

Staffordshire University

**BSc (Honours)
Psychology &
Life Challenges
Award**

**Student Handbook
2011-2012**

**Welcome to Psychology & Life Challenges
at Staffordshire University**

This handbook should provide you with much of the information you need about your degree at Staffordshire University. **You will need to read it carefully at the start of your studies**, and keep it safe to refer to.

In addition to this handbook, the University Web site (www.staffs.ac.uk) has a great deal of relevant information for you. From here you can access some useful information about University policies and regulations, learning materials, and useful links to a range of services in the University. Some specific web links will be given throughout the handbook for you to access further information.

CONTENTS

		PAGE NO
SECTION 1	INTRODUCTION TO THE PSYCHOLOGY FIELD	5
1.1	Where does Psychology fit into the University?	
1.2	The Faculty of Sciences	
1.3	How is the Psychology team organised?	
1.4	Personal Tutors	
1.5	Members of Staff	
1.6	How do I keep in touch with staff and fellow students?	
1.7	What happens when I first start my degree	
1.8	Coping with your first few weeks at Staffordshire – a Survivor’s Guide	
SECTION 2	THE UNDERGRADUATE MODULAR FRAMEWORK	15
2.1	The Undergraduate Modular Framework	
2.2	Attempting all assessments	
2.2.1	What happens if I don’t pass all my modules in each level?	
2.3	What if I don’t get 90 credits?	
2.4	Taking a break from study	
2.5	What if I want to transfer to another course?	
2.6	What if I want to transfer to another University?	
2.7	Why do different types of module exist?	
2.8	Keeping module records	
2.9	Accreditation of Prior Learning Scheme	
SECTION 3	PSYCHOLOGY AWARDS	21
3.1	The Philosophy behind our Awards	
3.2	Graduate Basis for Registration in Psychology	
3.3	What does the Psychology & Life Challenges award aim to achieve?	
3.4	What could I achieve through studying for a Psychology award?	
3.5	Learning outcomes by Level	
3.6	Our commitment to you	
3.7	Your commitment to us	
3.8	Staffordshire University student regulations on attendance and behaviour	
3.9	How many hours per week should I expect to spend in class?	
3.10	Independent study	
3.11	How are the classes organised into a timetable?	
3.12	What modules will I have to take?	
3.13	Summary of some important points and information to note	
SECTION 4	ASSESSMENT ON PSYCHOLOGY AWARDS	35
4.1	Learning and Assessment Strategies	
4.2	General Psychology Assessment Criteria	
4.3	Anonymous Marking	
4.4	Moderation of Marks	
4.5	Submission of Assignments	
4.6	Referencing Policy	
4.7	Academic Misconduct	
4.8	Extenuating Circumstances	
4.9	When will I know my results?	
4.10	How can I improve my performance?	
4.11	What University committees are involved in making decisions about my academic progress and performance?	

	PAGE NO	
SECTION 4	ASSESSMENT ON PSYCHOLOGY AWARDS (continued:)	
4.12	What happens if I fail an examination or piece of assessed coursework?	
SECTION 5	STUDENT SUPPORT SERVICES (Related to your degree)	44
5.1	Information Services	
5.2	Additional Learning Resources	
5.3	The Psychology Society and Psychology Seminars	
5.4	What other learning facilities might I use in the future?	
5.5	How can I make my views on the course heard?	
5.6	The Psychology department on Twitter	
SECTION 6	OTHER STUDENT SUPPORT SERVICES	47
6.1	General support services	
6.2	Arrangements and support for students with special needs	
6.3	Other support services run by the Student Union	
SECTION 7	USING YOUR DEGREE	52
7.1	Employability	
7.2	Personal Development Planning	
7.3	Work Experience, Volunteering and Projects	
7.4	Developing your Transferable and Professional Skills	
7.5	Career Planning and Management Skills	
7.6	Enterprise and Entrepreneurship	
APPENDIX		
1	Larger font: Award aims, learning outcomes and structure	55
2	Guide for submission of assignments	70
3	Working with display screen equipment	72
4	Campus maps	73

SECTION 1: INTRODUCTION TO PSYCHOLOGY & LIFE CHALLENGES

At Staffordshire University there are two main University campuses at Stoke and Stafford. The Psychology and Mental Health programme area (Psychology for short), in which your degree is based, is based at Stoke. The Stoke site of the University is currently the largest site, and caters for approximately 11,000 students.

1.1. Where does Psychology fit into the University?

The University is split into six Faculties and Schools:

- Business School
- Law School
- Faculty of Computing, Engineering and Technology
- Faculty of Health
- Faculty of Sciences
- Faculty of Arts, Media and Design

Psychology is located within the Faculty of Sciences. All of your classes will be taught in Stoke. However, if you do wish to go to the Stafford site for any reason (there is another Student Union there, and other sports facilities) there is a public bus service, the X1, run by Baker's Buses, which travels between the Stoke site and the Stafford site operating from Monday to Saturday. Please see the following websites for further information and timetables about this service:

http://www.staffs.ac.uk/facilities_management/campus_services/intersite_bus/
<http://www.bakerbus.co.uk/timetable/service.php?svcno=X1>

Psychology is located on the second and fifth floor of the Mellor Building, on the College Road campus in Stoke-on-Trent.

1.2. The Faculty of Sciences

Sciences is your 'home' Faculty, and Psychology is administratively responsible for you. This means that the majority of your contact for administrative purposes will be with the Sciences Office (on the ground floor of the Mellor building).

1.3. Who will I be in contact with?

1.3.1. Administration

The members of academic staff who have specific responsibility for managing various aspects of your degree are all based in Psychology, and are as follows:

Head of Psychology: Judy David

Psychology Undergraduate Awards Leader and Award leader for the Psychology and Life Challenges degree: Emily Buckley

Emily is the person who has overall responsibility for the management of your degree.

There are some other members of staff who you may need to contact from time to time:

Level 4 Tutors: Mel Hall & Jade Elliott.

Level 5 Tutors: Ceri Parsons & Emily Buckley.

Level 6 Tutors: Cressida Minister & Mark Forshaw.

The Level Tutors' role includes: organising your enrolment and induction at the beginning of each level; module registration and timetabling; giving advice and dealing with queries about

changing modules; organising and attending staff-student liaison meetings (see section 5.5 (iii)).

Level 6 Project Coordinator: Anja Rutten

At Level 6, you will carry out a research project under the supervision of an individual member of staff. The project coordinator is responsible for arranging the allocation of students to individual supervisors, and for monitoring the progress of the projects.

For administrative purposes, you may need to see people in the Sciences office, on the ground floor of the Mellor building, located in the main foyer.

1.3.2. Learning and Teaching

The members of the Psychology Department whom you may meet regularly are listed in section 1.5, as they are also your personal tutors. **Your personal tutor is the most important person for you to keep in regular touch with.**

1.4. Personal tutors

During Welcome Week, once you have enrolled on the modules you wish to take (on the Tuesday afternoon of Welcome Week), you will be allocated your **personal tutor**. Your personal tutor should be your first point of contact at all times if you have any difficulties or questions. You will meet your personal tutor on the Thursday morning of Welcome Week (between 11am and 12pm). This meeting will take place in your personal tutor's office, and information about where you will need to attend this meeting will be put on the Level 4 notice board, along the Psychology corridor in the Mellor Building, on the Wednesday morning of Welcome Week.

Your personal tutor from Level 4 will continue as your personal tutor in Level 5 unless you request a change (through the Level 5 tutors – see previous). At Level 6, the member of staff allocated as the supervisor of your final year project will take over as your personal tutor. Personal tutors also offer academic guidance and it is a good idea to discuss module choices and assignment grades with them, especially if you are not getting the grades you want.

The Psychology awards have a structured personal tutorial programme in each level. This means you will be required to have regular meetings with your personal tutor (at Level 5 and 3, you will have approximately two meetings per semester). At Level 4, the personal tutorial meetings are linked to the general teaching programme throughout your first year. This means that you will meet your personal tutor most weeks and some of these weeks will be specifically to enable your personal development. Part of your assessment in at Level 4 will be the completion of a Personal Development Workbook, and you will receive guidance about how to complete this workbook during your tutorials with your personal tutor in Level 4. Outside of these sessions, you will be able to arrange a meeting with your personal tutor by signing up for an appointment slot on the notice board outside their office, to go over any queries or questions you may have, for instance, perhaps, just after you receive your marked assignments or class test results..

It is important that you feel comfortable with your personal tutor, since their role is an important one. Your personal tutor is responsible for offering information and advice on your degree structure and module choices, but is also there to help if you have any problems of a more personal nature. If you want to know more about your role as a tutee, or your tutor's role as a personal tutor, have a look at the website:

<http://www.staffs.ac.uk/personaltutoring>

You should note that, if for some reason you are not comfortable with your tutor, you can ask your Level Tutors for a change of personal tutor.

All members of staff will be keen to help you in times of trouble, and it may be that their help alone will be sufficient. Often, however, your personal tutor may refer you to a source of more

expert advice, including for example, the Student Counselling service, for problems of a personal nature, and the Student Union Advice Centre for, among other things, financial or housing problems. Section 6 of this handbook, Student Support, provides you with more details of some of these services.

The Faculty of Sciences also has a Student Guidance Advisor (SGA) who may contact you if your personal tutor notifies her that you have not met for a while, and she may want to discuss any possible ways in which we can help with any attendance problems. Alternatively, if you want to discuss any issue with the SGA rather than with your personal tutor you can contact her, Jean Simpson, on (01782) 294 691 or by e-mail on: j.simpson@staffs.ac.uk

Your relationship with your personal tutor is a two-way one, involving a commitment from you as well as from the tutor. You will be expected, in particular, to make the following commitments:-

- Respecting office hours.
- Responding to communications from your personal tutor – for example, requests for information to support reference writing.
- Participating actively in group sessions.
- Understanding that the role and time of the personal tutor has its boundaries and that tutors will need to make a judgement about the reasonable use of their time for any single individual.
- Keeping the personal tutor fully informed regarding personal information.

One of the permanent members of staff listed in section 1.5 will be your personal tutor. These will also be the people whom you have contact with in your classes.

N.B.: Personal tutors will keep a record of all their meetings with you. Although these will not record confidential information, they will include an indication of the general areas that have been discussed, and a record of your attendance at tutorials. If you have not been seeing your personal tutor regularly, they may not be able to sign student loan forms or give you a reference (as they will not really know you or be able to certify that you have been attending regularly).

1.4.1. Personal tutorials

Over and above their pastoral and administrative roles, your personal tutors will also play an important role in your learning. At Level 4, individual and group tutorials will be included in two of the core modules (Exploring Psychology 1 and 2). These are designed to:

- provide you with supervision of some of the independent learning components of these modules
- help you evaluate and further develop your key learning skills
- begin the process of Personal Development Planning

At Levels 5 and 6, further Personal Development Planning, in which you review and develop your personal, academic and career goals, will be a central component of your personal tutorials. Our aim in doing this is to provide a structured and supportive context in which you can reflect upon your own learning, performance and achievement and plan for your personal, educational and career development. See sections 4.1 and 7.2 for more details on Personal Development Planning and its role in your learning.

1.4.2. References

Many students apply for part-time or holiday jobs and most students will be making plans for their future career during their final year at University. This often means that formal applications for jobs/courses need to be made. It is usual for potential employers to request a reference from an academic member of staff who knows you on a professional and personal level. Unless you have a good reason why this should not be the case, you should approach your personal tutor and ask them to be your referee.

It is, however, very important (and common courtesy) to approach your tutor and ask them if they are prepared to provide a reference for you before you write their name on an application form. You should provide your referee with a copy of your current C.V. and a description of the job or course you are applying for.

1.5. Members of staff

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.

Julie Hulme Room: **S231, Mellor;** e-mail: j.a.hulme@staffs.ac.uk

Role(s): Course Director for the MSc Teaching Psychology. **Teaching:** *Exploring Psychology 1 & 2* and *Comparative Bases of Behaviour* at Level 4; *Biological Bases of Behaviour* (module leader) at Level 5; *Evolutionary Psychology* and *Final Year Project supervisor* at Level 6. **Research interests:** Cognitive neuropsychology with special interests in the effects of drugs on human cognition. Teaching and learning in Higher Education. Self-efficacy and other issues in adult basic skills learners.

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:** *Social Psychology: Theory and Method* (module leader) 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* 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.

The following people are members of the Psychology technicians/computer support team:

Kathryn Booth Room: S212a, Mellor; e-mail: k.l.booth@staffs.ac.uk
Paul Gallimore Room: S212a, Mellor; e-mail: p.j.gallimore@staffs.ac.uk
Terry Harvey Room: S212a, Mellor; e-mail: t.harvey@staffs.ac.uk

The following people make up the Psychology awards administration team:

Cynthia Adam e-mail: c.adam@staffs.ac.uk
Karen Simpson e-mail: k.simpson@staffs.ac.uk
Anne-Marie Thorley-Walchester e-mail: a.thorley-walchester@staffs.ac.uk

The student guidance advisor for the Faculty of Sciences is:

Jean Simpson e-mail: j.simpson@staffs.ac.uk

1.6. How do I keep in touch with staff and fellow students?

Communication between staff (academic and administrative) and students takes place in five ways:-

1. **E-mail.** All students will be given an e-mail address. All staff 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 address of academic and administrative staff.

The University also makes it possible for members of staff to e-mail all the students on a particular module and all students on particular awards. We are making increasing use of these facilities to communicate important information to you. So it is very important that you regularly check your e-mail account.

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 Psychology staff 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 urgent, please try to book into the times they indicate as available on these notice boards.

4. **Psychology Noticeboards.** For Psychology, these are on the second floor of the Mellor Building. Separate notice boards exist for Level 4, 5 and 6 students and also for general information and for book sales etc. Make sure that you check all of these on a regular basis for information and news. These will be a very important source of information in the first few weeks of your time at the University; please be sure to check them at least once daily.

5. **Sciences Noticeboards.** Sciences, which is responsible in administrative terms for you, has noticeboards near the Sciences Administrative Offices, which are located on the ground floor of the Mellor Building. Check these regularly too.

For keeping in touch with your fellow students you can use the pigeon holes, or e-mail.

1.7. What happens when I first start my degree?

During Welcome Week, you will begin to meet the staff who will be helping you learn over your years here. Welcome Week may seem very chaotic and exhausting to you, and this is partly because you will be given a lot of information about the modular course structures and systems at the University.

On your first day here, you will meet the Level 4 tutor, and during the introductory talk they will help you understand the structures of your course and the choices you must make.

