

**BSc PSYCHOLOGY PROGRAMME**

**Faculty of Sciences**

**Level 5**

# Student Handbook

**UPDATE**

**2011 - 2012**

**Welcome to Level 5 (Year 2) of Psychology  
at Staffordshire University**

This handbook should provide you with much of the information you need about Level 5 of your degree at Staffordshire University. You will need to read it carefully at the start of the year, and keep it for reference

In addition to this handbook, there is a generic Faculty Handbook accessible from the Psychology homepage of the university website which contains detailed information on a range of issues-some of which are touched upon here. It is therefore important that you also refer to the Faculty Handbook. The University Web site ([www.staffs.ac.uk](http://www.staffs.ac.uk)) also has a great deal of relevant information for you.

# CONTENTS

	<b>Page</b>
<b>1. TERM DATES</b>	<b>3</b>
<b>2. THE UNIVERSITY STRUCTURE &amp; THE PSYCHOLOGY DEPARTMENT</b>	<b>3</b>
<b>3. PERSONAL TUTORS</b>	<b>6</b>
<b>4. PERSONAL DEVELOPMENT PLAN</b>	<b>8</b>
<b>5. EMPLOYABILITY, KEY SKILLS AND CAREERS</b>	<b>9</b>
5.1 Employability	
5.2 Psychology Careers Workshops	
5.3 Departmental Research Seminar Programme	
5.4 Asking for References	
<b>6 KEEPING IN TOUCH</b>	<b>10</b>
<b>7 KEEPING ON TRACK</b>	<b>10</b>
7.1 Your Award	
7.1 (i) Earning British Psychological Society recognition	
7.2 Attendance & Absence	
7.3 Student Representation and Staff Student Liaison	
7.4 Student Behavior	
<b>8 GUIDANCE ON ASSESSED WORK</b>	<b>13</b>
8.1 Assessment criteria and guidance	
8.2 Anonymous marking	
8.2(i) Disagreements about marks for assessed work	
8.3 Student responsibilities	
8.3 (i) Extenuating circumstances for group work	
8.4 Planning work	
8.5 Referencing policy	
8.6 Academic Misconduct	
8.7 Language and Ethics	
8.8 Assignment submission	
8.9 Draft Assignments	
<b>9 THIRD YEAR PROJECT</b>	<b>24</b>
<b>10 THE LIBRARY and the Learning Resource Centre</b>	<b>24</b>

<b>11</b>	<b>LABORATORIES AND ACCESS TO COMPUTERS</b>	<b>26</b>
<b>12</b>	<b>STUDENT WELFARE</b>	<b>27</b>
	12.1	Disability Advisory Service
	12.2	Money Doctors
<b>13</b>	<b>DATA PROTECTION</b>	<b>27</b>
 <b>APPENDICES</b>		<b>27</b>
	1. Submission of Written Work – Psychology Guidelines	<b>28</b>
	2. Assessment and Progression Regulations	<b>29</b>

## 1. TERM DATES

<b>Enrolment</b>	Weds. 21st September 2011
<b>Teaching Block 1</b>	26th September – 16 <sup>th</sup> December 2011
<b>Independent Study/Assessment</b>	9th Jan – 13 <sup>th</sup> Jan 2012
<b>Teaching Block 2</b>	16 <sup>th</sup> Jan – 23 <sup>rd</sup> March 2012
<b>Easter</b>	26 <sup>th</sup> March – 13 <sup>th</sup> April 2012
<b>Teaching Block 2</b>	16 <sup>th</sup> April- 27 <sup>th</sup> April 2012
<b>Independent Study</b>	30 <sup>th</sup> April – 4 <sup>th</sup> May 2012
<b>Assessment Block</b>	7 <sup>th</sup> May – 25 <sup>th</sup> May 2012

**TEACHING STARTS**                      **Monday 26<sup>th</sup> September 2011**

## 2. The University Structure

The University is split into faculties (details on the University Web pages):

- Faculty of Business and Law
- Faculty of Computing, Engineering and Technology
- Faculty of Health
- Faculty of Sciences (Dean: David White)
- Faculty of Arts, Media and Design

### 2.1 Where does Psychology fit in to the University?

Psychology is located within the Faculty of Sciences, on the second and fifth floor of the Mellor Building, on the College Road campus in Stoke.

The Faculty of Sciences is headed by the Dean, Professor David White. The (Acting) Programme Area Manager for Psychology is Mrs. Judy David, and the (Acting) Psychology Award/Field Leader is Dr. Emily Buckley.

Being based in the Psychology department means the majority of your contacts will be with the Psychology Department (2<sup>nd</sup> Floor, Mellor Building) and the Faculty Office (Ground Floor, Mellor Building).

### 2.2 Who do I need to see if I have a query or a problem?

Your first port of call continues to be your **Personal Tutor**. Normally this is the same person as in Year 1. If necessary you can also speak to the Psychology Award Leader. The **Award Leader** is the person who has overall responsibility for the management of your degree. If you are unsure who to speak to, contact the Psychology Clerical Assistant based in **Reception, Ground Floor, Mellor building**.

In addition, different members of staff have specific responsibility for managing various aspects of your degree. The members of academic staff

who have specific responsibility for managing various aspects of your degree are as follows:

**(Acting) Head of Psychology:** Judy David [jj.david@staffs.ac.uk](mailto:jj.david@staffs.ac.uk)  
Rm S219

**(Acting) Field Leader:** Emily Buckley [e.j.buckley@staffs.ac.uk](mailto:e.j.buckley@staffs.ac.uk)  
Rm S221

**Year Tutors** – will help you with general concerns about your year of study, deal with queries about changing modules and organise Staff-Student Liaison meetings. Queries about specific modules need to be referred to Module Leaders. Year Tutors also organise enrolment and induction at the beginning of each year as well as module registration for each year of study.

