

Institute of Human Sciences
Undergraduate Student
Handbook
2013-2014

Contents page

Welcome	1
Institute staff	2
Who's who in the Institute	2
How do I contact members of staff?	4
Emailing staff	4
How do we contact you?	5
Learning and teaching	5
How is learning and teaching organised?	5
Attendance	5
Attendance during term time	6
Research seminars	6
What study skills will I learn?	6
Employability and postgraduate study	6
How much work should I do for each module?	6
Asking questions at the end of lectures	7
What about coursework and exams?	7
Can I resit failed modules?	7
Health and safety	8
Welsh Provision	8
Scientific writing	8
What is a scientific writing style?	8
Why do I need to include references?	9
Referencing and referencing style	9
Library resources	9
How do I conduct a literature review?	9
What are primary and secondary sources?	10
Can I use websites and unpublished material in my assignments?	10
Assessment	10
What types of assessment are there?	10
How do we mark and assess your work?	11
Marking rubrics	11
What is expected from students in their first, second and third year?	11
Will staff read drafts of my assignments for me?	12
Feedback: finding out how you are getting on	12
Marking guidelines: essays, reports, critical reviews, wikis, research projects and proposals	13
Marking guidelines: oral and poster presentations	14
Marking guidelines: self-reflections and blogs	16
Coursework submission	18
What is the procedure for submitting work?	18
Guidance notes for students who have mitigating/extenuating circumstances	19
Plagiarism and Unfair Practice	20
Support	23
Personal tutors	23

What if I need a reference?	23
How can I improve my study practices and academic skills?	23
Dyslexia/Disability	23
What if I have a medical or personal problem?	23
Who should I go to for help?	24
Further information	25
Where do I find University information, rules and regulations?	25
How do I register for a course?	25
What is the British Psychological Society (BPS)?	25
Graduate basis for Chartered Membership	25
What is the British Association for the Sport and Exercise Sciences (BASES)?	25
Do I need CRB (Criminal Records Bureau) clearance?	25
Grievance procedures	26
Appendix A: Psychology Single Honours Programme Overview	27
Appendix B: Sport and Exercise Science Single Honours Programme Overview	28
Appendix C: Policy on technology to support learning and teaching	29

Welcome to the Institute of Human Sciences

The Institute houses the Departments of Psychology and Sport and Exercise Science, the newest departments at Aberystwyth. The Institute delivers outstanding learning and teaching experiences to nearly 600 undergraduate students and a growing number of postgraduate students. Approximately 30 academic, administrative and technical staff work together to deliver degrees with a strong emphasis on science applied to real world groups and the development of graduate skills. Teaching is underpinned by the world leading research conducted in the Institute and its well established collaborative relationships with community organisations such as the NHS, major national charities and sports organisations. Both departments are externally recognised by professional bodies with the Psychology Department accredited by the British Psychological Society (BPS), and the Sport and Exercise Department endorsed by the British Association of Sport and Exercise Science (BASES).

Starting university is an exciting time and you stand on the threshold of a fulfilling, successful and enjoyable academic career. You will encounter numerous opportunities for personal and academic development as an undergraduate student and a member of the Institute. We encourage you to make the most of these opportunities. We will help you to get the most from your time in the Institute. Being at university in your first year can be a daunting experience. Please ask for help. We will either assist when we can or direct you to someone more capable.

We have first class facilities across the Institute and a team of dedicated and experienced staff to support your studies. Make the most of what we have to offer! Attend each lecture, seminar and practical, complete the study tasks set in the modules and volunteer for Institute research projects and other activities. The best way to learn is by doing so become involved in the life of the Institute.

Before you embark on your degree, consider briefly the kind of person you wish to become, the life and career you wish to have, and the contribution your time with us will make to these ambitions. We will do what we can to assist you in realising these goals and dreams. In the meantime we hope that you enjoy your time as a member of the Institute.

This handbook has deliberately not been written as a definitive guide to every academic matter. This is because written documents are easily misplaced, and most people do not find a thick booklet of rules and regulations a tempting read. You will find all the information you need on the University web pages and it is your responsibility to keep yourself informed of all academic matters related to your studies. This information will be correct, full and up-to-date and you can access the pages from both inside and outside the University.

Disclaimer: Information and web addresses contain herein were correct at the time of writing. The Institute does not guarantee the information or web addresses have remained correct and students should consult the Aberystwyth University web pages for up to date information:
<http://www.aber.ac.uk/en/homepage/>

INSTITUTE STAFF

Who's who in the Psychology Department?

Teaching staff	Email	Phone	Room P5
Prof Kate Bullen	kab@aber.ac.uk	2688	1.16
Dr Gareth Hall	gbh@aber.ac.uk	1783	1.24
Dr Nigel Holt	nih12@aber.ac.uk	8526	1.41
Dr Rachel Horsley	rrh10@aber.ac.uk	1919	0.18
Dr Antonia Ivaldi	ani@aber.ac.uk	8467	0.20
Dr Catherine O'Hanlon	cao15@aber.ac.uk	8764	0.14
Dr Verena Pritchard	yep@aber.ac.uk	4081	0.15
Dr Rachel Rahman	rjr@aber.ac.uk	1749	1.30
Dr Sarah Riley	scr2@aber.ac.uk	8482	0.16
Dr David Tod	dvt@aber.ac.uk	8567	1.33
Dr Victoria Wright	viw8@aber.ac.uk	8772	1.31

Support staff	Email	Phone	Room
Mrs Anna Cole	acm@aber.ac.uk	8796	1.11
Ms Patricia di Marco	rpd@aber.ac.uk	8719	1.14
Dr Timothy Wells	tiw4@aber.ac.uk	2940	0.53

Postgraduate students	Email	Phone	Room
Mrs Leah Brzeska-Laird	lhb9@aber.ac.uk	2796	1.20
Mr Joe Keenan	jrk8@aber.ac.uk	8407	1.29
Mr Chris McKenna	cmm09@aber.ac.uk	8574	1.20
Mr Ford Mitchell	clm25@aber.ac.uk	8418	1.20
Miss Alethea Price			1.20
Mrs Saffron Passam	sfp9@aber.ac.uk		1.20
Mrs Martine Robson	mnr9@aber.ac.uk	8610	1.20

Full staff details and areas of interest are listed on the internet at <http://www.aber.ac.uk/en/psychology/staff/>

Who's who in the Sport & Exercise Science Department?

Teaching staff	Email	Phone	Room CJB
Dr. Joanne Hudson	jet@aber.ac.uk	8629	F.01
Professor Chris Bridle	chb43@aber.ac.uk	1947	F.13
Dr. Marco Arkesteijn	maa36@aber.ac.uk	8559	F.05
Dr. Emily Oliver	ejo@aber.ac.uk	1543	F.06
Dr. Rhys Thatcher	ryt@aber.ac.uk	8630	F.04
Dr. Les Tumilty	llt07@aber.ac.uk	8425	F.03
Dr. Jo Wallace	jyw@aber.ac.uk	8681	F.06 A
Dr. Chris Beedie	chb44@aber.ac.uk	2120	F.15
Dr. Jon Baker	jrb07@aber.ac.uk	2108	F.32
Dr Alex Gonzalez de Agüero	alg20@aber.ac.uk	8560	F.09
Mr Manoj Kulshrestha	mak59@aber.ac.uk	2295	

Support staff	Email	Phone	Room CJB
Mrs Ruth Hughes	cop@aber.ac.uk	1977	F.24
Mrs Sarah Jones	sae@aber.ac.uk	1545	G.18
Mrs Maggie Pownall	mrp@aber.ac.uk	8631	G.03
Mr John Mills	jom46@aber.ac.uk	2075	F.28

Postgraduate students	Email	Phone	Room CJB
Ffion Curtis	fic7@aber.ac.uk	2070	F.21
Fergus Guppy	fmg10@aber.ac.uk	1947	F.12
Arwel Jones	awj7@aber.ac.uk	2070	F21
Daniel March	dsm1@aber.ac.uk	2070	F21
James Marchi	jam5@aber.ac.uk	2306	F26
Robert Morris	rom10@aber.ac.uk	1947	F.13
John Mills	jom46@aber.ac.uk	2075	F.29
Laura Thomas	lbt1@aber.ac.uk	1947	F.26
Joanne Worthington	jpw9@aber.ac.uk	2306	F.09
Becky Wale	rkw9@aber.ac.uk	2306	F.09
Thomas Awdry	tja9@aber.ac.uk	2306	F.09

Full staff details and areas of interest are listed on the internet at <http://www.aber.ac.uk/en/sport-exercise/staff/>

How do I contact members of staff?

If you have a simple query, it is best to use email. For something more complicated, you are very welcome to come and see us. We like to see you and are happy to help!

Academic staff and administrators have individual office hours: times when they are there to see students who call in. If you want a chat or advice about your studies, whether it is something specific to a particular module or something more general, you may book time during staff members' office hours using the sign-up sheets located on their office doors.

The times of office hours for each member of staff are listed on Blackboard and on their office doors. If you cannot manage to get into the Department to see a member of staff during their designated office hours, or if for some exceptional reason a member of staff is unavailable, please email them or leave a note under their door or in the Departmental Office. Staff will get back to you as quickly as possible. If you are in doubt as to who exactly you should see, the Departmental Offices will also be able to help. The Departmental Offices are open on weekdays from 9.00 am – 1.00 pm and 2.00 – 5.00pm (4.30 pm on Fridays).

