

Department of *Psychology*

Department Handbook 2019-2020



Cymraeg

Contents

Welcome	5
Welcome from the Subject Librarian.....	6
Welcome from the Careers Service	7
Section A: Introduction	8
Purpose of the handbook	8
Equality and Diversity	8
Important Dates.....	9
Section B: Department Information	10
Communication between the University and students.....	10
Attendance and Academic Progress.....	10
Meet the staff.....	11
Personal Tutors.....	11
Coleg Cymraeg Cenedlaethol.....	12
Welsh Medium Study	12
Submitting Assessments in Welsh	13
Employability	13
Opportunities to Study or Work Abroad	13
Your Voice: Gathering Student Feedback.....	14
Module Evaluation Questionnaires (MEQ).....	14
Your Voice Matters.....	15
Staff Student Consultative Committee.....	15
Departmental Peer Guides	15
Section C: Registration and your Programme.....	16
Registration.....	16

Tier 4 Student Visa Responsibilities.....	16
Accreditation	17
What is the British Psychological Society (BPS)?.....	17
Scheme Structures and Programme Specifications.....	17
Module Information	18
Academic Timetable	18
Section D: Assessment and Feedback.....	19
SgiliauAber/AberSkills.....	20
Methods of Assessment	20
Coursework Submission and Deadlines.....	20
Absence from Examinations	21
Extension Requests.....	21
Special Circumstances	21
Marking Procedures and Moderation	23
Marking Criteria	23
Marking Guidelines.....	25
Oral and Poster Presentations.....	28
Self-Reflection.....	30
Blogs.....	32
Feedback.....	33
Feedback Avenues	33
External Examiners	34
Unacceptable Academic Practice	34
Section E: Progression Rules and Examination Conventions.....	36
Progression Rules and Examination Conventions	36
What to do if things go wrong.....	36

Resits.....	36
Undergraduate and Taught Postgraduate Academic Appeals Procedure	37
Student Complaints Procedure.....	38
Section F: Student Support Services	39
Student Welcome Centre	39
Advice, Information and Money Service	39
Accessibility Service	39
Student Wellbeing Services	39
Student Learning Support and the International English Centre	40
International Office.....	40
Visa and Immigration Advice	40
International Office Trips.....	40
One World Week	41
Halal provision	41
Multi-faith and prayer room spaces.....	41
Students' Union Advice Service	41
Help and Assistance with Accommodation	42
Residence Assistants.....	42
Section G: University Information.....	43

Disclaimer

This handbook should be used in conjunction with the Academic Quality Handbook (Part A: Policies and Procedures and Part B: Regulations) <https://www.aber.ac.uk/en/academic-registry/handbook>. Nothing in this handbook overrides these publications, which always take precedence. Every effort is made to ensure that the information in this handbook is accurate and current. The University does however reserve the right to amend or update the handbook during the course of an academic year. In the unlikely event of any changes you will be notified by your academic department.

Welcome



Dear All,

It's either 'Welcome to Psychology at Aberystwyth' or 'Welcome BACK to Psychology at Aberystwyth'. Whichever it is, I'm absolutely delighted to introduce you to a new year - and what a year it is going to be!

First years will find a wealth of experiences open to you here in Aber that will keep you pretty busy - but don't forget your academic work while you are finding out how amazing it is to be in Aber for the first time. For second years, you will be getting into some serious psychology now, and really building your knowledge. For third years (we used to call you lot 'finalists'!) you will be reaching the very top of your game now and really changing into top gear.

Whichever year you are in, the Psychology team are here to support you. Your personal tutors will take on an entirely different level of importance this year, and you'll need to make absolutely sure you see them when directed. As always, the Admin and Technical staff will be on hand to guide you if you need it, and new staff will be joining us as we continue to expand this year, so watch out for that. The outstanding NSS results this year place our department in the top 20 in the UK – a truly amazing achievement - and we will continue to work super hard this year to make sure you get the support you need.

Please do ask for any help if you need it – we are on hand, and experienced and very good at what we do here. Speak to your tutors and lecturers and don't forget me either - I'm always happy to see you, as you know – just email us for an appointment and we'll make sure you get the help you need to really succeed. It's great to have you all back and to be welcoming new students, too. Good luck this year – let's make it a great one!



Dr. Nigel Holt

Welcome from the Subject Librarian



Hello and welcome to Aberystwyth University.

I hope you enjoy your time here at Aber. I'm your Subject Librarian and I'm based in Hugh Owen Library, the main Library for Psychology. I'm here to help you get the most out of our resources and studies. I can help with:

- Finding books and articles for your assignments
- Bibliographies and citing
- Accessing specific resources for psychology, such as PsycArticles

I also run a drop-in session every Tuesday between 11.30 and 13.00 in the department. Please feel free to come along.

Get in touch if you have any queries regarding learning resources or accessing information for your studies, or if you'd like to meet up [ssg@aber.ac.uk / 01970 621870]

Links to useful library and resource information:

- Psychology Library Guide
- Primo, the Library catalogue
- Information Skills pages – guides to help you get the most out of your studies
- Frequently Asked Questions

Sarah Gwenlan
Psychology Subject Librarian
ssg@aber.ac.uk
01970 621870
[@gwenlans](#)
FB: [Gwenlan.inthelibrary](#)

Welcome from the Careers Service



Welcome to Aberystwyth University and to the beginning of a new and exciting chapter in your life.

Over the next few years, as your Careers Consultant, I am here to help and advise you on each stage of your career planning journey from the indecision of 'what should I be doing or what do I do next?' to applying for placements and jobs.

I provide one to one careers guidance as well as giving departmental talks and workshops. I hold a weekly careers drop-in session on Tuesdays in the Psychology department - you can come and have a chat about your career options or get advice on finding a placement and work experience, I can also help with your CV, building a LinkedIn profile and with completing application forms and going for interviews. If you have any career-related questions then just come along and see me.

The Careers Service also has a daily drop-in service in the Careers Office, next to the SU shop, we run weekly skills workshops during term time and one to one guidance sessions every day. To keep up with the latest workshops, employer events and job vacancies sign up to our jobs and events portal AberConnections at www.aber.ac.uk/aberconnections

I look forward to seeing you soon and to getting you started on your career planning journey.

Anna McAdam
Careers Consultant for Psychology
anm43@aber.ac.uk

Section A: Introduction

Purpose of the handbook

This handbook aims to provide you with key information about your studies, and about university policies and procedures. It is not a comprehensive guide, but aims to provide you with some of the essential information you need to have a successful, and enjoyable, academic career here at Aberystwyth University.

Further information to accompany this handbook is available on the University's website:

<https://www.aber.ac.uk/en/student>

Our Student Charter lays out our mutual responsibilities and aspirations. You can find it at the following web address: <https://www.aber.ac.uk/en/student/charter>

A new handbook is published each academic year with up to date information. We hope that you will find this information useful. If you would like to comment on the handbook contents, or have comments about how to improve the information provided, please forward these by email to your academic department. Please note that 'academic department' is the generic term used throughout this handbook, the formal title of a department may be 'department', 'institute' or 'school'.

If you have any questions about the material in this handbook, please contact the department psychology@aber.ac.uk

Students are also reminded that the Rules and Regulations of the University apply at all times including term and vacation:

<https://www.aber.ac.uk/en/academic-registry/handbook/regulations>

Equality and Diversity

Aberystwyth University is committed to developing and promoting equality and diversity in all our practices and activities. We aim to work, study and provide an inclusive culture, free from discrimination and upholding the values of respect, dignity and courtesy. Every person has the right to be treated in accordance with these values.

We are committed to advancing equality on the grounds of age, disability, sex and sexual orientation, gender identity, race, religion and belief (including lack of belief), marriage and civil partnership, pregnancy and maternity, and to embrace intersectionality and raise awareness between and across different groups.

Our Strategic Equality Plan 2016-2020 promotes equality and equality improvements across the University as required under the Equality Act 2010. Progress Reports measured against this plan will be available in our annual monitoring reports.

Our current 4 year Strategic Equality Plan 2016-2020 (and accompanying Strategic Action Plan) can be found on the Plans section of the Equality web pages:

<https://www.aber.ac.uk/en/equality/>

Should you have any questions please send an email to egustaff@aber.ac.uk.

Important Dates

The University's academic year begins in September. It is organised into two semesters, ending in January and June, and most modules are assessed at the end of each semester.

There are also three terms, with vacation periods at Christmas and Easter.

All full time students are required to be in Aberystwyth during term time.

The dates of term, including when examinations are held can be found here:

<https://www.aber.ac.uk/en/dates-of-term/>.

Section B: Department Information

Communication between the University and students

The official means of communication between the University and our students is by Aberystwyth University email. If you have yet to activate your email account, please do so by following the on-line instructions: <https://myaccount.aber.ac.uk/open/activate/>.

It is the policy of the Department that e-mails received during business hours will receive a response within 48 hours. Where e-mails are received outside of business hours (e.g. after 5pm, on weekends or during holiday periods), you will receive a response within 48 hours starting from the next university business day.

When e-mailing academic staff, you should indicate your full name, the module in question along with a brief outline of the query or question. In order for you to get the information you need as quickly as possible, before contacting staff you should ensure your question has not been answered elsewhere (e.g. in this handbook, in the module handbook, on Blackboard etc).

Attendance and Academic Progress

The University requires students to attend all timetabled activities, including lectures, seminars, practical classes and tutorials. There may also be additional attendance requirements as specified by the University or by your academic department.

The University is committed to a system of monitoring student attendance and progress as part of a duty of care for individual students. If your attendance and progress is not satisfactory, you will be contacted by your academic department and given the opportunity to explain the situation. While the main focus of monitoring academic progress is to offer support, there is a risk of disciplinary action where attempts to remedy a situation of poor attendance and progress have not led to improvement. In such cases, academic departments can recommend that students should be excluded from the University.

The full Academic Regulation on Academic Progress, can be found in Part B of the Academic Quality Handbook

<https://www.aber.ac.uk/en/academic-registry/handbook/regulations/academic-progress/>

In the Faculty of Earth and Life Science, attendance monitoring is undertaken centrally for all three departments (DGES, IBERS and Psychology). This is undertaken as part of our overall responsibility for student support and retention.

Attendance will be monitored fortnightly throughout the semester and if a student falls below the threshold for attendance then an automated email is sent out. This email will ask you for the reason for your low attendance percentage. When replying to this email, please do not send a Special Circumstances Form or supporting evidence of special circumstances (these should be sent to fels-sc-ext@aber.ac.uk and will be passed on to your relevant department) The attendance monitoring system does not take into account any reasons that you may have entered for non-attendance on your Student Record. If your non-attendance has been due to a timetabling issue, then please ensure that the modules that you have not attended / that have been moved are noted clearly in the email so that checks can be made with the department and module coordinator to resolve these issues.

Please note that while the main focus of monitoring academic progress is on student support and retention, there could be a risk of disciplinary action where your progress remains unsatisfactory and no attempt has been made to remedy the situation. In such circumstances recommendations to exclude students could be applied.

Meet the staff

You can find information about the department's staff, including their roles and responsibilities on the department's web page: <https://www.aber.ac.uk/en/psychology/staff-profiles/>.

Personal Tutors

Every undergraduate student is allocated a Personal Tutor. Personal Tutors have an important role within the overall framework for supporting students and their personal development at the University.

The role is crucial in helping students to take ownership of their personal development planning (PDP), to make effective use of the resources and opportunities provided by the University and to assimilate learning that is acquired across the whole of the student experience.

The Personal Tutor should provide a first point of contact between student and academic departments, be available for consultation at reasonable times, and where appropriate refer the student for specialised advice.

Full time undergraduate students will be given the opportunity to meet their Personal Tutor at least five times during the first year, at least four times in the second year, and at least three times in the third/fourth year.

More detailed information can be found here:

<https://www.aber.ac.uk/en/academic-quality-records-office/quality-handbook/support/tutors/>

Coleg Cymraeg Cenedlaethol

The Coleg Cymraeg is a national institution that has a key role to play in the planning, maintenance and development of Welsh medium education and scholarship in our universities. The Coleg has branches in each one of Wales's universities where Welsh medium provision is offered. Here at Aberystwyth University, the branch is under the auspices of the Centre for Welsh Language Services. You can learn more about the Branch's academic and social activities, along with the opportunities available for students by becoming members of the Coleg Cymraeg Cenedlaethol: <https://www.aber.ac.uk/en/ccc/>

Welsh Medium Study

For those whose first language is Welsh, or those that would feel more comfortable conversing in Welsh, there are multiple opportunities to reinforce your learning through the medium of Welsh. Some students may find it easier to discuss and learn through the Welsh medium. Both Aberystwyth University and the department have a strong commitment to teaching through Welsh. Consequently, the department is developing teaching and learning in Welsh. You may have the option of signing up for selected modules/seminars in Welsh. Further details will be explained at registration. The modules the Department currently offers through the medium of Welsh are:

Year 1

Module Code	Module Title	English Version	Credits	Semester
SC11300/11320	Cyflwyniad I Seicoleg: Ymchwiliid A Chyfathrebiad	PS11300/11320	20	1 & 2

Year 2

Module Code	Module Title	English Version	Credits	Semester
SC20600/20620	Seicoleg Mewn Gweithred	PS20600/20620	20	1 & 2

Year 3

Module Code	Module Title	English Version	Credits	Semester
SC33100/33140	Prosiect Ymchwil Seicoleg Ar Gyfer Anrhydedd Sengl	PS33100/33140	40	1 & 2
SC34100/34120	Prosiect Ymchwil Seicoleg Ar Gyfer Cyd-anrhydedd	PS34100/34120	20	1 & 2

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/en/cgg/>

Submitting Assessments in Welsh

Aberystwyth University operates a bilingual policy for all written assessments, including coursework essays and examinations. Any student may choose, regardless of whether the main language of assessment of the module in question is Welsh or English, to submit examination scripts and assessed coursework in either Welsh or English (with the exception of assessments where language assessment is included in the module learning outcomes). Students pursuing modules through the medium of Welsh will be examined in that language; students pursuing modules through the medium of English are entitled to be assessed in Welsh.

The University has established a policy on the translation of assessed work aimed at ensuring the integrity of the process (i.e. that students are not unfairly advantaged or disadvantaged by the marking of translated work). Students who wish to submit examination scripts or assessed coursework in Welsh on English medium modules are not required to give prior notification to academic departments of their intention to do so. However, in order to allow time for the preparation of Welsh language examination papers on English medium modules, students are asked to inform the **Centre for Welsh Language Services** by the closing dates which are published by the Centre.

Employability

Across your degree programme, you will develop a broad range of transferable skills which are valued by employers; the skills you will practice are varied but include, for example, problem-solving, research skills, communication, and ethical behaviour. You will also begin the process of planning for a career which both matches your interests and skill set. And, we will also help you to apply the academic content to other contexts, such as the workplace or volunteering.

Opportunities to Study or Work Abroad

Schemes with integrated Sandwich Year

Schemes with integrated Sandwich Year may include:

- (i) An integrated year in industry, consisting of a period working in the UK or abroad
- (ii) An integrated year studying abroad, consisting of a period studying at a university abroad.

During the Sandwich year, students will be expected to be in employment or studying abroad for a minimum of 30 weeks, and must comply with your academic department's requirements for maintaining contact with tutors during this period. Students who fail to make satisfactory academic progress during the Sandwich Year will receive a warning and may face exclusion from the University under the Academic Regulation on Academic Progress.

The Sandwich Year will be marked in accordance with published assessment criteria, and Senate Examination Board may require students who fail to meet the learning outcomes and achieve a minimum mark of 40% or pass the year to transfer onto a related degree scheme which does not include the integrated year in industry or integrated year studying abroad. Please note also that students are not allowed to go on exchange placements during the year prior to the Sandwich Year.

Your Voice: Gathering Student Feedback

Aberystwyth University is committed to providing students with a first class student experience. Students are partners in their learning, their opinion of academic programmes and the wider student experience is highly valued by the University.

Your Voice Matters is about students and staff working together to make Aberystwyth University exceptional. You can tell us what we're doing well, where we can improve and what's important to you. Get involved by contacting Aber SU academic reps or officers, talking to your lecturers or support staff, filling in the online Your Voice Matters form, or completing a Module Evaluation Questionnaire. Your feedback helps us to continue enhancing the student experience.

Your Voice Matters, so get in touch and have your say.

Module Evaluation Questionnaires (MEQ)

Each semester, all undergraduate students will be asked to complete an online Module Evaluation Questionnaire in-class for each of the modules they are taking. All feedback via MEQ is anonymous and will be used to assess how the module is performing and make any possible changes. Each module coordinator will write a report analysing the results of the MEQs and the results of which will be provided to students via face-to-face discussions, emailed to students and published on Blackboard.

Please provide constructive feedback on your modules, complete module evaluations honestly, with consideration and respect for the teaching and support staff for each module in accordance with the Rules and Regulations:

<https://www.aber.ac.uk/en/academic-registry/handbook/regulations/>

Students are informed when submitting a comment that the University reserves the right to remove or redact comments that are deemed to be in breach of the Rules and Regulations.

Your Voice Matters

Your Voice Matters is a process by which students are able to feedback at any time about any aspect of their University experience. Student feedback helps the University to continue to enhance the student experience, by telling us what we're doing well, where we can improve and what's important to you.

See <https://www.aber.ac.uk/en/student/your-voice-matters>. Again, please provide constructive feedback with consideration and respect for staff in accordance with the Rules and Regulations.

Staff Student Consultative Committee

Students are at the heart of learning and teaching and an effective student voice, with appropriate representative structures, underpins the University's quality assurance and enhancement systems. In this, the University recognises the importance of effective student representation at many layers within the University's structure in contributing to its success in maintaining and enhancing the student experience. SSCCs provide a formal means of discussion between the University and students on academic issues affecting their studies. They operate in accordance with the guidance on student representation set out in section 6 Student Support of the Academic Quality Handbook. More detailed information can be found here:

<https://www.aber.ac.uk/en/academic-registry/handbook/student-support/>.

The Psychology Department's SSCC is chaired by Dr. Gil Greengross. The SSCC consists of academic staff from the Psychology Department and student representative elected from each year of the undergraduate degree scheme along with a postgraduate representative. The committee meets three times per year. Student representatives are nominated and elected during October and will receive training from the Student Union. Further details about SSCC and its meetings are available on Blackboard.

Departmental Peer Guides

Each academic Department has a team of Departmental Peer Guides (who are either second or third year students or postgraduates). Each year these Peer Guides are available to offer informal help, information, advice and guidance to newly arrived, first year students. Peer Guides can help new students to settle into University life as they have knowledge and experience about the University, the Department and Aberystwyth town. Individual discussions between new students and Peer Guides are private and confidential.

Just before the start of the academic year, new students are contacted by their Department and provided with further information concerning arrangements about how to contact their Departmental Peer Guide. For further information, please contact dad35@aber.ac.uk

Section C: Registration and your Programme

Registration

Before you can be known as a full-time or part-time student at Aberystwyth University you need to complete registration at the start of the session. Registration information, registration timetable and a full list of events can be found here:

<https://www.aber.ac.uk/en/new-students/freshers/registration/>.

If you have any queries concerning undergraduate registration, please contact the Academic Registry (email: ugfstaff@aber.ac.uk, tel: 01970 628515/622787). It is important to inform the Academic Registry if you are unable to register on time.

Please note: If you do not complete registration, you will not be a registered student and your access to University facilities will be suspended.

Tier 4 Student Visa Responsibilities

Important information for non-European Economic Area (EEA) nationals in the UK on a Tier 4 student visa.

Aberystwyth University is a registered 'sponsor' under the Tier 4 Point-Based Immigration system (PBS). This gives us the ability to recruit and sponsor International students. The Home Office, under the PBS places responsibilities on students and their University to ensure Immigration rules are followed.

As a licenced sponsor, the University has developed policies and procedures to ensure that we comply with these responsibilities. These policies and procedures are also in place to help you protect your immigration status.

To help avoid potential difficulties we have provided guidance on these responsibilities on this website and also in the resources section of the Compliance Information page.

If you have any questions, please contact compliance@aber.ac.uk. Further information can be found here:

<https://www.aber.ac.uk/en/international/visa-immigration-compliance/compliance-information/>

Accreditation

The Psychology Department at Aberystwyth is accredited by the British Psychological Society for its single and joint honors programs. This means that, subject to meeting certain requirements outlined below, upon completion your degree will confer on you the BPS Membership Foundation Degree Foundation (GBC) qualification. This is an indication of the quality of provision, but also necessary for access to postgraduate and professional training programs in Psychology and related disciplines leading to BPS Chartered Membership. Many Psychology-specific career paths require a GBC for entry - for example, access to postgraduate programmes in areas such as Clinical, Education and Health Psychology is restricted to those eligible for the GBC.

What is the British Psychological Society (BPS)?

The British Psychological Society is the professional membership body representing Psychology and psychologists in the UK. BPS accredits undergraduate and postgraduate Psychology courses and supports members through a variety of local branches, special interest groups and professional development opportunities. The BPS also sets the ethical and professional standards that all students, staff and professional psychologists must adhere to when conducting research with human participants. The BPS Code in Ethics and Behavior is a key document that sets out these standards.

Students on undergraduate and postgraduate programs in the Department are eligible to join the BPS as student members. For more details, visit the BPS Student Member webpage or speak to a member of PsychSoc.

Graduate Foundation for Chartered Membership (GBC)

In order to meet the BPS requirements for a graduate foundation for chartered membership, students must achieve at least a 2: 2 honors degree (lower second), and the research project must also be passed. Module information.

Scheme Structures and Programme Specifications

Links to all current scheme structures can be found here:

<https://www.aber.ac.uk/en/study-schemes/>

Links to all current programme specifications can be found here:

<https://www.aber.ac.uk/en/programme-specs/index.html>

Your degree scheme structure will include core modules which you will be required to study and may also include a choice of option modules. Please note that the choice of option modules may be limited in some cases, dependant on staff availability. Option modules are subject to a minimum number of enrolments and if the number of students wishing to take a

particular option module does not meet the minimum required number, the option module may be withdrawn and you will be asked to choose another option. Similarly, option modules may operate a cap on the number of places available. In these cases, places are allocated on a **first-come first-served basis** and students wishing to take a module that is oversubscribed will need to select a different module to complete their pre-registration. If this is the case, you can ask to be placed on a waiting list to see if a place becomes available on your first choice; however, we will not be able to confirm whether or not you have a place on that module until the following September.