**Level 5 (Second Year) Tutors**

**Ceri Parsons** [c.parsons@staffs.ac.uk](mailto:c.parsons@staffs.ac.uk) Rm S227

**Level 6 (Third Year) Tutors**

**Cressida Minister** [c.m.minister@staffs.ac.uk](mailto:c.m.minister@staffs.ac.uk) Rm S235

**Mark Forshaw** [m.j.forshaw@staffs.ac.uk](mailto:m.j.forshaw@staffs.ac.uk) Rm S239

**Level 6 Project Coordinator:**

**Anja Rutten** [a.h.rutten@staffs.ac.uk](mailto:a.h.rutten@staffs.ac.uk) Rm S526

In Year 3, you will carry out a research project under the supervision of an individual member of staff if you are following a GBC route (see section 7.1). The project coordinator is responsible for arranging the allocation of students to individual supervisors, and for monitoring the progress of the projects.

Your **Level 4 Handbook** contains a list of all staff in the Department as well as their roles, and teaching and research interests. An updated list of staff with *specific roles* in the Department is presented overleaf – for a full list of Staff see the Psychology Webpage on the main Staffordshire University Website. You can click on the 'Staff Profiles' option to look up staff research interests.

**(Acting) Field Leader/UG Award Leader** Emily Buckley  
[e.j.buckley@staffs.ac.uk](mailto:e.j.buckley@staffs.ac.uk) Rm S221

**Award Leader – Graduate Diploma in Psychology**  
David Galbraith Rm S238  
[d.galbraith@staffs.ac.uk](mailto:d.galbraith@staffs.ac.uk)

**Director(s) – Professional Doctorate in Psychology**  
David Clark Carter Rm S223  
[d.clark-carter@staffs.ac.uk](mailto:d.clark-carter@staffs.ac.uk)  
Rachel Povey  
[r.povey@staffs.ac.uk](mailto:r.povey@staffs.ac.uk) Rm S232

**Director - MSc Health Psychology**  
Sarah Grogan Rm S217  
[s.c.grogan@staffs.ac.uk](mailto:s.c.grogan@staffs.ac.uk)

**Director of Human Sciences Lab**  
Julie Hulme Rm S231  
[j.a.hulme@staffs.ac.uk](mailto:j.a.hulme@staffs.ac.uk)

**Director – MSc Teaching Psychology**  
Julie Hulme  
[j.a.hulme@staffs.ac.uk](mailto:j.a.hulme@staffs.ac.uk) Rm S231

**Director – ProfDip & MSc Psychotherapeutic Counselling**  
Doreen Fleet & Cressida Minister  
[c.m.minister@staffs.ac.uk](mailto:c.m.minister@staffs.ac.uk) RmS235  
[d.fleet@staffs.ac.uk](mailto:d.fleet@staffs.ac.uk) Rm S220

**ADDITIONAL ROLES** you may find useful to know about

**Careers Liaison Tutor** Jenny Cole  
[j.m.cole@staffs.ac.uk](mailto:j.m.cole@staffs.ac.uk) Rm S224

**Clinical Placements Tutor** Richard Jolley Rm S234  
[r.jolley@staffs.ac.uk](mailto:r.jolley@staffs.ac.uk)

**Distance Learning Co-ordinator**

**Examinations Co-ordinator** Doreen Thompson Rm S233  
[D.Thompson@staffs.ac.uk](mailto:D.Thompson@staffs.ac.uk)

**Post- Graduate Tutor** David Clark-Carter Rm S223

[d.clark-carter@staffs.ac.uk](mailto:d.clark-carter@staffs.ac.uk)

**Psychology Resources Manager** Carol Austin Rm S211  
(In charge of psychological tests, etc) [c.a.austin@staffs.ac.uk](mailto:c.a.austin@staffs.ac.uk)

**Psychology Research Seminar Co-ordinator**  
Richard Jolley Rm S234  
[r.jolley@staffs.ac.uk](mailto:r.jolley@staffs.ac.uk)

**Research Co-ordinator** David Galbraith Rm S238  
[d.galbraith@staffs.ac.uk](mailto:d.galbraith@staffs.ac.uk)

**Socrates and Student Exchange Representative**  
**Library & IT Liaison** David Clark-Carter Rm S223  
[d.clark-carter@staffs.ac.uk](mailto:d.clark-carter@staffs.ac.uk)

**Teaching and Learning Co-ordinator**  
Mani Das Gupta Rm S212b  
[m.dasgupta@staffs.ac.uk](mailto:m.dasgupta@staffs.ac.uk)

**Timetables** Helen Lee Rm S240  
[h.a.n.lee@staffs.ac.uk](mailto:h.a.n.lee@staffs.ac.uk)

**PSYCHOLOGY TECHNICIANS**  
Rm S212A  
Terry Harvey  
[t.harvey@staffs.ac.uk](mailto:t.harvey@staffs.ac.uk)  
Paul Gallimore  
[p.i.gallimore@staffs.ac.uk](mailto:p.i.gallimore@staffs.ac.uk)  
Kathryn Booth  
[K.L.Booth@staffs.ac.uk](mailto:K.L.Booth@staffs.ac.uk)

**Academic Skills Tutor Librarian** Kathleen Morgan  
[k.morgan@staffs.ac.uk](mailto:k.morgan@staffs.ac.uk)

**The most important person for you to keep in regular touch with is your Personal Tutor**

### 3. PERSONAL TUTORS <sup>1</sup>

Your Personal Tutor from Year 1 will continue as your Personal Tutor in Year 2 *unless you request a change*. In Year 3 your project supervisor will take on the role of your Personal Tutor.

You should know who your Personal Tutor is but if you do not please contact the Year tutor (Ceri Parsons). Your Personal Tutor should be your first point of contact *at all times* if you have any difficulty or questions.