Emailing staff

We receive a large number of emails from students on a daily basis so in order to help ensure a quick response, we ask that students follow a few guidelines:

1. Please identify who you are (including surname) as student names do not appear in the email address. You should always use your university email address when communicating with staff.
2. Please include the name(s) of the staff member(s) to whom your email is addressed. There are a number of modules with multiple staff members, and your email could end up going to the wrong person.
3. Include information regarding the module (e.g., code) that your question relates to.
4. Before you email, please check that the answer to your question isn't on BlackBoard or in this or your module handbook. Generally the information you require is likely to have been published elsewhere.
5. Whilst we endeavour to respond to emails as soon as possible, students should not anticipate an immediate response. When we are not teaching we are often away from our office, in meetings, at conferences etc. so you should leave plenty of time to build in a response from us. Wherever possible, we will aim to reply within 24 hours of receiving the email during working hours.
6. We are a friendly and approachable institute but would always encourage you to adopt a professional writing style in your emails in line with how you would compose emails in your place of work.

Who should I email?

- If the concern is to do with the overall structure of the module or an assignment please contact the module co-ordinator.
- If the concern regards a specific lecture or material on Blackboard relating to a specific lecture/seminar, the person to contact is the person who gave the lecture/seminar.
- If it is a timetabling issue please approach reception in your home department
- If it is a general administrative query, for example, where the assignment cover sheets can be found, please contact the reception of your home department.
- If it is a notified absence or a valid excuse please let the module co-ordinator and departmental reception know.
- If you require an extension please see the department reception.

- If the concern relates to your welfare please contact your personal tutor.

How do we contact you?

Mostly we will do this by email, though we do occasionally write to you at home (either your term-time address or your permanent address or both). Please make sure we have your current address and mobile number; you can check and change the contact details we have for you via your [student record](#).

IMPORTANT - Please check emails very regularly (every day). Staff send important emails to students regarding changes in departmental procedures, timetable changes, upcoming deadlines, forthcoming meetings, guest lectures, and so on.

LEARNING AND TEACHING

How is learning and teaching organised?

The University year is organised into two semesters, ending in January and June, and most of the Department's modules are assessed at the end of each semester. There are also [three terms](#). Students are required to be in Aberystwyth during term time unless they have permission from the Director of the Institute. Teaching is organised through a combination of lectures, practicals and seminars; occasionally, other formats are also used.

Lectures provide a basic framework for your study, so it is important that you attend regularly. They introduce the subject matter that the module covers and are complementary to the seminars. They provide the basis for your independent reading, which takes up the bulk of your time at undergraduate level. Lectures last 50 minutes, and begin on the hour at 9am and 10am and at 10 minutes past the hour from then on. Most modules have two lectures per week which are fixed on the timetable. At Part Two the number and timing of lectures varies from module to module. See the module handbooks on Blackboard for full lists of lectures, timetables and specific module information.

Seminars complement the lectures and provide an opportunity to gain a fuller understanding of the material you have been reading through discussion and debate. Unlike lectures, seminars may not run every week so you will need to check your timetable for each module to find out when they are running.

Practicals give an opportunity for you to gain hands-on skills that professionals in Sport and Exercise Science and Psychology use daily. Part Two modules often have practicals instead of seminars and are frequently held in laboratories.

Attendance

The Institute and University recognise that you are investing a significant amount of your time and money on your studies here. We offer you access to excellent learning support and facilities to enable you to achieve your potential, but to a large extent your success will depend on what you put into your studies.

Attendance at lectures, seminars and practicals is compulsory and is monitored, alongside prompt arrival. Notes of your attendance and lecture/seminar/practical performance are filed and taken into account if you need to make a case for special circumstances, and when reference letters are written for you in the future. Failure to attend lectures/seminars/practicals carries severe penalties, including being reported to the Institute Director and excluded from the

examinations. In some modules, seminar and practical work is assessed: see the individual module handbooks on Blackboard for details. Students may not swap practical or seminar groups without good reason and permission; if there is a timetable clash then see the reception in your home department for reallocation to a different group.

Attendance during term time

The University has a strict term-time attendance policy that requires all students to be present during term time, where students should be available first thing Monday morning through to Friday afternoon – even if there are no lectures scheduled. This is also the case when breaking up for – and returning from – holidays when students are required to be present until the end of term and from the start of the new academic year/term. Whilst it is appreciated that students may be able to acquire cheaper flights/train tickets etc. by leaving early or returning later, travel arrangements must fit around the University's term dates. Only in exceptional circumstances may a student leave university early, and this must be with the Institute Director's permission.

Research seminars

The Institute holds research seminars that are open to all students and staff. They are compulsory for all third year students and for some specific modules, but we would strongly encourage all students to attend. This is an opportunity for students to hear from guest speakers about real-world research that is currently being conducted. You will be notified as to when they are in your timetable.

What study skills will I learn?

The Institute is highly committed to helping you develop your personal and study skills during your time with us, and all our modules contribute towards this. You should, however, particularly note:

- Study skills and careers lectures in each year of study.
- [Personal development plans \(PDPs\)](#) that students complete during each year of study. This is designed to help students audit their existing skills and devise strategies to improve them. Further details about the PDP will be provided by your personal tutor during your first meeting.

Employability and postgraduate study

The undergraduate degrees offered within the Institute have been designed so that you are able to develop transferable and employability skills such as working in teams, presentation skills, and marketing yourself. In addition, successful completion of either undergraduate degree leads to postgraduate study in the respective area. Increasingly, many job opportunities in psychology and sport and exercise science are only available to people with relevant postgraduate qualifications. More details about the postgraduate study opportunities in psychology, sport and exercise science, and across the university may be found here: <http://www.aber.ac.uk/en/postgrad/postgraduate-courses/>

How much work should I do for each module?

The number of credits each module is worth depends on the amount of work involved. Typically modules are worth either 10 or 20 credits and are designed to occupy around 200 working hours for a 20 credit module. The contact hours (lectures and seminars) take up approximately 20-26 hours for each 20 credit module. The remaining time is spent reading independently and preparing for seminars and essays. So although you may have no more than five or six lectures and three seminars a week for all your modules, this is by no means the only work you are

expected to put in: it is only the start of your studies. As a general guide you should be spending:

- 4 hours preparing for each lecture
- 4 hours preparing for a seminar
- At least an hour after lectures/practicals/seminars organizing your notes, researching appropriate readings and so on.
- At least 15 hours working per 1,000 words of coursework
- At least 15 hours revising for each hour of an examination

Asking questions at the end of lectures

We always want to encourage students to ask questions, but we are aware that students might not get a chance to ask their question within the actual lecture/seminar. Unfortunately, due to the time constraints of the lecture, there is a lot of pressure on lecturers to pack up in time for the next class to come in, and staff are likely to have to rush to another lecture or meeting and therefore cannot give you the time that your question deserves. In these cases, please do email the appropriate lecturer with your question, or see them during their office hours.

What about coursework and exams?

Most commonly, a module will have one piece of assessed coursework and one exam. Some modules may require quantitative and qualitative reports or two examinations. Details of the requirements for each module are in the module handbooks on Blackboard and the [module database](#). There are three exam periods, semester one (after Christmas) semester two (end of May/early June) and the supplementary/resit exam period (mid-late August).

Writing academic essays and reports is a particular skill and one that is learnt through practice. It is very different from writing an essay at school, for example. We are looking for a piece of work that demonstrates analytical ability, presents a critical and coherent argument, and draws on material from a range of sources, with proper acknowledgement. It needs to be clearly written and well presented. Quantitative and Qualitative reports have rigid structures that are different from essays. Further guidance on how to write essays and other coursework, including how to reference correctly, will be given in your modules.

Can I resit failed modules?

Full information on resitting modules can be found in the University's [rules and regulations](#). Resitting modules in August will require you to return to Aberystwyth during this period to attend examinations. Note that University regulations do not allow students who have enough credits to qualify for a degree to take resits in order to improve their degree class. In summary:

- All Part 1 Students **may** resit on up to three further occasions following the initial failure, normally in the supplementary examinations in the year of failure and in the semester and supplementary examinations of the following session.
- Part 2 students may resit on **one** further occasion following the initial failure, normally during the August exam period. If the module is not offered the following session, arrangements will be made with the Department concerned.
- Note, however, that in some cases Part 1 and Part 2 students will not be allowed to resit. This happens, for example, following an uncondoned absence from an examination, a failure to submit coursework, lack of diligence, or an instance of unfair practice/plagiarism.

The University and the Institute write to all students who have failed modules, outlining the options available. Advice is also available from your home department or the Academic Office.

Further information on what your results mean in terms of progressing to the next level of your degree can be found under the [Rules for Progression](#) page in the Student Examination Handbook.

Health & Safety

Health and Safety is an important issue in any laboratory. You will be taught about health and safety throughout your degree and by the time you reach the third year you will have had every opportunity to develop a thorough understanding of the risks involved and the procedures necessary to reduce those risks. The Institute has a full set of Risk Assessment and Standard Operating procedures, if in doubt ask!

Welsh provision

For those whose first language is Welsh, or those that would feel more comfortable conversing in Welsh, there will be sufficient opportunities to reinforce your learning through the medium of Welsh. Psychology and sport and exercise science can be technical subjects and some students may find it easier to discuss and learn through the Welsh medium.

