



PPLS Undergraduate Student Handbook 2017-2018



THE UNIVERSITY *of* EDINBURGH
School of Philosophy, Psychology
and Language Sciences

THE UNDERGRADUATE STUDENT HANDBOOK

This handbook is a supplement to your *PPLS Undergraduate Student Notebook* to provide you with more specific information that relates to your academic studies.

If you are looking for course specific information such as deadline dates, staff contact details etc. please refer to your individual course guides. The course guides are available through Learn or available to download here <http://www.ppls.ed.ac.uk/> and then clicking on the relevant subject then degree programme.

IMPORTANT LINKS

MyEd is the University of Edinburgh student portal. Here you have access to your university email account, Learn, your grades, Library Resources and many more things - www.myed.ed.ac.uk

Your **university email address** is your matriculation number with the letter 's' in front and '@sms.ed.ac.uk' at the end. It is the method that the University will use to contact you so it is vital that you check it regularly. Failure to do so is not an acceptable excuse for missing something nor is it grounds for appeal against any penalties incurred.

Virtual Learning Environment (Learn): All PPLS courses, and most others, use Learn, an online tool designed to support teaching and learning. Staff use Learn as the primary form of communication about courses. We strongly urge you to check Learn on a regular basis. Module information, tutorial lists, handouts, reading lists, contacts, handbooks and so on will be made available on Learn.

To log into Learn:

- log into MyEd
- locate the 'myLearn' channel which is normally on the 'Studies' tab
- click on the 'Launch my Learn page' button.

Please watch out for information on School and Subject Area noticeboards also.

Students have been given functionality to maintain their own personal details in EUCLID, accessed via their MyEd 'Student Personal Details' channel. They can now maintain:

- Personal email address and mobile phone number
- Preferred first name (the name they like to be known as)
- Current and future home and semester addresses
- Details of who the University should contact in the event of an emergency

Students now also have access in EUCLID to basic Programme information and details of the Additional Achievements that will appear on their Higher Education Achievement Report (HEAR).

The user guide for student self-service is available at:

http://www.euclid.ed.ac.uk/student/Student_Self_Service.htm

Degree Regulations and Programmes of Study <http://www.drps.ed.ac.uk/17-18/dpt/drpsindex.htm> – these contain authoritative descriptions of all courses, including class times, and degree structures.

DEGREE TRANSFERS

There are strict deadlines governing degree transfers. Students wishing to transfer into a programme owned by the School of Philosophy, Psychology and Language Sciences

(PPLS) are advised to speak to a PPLS Student Support Officer at an early stage. Transfers are not always straightforward, even for transfers between a combined honours degree and a related single honours degree programme.

The application deadline for PPLS is Friday of Week 11, Semester 2. For 2017/18 session, this is Friday 6th April 2018. Applications received after this deadline may not be considered.

Decisions are made by the PPLS Undergraduate Director and are based on:

- Academic achievement at University
- Academic achievement prior to entry and/or entry qualifications
- Relevant special circumstances

Students can expect to hear the outcome of their transfer application during the summer break.

ATTENDANCE AT UNIVERSITY CLASSES, LECTURES AND TUTORIALS

The University expects all students to attend all their University classes, lectures and tutorials etc. whether or not these are described as “compulsory” by the School. This includes participating fully in the requirements of all courses, including submitting assignments, contributing to tutorials and workshops or laboratories, attending meetings with Personal Tutors and sitting examinations.

Your attendance will be monitored by the School, so that staff can help you to manage your progress through the courses. We will do this so we can be quickly alerted to any additional pastoral or academic support needs any student might require, and so that the School can provide advice, guidance or support in a timely and useful manner. If you are ill or have to miss a lecture or more importantly a tutorial for any reason, please contact the teaching office or relevant course secretary as soon as possible. The School Tier 4 policy can be accessed on our department websites:

Linguistics and English Language

<http://www.ed.ac.uk/ppls/linguistics-and-english-language/current/postgraduate/student-engagement-and-attendance-monitoring>

Philosophy

<http://www.ed.ac.uk/ppls/philosophy/current/postgraduate/student-engagement-and-attendance-monitoring>

Psychology:

<http://www.ed.ac.uk/ppls/psychology/current/postgraduate/student-engagement-and-attendance-monitoring>

Students on a Tier 4 Visa

As a Tier 4 student, the University of Edinburgh is the sponsor of your UK visa. The University has a number of legal duties to manage our sponsorship of your visa. These include:

- monitoring your attendance on your programme and
- reporting to the Home Office where you suspend or withdraw from your studies, complete them early, fail to register or are repeatedly absent to the point of being excluded from studies.