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<sup>1</sup> You can obtain further information from the faculty generic handbook.

It is important that you feel comfortable with your Personal Tutor as this is the person you may need to talk about personal difficulties or problems with your work. Your Personal tutor **is your first point of contact** at all times, especially in times of trouble - so if you are not getting on, ask for a change via the Year 2 Tutor (Ceri Parsons).

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. **Student Support** provides you with more details of some of these services.

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 their Office Hours (except in exceptional circumstances)
- Responding to communications from your Personal Tutor – for example, requests for information to support reference writing.
- 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 anything that may affect your studies such as module/award changes, change of address, and personal circumstances that are affecting your work.

You are **formally required** to "check in" with your Personal Tutor **at least 4 times** during the year. In level 5 you will see your personal tutor for four scheduled meetings, two in semester 1 and two in semester 2 (you will still be able to use their office hours at other times). These meetings will be a mixture of individual and group meetings and will be used to inform you of procedures such as module registration, and review your performance.

**Personal Tutorials in Level 5**

Date	Description	
21/09/11	Welcome to level 5	Group
w/b 10/10/11	Review of Level 4 performance and feedback	Individual
w/b 16/01/12	Welcome back after Christmas, and information about upcoming events	Group

w/b 20/02/12	Review of semester 1 performance and feedback	Individual
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Personal Tutors also offer **academic guidance** and it is a good idea to discuss module choices (for Year 3) and assignment grades with them, *especially* if you are not getting the grades you want.

**NB** Personal Tutors keep a **record** of all their meetings with you. If you have *not* been seeing your personal tutor regularly (i.e. have not attended the minimal meetings) they may **not** sign **student loan forms or attendance forms** or give you a **reference** (as they will not really know you or be able to certify that you have been attending regularly!)

#### 4. PERSONAL DEVELOPMENT PLANNING

Personal development Planning (PDP) is designed to make you think about the transferable skills you are learning through your academic work, and also to think about ways in which you can improve and/or use these skills to enhance employment opportunities. A PDP programme helps you to develop and improve both academic and career skills and is a requirement of higher education nationally. In most jobs employees are required to undertake Continuing Professional Development (CPD). Undertaking PDP can not only enhance academic performance, but also prepare you for CPD in your working life. The PDP process will provide you with

- a record of your learning and achievement
- a means of monitoring, building and reflecting on your own development.

Some employers want to see evidence of PDP, and having a ready made and up to date PDP portfolio or record can be very useful when applying for jobs. It is also a useful preparation for the Continuing Professional Development (CPD) that many employers require you to undertake as well as a useful place to store information that can be used to construct a CV.

The University expects every student to work on a **Personal Development Plan**. Although this is done on your own you will be expected to discuss aspects of your PDP with your Personal Tutor during the scheduled meetings outlined in your Personal Development Planning Handbook.

Staffordshire University runs a system called Pebble Pad to help you work on your PDP online. You can access this via the A-Z index on the University website. Both Pebble Pad and your PDP Handbook are designed to help and guide you through **recording your achievements** as well as making **action plans** to help improve performance. Although you do not have to show your PDP Workbook or PebblePad entries to anyone (unless you want to) you can use the Pebble Pad material to focus/structure meetings with your Personal Tutor.

## 5 EMPLOYABILITY, KEY SKILLS, AND CAREERS

### What is Employability?

ESCET (Enhancing Student Employability Co-ordination Team) defines employability as “*A set of achievements, skills, understandings and personal attributes – that make graduates more likely to gain employment and be successful in their chosen occupations.*”

A summary of the Staffordshire University Employability Policy is provided in the faculty generic handbook

Level 5 students are encouraged to do the Careers and Voluntary Work modules in order to enhance their profiles. The University also operates a number of schemes to promote student employability including **Involved (formerly Sponte)** and the **Student Tutor Scheme**. Details can be found on the University Website.

### 5.2 Psychology Careers Workshops

There are numerous Careers talks and activities organised by the Careers Service – check under Careers on the University website, or pick up a leaflet from the Careers Office (Cadman building). Any Psychology specific Careers talks will be advertised to on the Level 5 Notice Board.

### 5.3 Departmental Research Seminar Programme

The Psychology Department holds a programme of seminars by **visiting lecturers and professionals** throughout the year. Attending these seminars will give you an idea of the range of activities and research that psychologists are involved in. Speakers may be staff from the Department, talking about their current research, or may be psychologists from elsewhere. The topics are wide ranging and introduce you to cutting edge work in Psychology nationwide. Students who attend find the content and the nature of the subsequent discussion valuable, and sometimes find inspiration for their third year projects - so do use this as a further resource.

A list of Departmental Seminars for each Teaching Block will be posted on the Psychology Notice Board. ALL Students are encouraged to attend and attendance at these activities looks good on your CV as well as giving you lots to think about!

### 5.4 Asking for 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 basis, usually this is your **personal tutor**.

It is very important (and common courtesy) to approach the person you wish to be your referee 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., some indication of what work you have done already (including voluntary work, part-time work, and any University schemes you participated in) what your goals are (*both of which will be easy to do if you maintain your PDP*) as well as a description of the job or course you are applying for.

## 6. KEEPING IN TOUCH

The University Homepage and student email are your key links to the University. Some important messages are sent out through student email. All Psychology tutors (including MODULE leaders and SEMINAR leaders) as well as other members will contact you either through your student email or via the **Level 5 Noticeboard**. There is also now a **Level 5 Student Information module on Blackboard** which will be used to provide you with general information about courses, the department and the university generally. You should check this site regularly.

Please make sure that you check the **Level 5 Notice Board** (second floor, Mellor Building) **regularly**, as changes to classes/timetables and many other important notices are posted on the Boards. Please also ensure that you access your **student email** at least **once a day**.