Both Aberystwyth University and the Institute have a strong commitment to teaching through Welsh. Consequently, the Institute is developing teaching and learning in Welsh. You may have the option of signing up for select seminars in Welsh. Further details will be explained at registration.

For more information about the Welsh language service at Aberystwyth, and how it can support your learning and achieve your ability during your degree, please visit <http://www.aber.ac.uk/canolfangymraeg/welcome/>

Scientific Writing

What is a scientific writing style?

Because sport and exercise science and psychology are considered sciences, your work must be 'scientific', that is, rigorous, producing reliable and valid results so that readers can have confidence that your findings are robust. You will notice from reading scientific journal articles, that there is a particular way of designing, conducting, and writing up scientific research which will, at first, be unfamiliar to you. However, it is important that you become familiar with this style and adopt a similar approach in your own writing. When you write your first assignments you should model your writing style on that which is used in scientific articles: it should be formal (e.g., not chatty or written in the first person) and explicit (e.g., to the point, not vague or open to misinterpretation), and you must ensure that all your arguments are supported by evidence based on the findings of published research. This level of rigour will also need to be applied to all methods of presenting your work, and not just for written work.

Research methods are the means deemed appropriate by a scientific community to address specific research questions: the procedures used to gather, collate and analyse data. The methods used are always determined by the research question. In your reading you will come across quantitative research methods (relating to *quantity* e.g. data from questionnaires, experiments etc.) and qualitative research methods (relating to *quality* e.g. analysis of what people say in interviews). Most books on research methods provide an overview of both quantitative and qualitative methods.

Why do I need to include references?

As you are required to support all your arguments with published sources you must provide a reference list that includes all relevant information as to the nature of the source. There are two reasons why you should do this: firstly, other readers should be able to find the reference that you have cited so that they can read it for themselves; secondly, you must ensure that all material that is not your own is credited to the appropriate author(s). Failure to acknowledge other people's work and reference correctly will result in, at best, poor scholarship and at worst, plagiarism. Unlike other disciplines, psychologists and sport and exercise scientists only provide a reference list of everything they have cited in the work, and not a list of everything that they have read on the topic (a bibliography). This means that if you have read a book as background reading to provide you with a context for your essay/data-gathering and/or analysis, but have not made explicit reference to it in any way in your writing, then you should NOT include it in the reference list.

Referencing and Referencing Style

Full and proper referencing of material is a key academic skill. It allows you to acknowledge the sources you have used, it adds credibility to your work by providing evidence, and it allows the reader (and you) to easily find material you reference. A list of references at the end of a piece of work is known as a reference list and should include all the work you cite.

The 'style' used in references refers to the order and format by which the authors, the book or journal title, the pages, the date etc. are written. There are a number of different styles and you will notice these variations as you use the library. The Institute has adopted the American Psychological Association's (APA) style. This is the style you should use for all the work submitted within the Institute. You must always reference your work properly.

Poor referencing style is penalised by a reduction in marks. No penalties are given in the first semester of the first year to allow you time to get used to the system. The tutor will mark the work and give you feedback on correct style. Our approach is to ensure you quickly develop a routine of rigorous referencing.

It is important that your writing style and referencing is standardized so that it is clear to other readers. Guidelines for using APA can be found on Blackboard, in the Publication Manual of the APA, available in the library, and at the following website:

http://www.tandf.co.uk/journals/authors/style/reference/tf_APA.pdf

LIBRARY RESOURCES

The library contains a number of books on sport and exercise science, psychology, research methods, and study skills, as well as a large number of scientific journals in psychology, sports and exercise and other disciplines. Journals not only highlight the most recent research that is being conducted in the field today, but also provide good examples of how research should be presented. Some reading will be provided for you in specific modules, but all students are required to conduct their own literature searches for all modules throughout the degree course. A key skill that you will develop as a student is your ability to find and select appropriate materials (i.e. published research) beyond those given to you in a lecture, and to critique them effectively. To 'critique' means that you take note of the specific contribution of a piece of research to your argument, not just 'criticising' it.

How do I conduct a literature review?

Library staff will teach you how to conduct effective literature searches using the wealth of [electronic services](#) available. Your main resource and starting point is Primo Central. We have

a support librarian and dedicated web pages for each department to help you get started. Because the library resources are so integral to your degree, it is essential that you are familiar with how to find and use them effectively. Students should make the most of training sessions, and online video guides to ensure they are getting the most out of the resources. First year students will receive an introduction to library services during Induction week; second and third year students should seek advice from the library support services if they are still unsure as to the software that is available to them and how to use it. Don't forget, too, that Aberystwyth students have unique access to the [National Library of Wales](#) – a fantastic resource! The support librarians are available for you to ask any questions relating to library resources, finding relevant books and journals, improving your literature searches, etc.

What are primary and secondary sources?

A primary source is original work written at the time of study; a secondary source is another author's interpretations of that original piece of work. Textbooks are secondary sources as they draw on large numbers of key studies on various topics. Whilst textbooks provide an excellent overview to a wide variety of topics, students should always seek the original articles (using the references) when reading and citing work. This is because studies included in textbooks are only summaries of the research and students require much more information than is given. Also, you should not assume that an author's interpretation of the source is correct; it is possible that they have misinterpreted the findings which you are using to support your own arguments.

Can I use websites and unpublished material in my assignments?

Avoid using websites unless you are accessing peer-reviewed online journals or electronic versions of articles available in print form. Peer-reviewed work means that it has been reviewed and critiqued by experts in the field before it has been allowed to be published, therefore making the work more credible. A lot of the material on the web is not scholarly and can be uploaded by anybody. For this reason, sites such as Wikipedia must NEVER be used. The same applies for unpublished materials – not only is it difficult for other readers to access the material you have cited, it is more difficult to assess how rigorously it was carried out. One exception to this rule is unpublished dissertations and theses. This is because they are available from the libraries of the institutions awarding postgraduate degrees. However, whilst it is often assumed that these are of an appropriate scholarly level (since they satisfied examiners), this is not always the case, particularly in the case of masters-level research, and they should therefore always be used with caution. In no instance should you cite lectures or handouts given to you by staff – if you want to cite their research, consult the articles and books in which it was published.

ASSESSMENT

What types of assessments are there?

The Institute incorporates a range of assessments that provide students with the opportunities to develop their written and presentation skills, using a variety of methods. Examples of the types of assessments that students will encounter are:

- Exams (seen, unseen, and open-book exams)
- Laboratory reports (quantitative and qualitative)
- Essays
- Critical reviews
- Research proposals
- Research project (dissertation)
- Reflective portfolios (self-evaluations)
- Wikis (critique and summary of research articles)

- Poster presentations (visual display of work)
- Oral presentations
- Blogs (discussion boards)

How do we assess and mark your work?

For each piece of coursework you submit you will also attach a coversheet which lists the marking criteria we will use to assess your work and give you feedback. The table below gives you example criteria used to help us assess your work and give you feedback:

1. Theory	theoretical grounding, contextual relevance, literature, research question, hypothesis
2. Argument	originality, operationalization, design, methodology
3. Analysis	analytical, logical, accurate, articulation of results
4. Evaluation	theoretical considerations, caveats, criticism, implications, interpretation, applications
5. Writing	clarity, coherence, structure, focus, organization, grammar/spelling
6. Presentation	referencing (APA method), length, figures

The specific marking criteria on the coversheet will translate into a marking scheme that we use when grading your work. Note that work which achieves a grade within a certain category does not necessarily display all of the characteristics indicated above. This is particularly true at the top end (70+) and the bottom end (-39) of the scale. It is also important to note that the final mark reflects an overall academic judgement and some categories will be more important than others.

In addition, we follow guidance to do with marking essays that are over or under length, have poor spelling and punctuation, and where referencing is inadequate (which we call 'bad practice' or 'poor scholarship' — unfair practice is more serious and is always referred to an Unfair Practice Hearing). See the information detailed on Blackboard.

Marking rubrics

As further help to allow you to maximise your mark, the Institute has generic marking rubrics and you should refer to these, in addition to the coursework coversheets, when preparing your assignments and interpreting feedback. The rubrics are contained in this handbook and on Blackboard.

What is expected from students in their first, second and third year?

Students are expected to engage with material beyond that given to them in lectures and seminars. Even at first year level it is not enough to produce work that is based purely on lecture notes and/or textbooks. Indeed, these materials should only be used to provide an introduction to the topic, rather than used as evidence to support your arguments in assessments. Regardless of year, students should:

- demonstrate initiative in seeking peer-reviewed sources to frame an appropriate research question and provide evidence to support their argument;
- have an understanding and awareness of the appropriate methodology, both in terms of data collection and analysis; and
- be able to interpret and evaluate findings whilst considering the implications and applications of the research.

Thus there are no new skills that students will learn in the second and third year as such, rather, as students progress into years 2 and 3 they will be expected to demonstrate their ability to develop and implement, more deftly, the marking criteria outlined on assignment coversheets and in the marking rubrics below.

Will staff read drafts of my assignment for me?

Staff do not normally proof-read work for students prior to submission. However, lecturers are happy to discuss issues/concerns that students may have regarding content. Indeed, if students are struggling with an assignment they should seek help from the appropriate member of staff by going to see them during their office hours.