As a student with a Tier 4 visa sponsored by the University of Edinburgh, the terms of your visa require you to, (amongst others):

- Ensure you have a correct and valid visa for studying at the University of Edinburgh, which, if a Tier 4 visa, requires that it is a visa sponsored by the University of Edinburgh;
- Attend all of your University classes, lectures, tutorials, etc. where required. This includes participating in the requirements of your course including submitting assignments, attending meetings with tutors and attending examinations. If you cannot attend due to illness, for example, you must inform your School. This includes attending Tier 4 Census sessions when required throughout the academic session.

Please note that any email relating to your Tier 4 sponsorship, including census dates and times will be sent to your University email address - you should therefore check this regularly.

Further details on the terms and conditions of your Tier 4 visa can be found at <http://www.ed.ac.uk/global/immigration/applying-for-visa/tier-4-visa-requirements>

Information or advice about your Tier 4 immigration status can be obtained by contacting the International Student Advisory Service, located at Edinburgh Global, 33 Buccleuch Place, Edinburgh EH8 9JS

Contact form: <http://www.ed.ac.uk/international-office/immigration/contact-us>

COURSEWORK AND ASSESSMENT

The PPLS Writing Centre is designed to help all of our students grow as writers. We have an ever-expanding database of documents and articles to provide guidance and answer your questions. We also offer both one-on-one appointments with personalised feedback and group workshops on a variety of topics.

Whether you're trying to get started on an assignment or just looking to put the finishing touches on your dissertation, you're sure to find a way to improve your academic writing by paying us a visit.

<http://writingcentre.ppls.ed.ac.uk/>

Submission and return of coursework

All PPLS courses follow different procedures for submitting coursework. Please follow the specific instructions you have been given for your course in the individual course guides. Further information is available on Learn or from the Course Secretary.

Essays will be returned after they have been marked and moderated, and feedback has been provided for each of them. It is the School's policy that marked coursework is to be returned to students within three working weeks of submission. Please remember that University holidays and vacation periods do not count as working weeks. The submission dates of coursework are available in the course guides and/or on Learn.

Feedback

Feedback to students is provided in a number of ways and can vary from course to course.

- Verbal feedback provided by lecturers in class discussions
- Verbal feedback available through individual discussion of your work with your lecturer, for example during consultation hours
- Electronic feedback provided by the marker(s) of your work
- The University's Common Marking Scheme can be used in conjunction with formal feedback to identify further strengths and weaknesses

The University has agreed standards required of feedback and a framework of guiding principles to underpin the effective provision and use of feedback by your teachers and by yourself, as a student. For information:

<http://www.ed.ac.uk/institute-academic-development/learning-teaching/staff/assessment>

Late coursework and extensions

If assessed coursework is submitted late without an agreed extension to the deadline for an accepted good reason, it will be recorded as late and a penalty will be exacted. For coursework that is a substantial component of the course and where the submission deadline is more than two weeks after the issue of the work to be assessed, that penalty is a reduction of the mark by 5% of the maximum obtainable mark per calendar day (e.g. a mark of 65% on the common marking scale would be reduced to 60% up to 24 hours later). This applies for up to seven calendar days (or to the time when feedback is given, if this is sooner), after which a mark of zero will be given. The original unreduced mark will be recorded by the School and the student informed of it. These penalties follow the University's Undergraduate Assessment Regulations:

<http://www.ed.ac.uk/files/atoms/files/tar17-18.pdf>

Late coursework will only be accepted without penalty if you have provided a good reason and have been granted an extension.

Extensions

Students are expected to monitor their workload, be aware of all deadlines and be able to organise themselves accordingly. In exceptional circumstances, an extension may be possible. However, an adequate reason must be given, and appropriate evidence must be provided. The following are NOT considered good reasons and your request for an extension is unlikely to be granted:

- An ongoing physical or mental condition
- A minor short-term illness, such as a cold
- Failure, loss or theft of computer (or related technology)
- Pressure of academic work (such as other deadlines)
- Occasional low mood, stress or anxiety
- Holidays, financial issues, or work commitments
- Poor time management, or lack of awareness of dates
- Circumstances that were foreseeable or preventable

Requests for an extension must be submitted at least 3 working days before the relevant deadline.

