

GRADUATE DIPLOMA IN PSYCHOLOGY



STUDENT HANDBOOK

SEPTEMBER 2011

WELCOME TO THE GRADUATE DIPLOMA IN PSYCHOLOGY

In this handbook we have tried to put together as much as possible of the general information you will need to know during the year. This includes information about the course itself, the staff who will be teaching you, the learning resources available to support your studies, the regulations of the award, and the various guidelines and procedures associated with important things like assessment, student representation and course evaluation. You should keep this handbook by you at all times as a reference point, though obviously there will be lots of other important bits of paper you need to collect too. Do feel free to ask if there is information you need which we have omitted to provide. You will find points of contact in here as well. Your feedback will also help us improve the handbook for successive years.

We hope you will find your studies in the Psychology Department at Staffordshire valuable, challenging and enjoyable.

David Galbraith
Award Tutor

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1. SUMMARY OF BASIC AWARD DETAILS

Title of Award:	Graduate Diploma in Psychology
Field:	Psychology
Sponsoring Faculty:	Sciences
Mode of Study	Full Time (1year) or Part Time (2 years)
University Campus:	Stoke
Start Date:	26 September 2011

2. STUDENT CALENDAR 2010/11

Date	Student Activities
23 September, 2011	Registration and induction
26 September, 2011	Teaching Block 1 starts (12 weeks)
16 December, 2011	Vacation (3 weeks)
9 January, 2012	Exams / Independent learning (1 week)
16 January, 2012	Teaching Block 2 starts (10 weeks)
23 January 2012	Outline research proposal for Psychology Project to be submitted.
20 January 2012	Provisional deadline for extenuating circumstances claims for teaching block 1. (Check actual date).
23 March, 2012	Spring term ends
16 April 2012	Summer term begins
30 April 2012	Revision week
7 May 2012	Assessment period (3 weeks)
25 May 2012	Provisional deadline for extenuating circumstances claims for teaching block 2. (Check actual date).
28 May 2012	Marking/assessment (5 weeks)
3 July 2012	Publication of grades for taught modules
6 August 2012	Project deadline
13 August 2012	Resits week
17 August 2012	Provisional deadline for extenuating circumstances claims for resits and project. (Check actual date).
6 September 2012	Publication of final results.

3. PHILOSOPHY, AIMS AND LEARNING OUTCOMES OF THE AWARD

3.1 Rationale for the Award

The Graduate Diploma in Psychology is primarily a conversion qualification, intended for those students needing an accredited first degree in Psychology in order to pursue further training or study at the postgraduate level. Entry to professional applied psychology training courses (including our own MSc Health Psychology), and eventual achievement of Chartered Status, requires applicants to have the Graduate Basis for Registration (GBR). This is a means by which the British Psychological Society (BPS) ensures that those working towards Chartered Status have studied psychology at the appropriate breadth and standard to equip them for postgraduate training.

The Graduate Diploma in Psychology is therefore designed to cover core areas of psychology as defined by BPS criteria associated with, and equivalent to, their Qualifying Examination i.e. research design and methodology, practical work, cognitive psychology, biological bases of behaviour, developmental psychology, social psychology, personality and intelligence. Students will be taught alongside single and joint honours undergraduate students, taking a combination of taught modules corresponding to a core undergraduate programme. The aims and objectives of the programme are therefore consistent with those of our main undergraduate awards and are outlined below.

3.2 Award Aims and Learning Outcomes

One of the things you need to know when you submit work is the learning outcomes that should be achieved as a result of completing that work. These aims are linked to the aims that we have for the award and for specific modules. A summary of these aims and learning outcomes is provided below.

3.2.1 Aims

The Graduate Diploma in Psychology award aims to enable students to:

- Have knowledge and understanding of a range of issues on psychological functioning across core areas of Psychology, and of the scientific underpinnings of Psychology.
- Adopt and reflect upon multiple perspectives in the detection and interpretation of meaningful patterns of psychological behaviour and experience.
- Have understanding and competence in some key psychological research paradigms, research methods and measurement techniques, including ethical principles.
- Reason scientifically, and to critically evaluate psychological theory and empirical evidence, to consider some relevant and current debates in the field of psychology, and to make critical and evaluative judgements about such debates.
- Undertake and interpret some psychological research designs and analyses, including both quantitative and qualitative analyses.
- Suggest solutions to problems amenable to psychological analysis through clarifying questions, considering alternative solutions and evaluating outcomes and be able to pose and operationalise psychological research questions.
- Have the ability to communicate psychological ideas and research findings by written, oral and visual means, in groups and in teams, and develop computer literacy skills, including word processing and the use of databases and statistical software.

- Under appropriate supervision, initiate, design conduct and report an empirically based psychological research project.
- Reflect on and evaluate their generic and subject skills and knowledge, and apply them to future learning and employability. Be able to undertake self-directed study, in a supportive environment.

3.2.2. Learning outcomes:

Knowledge and Understanding	Full and detailed knowledge and critical understanding of a range of issues of psychological functioning within core areas of psychology.
Learning	The ability to adopt, reflect upon and evaluate multiple perspectives within psychology, to interpret meaningful patterns in psychological behaviour and experience, and to understand how the limits of psychological knowledge can influence analysis and interpretation.
Enquiry	Independence in using and evaluating a range of appropriate resources including e-resource and primary source material.
Analysis	The ability to reason scientifically through appropriate and critical analysis of a range of psychological issues, evidence and debate.
Problem Solving	The ability to critically evaluate different approaches to solving complex psychological problems, and to achieve an appropriate solution
Communication	The ability to coherently and analytically communicate psychological arguments, ideas and debates, and solutions to problems, using a range of different means, and to effectively communicate a critical appreciation of ideas, concepts and debates in psychology, along with the results of a critical examination of psychological evidence.
Application	The ability to extend the application of psychological knowledge to devise and sustain enquiry and argument in a variety of contexts.
Reflection	The ability to learn independently, to exercise initiative and take personal responsibility for learning, and to possess skills valued by employers.

Subject specific research skills	<p>Independently, but with appropriate supervision, acquire:</p> <ul style="list-style-type: none"> • specialist detailed knowledge of a particular psychological area through a literature search • the ability to create valid research questions within this area and design and operationalise the methodology to address these questions • skills in the collection, analysis (using appropriate qualitative or quantitative techniques) and evaluation of empirical data within this area • the ability to report and evaluate findings from this investigation in the form of a written project
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3.3 Entry

3.3.1 Entry Qualifications

The Graduate Diploma in Psychology will accept entrants with the following qualifications:

- i) an Honours degree in Psychology (at least Second Class) not accredited by the BPS (since the vast majority of single honours psychology programmes are accredited, this will normally apply to joint honours programmes);
- ii) an Ordinary degree in Psychology (not a pass degree);
- iii) a first degree (at least Second Class) in another discipline with enough credits in psychology to equate to half a first year of an accredited programme (normally 60 credits).

These credits will be assessed on application for their relevance as foundation studies for the diploma programme. Normally we require evidence of foundation work in research methods and design, social psychology and cognitive psychology (i.e. the core subjects of our level 1 undergraduate programme). Compensatory strengths in one area other than research methods are possible.

3.3.2 Foundation Programme

It is possible for applicants with a first degree in another discipline, but without the appropriate foundation studies in psychology (or equivalent), to register with the University for one year prior to their entry onto the Diploma programme, during which time they would be expected to take and pass the following modules:

- Research Methods 1 (15 credits)
- Research Methods 2 (15 credits)
- Exploring Psychology 1 (15 credits)
- Exploring Psychology 2 (15 credits)

An alternative foundation programme with the same modules – the Conversion Entry Route in Psychology, can be studied by distance learning.

3.3.3 Accreditation of Prior Learning/Experiential Learning

Conversion Entry Route

Other qualifications and learning experiences will be judged for their equivalence to the Conversion Entry Route using the University's APL /APEL (Accreditation of Prior Learning/Experiential Learning) procedures. Applications for APL/APEL should be made at the same time as you apply for entry to the award, and should include as much detail as possible of prior modules studied and credits achieved. Applications will be assessed against the specific learning outcomes of modules in the conversion entry route. The candidate may only receive credits for those modules where the learning objectives and content of prior learning is compatible with particular modules in this route. In cases where candidates wish to claim accreditation against modules on the basis of uncertificated prior learning or experiential learning, for example, in-company courses, work-base training, substantial employment or other experience, candidates must offer written evidence of the prior learning.

No accredited prior learning/experience will be granted retrospectively

Graduate Diploma in Psychology

No accredited prior learning/experience will be granted for modules on the Graduate Diploma in Psychology because of its nature in relation to professional accreditation.

If you wish to pursue a claim, then you need to access the information and documentation on the University Web site: <http://www.staffs.ac.uk/current/regulations/codeofprac/>

CONTACT POINTS:

Stafford	01785 – 353766
Shrewsbury	01743 – 261136
Oswestry	01691 – 404000
Telford	01952 – 641222 x4456

3.3.3 Overseas Applicants

Applicants with overseas qualifications will be assessed for suitability for the programme on the basis of whether the degree held is from a recognised institution as indicated by publications from the International Association of Universities. For overseas applicants whose degree is judged to be comparable in standard to a British Bachelors degree, the conditions with regard to the Conversion Entry Route in Psychology will apply as outlined above.

3.3.5 Induction

An induction day for successful applicants will be held in the week prior to the start of the teaching programme. The induction programme will involve enrolment, module registration, and familiarisation with the course structure and staff expectations of performance.

4. FACULTY AND DEPARTMENTAL PERSONNEL

Psychology awards (including the Graduate Diploma in Psychology) are located within the Psychology and Mental Health programme area in the Faculty of Sciences at Staffordshire University.

This Faculty is made up of:-

Biological Sciences
Forensic Science
Geography
Psychology

4.1 Some Administrative and other Roles in Psychology

Dean of the Faculty	David White	
Head of Psychology and Mental Health:	Judy David	Rm 219
Graduate Diploma Award Tutor	David Galbraith	Rm 238
Psychology Project Coordinator	Anja Rutten	Rm 222
Administrative Assistant	Achen Bowers	Sciences Office
Departmental Secretary	Cynthia Adam	Sciences Office
Psychology Technicians	Paul Gallimore Kathryn Booth (p/t)	Rm S212A Rm S212A

4.2 Other Useful Contacts

Tutor Librarian	Geoff Walton	x 4811
Student Counsellor		x 4975
Nurseries		x 4970
Residential Services		x 2732

4.3 Staff Profiles

This section lists the members of the Psychology team, indicating their main management roles, the modules they teach on, and their research interests.

Carol Austin **Room: S211, Mellor;** **e-mail: c.a.austin@staffs.ac.uk**
Role(s): Psychology Psychometric Test Bank Manager, Undergraduate Recruitment and Admissions Tutor. Teaching: *Exploring Psychology 1 & 2* (module leader for *Exploring Psychology 2*) and *Growing and Changing* at Level 4; *Psychopathology and Health* at Level 5; *Health Psychology, Final Year Project supervisor* and *Families in Context* at Level 6; *Communication in Health Care Issues, Applications of Health Psychology* and *Research Methods* at MSc level. Research interests: Psychological issues in breast cancer and its treatment. Self-esteem, body-image and communication issues in health care. Parenting styles.

Claire Barlow **Room: S229, Mellor;** **e-mail: c.m.barlow@staffs.ac.uk**
Role(s): Undergraduate Recruitment and Admissions Tutor; Link Tutor for BSc (Hons) Psychology with a Foundation Year. Teaching: *Comparative Bases of Behaviour; Growing and Changing* and also contributions to *Exploring Psychology 1 and 2, Applications of Child Development* at Level 4; *Developmental Psychopathology* at Level 5; *Children and Pictures* and *Final Year Project supervisor* at Level 6. Research Interests: Cognitive and aesthetic development, including rigidity in children's drawings and its relationship with representational change; and also the development of expressive drawing abilities.
Please note that Claire is currently on maternity leave.

Emily Buckley **Room S221, Mellor;** **e-mail: e.j.buckley@staffs.ac.uk**
Role(s): Subject Area Leader; Deputy Director MSc Health Psychology; Level 5 Tutor; Award Leader and Link Tutor for BSc (Hons) Psychology with a Foundation Year. Teaching: *Exploring Psychology 1 & 2* and *People Behaving Badly* at Level 4; *Research Methods 3* at Level 5; *Health Psychology* and *Final Year Project supervisor* at Level 6. Contributes to the *MSc Health Psychology, Professional Doctorate in Health Psychology* and *MSc Teaching Psychology*. Research interests: Health inequalities and health promotion.

David Clark-Carter **Room: S223, Mellor;** **e-mail: d.clark-carter@staffs.ac.uk**
Role(s): Joint Director of Professional Doctorate in Health Psychology, Research degrees tutor, Library representative, Sciences Socrates/Erasmus and student exchange representative. Teaching: *Advanced Research Methods* (module leader) and *Final Year Project supervisor* at Level 6. Research interests: The use made by psychologists of research methods and statistics; the psychological effects of chronic pain; the use of psychology to encourage people to quit smoking.

Jenny Cole **Room: S224, Mellor;** **e-mail: j.m.cole@staffs.ac.uk**
Role(s): Careers liaison tutor. Teaching: *Exploring Psychology 1 & 2, Research Methods 2* and *People Behaving Badly* at Level 4; *Research Methods 3, Social Psychology: Theory and Method, Understanding Relationships* and *The Psychology of Social Perception and Communication (module leader)* at Level 5; *Final Year Project supervisor* at Level 6. Research interests: gossip, impression formation, communication, impression management and self presentation.

Judy David **Room: S231, Mellor;** **e-mail: j.j.david@staffs.ac.uk**
Role(s): Head of Department. Teaching: *Exploring Psychology 1* at Level 4; *Psychology of Criminal Conduct* at Level 5; *Forensic Psychology Applications* at Level 6. Research interests: Honesty and deception, motivation to lie in police interviews, applied forensic psychology.

Mani Das Gupta Room: S212b, Mellor; e-mail: m.dasgupta@staffs.ac.uk
Role(s): Learning and Teaching Fellow; PDP representative for Psychology. Teaching: *Children in Context* (module leader), *Understanding Relationships*, *Developmental Psychopathology* at Level 5; *Developmental Psychology* (co-module leader); *Dealing with Difference* and *Final Year Project supervisor* at Level 6. Research interests: Attachment and development; development of reasoning; research on learning and teaching.

Jade Elliott Room: S222, Mellor; e-mail: j.elliott@staffs.ac.uk
Role(s): Level 4 Tutor Teaching: *Exploring Psychology 1 & 2* at Level 4. *Biological Basis of Behaviour* and *Cognitive Psychology* at Level 5; *Final Year Project supervisor* at Level 6. Research interests: Pharmacological interventions and their effects on cognition, behavioural and appetitive states.

Julie Faulkner Room: S524, Mellor; e-mail: julie.faulkner@staffs.ac.uk
Role(s): Lecturer Teaching: *Introduction to Counselling Theory* at Level 4; *Understanding Relationships* at Level 5; *Theoretical and Professional Perspectives in Counselling* at Level 6; *Personal Development and Skills in Counselling* at Level 6; *Certificate in Counselling*. Research interests: The intergenerational transmission of adoption trauma; Relational psychotherapy: the role of the relationship in therapeutic process and change.

Doreen Fleet Room: S220, Mellor; e-mail: d.fleet@staffs.ac.uk
Role(s): Lecturer Teaching: *Psychology of Counselling Theories* at Level 6, *Certificate in Counselling*, *MSc/Professional Diploma Psychotherapeutic Counselling – Year 2*. Research interests: Progression from self-harm as a coping strategy for clients who have experienced childhood sexual abuse. Dialogue between approaches.