Feedback: Finding out how you are getting on

Feedback from the teaching staff is very important in helping you to improve. We will give you ample feedback throughout your degree to help you develop and achieve your academic goals. Feedback comes in many forms. The table below shows you the various types of feedback you will get as a student in the Institute. We aim to give you feedback on your assessed work within three weeks of the submission deadline. Your submission and feedback form will be returned with general comments on the content of the piece of work. Some lecturers may also choose to give audio feedback where you can listen to comments made by the marker rather than reading them. Make sure you read/listen to the feedback carefully; in many ways the detailed feedback is more important than the mark you get. If you are unsure about the feedback or desire more assistance on how to improve you are welcome to see the marker to talk about their comments. If you would like a general chat about how you are doing you are very welcome to see any member of staff, and especially your personal tutor, in their office hours.

Feedback Avenues

Component	How we will give your feedback
Coursework	Your coursework, which might involve, for instance, essays, practical reports, blogs, wikis or diaries is marked and annotated by staff. This feedback is there for you to read and in some cases listen to, as we often use audio feedback, recording feedback straight onto your scripts electronically. In all cases, where you would like any clarification, make an appointment and feedback will be extended one on one.
Exams	Feedback on examination performance is available from the module leader who can discuss your performance with you and answer any questions at your request
Feedback during teaching sessions	Some feedback helps explain why you got the mark you did and hopefully you can use this to develop you work in the future. This is called feedback on Summative work. In addition, we have Formative feedback, which helps you understand immediately how to develop and comes in the form of answers given to questions in class and teaching sessions from staff
Tutorials throughout the year, or at your request	Here staff give you feedback on your general performance, and answer any questions you have and provide useful advice. Such feedback is very important to your development while at University.

Undergraduate Marking Rubrics:

Essays, Reports, Critical Reviews, Wikis, Research Proposals and Research Projects

Classification	% Band	Marking Guidelines
First	80-100	Exceptional. Outstanding appreciation of the relevant academic debates, published scholarship, and appropriate – and highly rigorous – use of sources that demonstrate impressive initiative in locating material. The research question and topic’s implications will be exemplary in their coherence and focus, and students will show exceptional critical, analytical, imaginative, and interpretative insight throughout, with work that is original and/or very close to publishable standard. Exceptionally perceptive and incisive – students will demonstrate deft and sophisticated handling of theoretical, and/or methodological and/or empirical material, presenting exceedingly well developed and articulated arguments. There will be exemplary use of grammar, spelling and language conventions, alongside perfect use of documentation conventions and highly effective presentation which significantly enhances communication.
	70-79	Excellent. Excellent appreciation of the relevant academic debates, published scholarship, and appropriate – and rigorous – use of sources that demonstrate a high degree of initiative in locating material. The research question and topic’s implications will be clear and confident in their coherence and focus, and students will show excellent critical, analytical, imaginative, and interpretative insight throughout, with work that shows elements of originality. Excellently perceptive and incisive – students will demonstrate deft and sophisticated handling of theoretical, and/or methodological and/or empirical material, presenting highly developed and articulated arguments. There will be excellent use of grammar, spelling and language conventions, alongside near perfect use of documentation conventions and effective presentation which enhances communication.
Upper second (2:1)	60-69	Good. Good appreciation of the relevant academic debates, published scholarship, and appropriate – and good – use of sources that demonstrate a degree of initiative in locating material. The research question and topic’s implications will be clear and often confident in their coherence and focus, and students will show secure critical, analytical, imaginative, and interpretative insight throughout. Often perceptive and incisive – students will demonstrate a good handling of theoretical, and/or methodological and/or empirical material, presenting well developed and assured arguments in an orderly way. There will be good use of grammar, spelling and language, and documentation conventions, which may nevertheless be occasionally marred by some errors in presentation.
Lower second (2:2)	50-59	Adequate. Adequate appreciation of the relevant academic debates, published scholarship, and generally appropriate, if sometimes dependent or incomplete, use of sources that demonstrate some initiative in locating material. The research question and topic’s implications demonstrate some understanding of the task set, and students will show some limited evidence of critical, analytical, imaginative, and interpretative insight throughout, though without consistency. Work will demonstrate some handling of theoretical, and/or methodological and/or empirical material, presenting some developed arguments – although often not explicitly stated. There will be adequate use of grammar, spelling and language, and documentation conventions, although will be often let down by a wide range of errors that has an impact on communication.
Third	40-49	Few Merits. Some appreciation of the relevant academic debates, but limited understanding and awareness of published scholarship, with no real attempt to source additional material. The research question and topic’s implications, if stated, are vague, and arguments presented remain largely unsupported and are overly reliant on subjective opinion. Work will be descriptive, rather than show any evidence of critical and analytical insight, and any understanding of theoretical, and/or methodological and/or empirical material will be minimal. Communication of the work will be limited due to too many infelicities in expression and presentation.

Bare fail	30-39	Very Limited. No real appreciation of the relevant academic debates or understanding of what the material means, nor actual engagement with the literature. No real research question is offered, and any arguments that are presented are based on subjective opinion. Work will be descriptive, and any understanding of theoretical, and/or methodological and/or empirical material will be severely limited. Communication of the work will be severely compromised due to poor structure and too many errors in presentation and expression.
Poor fail	0-29	Severely Limited. No attempt at engaging with source materials therefore showing no real understanding of fundamental concepts or issues. No appropriate research question or arguments are offered, thus there is no effort to accurately interpret or analyse the material. Any attempt to answer the question is insufficient and inconsequential, and understanding of theoretical, and/or methodological and/or empirical material is non-existent. Communication of the work is ineffectual due to a negligible attempt to implement most basic principles of documentation and presentation.
Note: The criteria are only intended to serve as guidelines. Assessment of students' work ultimately depends on the markers' professional judgement.		

Undergraduate Marking Rubrics: Oral and poster presentations

Students should refer to the rubric for written work when preparing the content for presentation. The following guidelines are for the actual delivery of material.

Classification	% Band	Marking Guidelines	
		Verbal presentation skills	Poster presentation skills
First	80-100	Exceptional. Presents work to a layperson in an exceptionally clear, succinct, and understandable way, using non-technical language whilst keeping it interesting. The information presented is self-contained and stands on its own. Great enthusiasm for the topic is shown and full engagement with the audience is made. Questions are answered competently and clearly. Delivery, in terms of projection and speed, is flawlessly executed, and the presentation kept perfectly to time. Any visual aids are simple, well organized, interesting, and error-free.	Exceptional. In addition to the adjacent verbal qualities, the poster is visually very interesting, exceptionally well laid out and with good use of colour and graphics. Font and image sizes are appropriate, with a seamless balance of text and images that are perfectly presented and correctly labelled. The flow and structure of the poster is excellent and leads to an increased understanding and engagement with the project.
	70-79	Excellent. Presents work to a layperson in an excellently clear, succinct, and understandable way, using non-technical language whilst keeping it interesting. The information presented is self-contained and stands on its own. Enthusiasm for the topic is shown and engagement with the audience is made. Questions are answered competently and clearly. Delivery, in terms of projection and speed, is excellently executed, and the presentation kept to time. Any visual aids are simple, well organized,	Excellent. In addition to the adjacent verbal qualities, the poster is visually very interesting, excellently well laid out and with good use of colour and graphics. Font and image sizes are appropriate, with a very good balance of text and images that are almost perfectly presented and correctly labelled. The flow and structure of the poster is very good and leads to an increased understanding and engagement with the project.

		interesting, and virtually error-free.	
Upper second (2:1)	60-69	Good. Presents work to a layperson in an acceptably clear, succinct, and understandable way, whilst keeping it interesting. The information presented is self-contained and stands on its own. Enthusiasm for the topic is shown and engagement with the audience is generally made. Questions are answered sufficiently. Delivery, in terms of projection and speed, is well executed, and the presentation generally kept to time. Any visual aids are, on the whole, simple, well organized, and interesting, although a few errors may be present.	Good. In addition to the adjacent verbal qualities, the poster is visually interesting, well laid out and with good use of colour and graphics. Font and image sizes are appropriate, with a balance of text and images that are well presented and correctly labelled. The flow and structure of the poster is good and leads to an understanding and engagement with the project.
Lower second (2:2)	50-59	Adequate. Presents work to a layperson in a somewhat understandable way, although with some jargon. The information presented does not quite stand on its own. Enthusiasm and ability to engage with the audience is limited. Attempts are made at answering questions, although responses lack clarity. Delivery, in terms of projection and speed, is, on the whole, acceptable, but presentations may go over or under the time allocated. Any visual aids are acceptable, although a number of errors may be present.	Adequate. In addition to the adjacent verbal qualities, the poster is visually interesting, reasonably well laid out, and with some colour contrasts and use of graphics. Font and image sizes could be more appropriate, whilst text and images are not altogether balanced. Some figures might be incorrectly labelled. The flow and structure leads to limited understanding and engagement with the project.
Third	40-49	Few Merits. Presents work to a layperson in an unclear way, using insufficient language that is laden with jargon. The information presented does not stand on its own. There is little enthusiasm and ability to engage with the audience, and answers to questions are vague and unclear. Delivery, in terms of projection and speed, is weak with presentations going significantly over or under the time allocated. Any visual aids are weak in terms of design, organization and content, in addition to there being a large number of errors present.	Few Merits. In addition to the adjacent verbal characteristics, the poster has little visual interest, is inadequately or inappropriately laid out, and with poor use of colour contrasts and graphics. Font and image sizes are inappropriate, whilst text and images are imbalanced. Figures may be incorrectly labelled, or having labels missing. The flow and structure leads to little understanding and engagement with the project.
Bare fail	30-39	Very Limited. Does not present work in a clear, developed fashion, with far too much jargon being used. The information presented does not stand on its own. No enthusiasm and/or engagement with audience is made, and answers to questions are muddled or avoided altogether. Delivery, in terms of projection and speed, is very poor, with presentations going significantly over or under the time allocated. Any visual aids are poor in terms of design, organization and content, in addition to there being too many errors present.	Very Limited. In addition to the adjacent verbal characteristics, visually, the poster is not interesting, poorly laid out, with no balance between text and images. Font and image sizes are particularly inappropriate. Figures are incorrectly labelled or absent. Flow and structure interferes with understanding and engagement with the project. Information is missing.