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 the Admin Office on [psychadmin@staffs.ac.uk](mailto:psychadmin@staffs.ac.uk), 01782 294643.

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.

## 7. KEEPING ON TRACK

### 7.1 Your Award

All psychology awards (singles and joints) where you study a minimum of 50% psychology in Intermediate and Honours level (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 Intermediate and Honours levels (a set of **60 credits at each level** (compulsory for BSc. (Hons)

Psychology) you can claim a second level of recognition with the BPS, **Graduate Basis for Chartership (GBC)**. 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. The British Psychological Society will only award Graduate Basis for Chartership to students who achieve honours awards with an average mark of at least 50%. Therefore students on all single and joint honours awards in Psychology who are following a GBC route must achieve a Grade Point Average of at least 7 (2:2) on their award overall (not necessarily each individual module) to be eligible to apply to the BPS for GBC status.

#### **PLEASE NOTE**

You will **not** be allowed to follow a **GBC route** on your Award UNLESS you have passed the appropriate pre-requisite modules (see Table below).

If you do not pass the pre-requisite modules and you are on a **Single Honours Psychology, Forensic Psychology or Health Psychology** Award you will have to **transfer to a non-GBC** accredited Psychology Award (e.g. Psychological Studies; Forensic Psychology Studies). For all other Awards you will follow the non-GBC route on your Award.

#### **How your degree classification 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 H 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](http://www.staffs.ac.uk/assets/ugrad_mod_fram_tcm44-26763.pdf)

### **PRE- REQUISITES for Modules**

Several modules have pre-requisites - modules that must have been studied at the previous Level in order for you to register on them

#### **LEVEL 5**

MODULE	PRE-REQUISITES FOR MODULES
Research Methods 3	Research Methods 1 and Research Methods 2

#### **LEVEL 6**

MODULE	PRE-REQUISITES FOR MODULES
Psychology Project	Research Methods 3 <b>and</b> Social Psychology: Theory and Method
Advanced Research Methods	Research Methods 3

Remember, it is your responsibility to ensure that you are registered for the modules that make up your Award. If at any time you get confused with your module choices, speak to your Personal Tutor first.

Information about choices, structures and patterns of study in Year 2 was issued to you in a Module Registration Handbook towards the end of Year 1. Before you start Year 3, you will also be given a Project Handbook, which gives details about the Year 3 Project module.

The pattern of teaching will be similar to that experienced at Year 1, though more flexible. You will be required to do a lot more independent work, read original sources (i.e. journal articles and specific texts rather than introductory text books) and show a development in critical and analytical skills.

Students are expected to *fulfil course requirements as regards attendance and study hours*. Modules are designated as **each** needing **150 hours of study (for each 15 credit module)**, the majority of this being independently organised by the student but directed by your module tutors. You must also attend lectures and seminars/workshops (see next section)

### **7.1 (i) Earning British Psychological Society recognition**

Most of you will be following awards/routes on awards that entitle you to claim Graduate Basis for Chartership 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 GBC accreditation (although conversion courses do exist for people if they want to achieve this after they graduate). To claim GBC 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 GBC 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.

## **7.2 ATTENDANCE & ABSENCE**

For details of the University regulations for attendance and what to do if you are absent from University please see the generic faculty handbook.

## **7.3 Student Representation and Staff Student Liaison**

Students are asked to volunteer to be on Staff-Student Panels, and attend Staff meetings in order to represent the students' views (from their year of study) on their Award at Award Management Board or equivalent Faculty committees.

The key tasks of student reps will be to

- To attend and participate in relevant meetings
- To canvass and discuss student opinions on issues relating to their academic studies
- To effectively report any outcomes of discussions to students after meetings
- Work with other Student Academic Reps, sharing information and act as a support mechanism
- To liaise and feedback with the Education & Welfare Officer in the Students' Union and Faculty Key Coordinators

Full details can be found in the faculty generic handbook.

Being a Student Representative can be fun and looks good on your CV too!

## **7.4 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](http://www.staffs.ac.uk).

## **8. GUIDANCE ON WRITTEN WORK**

### **8.1. Assessment Criteria and Guidance on Grades (for Coursework and Examination Essays)**

**(NB Specific assessment guidelines are provided in module handbooks but some general principles are outlined below. For further information about how assessment regulations are applied please see the University website)**

#### **Level 5**

1. Evidence of reading in specialised psychology texts is essential. Good work will also show evidence that a few primary sources ( i.e. original research in journals) have been consulted.
2. There is an expectation that you will be reading widely and that psychological theory and research reviewed at this level should be relatively up-to-date.
3. Though a wide range of relevant literature should have been consulted, it should be utilised selectively. 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 an effective answer.
4. 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.

The University Regulations contain criteria for Grade Points and staff will provide more specific criteria for different kinds of work, e.g. posters, presentations.

This brief advisory guide is intended to assist students in interpreting their essay marks and examination results.

- **Guidelines for submitting Assignments can be found in Appendix 1. Please read before submitting any written work.**

## **8.2 Anonymous Marking**

The University has an anonymous marking policy for all examinations, class tests and anonymous marking for coursework where this is feasible. This means that scripts 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 judgements of the quality of work produced.

**NB** Special arrangements exist for marking work of students who are registered as disabled with the University's Disability Services.

### **8.2(i) 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.

## **8.3 Student Responsibilities**

You are responsible for managing your learning, fulfilling course requirements of attendance and learning hours. It is also your responsibility to be aware of assessment requirements, deadlines and penalties for non-compliance. The Extenuating Circumstances panel is unlikely to look kindly on a student excuse which indicates carelessness in these areas of information accuracy.

If you have to resit a module then the maximum grade you can attain is a 4, unless you have Extenuating Circumstances upheld by the panel, in which case you can resit an exam or re-submit a piece of assessment as if for the first time.

