirk (Third Year Exams Officer & overall assessment officer and Chair of Examination Board)

External Examiners:

Dr. Philip Quinlan (University of York)

Prof. Padraic Monaghan (Lancaster University)

Academic Misconduct Officer:

Dr Peter Bibby

BPS Liaison:

Prof. David Clarke

Disability Liaison Officer (DLO):

Mrs Charlotte Langham

School Office 15218

Equal Opportunities Officer:

Dr. Ruth Filik

Year Tutors / School Senior Tutor:

First Year Tutor

Dr. Richard Tunney (responsible for year 1)

Second Year Tutor

Dr Mark Haselgrove (responsible for year 2)

Final Year Tutor

Dr. Jonathan Stirk (responsible for year 3)

Senior Tutor

Dr. Emma Whitt

Natural Sciences Coordinator:

Dr. Alan Sunderland

Universitas 21 Coordinator:

Dr. Jasper Robinson

Study Abroad Coordinator:

Dr. Jan Derrfuss

Course Director for Psychology and Cognitive Neuroscience:

Prof Tim Ledgeway

DEGREE STRUCTURE

These guidance notes should be read in conjunction with the University Undergraduate Study Regulations, Programme Specifications and Module Catalogue descriptions, all of which are online and which take precedence over this document.

To graduate with a Bachelors degree from Nottingham University students must earn **360** credits in approved modules. To graduate with BSc (Honours) Psychology or BSc (Honours) Psychology and Cognitive Neuroscience, and in order to be eligible for the Society's Graduate Basis for Chartered Membership (GBC), students must gain at least a Lower Second Class Honours degree or equivalent thereof in addition to successfully passing the final year research project.

The teaching year is divided into two semesters, which run across the three term residential year. Modules taught across one semester are examined at the end of that semester (January or May). Those modules which are taught across both semesters are examined in May.

The final year research project is primarily assessed on the basis of a report submitted in semester two. It is necessary to gain an overall pass (weighted stage average >39) in the first year exams to progress, but the marks will not be used in determining the final class of your degree. The approved modules for the degree are a mixture of compulsory and optional modules. The fact that an optional module is advertised for the degree programme does not mean it will necessarily be taught; staff changes may affect which modules are offered (particularly in the final year).

BSc Psychology Single Honours

1st year (Qualifying year) (120 credits)

Compulsory modules

Biological Psychology (C81BIO)	[20]
Cognitive Psychology 1 (C81COG)	[20]
Introduction to Social Psychology (C81SOC)	[10]
Introduction to Developmental Psychology (C81DEV)	[10]
Practical Methods & Seminars in Psychology (C81MPR)	[10]
Statistical Methods 1 (C81MST)	[10]

These required modules provide 80 credits, and the remaining 40 credits in the first year may be gained by the completion of subsidiary modules.

2nd year (Part I) (120 credits)

The following core modules must also be completed, normally as Part I modules:

Compulsory modules

Statistical Methods 2 (C82MST)	[20]
Practical Methods 2 (C82MPR)	[20]
Cognitive Psychology 2 (C82COG)	[20]
Social and Developmental Psychology (C82SAD)	[20]
Neuroscience and Behaviour (C82NAB)	[20]
Conceptual and Historical Issues in Psychology (C82CHI)	[10]
Personality and Individual Differences (C82PIN)	[10]

These modules provide 120 credits.

3rd year (Part II) (120 credits)

Candidates are required to complete the following practical modules:

Compulsory modules

Research Project (C83MPR) [40]

Other modules (Totalling 80 credits) are to be selected from those listed as Level 3 modules on the module catalogue

(http://modulecatalogue.nottingham.ac.uk/Nottingham/asp/main_search.asp [choose Psychology as the 'administering school'])

Part II will contribute 67% to the final degree grade.

BSc Psychology and Cognitive Neuroscience

1st (qualifying) year (120 credits)

Compulsory modules

Biological Psychology (C81BIO)	[20]
Cognitive Psychology 1 (C81COG)	[20]
Introduction to Social Psychology (C81SOC)	[10]
Introduction to Developmental Psychology (C81DEV)	[10]
Laboratory Methods in Psychology 1 (C81MPR)	[10]
Statistical Methods 1 (C81MST)	[10]

These required modules provide 80 credits, and the remaining 40 credits in the first year may be gained by the completion of subsidiary modules.

2nd year (Part I) (120 credits)

The following core modules must also be completed, normally as Part I modules:

Compulsory modules

Statistical Methods 2 (C82MST)	[20]
Practical Methods in Psychology & Cognitive Neuroscience (C82MHC)	[20]
Cognitive Psychology 2 (C82COG)	[20]
Social and Developmental Psychology (C82SAD)	[20]
Neuroscience and Behaviour (C82NAB)	[20]
Conceptual and Historical Issues in Psychology (C82CHI)	[10]
Personality and Individual Differences (C82PIN)	[10]

These modules provide 120 credits.

3rd year (Part II) (120 credits)

Students are required to complete the following modules:

Compulsory modules

Research Project (C83MPR) [40]

Students must select 40 credits from this group:

Understanding Developmental Disorders (C83LDC) [10]

Neuropsychology and Applied Neuroimaging (C83LNP) [10]

Neuropsychology Dissertation (C83DNP) [10]

Mechanisms of Learning and Psychopathology (C83MLP) [20]

The visual brain: Evolution, development & plasticity (C83VIB) [10]

Applied Visual Perception (C83LPE) [10]

Neuropsychology of action: The body in the brain (C83MOT) [10]

Please note that availability of level 3 modules may vary from year to year.

Additional Modules

The remaining 40 credits are to be taken from other level 3 modules offered by the School (http://modulecatalogue.nottingham.ac.uk/Nottingham/asp/main_search.asp [choose Psychology as the 'administering school'])

Part II will contribute 67% to the final degree grade.

BSc Psychology and Philosophy Joint Honours

1st Qualifying year (120 credits)

Psychology (Compulsory modules)

Practical Methods & Seminars in Psychology (C81MPR)	[10]
Cognitive Psychology 1 (C81COG)	[20]
Biological Psychology (C81BIO)	[20]
Statistical Methods 1 (C81MST)	[10]
Introduction to Developmental Psychology (C81DEV)	[10]
Introduction to Social Psychology (C81SOC)	[10]

Philosophy (Compulsory modules)

Self, Mind and Body (V71SMB)	[10]
Locke: Appearance and Reality (V71LAR)	[10]
Elementary Logic (V71ELL)	[10]
Reasoning and Argument: An Introduction to Philosophical Method (V71RPM)	[10]

2nd year (Part I) (120 credits)

Compulsory

Students must take all modules in this group:

Practical and Statistical Methods 2 for Joint Honours (C82MSJ)	[20]
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Credit Total 20

Students must take 40 credits from this group (Psychology modules):

Cognitive Psychology 2 (C82COG)	[20]
Social and Developmental Psychology (C82SAD)	[20]
Neuroscience and Behaviour (C82NAB)	[20]
Conceptual and Historical Issues in Psychology (C82CHI)	[10]
Personality and Individual Differences (C82PIN)	[10]

Credit Total 40

And 60 credits from this group (Philosophy modules):

Special Topic in the History of Philosophy (V72HIS)	[20]
Knowledge and Justification (V72KAJ)	[20]
Being, becoming & reality (V72BBR)	[20]
Mind and Consciousness (V72MND)	[20]
Freedom and Obligation (V72FAO)	[20]
Normative Ethics (V72ETH)	[20]
The nature of Meaning (V72NOM)	[20]

3rd year (Part II) (120 credits)

Compulsory

Students must take 20 credits of modules from this group:

Mini-Research Project 3A (C83MUA)	[20]
Mini-Research Project 3B (C83MUB)	[20]

Students must take a *minimum* of 40 and a *maximum* of 60 credits from level 3 Psychology modules AND

Students must take a *minimum* of 40 and a *maximum* of 60 credits from level 3 Philosophy modules (note: some modules may not be taken in combination with others – see programme specification link below)

Total of credits for Part II must be 120 credits (including the compulsory 20 credits from Psychology above)

Options for level 3 Psychology and Philosophy modules can be found on the Programme Specification at:

http://programmespec.nottingham.ac.uk/nottingham/asp/view_specification.asp?crs_id=000217&year_id=000114

Part II will contribute 67% to the final degree grade.

Please note that all of the above modules are subject to change (especially Level 3 modules). Please see Programme Specifications at

http://programmespec.nottingham.ac.uk/nottingham/asp/course_search.asp

for a definitive list of modules for your course and year.

Summary of core 1st & 2nd year modules and when they are taught (credits in parentheses):

1 st year		2 nd year	
Autumn Semester	Spring Semester	Autumn Semester	Spring Semester
C81COG (20)	C81BIO (20)	C82COG (20)	C82NAB (20)
C81SOC (10)	C81DEV (10)	C82PIN (10)	C82SAD (20)
		C82CHI (10)	
C81MST (10) -Full Year		C82MST (20) -Full Year	
C81MPR (10) -Full Year		C82MPR/C82MHC (20) - Full Year	

TEACHING AND ASSESSMENT

Module Types

The subject matter and availability of modules, together with any prerequisites, co-requisites and other requirements, shall be as specified in the catalogue of modules. Below are detailed the types of modules you will encounter; lectures for 30-400 students, experimental psychology practicals, statistics or computing lectures and practicals, and smaller group seminars/workshops or tutorials.

Lectures will provide you with core concepts and information about specific topics and will outline theoretical issues and debates. You should not count on lectures to be your sole source of information on any topic or issue as you will be expected to read around the lecture using the references that will be provided in lecture hand-outs. **Practicals** are aimed at giving you some experience in designing and running experiments on people, and analysing the data collected in these experiments. You will be able to use the practical skills you obtain in years 1 and 2 to perform a major research project in your final year. **Tutorials** are an important part of the undergraduate experience in allowing you to develop oral and written presentational skills and in teaching you how to analyse complex issues and to debate them with fellow students and your tutor. **Workshops** in year 1 will help you to develop key skills and techniques needed throughout your degree and beyond, and will supplement your lectures/labs.

Lectures

In the first year there are five lecture modules. One of these is a lecture-based statistics module. In the second year there are 6 lecture modules, joint honours students take 2 of these psychology lecture modules as specified above. In the third year single and joint honours students select from a combination of compulsory and optional modules.

Assessment: Each of the lecture modules will be assessed in accordance with the module descriptions that can be accessed from the School's website. The style of assessments will be either essay type exams, multiple-choice question exams (MCQs) or coursework. Sample papers for the exams (not for MCQ papers!) are available from <http://www.nottingham.ac.uk/academic-services/current-students/examinations/past-papers.aspx> , however more recent papers may be available from individual Moodle module pages.

All members of Academic Staff contribute to the setting and marking of examinations. Both the setting and the marking of these papers is done in consultation with our External Examiners. Students can expect a reasonably close connection between lecture modules and examinations in the first year. However, Part I and Part II examinations will require students to place more emphasis on individual work and reading, and will reward those students who draw together material from different sources, regardless of its presentation in lectures.

It follows that the syllabus for Part I and Part II exams should not be identified solely with the content of the lecture module, though lecture modules are always relevant to the syllabus.

Practical Labs & Year 1 Workshops: Attendance is compulsory (Register taken)

Practical work throughout the psychology degree follows a graded development from class practicals in the first year, through small group projects in the second year, leading to an individual project that is undertaken in the final year. The 3rd year project is worth 40 credits for single honours students (C83MPR) and 20 credits for joint honours students (C83MUA or C83MUB) and represents a significant achievement.

For **first year** students, you will be allocated to one of four lab slots and these will normally start in Week Two of the academic year. The practical module will provide an introduction to the problems and methods of laboratory experiments with human participants. A different topic will be selected for each practical and the whole class will co-operate in the design and in the discussion of results. Practical are chosen to illustrate different types of experimental design and measures of performance. At this stage emphasis is placed on the basic skill of writing accurate accounts of experiments, and written reports are required for each practical. *Reports must be submitted to the post-boxes by 12 noon a week after the practical*, or as indicated in the practical handbook or the student will be penalised. All submitted work must be electronically date stamped on the day that the work is submitted.