Information about the University's modular framework and how this relates to your degree is detailed in the next two sections, and the more you can read and understand about these now, the easier Welcome Week will be.

You will also enrol with the University (through e-enrolment), with Psychology and with the student union. You will meet lots of new people, and may have to wait in some queues - comfortable shoes are essential! A few tips for surviving Welcome Week are listed on the next page.

1.8. Coping with your first few weeks at Staffordshire

1. Don't panic - everyone else may be as confused as you are. Learn to love your temporary disorientation! In a few weeks, you'll have worked things out. Humour will help!
2. Talk to second or third year students if you can. They can tell you what is going on, and give some perspective to things. There should also be some special helpers (known as 'student mentors') around during Welcome Week identifiable by eye-catching t-shirts. They will be only too pleased to help and advise you during your first week. Mentors have been specially trained and certificated to provide you with help by the Student Union.
3. Make and stay in contact with your **Level Tutors** and your **personal tutor** who you can turn to for support and guidance during the year.
4. **Make sure** you know where the **Sciences Office** is. This is an important source of information, especially the Sciences notice board. Make sure you know where the **Psychology notice boards** are (second floor, Mellor Building) and check them every day. Make sure you know where your **pigeon hole for post** is, and check this regularly.
5. Keep to the schedule for completing your Module Registration Form (see section 0) and make sure that it gets back to the Sciences Office when you've filled it in.
6. Make sure that your timetable works - that you don't have any clashes. Make sure that module tutors are aware of any personal circumstances which affect your ability to attend at particular times when your timetable is being worked out.
7. Attend all classes regularly and punctually.
8. Let your personal tutor know about any personal circumstances which are affecting your attendance or ability to complete coursework.
9. Get to know your way around the libraries. Go to your introductory tour which is scheduled for Welcome Week. You will be given details of the time of this by your enrolment tutor.
10. Start to plan a routine of independent study time for the week, and log in all coursework deadlines so that you complete work on time.
11. Treat every class you attend, assignment you undertake and book you read as equally important for your personal and academic development.
12. And last but by no means least, leave yourself plenty of time to have a good time: But you can only do this if you get your academic work and study organised properly.
12. Finally don't worry! Things may seem strange and hectic for a while, but soon you will settle into the University lifestyle, and we hope, begin to really enjoy yourself!

SECTION 2: THE UNDERGRADUATE MODULAR FRAMEWORK

2.1 The 'Undergraduate Modular Framework' (UMF)

This refers to the general principles which govern the structure of your degree (and in fact all Awards) at Staffordshire University.

2.1.1 Module Registration and UMF Glossary of Terms

Before we go any further it will be useful to say something about your first point of contact with the UMF (module registration), and the terminology of the system. The latter is specialised, and though you don't need to remember the fine detail, you will need to have a source of reference in order to clear up any difficulties and misunderstandings.

2.1.1.1 Registration

Module registration is where, for the first time in Welcome Week, you will choose, and register for the courses (modules) you are to study. Registration for Level 4 will take place during Welcome Week (week commencing Monday 19th September, 2011). Module registration for Level 5 will take place towards the end of the second semester in Level 4, and registration for Level 6 will take place towards the end of the second semester in Level 5.

The function of the registration process is to enrol you on the modules which comprise your Award. The form which you use to do this is the '**Module Registration Form**'. In practical terms, this means that on the Tuesday of Welcome Week, you will be asked to take your form to an allocated place and time (we will let you know where on the Monday of Welcome Week) and ask staff to sign you on to your chosen modules. For the more popular modules, this can take some time; please be patient if you have to queue. When academic staff sign you on to each of the modules that you have entered on the form they will also check that you have done this correctly, i.e. that you have selected the correct core and option modules for your particular award (see section 3.11). Concurrently, staff will help to timetable you into seminar groups and classes for each module.

The module registration form is the basis of your academic record in the University, and care needs to be taken to ensure that it is properly completed. Use the information supplied to do this carefully, so that when you present it to the member of staff who is signing and checking the forms it is clear, clean and accurate. It is your responsibility to make sure that your choice of modules matches the award structure for your award at each and every level, so make sure that you check with a member of staff (ideally your personal tutor) if you are in any doubt.

Before the process of module registration we will make sure that you have all the information that you require to complete your registration form properly, and will give you plenty of notice as to when and where registration takes place. It is likely you will be given the following materials:

- **A module registration form**
- **Award information** (i.e., this handbook which details the core and option modules relating to your degree).
- **Timetable information** (to help you choose seminar groups and avoid timetable clashes).

You may also want to have a look through

- **General option group module listings** (i.e., a list posted on the University web site (www.staffs.ac.uk) of the modules available as 'free choices' throughout the University).

2.1.1.2 Glossary of Terms

The main terms which you will come across and their technical meanings are given on the next page:-

Teaching block: the academic year is divided into two teaching blocks, each of which consists of 12 teaching weeks. The two blocks are separated by the Christmas break. In each block, you will normally study 4 modules, or their equivalent.

The dates for each semester are as follows:

Welcome Week: Week commencing Monday 19th September

Semester 1: Week commencing Monday 26th September – Friday 16th December, 2011

Semester 2: Week commencing Monday 16th January – Friday 27th April, 2012

Easter holiday (3 weeks: Monday 26th March – Friday 13th April, 2012)

Revision week (1 week: Monday 30th April – 4th May, 2012)

There are also 2 assessment periods:

Assessment period 1: Week commencing Monday 9th January, 2012 (1 week)

Assessment period 2: Week commencing Monday 7th May – 25th May, 2012 (3 weeks)

For the academic calendar in full, please see

http://www.staffs.ac.uk/assets/Academic%20Calendar2011-2012_tcm44-34566.xlsx

[Leave the request for a password blank, and click on 'OK']

Module: the standard unit of study, worth fifteen CATS (Credit Accumulation and Transfer Scheme) points. It will normally be a continuous period of learning throughout a single teaching block. Some modules may be multiples of this standard size (the psychology project that you will do in Level 6 is a 30 credit module, for example). The total learning time for a standard 15 credit module is 150 hours (lectures, classes, seminars, tutorials, independent study and assessment).

Level: Your degree will consist of 3 years of full-time undergraduate study (Levels 4, 5 and 6) and it is expected that there will be progression between levels in terms of challenge. Modules will normally be available at one Level only. To achieve an Honours degree, a student will therefore be required successfully to complete the equivalent of 24 standard modules at appropriate Levels, and earn 360 CATS points (credits).

Programme of Study: the overall choice of modules made by any student.

Route: the specified core and option modules which define a named award.

Core Modules: those which must be studied in order to gain a particular named award.

Specific Option Modules: those which must be studied in conjunction with core modules and which a student selects from within a prescribed set for a particular named award - i.e. limited choice modules.

General Option Modules: After you have satisfied the core and specific option requirements of your award, you may have enough 'spare' credits to choose some general option modules. These can be chosen from the total set offered by the University, or you can choose to take any 'untaken' modules from specific option lists if you wish to do so. What you do is entirely up to you, provided your choices fit in with your timetable, and you satisfy any specific module prerequisites. Always feel free to discuss your choices with your personal tutor if you want some advice on putting together a coherent package.

Area: a combination of subject areas comprising the modules on a named award.

Award: the Awards available within the UMF are Certificate of Higher Education (120 credits); Diploma of Higher Education (240 credits); Unclassified Degree; Degree with Honours (360 credits)

Named Award: an award identified by a specific set of core and option modules, e.g. BSc Psychology.

Pre-requisite: any module in which a student must have achieved at least a grade point 4 before enrolling on a subsequent module.

Co-requisite: any module whose study is deemed to require simultaneous study of another module.

Prohibited Combinations: modules which may not be studied consecutively or simultaneously because of similarity of content.

Special Admissions Requirements: where prior study of, for example, module A is deemed necessary before registering for module B. Essentially, a weaker version of the pre-requisite, where 'study' rather than 'successful completion' of A is the issue. Although these terms may at times seem confusing, they are used with such profusion within the University that it will not take long for you to become familiar with them. Don't be put off, because you do need to know enough about the framework to understand how it affects the structure of your degree. By understanding the principles below you will always be able to check if your own programme of study is the one you need to qualify for your chosen degree, (in other words, for a particular award)

The most important principles for you to remember are listed in the table below:

Summary	
(i)	Your award consists of a series of modules, which are taught in each teaching block (12 teaching weeks, plus assessment weeks) at each level.
(ii)	You MUST let your class tutor know if you are unable to attend any classes. Staff members monitor attendance, and have the right to withdraw anyone from the course if their attendance is not regular.
(iii)	Each module that you take is worth, once you have passed it, 15 or 30 CATS points. You get the points as long as you pass the module at grade point 4 or above (you don't get any more points for getting a better mark, but as your degree progresses, the marks you actually get influence the classification of your degree - see point viii).
(iv)	It is important to note that you CANNOT pass a module unless every assessed element for that module achieves at least a grade point 2. Some modules have one assessment element, some have more. A good mark in one part of the assessment cannot carry you through the module overall. A grade point 4 must be achieved in the module overall to achieve a pass.
(v)	In each year you will take a mix of modules which in total are (usually) worth 120 CATS points. This could take the form of 8 x 15 credit modules or a combination of 15 and 30 credit modules.
(vi)	To get a degree you must have passed modules to the value of 360 CATS points, consisting of 120 at each level.
(vii)	These credits will come from modules which are either core, specific options or general options .
(viii)	The classification of your degree (1st, 2i, 2ii, 3rd, Pass) depends on the actual marks (or grade points) which you get in each module at Levels 5 and 6.

All these terms are fully discussed on our website (www.staffs.ac.uk). Follow the links to the student information section.

2.2 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 re-enforces the fact that it is always better to **submit a half-finished assignment than not submit anything or attempt an examination you are not confident about than not attend** – you may gain sufficient marks to pass the module or at least 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.

2.2.1 What happens if I don't pass all modules in each Level?

N.B.: Please note that all guidance in these sections apply to Psychology modules and may not apply to other subject areas.

It may not be a disaster. You will normally be given an opportunity to re-sit the failed modules. **BUT!** It must be noted that you are only permitted two attempts in any module, unless extenuating circumstances are applied for and upheld (see Section 3), where an extra attempt may be permitted. You would not be allowed to permanently fail any core module and continue on your award. The undergraduate modular framework requires you to pass 90 credits worth of modules in order to proceed from Level 4 to Level 5. If you have achieved 90 credits or more in your Level 4 modules, you may be allowed to trail modules and re-take them in Level 5. If your failed module is not a compulsory (core) module for the award structure for which you are registered, then you have the option of substituting another module rather than re-sitting the one which you failed (specific option for specific option, general option for general option – there are module exceptions to this, in that core modules CANNOT be replaced, and the failure of a core module has implications for your continuation on the specific award you are on). This can be a useful strategy if you know in your heart that no matter how hard you tried, you simply can't get on with the subject matter of your failed module. Discuss this strategy with your personal tutor if necessary, who will indicate to you what you need to do to make sure that your academic record reflects your decision to 'substitute'.

NOTE: If you do not pass modules which are pre-requisites for other core modules at the next level of your study, you may be prevented from proceeding into that next level of your award, even if everything else has been passed satisfactorily.

It is also vital to note that, should you be in debt to the University (e.g., owing fees etc) at the time of re-sit notification, you will NOT be told of any re-sits that you may need to attend and/or submit. Unsuccessful completion of re-sits may result in a person being

unable to progress with their degree award. If you feel, at any point, that debt may become a problem please do not hesitate to discuss this with your personal tutor. Please also see Section 5 of this award handbook for information on services within the University which can provide advice on this and many other issues.

2.3 What if I don't get 90 credits?

This is more serious. You can't actually proceed until you have met this minimum condition, and passed all pre-requisite modules. Suppose, for example, that at the end of Level 4, even after reassessment opportunities (which normally take place in August) you find that you have only 75 credits. In this case you may be offered retake opportunities at the next assessment point (for instance, if a certain module's initial assessment takes place in May, then you would be asked to take the reassessment opportunity in the May of the following year). But you would not be able to continue as a full time student, instead you would be asked to re-enrol as a part-time student in order to re-sit and pass the necessary amount of modules (be these previously failed core modules, pre-requisites, and/or modules necessary to achieve a total of 120 credits) to proceed.

2.4 What if I decide that I want to take a break from study even if I have enough credits to continue?

What if I decide that I want to take a break from study even if I have enough credits to continue? You probably can. One possibility is intermitting: after discussion with your personal tutor, and subject to approval, you can choose to break your studies with a view to returning after a specified intervening period. Under this option, you remain registered on your award, but postpone taking further modules until a later date. Another possibility is to leave with Intermediate Certification, and still pick up the remaining credits required for your degree at some future date suitable to you. At the end of Level 4, you can choose to leave with a Certificate in Higher Education or at the end of Level 5 with a Diploma, if you have accumulated 120 credits at that level. Under this option, you would have completed an award, but the credits you gained for the award could be used as an entry qualification for a future course that you might decide to take.

2.5 What if I want to transfer to another course?

The Psychology and Life Challenges degree has been designed to give you the maximum flexibility possible as far as award transfers are concerned. Therefore it may be possible for you to transfer onto the single honours Psychology award or the Psychological Studies award, the Health Psychology award, or even an award elsewhere in the University. Whether you can do this or not is always dependent on a number of factors, and the best thing to do is to talk to Emily Buckley (please email Emily on e.j.buckley@staffs.ac.uk to make an appointment) as soon as possible.

2.6 What if I want to transfer to another University?

It could be possible. If you find another University that has a compatible award, and is prepared to accept you, you take your CATS points with you. Most Universities operate modular schemes with CATS rated courses in order to make this kind of mobility easier.

2.7 Why do different types of module exist?

Core modules are usually there because we feel you must study them to earn your specific degree. At other times, professional bodies, like the British Psychological Society, will specify what you must study to earn the recognition of that professional body. Option modules are there to enable you to acquire subject knowledge, and provide you with the opportunity to follow up areas of specialist interest.

General options are there to ensure that your studies can, if you want them to, include contrasting and complementary subjects. They can also provide you with some scope for pursuing individual interests and flexible programmes of study. It may not however be possible for you to have totally free choice about these modules; they are all centrally timetabled within the university, and if one clashes with your core or option modules you may have to choose an alternative.

