



*Department of Psychology*

*Faculty of Science & Technology*

***BSc (Hons) Psychology (Applied)***

***Student Handbook***

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**Anglia Ruskin  
University**

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# Welcome and Introduction

## Welcome from Anglia Ruskin University

Welcome to Psychology at Anglia Ruskin! We hope you will enjoy your time with us studying for a Single Honours Psychology degree.

The Psychology Department is part of the Faculty of Science & Technology at Anglia Ruskin.

We have two handbooks which are designed to help you throughout your years with us. This one provides a general introduction and guide to the BSc (Hons) Psychology (Applied) course, and covers matters such as course structure and content, staff, teaching and learning strategies, regulations and so on. The second handbook (Psychology Skills) provides you with information to support the development of your skills – essay writing, report writing, referencing and so on, this is available on the iLearn module pages for your information. We hope that together these will provide all the key information that you need as a student with us.

We aim to make these handbooks as accurate as possible, but you will need to consult them in conjunction with other documents such as the *Undergraduate Student Handbook* and the *Academic Regulations*. You should also make sure that you regularly check your University email for updates on information.

If there is anything in the handbooks which you do not understand, please consult your Tutor or RDI Administrator.

Good luck with your studies!

Dr Poul Rohleder  
Course Group Leader for Psychology  
September 2012

## Welcome from RDI

It is a pleasure to welcome you to RDI who are delivering this BSc (Hons) Psychology (Applied) course for Anglia Ruskin University. We wish you well in your studies.

Resource Development International (RDI) is at the forefront of distance learning provision, not only in the UK but also all over the World. It intends to maintain this position as a leader in supported open learning. This means combining appropriate communication technologies and knowledge media with personal tuition and counselling to ensure that you can learn effectively and enjoyably. In particular, RDI is making investment into new administrative mechanisms to ensure first class customer services are in place to provide you excellent support.

RDI takes its obligations to each of its students very seriously. You have registered for an online distance learning course with particular personal goals in mind, and all the staff want to help you achieve those goals successfully.

The purpose of this handbook is to describe the procedures and policies that are an essential element in sustaining an effective relationship between RDI and its students. These policies make explicit the expectations on both sides. I advise you to familiarise yourself with the contents pages and to read any sections that are of interest to you. The handbook should then be kept for more detailed consultation as particular issues arise. Most of the questions you have about RDI practices will be answered in these pages.

I trust that you will find your association with RDI a stimulating and rewarding experience.

Dr Philip Hallam  
Chief Executive Officer  
Resource Development International

## Useful Contacts

The RDI Student Support Team are here to support you throughout your studies and will make regular contact with you to ensure you are progressing well with your studies. Your Student Support Coordinator will be able to help you with any pastoral, administrative and logistical query relating to your studies.

<b>Fay Preece</b> Student Support Coordinator	Tel: +44 (0) 2476515700 Email: <a href="mailto:fpreece@rdi.co.uk">fpreece@rdi.co.uk</a>
<b>Helen Duff</b> Student Support Manager	Tel: +44 (0) 2476515700 Email: <a href="mailto:hduff@rdi.co.uk">hduff@rdi.co.uk</a>
<b>Dr Philip Hallam</b> RDI Chief Executive Officer	Tel: +44 (0) 2476515700 Email: <a href="mailto:phallam@rdi.co.uk">phallam@rdi.co.uk</a>
<b>IT Support Help Desk</b>	Tel: +44 (0) 2476515700 Email: <a href="mailto:help@rdi.co.uk">help@rdi.co.uk</a>

# Anglia Ruskin University Student Charter

The Student Charter aims to explain exactly what you can expect of us and, in return, what we expect of you. It is set out to show a student's experience – from applying to us to graduating and becoming a life-member, or 'alumnus', of the Anglia Ruskin community.

A copy of the Student Charter may be found at the following web address:  
[http://web.anglia.ac.uk/anet/students/documents/2011/Student Charter August2011.pdf](http://web.anglia.ac.uk/anet/students/documents/2011/Student_Charter_August2011.pdf)

# Sources of Information

## ***Sources of information in the University***

*My Anglia*: this is part of the University webpages specifically for students and has links to information about timetabling, exams, student support, the module catalogue and other sources of information (<https://my.anglia.ac.uk/Pages/student.aspx>)

*e-vision*: this is where information about the modules you are taking, your timetable and your results can be found. Please make sure that you check your e-vision account.

*e-mail*: information about your course and updates of teaching, assessment and so on may be sent to your Anglia Ruskin email account, so please ensure that you check this regularly.



# The Course

On the following pages, we outline the aims of your course, and the abilities which you should have once you have completed your degree, as well as details of your course.

The specific aims and learning outcomes for your course of study are as described below. They form part of the Specification for the Single Honours course, which tells you what the intended outcomes of the course are. These are described in terms of:-

- *the knowledge and understanding that you are expected to have when you have finished the course;*
- *the skills (practical, cognitive and transferable skills) which you are expected to have learned (such as communication skills or numeracy; ability in critical analysis; laboratory skills).*

### **The Achievements of a BSc (Honours) Psychology (Applied) student**

#### Aims

This course aims

- to develop students' scientific understanding of the different perspectives within the core areas of Psychology and the interrelationships between them
- to produce graduates capable of applying the scientific method to human experience and behaviour
- to develop students' skills in the synthesis and critical evaluation of a range of psychological theory and research
- to produce independent learners who have a wide range of cognitive, research and transferable skills
- to prepare graduates for employment or further training in psychology.

#### Learning Outcomes

The course provides opportunities for students to develop and demonstrate knowledge and understanding, and skills in the following areas:-

#### **A. Knowledge and Understanding**

On successful completion of the course a student will be expected to be able to:

Demonstrate knowledge and understanding of:-

- A1** the scientific basis of the discipline of psychology, and its philosophical and historical origins;
- A2** the relationship between data collection, interpretation and theory development;
- A3** a range of research methods, both qualitative and quantitative, assessment techniques, and statistical analysis;
- A4** the main theoretical perspectives on psychological functioning and the relationships between them;
- A5** the core areas of psychology (biological psychology, cognitive psychology, developmental psychology, personality and individual differences and social psychology);
- A6** the diversity of normal and abnormal psychological functioning;
- A7** good academic and ethical practice and personal responsibility
- A8** applications of psychological theory;
- A9** the theoretical and methodological limitations of the discipline;
- A10** several contemporary areas of specialisation in depth.