In complement to the practical work there are lectures on design, analysis and computer methods. These modules introduce fundamental ideas in the design and analysis of simple experiments and deal with parametric and non-parametric statistical analysis of two-condition within-subject and between-subject experiments.

Assessment: Students must satisfy the Head of School as to their progress in both the methods and the analysis module. For the practical methods module a recommendation is made on the basis of both the number of reports written and the marks achieved in these reports. Students should submit all reports and those that fail to reach the required standard may have to submit extra resit practical reports or may be required to resit the module with attendance in the following academic year (meaning that they cannot begin their 2nd year!) For the statistics module a recommendation will be made on the basis of a 2-hour exam at the end of the year.

For the **second year**, the practical methods and statistical methods modules are again compulsory. Single honours students take *four practicals* - two in each semester - and joint honours students take *two practicals* - one per semester. Each practical runs for 5 weeks during which students are introduced to a topic area, required to complete a project (in groups of two to four) and make a short presentation of their results. A rota showing to which practical group each student has been allocated will be posted in the first week of semester 1. Practical begin on the 2nd Monday of semester 1. Deadline dates are the week after the last practical of that block and *reports must be submitted to the post-boxes by 4 pm a week after the practical* (see notice board for further information).

In the second year the statistical methods module covers the design and analysis of the multi-conditional and factorial experiments commonly used in psychological research. Analysis of variance is the main statistical technique, and the module covers the preparation of data for analysis by standard computer programs. In semester 2 the statistics module will provide an appreciation of the methods of applied psychology and will contrast these with those of laboratory-based experimental research. The module includes topics such as quasi-experimental design, survey design, scaling techniques, epidemiology and observational research. The weekly lectures are supported by regular tutorials for which module work is set.

Assessment: is made on the basis of a report which students must hand in for each practical. Although students work in small groups it is important that students do not copy each other's work since this is in effect plagiarism, the penalties for which can be severe. Late submission will be penalised in accordance with the School's guidelines. Please note that resitting the second year Practical Methods module is likely to delay the completion of your degree by a year.

In the **third year** the statistical and methodological training received is demonstrated in the individual research projects. These are extensive pieces of work that are carried out over two semesters in the case of the extended project or one semester in the case of the mini projects (C83MUA/B taken by CV85/CV8J students only). Each student will carry out research within the area of expertise of a specific member of staff who acts as their project supervisor. We endeavour to allow students some choice over research topic but there are obvious constraints on this because of staff interests. The teaching model we use for research projects is based on the research apprenticeship. The supervisor will guide the student through a literature search on the research area, the design of appropriate experiments or studies and the analysis of the collected data, as well as advising on the preparation of the project report. Students who are dissatisfied with their supervision need to alert the School in good time. The sooner any problems are notified to us the swifter we can address them. Complaints about supervision cannot be dealt with after the submission deadline for projects has passed.

Tutorials: Attendance is compulsory (Register taken)

These are arranged when students register at the start of the year with their personal tutor. Students are assigned a tutor, who directs both the small group (4-10) teaching tutorials held fortnightly throughout the first year, and acts as the students' personal advisor throughout their degree programme. (For more information about personal tutors see section below).

The purpose of tutorials in the School of Psychology is to guide your own exploration of each part of the subject through reading, and to develop your skills in organising material into essays and into spoken presentations. You should take advantage of the opportunity provided by such small group teaching to develop these skills, as they will become more and more important as you progress through the degree.

In the first year the times and topics to be discussed in the fortnightly teaching tutorials will be established at the initial meeting. The tutorials may be related to the core lecture modules or may cover general skills such as essay writing or statistical analysis, however students often have the opportunity to contribute to the decisions about what to elaborate or review. Students in Year 1 must write *four* 1500 word essays (your tutor

will discuss these with you). Deadlines and essay topics are available at the beginning of the year from your personal tutor (and also on the individual Moodle module pages). Failure to complete these essay assessments may lead to problems with progression to the next year. The University has decided that the completion of this required coursework over the summer shall be treated as a retake of the associated module and consequently students will be charged the standard retake fee.

In the second year your tutor will organise several tutorials in each semester. You and your tutor will decide on the content and structure of the tutorials.

In the third year you do not attend academic tutorials, however your personal tutor will be available for consultation about academic or general issues concerning your module selections/course.

Attendance

As part of the University's attendance monitoring procedures, attendance is monitored by the School and registers are taken for *tutorials, lab classes* and *workshops*.

Students must attend all teaching activities necessary for the pursuit of their studies, undertake all associated assessments and attend meetings and other activities as required by their School or the University. Where students face difficulty in attending sessions or undertaking assessments and examinations, it is their responsibility to inform their School of this fact (normally their personal tutor in the first instance) and to provide a satisfactory explanation. Please see

<http://www.nottingham.ac.uk/academicservices/qualitymanual/registrationattendanceandstudy/regulations-governing-attendance-and-engagement.aspx> for further details on attendance regulations at the University.

Unauthorised absences are reported to the University and recorded as appropriate. Where students are absent without authorisation, to the point that it is not possible to continue with the course, the University will write to the student stating that they will be deemed to have withdrawn from the University and their student record will be amended to show that they have withdrawn.

Where required the University will report non-attendance to appropriate authorities including the UK Border Agency.

Marking Scheme

Throughout your degree **all assessed coursework** - practicals and essays, are submitted to the School Office. You will obtain your grades and any feedback from your personal tutor. All assessed module work, exams and most tutorial essays will be graded from A to Z (with + and - added as necessary).

The descriptions below list those qualities which we expect for each grade. These are assessed in relation to individual essays, not students. The standards are based on those laid down by the British Psychological Society (BPS) guidelines.

A	Excellent	70+	1st	<ul style="list-style-type: none">comprehensive and accurate coverage of the areacritical evaluationclarity of argument and expressionintegration of a range of materialsdepth of insight into theoretical issuesoriginality of exposition or treatment
B	Good	60 - 69	2i	<ul style="list-style-type: none">be reasonably comprehensivebe generally accurate and well-informedbe well organised and structuredaddress the questionshow evidence of thorough readingshow an ability to evaluate the material although this may be derivativeshow a good understanding of the materialbe clearly presented
C	Fair	50-59	2ii	<ul style="list-style-type: none">be generally accurate, although with some omissions and errorsgive an adequate answer to the questionprovide a strong answer to a related question, but not the one setbe clearly presented
D	Poor	40-49	3	<ul style="list-style-type: none">fail to answer the question directlymiss key points of informationcontain important inaccuraciesshow only a sparse coverage of relevant materialfail to support arguments with adequate evidence
F	Fail	35-39		<ul style="list-style-type: none">contain very little appropriate materialshow some evidence of relevant reading but provide only cursory coverage with numerous errors, omissions or irrelevancies

- be highly disorganised
- contain much inappropriate material
- lack any real argument

F-/Z Bad Fail 0-34

- show a profound misunderstanding of basic material
- show a complete failure to understand the question or anything similar to it
- provide totally inadequate information
- be incoherent

How do we decide what mark to award?

Assessment is an important part of learning and the appendix provides further information to help you understand what is being looked for in the different types of work that you undertake for your course. The information given under **General Principles** are particularly pertinent to essay based assessments (tutorial essays, examination essays, final year dissertations) but should be kept in mind in regard to the other types of assessment we use. Following the General Principles section there is a discussion of the assessment criteria used in assessing various sorts of **laboratory and project reports**.

Feedback on Assessment

The School recognises the importance of providing feedback on assessments and this we do in a number of ways. In the first and second year, students will be given individual feedback on coursework – essays and lab practicals and in the second year students will receive individual feedback on exam essays. Feedback will also be provided for Semester 1 modules in the third year. In addition to summative feedback (a mark) on each piece of work markers will provide formative feedback via comments that should help students realise what are the good points in their work as well as areas that could be improved.

As far as examinations are concerned we provide summative feedback on each exam, this extends to marks on individual questions. Please note that this is not the case for each question on Multiple-Choice Exams. The reason for this is that the MCQ items come from a test bank that is used over several years. In addition students can see their exam papers which they will be able to review under supervision. Students will not be allowed to photocopy their exam papers. Students should note that in accordance with the University Quality Manual, an appeal may not be made against the actual mark awarded for a piece of assessed work, which is a matter of academic judgement, except where the case rests on a claim of error in calculation or other procedural irregularity. The teaching team responsible for particular examinations will supply on the Web a feedback report that will:

- (a) highlight examination questions on which students' performance was both good or that could be improved,
- (b) suggest strategies for improving performance in the latter questions,
- (c) give general comments about technique.

Prizes

The School offers three named prizes for graduates, the Jonathan Pumfrey Memorial Prize (work relating to student welfare may be a factor to be used in deciding on this prize), the Allen Standen Prize (for work on Intelligent Systems - which we interpret broadly) and the John Newson prize (for work in a developmental field). Prizes may be awarded for project work, dissertations or examination answers. On occasion the School makes other prizes for exceptional performance.

The University offers several prizes for excellence, and exceptional single and joint honours students in the School are automatically entered. Prizes will also be awarded at the end of the first and second year to the student(s) with the highest year average.

STUDENT SUPPORT AND ACTIVITIES

Personal Tutors and PDR (Personal Development Record)/ePARs (Electronic Personal & Academic Record)

Every student is assigned a personal tutor on beginning their degree programme, and would normally continue with that person until they graduate. The tutor would then be the academic referee for job applications. In addition to the group study tutorials discussed above, students meet individually with their tutor at least three times a year to discuss their academic progress, plans and goals, and any personal difficulties they may be experiencing.

The Student Personal Development Record can be accessed via the ePARs system at <http://epars.nottingham.ac.uk>. At your first meeting with your tutor s/he will explain the system, which includes joint assessment of learning objectives, development of your *curriculum vitae* (CV) and documentation of your achievements.

If you wish to speak with someone other than your personal tutor, then you may also approach the Year Tutor or the School's Senior Tutor.

Student Disability Disclosure and Confidentiality Policy

The University undertakes to maintain student data in secure conditions and to process and disclose data only within the terms of the Data Protection Act 1998. Personal information concerning a disability disclosed by a student to a staff member of this School will be maintained in confidence and will not be released to anyone inside or outside the School without the student's authorisation. The only exceptions to this are where there is a legal obligation to do so or where exceptional issues of personal safety arise.

However, where the School believes it is in the student's best interests that contact is made with other professionals, e.g. Academic Support, Accommodation Office, a doctor or psychologist, the student will be encouraged to sign a Disability Disclosure Form. If authorised by the student this way, the School will then be able to discuss issues relevant to the student's disability and the impact on study with other professionals in order to best serve the student's interests. Information regarding a student's circumstances can then also be shared between staff within the School in situations where it is felt this would enable us to extend support for the student.

Storage of written information

Any written information held by the School's Disability Liaison Officer (DLO) regarding a student's situation will be kept in confidential files locked within a filing cabinet in the DLO's office. In cases where the student has signed a Disability Disclosure Form (see above) other staff within the School may consult the student's file on occasions where the Disability Liaison Officer is not available.

Learning Support

Academic support offers free advice on academic and study skills problems, for example difficulties with essay or report writing, and exam revision techniques. They can also assist students with specific learning difficulties, such as dyslexia (see below). The Unit offers diagnostic help, workshops and small group teaching, and individual counselling or tuition. Information on the range of support and services available for all students is available at www.nottingham.ac.uk/student-services

Services for students who have a disability, dyslexia and/or a long-term medical condition

The University is strongly committed to equality of opportunity in its provision for all students. It is committed to providing on-going support with the focus on providing accessible services and supporting students in completing their courses to their potential.

Full information on the range of support and services available for all students is available at www.nottingham.ac.uk/student-services

Disclosure and confidentiality

It is your responsibility to ensure that the University is aware of your situation. You can alert the University to your requirements by:

- direct contact with appropriate services such as Academic Support or Disability Support
- indicating disability on the annual registration forms
- direct contact with appropriate staff eg the DLO for your School or your personal tutor

Early disclosure to the University is essential to ensure the timely provision of appropriate support services.