2.8 Keeping module records

A final piece of advice. You've already picked up that although the Undergraduate Modular Framework allows a fair amount of flexibility, it is also quite complex. And in order to ensure that you get the degree and the Award which you have earned by three years of study, your Faculty must keep accurate records of your, together with hundreds of other students', academic progress. Faculties/Schools rely to a large extent on you to supply them with accurate information on this. So make sure that:-

- (i) The Sciences office has a record of your current address (term-time and home, including postcodes) so that you can always be contacted on matters affecting your academic progress.
- (ii) The modules which you enter on your Module Registration Form meet the requirements of your Award (BSc. (Hons) Psychology & Life Challenges). When you hand in your Module Registration Form to the Sciences office, you will be given a copy; keep it safe.
- (iii) The Faculty has an accurate record of the modules which you are studying. This should reflect any changes in module registration (it may be possible for you to make changes to your choices if you deal with it speedily at the start of a semester; speak to your personal tutor or Level Tutor) which you make during your time at Staffordshire University.

2.9 Accreditation of Prior Learning Scheme

AP(E)L stands for accreditation of prior (experiential) learning. This considers giving credit for previous relevant theoretical learning which normally occurred within the last five years prior to the start date of the Award/Course.

We hope that the following will provide you with information and guidance which will enable you to decide if you wish to pursue an APL/APEL claim.

Policy: http://www.staffs.ac.uk/assets/apel_policy_tcm44-26828.pdf

Student handbook: http://www.staffs.ac.uk/assets/apel_pol_student_hbook_tcm44-26830.pdf

SECTION 3: PSYCHOLOGY AWARDS

3.1 The Philosophy behind our Awards

A large part of your degree in Psychology and Life Challenges, especially if you are seeking GBR accreditation (see section 3.2) will consist of Psychology modules. The Psychology team has a strong commitment to a view of the discipline as being applied and empirically-based. The goal of psychology as a discipline, in our view, is to formalise beliefs about human behaviour – be they personal or part of the collective social fabric – and, by testing them empirically, develop a coherent set of theories about what human beings are and why they behave the way they do. But this is not a purely theoretical enterprise, the fundamental aim in developing this knowledge is to use it to help us understand ourselves better as individuals and as members of different social groups, and as a means of evaluating and developing current social practices. This understanding is also fundamental to your future success.

Psychology is a very broad area, ranging from, at one extreme, the study of the biological systems involved in psychological processes, through the study of the basic mental processes involved in thinking about and representing the world, to, at the other extreme, the study of how our behaviour is influenced by the social and cultural contexts in which it takes place. It is also a reflexive discipline, which debates how the ways we study can influence the view that we construct of human activities and the impact that the knowledge that we construct within the discipline has on society in general. This means that, although we will be teaching you about the current state of knowledge in different areas, we will also aim to provide you with the tools to construct and test that knowledge for yourselves, and to enable you to reflect on how beliefs about humans are influenced by the methods used to develop them and the broader social context in which they are developed.

Our approach to Psychology and Life Challenges is reflected in the way that we have designed your award and in the methods that we will use to enable you to learn about psychology. For us, learning is an intrinsically social activity in which knowledge is constructed through discussion and collaboration between people. We have therefore designed your award so that it provides you with the opportunity, and the skills needed, to build your own understanding of the discipline supported by feedback from staff and from your fellow students. In doing so, we hope that you will learn, not just what other people have said in the past, but also how to find out what you think for yourselves, and how to apply your skills and beliefs to the circumstances you will encounter in the future. In short, our goals are to help you find out about a fascinating discipline, that is relevant to all sorts of walks of life, and to enable you to become resourceful and enterprising participants in society.

3.2 Graduate Basis for Registration

All awards (including the Psychology and Life Challenges award) where you study a minimum of 50% psychology in Level 5 and Level 6 (including the minimum psychology core for your award) are accredited with the British Psychological Society (BPS) and allow you to apply for Graduate Membership of the Society.

If you follow a prescribed pattern of modules at Levels 5 and 6 (a set 60 credits at each level – see your award structure diagram in this handbook) you can claim a second level of recognition with the BPS, Graduate Basis for Registration (GBR). This means you have been recognised as doing an award that confers eligibility to begin to pursue a career in psychology, including applying for BPS recognised postgraduate courses in psychology.

It is important to note that further training is acquired through postgraduate education and supervised practice, and not just through an undergraduate degree. On completion of this programme, you will NOT be qualified to practice as a Psychologist, without this further training in Psychology.

When you graduate, you will need to send the BPS a transcript of your modules and results (the University will provide you with this) along with a completed BPS application form (you

can download this from www.bps.org.uk), and they will endorse your claim for GBR status. **Remember, in order to be eligible for GBR you must follow our 'GBR modules' and achieve at least a Lower Second Class Honours degree (a 2:2 classification) in psychology.**

3.3 What does the Psychology & Life Challenges award aim to achieve?

The BSc (Hons) Psychology & Life Challenges award aims reflect the requirements of the British Psychological Society and aim to enable students to:

- Have knowledge and understanding of a diverse range of issues on psychological functioning across core areas of Psychology, and of the scientific underpinnings of Psychology;
- Have knowledge and understanding of a range of conceptual and theoretical issues and approaches in Psychology generally and the psychology of associated life challenges;
- Adopt and reflect upon multiple perspectives in the detection and interpretation of meaningful patterns of both general psychological and specific psychology of life challenges issues;
- Have understanding and competence in some key psychological research paradigms, methods and measurement techniques, including ethical principles;
- Reason scientifically, and to critically evaluate relevant theory and empirical evidence, to consider some relevant and current debates in psychology and associated life challenges;
- Undertake and interpret some research designs and analyses, including both quantitative and qualitative analyses;
- Develop skills of enquiry through clarifying questions in Psychology and subsequently considering alternative solutions and evaluating outcomes;
- Have the ability to communicate relevant ideas and research findings through written, oral and visual means, in groups and in teams, and to develop computer literacy skills including word processing and the use of databases and statistical software;
- Apply psychological concepts, theories and transferable skills in real life, and outside the context in which they were first studied;
- Reflect on their generic and subject skills and knowledge, and apply them to future learning and employability as well as to be able to undertake self-directed study in a supportive environment.

3.4 What could I achieve through studying for a Psychology and Life Challenges award?

The University has identified a set of general learning outcomes which any student can expect to achieve as a result of studying at the University. These were identified by the University from the national framework for Higher Education Qualifications, and these types of learning outcome are common to all degrees across the university, and to all levels of study. They vary in specific content depending on programme area and level of study. As you progress through the levels of the award, the range of material you will have encountered, and your expertise in those areas will increase. These general learning outcomes are as follows:

- **Knowledge and Understanding.** You will know and understand a body of knowledge about the field.
- **Learning.** You will be able to distinguish different approaches within the field and to participate in debates about the validity of these approaches.
- **Enquiry.** You will be aware of a range of research methods, of the ethical considerations associated with them, and be able to use these methods, supported by a range of information sources.
- **Analysis.** You will be able to analyse and evaluate theories and concepts in the field and to use different research methods for this purpose.

- **Problem Solving.** You will be able to analyse problems in terms of your field of study and to carry out research designed to solve those problems.
- **Communication.** You will be able to communicate in a range of different ways about ideas in the field, using conceptual analysis and empirical evidence, and to use information technology appropriately (e.g. word processors and statistical software) to do so.
- **Application.** You will be able to apply your knowledge and understanding of the field to real life issues using the skills itemised above.
- **Reflection.** You will be able to work independently and responsibly in the field, and have acquired general skills valued in employment or future learning.

In the following section we explain the specific form these learning outcomes will take as you proceed through the different levels of your Psychology and Life Challenges degree.

3.5 Learning Outcomes by Level

The following table specifies the skills that we expect you to develop at each level of study. These skills will initially be developed in core modules, and then further refined according to the choice of modules that you make. Following this is a table demonstrating the relationship between the core modules on BSc (Hons) Psychology & Life Challenges award to Staffordshire University learning outcomes.

Learning outcomes by Level for the BSc Psychology and Life Challenges Award

	BSc (Hons) Psychology and Life Challenges (Certificate Level) – Level 4	BSc (Hons) Psychology and Life Challenges (Intermediate Level) – Level 5	BSc Psychology and Life Challenges (Ordinary Level) – Level 6	BSc (Hons) Psychology and Life Challenges (Honours Level) – Level 6
Knowledge and Understanding	1. Knowledge and understanding of basic principles, theories and concepts within some core areas of psychology and the psychology of life challenges, and a basic understanding of the role of research, evidence and the scientific underpinnings of psychology generally and the psychology of life challenges specifically.	2. Knowledge and some critical understanding of some core concepts and theories in psychology and the psychology of life challenges, and the role of research, evidence, and the scientific underpinnings of psychology as a discipline.	3. Detailed knowledge and critical understanding of a number of areas of psychological functioning, with particular reference to a number of issues presenting life challenges.	4. Full and detailed knowledge and critical understanding of a range of theoretical and conceptual issues of functioning within core and some specialist areas of psychology presenting life challenges.
Learning	5. The ability to recognise multiple perspectives within the study of psychological behaviour and experience, along with the ability to produce simple arguments in support of, or against particular psychological approaches and perspectives towards life challenges.	6. The ability to review and reflect on different perspectives within psychology and have some understanding of their interrelationships, and to interpret evidence for or against particular approaches and perspectives.	7. <i>The ability to adopt, reflect upon and evaluate some perspectives, experience in being able interpret some meaningful patterns in psychological and challenging issues, and some understanding of how the limits of knowledge can influence analysis & interpretation.</i>	8. The ability to adopt, reflect upon and evaluate multiple perspectives within psychology, to interpret meaningful patterns in behaviour and experience, and to reflect upon and evaluate some specialist psychological issues presenting life challenges.
Enquiry	9. Awareness of a number of psychological research methods, and associated ethical considerations, engagement with simple directed investigations in psychology and the psychology of life challenges, basic information literacy including the ability to use a number of techniques of enquiry, including library and recommended e-resource materials.	10. The ability to collect, interpret and evaluate empirical data in psychology and the psychology of life challenges within ethical boundaries and to make use of a range of available resources including library, e-resource and some primary source material to further develop information literacy	11. <i>Information literacy skills, including experience in using and evaluating a range of appropriate resources including e-resource and primary source material.</i>	12. Well developed information literacy skills, including Independence in using and evaluating a range of appropriate resources including e-resource and primary source material.
Analysis	13. The ability to evaluate and interpret some key psychological theories and evidence, including those relating to a number of life challenges, and use some well-established research techniques to explore ideas within the discipline.	14. The ability to critically analyse empirical data, core concepts, theories and evidence in psychology and the psychology of life challenges.	15. Experience of reasoning scientifically, through the appropriate critical analysis of a limited range of psychological evidence and debates, including a number of issues relating to the psychology of life challenges	16. The ability to reason scientifically, through appropriate and critical analysis of a range of psychological issues, evidence and debates, including those of relevance to a wide range of life challenges.

	BSc (Hons) Psychology and Life Challenges (Certificate Level) – Level 4	BSc (Hons) Psychology and Life Challenges (Intermediate Level) – Level 5	BSc Psychology and Life Challenges (Ordinary Level) – Level 6	BSc (Hons) Psychology and Life Challenges (Honours Level) – Level 6
Problem Solving	17. The ability to express questions in a form which makes them amenable to analysis from a psychological perspective, to suggest different approaches to their solution, and to pose simple research questions, and suggest ways of investigating them.	18. The ability to evaluate different approaches to solving problems amenable to analysis from a psychological perspectives, to propose appropriate solutions and to construct appropriate research questions to enable valid investigation of issues within a number of areas in psychology, including the psychology of life challenges.	19. <i>The ability to critically evaluate within a number of contexts the different approaches to solving complex problems within psychology and areas relating to the psychology of life challenges,, and to achieve an appropriate solution.</i>	20. The ability to critically evaluate within a wide variety of contexts the different approaches to solving complex psychological and life challenge related problems, and to achieve an appropriate solution
Communication	21. The ability to communicate psychological ideas and argument, supported by evidence, using a number of different forms, and the basic computing skills necessary to communicate these ideas e.g. word processing, use of statistical software.	22. The ability to communicate psychological ideas and argument, supported by evidence, using a range of forms appropriate to the needs of audiences, and to communicate the findings of investigation which has used, where appropriate, databases and statistical software.	23. The ability to coherently and analytically communicate psychological arguments, ideas, debates, and solutions to problems, including issues relating to life challenges, and to effectively communicate a critical appreciation of some ideas, concepts, debates and evidence within a number of areas.	24. The ability to coherently and analytically communicate psychological arguments, ideas, debates, and solutions to problems, including issues relating to life challenges, using a range of different means, and to effectively communicate a critical appreciation of ideas, concepts, debates and evidence in a wide range of areas.
Application	25. The ability to use some knowledge of psychological perspectives and principles to understand some real life issues and challenges.	26. The ability to apply knowledge and understanding of psychological theories and concepts, including those relating to particular life challenges through initiating, designing, conducting and reporting appropriate investigations, and to apply this relevant knowledge and skills outside the context in which they were first studied.	27. <i>The ability to extend the application of psychological knowledge to devise and sustain enquiry and argument in different contexts.</i>	28. The ability to extend the application of psychological knowledge and skills to devise and sustain enquiry and argument in a variety of contexts.
Reflection	29. The ability to undertake guided independent learning and to acquire some transferable skills valued in employment or future learning which require the exercise of some personal responsibility.	30. The ability to exercise increased personal responsibility and decision making to undertake self directed study, to reflect on personal development in a supportive environment and to develop transferable skills and abilities with a view to future learning and employability.	31. <i>The ability to learn independently, to reflect on one's personal growth and exercise initiative and take personal responsibility for learning and to develop skills valued by employers.</i>	32. The ability to learn independently, to exercise initiative and take personal responsibility for learning and to possess a wide range of skills valued by employers or those necessary for further study at a professional or equivalent level.
Subject Specific research skills for those following GBR route)			NB. Students studying an ordinary degree will achieve outcomes highlighted in bold (3, 15 and 23) and will achieve a subset of other learning outcomes, depending on module choice (italicised outcomes 7, 11, 19, 27, 31)	33. Independently, but with appropriate supervision, *specialist detailed knowledge of a particular area through a literature search *the ability to create valid research questions pertinent to psychology and life challenges *design and operationalise the methodology to address these issues, *skills in the analysis and evaluation of empirical data collected for this purpose *report and evaluate findings in the form of a written project.