Mark Forshaw Room: S241, Mellor; e-mail: m.j.forshaw@staffs.ac.uk
Role(s): Principal Lecturer, Lead for Enterprise, Deputy Director of Centre for Health Psychology, Deputy Director of MSc Teaching Psychology. Teaching: *Exploring Psychology 1 & 2* and *Final Year Project supervisor* at Undergraduate level; *Teaching Research Methods and Statistics* at MSc level; *Consulting Skills in Health Psychology* at Professional Doctorate level. Research interests: complementary and alternative medicine, health psychology, meta-research (research into research methods).

David Galbraith Room: S238, Mellor; e-mail: d.galbraith@staffs.ac.uk
Role(s): Award Tutor for Graduate Diploma in Psychology; Director of Centre for Educational Psychology Research; Field Representative on Faculty Research, Enterprise and Scholarship Committee; Field Representative on Faculty Board. Teaching: *Exploring Psychology 1 and 2* at Level 4; *Understanding Relationships*, *Research Methods 3*, *Cognitive Psychology* and *Social Psychology: Theory and Method* at Level 5; *Final Year Project supervisor* at Level 6 Research interests: Cognitive and social processes in writing; effects of writing on health; individual differences in reasoning; automatic and controlled processes in social cognition.

Ruth Gill Room: S503a, Mellor e-mail: r.gill@staffs.ac.uk
Role: Lecturer BA in Early Childhood Studies Teaching: Full and part time programmes in ECS. Level 4 - *Observation and Assessment*, Level 5 – *Personal, social, emotional and moral development*, Level 6 - *Rights and Diversity*, *Early Childhood Development*, *Leadership for Quality*, *Multi-Professional Perspectives*, *Reflective Practitioner*, *Small Scale Research Study*. Research interests: Emotional well-being of children, self esteem and attachment.

Sarah Grogan Room: S217, Mellor; e-mail: s.c.grogan@staffs.ac.uk
Role(s): Director of the MSc in Health Psychology, Director of the Centre for Health Psychology, Assistant Director for Research. Teaching: *Health Psychology*. Research interests: Body image, smoking in adolescence, and motivations for anabolic steroid use.

Mel Hall **Room: S242, Mellor;** **e-mail: m.hall@staffs.ac.uk**
Role(s): Level 4 Tutor; Psychology First Steps and E-mentoring co-ordinator; Undergraduate Recruitment and Admissions Tutor; Peer observation co-ordinator for Psychology. Teaching: *Exploring Psychology 1 & 2, Research Methods 1* (co-module leader) & *Research Methods 2* (module leader), and *People Behaving Badly* (module leader) at Level 4. *The Psychology of Criminal Conduct* at Level 5. *Psychology in the Justice System* (module leader), *Forensic Psychology Applications* and *Final Year Project supervisor* at Level 6. Contributes to the *Conversion Entry Route in Psychology (Distance Learning)* and *MSc in Teaching Psychology*). Research interests: Legal and criminological psychology; the impact of psychology in e-learning, and web 2.0 engagement.

Carol Hayes **Room: S514, Mellor;** **e-mail: c.hayes@staffs.ac.uk**
Role: Principal lecturer, Early Childhood Studies, award leader BA, BA top-up and FdA ECS. Teaching: Level 6 - *Rights and Diversity, Child Development, Leadership for Quality, Multi-professional Multi-agency Working, Reflective Practitioner, Small Scale Research Study, Study Skills, Approaches to Cognition, Language and Literacy*. Research Interests: Dyslexia, Graduate Teaching Assistants.

Richard Jolley **Room: S234, Mellor;** **e-mail: r.jolley@staffs.ac.uk**
Role(s): Clinical placement tutor and visiting speaker series co-ordinator. Teaching: *Exploring Psychology 1 & 2* at Level 4; *Understanding Relationships* at Level 5; *Children and Pictures, Developmental Psychology* and *Final Year Project supervisor* at Level 6. Research interests: Children's making and understanding of pictures.

Sarah Krähenbühl **Room 232, Mellor;** **e-mail: s.krahenbuhl@staffs.ac.uk**
Role(s): Disability representative. Teaching: *Research Methods 1* (co-module leader), *Exploring Psychology 1 & 2* and *People Behaving Badly* at Level 4; *The Psychology of Criminal Conduct* at Level 5; *Forensic Psychology Applications, Psychology in the Justice System, Families in Context* and *Final Year Project supervisor* at Level 6. Research interests: Forensic interviewing strategies with child eyewitnesses and suspects.

Helen Lee **Room: S236, Mellor;** **e-mail: h.a.n.lee@staffs.ac.uk**
Role(s): Time-tabling. Teaching: *Social Psychology: Theory and Method* at Level 5; *Dealing with Difference* and *Final Year Project supervisor* at Level 6. Research interests: Non-religious spirituality including earth-based traditions and constructions of 'mind-body-spirit;' participatory action research; the use of discourse analysis and other qualitative methods in research.

Erica Lucas **Room: S220, Mellor;** **e-mail: e.lucas@staffs.ac.uk**
Role(s): Conversion Entry Route in Psychology (Distance Learning) programme co-ordinator. Teaching: *Exploring Psychology 1 & 2* at Level 4; *Social Psychology: Theory and Method* and *Cognitive Psychology* at Level 5; *Final Year Project supervisor* at Level 6. Research Interests: Relevance and rationalisation processes in reasoning.

Beverley Meakin **Room S212b, Mellor** **e-mail: b.j.meakin@staffs.ac.uk**
Role(s): Lecturer. Teaching: *Certificate in Counselling, Professional Diploma/Masters in Counselling*. Research Interests: Attachment - Women's experience of the death of a father in childhood and the influence of this on intimate couple relationships. Reflexive writing and personal professional development as part of counsellor training and in ongoing self supervision.

Cressida Minister **Room S235, Mellor;** **e-mail: c.m.minister@staffs.ac.uk**
Role(s): Programme Director for the Psychotherapeutic Counselling Awards. Teaching: *Exploring Psychology 1 & 2* and *Introduction to Counselling* at Level 4. *Understanding Relationships* and *Self in Context* at Level 5. *The Psychology of Counselling Theories* (module leader) and *Final Year Project supervisor* at Level 6. *MSc/ PGDiploma/*

Professional Diploma Psychotherapeutic Counselling. Research interests: Aspects of spirituality, Attachment Theory and Counselling.

Ceri Parsons **Room S227, Mellor;** **e-mail: c.parsons@staffs.ac.uk**
Role(s): Psychology Press Co-ordinator. Teaching: *Social Psychology: Theory and Method* (module leader) and *Understanding Relationships* at Level 5; *Dealing with Difference* at Level 6. Research interests: Research using Discourse Analysis and Critical Psychology

Rachel Povey **Room: S232, Mellor:** **e-mail: r.povey@staffs.ac.uk**
Role(s): Joint Director of Professional Doctorate in Health Psychology. Teaching: *Exploring Psychology 1 & 2* at Level 4; *MSC Health Psychology* and *Professional Doctorate in Health Psychology*. Research interests: Motivation and maintenance of healthy eating behaviour; psychological implications of diabetes.

Anja Rutten **Room: S526, Mellor;** **e-mail: a.h.rutten@staffs.ac.uk**
Role(s): Project Module leader, Director of MSc Psychotherapeutic Counselling. Award Leader for the BSc Psychology and Counselling degree. Teaching: *Certificate in Counselling*; *MSc Psychotherapeutic Counselling*. Undergraduate teaching: *Exploring Psychology 1 & 2* at Level 4; *Theoretical and Professional Perspectives in Counselling* (L6, module leader); *Professional Development and Skills in Counselling* (L6, module leader); *Psychological Interventions* (L6, module leader); *Autistic Spectrum Conditions* (L6, module leader). Research Interests: person-centred and emotion-focussed/process experiential counselling, mental health and Asperger Syndrome, psychological contact with clients who experience flashbacks and dissociation, attachment.

Sarah Sharpe **Room: S503a, Mellor;** **e-mail: s.sharpe@staffs.ac.uk**
Role(s): Lecturer in Early Childhood Studies; Award tutor BA Early Childhood Studies top-up route.

Clio Spanou **Room: S243, Mellor;** **e-mail: c.spanou@staffs.ac.uk**
Role(s): Senior Lecturer in Health Psychology Teaching: *Health Psychology* at Level 6; *MSC Health Psychology* (Core Issues, Applications of Health Psychology (module leader)) and *Professional Doctorate in Health Psychology* (Intervention module (module co-leader)). Research interests: Health behaviour change, specifically in complex interventions looking at ways of improving the communication style between clinicians and patients when addressing lifestyle change using Motivational Interviewing and Brief Behaviour Change Counselling..

Doreen Thompson **Room: S233, Mellor;** **e-mail: d.thompson@staffs.ac.uk**
Role(s): Disability representative; Examinations Officer; Award Leader for the Psychology and Child Development award. Teaching: *Exploring Psychology 1 & 2*, *Growing and Changing* and *Applications of Child Development* (module leader) at Level 4; *Developmental Psychopathology* (module leader) at Level 5; *Families in Context*, *Developmental Psychology*, *Issues in Infancy* (module leader), *From Theory to Practice* (module leader) and *Final Year Project Supervisor* at Level 6. *Conversion Entry Route in Psychology (Distance Learning)*; *Masters Dissertation Supervisor* at Post Graduate level. Contribution to teaching on the *Early Years Foundation Award*. Research Interests: All aspects of developmental psychology with a particular interest in observational learning and general cognitive development in infancy.

Ann Whitehouse **Room S514, Mellor;** **email: a.e.whitehouse@staffs.ac.uk**
Role(s): Early Childhood Studies Lecturer. Teaching: *Applications of Child Development* at Level 4 Research Interests: Early Years pedagogy

Jim Zacune **Room: S244, Mellor;** **e-mail: j.zacune@staffs.ac.uk**
Teaching: *Introduction to Counselling* at Level 4; *Certificate in Counselling*.

4.4. Communication between staff and students

Communication between staff and students takes place in five ways:

1. **E-mail.** All students will be given an e-mail address. All staff in the department have one too. You can use the e-mail system to get in touch with staff and other students. The University's e-mail system has an 'Address' folder which you can use to get the e-mail numbers of academic and administrative staff.
2. **Pigeon Holes.** Individual messages and letters to students may be left in the pigeon holes which are located on the second floor of the Mellor Building, next to the doors at south end of the building. Pigeon holes are labelled alphabetically.
3. **Staff Office Notices.** All staff in the Psychology Department will have a small notice board outside their office where you can leave messages, book appointments or pick things up. Staff operate a system of 'office hours', so unless it is extremely urgent, please try to book into the times they indicate as available on these notice boards.
4. **Field Notice Boards.** For Psychology these are located on the Second Floor of the Mellor Building. This is the place to find information on the day to day running of individual modules. Information on the Level 2 and Level 3 notice boards may be relevant, as you will find you are taking modules from both of these years.
5. **Faculty Notice Boards.** The Faculty of Health & Sciences, which is responsible for the administration of the Diploma, has notice boards located on the Ground Floor of the Mellor Building. Check these regularly too, especially for information about exam timetabling.

4.5 Student Representation

As students you can make your voice heard in the affairs of the degree in a number of ways.

4.5.1 Course Monitoring

You will be asked to provide feedback to course tutors on various aspects of the teaching (content and delivery) of each psychology module that you attend and on the course as a whole. This information will be provided anonymously via some form of questionnaire, either written or on computer.

It is an expectation that students complete these feedback exercises every Teaching Block, and we should emphasise the importance of this source of feedback to help us develop our modules and improve the learning experience for students.

Summary feedback from course monitoring exercises will be posted on notice boards and sent to all student reps and members of staff student liaison groups.

4.5.2 Staff-Student Liaison Group

This group will be composed of the Course Tutor and a small representation of students from the award, and will meet once a Teaching Block.

The sole aim will be to discuss issues raised by students, particularly those pertaining to individual modules. The Course Tutor will ensure that the results of such discussion are fed back to Module Tutors (and Field Board where appropriate).

4.5.3 Field Board

One student representative from the award will also be entitled to attend Psychology Field board, where more general issues related to the award provision as perceived by students can be raised. Training of student representatives is now available through the Students Union.

5. AWARD STRUCTURE

5.1 The Graduate Diploma in Psychology requires the successful completion of 120 credits of Psychology Field modules. The Diploma can be studied full-time or part-time.

5.2 In order to be eligible for Graduate Basis for Registration you must take modules which have been approved as conferring eligibility in the most recent submission of Staffordshire University undergraduate programmes to the British Psychological Society. These are the core modules identified in the structure diagram below. All modules are worth 15 credits unless otherwise stated. A brief description of each module, follows at the end of this section.

Graduate Diploma Award Structure

All modules are 15 credits (except where indicated) – You must study 120 credits. Descriptions of these modules can be found in an appendix at the end of this handbook.

Teaching Block 1	Teaching Block 2
Project (30) Social Psychology Developmental Psychology Research Methods 3	Project (Continued) Cognitive Psychology Dealing with Difference Biological Bases of Behaviour

5.3 Taught modules amount to 90 credits, the remaining 30 core credits are in the Psychology Project.

5.4 The Psychology Project requires you to undertake your own independent piece of psychological research under supervisory guidance. You will be required to obtain a project supervisor and submit a one-page outline of your research proposal by the first day of Teaching Block 2. Detailed guidelines for project work are already in existence for our undergraduate programmes, and will be issued to Graduate Diploma students during Teaching Block 1. The Research Methods 3 and Social Psychology modules that you take in Teaching Block 1 cover the full range of quantitative and qualitative methodologies that you might want to use in your project. We anticipate that most Diploma students will continue to work on their project over the summer, submitting by the beginning of August. However it will be possible for those who make very good progress to submit at the end of May, in time for the Summer Exam Boards.

5.5 Requirements for part-time study are the same as for the full time route. It is possible for students to take 60 credits of Level 2 core modules in their first year, and the remaining credits, including their project, in their second year.

6. GRADUATE DIPLOMA TIMETABLE

See Award Structure for list of modules that you must take.

All modules involve a *lecture* (which all students attend, and which takes place at a fixed time each week) and a *seminar* (which usually involves a smaller group, and you have to choose one time from a number of possibilities).

In principle it is possible, by choosing appropriate seminar times, to restrict contact time to Mondays and Fridays. We have assumed that most people will want to do this, so the *Timetable* represents times under this assumption. If you are not bothered about restricting attendance to Mondays and Fridays, then other times for seminars can be found on the level 2 and level 3 noticeboards..

Note that, although we have tried to compress teaching time into as few days as possible, the Diploma is a full time award, and you are expected to spend a great deal of time on independent work. There are also occasions during the year, like assessment, when activities may be scheduled on days other than Mondays and Fridays. You will be expected to attend these sessions.

The Project module is not shown on the timetable because your supervisions will be arranged with your dissertation tutor.

TIMETABLE

Times of lectures and seminars assuming contact time is restricted to Mondays and Fridays. Other important dates, including induction, assessment periods, and project hand in dates are also shown.