During pre-registration, students are encouraged to select their option modules at the earliest opportunity to maximise the chance of gaining a place on your preferred choices.

Module Information

A module is a unit of study within a degree scheme with its own learning outcomes. Links to individual module details can be found here: <https://www.aber.ac.uk/en/modules>. All modules at Aberystwyth are identified by a seven digit code. This code tells you important information about the module. The first two letters indicate the subject area (e.g. CS for Computer Science); the first number is the level (i.e. 0, 1,2,3 and M for Masters); the last two digits indicate the value of the credits (10, 20 and so on). '00' means the first semester of a thin module taught over two semesters.

Academic Timetable

Once you have registered, you can access your personalised on-line timetable via your student record: <https://studentrecord.aber.ac.uk/en/>.

Questions about individual student timetables should be referred to your academic department in the first instance:

<https://www.aber.ac.uk/en/timetable/departamental-timetable-officers/>

Section D: Assessment and Feedback

AberLearn 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, and electronic submission of coursework. The University has a Required Minimum Presence (RMP) policy for all staff across campus, but many lecturers in the department already use Blackboard extensively to support their teaching.

At a minimum, when accessing a module's Blackboard pages, you can expect to find:

- Module Information - all modules have a module handbook available on Blackboard, which contains detailed information about the module and its structure, content and teaching timetable, its learning outcomes and assessment methods
- Module Content - including teaching materials (e.g. lecture slides, lecture notes, lecture recordings, supplementary reading), Aspire reading list. Some modules also include interactive content such as online quizzes, activities, podcasts, blogs and discussion boards to support your learning.
- Assignment Information - Information on coursework assignments, including assignment details, marking criteria, electronic submission links and information regarding your feedback
- General Information – Staff profiles and contact details, links to relevant policies and procedures (e.g. information about extensions, special circumstances, unfair academic practice etc.)
- Panopto - Aberystwyth University requires that all lectures should be recorded and made available to students. Please note that this may vary according to the nature of the teaching. Seminars, tutorials, workshops and practicals will not be recorded and any interactive elements of teaching sessions may also not be recorded.

Each module that you register for will have its own Blackboard pages containing all the relevant learning content for that specific module. You can only access a module's Blackboard pages once you have registered as a student on that module. 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.

Here is the link to AberLearn Blackboard: <https://blackboard.aber.ac.uk/webapps/login/>

SgiliauAber/AberSkills

SgiliauAber/AberSkills is an extensive online resource open to all students and staff of Aberystwyth University. It includes advice and guidance on a broad range of study skills. The advice is organised in sections that are closely related to assignments, exams and other forms of assessment. The information is provided at general and subject specific levels and includes advice and materials created within the university and from elsewhere. The advice includes practical guidance on academic writing, referencing, presentations, exams and a wide range of learning strategies and study resources. It is accessible from the main page of AberLearn Blackboard, or directly from the following web pages: <https://www.aber.ac.uk/en/aberskills>. Further specific detail on studying in Psychology is available on Blackboard, in the Psychology Undergraduate Information > Studying in Psychology subsection.

Methods of Assessment

The department 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
- Essays
- Critical reviews
- Research proposals
- Research project (dissertation)
- Reflective portfolios (self-evaluations)
- Blogs, discussion boards and wikis
- Academic poster presentations (visual display of work)
- Oral presentations

Coursework Submission and Deadlines

Deadlines for written work are taken very seriously by the University. Students need to manage their time responsibly so that they can submit work on time. Coursework must be submitted according to individual departmental requirements and published deadlines. Work submitted after the deadline will be awarded a zero.

Unless otherwise advised, all text-based, word-processed coursework should be submitted online.

Absence from Examinations

A candidate may be deemed absent with good cause from an examination or assessment because of documented illness, accident, close bereavement or on closely related compassionate grounds. The Examination Board concerned shall have discretion to decide whether, on the basis of the evidence received, a candidate has been absent with good cause. A candidate who, without good cause, has been absent from any University examination or failed to complete other forms of assessment by the required date, shall be awarded a zero mark for the assessment concerned.

Extension Requests

Students must apply for an extension if for unavoidable reasons they are unable to submit coursework on time, by completing the Coursework Deadline Extension Request Form. The request form is available from your academic department and on the Psychology Blackboard module provides detailed advice on the circumstances in which extensions may be granted, the length of extensions, and what to do if an extension is not possible or permitted.

The Coursework Deadline Extension Request Form should be submitted electronically to the Faculty Extensions Officers via email to fels-sc-ext@aber.ac.uk

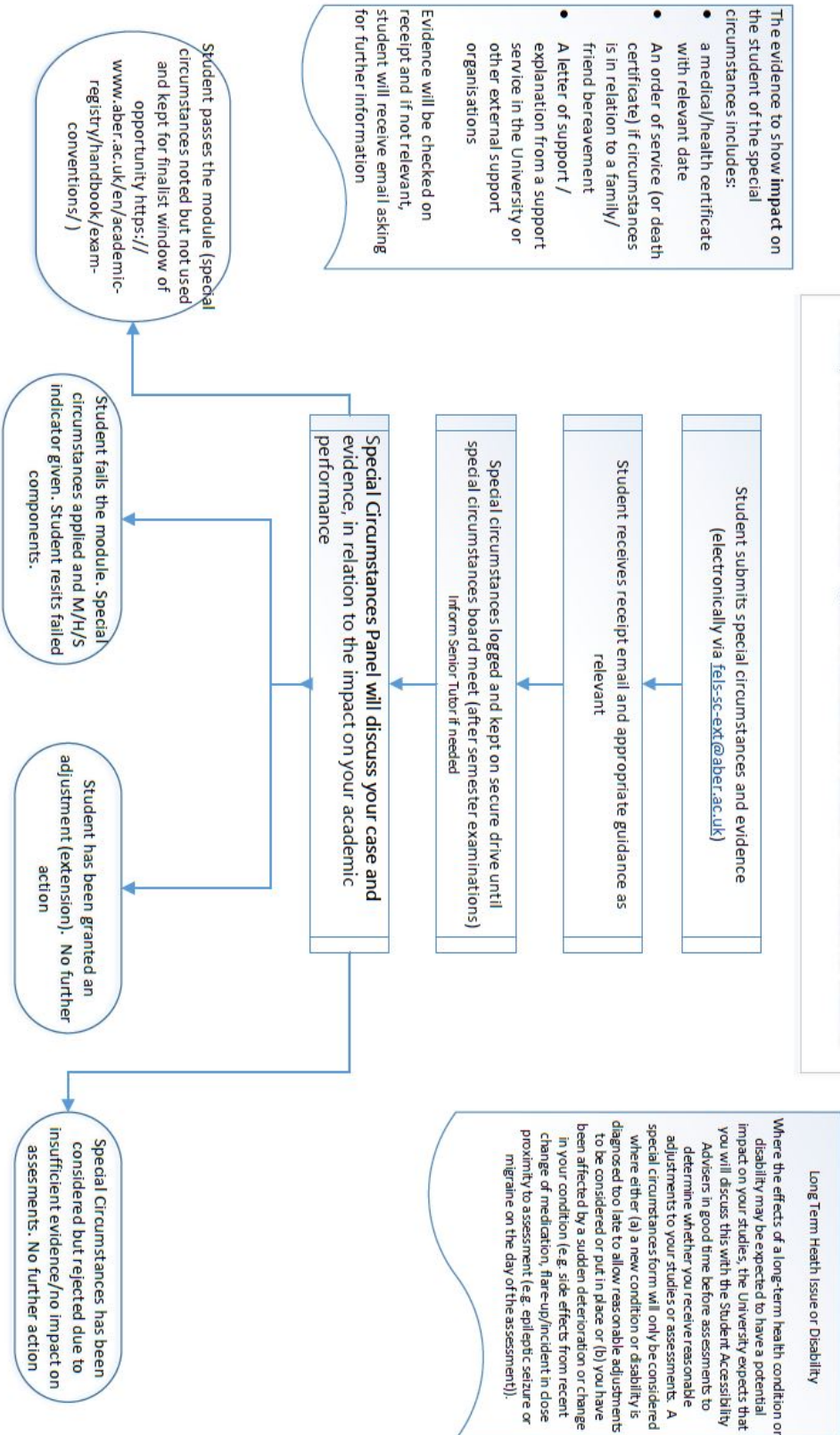
Special Circumstances

The University aims to assess all its students rigorously but fairly according to its regulations and approved procedures. It does however rely on students to notify it of special circumstances which may affect their performance so that it can treat all students equally and equitably. Examples of Special Circumstances include, but are not limited to: short or long-term illness, severe financial problems, major accommodation problems, bereavement or other compassionate grounds. If you do wish to let the University know of special circumstances, you must complete a Special Circumstances Form and forward it to your academic department via fels-sc-ext@aber.ac.uk together with copies of the supporting evidence.

Please note the University requires students to notify it of any exceptional personal circumstances which may have adversely affected their academic performance as soon as possible and in any case before the meetings of Examining Boards. Further guidance can be found in section 3.8 of the Academic Quality Handbook:

<https://www.aber.ac.uk/en/academic-registry/handbook/taught-schemes/>

Faculty of Earth and Life Science—Special Circumstances Procedure—Information for Students



Marking Procedures and Moderation

All examinations are subject to the University's Anonymous Marking procedure as outlined in section 3.5 of the Academic Quality Handbook, with candidates retaining anonymity until the Examination Board. At that stage, the recommendations of Special Circumstances Panels are also considered to take account of medical or other special circumstances which have been reported by students under the University's Special Circumstances Procedure (section 3.8 of the Academic Quality Handbook). A similar policy applies to written coursework, subject to exemptions approved where anonymity is impractical or undesirable.

The expectation of the UK Quality Code is that higher education institutions will have in place transparent and fair systems for marking and moderation. The University needs to be assured that robust, effective and consistent internal moderation processes are being applied in all academic departments.. The details of these processes are likely to vary according to local circumstances and professional body requirements, but all academic departments work to the definitions and minimum requirements set out in the Academic Quality Handbook in applying their own internal moderation processes.

Marking Criteria

For each piece of coursework you submit, you will receive feedback that follows the marking rubrics listed in this section. We use these frameworks to assess your work and give you feedback. The table below also 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 listed in the marking rubrics 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 (-38) 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, when marking we may also consider your ability to complete the assignment in the required word length (+/-10%).

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/or 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 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.

Undergraduate Marking Rubrics:

Grades for each piece of assessed work will normally be given as follows:

Classification	% Band
Fail	0, 5, 10, 15, 20, 25, 30, 35
Class 3	40, 42, 45, 48
Class 2.2	50, 52, 55, 58
Class 2.1	60, 62, 65, 68
Class 1	70, 72, 75, 80, 85, 95

The marking scheme utilises three points in all classes (except for fail and first class where there are four or five) for each individual piece of work. These marks are aggregated over all assessed work so the final mark for a unit may include two or more parts which have been averaged.

Marking Guidelines

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

% Band	Marking Guidelines
0	No material.
5	Little material of any kind.
10	Little material of any relevance.
15	Little, if any, relevant psychological material.
20	Some psychologically relevant material but with a clear lack of understanding or appreciation of how the material relates to the topic or question.
25	Conspicuous absence of preparation for the work or understanding of the issues or field.
30	Evidence of some effort but demonstrating limited and/or incomplete awareness of the question or issue under investigation. Substantial lack of evidence of adequate reading, understanding of the field, or critical ability
35	Evidence of concerted effort to address question which may be limited by an incomplete or incorrect understanding of the question or issue. Some attempt at independent reading is evident but the application of this material to the question/topic and any critical consideration is poorly developed.
40 -42	Evidence of sufficient reading or understanding to merit a bare pass.
45	Limited work, probably lacking in breadth and depth, and possibly failing to address the question set in sufficient detail.
48	Pedestrian and limited work but adequate in coverage to meet the question to a minimal extent.
50 - 52	Some evidence of adequate reading and the ability to present examples and evidence but may be thin in content and of limited range.
55	Evidence of adequate reading and organisation of concepts and evidence but without much originality or critical ability.
58	A competent piece of work that shows the ability to organise what has been read coherently with appropriate illustration from evidence and others' arguments.
60 -62	Reflects solid and competent understanding and organisation of material and some critical ability.
65	Reflects competent understanding that is demonstrated in the ability to organise material effectively in a clear argument with good use of evidence.
68	Reflects very competent work that shows thorough understanding and good critical ability.
70 -72	A piece of work which in addition to answering the question thoroughly from resources provided on the course, contributes something new in the form of novel literature, critical analysis or innovative ideas.
75 - 80	Excellent grasp of the concepts, demonstrating thorough and wide-ranging reading and familiarity with the field, and an exceptional ability to develop an argument and support it with evidence. A very high level of critical ability and creativity.
85	Work of outstanding quality. Work of this calibre is highly original, critical and innovative.
95	A virtually perfect piece of work.

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

Class	% 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	<p>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.</p> <p>Communication of the work will be limited due to too many infelicities in expression and presentation.</p>
Bare fail	30-39	<p>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.</p>
Poor fail	0-29	<p>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.</p>
		<p>Note: The criteria are only intended to serve as guidelines. Assessment of students' work ultimately depends on the markers' professional judgement.</p>

Oral and Poster Presentations

For oral and poster presentations students should also refer to the below guidelines when preparing the content for presentation in addition to the rubric for written work. The following guidelines are for the actual delivery of material.

Class	Verbal presentation skills
First	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.
	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, interesting, and virtually error-free.
Upper second (2:1)	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 organised, and interesting, although a few errors may be present.
Lower second (2:2)	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.
Third	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.

Bare fail	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.
Poor fail	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.

Class	Poster presentation skills
First	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.
	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.
Upper second (2:1)	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)	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	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	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	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.

Self-Reflection

For self-reflections and blogs, students should also refer to the below guidelines in addition to the rubric for written work.

Class	Self-Reflections
First	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.
	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 there flection 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, the work will be very creative, original, interpretative, and analytical. Presentation and expression of material will be near perfect.

<p>Upper second (2:1)</p>	<p>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.</p>
<p>Lower second (2:2)</p>	<p>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.</p>
<p>Third</p>	<p>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.</p>
<p>Bare fail</p>	<p>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 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 of errors, making communication difficult.</p>
<p>Poor fail</p>	<p>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 of errors, making communication difficult.</p>

Blogs

For blogs, students should also refer to the guidance below in addition to the guidance for written work.

	Blogs
First	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.
	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, respectful, and succinct while providing a meaningful and worthwhile addition to the discussion
Upper second (2:1)	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)	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	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	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. 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	Severely Limited. Blogs are missing or are incomplete. No comments or attempts to engage with peers’ blogs are made.

Feedback

The University's requirement on the return of feedback on coursework is within 15 working days of the date of submission. In the event of exceptional and unavoidable delays you will be informed accordingly and given an amended timescale for the return of the assessment concerned. The University operates the following Principles of Effective Feedback to students:

- (i) Feedback should be transparent, enabling students to understand it and relate it to assessment criteria;
- (ii) Feedback should help students identify areas of strength and where they need to improve;
- (iii) Feedback should be proportionate and appropriate to the type of assessment, its timing, and the size of class;
- (iv) Students should have clear and accessible information on the types of assessment and the nature and timing of the feedback they will receive associated with each type of assessment;
- (v) Students have the right to seek clarification of marks, to help them understand what they did well and less well and how they might improve.

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 your 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.

External Examiners

External Examiners play a critical role in supporting the maintenance of academic standards and overseeing the assessment process. The University appoints External Examiners for all provision that leads to an Aberystwyth University award. External Examiners ensure that assessments have been carried out fairly and consistently and that standards are in line with other UK higher education institutions and/or with relevant professional body standards. The External Examiner(s) undertake a number of tasks which are outlined in section 4 of the Academic Quality Handbook, External Examining: <https://www.aber.ac.uk/en/academic-registry/handbook/ext-exam/>.

These include approving assessments compiled by Internal Examiners, reviewing a sample of assessment material, reviewing a sample of assessed work and approving the recommendations made by the Examination Board. External Examiner(s) also provide a written report on the assessment process and on the standards of student attainment which are published on the departmental modules on AberLearn Blackboard. External Examiners' reports are considered by the University and the Academic Board has oversight of the reports and external examining process as a whole.

The names of External Examiners are published under the 'staff profiles' section of academic department webpages. Annual Reports by External Examiners, with responses, are published on Blackboard and made available to students.

External Examiners are required to remain impartial at all times, and do not make selective adjustments to the marks of individual students. Students should **not** contact External Examiners, and clarification on provisional assessment marks should be sought through the academic department's standard feedback procedures, or through the University's appeal procedures after the confirmation of the final module mark.

Unacceptable Academic Practice

It is Unacceptable Academic Practice to commit any act whereby a person may obtain, for himself/herself or for another, an unpermitted advantage. The Regulation shall apply, and a student may be found to have committed Unacceptable Academic Practice, regardless of a student's intention and the outcome of the act, and whether the student 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, the presentation of medical or other evidence to Examination Boards, or any form of assessment undertaken in pursuit of a University qualification or award.

The University recognises the following categories of Unacceptable Academic Practice. These are not exhaustive, and other cases may fall within the general definition of Unacceptable Academic Practice:

- **Plagiarism:** using another person's work and presenting it as one's own, whether intentionally or unintentionally. Examples of plagiarism include:
 - Use of quotation without the use of quotation marks
 - copying another person's work
 - unacknowledged translation of another person's work
 - 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.
- **Collusion:** when work that has been undertaken by or with others is submitted and passed off as solely the work of one person.
- **Fabrication of evidence or data:** Fabrication of evidence or data and/or use of such evidence or data in assessed work include making false claims to have carried out experiments, observations, interviews or other forms of data collection and analysis. Fabrication of evidence or data and/or use of such evidence or data also include presenting false or falsified evidence of special circumstances.
- **Unacceptable Academic Practice in formal examinations:** introduction of unauthorised material; copying from, or communicating with, any other person; communicating electronically with any other person; 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.
- **Recycling of data or text:** recycling of data or text in more than one assessment when it is explicitly not permitted by the department.

The full Regulation on Unacceptable Academic Practice can be found in section 3.6 of the Academic Quality Handbook: Academic Practice: <https://www.aber.ac.uk/en/academic-registry/handbook/taught-schemes/>

If Unacceptable Academic Practice is substantiated, the consequences can be severe, and could potentially affect progression to the next year of study or final award of a degree. Penalties are applied in accordance with a points-based system: <https://www.aber.ac.uk/en/academic-registry/handbook/taught-schemes/uap-points/>

Further information regarding good academic practice and referencing can be found here: <https://www.aber.ac.uk/en/aberskills/>. If you are unsure, you must contact your academic department for further guidance.

Section E: Progression Rules and Examination Conventions

Progression Rules and Examination Conventions

The Examination Conventions are used to determine progression between years of study on different types of award and the calculation of degree class at the end of degree schemes. The Conventions should be read in conjunction with the Academic Regulation on Academic Progress and can be found in section 4 of the Academic Quality Handbook:

<https://www.aber.ac.uk/en/academic-registry/handbook/exam-conventions/>

The Academic Quality Handbook also contains information on the assessment of taught study schemes such as special circumstances, examinations and marking procedures.

The University may award one of the following exit qualifications where students have not acquired the credits necessary for the award of a Bachelors degree with honours. All exit qualifications are unclassified.

- Ordinary Degree (BA / BSC with no honours)
- Diploma of Higher Education (Dip HE)
- Certificate of Higher Education (Cert HE)

Further information about the award of Ordinary Degrees may be found in section 4.6 of the Academic Quality Handbook.

What to do if things go wrong

Resits

If you fail a module and need to resit, you will be informed by your academic department of which elements you need to resit. You will also need to register for resits.

Further advice on resit registration is available from the Academic Registry:

<https://www.aber.ac.uk/en/academic-registry/students/ug-issues/>

Details of the format of resit assessments are provided in the module database:

<http://www.aber.ac.uk/en/modules/>. Resits will normally involve repeating the assessments (e.g. essay, exam) which were failed at the first attempt.

Dates for the summer resit period in August can be found at .

<https://www.aber.ac.uk/en/academic-registry/students/ug-issues/resits/summer-resit-assessments/>

Furthermore, Psychology strongly recommends that students with fail marks in level 2 modules (F and H indicators) resit them in the August supplementary examination period before starting the third year. Failure to do so may result in you being unable to qualify for a degree if you accrue additional fail credits in level 3 modules during your third year.

Please note that students will only be allowed to register for supplementary resits during a given period and the Faculty of Earth and Life Science (of which Psychology is a part of) will not allow students to register after the given deadline.

Please note that it is not possible to re-take any module which has been passed (a mark of 40 or more), even where your performance has been disadvantaged by medical or other special circumstances. Neither is it possible to re-take failed modules in order to improve a final degree mark if the qualification for the award of a degree has been met, except where a module has been awarded an H indicator. Failed modules cannot normally be substituted with new modules. If there are any uncertainties regarding resits, contact your Personal or Year Group Tutor for advice in the first instance.

Undergraduate and Taught Postgraduate Academic Appeals Procedure

An academic appeal is defined as ‘a request for a review of a decision of an academic body charged with taking decisions on student progression, assessment and awards.’

Appeals will only be considered if they are based on one or more of the following grounds and are accompanied by supporting evidence that was not available to be presented to the relevant Examining Board:

- Exceptional extenuating circumstances which had an adverse effect on the student’s academic performance. Where a student could have reported exceptional circumstances to the Examining Board prior to its meeting, those circumstances cannot subsequently be cited as grounds for appeal.
- Defects or irregularities in the conduct of the assessments or in written instructions or in advice relating thereto, where a case can be established that such defects, irregularities or advice could have had an adverse effect on the student’s performance.
- Evidence of prejudice, or of bias, or of inadequate assessment on the part of one or more of the examiners.

An appeal will only be considered if the student can provide good reasons why the grounds for appeal had not previously been made known to the University and/or were not made known to the relevant Examining Board. Appeals questioning academic judgement shall not be considered.