Relationship of modules on BSc (Hons) Psychology and Life Challenges award to Staffordshire University Learning Outcomes

			University Learning Outcomes							
			KU	LE	EN	AN	PS	AP	CO	RE
LEVEL 4 (Certificate)	Core	Exploring Psychology 1	√	√				√	√	√
		Exploring Psychology 2	√	√				√	√	√
		Research Methods 1	√	√	√	√	√	√	√	
		Research Methods 2	√	√	√	√	√	√	√	
		People Behaving Badly	√	√			√	√	√	
		Introduction to Counselling	√	√			√	√		
LEVEL 5 (Intermediate)	Core	Cognitive Psychology	√	√	√	√	√			
		Social Psychology: Theory and Method	√	√	√	√	√	√	√	√
		Psychopathology and Health	√	√		√		√	√	
		The Psychology of Criminal Conduct	√			√		√	√	√
LEVEL 6 (Honours)	Core	Developmental Psychology	√		√	√	√		√	
		Dealing With Difference	√	√		√		√	√	√
		Psychology in the Justice System	√	√	√		√	√	√	√

KEY: KU Knowledge and Understanding
 LE Learning
 EN Enquiry
 AN Analysis
 PS Problem Solving
 AP Application
 CO Communication
 RE Reflection

The table above shows the relationship between core modules on the award and the Staffordshire University learning outcomes. Option modules offer additional learning outcomes, depending on choice of option.

Please note that large font versions of the learning outcomes by level and module, and the award structure, can be found in Appendix 1 at the back of this handbook.

3.6 Our commitment to you

To further enable you to achieve these learning outcomes, we will endeavour to:

- provide you with full information about each module you are taking (aims and objectives, reading lists, lecture and seminar programmes, and teaching, learning and assessment strategies) during the first two teaching weeks of each semester
- ensure that the library has been provided with reading lists for modules prior to their start
- provide you with a series of well-prepared and up-to-date lectures, lecture handouts where appropriate, and efficiently organised seminars or other kinds of learning time
- provide you with the opportunity to meet on a one-to-one basis to discuss academic issues relating to modules by making appointments during the member of staff's 'office hours'
- Summative assessment feedback - 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.

- give, whenever possible, maximum notice of any room changes or cancelled classes, or of changes to lecture programmes
- provide appropriate academic guidance and pastoral care
- represent your interests at assessment and award boards

In return, staff will expect a commitment from you.

3.7 Your commitment to us

- Attend all classes. This is a University requirement. Non-attendance may lead to disciplinary procedures, exclusion from a module once you have missed four consecutive sessions, or failure. In general, you should regard satisfactory attendance as a precondition for the successful completion of any module.
- Inform tutors, whenever possible, in advance if you are unable to attend a class for a particular reason, or provide them with an explanation afterwards.
- Take responsibility for informing your personal tutor about any circumstances affecting your attendance or academic performance.
- Seek appropriate corroboration/confirmation/proof when requesting 'extenuating circumstances' to be taken into consideration by the Extenuating Circumstances Panel (the 'extenuating circumstances' claim form can be obtained from the Sciences office or downloaded from http://www.staffs.ac.uk/images/extenuating_cir_tcm68-15855.pdf)
- Devote sufficient private study time to ensure that you develop the intellectual and subject skills required by an education in Psychology at Staffordshire.
- Prepare for seminar or other kinds of learning sessions as directed by tutors or as indicated in the study programmes for individual modules.
- Honour any commitment to produce work for a class, and participate actively in seminar, labs or other kinds of learning sessions on the basis of your preparation.
- Arrive for classes punctually.
- Be familiar with the basic principles of the Undergraduate Modular Framework, and understand the pattern of assessment for the individual modules comprising each semester's work.
- Understand the procedures for submitting coursework assignments (see section 4.5).
- Understand the necessity of regularly checking notice boards and pigeon holes for general and personal communications.
- Understand the penalties associated with failure to submit coursework on time, and be aware that penalties will also be applied in cases of plagiarism and cheating. See the University homepage (www.staffs.ac.uk, follow the links to Student Information), and Section 4 of this Award Handbook, for more details.
- Ensure that coursework assignments conform to the principles of good English (accurate spelling, syntax, grammar, punctuation), are word processed and are properly documented (i.e. with adequate and accurate citations and bibliography). The Psychology team produces some guidelines about how to present your work, and these will be given to you in advance of your first coursework deadlines.

3.8 Staffordshire University student regulations on attendance and behaviour

Below is an extract taken from the student regulations set by Staffordshire University

Attendance – when do I have to attend?

Your attendance is required at all teaching sessions for the modules for which you have enrolled. Sessions include all tutor-led activities such as lectures, seminars, tutorials and presentations. "Sessions" should not be interpreted as "weeks". For small group sessions (sessions which involve a

sub-set of the whole module cohort) you must attend the sessions to which you have been assigned.

Absence – what happens if I miss classes?

If you are absent from a module(s) or programme of study on four consecutive occasions in a teaching block, including lectures, tutorials, seminars, laboratory based classes and scheduled distance learning activities **for reason other than personal illness** without the written approval of the appropriate tutor or Dean of Faculty/School of the Faculty/School in which your award is based you may be deemed to have withdrawn from the module(s) or programme of studies and your registration on that module(s) or programme of studies cancelled. You may be excluded from further teaching, denied access to examinations and refused the opportunity to submit assessment for the module or award. You will therefore need to seek permission to start again on the same module (or a replacement where applicable) or award the following year. This may affect your eligibility to progress to the next Level of your award, it may lead to the withdrawal by your Local Education Authority of your fees and/or grant, and it may render you ineligible to receive a Student Loan.

If you are unable to attend or participate for up to five working days **through illness** you must complete a **self-certification form** and hand/send it in to your Faculty/School Office. If you are unable to attend or participate for longer than five working days through illness then you must obtain a medical note from your doctor and hand/send that in to your Faculty/School Office. If your absence/illness affects any aspect of your assessment you may be eligible to submit a claim for extenuating circumstances. For further details of this you should read the **Procedures for Making a Claim for Extenuating Circumstances**.

A copy of the student regulations, in full, can be found at:

http://www.staffs.ac.uk/assets/general_student_regs_tcm44-26816.pdf

3.8.1 How do these regulations impact on Psychology awards?

It is vital that you attend all module sessions that you enrolled on and that you maintain consistent e-mail and seminar contact with your personal and seminar tutors (or inform your personal tutor, relevant seminar tutor, or the Level Tutor if this is not possible for any particular modules/sessions). **Attendance is a compulsory requirement of your degree, and failing to attend can result in you being withdrawn from your course.** It is also crucial that you complete all required pieces of work, whether they are assessed or otherwise.

So, in terms of the regulations:

- Attendance is a compulsory requirement of the Psychology degree awards and the modules involved. Attendance registers are taken for every session, and the names of students who have not signed the register will be noted. Failing to attend can result in a student being withdrawn from a module/award. If a student misses 4 sessions for a specific module in a row (this includes both lectures and seminars for each module), staff can ask for them to be withdrawn from the module, which has major implications for the award overall.
- If it is not possible for you to attend either one, or more, lectures and/or seminars (which must be due to a valid set of circumstances) you must inform the relevant seminar tutor.
- Any student who displays disruptive behaviour/talking within the class setting, will be asked to stop, and given the option of leaving the class. If the behaviour continues, the student(s) name(s) will be taken and given to the Head of Psychology, who will then contact the student in order for them to explain their behaviour, or any issues which may have resulted in it.

3.9 How many hours per week should I expect to spend in classes?

It is only possible to give an average figure here. A fairly typical pattern is for a module to have a one hour lecture, and a two hour seminar/workshop session each week. Some modules also run extended three hour sessions containing a flexible mixture of lectures, exercises, discussions and workshops. As a general rule, for four modules worth of study you can expect about 12 hours of class contact

28

per week. Module tutors may well distribute this time in different ways, however, using some of it for independent study, or scheduling two hour seminars every two weeks, for example. Increasingly, as the University continues to encourage a shift from traditional teaching to independent learning, you will find that less and less of your learning time will be taken up in the form of conventional class contact. This emphasis on the University as a learning community encourages course developers and tutors to move away from traditional teaching towards facilitating learning, and this means you may be encouraged to do more independent learning, or learning through alternative media, such as computers or the Internet. In Psychology, for example, you will find that some of your learning on the award will take place using 'BlackBoard' (<http://blackboard.staffs.ac.uk>), which is a virtual learning environment designed to facilitate independent learning.

3.10 Independent study

The rest is up to you.

In case you are thinking that 12 hours a week sound pretty relaxed, it is important to remember the importance of private study. You should work on the assumption that for every hour of class contact, you should do about two and a half hours of study on your own (that's about 30 hours per week). Probably the most important thing to learn at University is the ability to work effectively on your own. In particular, it means being able to organise your time efficiently (you don't want to spend all your time studying), and to use it effectively by developing your reading, note taking and other research and study skills. You may find that some tutors will construct programmes of directed private study for you as part of the diet of activities for the module concerned (with some or all seminars being replaced, for example, by material or exercises for you to work through electronically). **But you will also be expected to work on your own initiative - to take control of the nature and direction of your own learning. As already indicated, you should expect to do more and more of your work in this way as the University pursues its goal of creating a learning rather than a tutor/teacher centred environment.** This is certainly likely to be where some of your best learning will take place. So:-

Read as much as you can.

Write as often as possible.

Think about what you have read whenever you have the chance.

Discuss issues with your friends whenever you can.

3.11 How are the classes organised into a timetable?

All lectures for all subjects are timetabled centrally by the University, and neither we, nor you, have any control over those times. Where a seminar is attached to a module, the timetable will be organised by the programme area which runs the module. As student numbers are often large on some degrees, and yet numbers in seminars are intended to be relatively small, there may be a range of seminar slots to choose from. Where choice is available, you can make choices during the period of module registration. If you have childcare or other important commitments, it may be possible to allow some flexibility in timetabling, and we will certainly help if we can, but unfortunately this cannot be guaranteed. When you attend for module registration, explain your difficulties to your personal tutor, and the module tutor concerned.

3.12 What modules will I have to take?

The structure of the award over all three levels is summarised in diagrams over the next couple of pages. For the time being, the things to remember when you scrutinise this diagram are:

- i) You must take all core (compulsory) modules
- ii) You must take the minimum number of specific credits specified in each year of your award (i.e. 105 specific credits and 15 general credits per level)
- iii) You must take modules worth a total of 120 credits at each level. This would normally be 60 credits in each semester, but balances of 45:75 or 75:45 are sometimes necessary if you particularly want to study certain modules

- iv) You can choose additional specific options as general options if you want to
- v) Note that at Levels 5 and 6, there are certain specific options that you must choose if you want to achieve GBR accreditation.

Level 4 (Certificate Level):

You will be taking 90 credits worth of core (compulsory) psychology modules over the year. You must also choose one 15 credit specific option module over the year. This will make your total so far over the year 105 credits, and leave you with 15 credits, which can be used by taking general options from the University list. You can choose any general options as long as you satisfy the stated requirements (pre-requisites or special admissions requirements) and you can fit them into your timetable. You can always take more specific options as general options, and we will always make room for you on any Psychology module. Generally, it is a good idea to aim for a 60/60 split of credits in each semester, or you may find your workload imbalanced over the year.

Level 5 (Intermediate Level):

You will be taking 60 credits worth of core (compulsory) psychology modules over the year. You must also choose 45 credits worth of specific option modules and one general option during the year. **If you want to achieve GBR accreditation, then you must take Research Methods 3 and Biological Bases of Behaviour as two of your specific options.** If you don't want GBR accreditation then you can take any of the modules in the specific option list. Your general option can be taken from either the list of specific options listed or from the University list of general options, the only restrictions being that you can satisfy any pre-requisites or special admission requirements and that you can fit them in your timetable. As with Level 4, it is generally a good idea to aim for a 60/60 split of credits in each semester.

Level 6 (Honours Level):

You will be taking 60 credits worth of core (compulsory) modules over the year. You must also choose 45 credits worth of specific options over the year. If you want GBR accreditation, then you must take the Psychology Project (worth 30 credits) as one of your specific options. You will also have space for 15 credits of general option.

Remember, it is your responsibility to ensure that you are registered for the modules that make up your award.

Information about choices, structures and patterns of study at Level 5 will be issued to you in a handbook before the start of Level 5. Again, you will have a scheduled meeting with your Personal Tutor where you can fully discuss possible option choices and ask any questions you may have. This process is repeated before the start of Level 6. You should never feel that you are not fully informed enough about your option choices- if you need any information at all, just ask. Your Personal Tutor (enrolment tutor in during Welcome Week) or any of the Level or Award tutors will be happy to help you.

At the start of Level 6, as well as the Level 6 handbook, you will also be given a Project Handbook, which gives details about the Level 6 Project module and researching for a project.

BSc (Hons) Psychology and Life Challenges Structure 2011/2012

At Level 5 and 6, the structure of this award enables students to meet the requirements for British Psychological Society Graduate Basis for Registration, if they choose.