INDUCTION 23 September			
Teaching Block 1 26 September -16 December		Teaching Block 2 16 January – 27 April	
Fixed times	Flexible times (must choose ONE session for each module)	Fixed times	Flexible times (must choose ONE session for each module)
Monday	Monday	Monday	Monday
9-11 Developmental Psychology (Lecture)	11-1 Social Psychology (seminar)	11-1 Dealing with Difference (Lecture)	2-3 Dealing with Difference (seminar)
3-4 Social Psychology (Lecture)	1-3 Developmental Psychology (seminar) <i>(part-timers only)</i>	3-4.30 Cognitive Psychology (Lecture)	9-11 Cognitive Psychology (seminar)
Friday	Friday	Friday	Friday
11-12 Research Methods III (Lecture)	9-11 Research Methods III (seminar) 1-3 Developmental Psychology (seminar)	11-1 Biological Bases of Behaviour (Lecture)	2-3 Biological Bases of Behaviour (seminar)
Exams/Independent study 9 - 14 January		Revision / Exams 30 April / 3 – 25 May	
		Project hand in date 6 August	
		Award Board Early September	

7. ASSESSMENT

7.1 Learning and Assessment Strategies

You will find that your tutors adopt a wide range of methods in their contact time with you. Large whole group classes are often one-hour lectures, though in some cases you may find these take the form of a two-hour block, and involve a mixture of lecture and more interactive activities. Research Methods lectures are accompanied by practical workshops, where the skills of data collection, statistical analysis and reporting are reinforced. Other modules may supplement lectures with seminars where a range of activities may occur - discussion, practical exercises, videos, case study analyses, group work, student presentations etc.

This variety in learning and teaching strategies is also reflected in the variety of methods used to assess your work. Assessment methods are linked explicitly to methods of teaching and learning, and to a module's aims and learning outcomes. These links are made clear in the module descriptors that summarise each module and in the module handbooks that you receive at the start of each Teaching Block. The forms of assessment you are likely to meet most often are essay, unseen examination, critical review, practical report, individual and group presentations, posters and class tests.

The Psychology Field's learning and assessment strategies are a reflection of the approach of the University as a whole. This is embodied in two broad policies: **'Building a Learning Community'** and **'Employability'**. The central idea behind 'Building a Learning Community' is that learning is a collaborative, self-motivated process, in which you build knowledge for yourself, using the library and information technology resources provided by the university, and with help from staff in developing the skills you need to do this. 'Employability' is the idea that, in order to apply your academic skills in the real world, you need to acquire the general skills required to participate in the world of work, and in particular to acquire the skills involved in becoming a resourceful and enterprising individual capable of adapting flexibly to changing circumstances. There are four main ways in which these policies are reflected in our approach:

- *Independent learning.* Throughout your award, and across the range of modules that you will take, you will be expected to carry out a range of tasks independently. Thus, instead of simply being asked to regurgitate material presented in lectures, you will be set tasks to work on in your own time, which require you to supplement taught material with relevant material you have found for yourselves, and which involve applying the content to achieve the goals specified in the task. In Cognitive Psychology and Identities and Groups, for example, you will be expected to design small scale studies to investigate research questions you have formulated for yourself and to collect data relevant to those questions. In the Project, for example, you will carry out a larger scale piece of research on a topic of your own choosing, and will be expected to review the literature associated with the topic, before designing a study of your own to address a question raised by that review.
- *Scaffolded support for developing skills.* You will receive direct instruction about relevant skills as well guided support and feedback from your tutors while you carry out the tasks, designed to develop the skills required. For example, you will receive direct instruction in research skills in the Research Method 3 module as well as in the Identities and Groups module. For your project, you will be allocated an individual member of staff to support you, and will be provided with workshops by information services staff to help you carry out literature reviews.

- *Information services support for learning.* You will receive direct instruction in how to use a variety of resources from specialised information services staff. These resources include 'Blackboard', which is a virtual learning environment designed to facilitate delivery of content and discussion of material, and with which those of you who have taken the CERPDL course will already be familiar. This will be used, for example, in 'Biological Bases of Behaviour'. For other modules, lecture materials and associated links to supplementary material will be available on the Web. Similarly, many of the journals that you will need to refer to will be available on the Web in electronic form from the Library and Information Services. Obviously the computer facilities we have in Psychology are also there to support your learning at other times e.g. in terms of word-processing, statistical work, seeking information on the WWW and database searching. There are also specialised resources available on the University web-site to help you develop key skills and to support Personal Development Planning.
- *Employability.* You will be provided with opportunities to reflect upon work experience, to plan for your future career, and to acquire transferable skills at all levels of study. Your personal tutorials, will for example, include a Personal Development Planning task designed to help you to reflect upon and articulate your career goals.

7.2 General Psychology Assessment Criteria for Coursework and Examination Essays

The assessment criteria which members of staff use are individual to each module, and will be notified to you in module handbooks. They are based on the general criteria given below, though other forms of assessment have their own more assignment specific requirements e.g. practical reports, case studies, presentations and posters.

- Work should be well-organised, with a logical sequence of points, a clear rationale, and effective introduction and conclusion.
- The style of writing should be clear, fluent and succinct. Spelling and grammar should be correct. Coursework should be presented preferably in word-processed form.
- Work should not exceed the word limit.
- Psychological evidence should be cited in support of statements made.
- Evidence of reading in specialised psychology texts and primary sources is essential.
- The relevant literature should be consulted widely, but utilised selectively in the context of the specific question(s) to be addressed. Work will be assessed on the extent to which appropriate parts of the literature are chosen and/or emphasised in the answer, and the way this material is directed at the question in order to create a detailed and effective answer
- It is expected that psychological theory and research reviewed should be relatively up-to-date.
- There should be evidence of some critical evaluation i.e. having done more than just reproduce material from books and journals, and more than provide a descriptive answer. An evaluation or critique of various theoretical, conceptual and/or methodological issues is appropriate.
- Good work will show some evidence of originality. For example, it might be possible to draw together literature from disparate sources or areas, or to propose a new interpretation of the literature. Original critical evaluation would also be appropriate.

On the next page is a table indicating broad University criteria for work at Honours level. Included here are definitions of the grade point system used to grade all work, and an indication of how these grade points convert into the classifications which will be applied to your award.

Grade Point	Knowledge	Communication	Analysis
15, 14, 13 First	subject/discipline-specific knowledge is used to illuminate the task and to make links with related issues/tasks i.e. a capability of extending particular analysis to other issues/tasks; where appropriate discipline/ paradigm boundaries are recognised and critical awareness demonstrated.	the structure is clear; the form of communication/medium selected is appropriate to the task; the argument is clear and coherently developed; appropriate technical and/or conceptual language or set of skills is used with confidence.	the focus of the question/problem/task is understood; related issues identified; theory and concepts are deployed in a manner which is critically self-aware; ability to deploy competing/ alternative/ analyses/ perspectives/ solutions is apparent
10, 11, 12 Upper Second	subject/discipline specific knowledge is used to illuminate the task	structure is clear; the form of communication/medium selected is appropriate to the task, overall the argument is concise and coherently developed; an appropriate technical and/or conceptual language is used with reasonable confidence.	the focus of the question/problem/task is understood and one or two related issues identified; analytical techniques/ methods are theoretically informed; some awareness of competing/alternative analyses/perspectives/ solutions is apparent.
7, 8, 9 Lower Second	there is evidence that subject specific knowledge related to the core issues or tasks has been selected	the structure is broadly appropriate, elements of development/progression and basic concepts are correctly used.	the focus of the question/ problem/ task is understood and key issues identified.
4, 5, 6 Third	there is evidence of subject/ discipline/specific knowledge	one or two elements of an appropriate structure are present.	the focus of the question/problem/task is understood and one or two issues identified.
3, 2 Compensat-able Fail	subject/discipline specific knowledge is present but is anecdotal, scant and/or confused.	elements of an appropriate structure are present but overall the structure is partial and/or confused. Appropriate concepts are referred to but are poorly expressed.	the question/ problem/task is understood, but the key issues are ignored and there is no evidence of understanding concepts.
1 Non-compensat-able fail	subject/discipline specific knowledge is not present	structure is inappropriate or missing.	there is no evidence of appropriate analysis or conceptual language.

For any module involving more than one component of assessment the following regulation applies in the Psychology Field:-

Each component of assessment must achieve minimum Grade Point 2. Failure to achieve this minimum grade in any component will result in a requirement to resit/resubmit that component, and an overall fail grade will be recorded for the module as a whole. Normally a student is entitled to one further attempt at failed component.

You should also note that where you have obtained a pass grade in a module, you will not be permitted to retake that module in order to improve the grade point of that module.

7.3 Anonymous Marking

The University has an anonymous marking policy for all examinations, class tests and appropriate forms of coursework assessment. This means that these assessments will be marked without tutors knowing whose script they are marking. We believe this procedure ensures that all students are treated in exactly the same way, and must therefore result in fairer judgments of the quality of work produced.

In practice the main thing to remember is that you should not put your name on these assignments but should identify yourself only by your student number. You will receive instructions on the appropriate forms.

7.4 Moderation of Marks

A second way that we ensure our marking procedures are fair is by having a set procedure of sample double marking for all assessed work. Each module tutor arranges for a 10-15% sample of work to be double marked by another member of psychology staff. This sample would include all first class and failed scripts. In addition the Psychology Field has three External Examiners who are responsible for monitoring marking processes and standards.

7.5 Submission of Assignments (see guide in appendix 4 for full details)

You must hand in one copy of all your work to the Sciences Office. Make sure that you complete the appropriate form and attach it to your assignment. Be sure to keep the part of the form that serves as a receipt to confirm that your work has been handed in.

When your work has been marked and handed back to you, you should keep the marked copy safe for the duration of your time at university. This is to ensure that examples of your marked work are available for review by external examiners and auditors should they ask to see them.

7.6 Attempting ALL Assessments

It is important that you attempt ALL assessments for all your modules. You should ensure that the appropriate coursework is submitted on time and required timed assessments (including exams, class-tests, presentations, vivas) are attended. The University has changed its regulations to minimise the number of students who do not complete modules. Now, **your right to a second (referral) attempt at a failed assessment(s) will be conditional on whether you have or have not made a first attempt (unless a successful claim for extenuating circumstances has been made) at the assessment(s).** What does that mean? It means that in most cases, unless a successful claim for extenuation is made, students who have not attempted assessments will not be allowed a referral for the module, will therefore fail the module and if a core module, fail the award! **Attempting all assessments is therefore ESSENTIAL.**

This reinforces the fact that it is always better **to submit a half-finished assignment rather than not to submit anything, or to attempt an examination you are not confident about rather than not to attend.** You may gain sufficient marks to pass the module or at least to allow the possibility for compensation between modules (if allowed by your award).

If there are **extenuating circumstances** that prevent you from submitting / attending assessments then **ensure you gather evidence to support an extenuating claim.** Again, submitting a draft assignment by the required deadline is better than nothing and if the extenuation claim is successful a further assessment opportunity can always be offered. If you are unable to attend a timed-assessment due to an extenuating circumstance you should also **inform the Faculty at the earliest opportunity** and then make an extenuation claim.

7.7 Referencing Policy

In an academic essay or report you must identify and acknowledge your sources in a systematic style of referencing. This should be done whenever you: quote the exact words of another writer; refer to a particular theory or piece of research or closely summarise the work of another writer.

There are a variety of ways of giving references. The common aim is to provide all the information necessary for your reader to trace the source of your material easily and accurately.

In the text itself:

- You give the name(s) of the author(s), and the date the work was published
e.g. 'Bransford, Stein, Shelton and Owings (1981) found that ...'

or, when the authors are not referred to in the text itself,

'It has been found (Bransford, Stein, Shelton and Owings, 1981), that ...'

- When there are more than two authors present you can abbreviate later mentions of them:
'As Bransford et al. (1981) found ...'
- When you directly quote from an author's work you should place the quote in inverted commas, and the reference should include the page number from which the quote is taken:
'As Bransford et al. (1981, p.27) say: ".....".'

After the text:

We expect a full list of references for all the authors you have mentioned in your essay or report (use 'cited in' if not in the original).

The list of references should take the following form:

It should be in alphabetical order by surname of writer. Where there is more than one book or paper by the same author, they are ordered by date of publication, starting with the earliest.

The format of these differs slightly depending on whether the text is a book, chapter from a book, a journal article or a web site. Titles of books and journals are given in *italics*, but if this is not possible are underlined. Both styles are illustrated below.

Book Chapters:

Bransford, J.D., Stein, B., Shelton, T., and Owings, R. (1981). Cognition and adaptation: the importance of learning to learn. In J.H.Harvey (ed.), Cognition, Social Behaviour, and the Environment (pp.201-225). Hillsdale, NJ: Erlbaum.

Books:

Harris, P. (1988). *Designing and Reporting Experiments*. Milton Keynes: Open University Press.

Papers/Journal Articles:

Brown, R. and McNeill, D. (1966). The 'tip of the tongue' phenomenon. *Journal of Verbal Learning and Verbal Behaviour*, 5, 325-337.

Web Sites:

If you are in any doubt concerning style of referencing consult the APA (American Psychological Association) publication manual in the library. Alternatively, these two websites may be useful:

<http://www.apa.org/journals/webref.html>

http://www.staffs.ac.uk/services/library_and_info/cite2.html

7.8 Academic Misconduct

This term refers to the unforgivable sin of passing someone else's writing off as your own. You will naturally, in the process of writing course essays, make notes from, and paraphrase the content of, a variety of primary and secondary sources. This is perfectly acceptable in relatively small doses. What you must not do is copy out chunks of material word for word without acknowledgement. If you do feel it necessary to use direct quotes then you must place them in inverted commas and provide the appropriate reference, including the page number. Where plagiarism is detected in students' work, and can be proved, that work can be awarded a zero grade.

You should note particularly that, from this year, the university will be using software developed nationally by JISC (Joint Information Systems Committee) to assess a random sample of all coursework. This software is capable of detecting similarities between student's work as well as finding the original print or internet sources of copied text.

The University has regulations concerning cheating and plagiarism in any form of assessment. These are detailed in the University's Academic Award Regulations. These University regulations can be found under the Student Information section of the University Web site www.staffs.ac.uk.

7.9 Use of gender-free language

You should attempt to use gender-free language in your writing at all times. The BPS has also issued guidelines regarding terminology to be used for participants in research.

7.10 Extenuating Circumstances

If you have medical or family circumstances that mean you cannot submit on time some coursework, or attend an exam, it is sensible if you can to tell your Personal Tutor about what has happened. Then get a copy of the Extenuating Circumstances Claim Form (see appendix 3) from the Sciences Office on the Ground floor of the Mellor Building. Complete it and get the endorsement of an appropriate corroborator (nurse/doctor/counsellor/PT). Make sure that the completed form is returned to the Sciences Office by the due dates - and certainly, for work in Teaching Block 2, before any of the Assessment Boards meet. No form means no claim. This claim form will then be considered by a Panel which meets at regular times throughout the year. Rest assured that the information which you supply is regarded as confidential by the Chair of the Panel. If your claim is upheld by the Panel, Assessment and Award Boards will take decisions on the affected pieces of assessment which ensure that you are not penalised - for example, you will be offered 'sit as if for the first time' rather than 'resit' if you failed a module. It is not up to any individual member of staff to decide whether or not you should have an extension for assessed work; in each case, the panel assesses your claim.

If your extenuating circumstances are continuing, you must submit a new claim form for each period of assessment which has been affected, including resubmission if circumstances carry over into both Teaching Blocks.

7.11 How can I improve my performance?

Assessment is not just about getting grades/credits to show that you have completed the modules required on your award. It also makes an important contribution to your learning as you progress

through the award. It is important to reflect on what you achieve in your assessments, to understand how they have been assessed, and to draw out the implications for future learning and assessment. To help you do this, we provide a variety of feedback about each of your assessments, and individual tutors are always willing to elaborate on this feedback in individual consultations.