Before making an appeal, you must read the full Undergraduate and Taught Postgraduate Academic Appeals Procedure which can be found here: <https://www.aber.ac.uk/en/academic-registry/handbook/appeals/>.

Advice about this Procedure may be obtained from the Academic Registry (caostaff@aber.ac.uk) or from a Student Adviser in the Students’ Union (union.advice@aber.ac.uk).

Student Complaints Procedure

Aberystwyth University is committed to ensuring a high quality educational experience for all its students, supported by appropriate academic, administrative and welfare support services and facilities. However, there may be occasions when students are dissatisfied with the teaching and learning facilities, or services, provided.

Aberystwyth University believes that students should be entitled to have access to an effective system for handling complaints and that they should feel able to make a complaint, secure in the knowledge that it will be fairly investigated. The University's Student Complaints Procedure can be found at:

<https://www.aber.ac.uk/en/academic-registry/handbook/complaints/>

Section F: Student Support Services

Student Welcome Centre

The Student Welcome Centre is your one-stop shop for advice and information on a range of support. Our Welcome Desk is your first port of call for general enquiries about these services and the desk is open during term time Monday to Thursday, 9am–5pm and Friday, 9am–4pm. Further information can be found here:

<https://www.aber.ac.uk/en/student-support/our-services>

Advice, Information and Money Service

The Student Advice, Information and Money Service provides information, advice, support and referral on a wide range of issues. If you are unsure about where to go for advice or assistance please contact us. No issue is too big or too small. Our service is confidential, nonjudgmental and free of charge. We have a weekday drop-in service (see website for details) or you can make an appointment with a Student Adviser by contacting the Student Welcome Desk.

The student advisers are accredited with The National Association of Student Money Advisers (NASMA) and are able to offer professional advice on money management or any issues with Student Finance. They can also give advice and guidance on any queries relating to accommodation, academic progress, University procedures or eligibility for hardship funds.

Accessibility Service

The University welcomes applications from disabled students and those with specific learning differences, and considers them on the same academic grounds as those for other candidates. We advise you to consider, before applying, the requirements of your chosen course, identifying any elements that might present particular difficulties. We recommend that you visit the University campus and your academic department of choice to investigate the support that may be available, explore facilities and discuss specific needs.

Our Accessibility Advisers are happy to help before you apply. It is important that you contact your academic department and our advisers as early as possible as it may take time to arrange adjustments and organise support. We also recommend that you contact our Accessibility Advisers to discuss a study needs assessment and to get advice on grants, such as the Disabled Students' Allowance (DSA). Our advisers can arrange support workers, including for example, one-to-one study skills support and mentors. Individual examination arrangements may be available for students with a range of impairments including specific learning differences such as dyslexia and dyspraxia. Our Accessibility Service also supports care leavers and can arrange support from a peer mentor for those student who are finding settling into University challenging.

Student Wellbeing Services

The Student Wellbeing Service provides advice and guidance on a range of health matters, including emotional and sexual well-being, and includes support for mental health, and counselling provision. The Student Wellbeing Service is in addition to, but not a substitute for, your own GP. Although we work closely with local GPs and hospital services to ensure that you get good care and attention when needed, it is important that you register with a local GP practice on arrival in Aberystwyth. Services are available Monday to Thursday, 9am–4.30pm and Friday, 9am–4pm.

In addition to the services located in the Student Welcome Centre, support is also available from:

Student Learning Support and the International English Centre

Student Learning Support and the International English Centre provide a range of undergraduate modules, free undergraduate and postgraduate writing and information skills courses and one-to-one consultations for writing and language support. These are open to all students in the university who are studying for degree courses. Further details are available from: <https://www.aber.ac.uk/en/student-learning-support/> and <https://www.aber.ac.uk/en/international-english/>

International Office

The International Office offers a comprehensive range of services to international students from organising welcome events to specialised immigration advice. Further information is available from our international pages <https://www.aber.ac.uk/en/international/>.

Visa and Immigration Advice

Our International Student Adviser can help with all types of study visa applications, Schengen visas for those that are travelling to Europe as well as provide information and advice on other immigration issues, email contact immigrationadvice@aber.ac.uk.

International Office Trips

The International Office organises a social programme which allows students to enjoy trips and events all year round. Day trips are organised to places around Wales at the weekends, such as Cardiff, St Davids, Portmeirion and Harlech Castle. We also offer short afternoon trips to beauty spots close to Aberystwyth, and in the past have included visits to Aberaeron, Nant yr Arian and the Elan Valley. All trips are very low cost and give our students a chance to enjoy visiting places outside Aberystwyth while meeting new friends. The trips are open to all students, home and international, and are very popular so early booking is recommended to avoid disappointment.

One World Week

One World Week is an annual Aberystwyth University event celebrating the diverse culture of our university. Previous celebrations have included the One World Gala Evening, with traditional dancing and music, political debates, international film afternoons and a World Fair with food and drink samples from student's home countries, with traditional menus served in our University restaurant TaMed Da. This is a student driven event held in collaboration with the Students' Union and requires your input! Meetings to organise One World Week will be held from October onwards so come and join in and make sure that your country and culture is shared by us all.

Halal provision

Our catered establishments offer a selection of hot and cold dishes that are suitable for a Halal diet. All food is clearly marked for ease of identification.

Multi-faith and prayer room spaces

There is a faith space available for prayer on the Penglais Campus, in the Faith Centre, Arts Centre.

Students' Union Advice Service

The Students' Union Advice Service offers free, confidential and independent advice to all Aberystwyth students. Students' Union Advisors are trained staff that can help you with a range of issues and specialise in providing advice and support on University processes and procedures. SU Advisors can also act as an independent advocate for you in meetings and hearings.

You can just drop in to speak to an Advisor – just ask at the Students' Union reception or head to the back offices on the ground floor or you can contact us online or via email:

union.advice@aber.ac.uk

Check out <https://www.abersu.co.uk/advice/> for more information.

Help and Assistance with Accommodation

If you have any problems in your room or flat, e.g. you are locked out, are unwell, need a repair or have a problem with a neighbour, we have staff on hand 24 hours a day to help. All Residences are served by the Residences Team, and you can also contact our friendly porters out of office hours. For more information please refer to the following webpages:

<https://www.aber.ac.uk/en/accommodation/living-residences/help/>

Residence Assistants

Your Residence Assistants (RAs) are fellow students who are here to provide you with support and guidance, while aiming to create a positive living and learning environment and to foster a sense of community across the university. This may include guidance on resolving flat disputes, how to combat exam stress, information on events and activities around the area, or simply where to find the best cup of tea in Aber! If they can't help, they will signpost you to someone who can.

Throughout the year, the RA team will be arranging small-scale events in the communal spaces around your accommodation, giving you the opportunity to meet new people and perhaps try something new. They will also stop by your flat or house regularly to see how things are going, provide you with up-to-date information on all the events and activities that are going on around campus and within your residence, and check if you have any worries or concerns that they can help with. Further information can be found here:

<https://www.aber.ac.uk/en/accommodation/current-students/living-residences/res-support/>

Section G: University Information

Undergraduate

Comprehensive information for undergraduate students can be found here:

<https://www.aber.ac.uk/en/academic-registry/students/ug-issues/> and includes:

- Examination and Assessments Information
- Resit Information and Resit Fees
- Registration Information
- Financial Help
- Rules and Regulations
- Academic Quality Handbook

Good luck with your studies!

Adran *Seicoleg*

Rhaglennu Israddedigion 2019-2020



Cynnwys

Croeso	5
Croeso gan y Llyfrgellydd Seicoleg.....	6
Croeso gan yr Adran Gyrfaeodd	7
Adran A: Cyflwyniad.....	8
Diben y llawlyfr	8
Cydraddoldeb ac Amrywioldeb	8
Dyddiadau Pwysig.....	9
Adran B: Gwybodaeth am yr Adran	10
Cyfathrebu rhwng y Brifysgol a myfyrwyr	10
Presenoldeb a Chynnydd Academaidd	10
Cwrdd â'r staff	11
Tiwtoriaid Personol.....	11
Coleg Cymraeg Cenedlaethol.....	12
Welsh Medium Study	12
Cyflwyno Aseidiadau trwy gyfrwng y Gymraeg	13
Cyflogadwyedd	13
Eich Llais: Casglu Adborth Myfyrwyr	14
Holiaduron Gwerthuso Modiwl	14
Mae'ch Llais Chi'n Cyfrif.....	15
Pwyllgor Ymgynghorol Staff a Myfyrwyr	15
Adran C: Cofrestru a'ch Rhaglen	16
Cofrestru	16
Cyfrifoldebau Fisâu Myfyrwyr Haen 4	16
Achrediad.....	17
Beth yw Cymdeithas Seicolegol Prydain (BPS)?	17
Sylfaen Raddedig ar gyfer Aelodaeth Siartredig (GBC).....	17
Strwythurau Cynlluniau a Manylebau Rhaglenni	18
Gwybodaeth ynghylch modiwlau	18
Amserlen Academaidd.....	19
Adran D: Asesu ac Adborth	20

SgiliauAber/AberSkills.....	21
Dulliau Asesu.....	21
Cyflwyno Gwaith Cwrs a Dyddiadau Cau.....	22
Absenoldeb o Arholiadau	22
Ceisiadau am Estyniad	22
Amgylchiadau Arbennig.....	22
Trefniadau Marcio a Chymedroli	25
Meini Prawf Marcio	25
Beth a ddisgwylir gan fyfyrwyr yn eu blwyddyn gyntaf, ail a thrydydd?.....	26
A fydd staff drafftiau darllen fy aseiniad i mi?	26
Canllawiau marcio	27
Cyflwyniadau llafar a Phoster Myfyrwyr	29
Blogs.....	32
Adborth.....	33
Ffyrdd Adborth	34
Arholwyr Allanol	34
Ymddygiad Academaidd Annerbyniol	35
Adran E: Rheolau Cynnydd a Chonfensiynau Arholiadau	37
Rheolau Cynnydd a Chonfensiynau Arholiadau	37
Beth i'w wneud os aiff pethau o chwith	37
Ailsefyll.....	37
Trefn Apeliadau Academaidd i Israddedigion ac Uwchraddedigion a Ddysgir trwy Gwrs	38
Y Weithdrefn Gwyno i Fyfyrwyr	39
Adran F: Cymorth Myfyrwyr a Gwasanaethau Lles	40
Canolfan Croesawu Myfyrwyr	40
Y Gwasanaeth Cyngor, Gwybodaeth ac Arian	40
Y Gwasanaeth Hygyrchedd	40
Gwasanaethau Lles Myfyrwyr	41
Cymorth Dysgu i Fyfyrwyr a'r Ganolfan Ryngwladol Saesneg.....	41
Y Swyddfa Ryngwladol.....	41
Cyngor ar Fisas a Mewnfudo	42
Gwibdeithiau'r Swyddfa Ryngwladol.....	42

Wythnos Un Byd	42
Darpariaeth Halal.....	42
Mannau aml-ffydd ac ystafell weddio	42
Gwasanaeth Cyngor Undeb y Myfyrwyr.....	43
Cymorth Llety.....	43
Adran G: Gwybodaeth y Brifysgol	44
Israddedigion	44

Ymwadiad

Dylid darllen y llawlyfr hwn ar y cyd â'r Llawlyfr Ansawdd Academaidd (Rhan A: Polisiau a Gweithdrefnau a Rhan B: Rheoliadau) <https://www.aber.ac.uk/cy/academic-registry/handbook>. Rhoddir blaenoriaeth i'r cyhoeddiadau hyn ymhob achos, ac nid oes unrhyw ran o'r llawlyfr hwn yn eu disodli. Gwneir pob ymdrech i sicrhau bod cynnwys y llawlyfr hwn yn gywir ac yn gyfredol. Er hynny, mae'r Brifysgol yn cadw'r hawl i addasu neu ddiweddarau'r llawlyfr yn ystod y flwyddyn academaidd. Mae'n annhebygol y bydd unrhyw newidiadau, ond mewn achos o'r fath fe gewch wybod amdanynt gan eich adran academaidd.

Croeso



Annwyl bawb,

'Croeso i Seicoleg yn Aberystwyth' neu 'Croeso nôl i Seicoleg yn Aberystwyth'. Pa un bynnag sy'n wir amdanoch chi, rwy'n falch iawn o'ch cyflwyno chi i flwyddyn academiaidd newydd yma yn Aberystwyth - ac mae hi am fod yn flwyddyn a hanner!

Bydd myfyrwyr y flwyddyn gyntaf yn darganfod cyfoeth o brofiadau yma i chi yn Aber a fydd yn eich cadw'n brysur – ond cofiwch am eich gwaith academiaidd tra byddwch chi'n darganfod rhyfeddodau Aber am y tro cyntaf. Bydd myfyrwyr yr ail flwyddyn yn astudio seicoleg o ddifrif nawr, ac yn adeiladu ar eich gwybodaeth. Bydd myfyrwyr y drydedd flwyddyn yn cyrraedd uchafbwynt eich astudiaethau ac yn newid i'r gêr uchaf.

Pa bynnag flwyddyn yr ydych ynddi, mae'r tîm Seicoleg yma i'ch cynorthwyo. Bydd eich tiwtoriaid personol yn bwysig iawn eleni, ac mae'n rhaid i chi wneud yn siŵr eich bod yn mynd i'w gweld pan fydd gofyn i chi. Fel bob amser, mae'r staff Gweinyddol a Thechnegol wrth law i'ch cyfarwyddo os oes angen, a bydd staff newydd yn ymuno â ni wrth i ni barhau i ehangu eleni, felly cadwch lygaid am hynny. Mae'r canlyniadau rhagorol yn yr ACF eleni'n gosod ein hadran ymhlith yr 20 uchaf yn y DU – cyflawniad cwbl arbennig – a byddwn yn parhau i weithio'n galed eleni i wneud yn siŵr eich bod yn cael y cymorth angenrheidiol.

Gofynnwch am gymorth os ydych ei angen – rydym wrth law, yn brofiadol ac yn dda iawn yn ein gwaith. Siaradwch â'ch tiwtoriaid a'ch darlithwyr, a minnau wrth gwrs – byddaf bob amser yn falch o'ch gweld, fel y gwyddoch – e-bostiwch ni am apwyntiad ac fe wnawn yn siŵr eich bod yn cael y cymorth angenrheidiol i lwyddo. Mae'n grêt eich cael chi nôl ac i groesawu myfyrwyr newydd hefyd. Pob dymuniad da eleni – gan obeithio y bydd hi'n flwyddyn wych!



Dr. Nigel Holt

Croeso gan y Llyfrgellydd Seicoleg



Helo a chroeso i Brifysgol Aberystwyth.

Rwy'n gobeithio y byddwch chi'n mwynhau'ch amser yma yn Aber. Fi yw eich Llyfrgellydd Pwnc ac rwy'n gweithio yn Llyfrgell Hugh Owen, y brif Lyfrgell ar gyfer Seicoleg. Rydw i yma i'ch helpu i fanteisio i'r eithaf ar ein hadnoddau ac yn ein hastudiaethau. Gallaf helpu gyda:

- Dod o hyd i lyfrau ac erthyglau ar gyfer eich aseiniadau
- Llyfryddiaeth a nodi
- Mynediad at adnoddau penodol ar gyfer seicoleg, megis PsycArticles

Rwyf hefyd yn rhedeg sesiwn galw heibio bob dydd Mawrth rhwng 11.30 a 13.00 yn yr adran. Mae croeso i chi ddod draw.

Cysylltwch â fi os oes gennych unrhyw ymholiadau ynglŷn ag adnoddau dysgu neu am gael gafael ar wybodaeth ar gyfer eich astudiaethau, neu os hoffech chi gwrdd i fyny [ssg@aber.ac.uk/ 01970 621870]

Dolenni i lyfrgell ac adnoddau defnyddiol:

- Canllaw Llyfrgell Seicoleg
- Primo, catalog y Llyfrgell
- Tudalennau Sgiliau Gwybodaeth - canllawiau i'ch helpu i fanteisio i'r eithaf ar eich astudiaethau
- Cwestiynau Cyffredin

Sarah Gwenlan
Llyfrgellydd Pwnc Seicoleg

ssg@aber.ac.uk
01970 621870
@gwenlans
FB: Gwenlan.inthelibrary

Croeso gan yr Adran Gyrfaeodd



Coeso i Brifysgol Aberystwyth ac i ddechrau pennod newydd a chyffrous yn eich bywyd.

Dros yr ychydig flynyddoedd nesaf, fel eich Ymgynghorydd Gyrfaeodd, rydw i yma i helpu a'ch cynghori ar bob cam o'ch taith cynllunio gyrfa rhag anwybyddu 'beth ddylwn i ei wneud neu beth ydw i'n ei wneud nesaf' i wneud cais am leoliadau a Swyddi.

Rwy'n darparu arweiniad gyrfaeodd un i un yn ogystal â rhoi sgysiau a gweithdai adrannol. Rwy'n cynnal sesiwn galw heibio gyrfaeodd wythnosol ar ddydd Mawrth yn yr adran Seicoleg - gallwch chi gael sgwrs am eich opsiynau gyrfa neu gael cyngor ar ddod o hyd i leoliad a phrofiad gwaith, gallaf hefyd helpu gyda'ch CV, gan adeiladu proffil LinkedIn A chwblhau ffurflenni cais a mynd am gyfweliadau. Os oes gennych unrhyw gwestiynau sy'n ymwneud â gyrfa, yna dewch draw i weld.

Mae gan y Gwasanaeth Gyrfaeodd wasanaeth galw heibio bob dydd hefyd yn y Swyddfa Gyrfaeodd, wrth ymyl siop SU, rydyn ni'n rhedeg gweithdai sgiliau wythnosol yn ystod y tymor a sesiynau canllaw un i un bob dydd. I gadw at y gweithdai diweddaraf, digwyddiadau cyflogwyr a swyddi gwag, ymunwch â'n porth swyddi a digwyddiadau Cysylltiadau Abeyrstwyth yn www.aber.ac.uk/aberconnections

Edrychaf ymlaen at eich gweld yn fuan a'ch bod yn dechrau ar eich taith cynllunio gyrfa.

Anna McAdam
Ymgynghorydd Gyrfaeodd ar gyfer Seicoleg
anm43@aber.ac.uk

Adran A: Cyflwyniad

Diben y llawlyfr

Diben y llawlyfr hwn yw rhoi gwybodaeth allweddol i chi am eich astudiaethau, ac am bolisiau a gweithdrefnau'r Brifysgol. Nid canllaw cynhwysfawr mohono, ond bydd yn rhoi rhywfaint o'r wybodaeth hanfodol y bydd ei hangen arnoch i gael gyrfa academaidd lwyddiannus a difyr yma ym Mhrifysgol Aberystwyth.

Mae rhagor o wybodaeth i gyd-fynd â'r llawlyfr hwn ar gael ar wefan y Brifysgol:

<https://www.aber.ac.uk/cy/student>

Mae ein Siarter Myfyrwyr yn amlinellu ein cyd-gyfrifoldebau a'n dyheadau. Mae ar gael yma:

<https://www.aber.ac.uk/cy/academic-quality-records-office/quality-handbook/support/charter>

Os ydych yn angen unrhyw help gyda'r cynnwys o'r llawlyfr hwn, cysylltwch â'r Swyddfa Seicoleg ar psychology@aber.ac.uk

Dylai myfyrwyr gofio y bydd Rheolau a Rheoliadau'r Brifysgol mewn grym bob amser, boed yn ystod y tymor neu yn ystod y gwyliau: <https://www.aber.ac.uk/cy/academic-registry/handbook/regulations>

Cydraddoldeb ac Amrywioldeb

Mae Prifysgol Aberystwyth wedi ymrwymo i ddatblygu a hybu cydraddoldeb ac amrywioldeb ym mhob agwedd ar ein hymarfer a'n gweithgareddau. Ein nod yw gweithio ac astudio, gan ddarparu diwylliant cynhwysol, heb wahaniaethu, ac arddel gwerthoedd parch, urddas a chwarteisi. Mae gan bawb yr hawl i gael eu trin yn unol â'r gwerthoedd hyn.

Rydym yn ymroddedig i hybu cydraddoldeb ar sail oedran, anabledd, rhyw a chyfeiriadedd rhywiol, hil, hunaniaeth ryweddol, crefydd a chred (gan gynnwys anghrediniaeth), priodas a phartneriaeth sifil, beichiogrwydd a mamolaeth, ac i groesawu aml-hunaniaeth a chodi ymwybyddiaeth ar draws gwahanol grwpiau.

Mae ein Cynllun Cydraddoldeb 2016-2020 yn hyrwyddo cydraddoldeb a gwelliannau cydraddoldeb o fewn y Brifysgol yn unol â gofynion Deddf Cydraddoldeb 2010. Bydd y cynllun yn cael ei fesur trwy Adroddiadau Cynnydd a byddant ar gael yn ein adroddiadau monitro blynyddol. Mae ein Cynllun Cydraddoldeb Strategol 2016-2020 (a'r Cynllun Gweithredu ar Gydraddoldeb sy'n perthyn iddo) ar gael yn adran Cynlluniau ein tudalennau gwe Cydraddoldeb: <https://www.aber.ac.uk/cy/equality>

Os oes gennych unrhyw gwestiwn, ycyfeiriad ebost yw equstaff@aber.ac.uk

Dyddiadau Pwysig

Mae blwyddyn academiaidd y Brifysgol yn dechrau ym mis Medi. Fe'i trefnir yn ddau semester, sy'n dod i ben ym misoedd Ionawr a Mehefin, a chaiff y rhan fwyaf o'r modiwlau eu hasesu ar ddiwedd pob semester.

Mae tri thymor yn ogystal, gyda chyfnodau o wyliau dros y Nadolig a'r Pasg.

Mae'n rhaid i bob myfyriwr llawn amser fod bresennol yn Aberystwyth yn ystod amser tymor.

Cyhoeddir dyddiadau tymor, yn cynnwys cyfnodau arholiadau yma:

<https://www.aber.ac.uk/cy/dates-of-term>

Adran B: Gwybodaeth am yr Adran

Cyfathrebu rhwng y Brifysgol a myfyrwyr

Mae'r cyfathrebu swyddogol rhwng y Brifysgol a'r myfyrwyr yn digwydd drwy ebost Prifysgol Aberystwyth. Os nad ydych eto wedi rhoi eich cyfrif ebost Aber ar waith, gwnewch hynny nawr drwy ddilyn y cyfarwyddiadau ar-lein: <https://myaccount.aber.ac.uk/open/activate/>.