## **B. Intellectual (thinking), practical, affective and transferable skills**

On successful completion of the course a student will be expected to be able to:

### **B1. Intellectual (thinking) skills**

- B1.1** Take account of multiple perspectives on psychological functioning;
- B1.2** Synthesise information in relation to identified issues, critically evaluate it, and draw appropriate conclusions;
- B1.3** Reason scientifically;
- B1.4** Identify alternative explanations for findings or identify gaps in psychological knowledge;
- B1.5** Marshall and organise relevant information in support of an argument;

### **B2. Practical skills**

- B 2.1** Generate appropriate research questions based on a critical review of the literature;
- B2.2** Operationalise research questions;
- B2.3** Design, carry out and report appropriately empirical research, autonomously and with minimal supervision or direction;
- B2.4** Appreciate the theoretical, practical and methodological implications of their own and others' research;
- B2.5** Identify the theoretical, practical and methodological limitations of their own and others' research;
- B2.6** Apply their psychological knowledge in a practical fashion
- B2.7** Select and review relevant information.

### **B3. Transferable skills**

- B3.1** Communicate effectively, in a professional manner, in writing and orally;
- B3.2** Understand and interpret numerical, statistical and other data;
- B3.3** Use computers effectively for word processing and statistical analysis;
- B3.4** Approach problems in a logical fashion;
- B3.5** Work collaboratively and interact effectively in a group and appreciate the effects of context and interpersonal factors;
- B3.6** Take control of own learning;
- B3.7** Reflect upon own strengths and weaknesses in learning;
- B3.8** Work professionally and ethically;
- B3.9** Work independently, manage time and meet deadlines.

These learning outcomes are met via the different teaching strategies described in the later section on *Teaching and Learning* in this handbook. The basic structure of the course is outlined on the next few pages. The modules referred to in this diagram are described in more detail in the section on *Module Descriptions*.

## ***The Abilities of a Graduate***

**The University has identified a number of characteristics which it expects graduates to have. Once you have completed your degree, you should be able to:-**

- Work with confidence both independently and as a member or leader of a group or team
- Demonstrate a capacity for systematic, conceptual and critical thinking
- Show flexible and creative approaches to problem solving
- Communicate clearly and appropriately, demonstrating a sense of audience
- Manage information effectively in a range of media
- Act in an ethical manner demonstrating political, social and cultural awareness
- Produce output that is literate, numerate and coherent (in whatever form is appropriate)
- Identify a major area (or areas) of personal learning and demonstrate broad knowledge within it.

In designing your course of study, we have developed aims and objectives that are consistent with national standards of abilities that Honours students should demonstrate<sup>1</sup>, as follows:-

Honours degrees are awarded to students who have demonstrated:

- i. a systematic understanding of key aspects of their field of study, including acquisition of coherent and detailed knowledge, at least some of which is at or informed by, the forefront of defined aspects of a discipline;
- ii. an ability to deploy accurately established techniques of analysis and enquiry within a discipline;
- iii. conceptual understanding that enables the student:
  - to devise and sustain arguments, and/or solve problems, using ideas and techniques, some of which are at the forefront of a discipline; and
  - to describe and comment upon particular aspects of current research, or equivalent advanced scholarship, in the discipline;
- iv. an appreciation of the uncertainty, ambiguity and limits of knowledge;
- v. the ability to manage their own learning, and to make use of scholarly reviews and primary sources (e. g. refereed research articles and/or original materials appropriate to the discipline).

Typically, holders of the qualification will be able to:

- a. apply the methods and techniques that they have learned to review, consolidate, extend and apply their knowledge and understanding, and to initiate and carry out projects;

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<sup>1</sup> Taken from the Descriptor for a qualification at Honours level, as described in the Quality Assurance Agency's *Framework for Higher Education Qualifications in England, Wales and Northern Ireland – January 2001* (<http://www.qaa.ac.uk/cmntwork/nqf/ewni2001/contents.htm>)

- b. critically evaluate arguments, assumptions, abstract concepts and data (that may be incomplete), to make judgements, and to frame appropriate questions to achieve a solution – or identify a range of solutions – to a problem;
- c. communicate information, ideas, problems, and solutions to both specialist and non-specialist audiences;

and will have:

- d. qualities and transferable skills necessary for employment requiring:
  - the exercise of initiative and personal responsibility;
  - decision-making in complex and unpredictable contexts; and
  - the learning ability needed to undertake appropriate further training of a professional or equivalent nature.

# Structure of the Course

On the following pages are details of the structure of the BSc (Hons) Psychology (Applied) course.

Please note that:

**This course is not accredited by the British Psychological Society**

You will be required to register with e-Vision (a portal on the Anglia Ruskin University website that provides quick and easy access to your academic record and personal information). You will be reminded annually that you need to re-register on e-Vision. Re-registration is available online and you can re-register from anywhere in the world at any time using the World Wide Web. You access the online Re-registration Task via your Anglia Ruskin e-Vision account <http://e-vision.anglia.ac.uk> Once you have logged into your e-Vision account go to your “My registration” page and in the section “Registration Information” click on the “Re-register now” link.

The course can be completed in a minimum of 3 years. However, the maximum time for completion of the full BSc (Hons) Psychology (Applied) is 9 years.