- *Formative feedback.* This refers to feedback you receive while you are carrying out an assessment and before it has been submitted. It occurs in a variety of ways at all levels of the award. It includes mock tests, feedback on essay plans, and group discussions of set work. For example, the Research Methods 3 module incorporates sessions where you give and receive feedback about draft practical reports with your peers. The interactive nature of seminars in these modules mean that you have a wealth of opportunities to consult with your seminar tutors about your plans for assignments. All project students are able to submit a draft of their project report for comments by their supervisor.
- *Summative feedback.* This refers to the feedback that you will receive when assessments have been marked and are returned to you. Every piece of coursework that you do will have a standard feedback sheet, which will include a written summary of the marker's comments and a set of scales enabling you to identify your strengths and weaknesses against the assessment criteria. There will also be written comments on the work itself, varying in form and extent depending on the type of assignment. You may also make an appointment to discuss the work in more detail with individual members of staff if you want to.
- *Summative Assessment Feedback Return Period.* The University's Academic Board has been considering the outcomes of the last National Student Survey and discussing how it can provide quicker feedback to students. It has agreed that, from September 2010, you will receive feedback on your coursework and class test summative assessments normally within 20 working days (this was previously 25 days) following the coursework submission date or date of the class test. For some assessments the feedback period will be less than 20 working days. However, it may be the case that the 20 day rule for some assessments cannot be met for justified reasons (for example, modules on which a large number of students are enrolled). However, it is anticipated that this will apply to only a small number of modules on your award and, in those cases, the feedback return period will not exceed 25 days. The anticipated feedback return times for all assessments will be published in your Module handbooks.

In order to ensure that feedback is provided within 20 days, in some cases, the marks for your work will be provisional and will be subject to final ratification by the appropriate Assessment Board in due course.

The University hopes that you will also play your part by ensuring that you collect feedback from your module tutor as soon as it is available.

- *Personal tutorials.* Over and above the feedback that you will receive about individual pieces of work, you will also carry out regular reviews of your progress as a whole during personal tutorials

A couple of general tips about using feedback. First, make sure that you do take notice of the feedback that is available: there is nothing more frustrating for the staff than finding that work they have sent for return to students has not been collected, and that their hard work making comments has been wasted. Second, make sure that you respect staff office hours. You will get a much better response if you make an appointment ahead of time, and give the tutor advance warning about the work concerned, than if you simply pop in unannounced.

8. REGULATIONS

The Graduate Diploma is subject to the provisions of the University's general student regulations. You should also familiarise yourself with The General Regulations for Students, Student Charter and Extenuating Circumstances procedures. These are available at the University's web site, www.staffs.ac.uk under the Student Information heading.

Under General Student Regulations you will find the following important information:

Section 2	Attendance and Authorised Absence
Section 3	Awards, Examinations and Assessment
Section 5	Complaints Procedure
Section 6	Conduct
Section 7	Contractual Liability
Section 9	Data Protection and Computing
Section 10	Equal Opportunities Policy
Section 11	Fees
Section 12	Gender Bias-Free Language - Policy Statement
Section 13	Health & Safety - Policy Statement
Section 15	Identification
Section 16	Library Regulations
Section 17	Medical Registration
Section 18	Personal Property
Section 19	Policy Statement on Racial and Sexual Harassment and Bullying
Section 20	Registration
Section 23	University Property
Section 24	Vacation of Premises
Section 25	Vehicles

The Graduate Diploma is also subject to the University's Academic Award Regulations (www.staffs.ac.uk/student_information). You should particularly note sections on 'Procedures for Dealing with Breaches of Assessment: Academic Misconduct', 'Assessment of Students' and 'Procedures for Reviewing an Examination Board Decision'.

Students should also refer to the Undergraduate Modular Framework Regulations, **of which only the following sections apply to this award:**

Section 1.1.1. & 1.1.2	Levels, Modules and Credits
Section 1.3	Attendance
Section 1.4.1	Module Assessment
Section 1.4.2	Breaches of Assessment Regulations - Academic Misconduct
Section 1.4.3	Submission and Late Submission of Coursework
Section 1.4.4	Module results / Assessment Reference Criteria
Section 1.15	Review of Assessment and Award Board Decision

Assessment Regulations for the Graduate Diploma are specific to this award and are detailed below.

Requirements for the Award of the Graduate Diploma in Psychology

In order to qualify for the award of the Graduate Diploma in Psychology a student must have achieved 120 credits from the set of modules that comprise the core curriculum for the programme, and have achieved an average grade point of 7.0+. This is to ensure that the award complies with the British Psychological Society's requirements for Graduate Basis for Registration with the Society.

Graduate Diploma with Distinction

A student with an average grade point of 13.0+, or with 90 credits at Grade Point 13 or higher, and with minimum passes of Grade Point 4 or above for all modules at the first attempt, will be automatically eligible for the award of Pass with Distinction. A student with 60 - 75 credits at Grade Point 13 or above, with minimum passes of Grade Point 4 for all modules at the first attempt, will be eligible for the award of Pass with Distinction at the discretion of the Award Board.

Graduate Diploma with Merit

A student with an average grade point of 10.0+, or with 90 credits at Grade Point 10 or higher, and with minimum passes of grade point 4 or above for all modules at the first attempt, will be automatically eligible for the award of Pass with Merit. A student with 60 - 75 credits at Grade Point 10 or above, with minimum passes of Grade Point 4 for all modules at the first attempt, will be eligible for the award of Pass with Merit at the discretion of the Award Board.

Retrieval of Module Failures

Where a student receives a fail grade for a module, s/he has the right to be reassessed in the failed module(s) on one subsequent occasion, the time scale for receiving referred work to be set by the Assessment Board at the time of the initial failure, within the period of two calendar years from the date of that Assessment Board.

The University does not undertake to make special arrangements to enable the student to be reassessed.

When a student successfully retrieves a failure in a module or part of a module, a minimum pass grade (Grade Point 4) will be recorded.

There are no provisions for the award of a compensated pass for any module taken as part of the Graduate Diploma in Psychology

Maximum Period of Registration

The maximum period of full time registration for the award is four years.

Special Psychology Field Regulation

Each component of assessment within a module must achieve minimum Grade Point 2. Failure to achieve this minimum grade in any component will result in a requirement to resit/resubmit that component, and an overall fail grade will be recorded for the module as a whole.

9. MANAGEMENT OF THE AWARD

The award will be managed within the arrangements currently in place for the undergraduate programme. Therefore everyday issues regarding the management of the award will be considered via the Psychology Field Board, i.e. course evaluation, course monitoring, student representation and curriculum. The Field Board normally meets three times a year.

Assessment and award decisions will be made at a number of points to ensure maximum flexibility.

- All module marks with the exception of the project will be confirmed at the undergraduate Psychology Assessment Board in June. This board will also make decisions about any referrals which are required.
- Project marks will be confirmed at the time of the summer Assessment Board for any Diploma student who submits their project by the first project deadline. This will allow such students to be awarded their Diploma at the July Award Board.
- For students who submit their project in August, project marks will be confirmed at the September Assessment Referral Board, and the Diploma Award Board will be held at the time of Psychology Awards Referral Board.

Assessed work for the award will be subject to moderation by the Field's existing External Examiners from the main undergraduate programmes.

The Award Leader is **David Galbraith**. David is responsible for the day to day running of the award including dealing with entry arrangements and personal tutoring for students on the award. A key element of this process is the monitoring of student progress and the opportunity to discuss performance. A meeting between the Award Leader and each individual student will take place as soon as Teaching Block 1 results become available. This meeting will discuss progress and provide general feedback where appropriate. You should also make the effort to seek out module tutors to discuss individual marks where you feel this would be helpful.

Management of Project: Steady progress on project work is crucial to successful completion of the Award. Your project tutor will monitor your progress, and communicate with the Award Leader if progress becomes unsatisfactory. You will be expected to sign up with a project tutor within 4 weeks of enrolment. A project proposal must be submitted to and approved by your tutor (including ethical and risk assessment clearance) by the end of Teaching Block 1.

10. SUPPORT SERVICES RELATED TO YOUR ACADEMIC WORK

10.1 Physical Resources

The Psychology Department is located on the Second Floor of the Mellor Building. Here you will find the Psychology General Office, all staff offices, the four main computer laboratories, the Psychology Resource Room, and additional specialised facilities such as an observation room, cognitive psychology suite, and experimental cubicles. Outside some groups of staff rooms you will find annexes which may be used as areas for quiet personal study or for group work. On the fifth floor is located the Human Monitoring Suite, shared with Biology.

Many of your small group classes will be held in our own accommodation. However whole group lectures occur in large lecture theatres in other parts of the campus, e.g. the Ashley Building on Leek Road, and some seminars may also be timetabled elsewhere if they do not require the use of computers.

There is a specialist psychology resource area located in Rm S211 and run by Carol Austin – see notice on door for opening times. Here we hold psychometric tests, which you may need to use for your project. The Sciences Learning Resources Centre on the fourth floor of Mellor contains work stations, free work space and a collection of photocopied articles which staff may reference and expect you to read.

10.2 Psychology Laboratories and Access To Computers

There are four Psychology laboratories which contain networked pc computers, S206, S207, S208, and S247. S247 is not available Tuesdays and Thursdays, when it becomes the base room for our Masters students. In addition, there is an observation laboratory and research cubicles, which, as their name denotes, are principally for research work. However, it is possible to book these facilities when they are not in use, e.g. for your project work. See Terry Harvey or Paul Gallimore about booking them. A timetable will be on the door of each laboratory to show when they are in use for teaching/research: firstly, so that you will know when they can be used for statistical analysis and word processing; and secondly, so that you know when to vacate them for the next teaching session. Please vacate them promptly and do not try to print in them when a teaching session is due.

10.3 Information Services

Your subject librarian is Geoff Walton (e-mail g.l.walton@staffs.ac.uk , Tel: 294448) who has a degree in Psychology and can give advice on which Psychology information resources are available and how to use these resources effectively. Information gathering is an important part of your practical work and as such, skills will be developed in the Level C core module Exploring Psychology1. Much of the information you need will also be available from one of the University libraries. Other material will be found in other University or specialist libraries or via the Internet.

Defining Your Subject

Whichever searching method you use this is the most important part of the information gathering process. You need to construct a list of words (known as keywords) that describe the subject of your search. The list may include:

- Alternative spellings e.g. haemoglobin and hemoglobin
- Alternative terms e.g. acid rain and acidic precipitation
- Singular and plural terms e.g. mouse and mice

Use dictionaries and encyclopaedias, in addition to your own knowledge of the subject, to help you to construct your list of keywords. Whether you use printed or electronic sources the quality of the information you retrieve will only be as good as the work you put in at this stage.

Constructing your search

If you are using a printed source of information you will need to search for each of your keywords or phrases separately. If you're using an electronic source you may combine terms using logical or Boolean operators. These are used as follows:

- cats AND dogs will retrieve references to both cats and dogs. It will not retrieve reference to cats only or dogs only.
- cats OR dogs will retrieve references to cats, or dogs, or both
- cats NOT dogs will retrieve references to cats only. It will not include any references where both cats and dogs are mentioned.

Books

The main classification numbers for Psychology are 150 to 159 inclusive, but remember that relevant books will also be found in many other sections, e.g. Language (400's), social sciences (300 to 307), geography (910 to 919 - environmental psychology can be found here as well as 155.9), management (658 to 658.4 - and at 302.35 for some aspects of organisational behaviour). You can borrow up to 17 books at any one time, of which two can be from Short Loan. The loan period for the main stock items is 2 weeks. You can renew books as long as they are not required by another user, remember fines are charged for overdue items. Short loan items can be loaned for 24hrs and cannot be renewed.

E-books

ebrary is an e-book library, contains 15,000+ e-books covering all subject areas. Search the entire collection by keyword, subject, publisher etc. Print or copy and paste the results. Available off campus with username and password (You will need to download the small free ebrary plug-in for off campus use). netlibrary is a collection of specifically purchased academic e-books plus thousands of publicly accessible texts. Available on and off campus once you have registered. To register initially you need to either be on campus or send a request for a username and password to the e-helpdesk including your name and library card number.

Other types of information

The type of information you need dictates the sources you need to search in. They could be:

- Statistics to back up an argument or place your results in context
- Legal standards e.g. the limits of an environmental pollutant
- Articles, conference papers etc.

Use the subject guides, which are available on the Internet, to guide you to the most useful sources for each type of information.

Abstracts and Indexes

The most commonly used tools for finding information, particularly articles, reports, conference proceedings etc., are abstracts and indexes. The majority of these are now available on the Internet as online databases. The most wide-ranging and up to date are the Citation Indexes, which are available on the Internet as Web of Science. You will need an ATHENS password from the library to access them, but can use them from outside the library once your password has been set up. There are three citation indexes:

- Science Citation Index (SCI) includes all aspects of science, engineering and medicine
- Social Science Citation Index (SSCI) includes some environmental and ecological material
- Arts and Humanities (AHCI) –

The SSCI is the most useful for Psychology.

All of the above are updated weekly and can be searched back to 1981. Guides on using them are available over the Internet or from the library.

Your search will retrieve references to articles, conference papers, research reports etc. Most references will give a summary or abstract of the item with enough detail for you to be able to obtain a copy of it e.g. author, title and journal details.

A full list of online databases is available on the Internet at

<http://www.staffs.ac.uk/uniservices/infoservices/library>

Obtaining a copy of an article etc.

The University library will not hold copies of everything you find. Use the catalogue to check if the University has a print or electronic subscription to the journal you're looking for. Some titles, particularly in medicine or health, may be in the libraries at Stafford, Shrewsbury or Telford. You may visit these libraries in person or you may request a copy of an article to be made for you. This will cost the same as if you had photocopied the article yourself.

The University has access to a wide range of electronic journals, most of which may be used both on and off campus. A list of the electronic journals available is on the Internet at <http://www.staffs.ac.uk/uniservices/infoservices/library>

If the University does not hold a title you may request an Interlibrary Loan (ILL). Each item requested costs £2. In most cases you will receive a photocopy of the paper requested which you can keep. Most ILL's take between 3 and 7 days to arrive although some more obscure articles may take longer. Staff in the Document Delivery Office will be pleased to advise you on this.

Using other libraries

Most University libraries will allow you to use their stock for reference purposes. This will not usually include access to CD ROM's or other electronic resources. You can check the catalogues of other University libraries, plus their opening hours, access procedures etc. over the Internet. Staffordshire University is a partner in several schemes which means that you may be able to access libraries which are more convenient for you to use, either because they are closer or have resources which may be of use to you. UK Libraries Plus enables distance learners to borrow material from other libraries near to where you live or work. Please contact us and we will issue you with the relevant vouchers you'll need. You can get copies of the forms from the UK Libraries+ Website or from us. Postgraduate students are also eligible to use Access West Midlands a scheme which allows access and some borrowing rights to the major university libraries in the West Midlands area.

Distance Learning Service

There is a Distance Learning service which has been designed to assist those students who find it difficult to visit the library in person. The services offered are intended to mirror those available to the on campus student and include: Postal loans (available for UK students only) photocopies of journal articles held in stock, access to other libraries, obtaining passwords and help with a query. For further information contact a member of Information Services staff via the electronic help desk.

Where to go for help

Subject guides, periodical lists plus links to major websites and other university pages are available from the Information Services web page. If you need any further help please contact Geoff Walton on ext.4448 or via the electronic help desk.

10.4 Additional Learning Resources

Psychology has labs with networked computers for you to use, although the times when you can use these rooms may be restricted. Look out for the relevant notices about lab use. Some members of staff place their lecture notes on the server, which can be accessed from these labs.

Psychology also has some designated 'quiet study areas' which you can use for work, and you will find these in front of staff offices.

Details of laboratory and library opening hours can be found in Appendix 7.

10.5 The Psychology Society and Psychology Seminars

The Psychology Society is run by Psychology students. They organise social events and psychology-related meetings throughout the year, which are advertised on the Psychology Society notice board, 2nd floor, Mellor Building. .