Polisi'r Adran yw y bydd e-byst a dderbynnir yn ystod oriau busnes yn derbyn ymateb gyda 48 awr. Pan dderbynnir negeseuon e-bost y tu allan i oriau busnes (e.e. ar ôl 5pm, ar benwythnosau neu yn ystod cyfnodau gwyliau), byddwch yn derbyn ymateb o fewn 48 awr yn cychwyn o ddiwrnod busnes y brifysgol nesaf.

Pan fyddwch yn e-bostio staff academiaidd, dylech nodi eich enw llawn, y modiwl dan sylw ynghyd ag amlinelliad byr o'r ymholiad neu'r cwestiwn. Er mwyn i chi gael y wybodaeth sydd ei hangen arnoch cyn gynted â phosibl, cyn cysylltu â'r staff, dylech sicrhau nad yw eich cwestiwn wedi cael ei ateb yn rhywle arall (e.e. yn y llawlyfr hwn, yn y llawlyfr modiwlau, ar Blackboard etc).

Presenoldeb a Chynnydd Academiaidd

Mae'r Brifysgol yn mynnu bod myfyrwyr yn mynychu yr holl weithgareddau ar eu hamserlen, yn cynnwys darlithoedd, seminarau, dosbarthiadau ymarferol a thiworialau. Mae'n bosibl hefyd y bydd y Brifysgol neu'r adran academiaidd yn pennu gofynion presenoldeb ychwanegol.

Mae'r Brifysgol wedi ymrwymo i fframwaith ar gyfer monitro cynnydd a phresenoldeb myfyrwyr fel rhan o'i chyfrifoldeb i ofalu am fyfyrwyr unigol. Os yw eich presenoldeb a'ch cynnydd yn anfodhaol, bydd eich adran academiaidd yn cysylltu a byddwch yn cael gwahoddiad i egluro'r sefyllfa. Er mai estyn cymorth yw prif amcan y weithdrefn monitro cynnydd academiaidd, mae'n bosibl y cymerir camau disgyblu mewn achosion lle nad yw ymdrechion i wella'r sefyllfa wedi arwain at welliant mewn presenoldeb a chynnydd. Mewn achosion o'r fath, gall adrannau argymhell bod myfyrwyr yn cael eu diarddel o'r Brifysgol

Gweler y manylion llawn yn y Rheoliad Academiaidd ynghylch Cynnydd Academiaidd:

<https://www.aber.ac.uk/cy/aqro/handbook/regulations/academic-progress/> .

Yn Cyfadran Gwyddorau Daear a Bywyd, mae presenoldeb yn cael ei montiro yng nganolog dros y tri adran (ADGD, IBERS a Seicoleg). Rydyn yn wneud hyn fel rhan o'r cyfrifoldeb sydd gyda'm at cymorth a dargadwad myfyrwyr.

Byddwn yn monitro presenoldeb bob pythefnos trwy'r semester ac os fydd myfyriwr yn syrthio o dan y drothwy ar gyfer presenoldeb yna fydd ebost yn cael ei danfon allan yn awtomatig.

Fydd yr ebost hyn yn gofyn i chi rhoi rheswm am y canran presenoldeb. Pan rydych yn ymateb i'r ebost hyn yna wnewch yn siwr ddim i ddanfôn amylchiadau arbennig ne urnhyw tystoliaeth sydd yn cefnogi eich absenoldeb.(dylai hwn cael ei danfôn at eich adran [trwy](#) defnyddio'r ebost fels-sc-ext@aber.ac.uk

Nid yw'r system monitro presenoldeb yn cymryd fewn i ystyried unrhyw rhesymau rydych wedi nod ar eich Cofnod Myfyriwr. Os yw eich absenoldeb oherwydd problem gyda'r amserlen, yna wnewch yn siwr i nodi'r modiwlau na wnaethoch mynchu neu cafodd ei symud ar yr ebost i sicrhau bod yr adran a'r cydlynnydd modiwl yn gallu datrys y problem.

Sylwer, er bod y prif ffocws o fonitro presenoldeb academiaidd ar gefnogaeth a chadw myfyrwyr, gallai fod risg o gamau disgyblu lle mae'ch presenoldeb yn parhau'n anfoddfaol ac ni wnaed unrhyw ymgais i ddatrys y sefyllfa. Mewn amgylchiadau o'r fath, gellid cymhwysio argymhellion i wahardd myfyrwyr.

Cwrdd â'r staff

Gallwch ddod o hyd i wybodaeth am staff yr adran, gan gynnwys eu rolau a'u cyfrifoldebau ar dudalen we'r adran: <https://www.aber.ac.uk/cy/psychology/staff-profiles>

Tiwtoriaid Personol

Bydd Tiwtor Personol yn cael ei neilltuo i bob myfyriwr israddedig. Mae gan y Tiwtoriaid Personol ran bwysig i'w chwarae yn y fframwaith cyffredinol sy'n cynnal y myfyrwyr a'u datblygiad personol yn y Brifysgol. Maent yn hollbwysig o ran helpu'r myfyrwyr i ysgwyddo cyfrifoldeb dros gynllunio eu datblygiad personol (CDP) eu hunain, defnyddio'r adnoddau a'r cyfleoedd a ddarperir gan y Brifysgol yn effeithiol, a chymhathu'r holl ddysgu sy'n rhan o brofiad y myfyrwyr.

Dylai'r Tiwtor Personol fod yn un o'r manau cyswllt cyntaf rhwng y myfyrwyr a'r adran academiaidd, a dylai fod ar gael i gael sgwrs ar adegau rhesymol, a lle y bo'n briodol dylai gyfeirio'r myfyrwyr i gael cyngor arbenigol.

Caiff israddedigion llawn amser gyfle i gwrdd â'u Tiwtor Personol o leiaf bum gwaith yn y flwyddyn gyntaf, o leiaf bedair gwaith yn yr ail flwyddyn, ac o leiaf dair gwaith yn y drydedd/bedwaredd flwyddyn.

Mae gwybodaeth fwy manwl ar gael yma: <https://www.aber.ac.uk/cy/academic-quality-records-office/quality-handbook/support/tutors>

Coleg Cymraeg Cenedlaethol

Mae Cangen Prifysgol Aberystwyth o'r Coleg Cymraeg Cenedlaethol yn cydweithio'n agos â'r Coleg i ddatblygu a hyrwyddo'r ddarpariaeth Gymraeg yn Aberystwyth. Mae mwy o wybodaeth am weithgareddau academaidd a chymdeithasol y Gangen, ynghyd â'r cyfleoedd sydd ar gael i fyfyrwyr wrth ddod yn aelodau o'r Coleg, ar gael yma: <https://www.aber.ac.uk/cy/cc>

Welsh Medium Study

Ar gyfer y rhai sy'n siarad Cymraeg fel iaith gyntaf, neu'r rhai a fyddai'n teimlo'n fwy cyfforddus yn sgwrsio yn y Gymraeg, mae cyfleoedd niferus i atgyfnerthu eich dysgu drwy gyfrwng y Gymraeg. Efallai y bydd rhai myfyrwyr yn ei chael hi'n haws i drafod a dysgu drwy gyfrwng y Gymraeg.

Mae Prifysgol Aberystwyth ac mae'r adran yn cael ymrwymiad cryf i addysgu drwy gyfrwng y Gymraeg. O ganlyniad, mae'r Sefydliad yn datblygu addysgu a dysgu drwy gyfrwng y Gymraeg. Efallai y byddwch yn cael y dewis o gofrestru ar gyfer modiwlau a ddewiswyd / seminarau yn Gymraeg. Bydd manylion pellach yn cael ei egluro wrth gofrestru. Mae'r modiwlau mae'r Adran yn cynnig ar hyn o bryd drwy gyfrwng y Gymraeg yw:

Blwyddyn 1

Modiwl	Teitl Modiwl	Fersiwn Saesneg	Credits	Tymor
SC11300/11320	Cyflwyniad I Seicoleg: Ymchwiliad A Chyfathrebiad	PS11300/11320	20	1 & 2

Blwyddyn 2

Modiwl	Teitl Modiwl	Fersiwn Saesneg	Credits	Tymor
SC20600/20620	Seicoleg Mewn Gweithred	PS20600/20620	20	1 & 2

Blwyddyn 3

Modiwl	Teitl Modiwl	Fersiwn Saesneg	Credits	Tymor
SC33100/33140	Prosiect Ymchwil Seicoleg Ar Cyfer Anrhydedd Sengl	PS33100/33140	40	1 & 2
SC34100/34120	Prosiect Ymchwil Seicoleg Ar Cyfer Cyd-anrhydedd	PS34100/34120	20	1 & 2

I gael rhagor o wybodaeth am y gwasanaeth Cymraeg yn Aberystwyth, a sut y gall gefnogi eich dysgu a chyflawni eich gallu yn ystod eich gradd, ewch i <https://www.aber.ac.uk/cy/cgg>

Cyflwyno Asesiadau trwy gyfrwng y Gymraeg

Mae gan Brifysgol Aberystwyth bolisi dwyieithrwydd ar gyfer pob asesiad ysgrifenedig, gan gynnwys traethodau gwaith cwrs ac arholiadau. Caiff myfyrwyr, p'un ai Cymraeg neu Saesneg yw prif iaith asesu'r modiwl dan sylw, ddewis cyflwyno sgriptiau arholiadau ac asesiadau gwaith cwrs naill ai yn Gymraeg neu yn Saesneg (ac eithrio asesiadau lle mae asesu iaith yn rhan o ddeilliannau dysgu'r modiwl). Bydd myfyrwyr sy'n dilyn modiwlau drwy gyfrwng y Gymraeg yn cael eu harholi yn yr iaith honno; mae gan fyfyrwyr sy'n dilyn modiwlau drwy gyfrwng y Saesneg hawl i gael eu hasesu yn Gymraeg.

Mae'r Brifysgol wedi sefydlu polisi ar gyfieithu asesiadau er mwyn sicrhau uniondeb y broses (h.y. na fydd myfyrwyr yn cael mantais nac anfantais annheg o ran marcio gwaith wedi'i gyfieithu. Nid oes disgwyl i fyfyrwyr sydd am gyflwyno sgriptiau arholiadau neu asesiadau gwaith cwrs yn Gymraeg ar fodiwlau cyfrwng Saesneg roi gwybod am hyn i adrannau academiaidd ymlaen llaw. Fodd bynnag, er mwyn caniatáu amser i baratoi papurau arholiad Cymraeg ar gyfer modiwlau cyfrwng Saesneg, gofynnir i fyfyrwyr hysbysu **Canolfan Gwasanaethau'r Gymraeg** erbyn y dyddiadau a gyhoeddir gan y Ganolfan.

Cyflogadwyedd

Ar draws eich rhaglen radd, byddwch yn datblygu ystod eang o sgiliau trosglwyddadwy sy'n cael eu gwerthfawrogi gan gyflogwyr; Bydd y sgiliau y byddwch chi'n eu harfer yn amrywiol ond yn cynnwys, er enghraifft, datrys problemau, sgiliau ymchwil, cyfathrebu ac ymddygiad moesegol. Byddwch hefyd yn dechrau'r broses gynllunio ar gyfer gyrfa sy'n cyfateb i'ch diddordebau a'ch sgiliau. Ac, byddwn hefyd yn eich helpu i gymhwyso'r cynnwys academiaidd i gyd-destunau eraill, megis y gweithle neu wirfoddoli.

Cyfleoedd i Astudio neu i Weithio Dramor

Cynlluniau sy'n cynnwys Blwyddyn Ryng-gwrs integredig

Gall cynlluniau sy'n cynnwys Blwyddyn Ryng-gwrs integredig gynnwys:

- (i) Blwyddyn integredig mewn diwydiant, yn cynnwys cyfnod yn gweithio yn y DU neu dramor
- (ii) Blwyddyn integredig yn astudio dramor, yn cynnwys cyfnod yn astudio mewn prifysgol dramor.

Yn ystod y Flwyddyn Ryng-gwrs, disgwylir i fyfyrwyr fod mewn gwaith neu yn astudio dramor am isafswm o 30 wythnos, ynghyd a chydymffurfio â gofynion yr Athrofa wrth gadw mewn cysylltiad â thiworiaid yn ystod y cyfnod hwn. Gall myfyrwyr sy'n methu gwneud cynnydd academiaidd boddhaol yn ystod y Flwyddyn Ryng-gwrs wynebu cael eu cyfeirio at Gyfarwyddwr yr Athrofa yn unol â'r Rheoliad Academiaidd ynghylch Cynnydd Academiaidd.

Bydd y Flwyddyn Ryng-gwrs yn cael ei marcio yn unol â'r meini prawf asesu a gyhoeddwyd, a gall Bwrdd Arholi'r Senedd fynnu bod myfyrwyr sy'n methu cyflawni'r canlyniadau dysgu a llwyddo i sicrhau marc o farc o 40% neu fwy neu lwyddo i gwblhau'r flwyddyn yn trosglwyddo i gynllun gradd cytras nad yw'n cynnwys y flwyddyn integredig mewn diwydiant neu'r flwyddyn integredig yn astudio dramor. Noder yn ogystal na chaniateir i fyfyrwyr dreulio cyfnod ar leoliadau cyfnewid yn ystod y flwyddyn cyn y Flwyddyn.

Eich Llais: Casglu Adborth Myfyrwyr

Mae Prifysgol Aberystwyth yn ymrwmo i ddarparu profiad o'r radd flaenaf i'w myfyrwyr. Mae myfyrwyr yn bartneriaid yn eu dysgu, ac mae'r Brifysgol yn rhoi pwyslais mawr ar eu barn am y rhaglenni academiaidd a'r profiad myfyriwr ehangach.

Trwy 'Mae'ch Llais Chi'n Cyfrif' bydd staff a myfyrwyr yn cydweithio i wneud Aberystwyth yn brifysgol eithriadol. Gallwch sôn am yr hyn yr ydym yn ei wneud yn dda, lle y gallwn wella, a beth sy'n bwysig i chi. Gallwch gymryd rhan trwy gysylltu â swyddogion neu gynrychiolwyr academiaidd Undeb y Myfyrwyr, siarad gyda'ch darlithwyr neu staff cymorth, cwblhau'r ffurflen ar-lein 'Mae'ch Llais Chi'n Cyfrif', neu gwblhau Holiadur Gwerthuso Modiwl. Mae eich adborth yn ein helpu i barhau i gyfoethogi'r profiad myfyriwr.

Mae'ch Llais Chi'n Cyfrif, felly cysylltwch gyda ni i fynegi eich barn.

Holiaduron Gwerthuso Modiwl

Bob semester, bydd gofyn i bob myfyriwr israddedig gwblhau Holiadur Gwerthuso Modiwl ar-lein yn y dosbarth ar gyfer pob modiwl. Mae'r holl adborth o'r Holiaduron yn ddienw a chaiff ei ddefnyddio er mwyn asesu perfformiad y modiwl a gwneud unrhyw newidiadau posibl. Bydd pob cydlynedd modiwl yn ysgrifennu adroddiad yn dadansoddi'r canlyniadau, a byddant yn cael eu darparu i fyfyrwyr trwy drafodaethau wyneb yn wyneb, trwy e-bost ac ar y Bwrdd Du.

Gofynnir i chi ddarparu adborth adeiladol ar eich modiwlau, gan gwblhau'r gwerthusiadau modiwl yn onest, gydag ystyriaeth a pharch i'r staff addysgu a'r staff cymorth ar bob modiwl yn unol â'r Rheolau a Rheoliadau Myfyrwyr <https://www.aber.ac.uk/cy/regulations/>.

Wrth iddynt gyflwyno sylwadau, hysbysir myfyrwyr bod y Brifysgol yn cadw'r hawl i ddileu neu ailolygu sylwadau os ystyrir eu bod yn torri'r Rheolau a'r Rheoliadau Myfyrwyr <https://www.aber.ac.uk/cy/regulations>

Mae'ch Llais Chi'n Cyfrif

Mae'ch Llais Chi'n Cyfrif yw'r broses sy'n caniatáu i fyfyrwyr roi adborth ar unrhyw adeg am unrhyw agwedd o'u profiad yn y Brifysgol. Mae adborth myfyrwyr yn helpu'r Brifysgol i barhau i gyfoethogi'r profiad myfyriwr, trwy ddweud wrthym beth rydyn ni'n ei wneud yn dda, beth y gallwn ei wella a beth sy'n fwyaf pwysig i chi. Unwaith eto, gofynnir i chi roi adborth cadarnhaol gydag ystyriaeth a pharch i staff yn unol â'r Rheolau a Rheoliadau Myfyrwyr

<https://www.aber.ac.uk/cy/regulations>

Pwyllgor Ymgynghorol Staff a Myfyrwyr

Mae'r myfyrwyr yn rhan gwbl ganolog o'r dysgu a'r addysgu ac mae sicrhau llais effeithiol i'r myfyrwyr, gyda threfniadau cynrychioli priodol, yn sylfaenol i systemau sicrhau a gwella ansawdd y Brifysgol. Drwy hyn mae'r Brifysgol yn cydnabod pwysigrwydd sicrhau cynrychiolaeth effeithiol i'r myfyrwyr ar sawl haen yn strwythur y Brifysgol er mwyn cyfrannu at ei llwyddiant o ran cynnal a chyfoethogi profiad y myfyrwyr. Diben y Pwyllgorau Ymgynghorol Staff a Myfyrwyr yw sefydlu dull ffurfiol o gynnal trafodaethau a chyfathrebu rhwng y Brifysgol a'r myfyrwyr ynglŷn â materion sy'n ymwneud ag agweddau academaidd sy'n effeithio ar eu hastudiaethau. , yn unol â'r Rheoliadau a'r canllawiau ynglŷn a chynrychiolaeth myfyrwyr yn y Llawlyfr Sicrwydd Ansawdd. (<https://www.aber.ac.uk/cy/governance/>)

Mae gwybodaeth fwy manwl ar gael yma: <https://www.aber.ac.uk/cy/agro/handbook/student-support/>.

Cadeirir SSCC yr Adran Seicoleg gan Dr. Gil Greengross. Mae'r SSCC yn cynnwys staff academaidd o'r Adran Seicoleg a chynrychiolydd myfyrwyr a etholir o bob blwyddyn o'r cynllun gradd israddedig ynghyd â chynrychiolydd ôl-raddedig. Mae'r pwyllgor yn cwrdd dair gwaith y flwyddyn. Enwebir cynrychiolwyr myfyrwyr a'u hethol ym mis Hydref a byddant yn cael hyfforddiant gan Undeb y Myfyrwyr. Mae rhagor o fanylion am SSCC a'i gyfarfodydd ar gael ar Blackboard.

Cynorthwywyr Adrannol

Mae gan bob Adran academaidd dîm o Gynorthwywyr Adrannol i Gymheiriaid (sydd naill ai'n fyfyrwyr o'r ail neu'r drydedd flwyddyn neu'n uwchraddedig). Bob blwyddyn mae'r Cynorthwywyr hyn wrth law i gynnig cymorth, gwybodaeth, cyngor ac arweiniad i fyfyrwyr newydd y flwyddyn gyntaf. Gall y Cynorthwywyr gynorthwyo myfyrwyr newydd i ymgartrefu ac ymgyswrttu â bywyd Prifysgol oherwydd bod ganddynt wybodaeth a phrofiad o'r Brifysgol, yr Adran a'r dref. Mae sgysiau unigol rhwng myfyrwyr newydd a Chynorthwywyr Cymheiriaid yn breifat a Chyfrinachol.

Ychydig cyn dechrau bob blwyddyn academaidd, mae'r Adran yn cysylltu â myfyrwyr newydd ac yn rhoi manylion iddynt ynglŷn â threfniadau i gysylltu â'u Cynorthwywyr. Am rhagor o wyboadeth yna cysylltwch a'r adran ar dad35@aber.ac.uk

Adran C: Cofrestru a'ch Rhaglen

Cofrestru

Cyn bod modd i chi fod yn fyfyrwr cofrestredig amser llawn neu ran-amser yn y Brifysgol, mae'n rhaid i chi gofrestru ar ddechrau'r sesiwn. Mae gwybodaeth am gofrestru, yr amserlen gofrestru, a rhestr lawn o ddigwyddiadau ar gael yma: <https://www.aber.ac.uk/cy/new-students/freshers/registration/>.

Os oes gennych unrhyw ymholiadau ynghylch Cofrestru Israddedig, cysylltwch â'r Gofrestrfa Academaidd (e-bost: ugfstaff@aber.ac.uk, ffôn: 01970 628515/622787). Mae'n bwysig iawn eich bod yn rhoi gwybod i'r Gofrestrfa Academaidd os nad ydych yn gallu cofrestru ar amser. **Sylwer: Os na fyddwch yn cwblhau'r cofrestru, ni fyddwch wedi'ch cofrestru fel myfyriwr a bydd eich mynediad i gyfleusterau'r Brifysgol yn cael ei atal.**

Cyfrifoldebau Fisâu Myfyrwyr Haen 4

Gwybodaeth bwysig i bobl o'r tu allan i'r Ardal Economaidd Ewropeaidd yn y DU sydd â fisa myfyriwr Haen 4.

Mae Prifysgol Aberystwyth yn 'noddwr' cofrestredig o dan Haen 4 y system Mewnfudo ar Sail Pwyntiau. Mae hynny'n golygu y cawn ddenu a noddi myfyrwyr rhyngwladol.

Mae'r Swyddfa Gartref, o dan y system honno, yn gosod cyfrifoldebau ar fyfyrwyr ac ar eu Prifysgol i sicrhau bod y rheolau mewnfudo'n cael eu dilyn.

Fel noddwr cofrestredig, mae'r Brifysgol wedi llunio polisïau a gweithdrefnau i sicrhau ein bod yn cydymffurfio â'r cyfrifoldebau hyn. Bwriedir i'r polisïau a'r gweithdrefnau hyn hefyd amddiffyn eich statws mewnfudo.

Er mwyn helpu i osgoi anawsterau posib rydym wedi darparu arweiniad ar y cyfrifoldebau hyn ar y wefan hon a hefyd yn adran adnoddau'r dudalen Gwybodaeth am Gydydffurfio.