Poor fail	0-29	Severely limited. Work is very unclear, with far too much jargon being used. The information presented does not stand on its own. No enthusiasm and engagement with audience is made, and any attempts to answer questions are extremely muddled and irrelevant. Delivery, in terms of projection and speed, is exceptionally poor, with no attempt made at ensuring the presentation is heard or understood. Presentations are significantly over or under the time allocated, and any visual aids are exceedingly poor in terms of design, organization, and quantity of errors.	Severely Limited. In addition to the adjacent verbal characteristics, visually, the poster is not at all interesting, poorly laid out, with no balance between text and images. Font and image sizes are particularly inappropriate. Figures are incorrectly labelled or absent. Flow and structure completely interferes with understanding and engagement with the project. Information is haphazard and missing.
Note: The criteria are only intended to serve as guidelines. Assessment of students' work ultimately depends on the markers' professional judgement.			

Undergraduate Marking Rubrics: Self Reflections and Blogs

Students should refer to the rubric for written work in addition to the criteria set out below.

Classification	% Band	Marking Guidelines	
		Self-Reflections	Blogs
First	80-100	Exceptional. Outstanding appreciation of the nature of reflection required. Exceptional self-awareness and insight, particularly in relation to individual strengths and weaknesses and areas for personal development. Demonstration of how psychology can be applied to the reflection is exceptional, with students having a great ability to pose challenging and stimulating questions, and to apply and evaluate psychology to the understanding of self and the world. If required, reflections will be exceedingly well supported by current academic debates and published scholarship. Overall, the work will be highly creative, original, interpretative, and analytical. Presentation and expression of material will be exemplary.	Exceptional. In addition to the relevant adjacent qualities, blogs will demonstrate an exceptionally focused, expressive and cohesive viewpoint that is substantiated by effective supporting examples, offering sophisticated reflective thought on the topic. Postings are creatively and fluently written, and reflect the author's unique personality that brings the topic to life. Postings are therefore highly effective in stimulating dialogue and commentary. Contributions to peers' blogs are consistently positive, respectful, and succinct while providing an excellent addition to the discussion.
	70-79	Excellent. Excellent appreciation of the nature of reflection required. Very good self-awareness and insight, particularly in relation to individual strengths and weaknesses and areas for personal development. Demonstration of how psychology can be applied to the reflection is very good, with students having the ability to pose challenging and stimulating questions, and to apply and evaluate psychology to the understanding of self and the world. If required, reflections will be very well supported by current academic debates and published scholarship. Overall,	Excellent. In addition to the relevant adjacent qualities, blogs will have an excellently focused, expressive and cohesive viewpoint that is substantiated by effective supporting examples, offering very good reflective thought on the topic. Postings are creatively and fluently written, and reflect the author's unique personality that brings the topic to life. Postings are therefore very effective in stimulating dialogue and commentary. Contributions to peers' blogs are consistently positive,

		the work will be very creative, original, interpretative, and analytical. Presentation and expression of material will be near perfect.	respectful, and succinct while providing a meaningful and worthwhile addition to the discussion.
Upper second (2:1)	60-69	Good. Good appreciation of the nature of reflection required. Good self-awareness and insight that draws on aspects of individual strengths and weaknesses and personal development. Demonstration of how psychology can be applied to the reflection is good, with students having the ability to pose some good questions, and to apply and evaluate psychology to the understanding of self and the world. If required, reflections will be well supported by current academic debates and published scholarship. Overall, the work will be creative, original, interpretative, and analytical. Presentation and expression of material will be good, but with a few errors.	Good. In addition to the relevant adjacent qualities, blogs will demonstrate a generally focused, but specific viewpoint that is substantiated by supporting examples, offering some good reflective thought on the topic. Postings are generally creatively and well written, and reflect some aspects of the author's personality that help to bring the topic to life. Postings therefore attempt to stimulate dialogue and commentary. Contributions to peers' blogs are generally positive, respectful, and succinct while providing some value to the discussion.
Lower second (2:2)	50-59	Adequate. Some appreciation of the nature of reflection required. Limited self-awareness and insight that makes no real attempt at reflecting on individual strengths and weaknesses and/or personal development. Minimal understanding of how psychology can be applied to the reflection, with students posing weak questions and applying psychology to the understanding of self and the world in a limited way. If required, reflections are minimally supported by current academic debates and published scholarship. Overall, the work is limited in creative and analytical insight. Presentation and expression of material will contain numerous errors.	Adequate. In addition to the relevant adjacent qualities, blogs will demonstrate a limited viewpoint that contains minimal supporting examples, offering more of a summary of the topic than reflection. Postings are brief and unimaginative, and reflect minimal effort to connect with the audience. Postings reveal almost no personality and little attempt is made to bring the topic to life. Postings therefore do not really stimulate dialogue and commentary. Contributions to peers' blogs do not always show respect for other opinions, or offer no additional value to the discussion.
Third	40-49	Few Merits. No real appreciation of the nature of reflection required. Very limited self-awareness and insight that makes no attempt at reflecting on individual strengths and weaknesses or personal development. Negligible understanding of how psychology can be applied to the reflection, with students never questioning or applying psychology to the understanding of self and the world. If required, reflections are poorly supported by current academic debates and published scholarship. Overall, the work will be uncreative and lack analytical insight. Presentation and expression of material will be compromised due to a large number of errors.	Few Merits. In addition to the relevant adjacent characteristics, blogs do not include any clear viewpoint and are not substantiated by supporting examples, they therefore do not offer anything of value to the topic. Postings are written in a half-hearted, disjointed manner that reflects no awareness of effective communication, and are devoid of any personality. Contributions to peers' blogs are openly disrespectful and negative, offering no value to the discussion.
Bare fail	30-39	Very Limited. No understanding or appreciation of the nature of reflection required. No self-awareness and insight offered, with no attempt to question or examine how psychology can be applied to	Very Limited. In addition to the relevant adjacent characteristics, blogs, if present, do not make any attempt to engage with the topic or provide supporting examples.

		the reflection, or understanding of self and the world. If required, students do not engage with current academic debates and published scholarship to support their reflections. Overall, the work will be uncreative and lack any analytical insight. Presentation and expression of material will be full or errors, making communication difficult.	Postings are written in a haphazard and careless manner that reflects the author's discourteous approach to the task and readership. Any contributions to peers' blogs are equally negligent; blogs are unacceptably disrespectful and negative, offering a contribution to the discussion that can only be detrimental.
Poor fail	0-29	Severely Limited. No reflection is offered, or is incomplete – at best, a summary of the topic is given instead. Presentation and expression of material included will be full or errors, making communication difficult.	Severely Limited. Blogs are missing or are incomplete. No comments or attempts to engage with peers' blogs are made.
Note: The criteria are only intended to serve as guidelines. Assessment of students' work ultimately depends on the markers' professional judgement.			

COURSEWORK SUBMISSION

What is the procedure for submitting work?

Please familiarize yourself with the following rules for coursework submission. The due dates for coursework are available on Blackboard and posted on Departmental noticeboards.

- All information regarding coursework submission, including cover sheets and information on electronic submission can be found on Blackboard.
- Coursework must be submitted strictly according to guidelines outlined in this handbook and on the coursework submission pages.
- Format your written work in Times New Roman Font size 12, with 1.5 line spacing, 1 inch margins and page numbers.
- Adhere to the word count. Assignments that go over the word limit by more than 10% will be penalized.
- Work that is not submitted in the correct format, or uploaded incorrectly will also be penalized; please follow the guidelines on coursework submission.
- **Late submission is automatically given a mark of 0.**
- Submission must be made electronically by **4pm** on the deadline date. You may also be asked to submit a hard copy and the module lecturers will inform you if this is the case. This will also be made clear in the module handbooks. If you are required to submit a hard copy, this will also be required by **4pm** on the due date.
- You only have **three** chances to upload your work electronically prior to the deadline. Please be very careful to ensure that you are uploading the correct version in the correct module area. After the deadline you will not be able to make another attempt.
- When you submit your work electronically, no email confirmation will be given. **Therefore it is essential that you keep a 'print screen' copy** of the page that confirms you have uploaded your work successfully as it is the only proof that you have submitted your work. In the unlikely event there are problems with your submission, your work will be deemed late unless you are able to provide the confirmation that you submitted your work successfully.
- If you have any problems uploading your work, you should contact a member of the BlackBoard team in the first instance. They are much better placed to help you with technical problems than staff in the department, and are often able to solve problems

straight away, over the phone. Please contact them on: (01970 62) 2790 or 2473 or 2476; email: bb-team@aber.ac.uk .