The information you give will be processed and held in the University administration systems and used for the administration of your academic related support and any other legitimate University purpose. In doing so, the University will observe at all times the data protection principles embodied in the Data Protection Act 1998.

Our Disclosure and Confidentiality Policy can be found at:

www.nottingham.ac.uk/student-services/supportforyourstudies/disabilitysupport

What we can offer you...

Academic Support (AS) and Disability Support (DS)

Academic Support (comprising Dyslexia Support and Study Support) and the Disability Support Team are located in the Student Services Centre (SSC), in Portland Building on University Park, and by appointment on our Jubilee and Sutton Bonington campuses, as well as other teaching sites.

We can assist with queries regarding:

- admissions and registration
- assessments in relation to disability and dyslexia and recommendations to academic staff about reasonable adjustments in the learning, teaching and assessment environments
- for home students, assessment for and access to Disabled Students' Allowances (DSA) which can provide equipment and support from trained non-medical helpers
- recommendations for adjustments to arrangements for examination and assessment
- timetabling arrangements
- access to alternative formats such as Braille and large print
- individual specialist support for students with dyslexia or other Specific Learning Difficulties
- access to specialist technology in libraries
- liaison with libraries for enhanced services such as extended loans
- residential accommodation – adapted study bedrooms
- accessible transport around and between our Nottingham campuses

Academic Support also provides study support (academic writing skills, time management etc.) to students.

If you would like to contact us please phone the Student Services Centre on (0115) 9513710 or email disability-support@nottingham.ac.uk or dyslexia-support@nottingham.ac.uk

The University of Nottingham ACCESS Centre (UNAC), in the Student Services Centre, provides assessments for students who have applied for Disabled Students' Allowances.

Disability Liaison Officers (DLO)

The School appoints Disability Liaison Officers, who provide a point of reference, advice and guidance for members of staff and students in the School about student disability issues and support. The DLOs are part of a network that meets regularly to share information and good practice. DLOs liaise with both the Academic Support and the Disability Support Teams, as necessary, in relation to individual students and general policies and procedures.

If you have any requirements or concerns talk in the first instance to your DLO - or contact your personal tutor.

If you have any concerns regarding the above policy, please talk to the School's Disability Liaison Officer, Mrs Charlotte Langham on 0115 9515218 (email: charlotte.langham@nottingham.ac.uk)

To access these services, you must:

- be a registered student at the University of Nottingham
- provide documentary evidence of your condition or impairment, such as a letter from your GP or specialist

If you have a specific learning difficulty such as dyslexia, you must:

- provide evidence in the form of a post-16 diagnostic assessment, in English, from an educational psychologist or suitably qualified specialist teacher

Staff/Student Consultation & Feedback

Students are invited to participate in Student-Staff Feedback via the Learning Community Forum (LCF), which has the responsibility of overseeing and responding to the evaluation of modules, a process that now occurs for every module each year. A cross-section of students from each degree programme is represented on LCF which meets once a term (student representatives). There is also an online Learning Community Forum, which is a space dedicated to supporting the collaboration of staff and students in teaching and learning matters. The School has its own dedicated area where minutes of meetings and the names of representatives can be found for undergraduate, postgraduate taught and postgraduate research programmes. In addition copies of exam feedback reports and external examiners reports can also be found. There is also a discussion board area that allows the sharing of views, ideas and comments on all matters of teaching and learning and which can feed into the regular face to face meetings held in each School. Any student may also use the online forum to post comments about teaching/learning, as long as they do not make personal references to specific staff or students.

See <http://workspace.nottingham.ac.uk/display/LCForum/Psychology> and click 'Psychology Forum' to add any feedback/comments. The chair of LCF is also the Student representative on the School Teaching and Learning Committee.

Through the Student Union, there are undergraduate representatives on all University committees including the teaching, library and student affairs committees and on the Council and Senate. Contact the Students Union 8468800, studentsunion@nottingham.ac.uk for more information.

Study Abroad

In order to gain an accredited BPS degree, the modules at Nottingham must be completed in full. The school offers a BSc (Honours) Psychology (International Studies) degree that can be applied for in year 2. This degree involves students doing the standard 3 year BSc Psychology programme plus a year at one of our U21 partner institutions that is taken between Part I (year 2) and Part II (normally year 3). Places are available on a competitive basis – and students can apply via the School to the International Office at University of Nottingham for places. As a result, only students who achieve high grades in Psychology will be eligible for this international programme. The year spent abroad will be subject to tuition fees – but at a reduced rate (approx 50%), but students should be aware of this additional expense, as well as travel and insurance costs. In addition, some of the U21 host institutions are associated with travel bursaries. More information about this can be obtained via the University of Nottingham's International Office or by contacting the School's Study Abroad Coordinator.

Psychology Society (PsychoSoc)

The School has an undergraduate Psychology Society (PsychoSoc) which runs guest lectures, a start of year party, finals dinner dance and a number of recreational teams in football, volleyball etc. They have a notice board on the ground floor and elect officers every October. Further details are at

<http://www.su.nottingham.ac.uk/getinvolved/society/psychosoc/>

Careers Support

The School has a careers liaison officer who liaises with the University Careers Service to help provide students with useful career advice. Further information can be found on the Psychology Moodle Home page accessible at

<http://moodle.nottingham.ac.uk/course/view.php?id=29241>

and also through the University Careers & Employability Service at

<http://www.nottingham.ac.uk/currentstudents/careers/index.aspx>

RESEARCH PARTICIPATION SCHEME (RPS)

This scheme enables students to familiarise themselves with some of the research methods used in the School. It also enables students in their third year to make use of the online Experiment Management System in order to recruit participants for their third year research project.

Upon completion of an experiment that is advertised as part of the scheme, students will receive information about important theoretical and methodological issues linked to the experiment. This information will illustrate concepts seen in course modules such as the Practical Methods & Seminars in Psychology or the Statistics Methods modules and may help students design their own studies in the more advanced 2nd year Practical Methods modules as well as in the 3rd year research project.

Participants can earn points through participation as part of the C81MPR module. The advertising of studies, and distribution of points, is via an online system (<http://nottingham.sona-systems.com>), which also manages appointments. The number of points earned is proportional to the length of the experiment itself, where 1 point is awarded for an experiment lasting up to an hour, 0.5 points for an experiment lasting up to half an hour, and 0.25 points for an experiment lasting up to a quarter of an hour. The timing is rounded up in favour of the participant (i.e. if an experiment lasts 50 minutes then the participant receives 1 point).

Importantly, not all studies advertised on the online system are necessarily part of the first year Research Participation Scheme. Those that are part of the scheme are clearly identifiable by their offer of "points" in exchange for participation. Some studies will offer an inconvenience allowance and are not part of the scheme, unless they give the explicit choice to receive points instead of a monetary reimbursement.

All students will be automatically registered on the system in their first year and can login using the details that will have been sent to University email accounts. Once logged in, participants can view a list of experiments that are currently being conducted in the School of Psychology. By clicking on an individual study participants can access general details about that experiment and sign up for a particular timeslot.

Further details about the RPS can be found on the Psychology Moodle Home page:

<http://moodle.nottingham.ac.uk/course/view.php?id=29241>

LEARNING RESOURCES

Communication and Information Technology

The School has several large research groups who use both Macintosh computers and Windows PCs in their research. Students in psychology are encouraged to become familiar with both platforms as their research may require knowledge of either.

The School computing services are run independently of the central services provided by the University's Information Services. There are three undergraduate computer labs, one in rooms A20/21, A5 and A06. These may be used for projects and private study when not in use for teaching. Additional workstations are available in experimental cubicles located on the top floor of the psychology building and are primarily intended for use in 3rd Year Projects. Priority is given to 3rd years wishing to use these workstations for their projects and they can be booked via the Research Office.

Students have access to the psychology computing labs, between 8.30am and 5.30pm Monday – Friday during term time. If you have a problem when working in the Psychology computing laboratories, you can get advice from the School's computing staff in Room A03/A04 or by telephoning extension 15321. *Please be aware however that the computing labs are often used for teaching purposes, especially on Mondays (2nd year labs run) and Thursdays (1st year labs run in A20/21).*

Students have a free psychology printing allowance (750 pages to cover the 3 years of a typical undergraduate course). Your allowance can be extended by payment (£20 for 700 pages, to be paid to the School Manager) or by written request from your tutor. There is a separate Information Services printing limit (which is not linked to the Psychology printing allocation) after which you will have to pay extra.

A small number of lap-top computers are available to borrow on a short-term loan from the School Office.

Students can access general IT facilities through a number of Information Services computer rooms/areas conveniently located around the University campuses. Many of these central computer rooms are available with 24 hr access. Please see <http://www.nottingham.ac.uk/is/it/computer-rooms.aspx> for further details of computing facilities outside the School.

Access to teaching materials (PowerPoint slides, hand-outs) is available via Moodle <http://moodle.nottingham.ac.uk> for modules that you are registered for. You should make sure that you are enrolled in moodle for all modules that you are taking (some modules will allow *self-enrolment* in moodle).

Information Services offers an advisory service and has an Open Learning Centre, with both on-line and paper-based documentation. Information Services provide classes and information on software, specialised printing, and PC/printer rental.

You can receive e-mail and access the Internet from all machines in the School, and we hold group mailing lists for students for social bulletins and provide access to the union clubs that use the net. Information Services will provide you with a University based Exchange e-mail account, which can be accessed via a web browser (<http://owa.nottingham.ac.uk>) so that you can access your e-mail from any computer

independent of your location. You should aim to check your university e-mail account every day, if possible.

Students using University computing facilities are required to abide by the University's Code of Conduct regarding use of such facilities.

Library Resources

Most psychology books are available in the George Green Science and Engineering library on campus, but some are located in the Hallward Library, or in the Greenfield Medical Library. Organisational Psychology and some items relevant to Educational Psychology are located in the Djanogly Learning Resource Centre at the Jubilee Campus. When you check the on-line catalogue UNLOC (University of Nottingham Library Online Catalogue) at a campus library, or from the School, remember to see where the book is kept. A barcode for the library is part of your University Student card which you receive during university registration.

The library system is complex and it offers many services, so attendance at the introductory tours at the start of your programme is highly recommended. It will cover how to use UNLOC to check availability, renew books, make subject searches etc., and introduce some of the CD ROM and internet bibliographic tools. The library has extensive opening hours during term, including evenings and weekends. For full details and for vacation hours, check with the library. You could also visit the Library Services website linked from <http://www.nottingham.ac.uk/is/index.aspx> for further information on opening hours, contacts and subject resources, including access to UNLOC (the online library catalogue).

Undergraduates may borrow up to 20 books which can include 2 from the Short Loan collection. Periodicals are reference only but may be borrowed overnight in special circumstances. The majority of library stock is covered by UNLOC, but a few older books and historical documents are still on the card catalogue. It is possible to reserve books that are on loan to another reader, and to renew books that you have on loan via UNLOC. Such services will require you to logon to UNLOC. To do this you will need your library barcode (the number printed on your Student card), and your 4 digit pincode. It is possible to change your pincode on UNLOC, and you are recommended to do so the first time you use the system.

Books in the library may be available on ordinary loan for the semester, on a 1-week loan (identified by an orange label on the book jacket), or on short loan. Books required by other readers are subject to recall within one week. Overdue fines on recalled books and overdue 1-week loan books are currently 40p per day. Overdue items from the Short Loan Collection are 80p per hour, or part hour. Fines on Ordinary Loan books are currently 30p per day.

Some journal articles are also placed in Short Loan on a lecturer's request, and these are arranged alphabetically by the author's surname. They may be reserved for up to one month in advance. Short Loan items borrowed Monday to Thursday will be due back at 10am the following day, items borrowed Friday to Sunday will be due back at 10am on Monday. There are other criteria for using this facility, for full details check your faculty welcome pack or the information desk in the library. The Hallward and other campus libraries have different short term hours but this should not concern you.

If your tutor authorises an inter-library loan, you may collect an official inter-library loan voucher from the School Office.

Library Services also provides access to a number of electronic sources of particular interest to Psychologists. Access to such electronic bibliographic resources is linked from <http://www.nottingham.ac.uk/is/finding/index.aspx> (look for E-library gateway).