The Teaching Office will confirm whether the extension has been granted and this decision is final. Retrospective extensions will not be granted. Extensions include weekends and University holidays.

Dissertation Extensions

Requests for extensions for dissertations or long essays must also be supported by evidence and must be authorised by the Course/Year Organiser or Exam Board Convenor.

Students with Adjustment Schedules

Extension requests from students with adjustment schedules that allow 'short notice extensions' will be treated sympathetically where possible. Students should, however, be prepared to give a reason for the extension request; simply citing an adjustment schedule is not an adequate reason. An extension request form must be submitted to the teaching office together with relevant supporting evidence.

Plagiarism

Plagiarism is the act of copying or including in one's own work, without adequate acknowledgement, intentionally or unintentionally, the work of another, for one's own benefit. Plagiarism is a serious disciplinary offence and even unintentional plagiarism can be a disciplinary matter. Plagiarism is a form of cheating. Further information on this, including advice on how to avoid plagiarism is included on the University website:

<http://edin.ac/161IzRI>

Use of Plagiarism Detection Software

Note that computers may be used to detect plagiarism, whether by using something as simple as a search engine such as Google (it is as easy for a marker to find online sources as it is for you) or something more complex for specialised comparisons of work. Some courses will use the JISC plagiarism detection service.

The plagiarism detection service is an online service hosted at <http://turnitin.com> that enables institutions and staff to carry out electronic comparison of students' work against electronic sources including other students' work. The service is managed by The University of Northumbria on behalf of the Joint Information Systems Committee (JISC) and is available to all UK tertiary education institutions by subscription.

The plagiarism detection service works by executing searches of the World Wide Web and extensive databases of reference material, as well as content previously submitted by other users. Each new submission is compared with all the existing information. The software makes no decisions as to whether a student has plagiarised, it simply highlights sections of text that are duplicated in other sources. All work will continue to be reviewed by the course tutor. As such, the software is simply used as a tool to highlight any instance where there is a possibly case of plagiarism. Passages copied directly or very closely from existing sources will be identified by the software, and both the original and the potential copy will be displayed for the tutor to view. Where any direct quotations are relevant and appropriately referenced, the course tutor will be able to see this and will continue to consider the next highlighted case.

Once work has been submitted to the system it becomes part of the ever growing database of material against which subsequent submissions are checked. The copyright in each work submitted remains with the original author, but a non-exclusive, non-transferable, licence is granted to permit use of the material for plagiarism detection purposes.

Plagiarism in student publications

The results from student coursework (projects, literature reviews, dissertations) can sometimes be of high enough quality to be submitted for publication in a peer-reviewed journal and/or presentation at a conference. This is particularly true for 4th year dissertations, but can apply to any work of sufficient quality, and especially where novel data or ideas are generated. Most projects are conceived of (or have their principal methodology designed) by the faculty staff-member supervisor. In such cases, students should not expect to play an authorship role unless the student has been invited to contribute to the writing of the manuscript.

For projects that are conceived of (and/or are primarily designed) by the student(s), a discussion between the supervisor and student(s) should take place to clarify each person's level of contribution, and, if a paper is to be written, the order of authorship. Students should note that it is essential that the supervisor's intellectual contribution to the project and intellectual property rights are acknowledged, and that therefore, the output of a supervised project or review must NOT be submitted to a journal or conference without the supervisor

being consulted. A staff member's supervision of projects represents intellectual property in its own right, and so must be recognised when authorship is discussed. For similar reasons, where two or more students collaborate on a project, all potential student authors must also be consulted. Some guidelines for authorship are provided at:

<http://edin.ac/1vbXkBe>

Referencing

Each subject area uses its own preferred referencing style. Information on this should be available in your programme or course handbook or online guidance. Please check with a relevant member of academic staff if you are still unsure what referencing style you should be following.