### **8.3 (i) 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.

#### **8.4 Planning Work**

Many of the problems which students experience over meeting deadlines for coursework, access to computers and access to books would be eased if each person planned their work schedule. Once you know when assignments are due, plan when you are going to work on each one. You do not have to wait for the deadline before you work on the assignment!

There a number of e-resources for study skills and time-management and you may also want to discuss this with your Personal Tutor.

Staff have attempted to stagger the deadlines so that they do not all occur at the same time but obviously they have to be towards the end of a teaching period in order that the material has been covered.

#### **8.5 Referencing Policy for Psychology**

In academic writing you must identify and acknowledge your sources in a systematic style of referencing. There are a variety of ways of giving references. The common aim is to provide all the information necessary for your reader to trace the source of your material easily and accurately.

In this section, the rules governing how to reference books, book chapters and journal articles are explained. These guidelines are taken from those detailed in the American Psychological Association's Publication Manual. A copy of this manual (which includes other types of referencing, e.g. from newspapers, CD-ROM databases such as PsychInfo, newspapers, the Internet, etc.) can be found in the library.

When you are writing assignments there are two situations in which you will need to reference books and articles:

- When you paraphrase or otherwise discuss information from another text book or journal article
- When you quote directly from another text

Exactly how you refer to your sources will depend both on how you are using it and on what kind of publication it is. A glance at any psychology book will show you that referencing is done (a) by writing something in the text (the authors name and the date of publication) and (b) by writing something at the end of what you are writing (the full details of the publication). The next two sections show you how to do both of these. Remember that this is all about presentation, so every full stop, comma, underlining and so forth that we give in our examples is important and you should reproduce it in your own work.

The examples below are necessarily a summary of the APA guidelines (though they should be all you need). A longer summary can be found here:

### **In the text itself**

If you want to refer to work by, for example, Hearn (or anyone who has researched and/or written a chapter, book, or article, for example) then their name, followed by the date of the work, need to appear in the text. For example:

*In Hearn's (1998) study, men's violence across a wide range of contexts was explored*

or

*The main perpetrators of violence in the home are men (Hearn, 1998).  
Hearn found that.....*

When books and articles have two authors, the same rules apply as with single authors – you just need to list the authors in your work. For example:

*Edwards and Potter (1992) argue that ....  
Potter and Wetherell (1987, p.98) state, "discourse ..."*

*A later study (Potter & Wetherell, 1987) found that .....*

Note that 'and' is always used in the main text, whereas '&' is only used when the reference appears in brackets.

If the work has three or more authors, then the first time you reference them in your text you include all the names. After that, you use the first name followed by et al.

For example – first citation in text:

*Wasserstein, Zappulla, Rosen, Gerstman, and Rock (1994) found ...*

Subsequent citations in text should read:

*Wasserstein et al. (1994) found ...*

If there are more than five authors just use the et al approach throughout. In your reference list you should always give the full list of authors.

### **Citing more than one work at a time**

Sometimes you are going to want to indicate that several different publications have said the same thing. In this case, in the text, list all publications in alphabetical order, separating them with a semi-colon (;) e.g.

*Many researchers have discussed the differences between qualitative and quantitative methods (Bryman & Burgess, 1994; Edwards, 1997; Potter & Wetherell, 1987).*

If, in the same report, you will be citing work from more than one person with the same surname, give the initials of the author, eg. H.J. Eysenck (1966), M. Eysenck (2001). Unless this is the case, however, you should not include names or initials in references in the text of your work.

### **More than one work by the same author(s) in the same year:**

If the authors are exactly the same in different works then use a lower case letter as a suffix to distinguish them, starting from a; eg. Eysenck (2001a). You should only use such suffixes if you are citing more than one work by the same authors published in the same year. Therefore if, for example, you read in Gross (2004) about an article by Eysenck (2001) and that is the only article for that year by that author that *you* will be referring to, then, even if Gross has cited it as Eysenck (2001a), don't include the suffix.

### **Dropping the date**

If you cite the same work a second time in the same paragraph, you can miss the date off the second time.

### **Using direct quotes**

Quoting directly from a text is not often a very good idea. It is almost always better to paraphrase what the author has said. This makes your writing easier to read, and also demonstrates that you understand the original authors' intended meaning. If you must quote directly – if, for example, the exact words that the author used are important for some reason – then here is how to do it.

If you had this passage in front of you, and wanted to quote from it directly, then you could do one of the following

*He stated, "the extent of men's violence to women and known women is immense" (Hearn, 1998, p. 4).*

or

*Hearn (1998) has suggested that "the extent of men's violence to women and known women is immense" (p. 4).*

Quotes of less than 40 words should be contained within your text. Quotes of more than 40 words should be indented as follows:

*Hearn (1998) found the following:*

*The extent of men's violence to women and known women is immense. This is not to say that all men are violent towards women all the time, in all societies, in all contexts of cases. It is, however, important to recognise the pervasive presence of these violences by men to women. (p. 4).*

Note that you always give the number of the page from which you are quoting.

## Citing secondary sources

There are a few, rare situations in which you might want to make it clear to a reader that your information about what an author has said comes to you second-hand, via another text. If, for example, you want to talk about Kaufman's work but you have only read about it in Hearn's book, then you might want to make this clear in the way that you reference. You would only want to do this if:

(a) Kaufman's work is not published or is very difficult to obtain (it might, for example, be a doctoral thesis)

(b) You are uncertain about the reliability of your secondary source (i.e. you want to say that Hearn has said this but that you have not checked the original and you have reason to believe that it might not be correct).

The way to avoid the second situation, of course, is to go and check the original, which is something that you should always do if at all possible. You do not have to cite secondary sources just because you've not read them. If I trust Hearn as a source, it would not be necessary to indicate that my knowledge about Kaufman came from Hearn. Just cite as though you've read Kaufman yourself. You do, though, run the risk of misunderstanding Kaufman's study, so it is always better to go back to original sources.