Photocopying

All libraries have self-service photocopy machines, using a campus-wide card system. £1 and £2 cards may be obtained from nearby machines, while the Issues Desk can supply cards up to £20. There are two microfiche reader-printers, which use the same copy card but are more expensive per page.

All copying is subject to copyright law. Briefly, copies of published work may be legally made if:

- the copy is for the purpose of private study and research
- only one copy of any one article from one issue of a periodical is made at any one time
- one chapter or extracts from books/pamphlets/reports amounting to no more than 5% of the whole work.

Language Study

The Language Centre runs inter-faculty language classes for students in all disciplines. Each semester module is worth 10 credits and they are available at beginner level 1 in Arabic, French, German, Greek, Italian, Japanese, Mandarin Chinese, Portuguese and Spanish. Students who have already studied languages at GCSE or A level would register for higher level language classes. French, German, Russian and Spanish are all available up to level 5, Japanese up to level 3 and Italian to level 2. Students should remember to check the times of semester 2 psychology modules before signing up for these modules. Further details of modules available at the language Centre are found at <http://www.nottingham.ac.uk/Language-Centre/index.aspx> Many students opt to take language Centre modules as subsidiary modules in their first year. You can also choose to take evening classes or intensive study classes (these are not part of the module system however).

ACADEMIC MATTERS

Complaints and Disciplinary Procedures

If you have a complaint about the School or its staff then you should first discuss this with your personal tutor. She or he will attempt to resolve your problem by raising the matter with those concerned. If your complaint is about your personal tutor then you can report your complaint directly to the Head of School, Professor McGraw or the Director of Teaching, Dr Stirk. If you wish to raise a matter about your examination grades then you should contact the Examinations Officer, Dr Stirk. If you have any complaints about project supervision please notify the module convenor. If you wish to raise a concern about equal opportunities, or feel more comfortable speaking with a female member of staff, contact the Equal Opportunities Officer, Dr. Ruth Filik. If you wish to speak with a male member of staff, contact Dr. Jonathan Stirk. The full University Students' Complaints Procedure is set out in the Quality Manual, which is available from the University web site

<http://www.nottingham.ac.uk/academicservices/qualitymanual/aboutthequalitymanual.aspx>

All students are subject to the University disciplinary procedures as outlined at <http://www.nottingham.ac.uk/governance/documents/code-of-discipline.pdf>

Degree Classification

Your class of degree will depend on your performance on Part I (Year 2) and Part II (Year 3) modules. The School marks on categorical scales and calculates degree class using the mean as a measure of central tendency (estimate of average performance). It double weights final year marks in making this estimation.

A fuller discussion on how degree class is determined is provided in Appendix 1.

Extenuating circumstances, Illness & Absence from Exams

The School, in accordance with University policy, wants to ensure that you will be dealt with fairly and with understanding when there are circumstances outside your control that affect your work. This is especially important in regard to you meeting deadlines for assessed course work, and your attendance at examinations. We do, however, have to follow some standard, simple and open procedure to ensure that all students are treated fairly. Therefore you must take some action to tell us when you are having problems *and* you must complete an appropriate form asking us formally to take account of the problem.

Your *personal tutor* should be made aware of your problem. She or he will be able to give you help and advice and this may be enough to allow you to deal with the issue without taking any formal steps in the matter.

The University Extenuating Circumstances procedure/policy is to be used where circumstances are believed to be unforeseen, arising close to or during assessment and have had a significant and detrimental impact on the student's ability to comply with the demands of the assessment.

The procedure applies to all forms of assessment which:

- have been missed (in the case of timetabled assessments) e.g. formal sat examinations
- have been completed after the published deadline (in the case of a non-timetabled assessment) e.g. coursework
- it is anticipated will be completed after the published deadline (in the case of a non-timetabled assessment) e.g. coursework
- have been attempted in the presence of extenuating circumstances (in the case of either a timetabled or non-timetabled assessment)

For further details of the Extenuating Circumstances (EC) Policy & Procedures, please visit

<http://www.nottingham.ac.uk/academicservices/qualitymanual/assessment/extenuating-circumstances-policy-and-procedures.aspx> where it is explained in full. EC claim forms can be obtained from the School Office or online from the above link.

Please note that the EC policy does not apply to long-term medical conditions (including issues relating to long term mental health). If a long term condition prevents you from meeting the assessment requirements of the programme, then you should consider voluntarily suspending your studies, or see the link below for arrangements that can be put in place for you:

<http://www.nottingham.ac.uk/academicservices/currentstudents/examinations/adjustmentstoexaminationarrangements.aspx>

If you want the School to take account of any extenuating circumstances affecting your ability to meet any assessment requirement(s), you will need to do the following:

1. Obtain an Extenuating Circumstances form from the School Office or EC website. The reverse of the form provides you with guidance on filling in the form.
2. Most requests for extenuating circumstances are because of medical conditions so you will need to obtain a medical certificate to support your request. In other cases a letter from someone in a responsible position who understands your problem will help support your request (see below for examples of EC claims & acceptable forms of evidence which will be considered).
3. Discuss the issues affecting you and the filling in of the form with your personal tutor. Fill in the form and **ask your tutor to sign it**.
4. Hand in the form to the School Office.

Inability to meet a coursework deadline / Extensions to coursework

Requests for *extensions to coursework* deadlines must be made through the extenuating circumstances procedure in advance of the deadline itself (unless the extenuation prevented such an advance claim).

If you are asking for an extension on a coursework deadline, the Exams Officer will consider your request and will decide whether to allow an extension to the advertised deadline. If your request is accepted you will be told the new deadline (normally by e-mail). Where this involves a module outside the School, the Exams Officer in that School will be informed and passed copies of the relevant documentation. They will also be told whether we think that an extension should be allowed.

Please note that the fact that a member of teaching staff has signed the form does not mean that the Exams Officer or Examination Board, as appropriate, will accept your request regarding extenuating circumstances. Incomplete forms not signed by your tutor may be immediately rejected.

Absence from Exams

If you are unable to take one or more examinations because of illness or some other unexpected serious problem such as a family bereavement, then you can request that you be allowed another attempt at the examination. If this is your first attempt at the examination then this would be without penalty (as a first sit). You should supply supporting evidence (medical certificate or letter from an appropriate person) when you submit the EC form to cover your absence to the School Office. This form should be completed within **seven working days** of having missed the assessment, or as soon as the candidate knows that s/he will miss an assessment. If the form is not submitted within this period, the student will receive a mark of zero for the assessment, unless there is a good reason for not submitting the form. Most cases of absence from examinations are straightforward and if the ECs are supported then the School will normally agree to your taking the examination without penalty (as a first sit). We will try to tell you as early as possible when this is the case.

Some Examples of Extenuating Circumstances and Acceptable Supporting Evidence.

Long-Term Illness: An original medical certificate or letter from an appropriate medical professional or a letter from the University Counselling Service (or equivalent) confirming the nature of the illness and the likely impact it has had on the student's ability to undertake formal assessment.

Short-Term Illness: Short-term illness (less than 7 days) will not normally be regarded as an extenuating circumstance with regard to assessed coursework, where the student is given a number of weeks/months to complete and submit such work. It shall be for the tutor or School/Division to decide whether this has affected the student's performance and whether an extension to a deadline should be granted.

Bereavement: Where there is a demonstrably close relationship between the student and the deceased, a death certificate or a letter confirming the death from an independent person (usually not a family member) with their contact details provided.

Acute Personal/Emotional Circumstances: An original medical certificate or letter from an appropriate medical professional or a letter from the University Counselling Service (or equivalent) confirming the nature of the illness and/or circumstances and the likely impact it has had on the student's ability to undertake formal assessment.

Hospitalisation: A medical letter/certificate from the relevant hospital confirming the nature and severity of the student's circumstances and the likely impact it has had on the student's ability to undertake formal assessment.

Family illness: A medical certificate/letter from an independent medical professional confirming the nature and severity of the family circumstances and the likely impact it has had on the student's ability to undertake formal assessment.

Pregnancy: The University has a policy on pregnancy related issues. See <http://www.nottingham.ac.uk/student-services/documents/pregnancyandmaternityguidance.pdf> for further guidance.

Victim of Crime: A written statement of events which is supported by written evidence from the Police (including a crime reference number). Where relevant, an original medical certificate or letter from an appropriate medical professional or a letter from the University Counselling Service (or equivalent) confirming the impact the reported crime has had on the student's ability to undertake formal assessment.

Representing the University at a national event or involvement in some other significant/prestigious event: A letter of confirmation from the relevant organising body a supporting statement from the student explaining why the event should be considered as significant/prestigious and the reason(s) why they are required to be absent from University.

Religious Observance: If the student has completed the Religious Observance Form by the published deadline and it has not been possible to make alternative arrangements, the School should take reasonable steps to provide an alternative assessment opportunity. Where this is not possible, the School may arrange a 'first sit' (for an examination) or grant an extension (for coursework).

Absence from an assessment for reason of religious observance, where no Religious Observance Form has been completed, or where the relevant permission for absence has not been obtained prior to the assessment, will not be deemed an acceptable extenuating circumstance.

Note that the above is a short summary of the policy/procedure and students should refer to the online documentation when making/deciding to make an EC claim.

Plagiarism/Academic Misconduct & Citation Rules/Conventions

You will receive separate School guidelines on Academic Misconduct, and should return the tear-off slip to the School Office. The guidelines can be found on the University website by following this link:

<http://www.nottingham.ac.uk/academicservices/qualitymanual/assessmentandawards/academic-misconduct.aspx>

Further details of citation methods are given in the 1st year practical classes and from your tutor, as part of your guide to writing reports/essays.

Normally, citations and references in psychology follow the APA (American Psychological Association) style. These conventions, and others, are given in detail in the *Publication Manual of the American Psychological Association*, which is held in the George Green library. The general method follows the convention in the sciences to cite authors and dates in the text, and leave the full reference to the end, rather than use footnotes.

The University subscribes to a plagiarism detection service that the School uses to ensure that all its students are abiding by the requirement that their coursework is not copied from material available in books, journals, the web, work done by other students, etc. In order to check for plagiarised material students are required to submit coursework both manually and electronically. Failure to submit by the published deadline either manually or electronically will incur a penalty. This detection service was first used in the 2006-2007 academic year and approximately 5% of the work submitted was found to contain plagiarised material. This work received a penalty.

Major penalties include instances where no mark was awarded for a piece of work. The penalties for plagiarism can be serious and these can affect the degree class that a student gains. Many instances of plagiarism arise because students in summarising what they have read, copy from the original (with minor changes) instead of putting the material into their own words. There will be sessions on how to avoid plagiarism and we advise you to take advantage of such sessions. Coursework must be submitted to the electronic plagiarism detection software on or before the published deadline date. Furthermore students are required to submit a printed copy of the TurnItIn report alongside a printed copy of the submitted coursework.

TurnitinUK Availability for Students

TurnitinUK is a software tool used by the University to check student assignments for possible plagiarism. It works by comparing what the student has written to a wide range of sources and looks for text matches between the student's writing and these sources. Though a match does not necessarily mean that the student has plagiarised, it does mean that the academic marker will examine the identified matches to see whether plagiarism has occurred.

TurnitinUK has now been made available by the University for students to use. This is because the University wants to encourage students to develop their academic writing skills and access to TurnitinUK will, it is hoped, assist students improve their writing by revealing any problems with the citation of source materials, with bibliographies and with the way source material has been paraphrased and used.

Access to TurnItIn is through the Moodle module page. On each module where there is coursework there are two important links. On the right of the page there is a link that states "TurnItInUK test your text". By clicking on this link you will be able to submit your essay for checking. You can do this once a day (every 24 hours) until the day of the coursework deadline. This will allow you to check for plagiarised material which you

can correct either by quoting the material (providing an appropriate citation) or by paraphrasing (also remembering to provide an appropriate citation). In the central part of the module webpage (in Moodle) there is a link for submitting the final version of your coursework. You can only use this link once on the coursework submission date. This is the version that the School will use to assess whether the coursework contains plagiarised material. You must remember to submit your coursework on the day of submission via this link. You will also need to print a copy of the report for submission with your coursework.