- Cover sheets can be found on Blackboard and in the module handbooks.
- Failure to submit essays or other coursework can have very serious consequences. At Part Two, it can lead to not being able to graduate through accumulating more than the permitted number of failed modules with no further resit opportunities. Part Two students will NOT be able to resit a module if they have failed due to receiving a 0 for late submission. See the Students' Examination Handbook for more information. It is still better to submit work late than not at all so that you can get feedback on your work, and, particularly if you are submitting special circumstances.
- All marks are provisional until confirmed by examination boards.
- You will receive an email when your work has been marked and is ready for collection. All work is moderated; third year research projects have two markers.

Guidance notes for students who have mitigating/extenuating circumstances

Mitigating circumstances may be defined as the taking into account of any circumstances which: 1) were not within the foresight and control of the student; and 2) are not already registered with the Departments and Student and Learner Support. **If students become aware of a situation that may be detrimental to their academic studies they are required to inform all their departments.**

Extensions for work are given in only very exceptional circumstances (i.e., serious personal or health problems) and can only be granted by the year tutor at least 3 days *before* the assessment deadline following a face-to-face interview, supported with appropriate evidence. Requests for extensions must be made using the Mitigating Circumstances Form on Blackboard. If a request for an extension is made less than 3 days before the deadline, students will be expected to submit the coursework on time, but may appeal after the deadline date by submitting a [Special Circumstances Form](#) (also available through the departmental office). Similarly, if students are not in a position to submit the work by the deadline, the special circumstances form should also be completed as soon as possible thereafter.

Please note that we make **no concessions** for poor time management, oversleeping, forgetfulness, minor illnesses (colds, flu, hangovers, for example) or illnesses for which a medical certificate is not available, computer/printing/uploading problems, lack of access to resources, more than one deadline on the same day, inability to answer the question or struggling with the material, bad weather, transport problems, moving house, holidays, part-time work commitments, misreading of assessment or examination dates and times, timetabling of assessments or examinations, and other similar possible reasons. Students who submit work late for these reasons will have their appeals turned down.

Special Circumstances

Claim	Acceptable Evidence	Not Acceptable
Illness	Medical conditions that prevent attendance and that are supported by written evidence from a medical practitioner. Only moderate and substantial conditions (in the opinion of an appropriate medical professional) will be considered.	Conditions that are not disclosed in time for special arrangements to be made. On-going medical conditions that are controlled by medication (unless the condition has worsened). Minor illness e.g., cold will not be considered.

Stress and emotional difficulties	Medical certificate or supporting letter from an appropriate medical professional.	
Death of a family member or partner	Copy of death certificate.	
Death of friend or acquaintance		Death of friends and acquaintances will not normally be considered –staff realise that the loss of a close friend may cause considerable grief and will be sensitive in these circumstances where this is explained.
Personal injury	Medical evidence.	
Victim of crime including personal trauma	Police crime report or report from appropriate support agency.	
An elite performer (e.g., elite athlete) who is selected to compete at National level.	Official letter confirming participation.	An event (e.g., sporting) which is not at national level.
Previously undiagnosed special need	Appropriate professional diagnosis of special need of which the candidate was not aware at the outset of the module for a valid reason.	Special need which was diagnosed / known about at the outset of the module.
Miscellaneous		Any circumstances which do not clearly relate to the timing of the assessment. Failure to manage time effectively. Accommodation problems. Failure of IT or other equipment (either your own or University equipment). Financial problems. Letters of support from staff, friends or family DO NOT constitute evidence. Holidays. Part-time work.

Plagiarism and Unfair Practice

Some students are tempted to pass off someone else's work as their own, fabricate data, or to cheat in exams. This includes buying-in custom-written essays from web sites, even those claimed to be 'plagiarism-free'. It also includes: using material from books, journals or internet sites without proper acknowledgement; submitting the same or a similar essay for two different modules, or different components of the same module; or submitting a friend's work from a previous year.

Academic Misconduct

The rules and regulations concerning academic misconduct are set out in the University's Regulation on Unfair Practice. This information can be found at:
<http://www.aber.ac.uk/en/regulations/contents/unfair-practice/>

It is an unfair practice to commit any act whereby a person may obtain, for himself/herself or for another, an unpermitted advantage. This shall apply whether the candidate acts alone or in conjunction with another/others. Any action or actions shall be deemed to fall within this definition, whether occurring during, or in relation to, a formal examination, a piece of coursework, or any form of assessment undertaken in pursuit of a University qualification. Examples of unfair practice are shown below. These are not exhaustive, and other cases may fall within the general definition of unfair practice.

Examples of unfair practice in non-examination conditions:

Plagiarism, which can be defined as using another person's work and presenting it as one's own. The growth of electronic sources and word processors makes plagiarism a real concern. Often, plagiarism is not a premeditated effort to cheat but is simply academic incompetence in studying and referencing. The Institute asks you to submit work via Blackboard and part of the reason for this is that work is scanned electronically to check for plagiarism. Examples include:

- Copying another person's work
- Unacknowledged translation of another person's work in order to present it as one's own
- Paraphrasing or adapting another person's work without due acknowledgment
- Unacknowledged use of material downloaded from the internet
- Use of material obtained from essay banks or similar agencies
- Reusing your own work from assignments previously submitted (self-plagiarism)

How to prevent plagiarism:

- Consult relevant sources for your ideas but express your use of them *in your own words*. You must not copy another writer's material word-for-word or nearly word-for-word from any source, including Web pages.
- Avoid copying from Web pages and pasting into your assignment.
- Ensure that, when you eventually come to compose your work, you can identify notes which are based on any source. These need to be composed into *your own words* and not introduced directly into your work without proper acknowledgements. Make certain that you do not mix verbatim notes with your own notes without being able to distinguish between the two.
- Don't leave work to the last minute so you feel the need to cut-and-paste off the internet or simply copy another student's work!
- Take notes properly, always recording details of where you found information.
- Learn to reference properly.
- Learn to use quotations properly and use them sparingly.
- Study hard so you really understand something and can express it in *your own words* rather than copy a paragraph from text. Remember that academic members of staff work with your textbooks (and other sources such as journal articles, internet sources etc.) every day and can readily recognise style and content from different sources.

Collusion occurs:

- When work that has been undertaken by or with others is submitted and passed off as solely the work of one person.

- When the work of one candidate is submitted in the name of another; when this is done with the knowledge of the originator, both parties can be considered to be at fault.

How to prevent collusion:

In both departments there is a good deal of group work, particularly the collection of data. Sharing data is perfectly acceptable and so is discussing work with your peers. The key is to stop discussing and sharing at the point at which you begin to write up the work, and to identify within the work where there is shared content. We help you in this, for example, some assessments ARE shared (such as a group poster or oral presentation) and where this is the case it will be made perfectly clear. A second example is where we use laboratory reports, the idea here is that laboratory work during the semester can be openly discussed and shared but when it comes to the actual assessment you are alone and you gain rightful credit for your personal performance.

Fabrication of data refers to making false claims to have carried out experiments, observations, interviews or other forms of data collection and analysis, or acting dishonestly in any other way, such as presenting evidence of special circumstances to Examining Boards, which is false or falsified or which is, in any way, intended to mislead Examining Boards.

Examples of unfair practice in examination conditions

- Introducing into an examination room and/or associated facilities any unauthorised form of material such as a book, a manuscript, data or loose papers, information obtained via any electronic device, or any source of unauthorised information
- Copying from, or communicating with, any other person in the examination room and/or associated facilities except as authorised by an invigilator
- Communicating electronically with any other person, except as authorised by an invigilator
- Impersonating an examination candidate or allowing oneself to be impersonated
- Presenting an examination script as one's own work when the script includes material produced by unauthorised means
- Presenting evidence of special circumstances to Examining Boards, which is false or falsified or which is, in any way, intended to mislead Examining Boards

Academic misconduct is treated seriously. If there is suspicion of academic misconduct and unfair practice then the matter will be investigated by the Chair of the Unfair Practice Committee. It should be noted that where it is found that unfair practice has occurred, this typically results in a mark of zero being given to the element of assessment involved, and, where the module is failed, typically no re-sit is allowed.

Plagiarism or Unfair Practice is absolutely unacceptable and heavy penalties may be imposed, including exclusion from the university. When you submit your work electronically every assignment is automatically checked for plagiarism through the software SafeAssign and Turnitin. Students who engage in plagiarism or unfair practice risk, at the very least, not being allowed to resit the module. At Part One, this can lead to not being able to progress to Part Two and having to repeat the year. At Part Two, it can lead to not being able to graduate through accumulating more than the permitted number of failed modules with no further resit opportunities. Students will receive guidance on how to avoid plagiarism. If at any point you are unsure as to whether you have referenced and acknowledged a source correctly you should speak to your personal tutor for further clarification. It is the responsibility of the student to ensure they understand completely what unfair practice is and how to avoid it. A lack of awareness of what it entails is not a good enough defence in an appeals case, regardless of

how unintentional the instance was. Make sure you are familiar with the [University's Academic Regulations on Unfair Practice](#).