The Psychology team organises regular seminars and lectures where researchers from other universities come to speak about their own interests and projects. All students are welcome to attend these meetings, and you may be advised by module tutors to come along if the topic is particularly relevant. Once again, watch the notice boards for more information.

10.6 What other learning facilities might I use in the future?

For many of your assessments, and particularly your project, you will need to be able to search the literature for relevant past articles and reviews. CD-ROM facilities are available in both libraries to all users, but usage needs to be booked in advance.

You can also use the Learning Resources Centre on the fourth floor of the Mellor Building. Here, staff have placed key articles from journals that are not stocked in the library, in an indexed article bank.

The Psychology Resource room, managed by Carol Austin in Room S211 also holds copies of psychometric tests that you may want to use for dissertation work, and information on careers in Psychology.

11 STUDENT WELFARE

This section has two parts. The first part describes some of the support services available for students in general. The second part outlines the arrangements made, and the support services available, for students with special needs.

11.1 General support services.

Remember, if you are experiencing difficulties, be they academic or personal, your Personal Tutor should be your first port of call. However, there may be things which your tutor feels that they cannot deal with. Or it may be that you do not wish to discuss certain problems with your Personal Tutor. In such cases, there are a wide variety of student support services which can provide expert advice. The University's policy on student support is stated below, followed by details of three of the main services available. For other useful contacts see Appendix 8 in this handbook, and for full details of these services visit the Student Support website at:

http://www.staffs.ac.uk/services/student_support.

Note, though, that even if you decide you would prefer to approach one of these services directly, it is important that you keep your Personal Tutor informed at all times of the general nature of the problem (for example, that you are seeing the counselling service, or have been ill, or have had financial problems).

11.1.1 Staffordshire University's mental health policy.

According to a report published by the World Health Organisation (2001) it is estimated that one in four people will experience mental health difficulties at some point in their lives. Despite such a significant number of people experiencing these difficulties there is still much stigma attached to these issues and those affected by them. Staffordshire University is keen to reduce this stigma and to create an environment for study in which students feel free to access support wherever it is needed. With this in mind the University has produced a Student Mental Health Policy, which it hopes will help raise awareness and understanding of these issues as well as providing a reference guide for staff and students who may be supporting students experiencing mental health difficulties. To complement this policy, the University offers ongoing training to its staff around the issues of mental health and also runs various promotions, such as World Mental Health Day, in order to raise awareness of these issues throughout the University community. You can read about the services that are available for support within the University by visiting the Student Support website at: http://www.staffs.ac.uk/services/student_support. The Student Mental Health Policy can also be accessed on the web at: http://www.staffs.ac.uk/current/documents/stu_mental_health_pol.pdf.

11.1.2 Counselling Service.

The Counselling Service offers support to all students and staff of the university. It provides individual counselling of short to medium term duration for any issue or difficulty that students or staff may be experiencing. At the Stoke and Stafford campuses, the service is available 9am-5pm Monday to Thursday (Friday 4.30pm), all year round excluding public holidays and the week between Christmas and New Year. At other campuses a part-time service is available.

Telephone: Stoke - (01782) 294977; Stafford - (01785) 353302

11.1.3 Healthcare Services.

The University has regulations and procedures which you should follow in the event of illness. Further guidance is available under the Student Information section of the University Web site (www.staffs.ac.uk). Remember that you must register with a local GP if you have not already done so.

Student Healthcare Services are available on the Stoke and Stafford campuses with surgeries provided by GP partnerships on a daily basis. Appointments can be made to see a doctor or practice or university nurse and advice and support on contraception or pregnancy is readily available. Physiotherapy services are available on a limited basis and can be accessed mainly by GP referral. The University Nurse on the Stoke campus contributes to health promotion initiatives working with the Student Union and other services within Student Support.

Telephone: Stoke - (01782) 747174; Stafford - (01785) 353570

11.1.4 The Students Advice Centre (SAC) and Information Centre.

The Students' Union operates both a Students Advice Centre and Information Centre at Stoke and Stafford. Advice and Information is one of the core services provided by the Students Union. The Centre offers advice and information on a wide range of issues from immigration to grants as well as offering representation for students. Appointments can be made through the SAC reception, open Monday to Friday 9:30am - 4pm.

The SAC can be contacted at: Stoke - Staffordshire University Students Union, College Road, Stoke-on-Trent, ST4 2DE. Tel: (01782) 294469.

The Information Centre can be contacted during the following hours: Stoke - 9am – 7pm, Monday to Friday, Tel: (01782) 294629.

11.2 Arrangements and support for students with special needs.

11.2.1 The Special Educational Needs and Disability Act (2001) (SENDA)

This act was passed by Parliament in May 2001 and is an amendment to the Disability Discrimination Act (DDA) (1995). Previously much of the provision of Higher Education Institutions (HEI) in England was excluded from the DDA. However, the SENDA compels HEIs :

- not to treat disabled students less favourably, without justification, than students who are not disabled.
- to make reasonable adjustments to ensure that people who are disabled are not put at a substantial disadvantage to people who are not disabled in accessing further, higher and LEA secured education.

The Act is available from the HMSO at:

<http://www.legislation.hmsso.gov.uk/acts/acts2001/20010010.htm>. Part 2, Chapter 2 deals with provision of Further and Higher Education.

A draft Code of Practice has been produced by the Disability Rights Commission. The Code deals with the implementation of the act and gives practical examples of what is considered to be a reasonable adjustment and what is meant by treating students less favourably.

It can be viewed at:

<http://www.drc-gb.org/drc/InformationAndLegislation/Page34A.asp>

11.2.2 Disability Services

Within Student Support Services, Disability Services provide help, support and information for students and prospective students with special needs.

Disability Services can be found in the Student Support building in Winton Square, Station Road (to the right of the North Staffordshire Hotel opposite Stoke-on-Trent railway station). You can make an

appointment with the receptionist or contact them by phone on 01782 294977 (internal 4977). Open 9am - 5pm Monday to Friday, all year round (excluding public holidays and the week between Christmas and New Year).

Tel: 01782 294977

Visit: http://www.staffs.ac.uk/services/student_support.

11.2.3 Access in the University

The University has invested considerable resources into a rolling programme of improvements to physical access, so that you will find easy lift or ramp access to almost all University buildings. Where the existence of some older buildings has presented access problems, positive steps are being taken to improve things. Talking lifts with low level Braille controls and accessible toilet facilities serve main buildings and dropped kerbs and controlled pedestrian crossings make sure each site is user-friendly.

There are induction loops in main lecture theatres and there is a portable loop system available from Disability Services. Internal stair lifts have been installed in split level areas and fixed seating removed in some areas to allow easier access.

Marked car-parking spaces for disabled drivers are numerous and there is a large minibus with lift access for wheelchair users, which can be booked for a small charge to cover fuel costs through Disability Services.

Disability Services are always keen to hear comments about access to the University and will make every effort to address any difficulties the university environment presents.

11.2.4. Support for studies

Disability Services may be able to support your studies in a variety of ways. The University is home to the Staffordshire Regional ACCESS Centre, which provides professional assessments of students' learning support and assistive technology needs, and enables you to establish entitlement to additional funding from the Disabled Students' Allowances.

For academic and/or non-academic support, Disability Services can act on your behalf in liaising with LEAs and Social Services departments, who provide support workers. They also provide a management service for the payment of support workers.

They can also provide communication support for deaf and hearing impaired students, specialist dyslexia tuition and academic liaison.

Please note there may be a waiting list for some of these services.

11.2.4.1 Specialist equipment

You (and your support workers) can access a range of assistive technology in the University's ACCESS Centre when it is not being used for assessments for other students. There may be a small charge for the use of Braille paper or heat sensitive paper for tactile photocopying. There is also a limited Braille service to Schools, for example for the preparation of examination papers.

Many students purchase their own communication and information technology using the Disabled Students' Allowances, for use in their own accommodation. This is particularly helpful when it's easier to work at your own pace, in your own time, with equipment geared to your own requirements. Disability Services can provide more information about professional assessment of your IT and study strategy needs.

11.2.4.2 Information Technology facilities

Information Services Student IT Learning Centres are fully accessible by wheelchair users. Centres have PCs designated for exclusive use by those students with sight/dyslexia problems. These PCs are equipped with 15" or 17" LCD screens and have specialist software installed. The PCs may be used any time that the IT Learning Centre is open and do not have to be booked. The IT Support Desk staff will provide any assistance needed.

There is specialist software available for dyslexic users and for blind or visually impaired users. The most popular user guides are available in large text format, and other guides can be produced in large text if required. Guides in braille can be produced on request.

11.2.5 Examinations and assessments

While examinations and assessment allow students to demonstrate that they have met the aims and objectives of their award, individual arrangements can be made to allow fair assessment of required standards, without disabled students feeling disadvantaged because of their impairments.

Additional arrangements may include:

- extra time allowances and/or rest breaks
- the help of a reader and/or amanuensis
- access to a separate room
- use of a p.c.
- the use of alternative formats, for example Braille or large print
- modification of examination questions into accessible English
- identification of the work of dyslexic and deaf students whose first language is BSL, in anonymous marking situations and for assessed coursework
- consideration of dyslexia-related difficulties with spelling, grammar and presentation
- supplementary viva voce in some situations

We strongly recommend that you discuss any assessment issues with your teaching staff at the beginning of your award. Additional examination arrangements will be discussed in detail if you have an ACCESS Centre assessment and recommendations will be made to the Examination Office on your behalf.

12. WHERE TO NEXT?

12.1. What does the Careers Service offer?

Advice and guidance, to help you reach your own decisions about your future career, study, time out or other options.

Information on postgraduate study, occupations, job and course vacancies, local and national employers, voluntary work, work and study overseas.....

Reference material – books, videos, leaflets, brochures, directories.

‘Take away’ material – home grown booklets, careers booklets, directories of graduate recruiters.

Effective application strategy – help in dealing with job applications, interviews etc.

12.1.1 How?

Advice/guidance: A duty careers adviser is available 10am to 4.30pm at the Stoke office during term time to deal with brief discussions and enquiries. For a more in depth discussion, you can book an appointment with a careers adviser. Computerised guidance is also available, via systems such as ‘Gradscope’ and ‘Adult Directions’.

Information: The careers library is open Monday to Friday, 9am to 5pm. Staff are available to help you find information in the library; you will have the opportunity to browse, make notes or take photocopies as appropriate. Information about companies and careers can also be obtained by attending employer presentations, which are organised by the careers service.

Vacancies are advertised via:

- ‘Careers Gazette’, a monthly careers magazine for Staffordshire University students, containing up to date information, graduate vacancies and vacation work. This will also contain details of the ‘Milkround’, when recruiters visit the university to interview students for their graduate training programmes. Pick up your free copy from the careers office.
- A national publication with vacancies for finalists, ‘Prospects for the Finalist’.
- Vacancy lists and ‘Prospects Today’ for graduates.

Effective application strategy: the careers service runs a series of optional group sessions in the autumn and spring terms, covering areas such as applications, interviews, postgraduate study, selection tests, and so on. These are on Wednesday afternoons, and are advertised in ‘careers Gazette’. The careers library also has books on these areas, and mock interviews can be arranged.

12.1.2 When?

You are welcome to use the careers service throughout your course. It is advisable to make contact with them and begin to make plans or applications as soon as possible. Once you have left the university, you can still use the services they provide, or visit your nearest university careers service.

12.1.3 Where?

Stoke campus: Thompson Library

Stafford campus: library building, first floor (follow the signs).

12.2 Departmental Careers Support

Mani Das Gupta is our Careers Liaison Tutor and may be able to help you with careers advice. There is also a small resource area containing psychology careers information which you can access through Carol Austin.

APPENDICES

APPENDIX 1: Health and safety information

APPENDIX 2: Module descriptors

APPENDIX 3: Extenuating circumstances form

APPENDIX 4: Guidance on submitting assignments

APPENDIX 5: Project timetable and to-do list

APPENDIX 1

HEALTH AND SAFETY INFORMATION

Sciences

Health and Safety Induction Information

Welcome to Sciences. Due to the nature of the work activities that take place within Sciences it is necessary for new student to receive a short briefing about the nature of the hazards likely to be encountered and Sciences policies that are applicable to the Health and Safety of all student.

As a new student you should be aware of the following information:-

- the organisations statement of health and safety policy and the individual responsibilities of all concerned
- procedures for reporting hazards, accidents, near misses and occupational ill-health,
- details of hazards specific to the job, the operating instructions and precautions necessary, together with formally written safe systems of work and emergency procedures,
- procedures to follow in the event of a fire, means of escape, assembly areas, the use of fire appliances - together with the procedure to follow when the fire alarm sounds,
- safety monitoring procedures currently in operation and systems for the measurement of health and safety performance,
- current welfare arrangements - sanitation, washing facilities, clothing storage, first aid and arrangements for taking meals,
- sources of health and safety information,
- the role and function of the health and safety specialist, safety representatives, and health and safety committee,
- the purpose of the correct use of personal protective equipment where issued.

Specific issues

Procedure in the event of discovering a fire

Sound the fire alarm by breaking the glass of the nearest fire alarm. Dial 9-999 direct, in addition inform security (*44, 4444 or (9) 0800 317429) and then evacuate the building. If the fire is small and in your opinion can be controlled by the use of a fire extinguisher - do so. But if you are in doubt - evacuate the building and leave the fire to the professionals.

Procedure in case of a fire alarm

- 1 When the bell or siren sounds ALL occupants (except mobility impaired persons for whom alternative arrangements should have been made) must immediately make their way out of the building via the nearest safe exit. Where possible, close doors and windows in affected area.
- 2 Do not use lifts.
- 3 It is important that ALL occupants of the building move away from the building to the designated area. This is to protect occupants from hazards i.e. flying glass and to facilitate easier access to the building by emergency services. Designated assembly area for Mellor building is the main car park.
- 4 Re-entry must not take place until authorised by the Administrative Officer in charge.
- 5 Report any incidents to your local Fire Marshall.

Fire marshals within Sciences, Mellor building.

Location of responsibility	Nominated person
Roof	Ian Hopkins
Fifth floor	Sue Avery / Denise Figgins / Bob Little / Andy Willits
Fourth floor	Mark Jennings / Rob Manning / Jon Ranford / Dave Revitt /
Third floor	Paul Bailey / Terry Barker / Jayne Francis / Audra Jones / Lesley Salt / Brian Wagstaff
Second floor	Terry Harvey / Paul Gallimore
First floor	Paula Addison / Arthur Smallman /
Ground floor / Infill	Graham Barlow

Certificated first aiders within Sciences, Mellor building.

Location of responsibility	Nominated person
Fifth floor	Steve Beauchamp / Amanda Brown / Ged Dagger / Denise Figgins / Donna Money / Dave Roberts / Rosalind Todhunter / Andrew Willits
Fourth floor	Sue Bird / Ian Clarke / Ian Hopkins / Paul Lunt / Rob Manning / Paul McDermott / Paul Mitchell / Angela Priestman / Jon Ranford / Kevin Reiling / Dave Revitt / David Skingsley / Sara Smith / Mark Webb
Third floor	Terry Barker / Andrew Jackson / Audra Jones / Peter Martin / Brian Wagstaff /
Second floor	Terry Harvey
First floor	Paula Addison / John Ambrose / Rob Boast / Tim Harris
Ground floor	Graham Barlow / Lorraine Berks / Jon Fairburn / Rod Tolley

In addition Estates (**44 or 4444) can be contacted at all times.

Accident reporting

All injuries, however minor, should be reported to a First Aider. An accident report form must be filled in (it is the injured person's responsibility to ensure this is done), one copy of which is sent to Dr John Sayers and one copy should be forwarded to estates. The University is under a statutory obligation to maintain this record. The accident books will be reviewed regularly by senior management and the Sciences Health and Safety Working Group.