Os oes gennych unrhyw gwestiynau, cysylltwch â'r [Tîm Cymorth a Chydymffurfio â Fisâu](#).

Mae rhagor o wybodaeth ar gael yma: <https://www.aber.ac.uk/en/international/compliance-information>

Achrediad

Mae'r Adran Seicoleg yn Aberystwyth wedi'i achredu gan Gymdeithas Seicolegol Prydain am ei rhaglenni anrhydedd sengl a chydanheddedd. Mae hyn yn golygu eich bod, ar yr amod bodloni gofynion penodol a amlinellir isod, ar ôl cwblhau bydd eich gradd yn rhoi ar chi cymhwyster ar gyfer y Sylfaen Raddedig ar gyfer Siartredig (GBC) Aelodaeth y BPS. Mae hyn yn arwydd o ansawdd y ddarpariaeth, ond hefyd yn angenrheidiol ar gyfer mynediad i raglenni hyfforddiant ôl-raddedig a phroffesiynol yng Seicoleg a disgyblaethau cysylltiedig sy'n arwain at Aelodaeth Siartredig y BPS. Mae llawer o lwybrau gyrfa Seicoleg-benodol yn gofyn am GBC ar gyfer mynediad - er enghraifft, mynediad at raglenni ôl-radd mewn meysydd fel Clinigol, Addysg ac Iechyd Seicoleg yn cael ei gyfyngu i'r rhai sy'n gymwys ar gyfer y GBC.

Beth yw Cymdeithas Seicolegol Prydain (BPS)?

Mae Cymdeithas Seicolegol Prydain yw'r corff aelodaeth proffesiynol sy'n cynrychioli Seicoleg a seicolegwyr yn y DU. Y BPS yn achredu cyrsiau israddedig ac ôl-raddedig mewn Seicoleg ac yn cefnogi aelodau drwy amrywiaeth o ganghennau lleol, grwpiau diddordeb arbennig a chyfleoedd ar gyfer datblygiad proffesiynol. Mae'r BPS hefyd yn gosod y safonau moesegol a phroffesiynol y mae'n rhaid i bob myfyriwr, staff a seicolegwyr proffesiynol gadw wrth ymgymryd â gwaith ymchwil gyda chyfranogwyr dynol. Cod y BPS yn Moeseg ac Ymddygiad yn ddogfen allweddol sy'n gosod allan y safonau hyn.

Mae myfyrwyr ar raglenni israddedig ac ôl-raddedig yn yr Adran yn gymwys i ymuno â'r BPS fel aelodau myfyrwyr. Am fwy o fanylion, ewch i Aelod Myfyrwyr BPS webpage neu siaradwch ag aelod o PsychSoc.

Sylfaen Raddedig ar gyfer Aelodaeth Siartredig (GBC)

Er mwyn cwrdd â gofynion y BPS ar gyfer sail raddedigion ar gyfer aelodaeth siartredig, rhaid i fyfyrwyr ennill o leiaf gradd 2:2 anrhydedd (ail is) , a rhaid i'r prosiect ymchwil hefyd yn cael ei basio. Gwybodaeth ynghylch modiwlau.

Strwythurau Cynlluniau a Manylebau Rhaglenni

Ceir dolenni cyswllt â strwythurau'r holl gynlluniau cyfredol yma:

<https://www.aber.ac.uk/cy/study-schemes/>

Ceir dolenni cyswllt â manylebau'r holl raglenni cyfredol yma:

<https://www.aber.ac.uk/cy/programme-specs/index.html>

Bydd eich cynllun gradd yn cynnwys 'modiwlau craidd' y bydd yn rhaid i chi eu hastudio, ond gall hefyd gynnwys 'modiwlau dewisol'. Noder y gall y dewisiadau ar gyfer modiwlau dewisol fod yn gyfyngedig mewn rhai achosion lle gweithredir trothwy isaf. Golyga hyn na all y Brifysgol sicrhau bod modiwlau dewisol yn cael eu cynnig gyda nifer isel iawn o gofrestriadau, ac y gallai myfyrwyr orfod dewis eto.

Mae modiwlau opsiwn yn amodol ar nifer ofynnol o gofrestriadau ac os nad yw nifer y myfyrwyr sy 'n dymuno cymryd modiwl opsiynau penodol yn bodloni 'r isafswm gofynnol, gellir tynnu 'r modiwl opsiynau yn ôl a bydd gofyn i chi ddewis opsiwn arall. Yn yr un modd, gall modiwlau opsiwn weithredu cap ar nifer y lleoedd sydd ar gael. Yn yr achosion hyn, caiff lleoedd eu dyrannu ar sail y cyntaf i 'r felin a bydd angen i fyfyrwyr sy 'n dymuno cymryd modiwl sydd â gormod o geisiadau ddewis modiwl gwahanol i gwblhau eu cyn-cofrestru. Os yw hyn yn wir, gallwch ofyn am gael eich rhoi ar restr aros i weld a fydd lle ar gael ar eich dewis cyntaf; Fodd bynnag, ni fyddwn yn gallu cadarnhau a oes gennych le ar y modiwl hwnnw tan y mis Medi dilynol.

Yn ystod y cyn-gofrestru, anogir myfyrwyr i ddewis eu modiwlau opsiwn ar y cyfle cyntaf er mwyn manteisio i 'r eithaf ar y cyfle o gael lle ar eich dewisiadau dewisol.

Gwybodaeth ynghylch modiwlau

Uned astudio mewn cynllun gradd yw modiwl, ac mae ganddo ei ganlyniadau dysgu ei hun. Ceir dolenni cyswllt â manylion modiwlau unigol yma: <https://www.aber.ac.uk/cy/modules/>.

Rhoddir cod saith digid i bob modiwl yn Aberystwyth. Mae'r cod yn rhoi gwybodaeth bwysig i chi am y modiwl. Mae'r ddwy llythyren gyntaf yn dynodi'r pwnc (CY Cymraeg); mae'r rhif cyntaf yn dynodi'r lefel: (hynny yw 1,2,3, ac M ar gyfer Meistr); mae'r ddau ddigid olaf yn dynodi gwerth y credydau (10, 20 ac yn y blaen). Mae '00' yn golygu semester cyntaf modiwl tenau a ddysgir dros ddau semester

Amserlen Academaidd

Wedi i chi gofrestru, gallwch weld eich amserlen ar-lein bersonol drwy eich cofnod myfyriwr:

<https://studentrecord.aber.ac.uk/cy>

Os oes gennych gwestiynau am eich amserlen unigol, holwch eich adran academaidd yn y lle cyntaf: <https://www.aber.ac.uk/cy/timetable/departmental-timetable-officers>

Adran D: Asesu ac Adborth

Mae Blackboard yn Amgylchedd Dysgu Rhithwir (VLE) sy'n cael ei ddefnyddio ar draws y campws i gefnogi'r dysgu a'r addysgu o fyfyrwyr. Mae'n gyfleuster sy'n caniatáu darlithwyr i lwytho ystod eang o ddeunyddiau cwrs, gwneud cyhoeddiadau, gwaith marcio a gyflwynir yn electronig, yn ogystal â galluogi myfyrwyr i wneud defnydd o'i nodweddion rhyngweithiol, megis blogiau a byrddau trafod, a chyflwyno yn electronig gwaith cwrs. Mae gan y Brifysgol bolisi Isafswm Angen Presenoldeb (RMP) ar gyfer yr holl staff ar draws y campws, ond mae llawer o ddarlithwyr yn y Sefydliad eisoes yn defnyddio Blackboard yn helaeth i gefnogi eu haddysgu. Ar y lleiaf, wrth gael mynediad tudalennau Blackboard modiwl, gallwch ddisgwyl i ddod o hyd:

- Gwybodaeth Modiwl - pob modiwl yn cael llawlyfr y modiwl ar gael ar Blackboard, sy'n cynnwys gwybodaeth fanwl am y modiwl a'i strwythur, cynnwys ac addysgu amserlen, ei ganlyniadau dysgu a dulliau asesu
- Modiwl Cynnwys - gan gynnwys deunyddiau addysgu (ee sleidiau darlithoedd, nodiadau darlith, recordiadau darlith, darllen atodol), Aspire rhestr ddarllen. Mae rhai modiwlau hefyd yn cynnwys cynnwys rhyngweithiol fel cwisiau ar-lein, gweithgareddau, podlediadau, blogiau a byrddau trafod i gefnogi eich dysgu.
- Aseiniad Gwybodaeth - Gwybodaeth am aseiniadau gwaith cwrs, gan gynnwys manylion yr aseiniad, meini prawf marcio, cysylltiadau cyflwyno electronig a gwybodaeth am eich adborth
- Gwybodaeth Gyffredinol - Proffiliau Staff a manylion cyswllt, cysylltiadau â pholisiau perthnasol a gweithdrefnau (ee gwybodaeth am estyniadau, amgylchiadau arbennig, ymarfer academaidd annheg ac ati)
- Panopto - Mae Prifysgol Aberystwyth yn disgwyl bod pob darlith yn cael ei recordio ac ar gael i fyfyrwyr. Noder gall hyn amrywio yn ol y natur y dysgu. Ni fydd seminarau, dosbarthiadau titworal, weithdai neu ymarferion labordy yn cael ei recordio ac hefyd ni fydd elfennau rhyngweithiol o sesiyanu dysgu.

Mae pob modiwl eich bod yn cofrestru am y bydd yn rhaid ei dudalennau Blackboard ei hun sy'n cynnwys yr holl gynnwys dysgu perthnasol ar gyfer y modiwl penodol. Gallwch ond gael mynediad tudalennau Blackboard modiwl unwaith y byddwch wedi cofrestru fel myfyriwr ar y modiwl. Dylai myfyrwyr gymryd yn ganiataol y bydd yr holl wybodaeth berthnasol am y cwrs yn cael ei llwytho i fyny i Blackboard a dylent ymgynghori â'r tudalennau perthnasol ar gyfer gwybodaeth am y cwrs cyn cysylltu staff modiwl.

Dyma'r cyfeiriad ar gyfer AberLearn Blackboard:

https://blackboard.aber.ac.uk/webapps/portal/execute/tabs/tabAction?tab_group_id=1

[9_1](#)

SgiliauAber/AberSkills

Adnodd ar-lein helaeth yw SgiliauAber/AberSkills sydd ar gael i holl fyfyrwyr a staff Prifysgol Aberystwyth. Mae'n cynnwys cyngor ac arweiniad ar amrywiaeth eang o sgiliau astudio. Mae'r cyngor wedi'i drefnu'n adrannau sy'n cysylltu'n agos ag aseiniadau, arholiadau a mathau eraill o asesu. Caiff yr wybodaeth ei darparu ar lefelau cyffredinol a phwnc benodol gan gynnwys cyngor a deunyddiau a grëwyd yn y brifysgol ac mewn mannau eraill. Mae'r cyngor yn cynnwys arweiniad ymarferol ar ysgrifennu academiaidd, cyfeiriadu, cyflwyniadau, arholiadau ac amrywiaeth eang o strategaethau dysgu ac adnoddau astudio. Mae modd ei gyrchu o brif dudalen AberLearn Blackboard, neu uniongyrchol drwy'r dolenni hyn:

<https://www.aber.ac.uk/cy/sgiliauaber/>

Ceir manylion pellach ynghlyn a astudio yn Seicoleg ar Blackboard, yn y modiwl Gwyboadeth i Israddedigion Seicoleg – Astudio yn Seicoleg.

Dulliau Asesu

Mae'r adran yn cynnwys ystod o asesiadau sy'n rhoi i fyfyrwyr y cyfle i ddatblygu eu sgiliau ysgrifennu a chyflwyno, gan ddefnyddio amrywiaeth o ddulliau. Mae enghreifftiau o'r mathau o asesiadau y bydd myfyrwyr yn dod ar draws yw:

- Arholiadau (arholiadau a welwyd, anweledig, a-llyfr agored)
- Adroddiadau Labordy
- Traethodau
- Adolygiadau Beirniadol
- cynigion ymchwil
- Prosiect ymchwil (traethawd hir)
- portffolios Myfyriol (hunanarfarniadau)
- Blogs, byrddau trafod a wikis
- cyflwyniadau poster academiaidd (arddangosiad gweledol o waith)
- Cyflwyniadau llafar

Cyflwyno Gwaith Cwrs a Dyddiadau Cau

Mae dyddiadau cau gwaith ysgrifenedig yn fater y mae'r Brifysgol yn ei gymryd o ddifrif. Mae'n rhaid i'r myfyrwyr reoli eu hamser mewn modd cyfrifol er mwyn gallu cyflwyno'u gwaith yn brydlon. Rhaid cyflwyno gwaith cwrs i'r adran yn unol â'r gofynion adrannol unigol a'r dyddiadau cau a gyhoeddwyd ganddi. Bydd gwaith a gyflwynir ar ôl y dyddiad cau yn cael marc sero. Oni cheir cyfarwyddyd i'r gwrthwyneb, dylid cyflwyno pob gwaith cwrs yn electronig os yw yn seiliedig ar destun ac ar brosesydd geiriau.

Absenoldeb o Arholiadau

Bernir bod ymgeisydd yn absennol am reswm da o arholiad neu asesiad os cyflwynir dogfennaeth i gadarnhau salwch, damwain, profedigaeth agos neu amgylchiadau tosturiol sy'n ymwneud yn agos â'r ymgeisydd. Bydd gan y Bwrdd Arholi perthnasol ddisgresiwn i benderfynu, ar sail y dystiolaeth a dderbyniwyd, a oedd ymgeisydd yn absennol am reswm da. Bydd ymgeisydd a fu'n absennol heb reswm da o unrhyw arholiad yn y Brifysgol neu a fethodd â chyflawni mathau eraill o asesiadau erbyn y dyddiad angenrheidiol yn cael marc sero am yr asesiad dan sylw.

Ceisiadau am Estyniad

Os oes rheswm anorfod sy'n golygu na ellir cyflwyno gwaith cwrs mewn pryd, mae'n rhaid i fyfyrwyr gyflwyno cais am estyniad trwy gwblhau'r Ffurflen Gais am Estyniad i Ddyddiad Cyflwyno Gwaith Cwrs. Dylid gofyn i'ch adran academiaidd neu edrych ar y modiwl Gwybodaeth i Myfyrwyr Seicoleg am gopi o'r ffurflen, sy'n rhoi cyfarwyddiadau manwl ar yr amgylchiadau lle y bydd posibilrwydd o ganiatau estyniadau, hyd yr estyniadau, a beth i'w wneud os nad oes modd caniatáu estyniad neu os gwrthodir y cais.

Dylai'r Ffurflen Gais am Estyniad Dyddiad Cau Gwaith Cwrs cael ei cyflwyno i'r Swyddogion Estyniadau Gwaith Cwrs y Cyfadran trwy ebost at fels-sc-ext@aber.ac.uk

Amgylchiadau Arbennig

Nod y Brifysgol yw asesu ei myfyrwyr i gyd mewn modd cadarn ond teg, yn unol â'i rheoliadau a'i gweithdrefnau cymeradwy. Er hynny, mae'n dibynnu ar ei myfyrwyr i roi gwybod iddi am unrhyw amgylchiadau arbennig a allai effeithio ar eu perfformiad, fel y gall sicrhau bod ei holl fyfyrwyr yn cael eu trin yn gyfartal ac yn deg. Dyma rai enghreifftiau o Amgylchiadau Arbennig (dim ond enghreifftiau yw'r rhain, nid rhestr gyflawn mohoni): salwch tymor hir neu dymor byr, problemau ariannol difrifol, problemau difrifol â'ch llety, profedigaeth neu ryw amgylchiadau personol eraill. Os byddwch am roi gwybod i'r Brifysgol am amgylchiadau arbennig, llenwch bob rhan o'r Ffurflen Amgylchiadau Arbennig a'i hanfon at eich adran trwy ebostio fels-sc-

ext@aber.ac.uk , ynghyd â chopïau o'r dystiolaeth. Dylwch nodi bod rhaid i fyfyrwyr hysbysu'r Brifysgol o unrhyw amgylchiadau personol eithriadol a allai effeithio ar eu perfformiad academaidd cyn gynted ag sy'n bosib ac ym mhob achos cyn i'r Byrddau Arholi gyfarfod. Ceir cyfarwyddyd pellach yn adran 3.8 o'r Llawlyfr Ansawdd Academaidd:

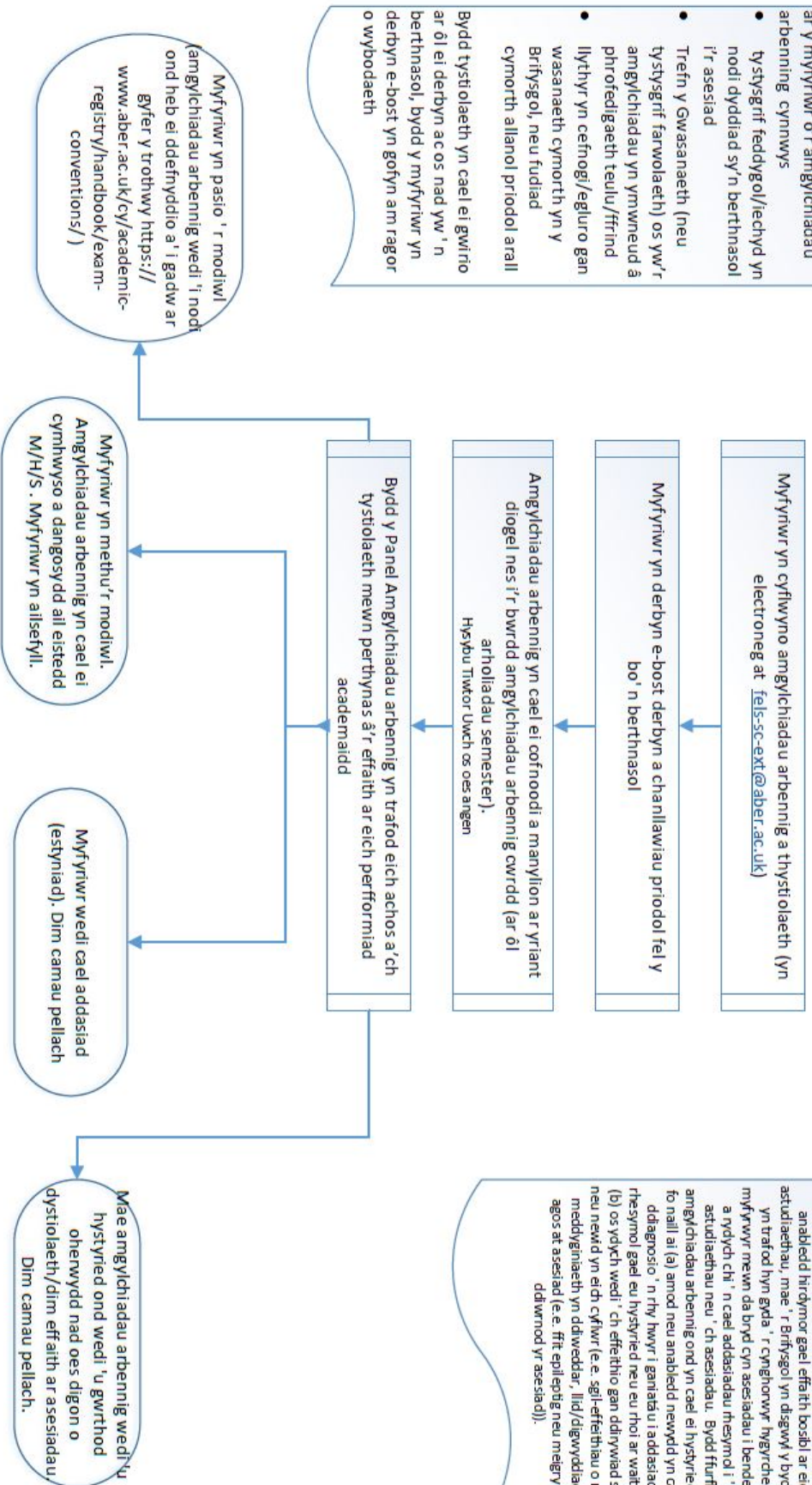
<https://www.aber.ac.uk/cy/academic-registry/handbook/taught-schemes/>

**Cyfradan Gwyddorau a Daear Bywyd — Gweithdrefn Amgylchiadau Arbenig
Gwybodaeth i myfyrwr**

Gall y tystiolaeth i dangos effaith ar y myfyrwr o'r amgylchiadau arbenig cynnwys

- tystysgrif feddygol/lechyd yn nodi dyddiad sy'n berthnasol i'r asesiad
- Trefn y Gwasanaeth (neu tystysgrif farwolaeth) os yw'r amgylchiadau yn ymwneud â phrofedigaeth teulu/frind
- llythyr yn cefnogi/eguro gan wasanaeth cymorth yn y Brifysgol, neu fudiad cymorth allanol priodol arall

Bydd tystiolaeth yn cael ei gwirio ar ôl ei derbyn ac os nad yw'n berthnasol, bydd y myfyrwr yn derbyn e-bost yn gofyn am ragor o wybodaeth



Mater lechyd tymor hir neu anablled

Ue y gellir disgwyl i effeithiau cyflwr lechyd neu anablledd hir (ymor gael effaith bosibl ar eich astudiaethau, mae'r Brifysgol yn disgwyl byddwch yn trafod hyn gyda'r cngorhwr hygyrchedd myfyrwr mewn da byd cyn asesiadau i benderfynu a rydych chi'n cael addasiadau rhesymol i'ch astudiaethau neu'ch asesiadau. Bydd ffurflen amgylchiadau arbenig ond yn cael ei hystyried pan fo naill ai (a) amod neu anablledd newydd yn cael ei ddiagnosio'n rhy hwy i ganiatáu i addasiadau rhesymol gael eu hystyried neu eu rhoi ar waith neu (b) os ydych chi effeithio gan ddiwyriad sydyn neu newd yn eich cyflwr (e.e. sgliffaithiau o newd meddyginaeth yn ddiweddar, lliid/digwyddiad yn agos at asesiad (e.e. ffit epileptig neu meigrin ar ddiwmod yr asesiad)).