**In general (as an undergraduate at least!) it is acceptable to assume that the text books and articles available to you through the University library, or recommended to you by lecturers, are reliable enough as a secondary source. In these cases, you do not have to cite the secondary source. However, other sources of material may be more unreliable, and you may wish to cite the secondary source.**

If you do want to indicate a secondary citation this is what you put in the text:

*Kaufman's study (as cited in Hearn, 1998) ...*

or

*Kaufman (as cited in Hearn, 1998) has developed a framework for understanding men's violence which has three main facets.*

or

*There are various frameworks for understanding male violence, some of which incorporate different aspects of men's behaviour (e.g. Kaufman, as cited in Hearn, 1998).*

If citing a secondary source, you only need to put the secondary source in the reference list. In this example, you would put the reference for Hearn (1998):

Hearn, J. (1998). *The violences of men*. London: Sage.

In the unlikely event that you want to quote directly what someone has said but you have only read it in a secondary source you should do the following:

*As Edwards has claimed "The safest place for men is the home" (cited in Hearn, 1998)*

### **At the end of your assignment**

We expect a full list of references for all the authors you have mentioned in the text. The reference list should be in alphabetical order by surname of author. Where there is more than one book or paper by the same author, they are ordered by date of publication, starting with the earliest. However, if there is more than one work by the same first author, but different subsequent authors, then you need to put them in alphabetical order before date order. Thus Kline, P and Lapham, S (1991) would be placed before Kline, P and Storey, R (1978).

The references in the text should point to the full details of the publications that you have cited in the text. There are three different kinds of publication you are likely to want to cite:

- Single author books (or books where two or more authors have collaborated throughout)
- Edited books (books that are made up of several chapters each written by a different author).
- Journal articles (papers that are published in scholarly journals)

The APA accepted format for presenting each of these is different

#### **Single Authors Books**

The format for any book other than an edited collection is as follows:

Surname, Initials. (Date). *Title italicised*. Place of publication: Publisher.

e.g.

Hearn, J. (1998). *The Violences of Men*. London: Sage.

You can get almost all of this information from the page immediately after the title page in the book. The only thing that is sometimes hard to find in the place of publication. This is not the same as the place of printing. It is normally given below the publishers name on the title page. Be careful too to give the date of when the book was first published, and not when it was last reprinted.

#### **A chapter from an edited book**

This is a little more complicated. Note the order of information and punctuation carefully:

Surname of author(s) of chapter, Initials. (Date). Title of chapter. In initials, surname of editor(s) (Ed./ Eds.), *Title of Edited Book Italicised* (pp. x-y: inclusive pages of chapter). Place of publication: Publisher.

e.g.

Clark, K. (1998). The linguistics of blame: Representations of women in the Sun's reporting of crimes of sexual violence. In D.Cameron (Ed.). *The Critique of Language: A Reader* (pp. 183-212). London: Routledge.

### **A journal article**

If you are referencing a paper in a journal the format is as follows.  
Surname, Initials, & Surname, Initials. (Date). Title of paper. *Title of Journal*, volume, inclusive pages.

Gough, B., & Edwards, G. (1998). The beer talking: four lads, a carry out and the reproduction of masculinities. *The Sociological Review*, 46, 409-435.

**You may have seen references in the past include the part number for volumes of journals, but it is no longer necessary to include this.**

### **Web pages and other electronic sources**

If you retrieve a journal article or book chapter from an electronic source, but you know that all you are doing is getting an electronic copy of something that also appears on paper, then reference as above. This would be the case if, for example, you accessed one of the e-books that the library holds, or if you downloaded a paper from PsycArticles.

If, however, your information comes directly from an electronic source that does not also appear in print – a web page, for example – then you need to cite it as follows:

*Dewey, R. A. (2004). APA Style Resources by Russ Dewey. Retrieved September 8, 2004, from <http://www.psywww.com/resource/apacrib.htm>*

Note, though that you should think very carefully before citing web pages as sources of evidence in your essays and report writing. Books, book chapters and, particularly, journal articles, are much more reliable sources. Although the nature of academic publishing is rapidly changing, for the time being it is definitely best to try and trace information back to its paper-based source.

All of this might seem rather complicated. In fact it isn't – it's just a lot harder to explain the rules than to actually do it. In practice, so long as you are aware of the need to get it right, you will find that these guidelines, or a quick look at the reference section at the back of a text book, will normally put you on the right track. There isn't really any reason why you should get it wrong,

but if you accidentally miss off the occasional comma we are not going to start knocking marks off. What we are concerned with, though, is that all the relevant information is included in your references, and that you've made a very good attempt at presenting them in APA format.

In summary...

### **Tips for getting your referencing right...**

Referencing correctly is a very important part of writing in psychology. It's really worth getting it right. There are detailed guidelines above and you need to follow these slavishly. If you note the following you shouldn't go wrong:

- § Every time you refer to someone's work in the text it should be followed by a reference. Something like this: "Although some people have argued that language and thought are inseparable (Ford and Carter, 1984; Smith and Jones, 1972), others have argued..."
- § Everything that is referenced in the text needs to have a full reference at the end of your assignment.
- § References reference what you have referred to, not what you have read. Even if you got all of your information from one text book you need to fully reference all of the original sources, taking the details from the text books own reference list
- § Referencing guidelines specify every feature of the format of your references, down to the last comma and full stop. Some markers will pull you up for any deviation from this.
- § The References section at the end of your assignment does not count towards the word limit.