SUPPORT

Personal Tutors

At registration every student is allocated a personal tutor for the duration of their studies. All students will have several meetings each year with their tutor, either in a group or individual capacity. However, students are welcome to have more individual contact time should they need to; students are particularly encouraged to go and see personal tutors if they have personal problems which are affecting their work, or if they wish to discuss their general academic progress or career. Joint students will have two personal tutors; one in each department. First year students will be introduced to members of staff during induction week, and meetings with personal tutors are scheduled at the start of each new session for all students. Students may change personal tutor at any time - no questions asked. You may request to change your personal tutor at the reception of your home department. Similarly, a replacement tutor will be allocated to students if the staff member is on study leave.

What if I need a reference?

If you need a member of staff to write you a reference (for example for a job or for further study) then you can ask either your personal tutor or another member of staff. However, you must ask them first whether or not they are willing to act as a referee for you. This is not only a matter of courtesy, but also enables the staff member to anticipate a reference request and know that you have granted permission for information about you to be given to an organization. Bear in mind that members of staff may not be able to write you a reference immediately: please give them at least three weeks' notice.

How can I improve my study practices and academic skills?

The [Study Practice and Academic Skills pages](#) are an excellent resource for all things relating to improving your studies and overall performance. In addition to online resources, there are free courses for all students on a variety of topics (e.g., improving writing, exam revision, references, finding material on reading lists). Students should access these resources on a regular basis in order to develop their study and academic skills. There are also numerous study skills books in the library.

Dyslexia/Disability

If you think you may be dyslexic, the University Disability Officer can help. The University can give students with special needs extra time in examinations, a special chair, use of a computer, the facility to sit in a smaller examination room away from the main body of students, amanuensis for students with eyesight problems, etc. You will need to see the University Learning Support Team in Student Support first to get any special arrangements approved. Please inform your department reception of your needs once you have this approval.

What if I have a medical or personal problem?

We are very sympathetic to students who experience serious medical or personal difficulties that impact on their academic work, and can make allowances for these in a number of ways. However, we can only help if you inform us about your problems and give us documentary evidence (a medical certificate, for example). All documentary evidence, medical notes, etc., should be handed to your department reception. Let us know straight away of any serious problems which are affecting your studies and obtain professional help as soon as possible.

The University has a [Special Circumstances Form](#) which students fill in to report absence or sickness which affects their attendance in seminars, lectures, and examinations, or which

delays the submission of coursework. This should be handed to your department reception and will be treated as confidential.

Note that medical evidence (a Doctor's letter, for example) or other documentary evidence is required to support the information given in the form. If you need help with completing the form or advice on what evidence to provide, contact your department reception. Make sure you complete this form *as soon as possible*, otherwise we cannot take account of the difficulties you are having, and will report you to the Institute Director if you are absent from seminars or fail to hand in coursework.

Who should I go to for help?

Here is a list of the key people/services that you may need to see:

Issue/concern	Who to see
Personal problems? Study skills? Struggling with course? PDP? Need a reference?	Personal Tutor
Extensions? Suspecting a classmate of plagiarism?	Year tutor
Topic covered in lecture or seminar?	Lecturer who took the session
Missing lecture or seminar? Coursework?	Module Convenor
Switching course? Confidential matter that you might not wish to talk to your personal tutor about? Problem with staff member? Leave of absence?	Department reception
Submitting coursework? Registration? Timetable clashes?	Department reception
Roommate problem? Problem with accommodation?	Residential Tutor/ Warden
Nursery? Hardships? Need accommodation?	Student Guild
Tuition? Bursaries? Student loan?	Student finance
Jobs? CVs? Interviews? Work experience?	Careers service
Study Practices? Academic skills?	Student support
Specific learner support?	Learner support
Using the library? Finding resources?	Departmental librarian
Welfare – specific needs?	Student support
Peer support?	Departmental mentors; Signpost mentoring scheme
Independent, confidential advice?	Student advice and counselling centre (SACC)
Need to see a doctor? Nurse?	Your GP (<i>you must register with a doctor in Aberystwyth</i>)

FURTHER COURSE INFORMATION

Where do I find University information, rules and regulations?

The University	Information about the University, including dates of term
Module Database	For all individual module information
Scheme Database	For registering for modules
University Rules and Regulations	For information regarding University rules and regulations for students
Students' Examination Handbook	For information regarding assessment, including examinations
Academic Office	Deals with appeals, unfair practice, and central University requirements.
Generic Student Information	For all things relating to your time at Aberystwyth

How do I register for a course?

First year students will register in September at the start of their course. Second and third year students will provisionally register in May at the end of their first and second year. **It is your responsibility to make sure that you are correctly registered and are taking the correct modules.** This is extremely important as you risk not getting your degree otherwise. You should check your student record against the degree scheme requirements following the link above. Subject to agreement and space on courses, it is possible to change degree schemes by submitting a [change of registration form](#) to the reception of your home department within the first four weeks of your course. In exceptional cases you can change after this time, but you will require the approval of the Institute Director and their signature on the form.

What is the British Psychological Society (BPS)?

The [British Psychological Society](#) is the professional membership body that represents psychology and psychologists in the UK. All psychology staff and student research must adhere to the British Psychological Society's Ethical Code. The [Code of Ethics](#) exists not only to protect the participants involved in the research, but also to protect you, the researcher.

Graduate Basis for Chartered Membership (GBC)

In order to meet the BPS's requirements for graduate basis for chartered membership, students must gain a minimum 2:2 (lower second) honours degree, and the research project must also be passed.

What is the British Association of Sport and Exercise Sciences (BASES)?

The [British Association of Sport and Exercise Sciences](#) is the professional membership body that represents sport and exercise science and sport and exercise scientists in the UK. Similar to the BPS, BASES has a code of conduct to which sport and exercise science staff and students must adhere. The Aberystwyth University BSc in sport and exercise science is endorsed by BASES.

Do I need CRB (Criminal Records Bureau) clearance?

Only students who find themselves working with children or vulnerable adults during their degree are likely to need [CRB clearance](#), and this is most likely to be the case if you are taking part in a work placement or if you decide to conduct research with children/vulnerable adults for

your third year project (note that other instances or roles might require you to undergo a CRB check.) You cannot normally transfer checks between institutions; most organizations will require you to provide an updated check when you apply to them. The CRB form requires you to provide original evidence that will need to be checked by a departmental staff member as proof of your identity. However, no member of staff in the institute has the authority to sign off the actual form; this must be done by a CRB registered and University approved representative. Once your documentation has been checked, we will forward your form to the appropriate representative. CRB Forms are available from the Student Welcome Centre and you will need to pay a fee to have the check carried out; the process should take approximately 6 weeks.

Grievance Procedures

If you have a concern about the way you have been treated by anyone (staff or students) then the polite and proper first action should be to attempt to resolve the problem with the person concerned. Often, problems are mainly a result of misunderstanding and can be readily solved. Next, you should see your personal tutor. Unresolved difficulties can be discussed in confidence with the Head of Department. If you feel matters have not been satisfactorily dealt with within the Department then you should contact the Institute Director. The University and the Guild of Students also have officers to help and formal procedures are described in University documents.

If you cannot find what you need in this handbook or any of these sources, please do go to the relevant Departmental Office and ask: we are always happy to help. This Handbook will be updated annually and we hope that it is a useful student resource. Any comments or feedback you have for improving the handbook should be sent to the Director of Undergraduate Studies. Please also draw to our attention any links that may no longer be working.

Appendix A

BSc(Hons) Psychology (C800) Single Honours Course Programme Overview

LEVEL 1 (PART ONE)

Semester 1		Semester 2	
Module	Credits	Module	Credits
PS11300 Introduction to psychology: Investigation and communication OR SC11300 Cyflwyniad i Seicoleg: Ymchwil a chyfathrebiad	10	PS11320 Introduction to psychology: Investigation and communication OR SC11320 Cyflwyniad i Seicoleg: Ymchwil a chyfathrebiad	10
PS11420 Perspectives on social and individual behaviour	20	PS11220 Perspectives on psychobiology and cognition	20
PS11820 Historical and conceptual issues in psychology	20	PS11520 Applications of psychology	20
PS11710 Professional development planning	10	PS11610 Introduction to psychological research methods	10
Subtotal for semester 1	60	Subtotal for semester 2	60

LEVEL 2 (PART TWO)

Semester 1		Semester 2	
Module	Credits	Module	Credits
PS20220 Social psychology	20	PS20120 Brain and behaviour	20
PS20300 Research methods in psychology	10	PS20320 Research methods in psychology	10
PS20420 Cognitive psychology	20	PS20520 Individual differences and lifespan development	20
		PS20620 Psychology in practice	20
Subtotal for semester 1	50	Subtotal for semester 2	70

LEVEL 3 (PART TWO)

Semester 1		Semester 2	
Module	Credits	Module	Credits
PS33100 Psychology research project	20	PS33140 Psychology research project	20
PS31500 Critical systematic review (<i>Option module</i>)	10	PS31520 Critical systematic review (<i>Option module</i>)	10
PS31620 Social psychology of music (<i>Option module</i>)	20	PS31220 Health psychology (<i>Option module</i>)	20
PS31720 21 st Century Self (<i>Option module</i>)	20	PS31820 Child language and assessment (<i>Option module</i>)	20
Selected optional sport and exercise modules may be available		Selected optional sport and exercise modules may be available	
Subtotal for semester 1	50-70	Subtotal for semester 2	50-70