To progress from Level 4 to Level 5 students must achieve 90 credits (ratified at an examination board)

To progress from Level 5 to Level 6 students must have achieved 210 credits, 90 at least from Level 5 (ratified) and have passed all Level 4 modules (ratified). For more information please see the academic regulations (6<sup>th</sup> Edition)

[http://web.anglia.ac.uk/anet/academic/public/academic\\_regs\\_6ed\\_\(july13\).pdf](http://web.anglia.ac.uk/anet/academic/public/academic_regs_6ed_(july13).pdf)

### **Level 4 Details**

***In order to complete this course a student must successfully complete all the following compulsory modules:***

<b>Module Code</b>	<b>Module Title</b>	<b>Credit</b>
MOD002506	Key Skills for Psychology Part I (DL)	15
MOD003191	The Psychology of Everyday Life (DL)	15
MOD002507	Key Skills for Psychology Part II (DL)	15
MOD002503	Social and Developmental Psychology (DL)	15
MOD002504	Theoretical Foundations in Psychology (DL)	15
MOD002502	Issues in Child Development and Social Psychology (DL)	15
MOD002500	Fundamentals of Cognitive Psychology (DL)	15
MOD002505	Introduction to Abnormal and Health Psychology (DL)	15

***Key Skills Parts 1 and 2 must be completed and passed before progressing to Research Techniques***

### **Level 5 Details**

***In order to complete this course a student must successfully complete all the following compulsory modules:***

<b>Module Code</b>	<b>Module Title</b>	<b>Credit</b>
MOD002517	Research Techniques for Psychology: Statistics (DL)	15
MOD002516	Research Techniques for Psychology: Methods (DL)	15
MOD002512	Lifespan Development (DL)	15
MOD003192	Biopsychology (DL)	15
MOD002515	Psychopathology (DL)	15
MOD002511	Learning, Memory and Perception (DL)	15
MOD002513	Personality, Intelligence and Psychometrics (DL)	15
MOD002509	Contemporary Social Psychology (DL)	15

## Level 6 Details

***In order to complete this course a student must successfully complete all the following compulsory modules:***

<b>Module Code</b>	<b>Module Title</b>	<b>Credit</b>
MOD002519	Neuropsychology (DL)	15
MOD002523	Language and Thought (DL)	15
MOD002530	Clinical Psychology (DL)	15
MOD002526	Atypical Development (DL)	15
MOD002528	Psychological Therapies (DL)	15
MOD002525	Consumer Psychology (DL)	15
MOD002531	Psychology Project (DL)	30

\*Please note that modules and the order in which they are delivered are subject to change. Please note that the method of assessment is subject to change.

In order to pass these modules, students are required to achieve an overall mark of 40%.

In addition, students are required to:

- (a) achieve the qualifying mark for each element of fine grade assessment
- (b) pass any pass/fail elements.

## Module Release

Access to modules will be given on the start date of each new study period (31 January, 30 April, 31 July or 31 October). You will be required to release your module on ilearn to begin studying. You will have up to **four weeks** from the module start date in which to release your module.

Please remember if you miss this deadline you will have to wait to join the module at the next study period. Unfortunately no exceptions can be made to this rule.



<b>Psychology (Applied) Structure Diagram</b>					
<b>Level 4</b>		<b>Level 5</b>		<b>Level 6</b>	
Key Skills for Psychology Part I (DL) (15 credits)  <b>A</b>	Key Skills for Psychology Part II (DL) (15 credits)  <b>B</b>	Research Techniques for Psychology: Statistics (DL) (15 credits)  <b>i</b>	Research Techniques for Psychology: Methods (DL) (15 credits)  <b>ii</b>	Psychology Project (DL) (30 credits)	
Social & Developmental Psychology (DL) (15 credits)  <b>1</b>	Issues in Child Development & Social Psychology (DL) (15 credits)  <b>2</b>	Biopsychology (DL) (15 credits)	Personality, Intelligence & Psychometrics (DL) (15 credits)	Clinical Psychology (DL) (15 credits)	Language & Thought (DL) (15 credits)
Theoretical Foundations in Psychology (DL) (15 credits)	Introduction to Abnormal and Health Psychology (DL) (15 credits)	Contemporary Social Psychology (DL) (15 credits)	Learning, Memory & Perception (DL) (15 credits)	Neuropsychology (DL) (15 credits)	Psychological Therapies (DL) (15 credits)
The Psychology of Everyday Life (DL) (15 credits)	Fundamentals of Cognitive Psychology (DL) (15 credits)	Psychopathology (DL) (15 credits)	Lifespan Development (DL) (15 credits)	Atypical Development (DL) (15 credits)	Consumer Psychology (DL) (15 credits)

A B, 1 2, i ii - denote the order that these modules must be studied. E.g. Key Skills for Psychology Part I (DL) is a prerequisite of Key Skills for Psychology Part II (DL).

# Module Descriptions

Descriptions of the content of the modules for your course are given below

## **Recommended key text for all first year students**

Carlson, N. R., Miller, H.L., Heth, D.S., Donahoe, J.W., & Martin, G.N. (2009). *Psychology: The Science of Behaviour. (International Edition, 7<sup>th</sup> Edition)*. Boston: Pearson.

## **Supplementary Reading**

Sternberg, R.J., Roediger, H.L., Halpern, D.F. (2006). *Critical Thinking in Psychology*. Cambridge University Press

## Level 4

### **Key Skills for Psychology Part I (DL) - MOD002506**

#### **Module description**

Psychology is a broad discipline and most psychologists specialise in relatively narrow areas of expertise. However, all psychologists share basic skills in understanding, conducting and communicating research and this module aims to give students a grounding in these skills.

Psychology is driven by empirical research – we start with a question of interest, formulate a hypothesis to test, design and implement a study to test the hypothesis, analyse the results and discuss the findings. This module and the subsequent Key Skills for Psychology Part II will give students the basic skills to produce a research report from beginning to end including experimental design, statistical data analysis, the use of resources and software, writing and presentation skills, ethical issues and general study and research skills.

Assessment will involve two components: 1) a portfolio of practical work including practice in writing each section of a research report and other relevant skills-based exercises. 2) The writing of a research report. This module provides a vital grounding for Psychology students as well as offering a range of useful, transferable skills such as data analysis and report-writing which are valued by employers.