### **8.6 Academic Misconduct**

Where academic misconduct (including plagiarism) is detected in students' work and can be proved, very serious penalties can be applied. You were helped to understand what academic dishonesty is, and how to avoid it, during a workshop held in Exploring Psychology 1 in your first year. There you were referred to the University policy and you had explained to you what the different sorts of academic dishonesty were, 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 to assess a 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. **IF YOU HAVE NOT ALREADY DONE SO, YOU ARE STRONGLY ADVISED TO FAMILIARISE YOURSELVES WITH THESE.** 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](http://www.staffs.ac.uk/assets/academic_misconduct_tcm44-26770.pdf)

## **8.7 Language and Ethics**

You should attempt to use gender-free language in your writing at all times. The BPS has issued guidelines regarding terminology to be used for participants in research, who have traditionally been referred to as 'subjects' - instead the terms 'participant' or 'respondent' are preferred. The BPS guidelines can be found on the BPS website.

### **Ethics**

The BPS requires that psychology degrees give emphasis to the importance of ethical considerations in psychological research. This will be addressed in the core modules and will be assessed particularly in Level 5 methods teaching. Projects (Year 3) will be expected to contain at least a paragraph on ethical considerations. The BPS guidelines can be found on the BPS website.

## **8.8 Submission of Assignments** (see Appendix 1)

You must hand in ONE copy of all your work to the Faculty Office (see details posted at the time). Work should be **typed in 12 point using 1½ or double spacing, paginated, spell checked and stapled** (paperclips are not secure enough). Detailed guidelines for assignment submission can be found in **Appendix 1**.

Your marked work will be returned to you but you must keep it safe as you may be asked to produce it again if external examiners want to look at it. For information about how we monitor marking standards please see the faculty generic handbook.

**NB** You must submit every piece of assessment required for a module otherwise you will not pass the module. You must **achieve at least grade point 2 in every element** of assessment as well as **at least a Grade point 4 overall** to pass the module. This means you cannot rely on achieving good marks in one bit of assessment alone.

## **8.9 Draft Assignments**

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.

### **Attempting ALL Assessments**

It is important that you attempt ALL assessments for all your modules. The Faculty of Sciences does not allow any module to be passed or compensated if an assessment in that module has not been attempted. 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).*** The award board will have the discretion to NOT offer a referral for any assessments not attempted.

What does that mean? It means that in most cases, unless a successful claim for extenuation is made, students who have not attempted assessments, at the discretion of the award board . . .

. . . may not be allowed a referral for the module,

. . . so fail the module

. . . and if a core module, fail the award!

**Attempting all assessments is therefore ESSENTIAL.**

- DO NOT think it is better to ignore some modules and concentrate your efforts on other modules.
- 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 then you should **inform the Faculty Office at the earliest opportunity** and then if appropriate make an extenuation claim.
- So there are 5 clear pieces of advice:
  - 1) Attempt all assessments
  - 2) It is better to submit something on time than nothing (DO NOT think 'it is better to submit the finished assignment late')
  - 3) It is better to attend a 'timed assessment' than not attend
  - 4) Let the Faculty Office know immediately if you do miss a timed assessment
  - 5) If extenuating circumstances apply get evidence and make a claim

## **9. THIRD YEAR PROJECT PREPARATION**

(For those doing psychology projects at Level 6 – GBC routes only)

During **March 2012** you will be asked to start thinking about your third year Project. We will be holding a general meeting for all Year 2 students about third year Projects and Year 3 module choices in Teaching Block 2. Some time after this you will need to submit a form indicating possible areas of research and whom you would like to be your supervisor (please note that this is an expression of preference, and not a guarantee). In the period between the meeting and the sign-up week we strongly advise you to discuss project ideas with one or more potential supervisors. Full details of the procedure for signing up with a supervisor will appear on Blackboard, in the general 'Psychology Student Information (Level 5)' Module.

### **Research Participation Scheme**

The research participation scheme is a systematic way of rewarding students for acting as participants in research conducted by staff, research students or Year 3 students. Students are asked to complete a fixed number of research hours over their first and second years. Acting as participants in the first and second years will be rewarded by allowing students to use the scheme to recruit participants in the third year; i.e. If you collect your credits in the first and second year you get to give them out when you do your project. The small inconvenience of participating in other students' research is massively outweighed by then being able to use the scheme to recruit participants in your third year.

**For full details of how to participate please see the Project Module on Blackboard**

## **10. INFORMATION SERVICES (IS) THOMPSON LIBRARY FOR LIBRARY AND IT FACILITIES AND THE LEARNING RESOURCE CENTRE (LRC)**

### Subject librarian

Your Academic Skills Tutor Librarian is Kathleen Morgan, e-mail [k.morgan@staffs.ac.uk](mailto:k.morgan@staffs.ac.uk)) who can give you advice on which Psychology information resources are available and how to use these resources effectively. You can also get help via the Ask a Librarian Help Desk in Thompson library and online at [libraryhelpdesk@staffs.ac.uk](mailto:libraryhelpdesk@staffs.ac.uk)

### Books

The main classification numbers for Psychology are **150 to 159** inclusive, but remember that relevant books will also be found in many other sections, e.g., language (**400s**), social sciences (**300 to 307**), geography (**910 to 919** - environmental psychology can be found here as well as **155.9**), management (**658 to 658.4** - and at **302.35** for some aspects of organisational behaviour).

You can borrow up to 17 books at any one time, of which 2 can be from **Short Loan**. The loan period for the main stock is 2 weeks.

There is **one** loan period for Short Loan **key texts**, which is **24 hour (NB some Health related texts may be available for 48 hours)**.

### IS Offprints Collection

Staff have placed photocopies of key articles from journals that are not stocked by IS in the Offprints collection. This can be searched using the online catalogue. The Offprints Collection is available in the library foyer area (adjacent to the IT Help Desk) and items are available on 24 hour loan. The vast majority can be photocopied, those items which cannot be photocopied will be marked accordingly.

Your use of primary sources should increase as you progress through the degree scheme. We are currently developing a Resources Library within the School (Learning Resources Centre), but it does not replace the use of the library. Currently it is aimed at Year 3 students only.