Test Your Text

The University recommends that you use TurnItIn in the following sequence.

- a.** Submit your work to the checking service via the 'TurnItInUk test you text' link in the Moodle module page.
- b.** Read through the 'originality report' you receive. Look at the matched text. By using the document 'Using your Turnitin Originality Report' decide whether it is acceptable or whether the matches could lead to accusations of plagiarism.
- c.** Think about what your report means. Resist the temptation to start re-writing and deleting matched text. Think about whether it needs rewriting, do the matched words help your argument? Simply rewriting phrases and deleting phrases can lead to a disjointed writing style, the break-up of your academic argument or the deletion of important references to key authors you have used to build your argument. Try to understand why matches are being returned before rewriting.
- d.** Are there matches to sites you haven't used? Information is often included on a range of different websites. A match to a site which is different to your source material does not mean you can ignore the match.
- e.** A low % match in your originality report does not guarantee that your assignment is plagiarism free. Your marker may recognise the words and thoughts of an author that you have borrowed from which the software didn't find a match to. A low % match from Turnitin is no guarantee that your work is plagiarism free.
- f.** Submit your final piece of coursework using the appropriate link on the Moodle module page. Remember to print a copy of the final report that is generated to submit alongside your coursework.

Professional Recognition

The School encourages those students who are interested in professional employment to consider post-graduate taught Masters programmes. Another avenue students should explore is relevant summer employment, previous School contacts with companies and organisations can be exploited. If a student is interested in taking this further they should speak to their personal tutor in the first instance, well in advance.

As was mentioned when describing the degree structure, the BSc single honours degrees in Psychology and Psychology and Cognitive Neuroscience are approved by the British Psychological Society (BPS). This professional body is incorporated by Royal Charter. The BPS maintains a *Register of Chartered Psychologists*, with strict entry requirements. Both our current Bachelor degrees at Nottingham automatically confer '*Graduate Membership*', the basic level of BPS recognition.

It is also possible to gain the *Graduate Basis for Chartered Membership (GBC)*, which after suitable employment in the field will enable you to become a **Chartered Psychologist**. A Single honours degree in Psychology automatically provides GBC. The Joint Honours Psychology and Philosophy degree does *not* meet the BPS criteria for conferring GBC.

For professional employment further training is required. For more information about career paths, refer to the School Prospectus, the literature provided by the BPS, or consult with your tutors and the University Careers Centre.

The BPS only allows us to award degrees granting GBC to students who have passed their final year project in Psychology. This means that any student who fails their final year project will be awarded a *non-accredited* degree.

A further change has been implemented by the BPS to raise the Society's standard for the graduate basis for registration. The minimum standard for granting GBC is now a lower 2nd Class honours Degree.

Please see Appendix 3 for further information regarding the BPS.

MISCELLANEOUS INFORMATION

The School also provides laboratory equipment for projects and experimental work. You should discuss in advance with your project supervisor the resources your project may require. There are School transcribing machines, video cameras and editing machines, which need to be booked. Requests for more specialised equipment or new software will need to be submitted to Andy Smith, the Technical Manager, for consideration.

Security

Petty theft is a constant problem around the University and students are reminded that they need to take precautions to safeguard their personal belongings. During office hours the building is open to the public, but before 8.00am and after 6.00 pm and at weekends only authorised people have access to the building.

If you do suffer any losses please report these to the School Office. You may contact the Lost Property Office on ext 13599 if you think you have just mislaid property. Any lost property that is not reclaimed is sold off for charity at the beginning of the year.

Central Services

As part of your faculty registration you will have received a 'welcome folder' detailing the facilities and services available to students including the health centre, sports facilities, parking, student support office (including loans) etc. Remember that you can access any of these services - counselling, the careers office, loans advice, chaplaincy, etc. at any point of your studies; you do not require a referral.

The Nottingham Students' Union, offers a variety of services, based mainly in Portland. Their Student Advice Centre (8468730), provides impartial advice on housing, money, changing courses, employment, legal rights etc. The Student Support Office (9513710) provides information and help with financial problems, including applications for Access Funds. They also administer an Emergency Hardship Fund and an Emergency Loan scheme.

The University Counselling Service is located in 'The Orchards' Building (situated behind Law & Social Sciences Building car park, next to the Millennium Garden and can be approached for free advice on a variety of issues including; depression, bereavement, relationships, physical and/or sexual abuse, difficulty in adjusting or study related problems. You would make an appointment by visiting the Centre or telephoning them between 9.00am and 1.00pm or 2.00pm - 4.30 Monday - Friday (951 3695). You would normally receive your appointment within 7 days. Please see also <http://www.nottingham.ac.uk/counselling/counselling/students.aspx> For help outside those times, the Student Union run a 'Nightline' advice service (951 4985), staffed by trained volunteers. In the city there is a Nottingham Rape Crisis Centre (941 0440). If you are feeling depressed, despairing or suicidal you may talk to the Samaritans; by phone 9411111, by letter or by personal visit to 18 Clarendon Street, Nottingham, NG1 5HQ.

The University International Office provides advice about immigration, visas, work permits etc., and gives up to date information about new government regulations through their newsletter. The office also helps students having difficulties adjusting to life in the UK and runs an active social programme. They may be reached on 9515247 and <http://www.nottingham.ac.uk/internationalstudents/index.aspx>. In the School, Dr Nikki Pitchford is the international students' admissions officer and is available to offer advice.

A number of other useful health and wellbeing related contact numbers are available at <http://www.nottingham.ac.uk/unhs/useful-contacts/useful-telephone-numbers.aspx>

IMPORTANT DATES FOR 2014-2015

Dates of Terms (inclusive)

Autumn Term:	Monday 22nd September 2014 - Friday 12th December 2014
Spring Term:	Monday 12th January 2015 – Friday 27 th March, 2015
Summer Term:	Monday 27 th April, 2015 - Friday 19th June 2015

Dates of Semesters (inclusive)

Autumn Semester:	Monday 22nd September 2014 – Saturday 24th January 2015
Spring Semester:	Monday 26th January 2015 – Friday 19th June 2015

Dates of Examinations

Autumn:	Monday 12th January 2015 - Saturday 24th January 2015 (including Saturday 17 th January, 2015)
Spring:	Monday 18th May - Friday 5th June 2015 inclusive (including Saturday 23rd May and Saturday 30th May 2015)
Reassessment Period:	Monday 17th August – Wednesday 26th August 2015 (excluding Saturday 22 nd August 2015)

There are 3 examination sessions each day (09:00, 13:30, 16:30) Monday-Saturday.

Please note that Year 1 Psychology assessments cannot be taken overseas.

TERM/SEMESTER DATES for 2015/2016

Autumn Term 2015/2016

Monday 21st September, 2015 – 11th December, 2015

Spring Term 2015/2016

Monday 11th January, 2016 – Friday 18th March, 2016

Summer Term 2015/2016

Monday 18th April, 2016 – Friday 17th June, 2016

Autumn Semester 2015/2016

Monday 21st September, 2015 – Saturday 23rd January, 2016

Spring Semester 2015/2016

Monday 25th January, 2016 – Friday 17th June, 2016

Any corrections or suggestions for this handbook should be given to Charlotte Langham, UG Manager.

COURSEWORK DEADLINES - DATES 2014/2015

Year 1

Autumn Semester

Tutorial essays	Tuesday 4th November 2014 (C81SOC – Max 1500 words by 4pm) Tuesday 9 th December 2014 (C81COG – Max 1500 words by 4pm)
Practicals	Please check notice boards and hand-outs

Spring Semester

Tutorial essays	Tuesday 24 th February, 2015 (C81DEV – Max 1500 words by 4pm) Tuesday 28 th April, 2015 (C81BIO – Max 1500 words by 4 pm)
Practicals	Please check notice boards and hand-outs

Year 2

Autumn Semester

Practical 1	Monday 3 rd November 2014 (by 4pm)
Prac Report (C82MHC)	Monday 1 st December, 2014 (by 4pm)
Practical 2	Monday 8 th December 2014 (by 4pm)
Methods Essay (C82MHC)	Monday 8 th December, 2014 (by 4pm)

Spring Semester

Practical 1	Monday 2nd March 2015 (by 4pm)
Prac Report (C82MHC)	Monday 27 th April, 2015 (by 4 pm)
Practical 2	Tuesday 5th May 2015 (by 4pm)
Methods Essay (C82MHC)	Tuesday 5 th May 2015 (by 4pm)

Year 3

Autumn Semester

Full-Project Initial Report	Wednesday 26 th November, 2014 (by 4pm)
Dissertations	Please check module moodle page for individual deadline dates
Mini Project (C83MUA)	Tuesday 13 th January, 2015 (by 4pm)

Spring Semester

Full-project

Tuesday 28th April, 2015 (by 4pm)

Mini-project (C83MUB)

Tuesday 12th May, 2015 (by 4pm)

Dissertations

Please check module moodle page for individual deadline dates

NOTE: These dates are provisional & subject to change. Students will be informed of any changes.

APPENDIX 1

General Marking Principles

When we assess your work, we consider five broad attributes:

1. **Content** (does the work answer the question or address the issue?)
2. **Global Structure** (is the general structure of the work coherent?)
3. **Local Structure** (does each statement follow sensibly from its predecessor?)
4. **Line of Argument** (is there a convincing line of argument running through the work?)
5. **Handling of evidence** (are claims supported by relevant evidence from the literature?)

When these are mapped onto the 18-point scale used for assigning marks in this School, this is what work in each category is likely to exhibit.

First Class

Work assigned a First Class mark is likely to:

- address topic in an explicit manner
- announce its global structure at start and stick closely to this announced structure
- have relationships between statements that are very easy to recognise
- have an original line of argument that can be followed very easily
- give wide-ranging and appropriate evidential support for claims that are made
- conclusions are drawn that effectively summarise the issues and arguments discussed.

Within this category of very good work, there are three marks that can be awarded:

A++	(corresponding to 100%)
A+	(corresponding to 85%)
A	(corresponding to 78%)
A-	(corresponding to 72%)

Which mark is awarded will depend on how successfully the work is judged to meet the above-mentioned criteria. At minimum, a First class piece of work needs to answer the question or address the issue concerned, be well-constructed, and (perhaps most crucially) show evidence of *independent reading and thinking*. A better quality First simply has 'more' of these qualities, especially those concerned with structure, argument and evidence. Thus a top First has to be very well written, develop an argument that is original in the sense that the influence of the author's own thinking is clearly apparent, and draw on a broad range of material.

Upper Second

Work awarded an Upper Second mark is likely to:

- attempt to address topic or answer question asked in an analytic way
- have a detectable global structure which is adhered to for the most part
- have relationships between statements that are generally easy to follow
- have an apparent line of argument
- support claims by reference to relevant literature.

Within this category of good work, there are again three marks:

B+	(corresponding to 68%)
B	(corresponding to 65%)
B-	(corresponding to 62%)

Which mark is awarded will depend on how successfully the work is judged to meet the above criteria. At minimum, an Upper Second Class piece of work must attempt to answer the question or address the issue concerned in a clearly written, comprehensive and balanced way, and show signs that the student has **read beyond the basic source material**. For lecture based assessments, this usually means going beyond what was presented in the lectures themselves; for assessed work that is not lecture-based (e.g. 2nd Year Essays, 3rd Year Dissertations), this means going beyond secondary sources such as textbooks. A top Upper Second will in addition be likely to have a clearer structure, a stronger line of argument, and draw on a broader range of material.

Lower Second

Work awarded a Lower Second is likely to:

- present relevant material but fail to use it to answer the question or address the issue at hand.
- have a general structure, but one that is rather loose and unannounced
- have relationships between statements that are sometimes hard to follow
- have an unconvincing line of argument (information drives argument, rather than the other way round.)
- tend to make claims without supporting evidence

Within the category of satisfactory work, there are again three marks:

C+	(corresponding to 58%)
C	(corresponding to 55%)
C-	(corresponding to 52%)

Which mark is awarded will depend on how the extent to work is judged to meet the above mentioned criteria. At minimum a Lower Second Class piece of work must show

that the student has a fair knowledge of the basic material relating to the question or issue concerned. Higher marks within this category will be awarded as a function of the accuracy and the clarity with which the essay is written. Thus a top Lower Second is likely to reproduce with reasonable accuracy material that is relevant to the essay topic or question and to structure material so that the essay has a beginning, middle and end; it is distinguished from an Upper Second mainly by not going much beyond what was presented in lectures or what is available in secondary sources.