Level 4 Structure – All modules are 15 credits – You must study 120 credits at each level

Core Modules (90 credits)	Specific Options (15 credits)	General Option (15 credits)
<p><u>Teaching Block 1</u></p> <p>SHS85100-1 Exploring Psychology 1 SHS85102-1 Research Methods 1</p> <p><u>Teaching Block 2</u></p> <p>SHS85101-1 Exploring Psychology 2 SHS85103-1 Research Methods 2 SHS85115-1 People Behaving Badly SCS85116-1 Introduction to Counselling</p>	<p><u>Teaching Block 1</u></p> <p>SHS85107-1 Comparative Basis of Behaviour SHS85105-1 Growing and Changing</p> <p><u>Teaching Block 2</u></p> <p>SCS85123-1 Applications of Child Development</p>	<p><u>Teaching Block 1</u></p> <p>Psychology Specific Option Or University General Option</p> <p><u>Teaching Block 2</u></p> <p>Psychology Specific Option Or University General Option</p>

Level 5 Structure – All modules are 15 credits – You must study 120 credits at each level

Core Modules (60 credits)	Specific Option (45 credits)	General Option (15 credits)
<p><u>Teaching Block 1</u></p> <p>SCS85220-2 Social Psychology: Theory and Method SHS85204-2 Psychopathology and Health</p> <p><u>Teaching Block 2</u></p> <p>SHS85200-2 Cognitive Psychology SHS85208-2 Psychology of Criminal Conduct</p>	<p><u>Teaching Block 1</u></p> <p>AM25412-2 Volunteering: Action and Experience 2 (Teaching Block 1 or semester 2) SHS85210-2 Children in Context SCS85213-2 The Psychology of Social Perception and Communication SHS85203-2 Research Methods 3^</p> <p><u>Teaching Block 2</u></p> <p>AM25412-2 Volunteering: Action and Experience 2 (Teaching Block 1 or semester 2) SHS85202-2 Biological Bases of Behaviour^ SCS85212-2 Developmental Psychopathology</p>	<p><u>Teaching Block 1</u></p> <p>Psychology Specific Option Or University General Option</p> <p><u>Teaching Block 2</u></p> <p>Psychology Specific Option Or University General Option</p>

Level 6 Structure – All modules are 15 credits (except where indicated) – You must study 120 credits at each level

Core Modules (60 credits)	Specific Options (45 credits)	General Option (15 credits)
<p><u>Teaching Block 1</u></p> <p>SHS85301-3 Developmental Psychology SHS85303-3 Psychology in the Justice System</p> <p><u>Teaching Block 2</u></p> <p>SHS85302-3 Dealing with Difference</p>	<p><u>Teaching Block 1</u></p> <p>SHS85310-3 Advanced Research Methods 1 SCS85336-3 Autistic Spectrum Conditions SHS85309-3 Evolution and Psychology SHS85300-3 Psychology Project (30)^ SCS85344-3 Psychological Interventions</p> <p><u>Teaching Block 2</u></p> <p>SHS85311-3 Children and Pictures SHS85308-3 Families in Context SHS85318-3 Health Psychology SHS85300-3 Psychology Project (cont)</p>	<p><u>Teaching Block 1</u></p> <p>Psychology Specific Option Or University General Option</p> <p><u>Teaching Block 2</u></p> <p>Psychology Specific Option Or University General Option</p>

(NB. Students seeking GBR accreditation must choose modules labelled ^)

We endeavour to provide a full range of option choices wherever possible. However, occasional changes to options may be necessary.

3.13 Summary of some important points and information to note

There are University policy and regulations documents (some of which have been previously mentioned, and also covered later, in this document) which are available as PDF documents, which also include the health and safety policy document and student academic representation. These can be found at:

<http://www.staffs.ac.uk/current/regulations/index.php>

Student Behaviour

Staffordshire University has a Student Behaviour Policy which outlines the behaviours considered unacceptable by the University. These include any forms of bullying or harassment, or anything that disturbs the learning experience for other students, including turning up late for meetings and classes, talking in classes (unless as part of a staff instigated discussion!), using mobiles and MP3 players in class. Breaches of the student behaviour policy may mean you are asked to leave a class, and ultimately can mean disciplinary action being taken against you. You can see the full policy, and associated Disciplinary Procedure on the University website at www.staffs.ac.uk.

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. **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).** This 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.**

Extenuating Circumstances for group work

If during assessed group work, some members of the group have been affected by illness or other extenuating circumstances then **all** members of the group would need to make a claim for the assessments which have been affected (should they wish to do so). If two out of three members of a group have had extenuating circumstances upheld, this decision will not automatically be extended to the other member of the group without them submitting their own claim. They will not be offered a further assessment opportunity (or referral as if for the first time) without their own extenuating circumstances claim being upheld.

Draft Assessments

At University, you are expected to be able to demonstrate your ability to produce work independently. **We are therefore unable to comment on full drafts of assessed coursework in advance of a deadline date.** The only exception to this is in the third year Project module, where we read and provide feedback on a full draft of your project. However, all modules provide opportunities for formative learning and often you will be invited to submit plans or outlines of coursework for comment. The vast majority of modules will also allocate class time specifically to discuss the assessments and assessment criteria. Although we can't read full drafts of your work, we will, wherever possible, be happy to discuss your assignment with you in advance of the deadline.

Disagreements about marks for assessed work

The mark you receive for your assessed work comes at the end of a rigorous marking and moderation system. Some of you, but not all of you, will notice that your work has been marked by more than one person. This is because, in accordance with University policy, we double mark a proportion of all assessments to ensure that the standard is consistent across the module. In assessment boards, we also compare marks across modules to make sure that no one module is seriously out of line in terms of marks with others. Samples of all marked work from Level 5 and Level 6 are also sent to a team of

external examiners (academics in other Universities) who will confirm that marking and standards are appropriate and comparable to those in other Universities.

If you are not happy with the mark you receive for assessed work, you should first ensure that you read the feedback for that work. If you then want to talk more about it, you should contact the module tutor and request an appointment. **Because of the rigorous system we have in place to ensure standards, unfortunately it is not possible for you to appeal against the academic judgement that has led to you being awarded a particular mark.** If however, you believe a genuine error has been made with your mark, you should contact the module leader in the first instance.

How your degree result is worked out

All the regulations about assessment are in the Undergraduate Modular Framework document which you can access in full from the University website (see web address below) but some important information is reproduced here:

*Having checked that you have passed all the modules and satisfied all the requirements of your award the **Award Board will consider your overall score in Level 5 and 6 modules.***

*This overall score will be determined by taking into account **all your Level 5 module results** and giving them a **30% weighting**, and **all your Level 6 module results** and giving them a **70% weighting**. **You must ensure that you have completed at least the minimum number of specific credits required for your award.** Any Additional modules you have taken must be recorded as "Additional" rather than Core, Specific Option or General Option modules. This must be done at the point of module enrolment - it cannot be done once you have completed the module. You should note that additional modules will not be taken into account when determining your degree classification. You should read the sections on Module Enrolment and Student Workload very carefully for more details on this issue.*

*In order to ensure equity for students who have studied different numbers of credits at each of Levels 5 and 6, the **Award Board will calculate the average grade point achieved per 15 credits at each of Levels 5 and 6.** This figure will then be used in calculating honours classification.*

Where compensation is awarded by a Level 6 Award Board (to either Level 5 or Level 6 modules) the original Grade Point achieved will contribute to the overall score.

In summary then:

Overall Score = 30% of average grade points per 15 credits at Level 5 + 70% of average grade points per 15 credits at Level 6.

For more/more detailed information, please see the Undergraduate Modular Framework document in the University Policies and Regulations section of the University website:

http://www.staffs.ac.uk/assets/ugrad_mod_fram_tcm44-26763.pdf

Earning British Psychological Society recognition

Most of you will be following awards/routes on awards that entitle you to claim Graduate Basis for Registration with the BPS when you graduate. This means you will have completed an undergraduate degree that is recognised as being the first step towards a professional career in Psychology. However you need to know that training in professional areas of Psychology is acquired through postgraduate education and supervised practice, not through an undergraduate degree. On completion of your undergraduate degree, you will not be qualified to practice as a Psychologist without further training. You also won't be considered for postgraduate training courses in Psychology without GBR accreditation (although conversion courses do exist for people if they want to achieve this after they graduate). To claim GBR you must do two things:

- **get a 2:2 or above on your degree**
- **follow a prescribed set of modules-** at Level 5 these are Research Methods 3, Biological Bases of Behaviour, Cognitive Psychology, and Social Psychology: Theory and Method, and at Level 6 they are Developmental Psychology, Dealing with Difference and the Psychology Project.

(You won't be able to proceed from Level 5 into Level 6 on an accredited route unless you pass Research Methods 3 and Social Psychology: Theory and Method as they are pre-requisites for the Level 6 Project)

If you are on BSc Psychology, BSc Forensic Psychology or BSc Health Psychology, and you don't want to follow a GBR accredited route, just get in touch with the Level Tutors or Award leader and we can transfer you to a similar but non accredited version of your degree. You can still get membership of the BPS when you graduate.

SECTION 4: ASSESSMENT ON PSYCHOLOGY AWARDS

4.1 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 (see <http://www.staffs.ac.uk/current/student/modules/> for the module descriptors for Level 4) and in the individual module handbooks that you receive at the start of each semester. 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. Depending on your option choice you may also be required to do case-study analyses, short-answer study packs or submit material over the Web.

The Psychology programme areas learning and assessment strategies are a reflection of the approach of the University as a whole. You can find out the assessment types for each module from the module descriptors found through the web address included above. This is embodied in the University's commitment to widening participation and lifelong learning, and a broad policy entitled '**Employability**'. The University sees learning as 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 are shown below:

- *Independent learning.* Throughout the three levels of the 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. This can be seen, for example, in Exploring Psychology 1 and 2 at Level 4, where you will be set tasks to carry out in your own time for different topics in the course. In Cognitive Psychology and Social Psychology: Theory and Method at Level 5, 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. At Level 6, for example, you will carry out a larger scale research project 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 as guided support and feedback from your tutors while you carry out the tasks, designed to develop the skills required. This can be seen at Level 4, for example, in Exploring Psychology 1 and 2, where personal tutorials will provide support and guidance while you carry out assessment tasks, and where the key skills involved in researching and communicating in an area will be monitored and evaluated, with remedial help provided where necessary. These modules will also incorporate workshops introducing you to the information resources available in the University and showing you how to use them. At both Levels 4 and 5, you will receive direct instruction in the research skills required in the Research Methods (1, 2 and 3) modules as well as in the Social Psychology: Theory and Method module. At Level 6, you will be allocated an individual member

35

of staff to support you while you carry out your final year project, if you choose to do one, and will be provided with workshops by information services staff to help you carry out literature reviews.

- *Information services support for learning.* At all levels of study, 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. All modules on the Psychology and Life Challenges award will have a Blackboard site where tutors will place materials that may help you with your learning. Many of the journals that you will need to refer to, particularly at Levels 5 and 6 are 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, such as 'Pebble Pad' available on the University web-site to help you develop key skills and to support your 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. At Level 4, for example, you will undertake a Personal Development Planning task during the personal tutorial components of Exploring Psychology 1 and 2. These Personal Development Planning activities will continue as part of your personal tutorials at Levels 5 and 6. At Level 5, in the 'Volunteering: Action & Experience 2' module, you will be able to acquire career planning skills and have the opportunity to reflect upon and articulate your career goals.

The Bsc Psychology and Life Challenges degree allows students to progress towards a professional career in psychology and can lead to employment in industry, commerce, and prison and probation services. Psychologists are also employed within educational establishments at all levels, from primary school to university; within the NHS, including Primary Care Trusts. Training within this field may also lead to other career paths, such as in teaching and research, youth work, drug work, and probation work. But, it is important to note that further training is acquired through postgraduate education and supervised practice, and not just through an undergraduate degree. On completion of this programme, you will NOT be qualified to practice as a Psychologist, without this further training in Psychology.

4.2 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 Level 6. 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 Compensatable 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-compensatable 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 for all psychology assessments:-

Each component of assessment must achieve a 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 (below a grade point 4) will be recorded for the module as a whole. Normally a student is entitled to one further attempt at failed component.

It is vital to note the above point that you CANNOT pass a module unless every assessed element for that module achieves at least a grade point 2. Some modules have one assessment element, some have more. A good mark in one part of the assessment cannot carry you through the module overall. A grade point 4 must be achieved in the module overall to achieve a pass. You should also note that,

unless you have a claim for extenuating circumstances upheld, 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.

As previously stated in section 2.2 of this handbook, if you do not pass modules which are pre-requisites for other core modules at the next level of your study, you may be prevented from proceeding into that next level of your award, even if everything else has been passed satisfactorily. As also stated before, if you should be in debt to the University at the time of any re-sit notification, you will NOT be told of any re-sits that you may need to attend and/or submit. Unsuccessful completion of re-sits may result in a person being unable to progress with their degree award.

4.3 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** (the registration number on your student card). You will receive instructions on the appropriate forms.

4.4 Moderation of marks

A second way that we ensure our marking procedures are fair is by having a set procedure of moderation for all assessed work. Each module tutor arranges for a 10-15% sample of work to be moderated by another member of psychology staff. This sample would include all first class and failed scripts, as well as a representation of the grades in between and all work produced by students with learning disabilities. All projects are double marked. In addition, Psychology has three external examiners who are responsible for monitoring marking processes and standards.

4.5 Submission of Assignments

You must hand in one copy of all your work to the Sciences office (on the ground floor of the Mellor Building). 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.

(see <http://www.staffs.ac.uk/schools/sciences/psychology/coursematerials/submittingwork/index.php> for full details)

PLEASE NOTE: 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 re-enforces the fact that it is always better **to submit a half-finished assignment than not submit anything or attempt an examination you are not confident about than not attend** – you may gain sufficient marks to pass the module or at least 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.

4.6 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.

You will be given a guide (both written and class based) to referencing in your core module Exploring Psychology 1, and this will be the guidance you will need to follow when submitting all your assignments. 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.apastyle.org/apa-style-help.aspx>

http://inside.waldenu.edu/c/Student_Faculty/StudentFaculty_1454.htm

4.7 Academic Misconduct

Where academic misconduct, including plagiarism is detected in students' work, and can be proved, that work can be awarded a zero grade. To help you understand what academic misconduct is, and how to avoid it, a workshop will be held in Exploring Psychology 1 in your first year. Here we will refer to the University policy and explain the different sorts of academic misconduct, how to recognize them and how to avoid them.

We take attempts to cheat very seriously indeed, and 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 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 (http://www.staffs.ac.uk/assets/academic_misconduct_tcm44-26770.pdf)

With further information at:

<http://owl.english.purdue.edu/owl/resource/589/02/>

<http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml>

<http://www.northwestern.edu/uacc/plagiar.html>

4.8 Extenuating Circumstances

If you have medical or family circumstances that mean you cannot submit some coursework on time, or attend an exam, it is sensible if you can to tell your personal tutor about what has happened. Then please get a copy of the **Extenuating Circumstances claim form** (see http://www.staffs.ac.uk/images/extenuating_cir_tcm68-15855.pdf for a downloadable version) 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. **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.

You must submit a new claim form for each period of assessment which has been affected, including resubmission if circumstances carry over into both semesters.

If you have a chronic and/or declared disability, speak to the Disability Services in the University to find out how the University can support you. See Section 6 of this handbook for more details about who to contact.

4.9 When will I know my results?

The results from your assessed coursework will be given to you when the coursework is returned, usually within five weeks of the deadline, excluding holidays. Results from class tests will be posted on the results notice board, which is in Psychology, on the second floor of the Mellor building. The results of your assessment (coursework and class tests) are **provisional** until they have been confirmed by external examiners, and by the Assessment Boards which meet in June. You will also not know the number or nature of any re-assessment requirements until after the Award Board has met (also in June) (see below for definitions of the functions of these bodies).