#### **Outline content**

The content of the module is organised according to the sections of a research report:

- **Introduction:** Beginning research, generating ideas. Reviewing existing work – performing a literature search, evaluating research, structuring an introduction section, the scientific method, falsification, popper, null hypothesis testing, formulating a hypothesis, operationalising a hypothesis. Using Microsoft Word
- **Methods:** Ethical considerations, Experimental Design, Experimental Control, External and Internal validity, Standard apparatus (Questionnaires, Standard experimental paradigms and materials, measurements (e.g. Hz, msecs, visual angle), describing and referencing apparatus. Recruiting and selecting participants, Instructions, practice trials, debriefing participants
- **Results:** Basic Maths, Descriptive Stats, analytic stats – statistical tests, choosing tests, using SPSS, Different tests, Calculating tests, Using Excel, Graphical presentation, Reporting results in general and with specific tests
- **Discussion:** Interpreting and discussing experimental findings, critically evaluating research, critiquing a paper as part of wider discussion and commentary
- **References:** Acknowledging sources, using citations to support arguments, APA style, databases and literature search

#### **Assessment Type**

Portfolio of practical work – 3000 words (100%)

## **Module Credits**

15

## **Recommended Key Texts**

Coolican, H. (2009). *Research Methods and Statistics in Psychology*, 5th Edition. Hodder and Stoughton.

Clegg, F. (2010). *Simple Statistics: A Course Book for the Social Sciences*. Cambridge: Cambridge University Press.

McQueen, R.A. & Knussen, C. (1999) *Research methods in psychology: A practical introduction*. London: Prentice Hall.

## **Specialist Learning Resources**

Word processing software

Academic databases

Experimental software

Web based learning exercises and practice tests

### **Module description**

This module provides specialists and non-specialists in psychology with a psychological perspective on various issues of everyday life. During the module, we look at a number of topical issues in order to demonstrate how psychology can provide insight into people's behaviour, and how we benefit from a scientific psychological approach. Topics which are included will depend upon the interests and expertise of the academic staff who are involved in teaching the module and therefore may vary from time to time. The kinds of questions which we might address include: Does criminal profiling work? Can we measure intelligence? Why do we sleep? Do dreams have meaning? Why do we forget things? How accurate are eyewitness accounts of crime? What is love? Students will be encouraged to question 'common sense' views of the world and use evidence to draw conclusions about questions of human behaviour. Ethical issues in psychological research will be addressed.

The module will enable students to develop skills in the management and organisation of information and the use of library and internet resources, as well as the opportunity to develop their written communication skills.

### **Outline content**

The module content will vary to some extent, depending upon the expertise of those delivering the module and which issues are topical. The following list therefore indicates the kind of topics which might be included. Normally 6-8 topics will be covered during the module.

- Emotional intelligence
- Sleep and dreaming / dream interpretation
- Parapsychology
- Freud
- Eyewitness testimony / forgetting
- Effects of divorce on children
- Intelligence and IQ
- The psychology of love
- Forensic Psychology and criminal profiling
- Alcohol and drugs
- Psychology of music
- Pregnancy and birth

and other topical subjects.

### **Assessment Type**

2 essays – 1500 words each (100%)

### **Module Credits**

15

### **Recommended Key Text**

Carlson, N. R., Buskist, W. & Martin, G. N. (2004). *Psychology: The Science of Behaviour. (European Adaptation, 2<sup>nd</sup> Edition)*. Harlow: Pearson Education Ltd.

### **Module description**

Following on from Key Skills for Psychology I, this module will enable students to apply a range of techniques to analysing data and interpreting results from psychological research. The module will introduce the concept of null hypothesis significance testing and explore a range of techniques that can be used to analyse data and test hypotheses from different experimental and non-experimental studies. After completing this module students will be able to apply suitable techniques for analysing data from a range of simple research designs and interpret the results appropriately. They will also be aware of qualitative alternatives to quantitative techniques.

### **Outline content**

- Null hypothesis significance testing
- Statistical tests of differences
- Tests of correlation
- The normal distribution and parametric vs non-parametric tests
- Qualitative analysis techniques

### **Assessment Type**

Examination – Three hours duration. (100%)

### **Module Credits**

15

### **Recommended Key Texts**

Coolican, H. (2009). *Research Methods and Statistics in Psychology*, 5th Edition. Hodder and Stoughton

Clegg, F. (2010). *Simple Statistics: A Course Book for the Social Sciences*. Cambridge: Cambridge University Press.

McQueen, R.A. & Knussen, C. (1999) *Research methods in psychology: A practical introduction*. London: Prentice Hall.

### **Specialist Learning Resources**

Experimental and statistical software (including Microsoft Office and SPSS)  
Web based learning exercises and practical tests

### **Module description**

This module will provide an introduction to key topics, theories and issues in social and developmental Psychology. It will enable students to understand how certain behaviours and experiences can be shaped by different social contexts (the family, peers, society) and the impact of these on social and emotional development. Key areas within social psychology (attitudes, interpersonal communication, social influence, groups, identities and ethics) and developmental psychology (genetic and environmental influences, language, cognitive and emotional development and ethics) are covered. The module includes consideration of methodological issues, and some introduction to the conceptual debates that characterise social and developmental psychology. Applications of the work of social and developmental psychologists are also considered. This module will be assessed through an essay. Students will learn transferable skills such as how to manage information and to collect data from appropriate sources.

### **Outline content**

- Overview of the historical, cultural and philosophical origins of social psychology.
- Introduction to the major theoretical perspectives in social psychology.
- Overview of the models, theories and perspectives that underpin psychological investigation of the early development of the individual.
- Cognitive development.
- Evaluation of the principal research methods and ethics used in social and developmental psychology and the ways in which they relate to theoretical perspectives.
- Early socialisation and interpersonal interaction.
- Understanding others and developing relationships.
- Social influences on behaviour: prejudice, attitudes and attitude change
- Processes of conformity, obedience and inter-group relations

### **Assessment Type**

Essay – 3000 words (100%)

### **Module Credits**

15

### **Recommended Key Texts**

#### **Social Psychology**

Hewstone, M., Stroebe, W., & Jonas, K. (2012). *An introduction to social psychology* (5<sup>th</sup> edition.). Oxford: Blackwell [Core Text]

#### **Additional Readings**

Hogg, M.A & Vaughan, G.M. (2011) *Social Psychology: An introduction* (6th edition). Prentice Hall.