Third Class

Work awarded a Third Class mark is likely to:

- fail to address the topic or to answer the question, either by accurately reproducing material that is only partly relevant or by inaccurately producing material that is relevant
- lack a general structure or framework
- have relationships between statements that are often difficult to recognise
- have no clear line of argument
- make poor use of evidence to support claims that are made

Within this category of relatively poor work, there are again three marks:

D+	(corresponding to 48%)
D	(corresponding to 45%)
D-	(corresponding to 42%)

Which mark is awarded will depend on the extent to which the work is judged to meet the above-mentioned criteria. At minimum, a Third Class piece of work must contain some relevant material. Typically this means providing some indication that the appropriate lectures have been attended, and/or relevant secondary sources have been read; however, the reproduction of this material is either scanty or inaccurate. A top Third is likely to reproduce this material with fewer inaccuracies, but still lacks structure and argument.

Bare Fail

There is one mark within this category:

- Addresses the question inadequately but using some pertinent evidence
- lacks structure
- relies on superficial, subjective statements, without supporting evidence

F	(corresponding to 35%)
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It is used by examiners when the work they are assessing is deemed not good enough to warrant a low pass honours class mark. This mark might be awarded to a very short answer that shows some evidence on the right lines and some sign that it might be developed in a way that is appropriate to the question. Alternatively it might be

awarded to an answer that contains one or two key facts or ideas which are relevant to the question but which are not presented at all coherently.

Fail

Work given a Fail mark is likely to:

- fail to address the topic or to answer the question
- lack a general structure or framework
- fail repeatedly to relate statements to each other
- lack a line of argument
- fail to use evidence to support claims that are made

Within this category of poor work, there are four marks:

F-	(corresponding to 32%)
X	(corresponding to 25%)
X-	(corresponding to 15%)
Z	(corresponding to 0%)

Which mark is awarded will depend on how badly the work fails to meet the above mentioned criteria. An F- might be awarded to an answer that contains some indication that the student can recall once having heard or read something relevant to the question. An X might be awarded to an answer that contains something that shows that the student has attended the relevant lecture course, even if there is little in the answer that is of direct relevance to the question. An X- would be awarded when the answer contains no evidence that the student knows anything from the psychological literature that is remotely relevant to the question but has some psychological content. However, such a failure to answer at all alternatively may be awarded a Z.

Laboratory & Practical Work (Marking Principles)

The following section outlines what is being looked for by markers when assessing practical reports, second year mini-project reports, and final year project reports. Obviously these different types of practical differ in scope but they all are judged against the same basic criteria. Increased sophistication and complexity would be expected in final year work compared with second year reports, and the latter are expected to be more extensive in scope than first year laboratory reports. When assessing the practical reports the markers consider five broad issues:

1. Content (does the report suitably motivate, justify, analyse and evaluate the conducted research?)
2. Global Structure (does the report adhere to the format specified in the School's document on writing reports?)
3. Local Structure (does each section of the report contain the relevant information?)
4. Reasoning (is there a convincing line of argument for the research conducted and a suitable conclusion drawn?)
5. Evaluation of evidence (is the relevant literature evaluated appropriately?)

When these considerations are taken into account the following are what work in each grade band is expected to show.

A (1st)

Work assigned an "A" Grade is likely to:

- be conceptually clear and well-structured according to the format specified.
- cover the background literature in a way that allows a sound and valid rationale to be formulated.
- derive the experimental hypothesis from the rationale in a way that appears logical.
- use a method suitable for testing the hypothesis.
- provide enough detail to allow replication, whilst remaining concise.
- include descriptions of appropriate statistical tests
- include an appropriate number of graphs and tables, appropriately labelled.
- state the results explicitly.
- summarise the main findings.
- explicitly state whether the findings support or do not support the hypothesis.
- consider the possibility that the significant results were due to chance or artefact.
- consider whether any non-significant results were due to lack of sensitivity in testing.
- marshal background literature to aid in the interpretation of the results.
- consider the status of existing theories in the light of the results.
- suggest future avenues for research.
- reference all cited articles appropriately.

B (2i)

Work assigned a "B" Grade is likely to:

- attain a majority of the criteria listed in the "A" category above.
- reflect technical skill and general competence.
- be too brief or not be sufficiently concise
- fail to fully justify the method used to examine the research hypothesis
- make it difficult to replicate the study on the basis of the description given
- be less clear than might be ideal (e.g. it might not be obvious how the hypothesis arises from the rationale)

C (2ii)

In addition to the weaknesses of a Grade B report work assigned a "C" Grade is likely to:

attain a majority of the criteria reflected in the "B" category above.

- include information in the wrong sections of the report (e.g. discussing the meaning of the outcome of the statistical tests in the results section).
- have some technical errors in the analysis of data.
- use inappropriate statistical tests.
- conduct too many or too few analyses.
- fail to describe the method sufficiently clearly to allow replication.
- handle the background literature and evidence inadequately.
- fail to adequately tackle one section of the report (e.g. the abstract, the results section, etc.)

D (3rd)

In addition to the weaknesses of a Grade C report work assigned a "D" Grade is likely to:

attain a majority of the criteria reflected in the "C" category above.

- fail to organize the material under appropriate sub-headings.
- miss some smaller sections such as the Abstract.
- show conceptual misunderstandings and lack of technical competence.
- demonstrate an insufficient grasp of the background literature.

F (Fail)

In addition to the weaknesses of a Grade D report work assigned an "F" Grade is likely to:

- demonstrate only a poor understanding of the design and analysis of research
- fail to adhere to the recommended structure for report writing

Other Marks (F- to Z)

F-

The report includes some evidence of understanding of the purpose of the different sections of a practical report but insufficient to merit a compensatable fail mark.

X

Demonstrates some understanding of the nature of research (by writing at least one reasonable section of the report).

X-

Repeatedly failing to indicate more than the most meagre understanding of research.

Z

Handing in a piece of work that does not comply to any of the requirements as listed above and in the School document of writing reports

Each grade band, from A to D, includes three entries (e.g. A+, A, A-). Which specific grade is awarded will depend on how successfully the work is judged to meet the specified criteria. These criteria are the minimum required to achieve a particular grade.

Penalties for late submission of assessed coursework

The University follows the following procedure when coursework is submitted late:

1. When coursework (including essays, laboratory reports, projects, performance or other similar activities) is to constitute part of the whole of the assessment for a module, students should be told in writing at the start of the module the deadline by which the coursework is to be submitted and the penalty for late submission. Deadlines should be set taking account of student workload, and must avoid the revision period. (In certain cases, deadlines during the examination period may be acceptable.)
2. If coursework is submitted late without sufficient cause, it should be marked in the normal way, and a penalty then applied. For the benefit of External Examiners and others, the original mark and the penalty should both be clearly indicated. The pre-penalty mark should be used as part of the School's feedback and moderation processes and the post-penalty mark should be used in any progression or award calculation. To minimise disputes about timing or submission, coursework should be date-stamped and receipted in some way.
3. The standard University penalty for late submission should be 5% absolute standard University scale per normal working day, until the mark reaches zero. For example, an original mark of 67% would be successively reduced to 62%, 57%, 52%, 47% etc Normal working days include vacation periods, but not

weekends or public holidays. It is understood that, exceptionally, there may be academic grounds for different penalties to apply, with the approval of the Head of School, for example, when solutions are to be discussed on a particular date, so that work submitted after this date is essentially worthless.

4. The standard penalties are intended to be very easy to understand to be sufficiently severe to discourage deliberate late submission (bargaining the penalty against potential improvements to the work), but to encourage late submission in preference to no submission. Any different penalties should, if possible have the same intentions.
5. A student who is likely to miss a deadline should discuss the situation as early as possible with his or her personal tutor and with the member of staff responsible for the coursework. Extensions to deadlines should not be allowed lightly in fairness to those students who do manage to complete their assignments in good time; but it is inevitable that students taking particular combinations of modules will sometimes find themselves seriously disadvantaged in comparison with others on the same course because of an unfortunate conjunction of deadlines, and the staff responsible should use their best endeavours to ensure that such cases are resolved.
6. Questions of 'sufficient cause' should if possible be resolved between the student, personal tutor and staff responsible. Schools should develop procedures to ensure consistency of treatment. If such resolution proves impossible, then the procedures laid down under the [Examination Regulations](#) should be followed, *mutatis mutandis*.

Note: The above extract was taken from the Quality Manual (<http://www.nottingham.ac.uk/academicsservices/qualitymanual/assessmentandawards/penalties-for-late-submission-of-assessed-coursework.aspx>)

Examination Boards and Progression Procedures (Year 1 and 2)

This document is to help you understand how the School comes to decisions about the progression through the course of its students. If you have any questions regarding the functions and operations of the School's Examination Board then you should address these to your personal tutor.

The Exam Board

Your progress from Year 1 (Qualifying Year) to Year 2 (Part I), and from Year 2 to Year 3 (Part II) is decided by a Board of Examiners made up of academic staff from the School of Psychology (Internal Examiners) and two senior academics from other institutions, the External Examiners. The role of an External Examiner is to ensure that standards are maintained and that our procedures are appropriate and carried out properly. The meetings of the Board of Examiners are chaired by the School's Examinations Officer.

The *provisional* results from both semesters will be available from your personal tutor and they will contact you to arrange collection of your results. They will then also appear on the Blue Castle website (<https://bluecastle.nottingham.ac.uk>). If it seems that you may have to retake any assessment, your tutor will discuss this with you before the end of the Summer Term. If necessary you and your tutor can discuss the options available to you regarding reassessment examinations with Dr Jonathan Stirk who is the School Examinations Officer. **Please note that Year 1 Psychology assessments cannot be taken overseas.**

How the Psychology Exam Board Works

We are committed to ensuring that all our students are dealt with in an honest, fair and transparent fashion and this includes the procedures used by our Examination Board. To help us arrive at sound decisions we take account of the special circumstances that affect the performance of some students, and consequently we have mechanisms to ensure that such circumstances are considered as and when necessary. Where such information is of a confidential nature it is made available in the meeting in general terms that reflect the severity of any problem. The Board then exercises its academic judgement on how such special circumstances should alter or affect any decision that is made about specific students. If necessary, circumstances that might affect a student's performance in Part I will be re-considered when making decisions about degree class in the Board that decides final year results. The most usual decision made on the basis of special circumstances in years 1 and 2 is to allow a student an additional attempt at an assessment without any penalty (e.g. a further examination is taken as a first sit).

The Examiners are provided with the spread of marks of all students in a given year. This is supplemented by information on the distribution of marks for specific modules. Most students are able to progress to the next year of the degree because they have passed all modules at the first attempt. However, the University recognizes that a student may be generally competent in the subject being studied but can have difficulties in specific areas that cause them to fail one or more modules. Therefore the University allows, under specific rules, for some failed modules to be compensated.

Much of the Exam Board's time is spent discussing and deciding on assessment failures. Our decisions are informed by the University Undergraduate Course Regulations regarding Progression, which can be viewed under 'Completion of a stage' at

<http://www.nottingham.ac.uk/academicservices/qualitymanual/studyregulations/studyregulationsforundergraduatecourses.aspx>

After recommendations by the School Exam Board are received by the University, the University writes to each student who has to retake examinations or to undertake other forms of additional assessment. The letter is sent by recorded delivery to the student's home address and will list the reassessment requirements. Information about reassessments can also be found on the Blue Castle website (<https://bluecastle.nottingham.ac.uk>). It is the student's responsibility to contact the School for further details about re-assessments for exams or coursework.

Reassessment Results

The results of the reassessment examinations are considered by an executive sub-committee of the School Examination Board. The decisions regarding progression are then communicated to students before the start of the Autumn Semester. Most students who fail initial assessments of modules subsequently pass reassessments or improve enough to compensate and progress to the next stage/year.