Once the Award Board has met Sciences administrators will write to you confirming the number of credits you have (this may include grade points where possible and appropriate), whether you may progress to the next level, and what you have to do to retrieve any failed modules.

4.10 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, in Exploring Psychology 1 and 2 at Level 4, you will discuss your plans for carrying out assessment tasks and will receive advice about assessment criteria in group personal tutorials. 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. At Level 6, 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. 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. 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. 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.

- *Personal tutorials and personal development planning.* 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 crucial feature of these personal tutorials will be the process of personal development planning which will involve: (i) identifying explicit goals that you want to achieve (in both academic and personal terms, and over the short and long term); (ii) evaluating the extent to which your performance satisfies these goals; and (iii) formulating explicit plans with your personal tutor to help you achieve your goals more effectively in the future.

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.

4.11 University Committees involved in making decisions about academic progress and performance

The **Student Information section accessed via the University homepage (www.staffs.ac.uk)** provides a useful summary of the Award Regulations which govern your academic career and progress, and is worth looking at. In terms of the crucial committees which are bound by these regulations, there are two which you need to know about:-

Assessment Boards. These are committee meetings made up of staff from the relevant programme area, who consider results by subject area (or 'programme area' or 'field'). The primary function of Assessment Boards is to determine the appropriate grade point for each student for each module, to note any extenuating circumstances and to make recommendations concerning the compensation or the reassessment of failed components. The external examiners always attend the Assessment Boards for each programme area, except at Level 4.

Award Boards. These meet after the summer Assessment Boards. Award Boards consider the results of *all* the modules which you have taken during the academic year. The Award Board which considers your case is determined by the School or Faculty which 'owns' your Award. In your case, the Award Board will be held within the Faculty of Sciences. The primary function of Award Boards is to confirm your eligibility to proceed to the next year of your degree; to leave the University with intermediate certification if that's what you want (i.e. a Certificate or a Diploma); to determine your degree classification if you are a final year student; to confirm recommendations from Assessment Boards regarding extenuating circumstances and reassessment requirements; and to exercise its right within the University regulations to compensate failed modules if appropriate.

4.12 What happens if I fail an examination or a piece of assessed coursework?

The Assessment Boards make recommendations to the Award Boards about the retrieval of failed components or modules. In doing this, Assessment Boards will take into account (on the advice of the Sciences Extenuating Circumstances Panel) any extenuating circumstances which led to failure. In these cases - i.e. where extenuating circumstances have affected performance (such as where illness meant that you missed an exam, had to leave the exam early or affected your ability to complete coursework) - the Award Board will make a reassessment decision which may ask you to submit coursework or sit an examination 'as if for the first time' (i.e. you do not lose one of your assessment 'lives' [2 attempts at all levels]). If, on the other hand, the failure was not attributable to anything other than your own lack of preparation or effort, you will be asked to **'resit or resubmit'** the failed elements of assessment. You can only get a maximum of a grade point 4 for any resit or resubmission.

Note that Award Boards have the power to 'compensate' failed modules. The rules on this are quite complex, but basically if you have done well in your other modules the Board *may* decide on compensation. Essentially this raises the mark for your failed module(s) to grade point 4, and you would not then be asked to resit the failed assessment. The Board will only make this recommendation, however, when your failure is at grade point 3 or 2. If you score less than this then your fail is so bad that the Board could not do anything for you. So here you'd be looking at a resit/resubmission or (where extenuating circumstances are approved) 'sit/submit as if for the first time'.

You can never count on compensation: always assume that a failure will mean a resit - try to pass first time!

The Psychology programme area also has an assessment rule that, where a module has a number of assessed components within it, you must achieve a minimum of a grade point 2 for each assessed component. This means that you must submit all parts of the assessment for a module, and you cannot rely on good marks in one element of the assessment to carry you through. If you fail any part of the module assessment at less than a grade point 2, you must resit that element of the assessment, even if your overall grade is a pass grade.

The Level 6 Psychology Project module must be passed at grade point 4 or above and will not be subject to compensation.

Remember also, in order to claim GBR status from the BPS, in addition to following and successfully completing the prescribed pathway of GBR modules, you must also achieve a minimum of a 2:2 honours classification overall on your degree.

Section 5: Support Services (related to your degree)

5.1 Information Services

Your subject librarian is Kathleen Morgan (e-mail k.morgan@staffs.ac.uk , Tel: 01785 353215 (Stafford) or 01782 294713 (Stoke)) who can give advice on which Psychology and Counselling 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 with sessions on Information searching and use being embedded into core modules at both Levels 4 and 5. Most of the sources of the information you need will be available from one of the University libraries. Other material will be found in other University or specialist libraries or via the Internet.

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 Kathleen Morgan or via the electronic help desk.

Or see:

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

Or on Facebook: <http://www.facebook.com/pages/Staffordshire-University-Library/32525327602>

Or e-mail: libraryhelpdesk@staffs.ac.uk

5.2 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. Most members of staff place their lecture notes on their Blackboard module site, which can be accessed from these labs. There is also an Observational Laboratory (containing two ceiling mounted and remote controlled cameras, a mobile video camera and voice-activated microphones) and a Human Systems Monitoring Suite (a psychophysiology laboratory including three temperature controlled rooms connected to a control room with a video monitoring facility).

5.3 The Psychology Society and Psychology Seminars

The Psychological 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 Psychological Society was formed as a base for anyone interested in Psychology and related topics. They work to promote & encourage members to take part in events such as attending the BPS Conference, attending meetings with guest speakers, taking part in debates, attending society socials (e.g., curry nights, themed nights, and quiz nights), also day trips (for example, to the Freud Museum, London, and to Trentham Monkey Forest)

The core purpose of the society is to promote psychological well being among our members and encourage them to obtain the knowledge and skills needed to follow a career in Psychology (and also to have fun!). The society meets on the first Wednesday of each month, details of which are posted on the Psychological Society notice board (on the 2nd floor of the Mellor Building).

The Society have Representatives who are there to promote awareness of the Society, supply details of upcoming events and activities, and generally provide psychology students with closer contact to the BPS. Please contact the committee for further information about membership fees & how to join.

This is the link to the official Union page:

<http://www.staffsunion.com/activities/clubsandsocs/Psychological/>

& this is the link to the facebook group:

<http://www.facebook.com/group.php?gid=286298536249&ref=mf>

The Psychology team also 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.

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

At Level 6 (and maybe before!) 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 (and will want to especially at Levels 5 and 6) 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 (see <http://www.staffs.ac.uk/schools/sciences/psychology/coursematerials/testlibrary/libraryindex.xls> for a list).

More information about all these resources will be given to you at the start of Level 6, in the Level 6 handbook.

5.5 How can I make my views on the course heard?

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

i) Course Monitoring

You will be asked to provide feedback to course tutors on various aspects of the teaching (content and delivery) of each 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. You will also be asked at some point during the year to complete a questionnaire on general award and institutional issues.

It is an expectation of your award management team that students complete these feedback exercises every semester, and we should emphasize the importance of this source of feedback to help us develop our modules and improve the learning experience for students.

You should regard this as COMPULSORY.

Summary feedback from course monitoring exercises will be used to create an Annual Monitoring Report, which will be discussed at a Field Board (see below) attended by your student representatives.

ii) Student Academic Representatives

At the beginning of the academic year, before week 5 of Teaching Block 1, you will elect a colleague on the Psychology and Life Challenges course to represent your views and opinions to staff within the programme area and Faculty. These student academic reps from all the different Psychology courses will receive training from the Students' Union and school staff, and will be able to put forward the work they do for the University accredited PROGRESS Award. They will be expected to canvass your opinions and represent your views throughout the year, and particularly prior to staff-student liaison, and other, meetings (see below). A sub-group of your reps will also attend meetings of the Psychology and Mental Health Field Board, which meets once a semester.

The identity of these reps. will be notified via the appropriate notice board. Tutors will also give your reps. the opportunity to introduce themselves to you at the start of a large group lecture (in a core subject, so that all of you will be there to see them) or more informally. If you are not a rep yourself, you can approach these reps with any issue you would like raised, and ask them to raise it for you.

(iii) Staff-Student Liaison Group

This is a most important group, which will be composed of the Level 4 tutors and student reps, and will meet once a semester. The sole aim will be to discuss issues raised by students, particularly those relating to individual modules. The Level Tutors will ensure that the results of such discussion are fed back to the awards tutor (and Psychology Field Board where appropriate).

The notes of the staff-student liaison group meeting (which will include an indication of action taken, and/or action to be taken,) will be posted on Level notice boards so that all students, and not just their representatives, can follow the progress of these meetings.

iv) Psychology Field Board

A minimum of two student representatives from each level 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 (the SORTS programme) is now available through the Students Union.

5.6 The Psychology department on Twitter

The Psychology department at Staffordshire University now has a twitter channel. It will be used to disseminate news, events and general announcements. Whilst also updating you on recent research activity, and useful links. We strongly encourage you to follow @staffspsych to keep up to date with what's happening in the department. Please note: whilst tweets will be mainly sent by Kathryn Booth, one of the Psychology Technicians, we cannot guarantee to reply immediately to any queries sent via twitter. For urgent queries relating to your course please contact your personal tutor, the Level Tutors (at Level 4 these are Jade Elliott and Mel Hall) or the Psychology administration staff in the Sciences school office.

We welcome any feedback on our tweets – please get in contact if you have any suggestions for content. If you are new to twitter you may find the information at <http://support.twitter.com/> useful.

What is Twitter? (from <http://twitter.com/about#about>)

Twitter is a real-time information network that connects you to the latest information about what you find interesting. Simply find the public streams you find most compelling and follow the conversations.

Section 6: Other Student Support Services

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.

6.1 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 details of these services visit the Student Support website at:

http://www.staffs.ac.uk/courses_and_study/student_services/

For student services also see: <http://www.staffs.ac.uk/a2z4u/>

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).

6.1.1. 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 (see above).

The Student Mental Health Policy can also be accessed on the web at:

http://www.staffs.ac.uk/assets/student_mental_health_tcm44-26793.pdf

6.1.2 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

6.1.3 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
Or, see: http://www.staffs.ac.uk/study_here/student_services/health/index.jsp

6.1.4 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.

6.1.5 Access to Learning Fund (ALF)

Each year the University is provided with funds called the Access to Learning Fund to help UK students who need extra financial support to complete their course. This is payable for course related costs such as books, equipment, travel and childcare. Awards are normally not repayable and are between £100 and £3500.

http://www.staffs.ac.uk/courses_and_study/student_services/student_info_centre/
http://www.staffs.ac.uk/courses_and_study/student_services/student_info_centre/finance/#alf

6.1.6 The E-mentoring Scheme

“E-mentoring is a relationship that is established between a more senior individual (mentor) and a lesser skilled or experienced individual (mentee), primarily using electronic communications, and is intended to develop and grow the skills, knowledge, confidence, and cultural understanding of the mentee to help him or her succeed.” (Boyle-Single and Muller (no date) *Electronic Mentoring Programs: a Model to Guide Best Practice and Research*)

E-mentoring is a scheme within the Faculty of Sciences at Staffordshire University which runs for the whole academic year. For information on the e-mentoring scheme, see:
<http://www.staffs.ac.uk/schools/sciences/ementoring/>

The e-mentoring website also provides an [overview](#) to the scheme, information and support for you as mentees. There are also links to a [bulletin board](#) which provides a central meeting point and discussion forum for all the people involved in the scheme: [mentors](#), [mentees](#) and the [university staff team](#). You will be assigned a mentor, which you can maintain regular contact with over e-mail if you have any questions about University life. On the Wednesday afternoon of Welcome Week (21st September, 2011), there is a welcome meeting with the e-mentoring team which will provide key information about the scheme which may be of help to you.

6.2 Arrangements and support for students with special needs

6.2.1 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.gov.uk/ukpga/2001/10/contents>

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.equalityhumanrights.com/advice-and-guidance/your-rights/disability/disability-in-education/disabled-students-and-learners-in-post-16-education/>

6.2.2 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 Enabling Centre in the Cadman Courtyard, College Road (to the right of the Thompson Library (between this and the Pavillion restaurant), under the walkway, on the left hand side). You can make an appointment with them by phoning Louise Brown on (01782) 292783 (internal extension: 2783) or by e-mailing Louise at l.h.brown@staffs.ac.uk or contact them by phone on (01782) 294977 (internal extension: 4977). They are open 9am - 5pm Monday to Friday, all year round (excluding public holidays and the week between Christmas and New Year). They also have an answer machine service outside these hours.

Tel: 01782 294977

Visit: http://www.staffs.ac.uk/courses_and_study/disabled_students/disability_support/

Also see the University's disability equality statement at: http://www.staffs.ac.uk/assets/University%20Equality%20Scheme%20and%20Equality%20Action%20Plan%202009-2012_tcm44-29931.pdf

6.2.3 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.

6.2.4. 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.

6.2.4.1 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.

6.2.4.2 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.

6.2.5 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.

6.3 Other support services run by the Student Union

The Students' Union is here to help you and can offer advice and support on various issues that may be affecting you. There are a number of ways you can get the help that you need:

The **Student Advice Centre (SAC)** offers confidential and impartial advice on a variety of issues, such as: student finance, academic affairs, crime prevention, student housing, debt management etc. In addition, there are a number of online self help materials which you can access from the Student Union website.

Academic Reps can raise issues when something is wrong or tell the University what works for you and your student experience. If you need advice regarding your course then contact your Academic Rep.

Money Doctors is part of the **Students' Union Student Advice Centre**. It is free, independent, impartial and confidential. They can help you keep your finances healthy and make your money achieve what you want it to.

You can feel safe in the knowledge that the University has a **Cop Shop** with a friendly campus police officer who is around to answer any questions. You can speak to him about anything from the security of your property, your personal safety or to report a crime.

Websites which contain information about the above, and other information you may find useful are:

Student Information:

<http://www.staffsunion.com/advice>

<http://www.staffs.ac.uk/current/student/index.php>

Careers & Employability (including JobZone):

http://www.staffs.ac.uk/study_here/student_services/careers/index.jsp

SECTION 7: USING YOUR DEGREE

One of the reasons that studying Psychology is such a rich and rewarding experience is the range of practical and thinking skills that it involves. The discipline itself requires that, for example, :

- you learn how to communicate effectively in both spoken and written contexts,
- you know how to plan and carry out a project investigating questions about human behaviour
- that you can use computing and mathematical skills to analyse and interpret the data collected in these projects
- you learn how to negotiate and interact with other people in sensitive contexts

By choosing to study Psychology in the first place you have started on an experience which will be personally satisfying, and will enhance your personal development. We also think that the kinds of skills you learn from the discipline itself are precisely ones which are valued by potential employers. And the very breadth of the subject matter means that the knowledge that you acquire is relevant to a wide range of professional activities.