Three categories of accident arising out of or in connection with work are reportable to the Health and Safety Executive under the Reporting of Injuries, Diseases and Dangerous Occurrences regulations (RIDDOR 1988)

- a. Major injury accidents (including certain medical conditions, which are not strictly injuries),
- b. Where an accident at work incapacitates a person for more than three consecutive days and prevents the person from working, and
- c. Fatal injuries.

Toilets and washing facilities

Toilets are situated within Mellor building as follows

Gentleman	Ladies
5 th floor - Flaxman end	5 th floor - Park end
4 th floor - Flaxman end	4 th floor - Flaxman end
3 rd floor - Flaxman end includes wheelchair access	3 rd floor - not available
2 nd floor - Park end	2 nd floor - Flaxman end
1 st floor - Flaxman end	1 st floor - Park end includes wheelchair access
Ground floor - infill	Ground floor – infill

Drinking water is available from appropriately signed taps within the building.

GENERAL SAFETY

The normal working day is defined as between the hours of 07.30 and 21.00. Anyone wishing to work outside these hours should ensure that they do not work alone. If this is essential and cannot be avoided, arrangements must be made to regularly report to a responsible person outside the University. This person should have instructions of the procedure to be followed if regular contact is not maintained. In addition, the use of lifts outside these hours should be avoided.

Visitors

Sciences acknowledges that it bears some responsibility under the Health and Safety etc. Act 1974 for the safety of visitors to the University. As far as can be foreseen, there should be no special or unusual danger facing visitors while they are at the University provided that:-

- On arrival at the University they report to the reception desk in order that they be directed to the appropriate member of staff.
- They do not deviate from any instructions given to them by this officer regarding their visit to the University. Relevant Safety Regulations will be drawn to their attention. Protective clothing and equipment will be provided if required.

It should be noted that a senior member of staff must specifically authorise visits outside normal working hours and any restrictions, which he/she makes, must be strictly adhered to.

Children

Children under the age of sixteen are forbidden in laboratories, workshops and all work areas unless previous permission has been obtained from Dr John Sayers. Where such permission has been granted they must be under supervision at all times.

Cleaning and maintenance

Estates must be briefed by an appropriate member of staff who will inform them of areas that are restricted to entry and point out hazards, which they may otherwise encounter.

Pregnancy

Should any female become pregnant it is strongly advised that she inform the Dean who must decide, in consultation with the Sciences Safety Advisor, whether she is at risk from any work activity, chemical or infectious agents. A guidance booklet is available from Dr David Revitt.

Contact lenses

It is dangerous to wear contact lenses in laboratories where solvents, caustic or irritant chemicals are present. Should splashes of any chemical enter the eye the presence of a contact lens will prevent effective washing out and could result in considerable damage to the cornea. In addition to the normal safety precautions to be observed when handling chemicals, personnel who wear contact lenses should ensure that those with whom they work are aware of their situation.

It is strongly suggested that prescription spectacles be worn if the work activities involve using solvents, caustic or irritant chemicals. Further advice and guidance can be obtained from Departmental safety advisors.

Precautions for personnel who have specific Health Problems

For their own best interest and safety, personnel who have a specific health problem (e.g. diabetes, asthma, epilepsy) should inform Departmental safety advisors and colleagues with whom they work. This will help to ensure that the correct action is taken or treatment given in the event of an accident or other emergency.

No-smoking policy

Staffordshire University is designated as a no-smoking area. It is forbidden to smoke anywhere within the Mellor Building.

Security and late working

Hazardous operations must not be undertaken outside working hours unless adequate arrangements for dealing with emergencies have been made and permission obtained from the Head of Department. In particular no procedures should be carried out which could involve specialist first aid treatment i.e. use of cyanides etc. unless specialist cover has been arranged.

In the case of equipment operating overnight an appropriate label should be fixed to the nearest door giving details of the equipment used, name of person to contact in an emergency and phone number. Failure to comply with the instructions may result in the equipment being turned off.

RISK ASSESSMENTS

The Management of Health & Safety at Work Regulations 1992 impose a specific requirement upon the University to carry out a 'suitable and sufficient' assessment of all risks to the health and safety of students and others arising at or from a work activity. If the work activity involves substances hazardous to health, electricity, noise, manual handling or VDU work - these work activities should be covered under more specific risk assessments.

Risk assessment may be defined as a structured and systematic procedure for identifying hazards and evaluating risks in order to prioritise decisions to reduce risks to an acceptable level. All risk assessments should be documented and readily accessible to all staff and students involved in the work activity.

Further information should be obtained from the Departmental safety representative or can be obtained from either Dr David Revitt or Dr John Sayers. Copies of the University document 'Risk assessments (general) policy and guidance' can be obtained from Dr David Revitt, ext. 4611.

SAFE SYSTEMS OF WORK

General points

Systems of work should have been devised so that work procedures are as safe as is reasonably practicable. Risk assessments of work activities should be regularly carried out in order to ensure that systems of work remain safe.

It is both a Sciences requirement and a legal obligation that staff and students follow the systems and procedures laid down. All "near misses", occupational health hazards and accidents should be reported.

Use of work equipment

All equipment should be used in accordance with manufacturers' instructions, training should be provided where appropriate. Sciences will make arrangements for the regular maintenance and testing of equipment. Staff should inform the respective senior technician of any defects. Staff and students should not attempt to repair equipment unless they have received training. Equipment should be stored safely.

Electrical appliances

All electrical appliances should be tested at regular intervals. Equipment should not be used unless a trained person has electrically tested it. All equipment should be switched off after use.

More specific information concerning the workplace procedures and hazards likely to be encountered should be available initially from your line manager.

Finally, can I welcome you to Sciences. If you have any questions or comments relating to any health and safety matter including this booklet I would be very grateful if you would get in touch.

E-mail: dr3@staffs.ac.uk or phone: extension 4611

Sciences Health and Safety Personnel

Chair Health and Safety Working Group Sciences Safety Advisors	Dr D Revitt	Ext. 4611
University Health and Safety Officer	Dr D Revitt Mr K Lloyd	Ext. 4611 Ext. 2726
Department of Biology contact either	Mrs D Figgins	Ext. 4571
Department of Natural Sciences contact either	Mr J Hodgkinson Mr A Smallman Dr B Little Mr A Willits	Ext. 4609 Ext. 4615 Ext. 4776 Ext. 4729
Department of Geography contact	Mr T Harris	Ext. 4046
Department of Psychology contact	Mr T Harvey	Ext. 4503
IT / Learning Resources Centre contact	Mr M Jennings	Ext. 4892
Analytical Services Team contact	Mr TJ Barker	Ext. 4570
Sciences Ionising Radiation Advisors Sealed sources	Mr J Hodgkinson	Ext. 4609
X-ray Liquid sources	Dr C Adam N / A	Ext. 4779
IT / Learning Resources Centre	Mr M Jennings	Ext. 4892
University Microbiological Safety Advisor	Dr D Revitt	Ext. 4611
University H&S Committee Members	Dr D Revitt	Ext. 4611

The Health and Safety (Display Screen Equipment) Regulations 1992

Possible Effects on Health

Bodily Fatigue

Caused by bad design, selection and installation of display screen equipment and inadequate design of the workplace

Upper Limb Pains and Discomfort

Sitting in fixed positions for long periods, or awkward, rapid, or repetitive movements of the head, body or arm can cause pains or discomfort in the neck, shoulder or arms.

Eye and Eyesight Effects

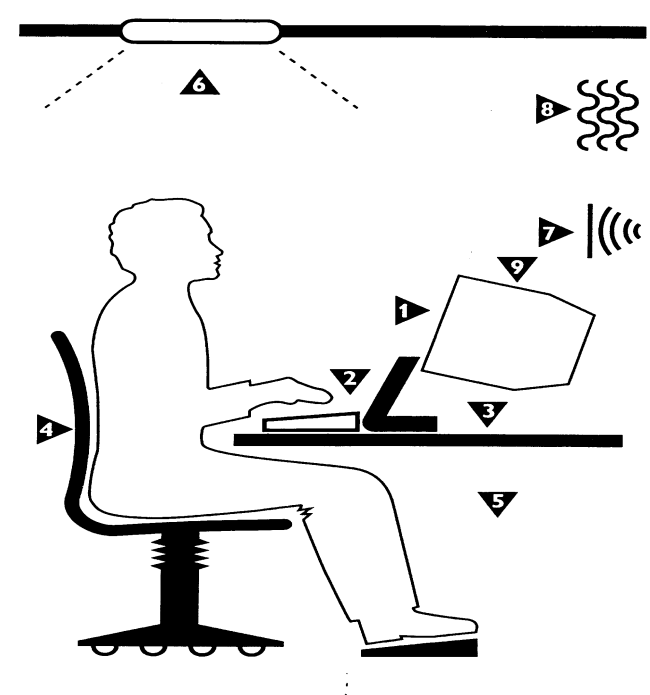
Symptoms such as impaired visual performance, red or sore eyes and headaches may be caused by:-

- Staying in the same position and concentrating for a long time.
- Poor positioning of the display screen equipment.
- Poor legibility of the screen or source documents.
- Poor lighting, including glare and reflections.
- A drifting, flickering or jittering image on screen.

Fatigue and Stress

Stress is likely to occur when there is poor job design or work organisation, lack of control of work by the user, under-employment of skills, high-speed repetitive work or social isolation. Fatigue and stress can be minimised by careful design, selection and disposition of display screen equipment, good design of the workplace and training, consultation and involvement of the user and short frequent breaks away from the screen.

Nine steps to Healthier Working



1. Screen:
readable and stable image, adjustable, glare free.
2. Keyboard:
usable, adjustable, key tops legible.
3. Work Surface:
allow flexible arrangement, spacious, glare free, document holder as appropriate.
4. Work Chair:
appropriate adjustability plus foot rest.
5. Leg Room and Clearances:
to facilitate postural change.
6. Lighting:
provision of adequate contrast, no direct or indirect glare or reflections.
7. Distracting Noise Minimised.
8. No Excessive Heat:
adequate humidity.
9. Software:
appropriate to the task and adapted to user capabilities, provide feedback on system status, no clandestine monitoring.

Code: SHS85203-2

Version: 2

Approval Status: Valid Current

Title: RESEARCH METHODS 3

Section: Science

Field: SCS-PS

Level: 2

Contact	E-mail Address	VLE
DAVID GALBRAITH	D.GALBRAITH@STAFFS.AC.UK	Blackboard Internet

Pattern Of Delivery

Credits	Contact Hours	Independent Study Hours	Total Learning Hours	Description of Pattern of Delivery
15	36	114	150	Pattern 1, study 100% in period 1

Site
STOKE

Registration Conditions	Module Version Condition Text
PRE-REQUISITES	SHS85102-1 and SHS85103-1

Module Details	
Assessment Details	<p>A REPORT length 2000 WORDS weighted at 60%. A TEST length 1 HOURS weighted at 40%.</p> <p>Summative assessment</p> <ol style="list-style-type: none"> From the two 2000 word practical reports described below, students will choose one to submit for formal assessment (60%). This will assess learning outcomes 1 and 2. A one-hour concept test (40%). This will assess in greater depth understanding of learning outcomes 2, 4 & 5. <p>Formative learning</p> <p>Feedback will be given to practical reports (of not more than 2000 words) based on two empirical studies. The feedback will be in the form of peer feedback using a standardised evaluation scheme and feedback on specific areas from tutors. Feedback will also be given on work produced in the workshops. This will address learning outcomes 1 to 5.</p>
Indicative Content	<p>The module will address the design, conduct, analysis, interpretation and reporting of empirical research in psychology.</p> <p>This will start by introducing designs which include one independent variable with at least three levels. The nature of the hypotheses which are associated with such a design will be explained. The method of conducting, interpreting and reporting the initial analysis will be explained. The types of follow-up analysis and how to analyse and report them will be covered. Designs including more than one independent variable will be explained, including how they extend the complexity of the research questions which can be dealt with. The initial analysis and necessary follow-up analysis will be covered along with the interpretation and reporting of such analysis</p>
Learning Strategies	<p>Formal lectures during which the basic concepts are explained: 12 hours</p> <p>Workshops during which the concepts are practised via a workbook of examples, designs are discussed, data are analysed, peer feedback is given: 24 hours</p>

	Reading about the concepts covered in the module and preparation for the concept test: 42 hours Completing workbook outside formal class time 12 hours Work on the practicals, identifying and reading relevant literature, discussion of the designs, preparing material and running study, including pilot work, analysis and write up: 60 hours
Resources	A laboratory with space for group work as well as formal teaching, to be equipped with a computer for each student which has statistical, word processing, spreadsheet and internet programs.
Special Admissions Requirements	Be registered on any Psychology Award
Texts	Clark-Carter, D (2004) Quantitative Psychological Research: A Student's Handbook (2nd Edn). Hove: Psychology Press Harris, P. (2002) Designing and Reporting Experiments (2nd Edn). Milton Keynes: Open University Press Kinnear, P. R. & Gray, C. D. (2000) SPSS for Windows Made Simple. (Release 10) Hove: Psychology Press

Learning Outcome	
1. THE ABILITY TO REVIEW AN APPROPRIATE LITERATURE WHICH YOU HAVE IDENTIFIED.	Learning
2. THE ABILITY TO UNDERSTAND THE CONCEPTS WHICH UNDERLIE THE RESEARCH DESIGNS CONSIDERED	Knowledge & Understanding
4. THE ABILITY TO INTERPRET THE RESULTS OF PSYCHOLOGICAL RESEARCH BASED ON THE DESIGNS COVERED	Analysis
5. THE ABILITY TO REPORT, IN AN APPROPRIATE MANNER, THE RESULTS OF A STUDY BASED ON THE DESIGNS COVERED.	Communication
3. THE ABILITY TO DESIGN, CONDUCT AND ANALYSE PSYCHOLOGICAL RESEARCH WHICH WILL INVESTIGATE AN ASPECT OF THE AREA WHICH YOU HAVE REVIEWED BASED ON THE DESIGNS COVERED	Enquiry

Code: SHS85201-2

Version: 4

Approval Status: Valid Current

Title: SOCIAL PSYCHOLOGY

Section: Science

Field: SCS-PS

Level: 2

Contact	E-mail Address	VLE
ERICA LUCAS	E.LUCAS@STAFFS.AC.UK	Blackboard

Pattern Of Delivery

Credits	Contact Hours	Independent Study Hours	Total Learning Hours	Description of Pattern of Delivery
15	30	120	150	Pattern 1, study 100% in period 1