General guidance on referencing is available from LearnHigher:

<http://www.learnhigher.ac.uk/writing-for-university/referencing/>

Each subject area within LEL uses its own preferred referencing style, but it should be clear which styles are acceptable for each individual course. Please check with the relevant Course Organiser if you are unsure what referencing style you should be following. Online guidance is also available from: <http://students.ppls.ed.ac.uk/study-skills/linguistics-and-english-language/essay-writing/referencing/>.

Exams and marks

There are two main examination diets at the University of Edinburgh, in December and April/May. The examination timetable for all exam diets is produced by Academic Registry <http://www.ed.ac.uk/schools-departments/student-administration/exams/overview>. Please remember that it is your responsibility to check the precise times and venues of your examinations. It is possible that some will be scheduled on Saturdays.

For those failing or missing the pre honours exam, a resit examination is held in August. It is the student's responsibility to check the resit timetable on the Academic Registry website, and ensure they are present for that resit. No formal registration is necessary and students will not be individually notified of the resit date and location of resit exams.

As stated in the University's Degree Examination Regulations, "candidates for degree examinations may not appear for examination at times other than those prescribed, or at a place other than the designated one, except in cases of serious illness, injury or physical handicap, or on grounds of religious scruples or unavoidable overlapping of examination hours, or in other exceptional circumstances". Any students who think they will be affected by exceptional circumstances of this type should notify the Student Support Office at the earliest possible opportunity.

After the Exam Board meetings in early June, you will receive marks for your dissertation (Honours only) and for each of your assessed courses. These will be issued by Student Administration via MyEd. Please do not telephone Student Administration or departmental staff to ask for your results. It is not University policy to divulge results over the phone, and phone calls slow down the processing of results. For further information please go to our department websites:

Philosophy

<http://www.ed.ac.uk/ppls/philosophy/current/undergraduate/assessment/results>

Linguistics and English Language

<http://www.ed.ac.uk/ppls/linguistics-and-english-language/current/undergraduate/assessment>

Psychology

<http://www.ed.ac.uk/ppls/psychology/current/undergraduate/assessment/results>

Please refer to the below link for **University Assessment Regulations**:

<http://edin.ac/11mgc9n>

Past exam papers are available on the Library web page:

<http://edin.ac/1ONATdG>

External Examining

PPLS Undergraduate Programmes are examined by the following External Examiners appointed by the University:

Language Science Programme Examiners:

Dr Marc Alexander, University of Glasgow

Dr Bronwen Evans, University College London

Dr Ranjan Sen, University of Sheffield

Philosophy Programme Examiners:

Dr Beth Lord, University of Aberdeen

Dr Jules Holroyd, University of Sheffield

Dr Davide Rizza, University of East Anglia

Psychology Programme Examiners:

Professor Markus Damian, University of Bristol

Professor Louise Phillips, University of Aberdeen

Dr Niamh Stack, University of Glasgow

University Extended Common Marking Scheme

<http://edin.ac/1pq2CXg>

Extended Common Marking Scheme

Letter Grade	Range	Descriptor	Degree Class
A1	90 – 100	Excellent	1 st
A2	80 – 89		
A3	70 – 79		
B	60 – 69	Very Good	2:1
C	50 – 59	Good	2:2
D	40 – 49	Pass	3 rd
E	30 – 39	Marginal Fail	
F	20 – 29	Clear Fail	
G	10 – 19	Bad Fail	
H	0 – 9		

These descriptors are guidelines for assessing work on similar criteria across the range of marks, but they do not provide a formula for generating a mark. It is clear, for example, that a piece of work may be excellent in one respect and substandard in another. Markers will have to make decisions on aggregate. Note that some descriptors will be more appropriate for essay or project assessment than for examination answers.

Notable changes from our old criteria include:

- (1) More emphasis on scholarly apparatus – Failure to acknowledge sources properly via in-text references and bibliography can fail an essay.
- (2) A view on irrelevant material. - Students are not at liberty to answer exam questions which were not set. Irrelevant answers should normally be assigned a failing mark.