### Periodicals/ Journals

The IS currently has subscriptions to approximately 89 journals with major or related psychological input. (NB APA titles and BPS titles have moved to electronic access only see below for more details).

They are arranged alphabetically by title, for example, Journal of Environmental Psychology will be filed under 'J' and similarly British Journal of Psychology will be filed under 'B' (ignore 'the', 'an', 'a' etc.), therefore The Psychologist will be filed under 'P'.

Individual tutors will recommend specific journals for their module(s).

The following is a list of general Psychology periodicals currently in stock.

British Journal of Psychology  
Contemporary Psychology  
Psychological Review  
The Psychologist

For useful articles which aren't held in the library (or accessible as ejournals) you will need to apply for an **Inter-Library Loan**. Each request costs £5.00 (which is a partial recovery of the total cost of the request) at present.

## **Electronic resources**

All electronic resources e.g., databases, full-text e-journals, full-text e-books, subject gateways and catalogues of other university libraries can be found on the **Library Catalogue** page:

<http://library.staffs.ac.uk/>

Databases of interest include Web of Knowledge and PsycINFO

### **Electronic Journals**

Instead of finding a journal in the library, it is increasingly possible for you to download the article you want by going to an online version of the journal. You can download issues of journals held in the Library. You can access these from the e-journals tab on the library catalogue page shown above

All of the **BPS & APA journals** to which we subscribe are available here.

### **Electronic books**

The number of psychology related e-books continues to increase and are available by searching the Library Catalogue or via the ebooks tab on the Library Catalogue page.

### **Videos**

We continue to develop our video collection of 'off-air' recordings which you may find useful.

Kathleen will be holding sessions on **SEARCHING ELECTRONIC DATA BASES** during:

### **September 2011 in Social Psychology: Theory and Method**

Check **the IS notice-boards** for enhancements and developments to electronic resources.

This is a **very brief overview** of the resources available to you! For more information contact the Library Help Desk or your subject librarian. Remember, the Librarians are there to help you, so don't waste time if you have difficulties finding information, seek them out!

The **Learning Resource Centre (LRC)** in the School of Sciences (Fourth Floor Mellor Building, **S426**) offers access to a limited number of books and reprints of journal articles. The psychology articles kept here are mainly aimed at Year 3 students. The LRC is **not** to be used instead of the library, but as an additional resource. It also provides a quiet place to work within the School.

### **Theft**

Any student suspected of theft from the library or the LRC may be suspended from their course or the use of these resources while further investigation is carried out. Books and journals are for the use of all university members; please do not be selfish in your use of them.

## 11. LABORATORIES AND ACCESS TO COMPUTERS

There are **four Psychology laboratories** which contain computers and it is possible to use these facilities when they are not in use for teaching or research. A timetable will be next to the door of each laboratory to show when they are in use for teaching/research so that you know:

1. when they can be used for statistical analysis and word processing
2. when to vacate them for the next teaching session.

Please vacate labs *promptly* and do not plan to work (or print anything) in them when a teaching session is due.

The School of Sciences provides additional computer support within the **Learning Resource Centre** on the fourth floor of Mellor (**S426**).

The University has other computer laboratories in the Library and the Mellor building for more general access and these have **laser printing facilities**. In addition, a limited number of copies of **SPSS** can be accessed in these laboratories. If you wish to incorporate the results of analysis on SPSS into a word processed document use the Copy View facility and paste them into a word processed file.

## 12. STUDENT WELFARE

As already stated, every student is assigned a **Personal Tutor** from the Psychology Department academic staff. You will be assigned the same Personal Tutor as last year *unless you request a change*. Appointments with staff can be booked by checking when staff will be available (by telephone or email) or signing up on the Office Hours sheet most tutors put up on the notice board outside their offices. Your Personal Tutor is your *first port of call*, and will provide a sympathetic ear, academic guidance, support for extenuating circumstances (where appropriate) and help with your PDP. However it is not your tutor's role to give extensive personal counselling, and generally tutors feel unqualified to do this. If Personal Tutors feel you need more support than they can give you they may refer you to the University Student Support Services (For further details of the University Student Support Services available please see the faculty generic handbook).

### 12.1 Disability Services

For details of disability services please see the faculty generic handbook.

The University has also produced a disability equality statement and details of the scheme can be found by visiting the link

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

### 12.2 Money Doctors

Money Doctors is a facility within the Students' Union Student Advice Centre. It provides free, independent, impartial and confidential advice to help you to keep your finances healthy. They can:

- Provide up to date and relevant information on student finance.
- check you're receiving everything you're entitled to financially.
- assess if you can reduce your expenditure or increase your income.
- show you key skills to help avoid pitfalls and keep track with cash.
- assist you with looking at how your attitudes and beliefs about money can affect how you use it.
- generally help you to become smarter with your money.

Visit [www.staffsunion.com/moneydoctors](http://www.staffsunion.com/moneydoctors); email [moneydoctors@staffs.ac.uk](mailto:moneydoctors@staffs.ac.uk) or call in to the SAC above the Ember Lounge.

### **13. Data Protection**

Please see the faculty generic handbook for details of regulations about data protection.

## **14. APPENDICES**

- 1. Guidelines for submission of written work**
- 2. Assessment and Progression regulations**

## **Appendix 1: 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 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.**

Please staple your pages together in the top left-hand corner. Please don't use paperclips- they aren't secure enough.

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 reference list].
  - 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 a clear plastic sleeve for each piece 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 2: ASSESSMENT AND PROGRESSION REGULATIONS

**For details please see the faculty generic handbook**

**[http://www.staffs.ac.uk/assets/FacultyStudentHandbook2010\\_tcm44-32962.pdf](http://www.staffs.ac.uk/assets/FacultyStudentHandbook2010_tcm44-32962.pdf)**