Site
STOKE

Registration Conditions	Module Version Condition Text
PRE-REQUISITES	SHS85103-1

Module Details

Assessment Details	<p>A RESEARCH RPT weighted at 60%. A CRIT. ANALYSIS length 1000 WORDS weighted at 40%.</p> <p>Summative assessment</p> <p>1) A 1500 word (2000 words if the data is qualitative) research report relating to one of the topics covered in the module (50% weighting) Learning Outcomes 2, 3 & 4</p> <p>2) A 1000 word critical evaluation of the methods and the theoretical approach employed in the research report, including a comparison with alternative approaches to the same topic (40% weighting) Learning Outcomes 1, 2 & 4</p> <p>Formative learning</p> <p>Students will be required to make weekly entries in a research diary which will include collecting and analysing data and prepare work in advance of seminar sessions. Seminar discussions relating to diary entries will provide formative feedback relating to the final summative assessment.</p>
Indicative Content	<p>This module explores the themes of the changing social theories, methods and politics of studying groups and identities including the different definitions of 'social' with reference to American and European research traditions. This module draws on qualitative and quantitative methodologies in order for students to question the relevance of different methods in various contexts. A crucial part of this is to consider the linkage between different methods and social theory in conceptualising and researching social groups and identities. The content of the module will include discourse and conversation analysis, experimental work on majority and minority influence, interaction in groups, discursive approaches to identity, social cognitive explanations of stereotyping, discrimination and attitudes towards minority groups, group conflict, Social Identity theory, the social psychology of minority groups and social change strategies, the history and politics of collective behaviour, identity politics.</p>
Learning Strategies	<p>These sessions will include lectures that will be used to introduce Social psychological theories and methods relating to identities and groups, group work, seminars and research workshops. These will be used to enable</p>

	hands on experience in the use of questionnaire and qualitative methods of data collection and analysis. In addition seminars will allow students to bring to bear their own ideas and examples of identities and groups to the discussion of key papers about issues and dilemmas concerning theories, methods and their application. Research diaries will enable students to tackle research questions, collect data, analyse data, document and reflect on the research process including on ethical issues, and prepare answers to questions for seminar discussions.
Prospectus Information	HASH(0x3913790)
Resources	HASH(0x39113c0)
Special Admissions Requirements	Be registered on any Psychology Award
Texts	Brewer, M.B. Intergroup Relations 2003 Milton Keynes: Open University Press Ellemers, N., Spears, R., & Doosje, B. (eds.) 1999 Social Identity: Context, Commitment, Content Oxford, Blackwell Langdrige, D. 2004 Research Methods and Data Analysis in Psychology, Harlow, Pearson Education Limited Stainton Rogers, W. 2003 Social Psychology: Experimental and Critical Approaches, Milton Keynes, OUP,

Learning Outcome	
1. SHOW AN UNDERSTANDING OF THE CHANGING CONCEPTUALISATIONS OF THE 'SOCIAL' IN SOCIAL PSYCHOLOGICAL THEORIES OF GROUPS	Knowledge & Understanding
2. IDENTIFY ASSUMPTIONS AND VALUES IMPLICIT IN DIFFERENT SOCIAL PSYCHOLOGICAL THEORIES AND METHODS USED TO RESEARCH IDENTITIES AND GROUPS AND EVALUATE THE QUALITY OF EVIDENCE ADVANCED IN SUPPORT OF THE DIFFERENT TRADITIONS.	Learning
3. CONDUCT A STUDY THAT TAKES ACCOUNT OF THE RELATIONSHIP BETWEEN THE METHODS USED TO RESEARCH IDENTITIES AND GROUPS AND THE RESULTING SOCIAL PSYCHOLOGICAL KNOWLEDGE	Application
	Enquiry
4. APPRECIATE AND REFLECT ON THE CHANGING VIEWS OF THE ROLE OF THE SOCIAL PSYCHOLOGICAL RESEARCHER AND THE IMPLICATIONS FOR CHOICE OF METHOD AND WAYS OF CONDUCTING RESEARCH (ANALYSIS, REFLECTION, COMMUNICATION	Analysis
	Communication
	Reflection

Code: SHS85200-2

Version: 2

Approval Status: Valid Current

Title: COGNITIVE PSYCHOLOGY

Section: Science

Field: SCS-PS

Level: 2

Contact	E-mail Address	VLE
DAVID GALBRAITH	D.GALBRAITH@STAFFS.AC.UK	Blackboard Internet

Pattern Of Delivery

Credits	Contact Hours	Independent Study Hours	Total Learning Hours	Description of Pattern of Delivery
15	26.5	123.5	150	Pattern 1, study 100% in period 2

Site
STOKE

Registration Conditions	Module Version Condition Text
None	

Module Details

Assessment Details	<p>An EXAM length 2 HOURS weighted at 100%.</p> <p>Summative assessment one two-hour exam comprising - short answer questions (learning outcomes 1 and 3) and a longer essay question (learning outcomes 2 and 4)</p> <p>Formative learning Each workshop require students to express, discuss and evaluate their emerging understanding of course content, both with peers and with tutors.</p>
Indicative Content	<p>This module will give students the opportunity to learn about theories, debates, and findings, and to develop practical research skills in the following core areas of cognitive psychology: perception, memory, language production and comprehension, thinking and reasoning. In considering these areas students will be introduced to key theoretical constructs (e.g., information processing, modularity, attention, automaticity, cognitive capacity, planning, problem solving). Through practical experience the module will also introduce students to important research strategies used by cognitive psychologists such as computer-controlled experimentation, collection and analysis of reaction-time data, and collection and analysis of think-aloud protocols.</p>
Learning Strategies	<p>Students will develop their understanding through: (1) Participating in 11, 1.5 hour lectures that will provide a general overview of themes covered in the module. (2) Participating in five, fortnightly, two hour seminars. During these students will engage in a number of practical exercises to (a) provide hands on experience with, and therefore foster understanding of, some of the methods used in cognitive research, (b) to introduce new themes and concepts not addressed in lectures, and (c) to encourage active engagement of module content. Workshop, and related homework, activities will also be focussed on development of literature search, comprehension and summarisation skills.</p> <p>Your non-contact learning time should be divided roughly as follows: developing understanding of the core concepts introduced in lectures - 20</p>

	hours, developing a breadth of understanding that goes beyond lecture content, starting with readings from the reading list - 63.5 hours, engaging in various problem-solving activities associated with workshops - 20 hours, revision in preparation for the exam - 20 hours
Resources	Relevant journals including the following, all but one of which are available to students electronically: Quarterly Journal of Experimental Psychology: A - Human Experimental Psychology, Journal of Memory and Language, Cognitive Science, Journal of Experimental Psychology : Human Perception and Performance, Journal of Experimental Psychology: Learning, Memory, and Cognition Superlab experiment-generation software for creating and running experiments.
Special Admissions Requirements	Be registered on any Psychology Award
Texts	Baddeley, A. (1997). Human Memory, Theory and Practice. Hove: Psychology Press. Gardner, H. (1985). The mind's new science. New York: Basic Books. Manktelow, K. (1999). Thinking and Reasoning. Hove: Psychology Press. Whitney, P. (1998). The psychology of language. Boston: Houghton Mifflin.

Learning Outcome	
1. HAVE A FIRM UNDERSTANDING OF SOME BASIC THEORY AND A RANGE OF EMPIRICAL FINDINGS THAT RELATE TO PERCEPTION, MEMORY, LANGUAGE PROCESSING, AND THINKING AND REASONING.	Knowledge & Understanding
2. UNDERSTAND, AND BE ABLE TO CRITICALLY COMMENT ON, A SMALL NUMBER OF CURRENT DEBATES WITHIN COGNITIVE PSYCHOLOGY.	Knowledge & Understanding
	Learning
3. HAVE A FUNCTIONAL UNDERSTANDING , AND BE ABLE TO EVALUATE THE APPROPRIATENESS, OF SOME OF THE METHODS USED BY COGNITIVE PSYCHOLOGISTS TO COLLECT EVIDENCE IN SUPPORT OF COGNITIVE THEORY.	Enquiry
	Problem Solving
4. BE ABLE TO COMMISSION THIS KNOWLEDGE OF RESEARCH FINDINGS AS EVIDENCE IN DISCUSSION RELATING TO THESE THEORIES.	Analysis

Code: SHS85202-2**Version:** 3**Approval Status:** Valid Current**Title:** BIOLOGICAL BASES OF BEHAVIOUR**Section:** Science**Field:** SCS-PS**Level:** 2

Contact	E-mail Address	VLE
JULIE HULME	J.A.HULME@STAFFS.AC.UK	Blackboard Internet

Pattern Of Delivery

Credits	Contact Hours	Independent Study Hours	Total Learning Hours	Description of Pattern of Delivery
15	16	134	150	Pattern 1, study 100% in period 2

Site
STOKE

Registration Conditions	Module Version Condition Text
None	

Module Details

Assessment Details	<p>An ASSIGMT weighted at 40%. A SEEN EXAM length 2 HOURS weighted at 60%.</p> <p>Summative Assessment Journal article summary and reflection on skills 40% (3 and 4) 2 hour seen examination 60% (1, 2, 3 & 4)</p> <p>Formative Assessment Several activities will be provided through Blackboard to enhance students' knowledge and understanding as preparation for both the exam and the journal article summary. These include, sample questions, neuroanatomy worksheets, and discussions that require students to express their understanding of concepts. In addition, the demonstration exercises will address issues concerning the understanding of technical biological information.</p>
Indicative Content	The module builds on the topic covered in level C and provides a grounding in the basic principles of neuroanatomy and neurophysiology and then uses these basic concepts to explore the following psychological functions: eating and drinking behaviour, sleep, stress and health, mental illness, drug action, memory mechanisms, and sexual behaviour.
Learning Strategies	The module will be taught through 11 lectures (11 hours), supported extensively by a range of activities (40 hours) and reading materials (55 hours) offered via Blackboard. In addition, there will be three small group practical sessions and two small group face-to-face support sessions for each student (5 hours). Preparation for the assessment will occupy 39 hours.
Resources	Blackboard access via the internet Biopac equipment
Special Admissions Requirements	HASH(0x1e91b50)
Texts	Rosenzweig et al (2005). Biological Psychology. 4th Edition. Sinauer

	Carlson, N.R. (2004) Physiology of Behaviour 8th Edition. Allyn and Bacon Pinel, J. (2002) Biopsychology 5th Edition. Allyn and Bacon Kalat, J.W. (2000) Biological Psychology 7th Edition. Wadsworth
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Learning Outcome

1. UNDERSTAND THE BASIC PRINCIPLES OF ACTION OF A NEURON	Knowledge & Understanding
2. UNDERSTAND THE CONTRIBUTION OF BIOLOGICAL KNOWLEDGE TO THE STUDY OF KEY PSYCHOLOGICAL FUNCTIONS	Knowledge & Understanding
3. CRITICALLY EVALUATE RESEARCH WITHIN THE BROADER CONTEXT OF THE TOPIC AREA	Communication
	Learning
4. REFLECT ON THE SKILLS ACQUIRED AND THE SKILLS THAT NEED TO BE FURTHER DEVELOPED CONCERNING THE UNDERSTANDING OF TECHNICAL BIOLOGICAL INFORMATION	Reflection

Code: SHS85301-3

Version: 4

Approval Status: Valid Current

Title: DEVELOPMENTAL PSYCHOLOGY

Section: Science

Level: 3

Contact	E-mail Address	VLE
RICHARD JOLLEY/MANI DAS GUPTA	R.P.JOLLEY@STAFFS.AC.UK	Blackboard Internet

Pattern Of Delivery

Credits	Contact Hours	Independent Study Hours	Total Learning Hours	Description of Pattern of Delivery
15	24	126	150	Pattern 1, study 100% in period 1

Site
STOKE

Registration Conditions	Module Version Condition Text
None	

Module Details	
Assessment Details	<p>A CLASS TEST length 1 HOURS weighted at 50%. A COURSEWORK weighted at 50%.</p> <p>Summative assessments 1) Coursework (Essay, 50%). Assesses Learning Outcomes 1, 3, 4 & 5 2) Class Test (Short Answers, 50%). Assesses Learning Outcome 2</p> <p>Formative learning Feedback on essay plans, Feedback on independent learning pack</p>
Indicative Content	<p>The module will cover key issues in children's development. The child's cognitive development will be highlighted in discussing perception and the emergence and development of general representational abilities, such as language, number and drawing. The nature of cognitive changes in the school years, including the</p>

	<p>development of the concept of gender, will also be addressed. A life-span perspective on the development self, identity and emotion will be offered, with a focus on issues of risk and resilience. All the issues will be embedded within a historical context. The emergence of appropriate developmental theories encompassing general theories of nature and nurture, comparative analyses of constructivist, socio-cultural and information processing approaches to the study of development will also be addressed.</p>
Learning Strategies	<p>Lectures - 20 hours Seminars - 4 hours</p> <p>Independent Work Guided Independent Reading including research (using library and web facilities) into specified topic areas - 32 hours Guided Seminar Workbooks - 20 hours Integration and reflection - 14 hours Preparing for seminars/practicals - 30 hours Assessment Preparation - 30 hours</p> <p>Each lecture will present the issues, theories and evidence in a wide range of developmental topics and perspectives. Videos will be shown in some of these sessions. Material in the two seminars will include guidelines on the assessment criteria for both forms of the assessment as well as feedback for student-prepared essay plans and short answers. Students may be required to make a presentation.</p> <p>In the independent study students will (i) read some key articles/ book chapters suggested by the tutor relating to each of the topics introduced in the lectures, (ii) do your own literature searches (Web of Sciences, PsychInfo, etc.), (iii) complete the tasks and reading described in the module seminar pack, (iii) prepare for the seminars and workshop (e.g., writing essay plans, practicing short answers, reading on coding and observational issues), (iv) Use CD roms explaining developmental phenomena, (v) Prepare for the assessment.</p>
Resources	<p>Learning Resource Centre and Main Library Access to Psychology databases Videos and CD Roms as directed</p>
Special Admissions Requirements	<p>Be registered on any Psychology Award</p>
Texts	<p>Smith, P.K, Cowie, H. & Blades, M. (2003, 4th Ed.). Understanding children's development. Blackwell.</p> <p>Miller, P.H. (4th, 2002). Theories of Developmental Psychology. Worth Publishers.</p> <p>Schaffer, R. (2004). Introducing Child Psychology. Blackwell.</p> <p>Schaffer, H. R. (1996). Social Development. Blackwell.</p>

Learning Outcome	
1. DEMONSTRATE FULL AND DETAILED KNOWLEDGE AND CRITICAL UNDERSTANDING OF ESSAY TOPIC	Knowledge & Understanding
2. THE ABILITY TO MAKE CHOICES ABOUT DIFFERENT AND APPROPRIATE WAYS OF COLLECTING, INTERPRETATING AND EVALUATING DATA IN A DIVERSE RANGE OF DEVELOPMENTAL TOPICS	Enquiry
3. DEMONSTRATE AN ABILITY TO CRITICALLY ANALYSE A DIVERSE RANGE OF ISSUES WITHIN THE CHOSEN ESSAY TOPIC	Analysis
4. DEMONSTRATE ABILITY TO COHERENTLY AND ANALYTICALLY COMMUNICATE IDEAS AND DEBATES WITHIN THE CHOSEN ESSAY TOPIC	Communication
5. TO CRITICALLY EVALUATE DIFFERENT APPROACHES TO SOLVING THE PROBLEMS ENGRAINED IN THE ESSAY QUESTION	Problem Solving

Code: SHS85302-3

Version: 3

Approval Status: Valid Current

Title: DEALING WITH DIFFERENCE

Section: Science

Field: SCS-PS

Level: 3

Contact	E-mail Address	VLE
HELEN LEE	H.A.N.LEE@STAFFS.AC.UK	Blackboard

Pattern Of Delivery

Credits	Contact Hours	Independent Study Hours	Total Learning Hours	Description of Pattern of Delivery
15	20	130	150	Pattern 1, study 100% in period 2