The fate of those students who cannot progress on the original degree will depend on the seriousness of the failure. Students who fail to meet the progression requirements for an Undergraduate Honours degree may be transferred to a non-honours Ordinary degree. The Ordinary degree is not automatically recognised as conferring GBC from the British Psychological Society, and is hence a non-accredited degree.

Progression Rules

The University's progression rules are designed to allow students to continue on a degree programme despite failings in a small proportion of assessments. This is to take account of the fact that many modules carry few credits and it would be unjust to require students to retake examinations where overall performance is adequate and the failure is relatively minor.

The General Regulations on Progression take account of three types of failure. In the first (Reg 10b), a student's overall performance must be good (average mark, including failed modules, of 50% or more) and modules worth at least 100 credits must have been passed. The student with this profile can continue, without resitting modules even where fail marks on modules are below 30%.

In the second case (Reg 10c), a student must have passed modules worth at least 90 credits and have an average weighted mark of 45% or above. 110 credits of module marks must also be at 30% or above. In this case compensation would be allowed for failed modules.

In the third case (Reg 10a), a student must have passed modules worth at least 80 credits and have gained an average mark of at least 40%. Compensation would be allowed for failed modules where the marks were above 30%. All individual module marks must therefore be at least 30%.

The progression flow-chart can be found at

<http://www.nottingham.ac.uk/academicsservices/documents/qmdocuments/ug-regs-flow-chart.pdf>

Further details about the progression mechanisms can be found at

<http://www.nottingham.ac.uk/academicsservices/qualitymanual/studyregulations/studyregulationsforundergraduatecourses.aspx> under the 'Completion of a stage' section.

Dates of Examination Boards

The dates for the School's Examination Boards are:

Tuesday 16th and Wednesday 17th June 2015²

Soon after your Autumn semester exams, your personal tutor will arrange to meet you to discuss your progress and she or he will give you a transcript listing your provisional marks. Your tutor will then be able to discuss your performance as well as giving you some information if it seems that you will not be progressing to the next year without taking some reassessments.

Examination Boards and Degree Classification Procedure (Finalists)

This document is to clarify for students, especially finalists, how the School comes to decisions about the degree classes that are awarded to its students. If you have any questions regarding the functions and operations of the School's Examination Board then you should address these to your personal tutor or an examinations officer.

The Exam Board

² These dates are provisional.

Your degree class is decided by a Board of Examiners made up of academic staff from the School of Psychology (Internal Examiners) and two senior academics from other institutions, the External Examiners. The role of an External Examiner is to ensure that standards are maintained and that our procedures are appropriate and carried out properly. When the Board of Examiners is acting as the Board for a "joint honours" programme we may also have in attendance representatives from the other School.

How the Board Works

We are committed to ensuring that all our students are dealt with in an honest, fair and transparent fashion and this include the procedures used by our Examination Board. Moreover, we want to take account of the special circumstances that affect the performance of some students and consequently we have mechanisms to ensure that such circumstances are considered as and when necessary. When we make our initial decisions on degree class we deal with candidates by number so that the members of the Board are unable to identify individual students. Once we have decided on each student's degree class we are told about the special circumstances that affect a small minority of candidates. It should be noted that detailed confidential or sensitive personal information is not made available in the meeting; only general points that reflect the severity of any problem are presented. The Board then exercises its academic judgement and takes account of such special circumstances in deciding on the degree class to be returned for these special case candidates.

Marking Procedures in the School of Psychology

In the School of Psychology we award marks using a categorical (letter grade) score. Our assessment procedure is based on the principle that assessors in Psychology (and most disciplines for that matter) assign marks on an ordinal scale. The fact that the numbers assigned to the points on the scale seem to confer equality of intervals between units on the scale should not be taken to mean that these unit intervals are equal in psychometric terms.

Our categorical marking scheme assumes an ordinal level of measurement and the scale points with the numeric "equivalent" on the University's 100 point scale are listed here:

Grade	% Mark	Grade	% Mark	Grade	% Mark
A++	100				
A+	85	A	78	A-	72
B+	68	B	65	B-	62
C+	58	C	55	C-	52
D+	48	D	45	D-	42
F	35			F-	32
X	25	X-	15	Z	0

When we return module marks to the University and when we produce transcripts for you we translate your categorical marks to the numeric "equivalents" and apply weightings to any individual components before calculating the overall module mark. For example, if in a module which consists only of two essays (assessed under exam conditions) you obtain marks for the essays of a B+ and an A, if each component was 50% weighted, then the module mark would be 73 (*an average of the 2 grades, or 50% of 68 + 50% of 78*).

The Mark Sheet and Mark Profiles

The School of Psychology has decided to double weight Part II (Year 3) marks in comparison with Part I (Year 2) marks when calculating your degree classification average. This gives a 33%:67% split. Our reason for doing this is that we think that peoples' abilities develop through the three years of the degree and therefore it is

sensible to put greater emphasis on final year work. At the same time we wish also to ensure that the final degree class reflects acquired competence in the core syllabus taught within the first two years of the degree. The Qualifying Year (1st year) marks are not used in the calculation of your degree class, but used for progression purposes only.

In line with the University 'Model 1' for deciding degree classifications the following procedure is followed. A weighted mean is calculated which takes into account both the double weighting of Part II vs. Part I and the number of credits per module. For example a student may have the following set of marks.

Part I Modules		Part II Modules	
Credits	Mark	Credits	Mark
10	65	10	65
10	68	10	65
10	65	10	65
10	62	10	68
10	65	20	68
10	68	20	72
10	65	40	72
10	65		
20	68		
20	68		
Weighted average		68.25	

The weighted average is calculated by multiplying the Part I credits by the Part I marks and summing, then multiplying the Part II credits by the Part II marks and summing and then adding the Part I sum to 2 times the Part II sum and dividing by 360 credits. The resulting weighted average is then rounded to an integer. For example, 68.6 would be rounded to 69 and 68.4 would be rounded to 68.

This weighted average is then converted into a degree class using the table below.

Mark	Degree Class
70+	First
60-69	Upper Second
50-59	Lower Second
40-49	Third

In general with this scheme most degree classes are decided straightforwardly. However, the University recognises that some students sit on a borderline between degree classes. The following rounded marks are regarded as "borderline":

- 39: Borderline class III
- 49: Borderline class II-2
- 59: Borderline class II-1

69: Borderline class I (for students starting prior to September 2013 the first class borderline is set at 68)

When a candidate's rounded mark is in one of the borderline zones mentioned above, they will be awarded the higher degree classification if the candidate has greater than 120 credits of modules taken in Part I and Part II in favour of the higher degree classification (e.g. a candidate whose rounded mark is 59 and hence borderline for the award of a II-1, would require > 120 credits of marks at or above 60 across Parts I & II).

Subsidiary Modules for First Year Psychology Students

It is University policy that undergraduates should have some breadth in their degree programmes so that in addition to students taking most of their modules in their degree specialism they also take modules from other disciplines. As far as Psychology Students are concerned they must take 80 credits of compulsory modules in psychology. The remaining 40 credits are made up from optional modules taken largely from outside the school³ and these are referred to as subsidiary subjects (modules). Students must take 40 credits of subsidiary modules to take their year 1 module total to 120 credits.

You should take 20 of these credits in each semester and although we do allow students to do a 10:30 or 30:10 split, this is not really recommended. There are restrictions on module choice and you will find that because of the times when modules are timetabled it will not be possible always to sign up for the modules you would like to do. Modules are designed to cater for people at specific levels. Thus there are modules that cater primarily for first years, others for second years and so on. It is straightforward to determine the level of a module from the module code. Module codes are 6 alphanumeric characters. The first two characters tell you which School/Department they belong to and the third character tells you the module level. For example the module C81COG (Cognitive Psychology 1) belongs to the School of Psychology (C8), and is a level 1 (first year) module. In selecting your subsid modules you will normally be allowed to choose level 1 modules. Another factor that will determine whether you can select a module is its pre-requisites (see its entry in the Module Catalogue). It may for instance specify that you must have an 'A' level in Biology, or History or Mathematics etc. (Equivalent to A levels such as the International Baccalaureate are accepted in lieu of 'A' levels). **Not all level 1 modules are acceptable as part of the study programme; although many of the modules put on by the School of Education (module codes XX1...) are acceptable others are not allowed.**

You must not sign up to take subsidiary modules which clash with your Psychology timetable (and this includes your tutorial times & workshop times which are not directly on the electronic timetable available from the timetabling website).

The University has tried various ways of scheduling the sign-up process for subsidiary modules, and currently it requires students to go to the School/Department that hosts a module to enrol. This will take place during week 1 (but check local notice boards for updated dates/times!) Unfortunately you are probably going to have to go to several locations on the campus and to put up with some queuing. This web address takes you to a page that will give you details of locations and times for registering for subsid modules in various different Schools:

³ For the 2014-2015 academic year there is one 10 credit optional/subsidiary module within psychology. This is C81ADD: Addiction and the Brain (runs in Semester 2 – Spring).

<http://www.nottingham.ac.uk/academicservices/currentstudents/moduleenrolment/moduleenrolment.aspx> (see document linked under 'Advice Sessions' in Related Links).

You should be able to ask questions about the module(s) at the sign-up location which will be manned by appropriate staff. When you sign up for the module you will need to enter the module code and title on the Module Enrolment Form and get a signature/initials on the form that will indicate that they have agreed to take you on the module. Your Module Enrolment Form will have been given to you with several other documents at the initial meeting that you have with your tutor in Psychology.

Your psychology tutor will be able to give you general advice about the selection of subsidiary modules but is unlikely to know details about specific modules. You will need to decide what disciplines you wish to study. Some people prefer to select modules that extend what they have studied at 'A' level, others prefer to take modules in new areas (this is possible because you will find there are level 1 modules with no pre-requisites), and of course there are some who wish to combine both approaches.

Web Access

Once you have registered with the University which you can do on-line you will be able to access the University's web site using PCs that are located in a number of Information Services Computer Rooms spread across the campuses (<http://www.nottingham.ac.uk/it-services/services/computer-rooms.aspx>). Such areas are conveniently located around the University in all University Libraries, the Cripps Computing Centre (CCC), and elsewhere. Your University login name will provide you with access to School of Psychology IT services (workstations are located in rooms A5, A6, A20 and A21 of the Psychology building). You will have good access to the University's web site to find out about modules, timetables etc.

Here are some links that will allow you to find out about modules and teaching timetables. The latter is not particularly user-friendly; you will find for instance that a module is likely to have a fixed set of lecture slots but will have multiple entries for other activities like tutorials, seminars or practicals. Students normally will only be required to attend some of these additional activities. Do note that your psychology lectures, tutorials, practicals and workshops will constrain the times when you can slot in subsidiary modules.

Module Catalogue Overview:

<http://winster.nottingham.ac.uk/modulecatalogue/>

Module Catalogue (Search for modules by School, Keyword, Module Code etc.)

http://winster.nottingham.ac.uk/modulecatalogue/asp/main_search.asp

Details about Module Registration

<http://www.nottingham.ac.uk/academicservices/currentstudents/moduleenrolment/moduleenrolment.aspx>

Module Registration – Frequently Asked Questions

<http://www.nottingham.ac.uk/academicservices/currentstudents/moduleenrolment/moduleenrolmentfaqs.aspx>

Timetable

<http://www.nottingham.ac.uk/academicservices/timetabling/view-timetables/academicssession1415.aspx>

APPENDIX 2

School of Psychology: Tutoring Statement

The following statement demonstrates how each of the specific outcomes of the University's principles of tutoring is delivered by the School of Psychology.