Myers, D.G. (2007). *Social Psychology* (9th edition). New York: McGraw-Hill.

Myers, D.G., Abell, J., Kolstad, A., & Sani, F. (2010). *Social Psychology (European Edition)*. McGraw Hill.

## **Developmental Psychology**

Gillibrand, R., Lam, V., & O'Donnell, V. (2011). *Developmental Psychology*. Prentice Hall [Core Text]

### **Additional Readings:**

Schaffer, H. R. (2006). *Key Concepts in Developmental Psychology*. London: Sage

Slater, A. & Bremner (2003). *An introduction to Developmental Psychology*. Oxford: Blackwell.

### **Specialist Learning Resources**

Students should make use of the university's specialist library resources (e.g. journal articles) in order to expand their knowledge and understanding of the subject area. This also introduces students to the nature of independent learning.



### **Module description**

This module will give students an overview of the theoretical, philosophical and historical foundations of psychology. Often defined as the "science of the mind", students will be made aware that there has been much debate as to how to define both "science" and "mind". To illustrate these debates the module focuses on different approaches to psychology, for example: introspectionism, behaviourism, psychoanalysis, cognitive psychology, and artificial intelligence. Debates about the subject matter and the methodology of psychology are also put into perspective by outlining different approaches to the philosophy of science and the philosophy of mind. Students are encouraged to think critically about the subject and develop their own arguments relating to the different approaches. By the end of this module, students should have gained useful written communication skills (particularly with regard to evaluation) and be able to manage and synthesise information from different sources.

### **Outline content**

- History of psychology as a science and the question of its subject matter 1 - Introspection
- History of psychology as a science and the question of its subject matter 2 - Psychoanalysis
- History of psychology as a science and the question of its subject matter 3 - Behaviourism
- History of psychology as a science and the question of its subject matter 4 – Cognitive Psychology
- History of psychology as a science and the question of its subject matter 5 – Neuropsychology
- Philosophical Issues in Psychology 1: Philosophy of mind and its implications for psychology
- Philosophical Issues in Psychology 2: Is psychology a science?
- Philosophical Issues in Psychology 3: Evaluating and comparing different approaches to psychology
- Further Topics 1: Artificial Intelligence
- Further Topics 2: Integration of Approaches in Clinical Psychology (in CBT)

### **Assessment Type**

Essay – 3000 words (100%)

### **Module Credits**

15

### **Recommended Key Text**

Glassman, W.E & Hadad, M. (2004). *Approaches to Psychology* (4th Edition). Maidenhead: Open University Press.

## **Additional Reading**

Cottrell, S. (2005). *Critical Thinking Skills: Developing Effective Analysis and Argument*. Houndsmills: MacMillan

Freud, S. (1910). The origin and development of psychoanalysis, *American Journal of Psychology*, 21, 181-218. Available from: <http://psychclassics.yorku.ca/author.htm>

Harré, R. (2006). *Key Thinkers in Psychology*. London: Sage Publications

Hunt, M. (1993). *The Story of Psychology*. New York: Doubleday.

Leahey, T.H. (2003). *A History of Psychology: Main Currents in Psychological Thought* (6<sup>th</sup> edition). Pearson: New Jersey.

Richards, G. (2002). *Putting Psychology in its Place: A Critical Historical Overview*. (2<sup>nd</sup> Edition). London: Routledge.

Tolman, E.C. (1948). Cognitive maps in rats and men. *Psychological Review*, 55(4), 189-208. Available from: <http://psychclassics.yorku.ca/author.htm>

Watson, J.B. (1913). Psychology as the Behaviourist views it. *Psychological Review*, 20, 158-177. Available from: <http://psychclassics.yorku.ca/author.htm>

## **Specialist Learning Resources**

Students should make use of the university's specialist library resources (e.g. journal articles) in order to expand their knowledge and understanding of the subject area. This also introduces students to the nature of independent learning.

### **Module description**

It is recommended that students do not enrol on this module unless they have taken the module *Social and Developmental Psychology (DL)*

This module provides an extension to the introductory module on social psychology and developmental psychology. It builds on the general foundations given in its pre-requisite module, by introducing students to more specific domains of child development and social psychology. Whereas the pre-requisite module carries slightly greater focus on social psychology, this module carries slightly greater focus on developmental psychology. Students are introduced to quite a wide range of domains of research in developmental and social psychology, whilst avoiding having to consider any one topic in too much depth. The developmental and social parts of the module are largely independent. However, each topic covered in the developmental part builds on previously covered topics; ending with an overview of normal and non-normal developmental profiles. Similarly, each topic in the social part to some extent builds on earlier topics. These begin with applied social cognition, and will also consider social psychology in a court setting. The assessment for this module is a piece of coursework. Students will gain skills in analyzing theories, relating theories to evidence, and synthesising material from diverse sources.

### **Outline content**

- Development during Infancy
- Social Development
- Language Development.
- Attachment theory
- Intellectual Development
- Normal and Abnormal Development:
- Applied Social Cognition
- Social Psychology in Court
- Aggression and the Media
- Emotional Development

### **Assessment Type**

Coursework – 3000 words (100%)

### **Module Credits**

15

### **Recommended Key Texts**

Hogg, M.A & Vaughan, G.M. (2005) *Social Psychology: An introduction* (4th edition). Prentice Hall

Parke, R.D., & Gauvin, M. (2008). *Child Psychology: A Contemporary Viewpoint*. (7<sup>th</sup> Edition) McGraw Hill

Smith, P., Cowie, H. & Blades, M. (2003). *Understanding Children's Development*. (4<sup>th</sup> Edition). Oxford: Blackwell Publishing

Developmental Psychology (Journal)

**Additional Reading suggested by RDI Tutor**

Slater, A. & Muir, D. (2000). *The Blackwell Reader in Developmental Psychology*.  
Oxford: Blackwell Publishers

Boyd, D & Bee, H (2011). *The Developing Child*. 13th Edition. Pearson Education

Crain, W. (2010). *Theories of development. Concepts and applications (6<sup>th</sup> Edition.)*.  
London: Pearson

### **Module description**

It is recommended that students do not enrol on this module unless they have taken or are taking the module *Key Skills for Psychology Part I (DL) and Key Skills for Psychology Part II (DL)*.