Nevertheless, we also believe that, as an intrinsic part of your award, you should reflect on and work towards the goals you want to achieve after you have gained your qualification in Psychology. In this section we outline some of the activities that are available to help you do this, and explain how these relate to the University's 'Employability' initiative.

7.1 Employability

One of our fundamental aims is to provide you with the opportunity to develop your employability while at University - by gaining qualifications which are recognised by employers, and by developing your skills, work-related experience and ability to manage your career. In the words of a recent survey of employer attitudes

As more and more students are graduating with some work experience, the focus is shifting from quantity of work experience to quality, from simply having some experience to learning something from it. Employers more and more want to see that graduates have had some work experience at university. What they value are graduates who have learnt through reflecting on that experience, so that they can articulate and apply what they have learnt.
Rhodes, E.

Employability involves having:

- The ability to make and implement realistic and well-informed career choices
- Quality experience gained in a work-based and/or volunteering context, or through work-related projects
- A set of transferable and professional/specialist skills which meet the needs of the employment market (transferable skills to include: analysis, communication, problem-solving, teamwork, self-management, numeracy and IT.)
- The ability to set personal goals and continuously reflect on one's learning and personal development, and to articulate that learning (for example, to employers)

Above all you need to develop **the ability to take responsibility for your own learning and personal development.**

The activities in the following sections – some of which you will do as part of the award and some of which are available within the University on a voluntary basis – are all designed to help you do this.

7.2 Personal Development Planning

Perhaps the most important of these activities is the Personal Development Planning process, which you will be introduced to during the personal tutorial component of the Level 4 modules, Exploring Psychology 1 and 2.

Personal Development Planning (PDP) is defined as:

A structured and supported process undertaken in order to reflect upon your own learning, performance and/or achievement and to plan for your personal, educational and career development

It is designed to enable you to:

- Take responsibility for your own personal and professional development
- Identify areas for self development and set goals for that development
- Develop a level of confidence and competence in terms of both professional and transferable skills
- Reflect continuously on your learning and skills development (gained from your academic, work-based and other experience both before and whilst at university)
- Articulate your learning (for example, to employers)

During some of the personal tutorials in Exploring Psychology 1 and 2 you will develop personal development plans. These tutorials will be facilitated by a wide range of resources, including an interactive web-based tool. Further work on PDP will take place during personal tutorials at Levels 5 and 6.

7.3 Work Experience, Volunteering and Projects

Psychology will be offering at Level 5, an option module Volunteering: Action and Experience 2, which you can take in either teaching block (but not both!), and which will involve voluntary work-related and community based experience.

There are also a variety of ways in which you can gain accredited work experience while at University. Sources of information about these include:

Employability websites

http://www.staffs.ac.uk/business_solutions/careers_centre/

Student Ambassadors and Students as Tutors: through which you can contribute to open days and become involved in activities with local schools

<http://www.staffs.ac.uk/svs/>

To find out about opportunities to join the **Student Ambassador Scheme** (which provides **small bursaries** and valuable **references**) you can also contact Karen Bates (k.bates@staffs.ac.uk) on extension 2771 (01782 292771)

There are a variety of mentoring schemes for specific groups of students:

For students with disabilities and from ethnic minorities:

http://www.staffs.ac.uk/international/support/intercultural_mentoring/

http://www.staffs.ac.uk/courses_and_study/student_services/careers/mentoring.jsp

You can also find part-time paid employment through the JobZone:

http://www.staffs.ac.uk/courses_and_study/student_services/careers/jobzone.jsp

7.4 Developing your Transferable and Professional Skills

Some of these skills are an explicit part of the modules that make up your award. For example, opportunities to develop your information gathering skills are embedded into your Level 4 core modules. The same Level 4 modules are also linked to personal tutorials to enable you and your

personal tutor to make an initial assessment of your skills, and then develop a joint plan to develop these, using resources available from the university. These resources include:

Key Skills Initiative: this is an initiative which aims to gather together a range of resources for staff and for students and to provide support for the learning and teaching of a wide range of key skills:
<http://www.staffs.ac.uk/keyskills>

Also see InfoZone at: <http://www.staffs.ac.uk/infozone/>

Information Services deliver learning opportunities in IT and Information Literacy skills, which equip learners with the ability to locate, critically evaluate and use information wisely. Sessions on these skills are an integrated part of the Exploring Psychology modules in Level 4.

7.5 Career Planning and Management Skills

In Psychology, development of Career Management skills takes place through *Volunteering: Action and Experience 2* module offered as a Level 5 option.

In addition, the careers advisor in Psychology – *Jenny Cole* - is available to talk to students about career choices.

The University Careers Centre can be found at:
http://www.staffs.ac.uk/business_solutions/careers_centre/

And on Twitter: <http://twitter.com/#!/zoneyatcareers>

And on Facebook: <http://www.facebook.com/careers.centre>

7.6 Enterprise and Entrepreneurship

The University also has a range of initiatives designed to facilitate enterprise. These include:

- Enterprise Fellowships –which help students to start a business by providing expert help and a comprehensive support package.
- High quality, affordable business space can be provided (subject to availability).

Opportunities for students currently being developed within the HE FullCircle project include a Summer School in Entrepreneurship for third and fourth year undergraduates, a limited number of bursaries for graduates where appropriate, and Enterprise Fests.

APPENDIX 1

LARGER FONT: **AWARD AIMS, LEARNING OUTCOMES AND STRUCTURE**

BSc (Hons) Psychology and Life Challenges

The BSc (Hons) Psychology and Life Challenges award aims to enable students to:

- Have knowledge and understanding of a diverse range of issues on psychological functioning across core areas of Psychology, and of the scientific underpinnings of Psychology;
- Have knowledge and understanding of a range of conceptual and theoretical issues and approaches in Psychology generally and the psychology of associated life challenges;
- Adopt and reflect upon multiple perspectives in the detection and interpretation of meaningful patterns of both general psychological and specific psychology of life challenges issues;
- Have understanding and competence in key psychological research paradigms, methods and measurement techniques, including ethical principles;
- Reason scientifically, and to critically evaluate relevant theory and empirical evidence, to consider relevant and current debates in Psychology and associated life challenges;
- Undertake and interpret research designs and analyses, including both quantitative and qualitative analyses;
- Develop skills of enquiry through clarifying questions in Psychology, subsequently considering alternative solutions and evaluating outcomes;
- Have the ability to communicate relevant ideas and research findings through written, oral and visual means, in groups and in teams;
- Develop computer literacy skills including word processing and the

use of databases and statistical software;

- Apply psychological concepts, theories and transferable skills in real life, and outside the context in which they were first studied;
- Reflect on their generic and subject skills and knowledge, and apply them to future learning and employability as well as to be able to undertake self-directed study in a supportive environment.

Learning outcomes by Level for the BSc Psychology and Life Challenges Award

	BSc (Hons) Psychology and Life Challenges (Certificate Level) – Level 4	BSc (Hons) Psychology and Life Challenges (Intermediate Level) – Level 5	BSc Psychology and Life Challenges (Ordinary Level) – Level 6	BSc (Hons) Psychology and Life Challenges (Honours Level) – Level 6
Knowledge and Understanding	1. Knowledge and understanding of basic principles, theories and concepts within some core areas of psychology and the psychology of life challenges, and a basic understanding of the role of research, evidence and the scientific underpinnings of psychology generally and the psychology of life challenges specifically.	2. Knowledge and some critical understanding of some core concepts and theories in psychology and the psychology of life challenges, and the role of research, evidence, and the scientific underpinnings of psychology as a discipline.	3. Detailed knowledge and critical understanding of a number of areas of psychological functioning, with particular reference to a number of issues presenting life challenges.	4. Full and detailed knowledge and critical understanding of a range of theoretical and conceptual issues of functioning within core and some specialist areas of psychology presenting life challenges.

	BSc (Hons) Psychology and Life Challenges (Certificate Level) – Level 4	BSc (Hons) Psychology and Life Challenges (Intermediate Level) – Level 5	BSc Psychology and Life Challenges (Ordinary Level) – Level 6	BSc (Hons) Psychology and Life Challenges (Honours Level) – Level 6
Learning	5. The ability to recognise multiple perspectives within the study of psychological behaviour and experience, along with the ability to produce simple arguments in support of, or against particular psychological approaches and perspectives towards life challenges.	6. The ability to review and reflect on different perspectives within psychology and have some understanding of their interrelationships, and to interpret evidence for or against particular approaches and perspectives.	<i>7. The ability to adopt, reflect upon and evaluate some perspectives, experience in being able interpret some meaningful patterns in psychological and challenging issues, and some understanding of how the limits of knowledge can influence analysis & interpretation.</i>	8. The ability to adopt, reflect upon and evaluate multiple perspectives within psychology, to interpret meaningful patterns in behaviour and experience, and to reflect upon and evaluate some specialist psychological issues presenting life challenges.

	BSc (Hons) Psychology and Life Challenges (Certificate Level) – Level 4	BSc (Hons) Psychology and Life Challenges (Intermediate Level) – Level 5	BSc Psychology and Life Challenges (Ordinary Level) – Level 6	BSc (Hons) Psychology and Life Challenges (Honours Level) – Level 6
Enquiry	9. Awareness of a number of psychological research methods, and associated ethical considerations, engagement with simple directed investigations in psychology and the psychology of life challenges, basic information literacy including the ability to use a number of techniques of enquiry, including library and recommended e-resource materials.	10. The ability to collect, interpret and evaluate empirical data in psychology and the psychology of life challenges within ethical boundaries and to make use of a range of available resources including library, e-resource and some primary source material to further develop information literacy	11. <i>Information literacy skills, including experience in using and evaluating a range of appropriate resources including e-resource and primary source material.</i>	12. Well developed information literacy skills, including Independence in using and evaluating a range of appropriate resources including e-resource and primary source material.

	BSc (Hons) Psychology and Life Challenges (Certificate Level) – Level 4	BSc (Hons) Psychology and Life Challenges (Intermediate Level) – Level 5	BSc Psychology and Life Challenges (Ordinary Level) – Level 6	BSc (Hons) Psychology and Life Challenges (Honours Level) – Level 6
Analysis	13. The ability to evaluate and interpret some key psychological theories and evidence, including those relating to a number of life challenges, and use some well-established research techniques to explore ideas within the discipline.	14. The ability to critically analyse empirical data, core concepts, theories and evidence in psychology and the psychology of life challenges.	15. Experience of reasoning scientifically, through the appropriate critical analysis of a limited range of psychological evidence and debates, including a number of issues relating to the psychology of life challenges	16. The ability to reason scientifically, through appropriate and critical analysis of a range of psychological issues, evidence and debates, including those of relevance to a wide range of life challenges.

	BSc (Hons) Psychology and Life Challenges (Certificate Level) – Level 4	BSc (Hons) Psychology and Life Challenges (Intermediate Level) – Level 5	BSc Psychology and Life Challenges (Ordinary Level) – Level 6	BSc (Hons) Psychology and Life Challenges (Honours Level) – Level 6
Problem Solving	17. The ability to express questions in a form which makes them amenable to analysis from a psychological perspective, to suggest different approaches to their solution, and to pose simple research questions, and suggest ways of investigating them.	18. The ability to evaluate different approaches to solving problems amenable to analysis from a psychological perspectives, to propose appropriate solutions and to construct appropriate research questions to enable valid investigation of issues within a number of areas in psychology, including the psychology of life challenges.	19. <i>The ability to critically evaluate within a number of contexts the different approaches to solving complex problems within psychology and areas relating to the psychology of life challenges,, and to achieve an appropriate solution.</i>	20. The ability to critically evaluate within a wide variety of contexts the different approaches to solving complex psychological and life challenge related problems, and to achieve an appropriate solution

	BSc (Hons) Psychology and Life Challenges (Certificate Level) – Level 4	BSc (Hons) Psychology and Life Challenges (Intermediate Level) – Level 5	BSc Psychology and Life Challenges (Ordinary Level) – Level 6	BSc (Hons) Psychology and Life Challenges (Honours Level) – Level 6
Communication	21. The ability to communicate psychological ideas and argument, supported by evidence, using a number of different forms, and the basic computing skills necessary to communicate these ideas e.g. word processing, use of statistical software.	22. The ability to communicate psychological ideas and argument, supported by evidence, using a range of forms appropriate to the needs of audiences, and to communicate the findings of investigation which has used, where appropriate, databases and statistical software.	23. The ability to coherently and analytically communicate psychological arguments, ideas, debates, and solutions to problems, including issues relating to life challenges, and to effectively communicate a critical appreciation of some ideas, concepts, debates and evidence within a number of areas.	24. The ability to coherently and analytically communicate psychological arguments, ideas, debates, and solutions to problems, including issues relating to life challenges, using a range of different means, and to effectively communicate a critical appreciation of ideas, concepts, debates and evidence in a wide range of areas.

	BSc (Hons) Psychology and Life Challenges (Certificate Level) – Level 4	BSc (Hons) Psychology and Life Challenges (Intermediate Level) – Level 5	BSc Psychology and Life Challenges (Ordinary Level) – Level 6	BSc (Hons) Psychology and Life Challenges (Honours Level) – Level 6
Application	25. The ability to use some knowledge of psychological perspectives and principles to understand some real life issues and challenges.	26. The ability to apply knowledge and understanding of psychological theories and concepts, including those relating to particular life challenges through initiating, designing, conducting and reporting appropriate investigations, and to apply this relevant knowledge and skills outside the context in which they were first studied.	27. <i>The ability to extend the application of psychological knowledge to devise and sustain enquiry and argument in different contexts.</i>	28. The ability to extend the application of psychological knowledge and skills to devise and sustain enquiry and argument in a variety of contexts.

	BSc (Hons) Psychology and Life Challenges (Certificate Level) – Level 4	BSc (Hons) Psychology and Life Challenges (Intermediate Level) – Level 5	BSc Psychology and Life Challenges (Ordinary Level) – Level 6	BSc (Hons) Psychology and Life Challenges (Honours Level) – Level 6
Reflection	29. The ability to undertake guided independent learning and to acquire some transferable skills valued in employment or future learning which require the exercise of some personal responsibility.	30. The ability to exercise increased personal responsibility and decision making to undertake self directed study, to reflect on personal development in a supportive environment and to develop transferable skills and abilities with a view to future learning and employability.	31. <i>The ability to learn independently, to reflect on one's personal growth and exercise initiative and take personal responsibility for learning and to develop skills valued by employers.</i>	32. The ability to learn independently, to exercise initiative and take personal responsibility for learning and to possess a wide range of skills valued by employers or those necessary for further study at a professional or equivalent level.