Principle	The outcome is achieved using
<p>1. The student should feel acknowledged, recognised and accepted within their school/department as an individual with distinct academic needs and preferences.</p>	<p>Each student is allocated a personal tutor and this is one of the first people they meet when they arrive in the School.</p> <p>In Week 1 of the academic year new students meet with their personal/academic tutor within Psychology, where general guidelines are disseminated and students are welcomed to the School.</p> <p>The School has a 'buddying' scheme which is run by undergraduate students. All new students are assigned a named 'buddy' in their 1st year with whom they can speak with and gain support from.</p> <p>Students are all welcomed by the Head of School at the start of their courses and by the Director of Teaching.</p> <p>A specific Course Director for each degree from whom students can obtain individual academic advice.</p> <p>Guidance on module choices in year 3 is available from tutors, course directors and individual module convenors.</p>

<p>2. The student should feel part of the school/department community, experiencing frequent contact with academic staff on an individual or small group basis and building relations with particular members of staff over an extended period.</p>	<p>Students have the opportunity to meet with their personal tutor during scheduled academic tutorials in years 1 and 2.</p> <p>In addition to formal contact hours as part of the tutorial system, students may also make use of advertised 'drop-in' sessions with all academic staff, which are dedicated to student contact.</p> <p>Students may make use of these office hours in small groups or as individuals.</p> <p>The Learning Community Forum is a sound-board for raising any issues relating to teaching & learning, and further supports contact between staff & students.</p> <p>All Single Honours and Joint Honours students take a final year project, whereby they will build up a strong relationship with their project supervisor (who may later be requested to provide a reference for an individual)</p> <p>The School runs a student led Psychology Society, which has a mainly social / non-academic role. Students are encouraged to join and the society holds social events, book sales etc. across the year.</p>
<p>3. The personal development of the student should be promoted; leading to improved communication skills and greater confidence in presentation and dealing with the unfamiliar.</p>	<p>The School makes use of the Electronic Personal and Academic Record System (EPARS) to encourage students to record their personal development across their course. Students are introduced to this in their 1st year by their personal tutor.</p> <p>As part of the 1st & 2nd year tutorial scheme, students are required to make oral presentations to small groups, strengthening their communication skills and helping to build their confidence.</p> <p>As part of the Lab modules in year 2, students are required to present data to larger groups and in year 3 students are required to present their final year project to a group of students and academics.</p>

<p>4. Students should receive prompt, helpful and detailed feedback on their assessments, in a manner that enhances learning and improves future assessment performance.</p>	<p>Coursework is returned to students (within a 21 working day turn-around time) with individual comments provided normally on a feedback coversheet. For lab reports, a specific feedback sheet is returned to students which indicates areas for improvement and criteria which have been met.</p> <p>Feedback for examinations that involve written essays is provided on a scheduled 'feedback day' after the examination period. Short written feedback is provided for each essay answered.</p>
<p>5. Students struggling with aspects of individual modules, or more generally with their programme of studies, should have clearly signposted and ready access to a reasonable level of academic advice and support designed to remedy their difficulties.</p>	<p>All students in Psychology are able to see their Personal Tutor if they have issues regarding their programme of study. If an issue is specific to a module, all modules have a module convenor who can be contacted for help and advice. The Director of Teaching is also available to discuss any academic issues with students and to provide support or point students in the direction of University wide support systems (Student Services/Academic Support).</p>
<p>6. Students should receive the level of support in developing their study skills necessary to perform satisfactorily on their programme of studies.</p>	<p>Generic study skills are provided as part of the Personal Tutor scheme in Psychology. These may include essay writing skills, report writing skills, presentation skills, statistical skills and critical thinking skills.</p> <p>Course staff provide specific aspects of guidance, especially in relation to coursework (essays and lab reports). This takes place in lectures and laboratory classes.</p> <p>Year 1 students are immediately introduced to bibliographic software searches and referencing software in their first year of study and these skills are built upon and encouraged in future years.</p>

7. Students with personal circumstances adversely affecting their studies should feel able to make these known to the school/department without difficulty and to be directed to the appropriate support service.

Students are able to disclose any personal circumstances with their personal tutor who they are generally assigned to for the duration of their course. Personal tutors may recommend that tutees approach central university support mechanisms such as the Student Counselling Service, Student Finance support, and in some cases may contact these services on a student's behalf.

Sometimes students may wish to speak about personal circumstances with someone other than their personal tutor and in this case, they are able to see a year tutor or the director of teaching.

In cases where students wish to see a member of staff who is female (all year tutors are currently males) the School provides a female member of staff who has a role of advisor.

The School extenuating circumstances procedure is presented in the School Undergraduate Handbook and students are able to use this mechanism to request extensions to coursework, which they may be unable to meet due to personal circumstances.

<p>8. Students should receive the necessary careers information, advice and guidance to equip them to make informed choices about their future, to understand the options open to them, and to take advantage of available opportunities.</p>	<p>The School has a member of staff who acts as Careers Liaison. Information about careers and employability is advertised through notice boards, and the School holds a number of talks about careers, in conjunction with the University Careers Service. The School also liaises with the Institute for Work, Health & Organization, who give talks about Postgraduate careers and courses.</p> <p>A tutorial in year 2 covers careers in Psychology and encourages students to think about their employability once they have finished their course.</p> <p>The School informs students about the Nottingham Advantage Award, as a means to gain skills which will increase future employability.</p> <p>All students are able to make appointments with the University Careers Service throughout their time here to gain valuable advice on employability skills.</p> <p>All students are encouraged to record their personal and academic development via an electronic records system (EPARS) and this system also allows a CV to be developed.</p>
<p>9. Students should be made aware of the importance of developing and articulating their employability skills, including possible participation in the Nottingham Advantage Award.</p>	<p>Personal tutors cover careers and employability within their academic tutorials.</p> <p>Academic referee statements can be provided by tutors and project supervisors, when requested by students or employers, to support employment application success.</p> <p>Introduction to the Nottingham Advantage Award is given during the introductory Week 1 lecture by the Director of Teaching. Leaflets about the NAA are also given out in first year tutorials.</p>

<p>10. Students should receive appropriate advice and support when considering changing their programme of study or contemplating leaving the University.</p>	<p>Personal tutors are able to discuss programme choice with students and may advise on such matters. The University Academic Support centre are also available to speak with students about course changes.</p> <p>The Director of Teaching is the main contact who can authorise course transfers where appropriate.</p> <p>Links to the Director of Teaching and Academic Support are provided in the student handbook.</p>
<p>11. Students should be prepared for periods of study away from their home campus and appropriately supported during those periods.</p>	<p>The School provides a study abroad liaison/coordinator who is available to discuss issues relating to taking time abroad as part of our 'International Study' pathway. Personal tutors are also available to be contacted via e-mail or sometime Skype to provide additional support. The international office here at Nottingham provides further help and support and once abroad, this support is also provided by the local institution's international office.</p>
<p>12. The procedures for submitting extenuating circumstances regarding assessments should be straightforward and well publicised.</p>	<p>A guide to how to deal with Extenuating Circumstances is written into the student handbook, which all students are given at the start of their course. This covers ECs for formal exams and written coursework. The guidelines relating to requests for coursework extensions are also written into the 1st year coursework (Module C81MPR) hand-out.</p> <p>Personal Tutors, Year Tutors and the Director of Teaching are all able to give advice and support to students with extenuating circumstances.</p>
<p>13. Students with disabilities should be clear as to the support they will receive and where it is available, and the support should be in line with University policies.</p>	<p>The School has a named Disability Liaison Officer, whose contact details are available in the student handbook.</p> <p>The DLO deals with academic referrals provided by the Disability Support Team within the University and directs students to appropriate support and resources.</p>

<p>14. The procedures for submitting academic appeals and complaints should be well publicised and staff should be aware of their responsibilities within these procedures.</p>	<p>The School's student handbook provides information about academic appeals and formal complaint procedures by linking directly to the University Quality Manual sections.</p> <p>Year Tutors and the Director of Teaching are available for students with informal complaints to raise their concerns with, and where possible these will be dealt with swiftly to resolve the issue. Where a student wishes to formalise a complaint, the Director of Teaching can talk through the University's Complains Policy with the student.</p> <p>The Learning Community Forum also acts as a gateway for any complaints to be informally raised and appropriate action will be taken where necessary.</p>
<p>15. Students being subjected to the academic misconduct procedure should receive clear information and advice.</p>	<p>Information about what constitutes plagiarism and how to avoid academic misconduct is provided in the Student Handbook. All students are also required to read and sign an Academic Misconduct guide-sheet at the beginning of each academic year.</p> <p>Early in the first semester, a dedicated lecture is given to students by the School's Academic Misconduct Officer, which highlights our policy and indicates how to avoid plagiarism.</p> <p>Any students who are detected by the Turnitin software as potentially breaching the Academic Misconduct policy are contacted by letter and invited to a meeting where their work will be discussed.</p> <p>Personal tutors and module convenors are available to offer advice on avoiding plagiarism.</p>
<p>16. Students should receive relevant health and safety guidance, especially in laboratory or workshop-based subjects.</p>	<p>Students are made aware of generic health and safety issues through the student handbook. Labs for Psychology are not 'wet labs' and so there are minimal health/safety issues relating to our practical labs. In year 3, students are asked to make risk assessments for final year projects, in order to consider & minimise any health/safety issues. The School has a health & safety officer who is available to answer questions from both staff & students.</p>

<p>17. Students should be directed in a timely and appropriate manner to University support services for assistance with all of the above matters as necessary.</p>	<p>All staff, including support staff, are aware of the support provided by Student Support and are able to direct students to the appropriate support contact within the University.</p> <p>Central services including counselling service, international office, finance support etc. are advertised in the student handbook.</p>
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The Student Handbooks are produced annually and provided in hard copy or online to all new students.

APPENDIX 3



The British
Psychological Society

Promoting excellence in psychology

Information about the British Psychological Society

The British Psychological Society exists to promote psychology and to develop psychologists working in a range of pure and applied settings. As a psychology student or trainee, you are taking important steps towards your future career, and the Society is here to provide you with a welcoming professional home. If you are not already a member, you might be interested to know that:

By achieving the Graduate Basis for Chartered Membership of the Society (GBC), you are offering potential employers and providers of postgraduate training programmes a clear indication of the breadth and depth of your knowledge of psychology, and a valuable set of subject-specific and transferable skills. Completing a first qualification in psychology that is accredited against the requirements for GBC will enable you to apply to the Society for Graduate Membership.

Completing Society-accredited postgraduate training programmes (at Masters and/or Doctoral levels) gives you a route for progressing to Chartered Psychologist status, and to specialist post-qualification training.

The Society is the Learned and Professional Society for all psychologists, and works to promote psychology and support its members' interests, whatever their stage of career development.

The Society provides the following benefits, amongst other things, for its members:

- Graduate Membership (MBPsS)
- Chartered Status (CPsychol)
- Chartered Scientist (CSci)
- Opportunities to join and engage with relevant member networks
- A range of Qualifications approved by the Health Professions Council as conferring eligibility to apply for registration
- Ethical guidance
- A range of discussion fora and networks
- A wide range of guidance documents, including guidelines on professional practice
- Continuing Professional Development opportunities via the Learning Centre
- Opportunities to get involved in Society activities (for example, programme accreditation)
- Opportunity to progress to Associate Fellow (ABPsS) and Fellow (FBPsS) of the Society

Research digest

Discounted journals, as well as other member network publications.

If you wish to practise independently as a psychologist, using one of the titles protected by law, you will need to register with the Health Professions Council upon completion of an approved training programme. The Health Professions Council exists to protect the public by ensuring the fitness to practise of those on its registers. It does not play a role in facilitating the development or promotion of the professions that it regulates; that is the role of the British Psychological Society.

By being a member of your professional body, you are connecting with colleagues worldwide to ensure that together we can invest in resources to improve public understanding of our profession, by representing our profession in a variety of domains such as policy-making, education and training commissioning, workforce development and regulation, and impact on public policy.

The Society regards Chartered Psychologist status as the gold standard. Only Society members who are Chartered Psychologists can use CPsychol or the Chartered Psychologist logo.

It pays to belong to a professional organisation – the Chartered Management Institute (CMI) states that the estimated lifetime economic benefit associated with holding professional qualifications and membership of a professional institute stands at £152,000 (An Economic Impact Assessment of the CCPMO: Final Report to the Consultative Committee for Professional Management Organisations, CMI, December 2008).

We trust that you will find the Society a welcoming organisation, and a place that you will be proud to call your professional home. We look forward to supporting you during your further studies and your career, and trust you will find membership of the Society rewarding and fulfilling.

To find out the membership options and benefits available to you, contact our membership team at membership@bps.org.uk, call 0116 252 9911, or see <http://www.bps.org.uk/membership>.