Site
STOKE

Registration Conditions	Module Version Condition Text
None	

Module Details

Assessment Details	<p>An EXAM length 2 HOURS (80%). A GP PRESENTAT (20%).</p> <p>Summative assessment 2 hour Exam: 2 questions in 2 hours, 2 sections 1 and 2, students must answer one from each.</p> <p>Section 1: Historical question about the role of Psychology in dealing with difference (learning outcomes 1 and 2) Section 2: The relationship between explanations/ measures of difference and social application, practice and/ or policy. (learning outcomes 3 and 4) (80%)</p> <p>A tutor assessed group presentation. (20%) (learning outcomes 1 and 5)</p> <p>Formative learning During seminar sessions students will be expected to participate in at least one group presentation. Each presentation will constitute a task relating to the exam and will be directed at a question similar to those that make up the exam paper.</p>
Indicative Content	<p>This module provides an historical and contextual examination of the origins of Psychology as a discipline through the production of its subject as a knowable individual. Challenging the wisdom of attempting to understand individual behaviour outside of a social, cultural, political and moral framework, the module examines the development of a vocabulary of individual differences - intelligence, personality, sex, 'race' and culture - critically questioning the conceptualisation of relations of similarity and difference between people. These issues will be explored in relation to techniques that 'materialise the mind' and construct notions of normality / abnormality (eg IQ testing, psychometric measures, developmental scales, personality assessments and the normal distribution curve). Some historical and cultural explanations advanced to conceptualise and account for 'difference' (physiological, biological, neo-Darwinist, social learning, humanist, psychoanalytic, social constructionist) will be explored in varying contexts of their use (schools, prisons, work places and clinics) in relation to application, practice and policy and to issues of inequality, individual</p>

	rights and justice. Critiques of the traditional methods in Psychology used to understand these issues will be explored, and the relevance of some paradigms (eg Reductionism, functionalism) will be discussed.
Learning Strategies	<p>Contact Hours: 20 2 hour lectures 1 hour seminars including tutor-led preparation for assessment</p> <p>Independent Study Hours: 130 Preparation of readings for seminars - 45 hours Group preparation for presentation - 20 hours Guided Reading - 35 hours Exam Preparation - 30 hours</p> <p>Lectures will provide a general introduction to the theories, methods and broader issues around conceptualisations of difference. Seminars will enable more detailed and in-depth discussion of specific readings relating to historical analyses of difference and debates about issues of application, practice and policy. Students will be expected to prepare work in advance, present key papers and lead discussions. The reason for this is that we will place an emphasis on the conceptual grasp and critical discussion of key issues Group work will enable students to develop their communication skills in both presenting and discussing material and bring to bear their own examples and ideas to discussion of wide ranging issues. These could include anger management/ assertiveness training, ethnic monitoring, sexual harassment in the workplace, multi-cultural education, the DSM and defining mental health, underachievement in schools.</p>
Special Admissions Requirements	Be registered on any Psychology Award
Texts	<p>Danziger, K. 1997 Naming the Mind: How Psychology Found its Language, London, Sage.</p> <p>Owusu Bempah, K. and Howitt, D. 2000 Psychology Beyond Western Perspectives, Leicester, BPS books.</p> <p>Richards, G. 1996 Putting Psychology in its Place, London, Routledge.</p> <p>Rose, N. 1998 Inventing Ourselves: Psychology, Power and Personhood Cambridge, University Press.</p>

Learning Outcome

1. SHOW AN UNDERSTANDING OF CHANGING HISTORICAL 'TREATMENTS' OF DIFFERENCE.	Knowledge & Understanding
	Learning
2. IDENTIFY SIMILARITIES AND DIFFERENCES IN THE APPROACHES ADOPTED BY PSYCHOLOGISTS IN CONCEPTUALISING AND EXPLAINING DIFFERENCE.	Analysis
	Knowledge & Understanding
3. APPRECIATE AND COMMUNICATE THE RELATIONSHIP BETWEEN DIFFERENT EXPLANATIONS OF DIFFERENCE AND SOCIAL INTERVENTIONS, PRACTICE AND POLICY.	Application
	Communication
4. APPRECIATE DIFFERENT ARGUMENTS REGARDING THE ROLE OF THE PSYCHOLOGIST IN DEALING WITH DIFFERENCE.	Analysis
5. TAKE PERSONAL RESPONSIBILITY FOR LEARNING IN A GROUP	Reflection

Code: SHS85300-3

Version: 3

Approval Status: Valid Current

Title: PSYCHOLOGY PROJECT

Section: Science

Field: SCS-PS

Level: 3

Contact	E-mail Address	VLE
ANJA RUTTEN	A.H.RUTTEN@STAFFS.AC.UK	Blackboard Internet

Pattern Of Delivery

Credits	Contact Hours	Independent Study Hours	Total Learning Hours	Description of Pattern of Delivery
30	9	291	300	Pattern 1, study 50% in period 1 Pattern 1, study 50% in period 2

Site
STOKE

Registration Conditions	Module Version Condition Text
PRE-REQUISITES	SHS85203-2 and SHS85201-2

Module Details

Assessment Details	<p>A PORTFOLIO weighted at 100%.</p> <p>Summative assessment a portfolio of work, to be assessed as a whole, comprising:</p> <ol style="list-style-type: none"> 1. A completed supervision log, providing evidence of structured and planned use of supervisory meetings and sensible time management. 2. A completed ethics form, incorporating a research-plan providing evidence of research-planning and attention to ethics-related issues. 3. A statement from your supervisor confirming that you have provided evidence of data-collection. 4. A report (max length 7000 or, for qualitative projects, 8000 words) detailing rationale, methods, findings & conclusions of the research. <p>Assessment criteria for 4 will require that it shows evidence of all of the listed learning outcomes. Evidence from 1, 2, & 3 is necessary to demonstrate the validity of the report.</p> <p>Formative learning Supervisors will offer feedback on one draft version of the final project.</p>
Indicative Content	This module provides students with the opportunity to conduct, under supervision, independent psychological research in one of a broad range of areas.
Learning Strategies	The Psychology Project is an opportunity for students to apply understanding of psychological theory and research methods in answering specific research questions of their own choosing. During the course of the module you will need to develop a detailed understanding of current psychological theory and research findings in one, narrowly focussed area. You will also need to develop and refine your research skills. These will include skills in literature searching, in research design and planning, in data collection, in data analysis, and in research-reporting. How you go about developing your understanding of the psychology of your research topic, and how you develop your research skills, is very much up to you ?

	<p>you will be responsible for planning and timetabling your own learning. Your learning will be supported in three ways. First we impose a fairly minimal timetable setting out dates by which provisional research proposals and detailed research plans must be presented. Second, a member of staff will supervise your project, and will be available to provide advice on all aspects of its completion. Although your supervisor may suggest timetabling constraints in addition to those imposed by the department, their principle role is as a source of advice. How you make use of this resource is largely up to you. Third, your learning is supported by the library and electronic infrastructure with which you will already be familiar.</p> <p>Dissertation projects can take a variety of forms, and so it is difficult to estimate how much time will be spent on different activities. However, as a very rough guide, your time is likely to be divided as follows:</p> <p>Contact Hours: Introductory lectures ? 2 hours, discussing possible projects with potential supervisors- 1 hour, One-to-one supervisory sessions ? 6 hours (approximately 30 minutes every two weeks for 24 weeks).</p> <p>Independent Study: Identifying, reading and understanding relevant literature ? 60 hours, research planning and preparation ? 40 hours, data collection ? 50 hours, data processing and analysis ? 81 hours, report planning and writing ? 60 hours.</p>
Resources	<ul style="list-style-type: none"> * Online citation indices and other bibliographic databases * Peer reviewed journal and other relevant scholarly publications in your chosen area of investigation * Appropriate software and hardware for conducting your research * Appropriate software to support data analysis
Special Admissions Requirements	Be registered on any Psychology Award
Texts	There are no specific texts identified as essential reading for this module.

Learning Outcome

DETAILED AND CRITICAL UNDERSTANDING OF LITERATURE IN ONE, FOCUSED AREA OF PSYCHOLOGICAL INVESTIGATION	Knowledge & Understanding
A SUBTLE AND SOPHISTICATED UNDERSTANDING OF METHODS-RELATED ISSUES ASSOCIATED WITH A SPECIFIC AREA OF PSYCHOLOGICAL RESEARCH	Enquiry
	Knowledge & Understanding
ABILITY TO CONDUCT EMPIRICAL PSYCHOLOGICAL RESEARCH INDEPENDENTLY, UNDER SUPERVISION.	Enquiry
A COMPREHENSIVE UNDERSTANDING OF ETHICAL ISSUES AND ASSOCIATED PRECAUTIONS RELATED TO YOUR CHOSEN AREA OF INVESTIGATION.	Enquiry
	Knowledge & Understanding
ABILITY TO CONDUCT A FOCUSED SEARCH OF PUBLISHED PSYCHOLOGICAL LITERATURE TO IDENTIFY EXISTING THEORY AND FINDINGS AND UNANSWERED RESEARCH QUESTIONS.	Enquiry

A FUNCTIONAL UNDERSTANDING OF METHODS FOR DATA ANALYSIS APPROPRIATE TO YOUR CHOSEN RESEARCH QUESTION AND DESIGN	Analysis
ABILITY TO PRESENT A CLEAR WRITTEN ACCOUNT OF THE RATIONALE, METHODS, FINDINGS AND CONCLUSIONS OF A PSYCHOLOGICAL RESEARCH STUDY WHICH YOU HAVE DESIGNED AND CONDUCTED YOURSELF.	Communication
ABILITY TO IDENTIFY AND EVALUATE APPROPRIATE EMPIRICAL METHODS FOR ANSWERING A NON-TRIVIAL PSYCHOLOGICAL RESEARCH QUESTION.	Problem Solving
ABILITY TO WORK INDEPENDENTLY AND SHOW PERSONAL RESPONSIBILITY IN ACHIEVING LEARNING GOALS	Reflection

APPENDIX 3

A copy of the extenuating circumstances form can be downloaded from:
http://www.staffs.ac.uk/images/extenuating_cir_tcm68-15855.pdf

SUBMISSION OF WRITTEN ASSIGNMENTS: GUIDANCE FOR PSYCHOLOGY STUDENTS

Attempting ALL Assessments

It is important that you attempt ALL assessments for all your modules. You should ensure that the appropriate coursework is submitted on time and required timed assessments (including exams, class-tests, presentations, vivas) are attended. The University has changed its regulations to minimise the number of students who do not complete modules. Now, **your right to a second (referral) attempt at a failed assessment(s) will be conditional on whether you have or have not made a first attempt (unless a successful claim for extenuating circumstances has been made) at the assessment(s).** What does that mean? It means that in most cases, unless a successful claim for extenuation is made, students who have not attempted assessments will not be allowed a referral for the module, will therefore fail the module and if a core module, fail the award! **Attempting all assessments is therefore ESSENTIAL.**

This reinforces the fact that it is always better **to submit a half-finished assignment rather than not to submit anything, or to attempt an examination you are not confident about rather than not to attend.** You may gain sufficient marks to pass the module or at least to allow the possibility for compensation between modules (if allowed by your award).

If there are **extenuating circumstances** that prevent you from submitting / attending assessments then **ensure you gather evidence to support an extenuating claim.** Again, submitting a draft assignment by the required deadline is better than nothing and if the extenuation claim is successful a further assessment opportunity can always be offered. If you are unable to attend a timed-assessment due to an extenuating circumstance you should also **inform the Faculty at the earliest opportunity** and then make an extenuation claim.

To help us handle and mark your work as quickly as possible it would be a great help to us if you could adopt the guidelines stated below (unless you have been given alternative specific instructions for particular modules). Please could we particularly draw your attention to the important points 6, 7 and 8 stated below, as failure to meet these requirements will affect your mark.

1. Please submit one copy of all your assignments. Please type your work in 12 point font using either 1½ or double spacing (this gives us more space to write comments on your work). Pages should be numbered (in case they become loose). Hand-written assignments are not acceptable.
2. Please staple your pages together in the top left-hand corner. Please don't use paperclips- they aren't secure enough.
3. On the front sheet of your assignment, please include the following:
 - your student number
 - the title of your assignment
 - the module for which it is being submitted
 - your module/seminar tutor's name
 - the word count [everything excluding tables, figures (and table/figure captions) appendices and references]
4. To ensure that our policy of blind marking can be successfully carried out, please do not include your name. Your student number should appear on all other pages in your assignment, but this can be handwritten on if necessary.
5. Please do not use any ring binders, files or plastic folders. They make accessing your work time-consuming for staff, and could slow down the marking process. You may use one clear plastic sleeve for each of the two copies of work you submit. Any other folders will be removed and may not be returned! The only exception to this is where your work does not fit into a plastic sleeve (e.g. portfolios), and in these cases your work should be submitted in a card folder or suitable equivalent.

6. Word limits must not be exceeded, and assignments claiming an inaccurate word count will be failed. This is important to ensure parity between students.
7. Assignments which do not state the word count will not be marked. We need to be able to check that you have met the assessment requirements, and this includes staying within the word limit.
8. To ensure fairness for everyone, work handed in late without upheld claims for extenuating circumstances will be awarded a zero.
9. WHEN YOUR WORK IS RETURNED TO YOU, PLEASE KEEP IT VERY SAFE AS YOU MAY BE ASKED TO PRODUCE IT AGAIN (for example, if external examiners want to see it).

Project timetable and to-do list

Copies of the general project handbook, as well as of the forms mentioned below, can be found on Blackboard. Note that the dates referred to on the webpages and in the general handbook are applicable only to undergraduates. The dates and deadlines applying to Graduate Diploma students are shown below.

26.09.11 – 16.01.12 *Informal (no commitment) discussions with potential supervisors.*

During this period you should think about the research questions you would like to address in your project, and explore how these tie in with the kinds of projects that staff would like to supervise. A list of staff interests is available in the full project handbook.

16.01.12 – 23.01.12 *Sign up with a supervisor*

1. Download the supervision request form from the project web pages on Blackboard (the best option) or get a paper copy from Anja Rutten (S222).
2. Complete the form, which requires a clear and concise 200 word summary of the kinds of research questions that you would like to address.
3. Take this to your chosen supervisor who will, if they like your ideas and still have space, sign it.
4. Return the form to Anja Rutten. You will not be registered with your chosen supervisor until the form is returned to them. If your first-choice supervisor does not have space then you need to keep trying with other supervisors until someone will take you. This is likely, of course, to involve modifying your ideas to fit the interests of other supervisors. There is more advice about choosing a topic and supervisor in the full project handbook.

By 01.02.12 *Initial meeting with your supervisor*

Meet with your supervisor to discuss work completed so and future plans. Although dates for subsequent meeting will vary, it is essential that this first meeting occurs in the first three weeks of the second term.

01.02.11 – 06.08.12 *Complete your project*

During this period you should meet regularly with your project supervisor.

At these meetings you should set targets and a date for your next meeting. These should be written down on your project progress log, which should be signed by your supervisor. There is a form for this log at the end of the project handbook.

Well in advance of starting to collect data:

Negotiate access and police clearance (where necessary).

If you want to collect data in a school or some other organisation then you need to negotiate access (talk to head teachers and so forth). If you plan to work with children or NHS patients then schools may require that you have a Criminal Records Bureau check. Your supervisor will help you with sorting this out, but the process can take a long time.

Immediately prior to starting research:

Complete an ethics form and get it approved. Before starting to collect your data, but after you have finalised the exact details of your procedure, you must complete an ethics form (which also deals with issues to do with providing evidence of data collection and with risk assessment). This form, and the necessary information for completing it, can be found on the project web pages..

After you have collected your data

Provide evidence of data collection. After you have collected your data, but before you hand in your project, you need to provide your supervisor with evidence of data collection. You will have negotiated exactly what form this should take with your supervisor already (there is a section in the ethics form that deals with this). When you do this you also need to bring along your ethics form and get your supervisor to sign the relevant section.

Several weeks before the hand-in deadline

Let your supervisor have sections or a full draft of your project (optional. The department has a policy that staff will read through and comment on one complete draft of your project (but no more). To take advantage of this you will need to give your supervisor a full draft (or sections) of your thesis well in advance of the deadline.

06.08.12 Deadline

Hand in to the school office two bound copies of your project, including necessary appendices. Bound in with one of these must be:

Your ethics form, including necessary signatures (for clearing the ethics form and to indicate that you have shown your supervisor evidence of data collection)

Your project progress log, again with necessary signatures to indicate that you have attended meetings and set targets.