Our experience of the world is an interpretation based on many cognitive processes being carried out by the brain. Because these processes are so automatic, and their outcome so convincing, people are often not aware that what they are experiencing is merely an interpretation, and as such can be inaccurate. This module will challenge students to think more clearly about this, and consider the ways in which the brain constructs its interpretation of the world, and the ways in which this interpretation can be misleading. The module aims to give students a broad understanding of cognition and how we process information about the world by introducing the major issues underpinning cognitive psychology, drawing attention to the key conceptual and ethical considerations of research in the area. Throughout the module, several key issues will be repeatedly addressed, e.g. the interactive nature of cognitive processing, and the core role of empirical research in developing cognitive theory. Areas to be covered in the module include: Visual perception, Learning, Attention, Memory, Language, and Problem Solving. Students will be taught how to write up research using APA format, and their ability to do this will form part of the assessment for the module. In addition to this element of assessment, a multiple choice examination will be used to assess students' general understanding of the module material. This module will provide students with insights into their own cognitive processes (such as learning and memory) which they can apply to help in their study and understanding of other parts of their degree. It will equip students with a range of key transferable skills useful in the workplace, such as report writing, data analysis, and logical thinking.

### **Outline content**

- Introduction to cognitive psychology: Behaviourism to information processing approaches.
- Perception: Perceptual organisation and pattern recognition: Depth perception: cues and constancies. General theories of perception: constructivist vs direct
- Selective Attention: Theories of selective attention: filter, attenuation, late selection.
- Learning: Classical and operant conditioning. Cognitive factors in learning; contingency, blocking and expectancies. Latent learning, cognitive maps, and schemata.
- Memory: Structural aspects of memory; sensory memory, working memory, long-term memory. Processing accounts of memory, e.g levels of processing theory
- Language: Language units and processes. Models of word recognition. Animal language
- Problem Solving: Reasoning and decision-making in the laboratory and the real world. How human reasoning differs from idealised accounts provided by logic and probability
- Ethical issues in Cognitive Psychology research

### **Assessment Type**

Examination (1 hour) – (35%)  
Portfolio – 2000 words (65%)

### **Module Credits**

15

### **Recommended Key Text**

Martin, G.N., Carlson, N.R., & Buskist, W. (2009). *Psychology* (4<sup>th</sup> Edition). Harlow, UK: Pearson Educational Limited

### **Alternative Text**

Nolen-Hoeksema, S., Fredrickson, B.L., Loftus, G.R., & Wagenaar, W.A. (2009). *Atkinson and Hilgard's Introduction to Psychology*, (15th Edition). Fort Worth TX: Cengage Learning

### **Additional Reading:**

Baddeley, A. (2007). *Working Memory, Thought, and Action*. Oxford University Press.

Eysenck, M. and Keane, M. (2010), *Cognitive Psychology: A student's handbook* (6th Edition). Hove, UK: Psychology Press.

Eysenck, M. (2001). *Principles of Cognitive Psychology*. (2<sup>nd</sup> Edition) Hove, UK: Lawrence Erlbaum Associates.

Kahney H (1993). *Problem Solving: Current Issues*. (2<sup>nd</sup> Edition) Oxford, UK: Open University

Smith, E. E. & Kosslyn, S. M. (2008). *Cognitive Psychology: Mind and brain*. Boston: Pearson.

Snowden, R., Thompson, P., & Troscianko, T. (2012). *Basic Vision: An Introduction to Visual Perception*. (2<sup>nd</sup> Edition). Oxford, UK: Oxford University Press

### **Module description**

This module provides an introduction to abnormal and health psychology. We examine the way in which these disciplines apply psychological knowledge to an understanding of health and illness, and the interventions which can be used to improve health or relieve the symptoms of illness.

We examine how concepts of health have changed over time, what we mean by normality and abnormality, and the different models that psychologists have used to understand the causes of mental ill-health. We also examine specific health problems, both physical and mental, including eating disorders, stress, trauma, and sexual disorders. We also consider the different methods that can be used by clinical and health psychologists to enhance people's physical and mental health, for the individual, family and population based.

The module will enable students to develop skills in the management and organisation of information and the use of library and internet resources, as well as the opportunity to develop their written communication skills.

The module will be of interest to students who would like to pursue a career in clinical or health psychology, or related areas, such as forensic psychology.

### **Outline content**

The module content will vary to some extent, depending upon the expertise of those delivering the module and which issues are topical. The following list therefore indicates the kind of topics which might be included. Normally 6-8 topics will be covered during the module.

- What is abnormal psychology? What is health psychology?
- Research methods in abnormal and health psychology
- What is health? Historical and current concepts of mental and physical health and disorder
- Models of normality and the causes of abnormality
- Abnormal and health perspectives on
  - Eating behaviour and eating disorders
  - The body and somatoform disorders
  - Sexual health and sexual disorders
  - Stress
- Changing behaviour: individual approaches
- Changing behaviour: family and population approaches

### **Assessment Type**

Portfolio – 3000 words (100%)

### **Module Credits**

15

### **Recommended Key Texts**

Davey, G. (2008). *Psychopathology: Research, assessment and treatment in clinical psychology*. Chichester: BPS Blackwell.

Morrison, V., & Bennett, P. (2009). *An Introduction to Health Psychology*. (2<sup>nd</sup> Edition). Harlow: Pearson Education.

## **Specialist Learning Resources**

### **Journals**

British Journal of Clinical Psychology  
British Journal of Health Psychology  
Health Psychology  
Journal of Abnormal Psychology  
Social Science & Medicine  
Clinical Psychology  
Journal of Health Psychology  
Psychology, Health and Medicine

### **Additional Reading suggested by RDI Tutor**

Comer, R. J. (2010). *Abnormal Psychology*. (7<sup>th</sup> Edition). New York: Worth Publishers.