	BSc (Hons) Psychology and Life Challenges (Certificate Level) – Level 4	BSc (Hons) Psychology and Life Challenges (Intermediate Level) – Level 5	BSc Psychology and Life Challenges (Ordinary Level) – Level 6	BSc (Hons) Psychology and Life Challenges (Honours Level) – Level 6
Subject Specific research skills (for those following GBR route)			NB. Students studying an ordinary degree will achieve outcomes highlighted in bold (3, 15 and 23) and will achieve a subset of other learning outcomes, depending on module choice (italicised outcomes 7, 11, 19, 27, 31)	33. Independently, but with appropriate supervision, *specialist detailed knowledge of a particular area through a literature search *the ability to create valid research questions pertinent to psychology and life challenges *design and operationalise the methodology to address these issues, *skills in the analysis and evaluation of empirical data collected for this purpose *report and evaluate findings in the form of a written project.

BSc (Hons) Psychology and Life Challenges Structure 2011/2012

At Level 5 and 6, the structure of this award enables students to meet the requirements for British Psychological Society Graduate Basis for Registration, if they choose.

Level 4 Structure – All modules are 15 credits – You must study 120 credits at each level

Core Modules (90 credits)	Specific Options (15 credits)	General Option (15 credits)
<p><u>Teaching Block 1</u></p> <p>SHS85100-1 Exploring Psychology 1 SHS85102-1 Research Methods 1</p>	<p><u>Teaching Block 1</u></p> <p>SHS85107-1 Comparative Basis of Behaviour SHS85105-1 Growing and Changing</p>	<p><u>Teaching Block 1</u></p> <p>Psychology Specific Option Or University General Option</p>
<p><u>Teaching Block 2</u></p> <p>SHS85101-1 Exploring Psychology 2 SHS85103-1 Research Methods 2 SHS85115-1 People Behaving Badly SCS85116-1 Introduction to Counselling</p>	<p><u>Teaching Block 2</u></p> <p>SCS85123-1 Applications of Child Development</p>	<p><u>Teaching Block 2</u></p> <p>Psychology Specific Option Or University General Option</p>

Level 5 Structure – All modules are 15 credits – You must study 120 credits at each level

Core Modules (60 credits)	Specific Option (45 credits)	General Option (15 credits)
<p><u>Teaching Block 1</u></p> <p>SCS85220-2 Social Psychology; Theory and Method SHS85204-2 Psychopathology and Health</p>	<p><u>Teaching Block 1</u></p> <p>AM25412-2 Volunteering: Action and Experience 2 (Teaching Block 1 or semester 2) SHS85210-2 Children in Context SCS85213-2 The Psychology of Social Perception and Communication SHS85203-2 Research Methods 3[^]</p>	<p><u>Teaching Block 1</u></p> <p>Psychology Specific Option Or University General Option</p>
<p><u>Teaching Block 2</u></p> <p>SHS85200-2 Cognitive Psychology SHS85208-2 Psychology of Criminal Conduct</p>	<p><u>Teaching Block 2</u></p> <p>AM25412-2 Volunteering: Action and Experience 2 (Teaching Block 1 or semester 2) SHS85202-2 Biological Bases of Behaviour[^] SCS85212-2 Developmental Psychopathology</p>	<p><u>Teaching Block 2</u></p> <p>Psychology Specific Option Or University General Option</p>

Level 6 Structure – All modules are 15 credits (except where indicated)
 – You must study 120 credits at each level

Core Modules (60 credits)	Specific Options (45 credits)	General Option (15 credits)
<u>Teaching Block 1</u>	<u>Teaching Block 1</u>	<u>Teaching Block 1</u>
SHS85301-3 Developmental Psychology SHS85303-3 Psychology in the Justice System	SHS85310-3 Advanced Research Methods 1 SCS85336-3 Autistic Spectrum Conditions SHS85309-3 Evolution and Psychology SHS85300-3 Psychology Project (30)^ SCS85344-3 Psychological Interventions	Psychology Specific Option Or University General Option
<u>Teaching Block 2</u>	<u>Teaching Block 2</u>	<u>Teaching Block 2</u>
SHS85302-3 Dealing with Difference	SHS85311-3 Children and Pictures SHS85308-3 Families in Context SHS85318-3 Health Psychology SHS85300-3 Psychology Project (cont)	Psychology Specific Option Or University General Option

(NB. Students seeking GBR accreditation must choose modules labelled ^)

We endeavour to provide a full range of option choices wherever possible. However, occasional changes to options may be necessary.

Relationship of modules on BSc (Hons) Psychology and Life Challenges award to
Staffordshire University Learning Outcomes

			University Learning Outcomes								
			K U	L E	E N	A N	PS	A P	C O	R E	
LEVEL 4 (Certificate)	Core	Exploring Psychology 1	√	√					√	√	√
		Exploring Psychology 2	√	√					√	√	√
		Research Methods 1	√	√	√	√	√	√	√	√	
		Research Methods 2	√	√	√	√	√	√	√	√	
		People Behaving Badly	√	√			√	√	√	√	
		Introduction to Counselling	√	√			√	√			
LEVEL 5 (Intermediate)	Core	Cognitive Psychology	√	√	√	√	√				
		Social Psychology; theory and method	√	√	√	√	√	√	√	√	√
		Psychopathology and Health	√	√		√		√	√	√	
		The Psychology of Criminal Conduct	√			√		√	√	√	√
LEVEL 6 (Honours)	Core	Developmental Psychology	√		√	√	√		√		
		Dealing With Difference	√	√		√		√	√	√	√
		Psychology in the Justice System	√	√	√		√	√	√	√	√

KEY:

KU	Knowledge and Understanding
LE	Learning
EN	Enquiry
AN	Analysis
PS	Problem Solving
AP	Application
CO	Communication
E	Reflection

The table above shows the relationship between core modules on the award and the Staffordshire University learning outcomes. Option modules offer additional learning outcomes, depending on choice of option.

Appendix 2: Guide for Submission of Assignments

SUBMISSION OF WRITTEN ASSIGNMENTS: GUIDANCE FOR PSYCHOLOGY STUDENTS

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.

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 re-enforces the fact that it is always better **to submit a half-finished assignment than not submit anything or attempt an examination you are not confident about than not attend** – you may gain sufficient marks to pass the module or at least 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.

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]

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).

APPENDIX 3: Working with Display Screen Equipment

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	
	<ol style="list-style-type: none"> 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.

Staffordshire University

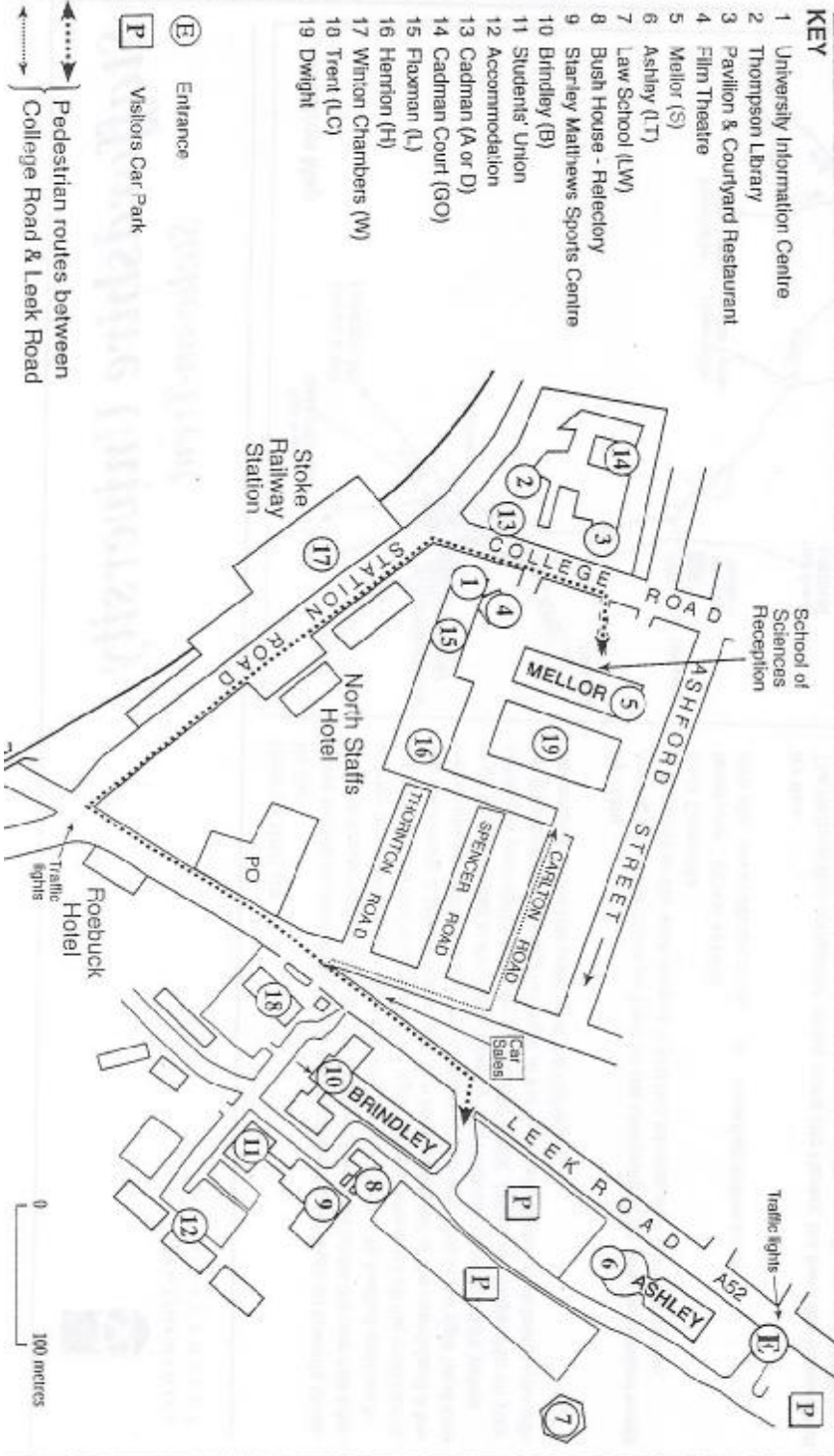
Stoke-on-Trent

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UNIVERSITY



KEY

- 1 University Information Centre
- 2 Thompson Library
- 3 Pavilion & Courtyard Restaurant
- 4 Film Theatre
- 5 Mellor (S)
- 6 Ashley (LT)
- 7 Law School (LW)
- 8 Bush House - Refectory
- 9 Starley Matthews Sports Centre
- 10 Brindley (B)
- 11 Students' Union
- 12 Accommodation
- 13 Cadman (A or D)
- 14 Cadman Court (GO)
- 15 Flaxman (L)
- 16 Henton (H)
- 17 Winton Chambers (W)
- 18 Trent (LC)
- 19 Dwight



Staffordshire University
BSc (Hons) Psychology & Life Challenges
Student award handbook 2011-2012

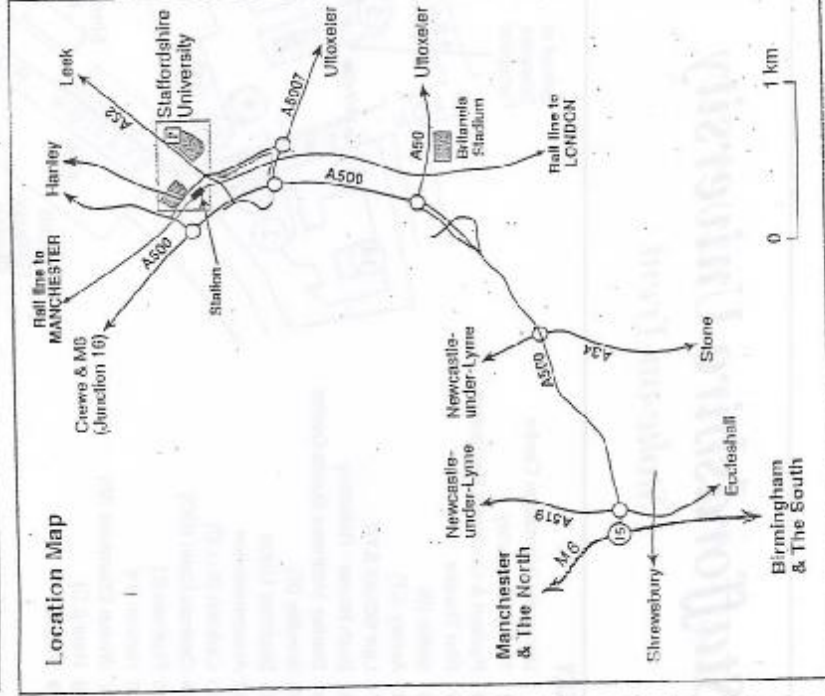
Staffordshire University

Stoke-on-Trent



Staffordshire
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Location Map



How to find us

By Car

Leave the M6 at Junction 15. At the first roundabout go straight on towards Stoke. Over the flyover (observe the 50mph limit), you then pass under the new A50 interchange (also sporting an inchinerator and the new Stoke City football stadium to the right). At the next roundabout turn right. Using the third exit of the roundabout, you pass under a railway bridge, and turn immediately left at the roundabout a few metres ahead. Follow the line of the railway to your left. Stay in the right hand lane to go straight ahead at the traffic lights by The Roebuck Hotel (a bright yellow building to your right). It is sign posted A521 LEEK. After a car dealership on your left (by a pelican crossing) turn right at the next traffic lights which brings you onto the campus, to the free parking at the University.

By Train

Arriving by train at Stoke-on-Trent for the University is the most convenient mode of transport as the main campus is just two minutes walk from the station.

Train Enquiries

Telephone: (0345) 484950
Web site: www.railtrack.co.uk or www.thetrainline.co.uk

By Bus

The National Bus companies routes come into Hanley, but there are buses which stop at the University coming from Shrewsbury, Chester, Crowe and Sheffield.

Bus Enquiries

National Express (0990) 808080

For information please contact:

Staffordshire University
College Road
Stoke-on-Trent ST4 2DE
Telephone No. (01782) 294643