Myfyrwr yn pasio'r modiwl (amgylchiadau arbenig wedi'i nodi ond heb ei ddefnyddio a'i gadw ar BYfer y trohwy <https://www.aber.ac.uk/cy/academic-registry/handbook/exam-conventions/>)

Myfyrwr yn methu'r modiwl. Amgylchiadau arbenig yn cael ei cynhywso a dangosydd all eistedd M/H/S. Myfyrwr yn ailsefyll.

Myfyrwr wedi cael addasiad (estyniad). Dim camau pellach

Mae amgylchiadau arbenig wedi'u hystyried ond wedi'u gwrthod oherwydd nad oes digon o dystiolaeth/dim effaith ar asesiadau. Dim camau pellach.

Trefniadau Marcio a Chymedroli

Cynhelir pob arholiad yn unol â gweithdrefn Marcio Anhysbys y Brifysgol a amlinellir yn adran 3.5 y Llawlyfr Ansawdd Academaidd, a bydd ymgeiswyr yn parhau yn anhysbys hyd nes y cynhelir Bwrdd Arholi'r adran. Bryd hynny, derbynir argymhellion Paneli Amgylchiadau Arbennig yr adran, er mwyn ystyried amgylchiadau meddygol neu amgylchiadau arbennig eraill a gyflwynwyd gan y myfyriwr yn unol â Gweithdrefn Amgylchiadau Arbennig y Brifysgol (adran 3.8 yn y Llawlyfr Ansawdd). Gweithredir polisi tebyg ar gyfer gwaith cwrs, gyda rhai eithriadau a gymeradwyir gan Athrofeydd lle nad yw trefniadau anhysbys yn ymarferol neu'n ddymunol.

Disgwyliad Cod Ansawdd y DU (Pennod B6) yw y bydd gan sefydliadau addysg uwch drefniadau tryloyw a theg ar gyfer marcio a chymedroli. Mae angen i'r Brifysgol fod yn sicr bod prosesau cymedroli mewnol sy'n gadarn, effeithiol a chyson yn cael eu gweithredu ym mhob adran academaidd. Mae manylion y prosesau hyn yn debygol o amrywio yn ôl amgylchiadau penodol a gofynion cyrff proffesiynol, ond dylai pob adran academaidd lynu wrth y diffiniadau a'r gofynion sylfaenol a amlinellir yn y Llawlyfr Ansawdd Academaidd wrth weithredu eu prosesau cymedroli mewnol.

Meini Prawf Marcio

Ar gyfer pob darn o waith cwrs i chi gyflwyno, byddwch yn derbyn adborth sy'n dilyn rubics marcio a restrir ar pp.20-28 a ddefnyddiwn i asesu eich gwaith ac yn rhoi adborth i chi. Mae'r tabl isod yn rhoi meini prawf ar enghraifft a ddefnyddiwyd i'n helpu i asesu eich gwaith ac yn rhoi adborth i chi i chi:

1. Theori	sylfaen ddamcaniaethol, perthnasedd cyd-destunol, llenyddiaeth, cwestiwn ymchwil, rhagdybiaeth
2. Dadl	gwreiddioldeb, gweithredoliad, cynllun, methodoleg
3. Dadansoddi	dadansoddol, rhesymegol, cywir, mynegi canlyniadau
4. Cloriannu	ystyriaethau damcaniaethol, cafeatau, beirniadaeth, goblygiadau, dehongliad, cymwysiaidau
5. Ysgrifennu	eglurder, cydlyniad, strwythur, ffocws, trefniadaeth, gramadeg/sillafu
6. Diwyg	cyfeirnoddi (dull APA), hyd, ffigurau

Bydd y meini prawf marcio penodol a restrir yn y rubics marcio cyfieithu i mewn i gynllun marcio a ddefnyddiwn wrth raddio eich gwaith. Noder bod y gwaith sy'n cyflawni gradd o fewn categori penodol o reidrwydd yn dangos holl nodweddion a nodir uchod. Mae hyn yn arbennig o wir ym mhen uchaf (70+) a diwedd (-38) waelod y raddfa. Mae hefyd yn bwysig nodi bod y marc terfynol yn adlewyrchu barn academaidd cyffredinol a bydd rhai categorïau yn bwysicach nag eraill. Yn ogystal, wrth farcio efallai y byddwn hefyd yn ystyried eich gallu i gwblhau'r aseiniad yn hyd geiriau gofynnol (+/- 10%).

Beth a ddisgwylir gan fyfyrwyr yn eu blwyddyn gyntaf, ail a thrydydd?

Disgwylir i fyfyrwyr ymgysylltu â deunydd tu hwnt i hynny a roddir iddynt mewn darlithoedd a seminarau. Hyd yn oed ar lefel y flwyddyn gyntaf, nid yw'n ddigon i gynhyrchu gwaith sy'n seiliedig ar nodiadau darlith ac / neu werslyfrau yn unig. Yn wir, dylai deunyddiau hyn ond yn cael ei defnyddio i roi cyflwyniad i'r pwnc, yn hytrach na defnyddio fel tystiolaeth i gefnogi eich dadleuon mewn asesiadau. Beth bynnag o'r flwyddyn, dylai myfyrwyr:

- dangos menter wrth chwilio am ffynonellau a adolygir gan gymheiriaid i lunio cwestiwn ymchwil priodol a / neu ddarparu tystiolaeth i gefnogi eu dadl;
- yn meddu ar ddealltwriaeth ac ymwybyddiaeth o'r fethodoleg briodol, o ran casglu a dadansoddi data; ac
- gallu i ddehongli a gwerthuso canfyddiadau gan ystyried y goblygiadau a cheisiadau o'r ymchwil.

Felly nid oes unrhyw sgiliau newydd y bydd myfyrwyr yn dysgu yn yr ail a'r drydedd flwyddyn fel y cyfryw, yn hytrach, gan fod myfyrwyr yn symud ymlaen i flynyddoedd 2 a 3 bydd disgwyl iddynt ddangos eu gallu i ddatblygu a gweithredu, yn fwy deftly, meini prawf marcio a amlinellir ar taflenni clawr aseiniad ac yn y cyfarwyddiadau marcio isod.

A fydd staff drafftiau darllen fy aseiniad i mi?

Nid yw staff yn gwneud gwaith prawf ddarllen ar gyfer myfyrwyr cyn eu cyflwyno. Fodd bynnag, mae darlithwyr yn hapus i drafod materion / pryderon y gallai myfyrwyr gael ynghylch cynnwys. Yn wir, os yw myfyrwyr yn cael trafferth gyda aseiniad, dylent geisio cymorth gan yr aelod priodol o staff drwy fynd i'w gweld nhw yn ystod eu oriau swyddfa.

Marcio rhuddellau Israddedig:

Bydd graddau ar gyfer pob darn o waith a asesir fel arfer yn cael ei roi fel a ganlyn:

Classification	% Band
Methu	0, 5, 10, 15, 20, 25, 30, 35
Dosbarth 3	40, 42, 45, 48
Dosbarth 2.2	50, 52, 55, 58
Dosbarth 2.1	60, 62, 65, 68
Dosbarth 1	70, 72, 75, 80, 85, 95

Mae'r cynllun marcio yn defnyddio tri phwynt ym mhob dosbarth (ac eithrio ar gyfer Methu a dosbarth cyntaf lle mae pedwar neu bump) ar gyfer pob darn unigol o waith. Caiff y marciau hyn yn cael eu hagregu dros yr holl waith a asesir felly efallai y marc terfynol ar gyfer uned yn cynnwys dwy neu ragor o rannau sydd wedi'u gyfartaledd.

Canllawiau marcio

Traethodau, Adroddiadau, Adolygiadau Beirniadol, Wikis, Cynigion Ymchwil a Phrosiectau Ymchwil

% Band	Canllawiau marcio
0	Dim deunydd.
5	Fawr o ddeunydd o unrhyw fath.
15	Fawr o ddeunydd seicolegol perthnasol, os o gwbl.
20	Rhywfaint o ddeunydd seicolegol berthnasol ond gyda diffyg dealltwriaeth glir neu werthfawrogiad o sut mae 'r deunydd yn ymwneud â 'r pwnc neu 'r cwestiwn.
25	Ôl paratoi ar gyfer y gwaith neu ddeall y pynciau neu'r maes yn amlwg absennol.
30	Tystiolaeth o rywfaint o ymdrech ond yn dangos ymwybyddiaeth gyfyngedig a/neu anghyflawn o 'r cwestiwn neu 'r mater sy 'n cael ei ymchwilio. Diffyg tystiolaeth sylweddol o ddarllen digonol, dealltwriaeth o 'r maes, neu allu beirniadol
35	Tystiolaeth o rywfaint o ymdrech ond ychydig iawn o werthfawrogiad o'r cwestiwn na'r pwnc. Diffyg tystiolaeth o waith darllen digonol, deall y maes, na gallu beirniadol.
40-42	Tystiolaeth o ddigon o waith darllen neu ddealltwriaeth i fod yn deilwng o basio sylfaenol iawn.
45	Gwaith cyfyngedig, sy'n ddiffygiol o ran ei hyd a'i led, ac o bosibl yn methu mynd i'r afael â'r pwnc mewn digon o fanylder.
48	Gwaith cyffredin a chyfyngedig ond yn trafod digon o bwyntiau i fodloni'r cwestiwn yn sylfaenol.
50-52	Peth tystiolaeth o ddigon o waith darllen a'r gallu i gyflwyno enghreifftiau, ond o bosibl yn denau o ran cynnwys ac yn gyfyngedig o ran rhychwant.
55	Tystiolaeth o ddigon o waith darllen a threfnu cysyniadau a thystiolaeth ond heb fawr o wreiddioldeb na gallu beirniadol.
58	Darn o waith cymwys sy'n dangos y gallu i drefnu'r hyn a ddarllenwyd yn gydlynus gan roi enghreifftiau priodol o dystiolaeth a dadleuon eraill.
60 -62	Adlewyrchu dealltwriaeth a threfniant cadarn a chymwys o'r deunydd a pheth gallu beirniadol.
65	Adlewyrchu dealltwriaeth gymwys sy'n cael ei dangos yn y gallu i drefnu gwaith yn effeithiol mewn dadl glir, gan wneud defnydd da o dystiolaeth.
68	Adlewyrchu gwaith cymwys iawn sy'n dangos dealltwriaeth drylwyr a gallu beirniadol da.
70 - 72	Darn o waith sydd, yn ogystal ag ateb y cwestiwn yn drylwyr o'r adnoddau a ddarperir ar y cwrs, yn cyfrannu rhywbeth newydd ar ffurf llenyddiaeth newydd, gallu beirniadol neu syniadau arloesol.
75 - 80	Gafael ragorol ar y cysyniadau, gan ddangos gwaith darllen trylwyr ac eang ac adnabyddiaeth o'r maes, a gallu rhagorol i ddatblygu dadl a'i chefnogi â thystiolaeth. Lefel uchel iawn o allu beirniadol a chreadigrwydd.
85	Gwaith o ansawdd neilltuol. Mae gwaith o'r ansawdd hwn yn arbennig o wreiddiol, beirniadol ac arloesol.
95	95 = Darn o waith sydd fwy neu lai'n berffaith.

Traethodau, Adroddiadau, Adolygiadau Beirniadol, Wikis, Cynigion Ymchwil a Phrosiectau Ymchwil

Class	% Band	Marking Guidelines
Cyntaf	80-100	Eithriadol. Gwerthfawrogiad neilltuol o’r dadleuon academaidd perthnasol, ysgolheictod cyhoeddedig, a defnydd priodol – ac arbennig o fanwl – o ffynonellau sy’n dangos blaengaredd sylweddol wrth ddod o hyd i ddeunydd. Bydd y cwestiwn ymchwil a goblygiadau’r testun yn rhagorol o ran eu cydlyniant a’u ffocws, a bydd myfyrwyr yn dangos treiddgarwch beirniadol, dadansoddol, dychmygus a deongliadol eithriadol drwy gydol y gwaith; bydd y gwaith yn wreiddiol ac yn agos iawn at safon cyhoeddi. Eithriadol graff a threiddgar – bydd myfyrwyr yn dangos eu bod yn gallu trafod deunydd damcaniaethol a/neu fethodolegol a/neu empiraidd yn fedrus ac yn soffistigedig, gan gyflwyno dadleuon sydd wedi’u datblygu a’u cyflwyno’n eithriadol dda. Ceir defnydd rhagorol o gonfensiynau gramadeg, sillafu ac iaith, ynghyd â defnydd perffaith o gonfensiynau dogfennu a chyflwyniad arbennig o effeithiol sy’n gwella’r cyfathrebu yn sylweddol.
	70-79	Rhagorol. Gwerthfawrogiad rhagorol o’r dadleuon academaidd perthnasol, ysgolheictod cyhoeddedig, a defnydd priodol – a manwl – o ffynonellau sy’n dangos tipyn o flaengaredd wrth ddod o hyd i ddeunydd. Bydd y cwestiwn ymchwil a goblygiadau’r testun yn glir ac yn hyderus o ran eu cydlyniant a’u ffocws, a bydd myfyrwyr yn dangos treiddgarwch beirniadol, dadansoddol, dychmygus a deongliadol rhagorol drwy gydol y gwaith; bydd y gwaith yn dangos elfennau o wreiddioldeb. Arbennig o graff a threiddgar – bydd y myfyrwyr yn dangos eu bod yn gallu trafod deunydd damcaniaethol a/neu fethodolegol a/neu empiraidd yn fedrus ac yn soffistigedig, gan gyflwyno dadleuon sydd wedi’u datblygu a’u cyflwyno’n arbennig o dda. Ceir defnydd ardderchog o gonfensiynau gramadeg, sillafu ac iaith, ynghyd â defnydd bron yn berffaith o gonfensiynau dogfennu a chyflwyniad effeithiol sy’n gwella’r cyfathrebu.
Ail uwch (2:1)	60-69	Da. Gwerthfawrogiad da o’r dadleuon academaidd perthnasol, ysgolheictod cyhoeddedig, a defnydd priodol – a da – o ffynonellau sy’n dangos elfen o flaengaredd wrth ddod o hyd i ddeunydd. Bydd y cwestiwn ymchwil a goblygiadau’r testun yn glir ac yn aml yn hyderus o ran eu cydlyniant a’u ffocws, a bydd myfyrwyr yn dangos treiddgarwch beirniadol, dadansoddol, dychmygus, a deongliadol cadarn drwy gydol y gwaith. Yn aml yn graff a threiddgar – bydd myfyrwyr yn dangos eu bod yn gallu trafod deunydd damcaniaethol, a/neu fethodolegol a/neu empiraidd yn dda, gan gyflwyno dadleuon sicr sydd wedi’u datblygu’n dda ac yn drefnus. Ceir defnydd da o gonfensiynau gramadeg, sillafu ac iaith, a dogfennu, ond bydd ambell wall yn y cyflwyno yn amharu weithiau.
Ail is (2:2)	50-59	Digonol. Gwerthfawrogiad digonol o’r dadleuon academaidd perthnasol, ysgolheictod cyhoeddedig, a defnydd priodol ar y cyfan, er weithiau’n ddibynnol neu’n anghyflawn, o ffynonellau sy’n dangos peth blaengaredd wrth ddod o hyd i ddeunydd. Bydd y cwestiwn ymchwil a goblygiadau’r testun yn dangos peth dealltwriaeth o’r dasg a osodwyd, a bydd myfyrwyr yn dangos ychydig o dystiolaeth o dreiddgarwch beirniadol, dadansoddol, dychmygus, a deongliadol drwy gydol y gwaith, ond ni fydd yn gyson. Bydd y gwaith yn dangos rhywfaint o ymdrin â deunydd damcaniaethol, a/neu fethodolegol a/neu empiraidd, gan gyflwyno dadleuon sydd wedi’u datblygu – er na fyddant wedi’u datgan yn glir bob amser. Ceir defnydd digonol o gonfensiynau gramadeg, sillafu ac iaith, a dogfennu, ond bydd ystod eang o wallau yn aml yn effeithio ar y cyfathrebu.

Trydydd	40-49	Fawr o deilyngdod. Peth gwerthfawrogiad o'r dadleuon academiaidd perthnasol, ond dealltwriaeth ac ymwybyddiaeth gyfyngedig o'r ysgolheictod cyhoeddedig heb ymdrech go-iawn i chwilio am ddeunydd ychwanegol. Mae'r cwestiwn ymchwil a goblygiadau'r testun, os ydynt wedi eu nodi, yn amwys, ac mae'r dadleuon a gyflwynir heb eu cefnogi ar y cyfan ac yn dibynnu'n ormodol ar farn oddrychol. Bydd y gwaith yn ddisgrifiadol, yn hytrach na dangos tystiolaeth o dreiddgarwch beirniadol a dadansodol, a dealltwriaeth sylfaenol yn unig o ddeunydd damcaniaethol, a/neu fethodolegol a/neu empiraidd a geir. Bydd y modd y cyfathrebir y gwaith yn gyfyngedig oherwydd gormod o fynegiant a chyflwyniad amhriodol.
Methu ar y ffin	30-39	Cyfyngedig iawn. Dim gwerthfawrogiad go-iawn o'r dadleuon academiaidd perthnasol na dealltwriaeth o'r hyn y mae'r deunydd yn ei olygu, na gwir ymgysylltu â'r llenyddiaeth. Ni chynigir cwestiwn ymchwil go-iawn a bydd unrhyw ddadleuon a gyflwynir yn seiliedig ar farn oddrychol. Bydd y gwaith yn ddisgrifiadol, a bydd unrhyw ddealltwriaeth o'r deunydd damcaniaethol, a/neu fethodolegol a/neu empiraidd yn gyfyngedig iawn. Bydd y modd y cyfathrebir y gwaith yn cael ei beryglu oherwydd strwythur gwael a gormod o wallau cyflwyno a mynegiant.
Methu'n wael	0-29	Ofnadwy o gyfyngedig. Dim ymdrech i ymgysylltu â ffynonellau a heb ddangos felly unrhyw ddealltwriaeth go-iawn o gysyniadau na phynciau sylfaenol. Ni chynigir cwestiwn ymchwil na dadleuon priodol, felly ni cheir ymdrech i ddehongli na dadansoddi'r deunydd yn gywir. Mae unrhyw ymdrech i ateb y cwestiwn yn annigonol ac yn amherthnasol, ac ni cheir unrhyw ddealltwriaeth o ddeunydd damcaniaethol, a/neu fethodolegol a/neu empiraidd. Mae'r modd y cyfathrebir y gwaith yn aneffeithiol oherwydd ymdrech ddibwys i weithredu egwyddorion mwyaf sylfaenol dogfennu a chyflwyno.
		Noder: Bwriedir y meini prawf hyn fel canllawiau yn unig. Bydd asesu gwaith y myfyrwyr yn dibynnu yn y pen draw ar farn broffesiynol y sawl sy'n marcio.

Cyflwyniadau llafar a Phoster Myfyrwyr

Dylai Ar gyfer cyflwyniadau llafar a phoster myfyrwyr hefyd gyfeirio at y canllawiau isod wrth baratoi cynnwys i'w gyflwyno yn ychwanegol at y cyfarwyddyd ar gyfer gwaith ysgrifenedig. Mae'r canllawiau canlynol ar gyfer yr union cyflwyno deunydd.

Dosbarth	Sgiliau cyflwyno llafar
Cyntaf	Eithriadol. Mae'n cyflwyno'r gwaith i leygwr mewn ffordd eithriadol glir, cryno a dealladwy, gan ddefnyddio iaith anhechnegol a chynnal diddordeb. Mae'r wybodaeth a gyflwynir yn hunangynhwysol ac yn sefyll ar ei phen ei hun. Dangosir brwdfrydedd mawr tuag at y pwnc ac ymgysylltir yn llwyr â'r gynulleidfa. Atebir y cwestiynau yn fedrus ac yn glir. Mae'r modd y cyflwynir y gwaith o ran y gosodiad a'r cyflymdra, yn gwbl ddi-fai ac fe'i cyflwynir o fewn yr amser penodol. Mae'r cymhorthion gweledol yn syml, wedi'u trefnu'n dda, yn ddiddorol a heb wallau.
	Rhagorol. Mae'n cyflwyno'r gwaith i leygwr mewn ffordd glir, cryno a dealladwy ragorol, gan ddefnyddio iaith anhechnegol a chynnal diddordeb. Mae'r wybodaeth a gyflwynir yn hunangynhwysol ac yn sefyll ar ei phen ei hun. Dangosir brwdfrydedd tuag at y pwnc ac ymgysylltir â'r gynulleidfa. Atebir y cwestiynau yn fedrus ac yn glir. Mae'r modd y cyflwynir y gwaith o ran y gosodiad a'r cyflymdra, yn rhagorol, ac fe'i cyflwynir o fewn yr amser penodol. Mae'r cymhorthion gweledol yn syml, wedi'u trefnu'n dda, yn ddiddorol, a bron heb gamgymeriadau.