Kring, A.M. et al., (2010). *Abnormal Psychology*. (11<sup>th</sup> Edition). Hoboken, N.J: Wiley.

Marks, D.F., Murray, M., Evans, B. & Estacio, E. (2011). *Health Psychology : Theory, Research and Practice*. London, Sage

Ogden, J. (2008). *Essential Readings in Health Psychology*. Milton Keynes, Open University Press



## Level 5

### **Research Techniques for Psychology: Statistics (DL) – MOD002517**

#### **Module description**

This module develops a critical understanding of the principles of data collection and analysis for psychology. The emphasis is on ensuring that students understand the logic behind the techniques covered, so that they know when it is appropriate to use a particular approach, and how to interpret its output. Concepts covered are brought to life by the use of associated computer examples. The course will focus largely on quantitative data analysis techniques such as t-tests, linear regression and Analysis of Variance. Students' understanding of the material will be assessed through a portfolio assessment, which will require them carry out a literature review of an area of their own choosing, and design a study to test hypotheses derived from it, and to analyse, interpret and discuss sets of prepared data. The module will equip students with a wide range of highly useful transferable, research and analysis skills (such as numerical skills, use of SPSS, use of library search tools, and IT skills) which are highly relevant in the employment environment.

#### **Outline content**

- Principles of hypothesis testing: Distributions of data, parametric tests;
- Standard scores and z-tests
- T-tests; related and unrelated.
- Analysis of variance and the F-distribution: interactions
- Correlation: Spearman's Rho and Pearson's
- Linear Regression
- Use of SPSS to carry out statistical tests.
- Analysis and reporting of data

#### **Assessment Type**

Portfolio – 3000 words (100%)

#### **Module Credits**

15

#### **Recommended Key Texts**

Howitt, D., & Cramer, D. (2011). *Introduction to Statistics in Psychology* (5th Edition). Pearson Education Limited.

#### **Other relevant reading:**

Field, A. (2009). *Discovering Statistics Using SPSS* (3rd Edition). Sage Publishing.

Gravetter, F., & Wallnau, L. (2003) *Statistics for the Behavioural Sciences*, (6<sup>th</sup> Edition) Wadsworth Publishing

Brace, N. Kemp, R. & Snelgar, R. (2003) *SPSS for Psychologists: A guide to data analysis using SPSS for Windows*. (2<sup>nd</sup> Edition) MacMillan Press Ltd.

Breakwell, G. M., Hammond, S., & Fife-Shaw, C. (2000) *Research Methods in Psychology* (2<sup>nd</sup> Edition). Sage Publications Ltd

**Useful web links:**

[www.psychology.org/links/Resources/Statistics](http://www.psychology.org/links/Resources/Statistics)

[www.wadsworth.com/psychology\\_d/templates/student\\_resources/workshops/stats\\_work.html](http://www.wadsworth.com/psychology_d/templates/student_resources/workshops/stats_work.html)

**Specialist Learning Resources**

Students will need access to a PC capable of running SPSS. The PCs should also be connected to the internet, and should allow access to a full-text subscription to the APA PsycArticles database and Web of Science.

### **Module description**

It is recommended that students do not enrol on this module unless they have taken the module *Key Skills for Psychology Part I (DL)*, *Key Skills for Psychology Part II (DL)*.

This module develops a critical understanding of the principles of data collection for psychology, and considers the theoretical bases of various qualitative and quantitative methods. Theoretical, conceptual and ethical issues are covered; the emphasis is on ensuring that students are aware of the different approaches available to researchers to answer their research questions. Therefore, course will extend students' understanding by providing a range of qualitative and quantitative methods. Students' understanding of the material will be assessed through a research portfolio. The module will equip students with a wide range of highly useful transferable skills, including experimental design, report writing, research using the library and internet databases, which are highly relevant in the employment environment.

### **Outline content**

- Principles of hypothesis testing
- Statistical Power
- Correlation: Spearman's Rho and Pearson's r
- Linear Regression
- Theories and approaches informing the principles of qualitative and quantitative research methods, including experimental, observational, and correlational techniques.
- Questionnaire design
- Analysis of qualitative data, including discourse analysis, content analysis, diary methods, in-depth interviews and surveys
- Ethical issues in Psychology research
- Collection of data, and its subsequent analysis and report.

### **Assessment Type**

Portfolio – 3000 words (100%)

### **Module Credits**

15

### **Recommended Key Text**

Howitt, D., & Cramer, D. (2011). *Introduction to Statistics in Psychology*. (5<sup>th</sup> Edition). Pearson Education Ltd

### **Other relevant reading**

Field, A. (2009) *Discovering Statistics Using SPSS*. (3<sup>rd</sup> Edition). Sage Publications Ltd

Gravetter, F. & Wallnau, L. (2003). *Statistics for the Behavioural Sciences*. (6<sup>th</sup> edition) Wadsworth Publishing

Brace, N. Kemp, R. & Snelgar, R. (2003) *SPSS for Psychologists A guide to data analysis using SPSS for Windows*. (2<sup>nd</sup> Edition). MacMillan Press

Breakwell, G.M., Hammond, S., & Fife-Shaw, C. (2000). *Research Methods in Psychology*. (2<sup>nd</sup> Edition) London: Sage Publications Ltd

**Useful web links**

[www.psychology.org/links/Resources/Statistics](http://www.psychology.org/links/Resources/Statistics)

[www.wadsworth.com/psychology\\_d/templates/student\\_resources/workshops/stats\\_work.html](http://www.wadsworth.com/psychology_d/templates/student_resources/workshops/stats_work.html)

### **Module description**

This module aims to give students an overview of human development across the lifespan. It complements and goes beyond Level 1 modules on psychological development, which focused on childhood. By contrast, the emphasis in this module is on development across the lifespan, including how childhood experiences affect later development. Different approaches to human development will be discussed and compared, and students will be encouraged to apply theories of development to particular case studies. Some of the different approaches to human development to be studied include: attachment theory, behavioural genetics, psychodynamic theories, and biopsychosocial approaches. Different domains of human development will be covered, e.g. cognitive, social, emotional, and moral development across the lifespan. One strand of the module examines the development of metarepresentation (i.e. how people view their own cognitions, desires and emotions) and how this relates to personal development and self-explanation. This applies to various domains including: development of a theory of mind; development of representations of relationships (e.g. in attachment theory); and problems in self-representation in clinical settings. Students will explore some of these issues in work using case studies. The assessment is a 3,000 word case study in which students will be required to apply two theories of psychological development to a particular case of their choice. Students who successfully complete this module will gain intellectual skills of evaluating and applying theories to data, and also transferable skills of self-evaluation, autonomy and communication.