Details regarding joint honours study schemes may be found here:

<http://www.aber.ac.uk/en/study-schemes/deptcurrent/?d=Psychology>

Appendix B

BSc(Hons) Sport & Exercise Science (C600) Single Honours Course Programme Overview

LEVEL 1 (PART ONE)

Semester 1		Semester 2	
Module	Credits	Module	Credits
SS11200 Foundations in Biomechanics	10	SS11220 Foundations in Biomechanics	10
SS12200 Musculo-skeletal systems	10	SS12220 Musculo-skeletal systems	10
SS13210 Foundations of Sport Psychology	10	SS12010 Foundations in Cardio respiratory physiology	10
SS15110 Group Dynamics in Sport & Exercise	10	SS12610 Introductory Nutrition for Sport & Health	10
SS15410 Skills for the Sport & Exercise Scientist 1	10	SS13410 Foundations in Exercise Psychology	10
SS19200 Research in Sport & Exercise Science 1	10	SS19220 Research in Sport & Exercise Science 1	10
Subtotal for semester 1	60	Subtotal for semester 2	60

LEVEL 2 (PART TWO)

Semester 1		Semester 2	
Module	Credits	Module	Credits
SS22120 Sport & Exercise Physiology	20	SS21120 Biomechanical Analysis	20
SS23120 Sport & Exercise Psychology	20	SS25110 Work Experience	5
SS25100 Work Experience	5	SS25310 Applied & Integrated Studies 1	10
SS25410 Skills for the Sport & Exercise Scientist 2	10	SS25510 Sport & Exercise Medicine	10
		SS29220 Research in Sport & Exercise Science 2	20
Subtotal for semester 1	55	Subtotal for semester 2	65

LEVEL 3 (PART TWO)

Semester 1		Semester 2	
Module	Credits	Module	Credits
HS39100 Research Dissertation	20	HS39140 Research Dissertation	20
SS35300 Applied & Integrated Studies 2	10	SS35320 Applied & Integrated Studies 2	10
SS32220 Physiology of Training & Performance Enhancement (<i>Option module</i>)	20	SS31120 Advanced Biomechanics (<i>Option module</i>)	20
SS32320 Exercise Management in Health & Chronic Disease (<i>Option Module</i>)	20	SS32620 Sport & Exercise Nutrition (<i>Option module</i>)	20
		SS33720 Applied Sport Psychology (<i>Option Module</i>)	20
Selected optional psychology modules may be available		Selected optional psychology modules may be available	
Subtotal for semester 1	50-70	Subtotal for semester 2	50-70

Appendix C

Institute policy on the use of technology to support learning and teaching

Blackboard

Blackboard is a Virtual Learning Environment (VLE) that is used across campus to support the learning and teaching of students. It is a facility that allows lecturers to upload a wide range of course materials, make announcements, mark work that is submitted electronically, as well as enabling students to make use of its interactive features, such as blogs and discussion boards, as well as submit assignments electronically. The University has a minimum use policy for all staff across campus, but lecturers in the Institute already use Blackboard extensively to support their teaching. At a minimum, students can expect staff within the Institute to:

- Upload the Institute undergraduate student handbook
- Upload module handbooks that include information regarding assessment
- Upload essential guidelines (e.g., how to submit work electronically)
- Upload lecture slides and supporting materials within 24 hours of the lecture
- Upload assignment submission folders two weeks before the assessment deadline

Students should assume that all relevant information regarding the course will be uploaded onto Blackboard and should consult the relevant pages for course information before contacting module staff.

Electronic/handwritten feedback

Feedback may be given electronically. This may be in typed form or via audio feedback. Some lecturers prefer to mark hard copies of work, and so will print off your assignment and provide hand written comments on the script and cover sheet. The format in which feedback is given is purely down to the preference of the lecturer; therefore, how you receive feedback on your assessments will vary between modules.

Abercast (Panopto)

Abercast (Panopto) is the facility to record and upload lectures onto Blackboard. Staff members have different views as to whether or not lectures should be recorded, and the University's current policy is that how Abercast is used in a module is down to the lecturer and the learning outcomes of a particular module. As a result, students should not assume, or expect, lectures to be recorded. Indeed, even if some members of staff regularly record their lectures, students should not rely on this method of dissemination of lecture materials as lecturers reserve the right not to record a particular lecture. Furthermore, very occasionally, the technology can fail. Those staff members who routinely record their lectures will notify students if they are not going to record a particular lecture. **Please note that students are not permitted to make their own recording of the lecture unless they have made specific arrangements with the University's Learning Support Co-ordinator.** (see <http://www.aber.ac.uk/en/regulations/contents/student/appenix-8/> for more information.)

Joint honours students

Joint honours students should not assume that all departments use technology to support teaching and learning in the same way; students should therefore make themselves familiar with their other department's use of Blackboard and Abercast.

Key texts for C600 Sport & Exercise Science

You may wish to purchase these books or borrow them from the University Library – please note that the library has limited stocks of each title

Biomechaneg // Biomechanics

Mc Ginnis, P. M. (2005) *Biomechanics of Sport and Exercise*

2nd edition. Human Kinetics:

ISBN-10: 0736051015

ISBN-13: 978-0736051019

For more information see: <http://www.humankinetics.com/products/showproduct.cfm?isbn=9780736051019&>

This textbook will cover the first and second years, however students will be expected to download and print course notes from the course web site for the Biomechanics courses in the first and second years. Printing facilities are available on campus.

Ffisiolog // Physiology

Kenney, W.L., Wilmore, J.H. and Costill, D. (2012). *Physiology of Sport and Exercise*. 5th edition. Champaign, IL: Human Kinetics

ISBN-13: 9780736094092

Details may be found through

www.humankinetics.com

Mann, J. and Truswell, A.S. (2012). *Essentials of Human Nutrition* (4th ed.). Oxford University Press, Oxford: UK.

Jeukendrup, A. and Gleeson, M. (2010). *Sports Nutrition* (2nd ed.). Champaign, IL: Human Kinetics.

Seicoleg // Psychology

Weinberg, R.S. and Gould, D (2011) *Foundations of Sport & Exercise Psychology*, 5th edition Champaign IL: Human Kinetics

ISBN: 0736064672

Details may be found on this web page:

<http://www.humankinetics.com/products/all-products/Foundations-of-Sport-and-Exercise-Psychology-wWeb-Study-Guide-5th-Edition>

Berger, B.G., Pargman, D., & Weinberg, R.S. (2007). *Foundations of Exercise Psychology* (2nd ed). Morgantown, WV: Fitness Information Technology.

Details may be found on this web page:

www.fitinfotech.com

Skills

Cottrell, S. (2010). *Palgrave Study Skills: Skills for Success, personal development and employability* (2nd Ed.).

Palgrave Macmillan. Basingstoke: UK

Cottrell, S. (2013). *Palgrave Study Skills: The Study Skills Handbook* (4th Ed.). Palgrave Macmillan. Basingstoke: UK

Dulliau Ymchwil // Research methods

Vincent, W.J. (2005) *Statistics in kinesiology* (3rd ed.).

Champaign, IL: Human Kinetics.

Gratton, C & Jones, I. (2010). *Research methods for sport studies*, 2nd edition.

London: Routledge.

Details may be found on

http://www.routledge.com/sport/books/textbooks/Sport_Studies_SP209000/

**Institute of Human Sciences – Sports and Exercise Science
Fresher's Week Programme 2013-2014 – First Years**

Day	Time	Room	Proposed programme
Monday 23rd September 13	10am – 12noon	A12 Hugh Owen	Departmental Welcome (all staff) Kate Bullen: Institute Director 10am Careers: Joanne Hiatt 10.30am Student Support: 10.45am Students' Union: 11am Mentoring : Doug Kerr 11.15am John Morgan (study skills): 11.30am
	2-2.30pm	Carwyn James Building	Tutor Meetings 30 minute compulsory meetings with personal tutors meet you tutor and find a bit more out about life as an undergraduate in the Sport Science department – times to be confirmed
	2.30 – 3.30pm	Carwyn James Building	Health and Safety talk (compulsory for all new students)
	2-4pm	General Office Carwyn James	Registration Clinic An opportunity for students with any registration queries to call in prior to registration
Tuesday 24th September 13	9am-4pm	Great Hall, Arts Centre	First year registration (times allocated alphabetically, please check university web pages for more details)
Wednesday 25th September 13	10am– 4pm	Sports cage (TBC)	Freshers' Fair
Thursday 26th September 13	3-6pm	A6 Llandinam & Carwyn James Building	Sport Science Social Event: Sport and Exercise Science Quiz: Get to know the staff Alternative Olympics – followed by drinks and nibbles (TBC)
Friday 27th September 13	9-11am	0.26 Edward Llwyd	Meeting for year 1 students Surviving your degree: we're here to help (compulsory session for new students) <ul style="list-style-type: none"> • Assignment Submission • Late submission penalties • Assignment extensions • Attendance • Special Circumstances • Notice boards • Communicating with staff • Blackboard – Blackboard Team • Library - Karl Drinkwater/Steve Smith
	11am	Carwyn James Building	Social event for Welsh speaking students