<p>Ail uwch (2:1)</p>	<p>Da. Mae'n cyflwyno'r gwaith i leygwr mewn ffordd sy'n dderbyniol glir, cryno a dealladwy, ac yn cynnal diddordeb. Mae'r wybodaeth a gyflwynir yn hunangynhwysol ac yn sefyll ar ei phen ei hun. Dangosir brwdfrydedd tuag at y pwnc ac ymgysylltir â'r gynulleidfa yn gyffredinol. Atebwr cwestiynau yn ddigonol. Mae'r modd y cyflwynir y gwaith, o ran y gosodiad a'r cyflymdra, yn dda iawn, ac fe'i cyflwynir o fewn yr amser penodol yn gyffredinol. Mae'r cymhorthion gweledol, ar y cyfan, yn syml, wedi'u trefnu'n dda, ac yn ddiddorol, er gall fod ambell gamgymeriad ynddynt.</p>
<p>Ail is (2:2)</p>	<p>Digonol. Mae'n cyflwyno'r gwaith i leygwr mewn ffordd eithaf dealladwy, er bod peth jargon yn cael ei gynnwys. Nid yw'r wybodaeth a gyflwynir yn sefyll ar ei phen ei hun yn llwyr. Cyfyngir ar y brwdfrydedd a'r gallu i ymgysylltu â'r gynulleidfa. Gwneir ymdrech i ateb cwestiynau, er nad oes eglurder yn perthyn i'r atebion. Mae'r modd y cyflwynir y gwaith, o ran y gosodiad a'r cyflymdra, yn dderbyniol ar y cyfan, ond gall y cyflwyniadau fod yn hwy neu'n fyrrach na'r amser a neilltuir. Mae'r cymhorthion gweledol yn dderbyniol, er gall fod nifer o gamgymeriadau ynddynt.</p>
<p>Trydydd</p>	<p>Fawr o deilyngdod. Mae'n cyflwyno'r gwaith i leygwr mewn ffordd aneglur, gan ddefnyddio iaith annigonol sy'n llawn jargon. Nid yw'r wybodaeth a gyflwynir yn sefyll ar ei phen ei hun. Ni cheir fawr o frwdfrydedd na gallu i ymgysylltu â'r gynulleidfa, ac mae'r atebion i'r cwestiynau yn amwys ac yn aneglur. Mae'r modd y cyflwynir y gwaith, o ran y gosodiad a'r cyflymdra, yn wan ac mae'r cyflwyniadau'n sylweddol hwy neu'n sylweddol fyrrach na'r amser a neilltuir. Mae'r cymhorthion gweledol yn wan o ran y cynllun, trefn a chynnwys, ac mae nifer fawr o gamgymeriadau ynddynt yn ogystal.</p>
<p>Methu ar y ffin</p>	<p>Cyfyngedig iawn. Nid yw'n cyflwyno'r gwaith mewn ffordd eglur, ddatblygedig, a defnyddir llawer gormod o jargon. Nid yw'r wybodaeth a gyflwynir yn sefyll ar ei phen ei hun. Ni ddangosir brwdfrydedd a/neu nid ymgysylltir â'r gynulleidfa, ac mae'r atebion i gwestiynau yn gymysglyd neu'n cael eu hosgoi yn llwyr. Mae'r modd y cyflwynir y gwaith, o ran y gosodiad a'r cyflymdra, yn wael iawn, ac mae'r cyflwyniadau'n sylweddol hwy neu'n sylweddol fyrrach na'r amser a neilltuir. Mae'r cymhorthion gweledol yn wael o ran y cynllun, trefn a chynnwys, ac mae gormod o gamgymeriadau ynddynt hefyd.</p>
<p>Methu'n wael</p>	<p>Ofnadwy o gyfyngedig. Mae'r gwaith yn aneglur iawn, a defnyddir llawer gormod o jargon. Nid yw'r wybodaeth a gyflwynir yn sefyll ar ei phen ei hun. Ni ddangosir brwdfrydedd ac nid ymgysylltir â'r gynulleidfa, ac mae ymdrechion i ateb cwestiynau yn gymysglyd ac yn amherthnasol. Mae'r modd y cyflwynir y gwaith, o ran y gosodiad a'r cyflymdra, yn eithriadol wael, ac ni wneir ymdrech i sicrhau bod y cyflwyniad yn cael ei glywed na'i ddeall. Mae'r cyflwyniadau'n sylweddol hwy neu'n sylweddol fyrrach na'r amser a neilltuir, ac mae'r cymhorthion gweledol yn eithriadol wael o ran y cynllun, trefn, a nifer y camgymeriadau.</p>

Dosbarth	Sgiliau cyflwyno poster
Cyntaf	Eithriadol. Yn ogystal â'r rhinweddau llafar cyffiniol, mae'r poster yn ddiddorol iawn yn weledol, wedi ei osod yn eithriadol dda gan ddefnyddio lliw a graffeg yn dda. Mae maint y ffont a'r lluniau yn briodol, a cheir cydbwysedd perffaith rhwng y testun a'r lluniau sydd wedi'u cyflwyno'n berffaith ac wedi'u labelu'n gywir. Mae llif a strwythur y poster yn rhagorol ac yn arwain at well dealltwriaeth ac ymgysylltu â'r prosiect.
	Rhagorol. Yn ogystal â'r rhinweddau llafar cyffiniol, mae'r poster yn ddiddorol iawn yn weledol, wedi ei osod yn ardderchog gan ddefnyddio lliw a graffeg yn dda. Mae maint y ffont a'r lluniau yn briodol, a cheir cydbwysedd da rhwng y testun a'r lluniau sydd wedi'u cyflwyno'n berffaith, bron ac wedi'u labelu'n gywir. Mae llif a strwythur y poster yn dda iawn ac yn arwain at well dealltwriaeth ac ymgysylltu â'r prosiect.
Ail uwch (2:1)	Da. Yn ogystal â'r rhinweddau llafar cyffiniol, mae'r poster yn ddiddorol yn weledol, wedi ei osod yn dda gan ddefnyddio lliw a graffeg yn dda. Mae maint y ffont a'r lluniau yn briodol, a cheir cydbwysedd rhwng y testun a'r lluniau sydd wedi'u cyflwyno'n dda a'u labelu'n gywir. Mae llif a strwythur y poster yn dda ac yn arwain at ddealltwriaeth ac ymgysylltu â'r prosiect.
Ail is (2:2)	Digonol. Yn ogystal â'r rhinweddau llafar cyffiniol, mae'r poster yn ddiddorol yn weledol, wedi ei osod yn eithaf da, gan ddefnyddio rhywfaint o gyferbyniad yn y lliwiau a defnyddio graffeg. Gallai maint y ffont a'r lluniau fod yn fwy addas, ac nid oes cydbwysedd llwyr rhwng y testun a'r lluniau. Mae'n bosibl fod ambell ffigwr wedi'u labelu'n anghywir. Mae'r llif a'r strwythur yn arwain at gyfyngu ar y ddealltwriaeth a'r ymgysylltu â'r prosiect.
Trydydd	Fawr o deilyngdod. Yn ogystal â'r nodweddion llafar cyffiniol, nid yw'r poster yn ennyn fawr o ddiddordeb yn weledol, nid yw wedi ei osod yn ddigonol nac yn briodol, a cheir defnydd gwael o gyferbynnu lliwiau a graffeg. Mae maint y ffont a'r lluniau yn amhriodol, ac nid oes cydbwysedd rhwng y testun a'r lluniau. Mae'n bosibl fod y ffigyrau wedi'u labelu'n anghywir, neu fod labeli ar goll. Nid yw'r llif a'r strwythur yn arwain at lawer o ddealltwriaeth ac ymgysylltu â'r prosiect.
Methu ar y ffin	Cyfyngedig iawn. Yn ogystal â'r nodweddion llafar cyffiniol, nid yw'r poster yn ddiddorol yn weledol, nid yw wedi ei gosod yn dda, ac nid oes cydbwysedd rhwng y testun a'r lluniau. Mae maint y ffont a'r lluniau yn arbennig o anaddas. Mae'r ffigyrau wedi'u labelu'n anghywir neu'n absennol. Mae'r llif a'r strwythur yn amharu ar ddealltwriaeth ac ymgysylltu â'r prosiect. Mae gwybodaeth ar goll.
Methu'n wael	Ofnadwy o gyfyngedig. Yn ogystal â'r nodweddion llafar cyffiniol, nid yw'r poster yn ddiddorol o gwbl yn weledol, mae wedi ei osod yn wael, ac nid oes cydbwysedd rhwng y testun a'r lluniau. Mae maint y ffont a'r lluniau yn arbennig o anaddas. Mae'r ffigyrau wedi'u labelu'n anghywir neu'n absennol. Mae'r llif a'r strwythur yn amharu'n llwyr ar ddealltwriaeth ac ymgysylltu â'r prosiect. Mae'r wybodaeth ar hap ac ar goll.

Blogs

Ar gyfer blogiau, dylai myfyrwyr hefyd gyfeirio at y canllawiau isod yn ychwanegol at y cyfarwyddyd ar gyfer gwaith ysgrifenedig.

Class	
	Blogiau
Cyntaf	Eithriadol. Yn ogystal â'r rhinweddau cyffiniol perthnasol, bydd y blogiau yn dangos safbwynt mynegiannol, cydlynus â ffocws eithriadol, sy'n cael ei gadarnhau gan enghreifftiau effeithiol i gefnogi'r achos, ac sy'n cynnig barn fyfyrion soffistigedig ar y pwnc. Mae'r postïadau yn greadigol ac wedi'u hysgrifennu'n rhugl, ac yn dyst i bersonoliaeth unigryw'r awdur sy'n dod â'r pwnc yn fyw. Mae'r postïadau felly yn hynod o effeithiol wrth ennyn deialog a sylwebaeth. Mae'r cyfraniadau at flogiau cymheiriaid yn gyson yn gadarnhaol, yn barchus, ac yn gryno, gan ychwanegu'n rhagorol at y drafodaeth.
	Rhagorol. Yn ogystal â'r rhinweddau cyffiniol perthnasol, bydd y blogiau yn dangos safbwynt mynegiannol, cydlynus â ffocws rhagorol, sy'n cael ei gadarnhau gan enghreifftiau effeithiol i gefnogi'r achos, ac sy'n cynnig barn fyfyrion dda ar y pwnc. Mae'r postïadau yn greadigol ac wedi'u hysgrifennu'n rhugl, ac yn dyst i bersonoliaeth unigryw'r awdur sy'n dod â'r pwnc yn fyw. Mae'r postïadau felly yn effeithiol iawn wrth ennyn deialog a sylwebaeth. Mae'r cyfraniadau at flogiau cymheiriaid yn gyson yn gadarnhaol, yn barchus, ac yn gryno, gan ychwanegu'n ystyrlon ac yn werthfawr at y drafodaeth.
Ail uwch (2:1)	Da. Yn ogystal â'r rhinweddau cyffiniol perthnasol, bydd y blogiau yn dangos safbwynt â ffocws cyffredinol, ac eto'n benodol, sy'n cael ei gadarnhau gan enghreifftiau i gefnogi'r achos, ac yn cynnig barn fyfyrion dda ar y pwnc. Mae'r postïadau yn gyffredinol yn greadigol ac wedi'u hysgrifennu'n dda, ac yn adlewyrchu rhai agweddau ar bersonoliaeth yr awdur sy'n helpu i ddod â'r pwnc yn fyw. Mae'r postïadau felly yn ceisio ennyn deialog a sylwebaeth. Mae'r cyfraniadau at flogiau cymheiriaid yn gadarnhaol, yn barchus, ac yn gryno ar y cyfan, ac yn ychwanegu rhywfaint o werth at y drafodaeth.
Ail is (2:2)	Digonol. Yn ogystal â'r rhinweddau cyffiniol perthnasol, bydd y blogiau yn dangos safbwynt cyfyngedig sy'n cynnwys y lleiafswm o enghreifftiau i gefnogi'r achos, gan gynnig mwy o grynodedd o'r pwnc na myfyrdod. Mae'r postïadau yn fyr ac yn ddi-ddychymyg, ac yn dangos yr ymdrech leiaf i gysylltu â'r gynulleidfa. Nid yw'r postïadau yn datgelu fawr o bersonoliaeth ac ni wneir fawr o ymdrech i ddod â'r pwnc yn fyw. Nid yw'r postïadau felly yn ennyn deialog a sylwebaeth. Nid yw'r cyfraniadau at flogiau cymheiriaid bob amser yn dangos parch at farn eraill, nac yn cynnig gwerth ychwanegol i'r drafodaeth.
Trydydd	Fawr o deilyngdod. Yn ogystal â'r nodweddion cyffiniol perthnasol, nid yw'r blogiau yn cynnwys safbwynt eglur ac ni cheir enghreifftiau i'w cefnogi, felly nid ydynt yn ychwanegu gwerth i'r pwnc. Mae'r postïadau wedi'u hysgrifennu'n llugoer ac yn ddigyswllt, heb ymwybyddiaeth o gyfathrebu effeithiol, a heb unrhyw bersonoliaeth. Mae'r cyfraniadau at flogiau cymheiriaid yn amharchus amlwg a negyddol, heb gynnig unrhyw werth i'r drafodaeth.
Methu ar y ffin	Cyfyngedig iawn. Yn ogystal â'r nodweddion cyffiniol perthnasol, nid yw'r blogiau, os oes, yn gwneud unrhyw ymdrech i ymgysylltu â'r pwnc nac yn cynnig enghreifftiau cefnogol. Mae'r postïadau wedi'u hysgrifennu ar hap ac yn ddi-ofal sy'n dyst i agwedd anghwrtais yr awdur at y dasg a'r sawl fydd yn ei darllen. Mae'r cyfraniadau at flogiau cymheiriaid yr un mor ddi-ofal; mae'r blogiau yn annerbyniol amharchus a negyddol, gan wneud cyfraniad niweidiol at y drafodaeth.
Methu'n wael	Ofnadwy o gyfyngedig. Mae'r blogiau ar goll neu yn anghyflawn. Ni cheir sylwadau nac ymdrech i ymgysylltu â blogiau cymheiriaid.

Adborth

Gofynion y Brifysgol yw bod adborth ar gyfer gwaith cwrs yn cael ei ddarparu o fewn 15 diwrnod gwaith i'r dyddiad cyflwyno. Os oes oedi am resymau eithriadol na ellir eu hosgoi, byddwch yn cael eich hysbysu ac yn derbyn amserlen ddiwygiedig ar gyfer dychwelyd yr asesiad o dan sylw.

Mae'r Brifysgol yn arfer yr Egwyddorion Adborth Effeithiol isod o ran gwaith y myfyrwyr:

- (i) Dylai'r adborth fod yn dryloyw, er mwyn i'r myfyrwyr allu ei ddeall a'i gysylltu â'r meini prawf asesu.
- (ii) Dylai'r adborth helpu'r myfyrwyr i weld beth yw eu cryfderau a ble y mae angen iddynt wella.
- (iii) Dylai'r adborth fod yn gymesur ac yn briodol i'r math o asesiad, yr amseru a maint y dosbarth.
- (iv) Dylai fod gan y myfyrwyr wybodaeth glir a hygyrch am y mathau o asesiadau a natur ac amseriad yr adborth a gânt ar gyfer pob math o asesiad.
- (v) Mae gan y myfyrwyr hawl i ofyn am eglurhad ar y marciau, i'w helpu i ddeall yr hyn a wnaethant yn dda a'r hyn na wnaethant cystal, a sut y gallant wella.

Ffyrdd Adborth

Eifen	Sut byddwn yn cyflwyno eich adborth
Gwaith cwrs	Bydd eich gwaith cwrs, a all gynnwys, er enghraifft, draethodau, adroddiadau ymarferol, blogiau, wicis neu ddyddiaduron, yn cael ei farcio a'i anodi gan staff. Mae'r adborth yno ichi ei ddarllen ac, mewn ambell achos, i wrando arno, gan ein bod yn aml yn defnyddio adborth sain, gan recordio'r adborth i'ch sgriptiau yn electronig. Ym mhob achos lle byddwch yn dymuno eglurhad pellach, trefnwch apwyntiad ac fe gewch adborth personol.
Arholiadau	Mae adborth ar eich perfformiad yn yr arholiadau ar gael gan arweinydd y modiwl all drafod eich perfformiad gyda chi ac ateb cwestiynau, yn ôl y gofyn.
Adborth yn ystod sesiynau dysgu	Mae rhywfaint o'r adborth yn help i egluro pam y cawsoch y marc penodol hwn a'r gobaith yw y gallwch ddefnyddio hyn i ddatblygu eich gwaith yn y dyfodol. Gelwir hyn yn adborth ar waith Cyfunol. Ar ben hynny, mae gennym adborth Ffurfiannol, sy'n eich helpu i ddeall yn syth sut i ddatblygu ac a ddaw ar ffurf atebion a roddir yn y dosbarth a sesiynau dysgu gan staff
Tiwtorialau drwy gydol y flwyddyn, neu ar eich cais chi	Fan hyn, gall staff roi adborth ar eich perfformiad cyffredinol, ac ateb unrhyw gwestiynau sydd gennych a darparu cyngor defnyddiol. Mae adborth o'r fath yn bwysig iawn i'ch datblygiad yn y Brifysgol.

Arholwyr Allanol

Mae Arholwyr Allanol yn allweddol o ran helpu i gynnal safonau academiaidd a goruchwylio'r broses asesu. Mae'r Brifysgol yn penodi Arholwyr Allanol ar gyfer pob darpariaeth sy'n arwain at ddyfarniad gan Brifysgol Aberystwyth.

Mae Arholwyr Allanol yn sicrhau bod asesiadau wedi eu cynnal mewn modd teg a chyson a bod y safonau'n cyd-fynd â sefydliadau addysg uwch eraill y DU a/neu safonau cyrff proffesiynol perthnasol. Mae'r Arholwyr Allanol yn cyflawni nifer o dasgau a amlinellir yn y Llawlyfr Ansawdd Academiaidd, Pennod 4 Arholi Allanol: (<https://www.aber.ac.uk/cy/agro/handbook/ext-exam>).

Mae'r rhain yn cynnwys cymeradwyo asesiadau Arholwyr Mewnol, edrych ar samplau o ddeunydd asesu, edrych ar samplau o waith wedi'i asesu a chymeradwyo argymhellion a wnaed gan y Bwrdd Arholi. Mae Arholwyr Allanol hefyd yn darparu adroddiadau ysgrifenedig ar y broses asesu ac ar safonau cyflawniad y myfyrwyr ac fe'u cyhoeddir ar fodiwlau'r adrannau ar y Bwrdd Du AberLearn. Mae'r adroddiadau'r Arholwyr Allanol yn cael eu hystyried gan y Brifysgol, ac mae'r Bwrdd Academiaidd yn gyfrifol am oruchwylio'r adroddiadau a'r drefn arholwyr allanol yn ei chyfanrwydd.

Cyhoeddir enwau Arholwyr Allanol yn yr adran 'proffiliau staff' ar dudalennau gwe'r adrannau academaidd. Cyhoeddir Adroddiadau Blynyddol yr Arholwyr Allanol, ynghyd ag ymatebion yr adrannau, ar y Bwrdd Du, ac y maent ar gael i fyfyrwyr.

Mae'n rhaid i Arholwyr Allanol fod yn ddi-duedd ar bob achlysur, ac nid ydynt yn gwneud addasiadau dewisol i farciau myfyrwyr unigol. **Ni** ddylai myfyrwyr gysylltu ag Arholwyr Allanol. Dylid gwneud cais am eglurhad o farc amodol mewn aseiniad trwy drefniadau adborth arferol yr adran academaidd, neu trwy weithdrefnau apelio'r Brifysgol os yw marc terfynol y modiwl wedi ei gadarnhau.

Ymddygiad Academaidd Annerbyniol

Ymddygiad Academaidd Annerbyniol yw cyflawni unrhyw weithred lle gall unigolyn sicrhau mantais na chaniateir iddo ef/iddi hi ei hun neu i rywun arall. Bydd y Rheoliad hwn yn berthnasol, pan ddeallir bod myfyriwr wedi cyflawni Ymddygiad Academaidd Annerbyniol, beth bynnag fo bwriad y myfyriwr a chanlyniad y weithred, a phan fo'r myfyriwr yn gweithredu ar ei ben ei hun neu ar y cyd ag unigolyn arall/unigolion eraill. Gellir cynnwys unrhyw weithredoedd yn y diffiniad hwn, boed hwy'n digwydd yn ystod neu mewn perthynas ag arholiad ffurfiol, darn o waith cwrs, cyflwyno tystiolaeth feddygol neu fel arall i Fyrddau Arholi, neu unrhyw fath ar asesiad a wneir wrth ymgeisio am gymhwyster Prifysgol.

Mae'r Brifysgol yn cydnabod y dosbarthiadau canlynol o Ymddygiad Academaidd Annerbyniol. Nid yw'r rhain yn gynhwysfawr, a gellir cynnwys achosion eraill o fewn i ddiffiniad cyffredinol Ymddygiad Academaidd Annerbyniol:

- **Llên-ladrad:** Diffinnir llên-ladrad fel defnyddio gwaith rhywun arall a dweud mai eich gwaith eich hun ydyw, boed hynny'n fwriadol neu'n anfwriadol.

Mae enghreifftiau o llên-ladrad yn cynnwys:

- defnyddio dyfyniad heb ddefnyddio dyfynodau
 - copïo gwaith person arall
 - cyfieithiad heb ei gydnabod o waith person arall
 - aralleirio neu addasu gwaith rhywun arall heb gydnabyddiaeth ddyledus
 - defnydd heb ei gydnabod o ddeunydd a lawrlwythwyd o'r rhyngwyd
 - defnyddio deunydd a gafwyd gan fanciau traethawd neu asiantaethau tebyg
- **Cydgynllwynio:** Mae cydgynllwynio yn digwydd os yw gwaith a wnaed gan neu gydag eraill yn cael ei gyflwyno fel gwaith un person yn unig. Os yw gwaith un neu fwy o bobl yn cael ei gyflwyno yn enw eraill ac os yw awdur(on) y gwaith gwreiddiol yn gwybod am hyn, gellir ystyried bod yr holl gydgynllwynwyr wedi cyflawni Ymddygiad Academaidd Annerbyniol.

- **Ffugio tystiolaeth neu ddata:** Mae ffugio tystiolaeth neu ddata a/neu ddefnyddio tystiolaeth neu ddata o'r fath mewn gwaith a asesir yn cynnwys gwneud honiadau ffug ynghylch cynnal arbrofion, arsylwadau, cyfweiliadau neu fathau eraill ar gasglu a dadansoddi data. Mae ffugio tystiolaeth neu ddata a/neu ddefnyddio tystiolaeth neu ddata hefyd yn cynnwys cyflwyno tystiolaeth ynghylch amgylchiadau arbennig i Fyrddau Arholi neu Baneli Apêl sy'n ffugio neu wedi'i ffugio.
- **Enghreifftiau o Ymddygiad Academaidd Annerbyniol dan amodau arholiad ffurfiol:** Cyflwyno i ystafell arholi a/neu gyfleusterau cysylltiedig unrhyw fath o ddeunydd anawdurdodedig, megis llyfr, llawysgrif, data neu bapurau rhydd, gwybodaeth a gafwyd trwy gyfrwng unrhyw ddyfais electronig, neu unrhyw ffynhonnell wybodaeth anawdurdodedig, heb ystyried a yw'r deunydd yma yn berthnasol i'r pwnc dan sylw ai peidio.
- **Ailgylchu data neu destun:** Ailgylchu data neu destun mewn mwy nag un asesiad, pan fo'r Athrofa neu'r Adran wedi peidio â chaniatáu hynny yn bendant.