A1 90-100 Excellent

Outstanding in every respect, the work is well beyond the level expected of a competent student at their level of study. It

- Shows creative, subtle, and/or original independent thinking
- Demonstrates breadth of knowledge and deep understanding of the subject matter
- Draws on a wide, relevant literature base
- Demonstrates an excellent standard of synthesis and evaluation and a critical and insightful analysis of the literature
- Is well focused, with concentration on the main issues to be addressed
- Presents a compelling case by means of clear logically structured argument or debate, well supported with evidence
- Is written with flair
- Has, where appropriate, complete and correct referencing
- Is flawless in grammar and spelling

A2 80-89 Excellent

Outstanding in some respects, the work is often beyond what is expected of a competent student at their level of study. It

- Shows original, sophisticated independent thinking
- Demonstrates a thorough understanding of the subject matter
- Draws on a wide, relevant literature base
- Demonstrates critical and insightful analysis of the literature
- Is well focused, with concentration on the main issues to be addressed
- Presents a strong case by means of clear, logically structured argument or debate, supported with evidence
- Shows a good standard of academic writing
- Has, where appropriate, complete and correct referencing

- Shows a high standard of grammar and spelling

A3 70-79 Excellent

Very good or excellent in most respects, the work is what might be expected of a very competent student. It

- Explores the topic under discussion fully
- Shows some complex and/or sensitive independent thinking Complexity and or sensitivity is reflected in the argument
- Demonstrates a sound understanding of the subject matter
- Draws in a wide relevant literature base
- Demonstrates critical analysis of the literature
- Is well focused, with concentration on the main issues to be addressed
- Presents a good case by means of clear logically structured argument or debate, supported by evidence
- Shows a competent standard of fluent academic writing
- Has, where appropriate, complete and correct referencing
- Shows a good standard of grammar and spelling

B 60-69 Very Good

Good or very good in most respects, the work displays thorough mastery of the relevant learning outcomes. It

- Demonstrates a good understanding of the area in question
- Draws on adequate references
- Demonstrates good synthesis, analysis, reflection and evaluation of the literature
- Concentrates on the main issues to be addressed
- Presents an adequate case by means of clear, well structured, logical argument supported with evidence.
- Has, where appropriate, complete and correct referencing of sources
- Shows a good standard of grammar and spelling

C 50-59 Good

The work clearly meets requirements for demonstrating the relevant learning outcomes. It

- Shows evidence of sufficient knowledge and understanding of the material
- Uses references appropriately to support the argument, though they may be limited in number or reflect restricted reading.
- Demonstrates limited critical analysis and evaluation of sources of evidence.
- Addresses the area in question clearly and coherently
- Has satisfactory structure, presentation, and expression
- Has, where appropriate, complete referencing of sources, though there may be minor flaws in referencing technique

D 40-49 Pass

The work meets minimum requirements for demonstrating the relevant learning outcomes. It

- Demonstrates a sufficient level of knowledge and understanding but at a basic level, and there may be minor inaccuracies
- Lacks detail, elaboration or explanation of concepts and ideas.
- Displays limited synthesis and analysis of the literature
- Presents a highly descriptive account of the topic with no real critical analysis
- Presents a weak argument which is not logically structured or which lacks clarity or is based on unsubstantiated statements
- Has, where appropriate, complete referencing of sources, though there may be flaws in referencing technique.

- Has largely satisfactory expression, though there may be minor spelling or grammatical errors

E 30-39 Marginal fail

The work fails to meet minimum requirements for demonstrating the relevant learning outcomes. It

- Does not demonstrate a sufficient level of knowledge and understanding
- Utilises only limited reference sources and offers poor analysis of them
- May not adequately address the area in question, because its content is too limited or because there are some inaccuracies
- Presents a poorly structured, poorly developed, or incoherent argument, or no argument at all
- Has an awkward writing style or poor expression of concepts
- Has incomplete or inadequately presented references
- Shows a lack of attention to spelling and grammar.

F 20-29 Clear fail

The work is very weak or shows a decided lack of effort. It

- Displays very poor or confused knowledge and understanding
- Does not address the area in question.
- Presents no argument or one based on irrelevant and erroneous content
- Displays an unacceptable academic writing style and /or presentation
- Has incomplete or inadequately presented references, if any

G 10-19 Bad fail

The work is extremely weak. It

- Displays no knowledge or understanding of the area in question
- Presents incomplete, muddled, and/or irrelevant material
- Provides no coherent discussion of the area in question
- Has incomplete or inadequately presented references, if any

H 0-9 Bad fail

The work is of very little consequence, if any, to the area in question. It

- Is incomplete in every respect.

Guide to Honours degree classification

For an overview of the rules for degree classification, see:

<http://edin.ac/1U3ncMB>