Mae'r Rheoliad llawn ar Ymddygiad Academaidd Annerbyniol ar gael yn adran 3.6 y Llawlyfr Ansawdd Academaidd, [Ymddygiad Academaidd: https://www.aber.ac.uk/cy/academic-registry/handbook/taught-schemes/](https://www.aber.ac.uk/cy/academic-registry/handbook/taught-schemes/). Gall canlyniadau penderfyniad bod Ymddygiad Academaidd Annerbyniol fod yn ddifrifol, a gallai hyn effeithio gallu myfyriwr i symud ymlaen i'r flwyddyn nesaf neu gwblhau gradd. Bydd cosbau yn cael eu pennu ar sail system bwyntiau: <https://www.aber.ac.uk/cy/academic-registry/handbook/taught-schemes/uap-points>

Mae rhagor o wybodaeth ynghylch arfer academaidd da a chyfeirnod i ar gael yma: <https://www.aber.ac.uk/cy/sgiliauaber/>. Os nad ydych yn siŵr, mae'n rhaid i chi gysylltu â'ch adran academaidd i gael rhagor o arweiniad.

Adran E: Rheolau Cynnydd a Chonfensiynau Arholiadau

Rheolau Cynnydd a Chonfensiynau Arholiadau

Defnyddir Confensiynau Arholiadau i bennu a gaiff myfyrwyr symud ymlaen rhwng blynyddoedd astudio ar gyfer gwahanol fathau o ddyfarniadau ac i bennu dosbarth y radd ar ddiwedd cynllun gradd. Dylid darllen y Confensiynau ar y cyd â'r Rheoliad Academaidd ynghylch Cynnydd Academaidd. Gellir dod o hyd iddynt yn adran 4 y Llawlyfr Ansawdd Academaidd (<https://www.aber.ac.uk/cy/academic-registry/handbook/exam-conventions/>).

Mae'r Llawlyfr Ansawdd Academaidd hefyd yn cynnwys gwybodaeth ynghylch asesiad cynlluniau astudio trwy gwrs, megis amgylchiadau arbennig, arholiadau a'r prosesau marcio.

Gall y Brifysgol ddyfarnu un o'r dyfarniadau ymadael canlynol os yw myfyrwyr heb lwyddo i gael y credydau sy'n ofynnol ar gyfer dyfarnu gradd Baglor gydag anrhydedd. Dyfernir y cymwysterau ymadael hyn heb ddsbarth.

- Y Radd Gyffredin (BA / BSc heb anrhydedd)
- Diploma Addysg Uwch (Dip HE)
- Tystysgrif Addysg Uwch (Cert HE)

Ceir gwybodaeth ychwanegol am ddyfarniad Graddau Cyffredin yn adran 4.6 y Llawlyfr Ansawdd Academaidd.

Beth i'w wneud os aiff pethau o chwith

Ailsefyll

Os ydych yn methu modiwl ac angen ailsefyll, bydd eich adran academaidd yn rhoi gwybod pa elfennau y bydd yn rhaid i chi eu hailsefyll. Bydd angen hefyd i chi gofrestru er mwyn ailsefyll.

Ceir gwybodaeth bellach ynglŷn â chofrestru i ailsefyll ar wefan y Swyddfa Ansawdd Academaidd a Chofnodion: <https://www.aber.ac.uk/cy/aqro/students/ug-issues/>.

Ceir manylion ynglŷn â ffurff asesiadau ailsefyll yn y bas data modiwlau:

<http://www.aber.ac.uk/cy/modules/> . Fel arfer, bydd ailsefyll yn golygu ailwneud yr asesiadau (e.e. traethawd, arholiad) a fethwyd ar yr ymgais gyntaf.

Mae dyddiadau cyfnod ailsefyll yr haf ym mis Awst ar gael yma:

<https://www.aber.ac.uk/cy/aqro/students/ug-issues/resits/summer-resit-assessments/> .

Mae colli arholiadau mis Awst o ganlyniad o wyliau, ymrwymadau gwaith neu wrthdaro arall yr allech chi osgoiddim yn cael eu derbyn fel rhesymau cyfreithlon am absenoldeb. Felly, mae'n hanfodol rydych chi'n cadw'r ddwy wythnos diweddfaf o Awst rhydd o bob ymrwymadau eraill nes i chi gwybod os bydd rhaid i chi gymryd arholiadau ailsefyll.

Ymhellach, mae'r adran Seicoleg yn argymhellu'n gryf i myfyrwyr sydd gyda marciau fethiant yn fodiwlau Lefel 2 (dangosyddion F a H), ei ailsefyll nhw yn y cyfnod arholiad atodol cyn dechrau'r drydedd flwyddyn. Gall methiant i wneud hynny yn arwain atoch chi fethu'n gymwys ar gyfer eich gradd os rydych chi'n cronni credydau methiant ychwanegol yn fodiwlau Lefel 3 yn ystod eich trydedd flwyddyn.

Nodwch dydy e ddim yn bosib ail-gymryd unrhyw fodiwl rydych chi wedi'i phasio (marc o 40 neu mwy), hyd yn oed os cafodd eich perfformiad ei anfantaiseio trwy resymau meddygol neu amgylchiadau arbennig arall. Nid yw'n bosib ail-gymryd modiwlau wedi'i fethu er mwyn gwella marc gradd derfynol os mae'r cymhwyster o radd wedi ei fodloni, ac eithrio lle mae modiwl wedi'i ddyfarnu dangosydd 'H'. Gall modiwlau wedi'i fethu ddim fel arfer bod yn amnewid gyda modiwlau newydd. Os mae yna unrhyw ansicrwydd ar gyfer ailsefyll, cysylltwch ag eich Tiwtor Personol am gyngor yn y lle cyntaf.

Trefn Apeliadau Academaidd i Israddedigion ac Uwchraddedigion a Ddysgir trwy Gwrs

Diffinnir apêl academaidd fel 'cais i adolygu penderfyniad corff academaidd sy'n gyfrifol am wneud penderfyniadau ynglŷn â chynnydd myfyrwyr, asesiadau a dyfarniadau.'

Rhaid i'r apêl fod yn seiliedig ar un neu ragor o'r rhesymau isod er mwyn cael ei hystyried a rhaid darparu tystiolaeth ategol nad oedd ar gael i'w chyflwyno i'r Bwrdd Arholi perthnasol:

- Amgylchiadau esgusodol eithriadol a gafodd effaith andwyol ar berfformiad academaidd y myfyriwr. Lle gallai'r myfyriwr fod wedi rhoi gwybod i'r Bwrdd Arholi am yr amgylchiadau eithriadol cyn iddo gwrdd, ni cheir cyflwyno'r amgylchiadau hynny'n sail dros apelio yn ddiweddarach.
- Diffygion neu afreolaidd-dra yn y ffordd y cynhaliwyd yr asesiadau, neu'r cyfarwyddiadau ysgrifenedig neu'r cyngor yn eu cylch, lle gellir cyflwyno achos i ddangos y gallai diffygion, afreolaidd-dra neu gyngor o'r fath fod wedi cael effaith andwyol ar berfformiad y myfyriwr.
- Tystiolaeth o ragfarn, neu o duedd, neu o asesu annigonol gan un neu ragor o'r arholwyr.

Ni chaiff yr apêl ei hystyried oni all y myfyriwr ddarparu rhesymau da pam na roddwyd gwybod i'r Brifysgol yn gynt am y rhesymau dros apelio a/neu pam na chafodd y Bwrdd Arholi perthnasol wybod amdanynt. Ni ystyrir apeliadau sy'n amau barn academaidd.

Cyn gwneud apêl, rhaid i chi ddarllen, yn ei chyfanrwydd, y Drefn Apeliadau Academaidd i Israddedigion ac Uwchraddedigion a Ddysgir drwy Gwrs, sydd ar gael yma:

<https://www.aber.ac.uk/cy/aqro/handbook/appeals/>

Holwch y Gofrestrfa Academaidd (caostaff@aber.ac.uk) neu Gynghorydd Myfyrwyr yn Undeb y Myfyrwyr (undeb.cyngor@aber.ac.uk) am gyngor ynglŷn â'r weithdrefn hon.

Y Weithdrefn Gwyno i Fyfyrrwyr

Mae Prifysgol Aberystwyth yn ymrwymedig i sicrhau profiad addysgol o ansawdd uchel i'w holl fyfyrwyr, a hynny gyda chefnogaeth gwasanaethau a chyfleusterau academaidd, gweinyddol a lles priodol. Fodd bynnag, efallai y bydd achlysuron pan fydd myfyrwyr yn anfodlon ar y gwasanaethau neu'r cyfleusterau dysgu ac addysgu a ddarperir. Cred Prifysgol Aberystwyth y dylai myfyrwyr fod â hawl i gael system effeithiol ar gyfer delio â chwynion ac y dylent deimlo y gallant wneud cwyn, yn sicr eu meddyliau y bydd ymchwiliad teg i'r gwyn honno.

Mae Trefn Gwyno Myfyrwyr y Brifysgol ar gael am:

<https://www.aber.ac.uk/cy/regulations/complaints>

Adran F: Cymorth Myfyrwyr a Gwasanaethau Lles

Canolfan Croesawu Myfyrwyr

Mae'r Ganolfan Croesawu Myfyrwyr yn cynnwys y Gwasanaeth Cyngor, Gwybodaeth ac Arian; y Gwasanaeth Lles a'r Gwasanaeth Hygyrchedd a dyma eich siop un stop ar gyfer cyngor a gwybodaeth ar bob math o gymorth.

Ein Desg Groeso yw'r lle cyntaf y dylech chi alw gydag ymholiadau cyffredinol am y gwasanaethau hyn ac mae ar agor o ddydd Llun i ddydd Iau, 9am–5pm a dydd Gwener, 9am–4pm.

Ceir rhagor o wybodaeth yma: <https://www.aber.ac.uk/cy/student-support/>

Y Gwasanaeth Cyngor, Gwybodaeth ac Arian

Mae'r Gwasanaeth Cyngor, Gwybodaeth ac Arian yn darparu gwybodaeth, cyngor, cymorth ac atgyfeirio ar amrywiaeth eang o faterion. Os nad ydych chi'n siŵr ble i fynd am gyngor neu gymorth cysylltwch â ni. Does dim problem yn rhy fawr nac yn rhy fach. Mae ein gwasanaeth yn gyfrinachol, heb feirniadaeth, ac am ddim. Mae gennym wasanaeth galw heibio yn ystod yr wythnos (manylion ar y wefan) neu gallwch drefnu apwyntiad gydag Ymgynghorydd Myfyrwyr drwy gysylltu â'r Ddesg Croesawu Myfyrwyr.

Mae'r ymgynghorwyr myfyrwyr wedi'u hachredu gyda Chymdeithas Genedlaethol yr Ymgynghorwyr Arian Myfyrwyr (NASMA) ac maen nhw'n gallu cynnig cyngor proffesiynol ar reoli arian neu unrhyw broblemau gyda Chyllid Myfyrwyr. Hefyd gallan nhw gynnig cyngor ac arweiniad ar unrhyw ymholiadau'n ymwneud â llety, cynnydd academiaidd, gweithdrefnau'r Brifysgol neu gymhwyster ar gyfer cronfeydd caledi.

Y Gwasanaeth Hygyrchedd

Mae'r Brifysgol yn croesawu ceisiadau gan fyfyrwyr anabl a'r rheini sydd ag anawsterau dysgu penodol, gan eu hystyried ar yr un sail academiaidd ag ymgeiswyr eraill. Rydym ni'n eich cynghori i ystyried, cyn ymgeisio, y gofynion ar gyfer eich dewis o gwrs, gan nodi unrhyw elfennau a allai beri anhawster penodol. Rydym ni'n argymhell eich bod yn ymweld â champws y Brifysgol a'ch dewis adran i holi am y cymorth a allai fod ar gael, gweld y cyfleusterau a thrafod anghenion penodol.

Mae ein Hymgyngorwyr Hygyrchedd yn hapus i helpu cyn i chi ymgeisio. Mae'n bwysig eich bod yn cysylltu â'ch adran a'n hymgyngorwyr cyn gynted â phosib gan y gallai gymryd peth amser i drefnu addasiadau a chymorth. Rydym ni hefyd yn argymhell eich bod yn cysylltu â'n Hymgyngorwyr Hygyrchedd i drafod asesiad o anghenion astudio a chael cyngor ar grantiau,

fel y Lwfans Myfyrwyr Anabl (DSA). Gall ein hymgyngorwyr drefnu gweithwyr cymorth, gan gynnwys er enghraifft cymorth sgiliau astudio un i un a mentora. Gall trefniadau arholi unigol fod ar gael i fyfyrwyr sydd ag amrywiaeth o anawsterau gan gynnwys gwahaniaethau dysgu penodol fel dyslecsia a dyspracsia.

Mae ein Gwasanaeth Hygyrchedd hefyd yn cynorthwyo'r rhai sy'n gadael gofal a gall drefnu cymorth gan fentoriaid cymheiriaid i fyfyrwyr sy'n ei chael yn heriol i ymgartrefu yn y Brifysgol.

Gwasanaethau Lles Myfyrwyr

Mae'r Gwasanaeth Lles Myfyrwyr yn cynnig cyngor ac arweiniad ar amrywiaeth o faterion iechyd, gan gynnwys lles emosiynol a rhywiol, ac mae'n cynnwys cymorth ar gyfer iechyd meddwl a darpariaeth cwnsela. Mae'r Gwasanaeth Lles Myfyrwyr yn ychwanegol i'ch meddyg teulu, ac nid yn lle'r gwasanaeth hwnnw. Er ein bod yn gweithio'n agos gyda meddygon teulu lleol a'r gwasanaethau ysbyty i sicrhau eich bod yn cael gofal da a sylw pan fo angen, mae'n bwysig eich bod yn cofrestru gyda phractis meddyg teulu lleol pan fyddwch yn cyrraedd Aberystwyth. Mae'r gwasanaethau ar gael o ddydd Llun i ddydd Iau, 9am–4.30pm a dydd Gwener, 9am–4pm.

Yn ogystal â'r gwasanaethau sydd wedi eu lleoli yn y Ganolfan Croesawu Myfyrwyr, mae cymorth hefyd ar gael trwy'r canlynol:

Cymorth Dysgu i Fyfyrwyr a'r Ganolfan Ryngwladol Saesneg

Mae Cymorth Dysgu i Fyfyrwyr a'r Ganolfan Ryngwladol Saesneg yn cynnig amrywiaeth o fodiwlau israddedig, cyrsiau sgiliau ysgrifennu a gwybodaeth israddedig ac uwchraddedig am ddim ac ymgynghoriadau unigol ar gyfer cymorth ysgrifennu ac iaith. Mae'r rhain ar gael i'r holl fyfyrwyr yn y brifysgol sy'n astudio cyrsiau gradd. Ceir rhagor o wybodaeth yma:

<https://www.aber.ac.uk/cy/student-learning-support/> a

<https://www.aber.ac.uk/en/international-english/>

Y Swyddfa Ryngwladol

Mae'r Swyddfa Ryngwladol yn cynnig amrywiaeth cynhwysfawr o wasanaethau i fyfyrwyr rhyngwladol o drefnu digwyddiadau croesawu i gyngor arbenigol ar fewnfudo. Ceir rhagor o wybodaeth ar ein tudalennau rhyngwladol <https://www.aber.ac.uk/en/international/>.

Cyngor ar Fisas a Mewnfudo

Gall ein Hymgyngorydd Myfyrwyr Rhyngwladol helpu gyda phob math o geisiadau am fisas astudio, fisas Schengen i'r rheini sy'n teithio i Ewrop yn ogystal â darparu gwybodaeth a chyngor ar faterion mewnfudo eraill. Cysylltwch â immigrationadvice@aber.ac.uk.

Gwibdeithiau'r Swyddfa Ryngwladol

Mae'r Swyddfa Ryngwladol yn trefnu rhaglen gymdeithasol sy'n caniatáu i fyfyrwyr fwynhau gwibdeithiau a digwyddiadau drwy'r flwyddyn. Trefnir gwibdeithiau diwrnod i fannau ar draws Cymru ar y penwythnos, fel Caerdydd, Tyddewi, Portmeirion a Chastell Harlech. Rydym ni hefyd yn cynnig gwibdeithiau prynhawn byr i fannau prydferth sy'n agos i Aberystwyth, ac yn y gorffennol wedi cynnwys ymweliadau ag Aberaeron, Nant Yr Arian a Chwm Elan. Mae'r teithiau i gyd yn gost isel ac yn gyfle i'n myfyrwyr fwynhau ymweld â llefydd y tu allan i Aberystwyth a chwrdd â ffrindiau newydd. Mae croeso i'r holl fyfyrwyr ar y teithiau, o Brydain a rhyngwladol, ac maen nhw'n boblogaidd iawn felly argymhellir eich bod yn archebu'n gynnar i osgoi siom.

Wythnos Un Byd

Digwyddiad blynyddol ym Mhrifysgol Aberystwyth yw Wythnos Un Byd sy'n dathlu diwylliant amrywiol ein prifysgol. Mae dathliadau blaenorol wedi cynnwys Noswaith Gala Un Byd, gyda dawnsio a cherddoriaeth draddodiadol, trafodaethau gwleidyddol, prynhawniau ffilm rhyngwladol a Ffair y Byd gyda samplau bwyd a diod o wledydd y myfyrwyr, a bwydlenni traddodiadol a weinir ym mwyty'r Brifysgol, Tamed Da. Digwyddiad dan arweiniad y myfyrwyr yw hwn mewn cydweithrediad ag Undeb y Myfyrwyr ac mae angen eich cyfraniad chi! Cynhelir cyfarfodydd i drefnu Wythnos Un Byd o fis Hydref ymlaen felly dewch i ymuno a gwneud yn siŵr fod pawb yn cael rhannu eich gwlad a'ch diwylliant.

Darpariaeth Halal

Mae ein sefydliadau arlwyo'n cynnig detholiad o fwydydd poeth ac oer sy'n addas ar gyfer diet Halal. Mae'r holl fwyd wedi'i farcio er hwylustod.

Mannau aml-ffydd ac ystafell weddïo

Mae man ffydd ar gael i weddïo ar Gampws Penglais, yn y Ganolfan Ffydd yng Nghanolfan y Celfyddydau.

Gwasanaeth Cyngor Undeb y Myfyrwyr

Yng Ngwasanaeth Cyngor Undeb y Myfyrwyr ceir cyngor cyfrinachol, annibynnol am ddim i holl fyfyrwyr Aberystwyth. Mae Ymgynghorwyr Undeb y Myfyrwyr yn staff sydd wedi'u hyfforddi ac sy'n gallu eich helpu gydag amrywiaeth o faterion gan arbenigo mewn darparu cyngor a chymorth ar brosesau a gweithdrefnau'r Brifysgol. Gall Ymgynghorwyr Undeb y Myfyrwyr hefyd weithredu fel eiriolwr annibynnol ar eich rhan mewn cyfarfodydd a gwrandawiadau.

Gallwch alw heibio i siarad ag Ymgynghorydd - holwch yn nerbynfa Undeb y Myfyrwyr neu ewch at y swyddfeydd cefn ar y llawr daear neu gallwch gysylltu â ni ar-lein neu drwy ebost: union.advice@aber.ac.uk. Edrychwch ar [Abersu.co.uk/advice](https://www.abersu.co.uk/advice) am ragor o fanylion.

Cymorth Llety

Os ydych chi'n cael unrhyw broblemau yn eich ystafell neu fflat, e.e. rydych wedi cloi'ch hun allan, nid ydych yn teimlo'n dda, mae angen atgyweirio rhywbeth, neu fod gennych broblem â chymydog, mae gennym staff ar gael 24 awr y dydd i'ch helpu. Mae'r Tîm Preswylfeydd yn gyfrifol am yr holl Breswylfeydd, gallwch gysylltu hefyd â'n porthorion cyfeillgar y tu allan i'r oriau swyddfa. Am fwy o wybodaeth, gweler:

<https://www.aber.ac.uk/cy/accommodation/living-residences/help/>

Cynorthwyyr Preswyl

Mae'ch Cynorthwyydd Preswyl yn gyd-fyfyrwyr sydd yma i roi cymorth ac arweiniad, gan anelu at greu amgylchedd byw a dysgu cadarnhaol ac i feithrin ymdeimlad o gymuned ar draws y Brifysgol. Gall hyn gynnwys cyngor ar ddatrys dadleuon fflatiau, ar sut i guro straen arholiadau, gwybodaeth am ddigwyddiadau, gweithgareddau a digwyddiadau yn yr ardal, neu ble i ddod o hyd i'r cwpan gorau o goffi yn Aber! Os nad ydynt yn gallu helpu, byddant yn eich cyfeirio at rywun sy'n gallu bod o gymorth.

Trwy gydol y flwyddyn, bydd eich tîm Cynorthwyyr Preswyl yn trefnu digwyddiadau preswyl bach yn y manau cymunedol o amgylch eich llety, yn rhoi'r cyfle i chi gwrdd â phobl newydd ac efallai roi cynnig ag rywbeth newydd. Byddant yn galw i mewn i'ch fflat neu dŷ yn rheolaidd i weld eich bod yn iawn, rhoi'r wybodaeth ddiweddaraf i chi ar yr holl ddigwyddiadau a gweithgareddau sy'n digwydd o amgylch y campws ac yn eich llety, a holi a oes gennych unrhyw bryderon lle y gallant helpu.

Ceir rhagor o wybodaeth yma: <https://www.aber.ac.uk/cy/accommodation/living-residences/help/>

Adran G: Gwybodaeth y Brifysgol Israddedigion

Mae gwybodaeth gynhwysfawr i fyfyrwyr israddedig ar gael yma:

<https://www.aber.ac.uk/cy/student/ug-issues/> ac mae'n cynnwys:

- Gwybodaeth ynghylch Arholiadau ac Asesiadau
- Gwybodaeth ynghylch Ailsefyll a Ffioedd Ailsefyll
- Gwybodaeth ynghylch Cofrestru
- Cymorth Ariannol
- Rheolau a Rheoliadau
- Llawlyfr Ansawdd Academaidd

Pob hwyl i chi gyda'ch astudiaethau!