### **Outline content**

- Theories of lifespan development: e.g. attachment theory, Erikson's theory, behaviour genetics, psychodynamic theories, biopsychosocial approaches, cognitive-analytic therapy.
- Methods of studying lifespan development
- Development of a theory of mind
- Moral development
- Cognitive & social development in adolescence
- Emotional development across the lifespan
- Personality Disorders: A developmental perspective
- Old age: Cognition and aging
- Death and bereavement

### **Assessment Type**

Case study – 3000 words (100%)

### **Module Credits**

15

### **Recommended Key Texts**

Crain, W. (2005). *Theories of Development: Concepts and Applications*. New Jersey: Pearson. (5th Edition).

Holmes, J. (2001). *The Search for the Secure Base: Attachment Theory and Psychotherapy*. Hove: Brunner-Routledge.

Howe, D., Brandon, M., Hinings, D. & Schofield, G. (1999). *Attachment Theory, Child Maltreatment and Family Support*. Palgrave.

Rutter, M. (2006). *Genes and Behaviour: Nature-Nuture Interplay Explained*. Oxford: Blackwell.

Rutter, M. & Rutter, M. (1993). *Developing Minds: Challenge and Continuity Across the Lifespan*. London: Penguin.

Repacholi, B. & Slaughter, V. (2003). *Individual Differences in Theory of Mind: Implications for Typical and Atypical Development*. Psychology Press.

Seifert, K.L., Hoffnung, R.J., & Hoffnung, M. (2000). *Lifespan Development*. New York: Houghton Mifflin.

Spitzer, R.L., Gibbon, M., Skodol, A.E., Williams, J.B.W., & First, M.B. (2003). *DSM-IV-TR Casebook. A Learning Companion to the Diagnostic and Statistical Manual of Mental Disorders*. (4<sup>th</sup> Edition) Washington: APP.

Sugarman L. (1986). *Life-span Development: Concepts, Theories and Interventions*. Routledge

Vaillant, G.E. (1977). *Adaptation to Life*. Harvard University Press.

### **Module description**

“...your joys and your sorrows, your memories and your ambitions, your sense of personal identity and free will, are in fact no more than the behaviours of a vast assembly of nerve cells and their associated molecules”. (Crick, 1990). Biological Psychology is one of the major paradigms in modern psychology and a good working knowledge is essential to understand many areas of contemporary psychology, for example drug therapy in Abnormal Psychology, why stress can make people ill in Health Psychology and even why the sensation of falling in love is quite so powerful. Biopsychology introduces students to the physiological mechanisms that underlie all behaviour and cognition. Initially, the module introduces the philosophy that underpins biological psychology, and discusses issues such as determinism, reductionism and free will. The module then focuses on capture, communication and processing of information in the nervous system and looks in detail at the mechanics of these processes. For example, the structure and function of the brain and nervous system. The complex interplay between 'psychology' and chemical messages - such as cytokines and hormones is introduced. Students are introduced to the role that evolution and genetics may play in behaviour and cognition. Finally, the module shows how biological psychology can be applied. The module is assessed via an essay and a critical review of a current or classic biological psychology book.

### **Outline content**

- Philosophy of biological psychology
- Structure and function of the nervous system
- Structural and functional neuroanatomy
- Drugs and their relation to the nervous system
- An introduction to evolutionary psychology & behavioural genetics
- Applications of biological psychology (e.g. stress, love and emotions).

### **Assessment Type**

Essay – 1500 words (50%)

Book review – 1500 words (50%)

### **Module Credits**

15

### **Recommended Key Texts**

Dawkins, R. (1989) *The Selfish Gene*. (2<sup>nd</sup> Edition) Oxford: Oxford Paperbacks

Kalat, J. (2003) *Biological Psychology*. Belmont, CA: Wadsworth

Kolb, B., & Whishaw, I.Q. (2004) *An Introduction to Brain and Behaviour*. New York: Worth.

Rose, S., Lewontin, R.C., & Kamin, L.J. (1990). *Not In Our Genes: Biology, Ideology and Human Nature*. London: Penguin Science.

### **Key Journals**

Trends in Cognitive Science  
Biological Psychology

**Additional Reading suggested by RDI tutor**

Greenfield, S. (2002). *The Private Life of the Brain*. Penguin Science

Goldberg, E. (2004). *The Executive Brain: Frontal Lobes and the Civilized Mind*.  
Oxford University Press



**Module description**

This module provides an introduction to psychopathology and clinical psychology. The module introduces students to the various psychological disorders, as well as their aetiology and treatment. The module will also look at models of psychopathology, as well as its classification and diagnosis. Broad theories of the development of the various psychological disorders will be touched on, drawing from psychodynamic, cognitive, and neuroscience perspectives, as well as social factors. Case studies and/or media examples will be used to aid understanding of various psychological disorders.

**Outline content**

- Classification and assessment of psychopathology
- Models of psychopathology
- Disorders of childhood and adolescence
- Anxiety disorders
- Mood disorders
- Psychotic disorders
- Dissociative disorders
- Sexual disorders
- Personality disorders

**Assessment Type**

Review of Journal Article – 1000 words (35%)

Coursework – 2000 words (65%)

**Module Credits**

15

**Recommended Key text**

Davey, G. (2008). *Psychopathology: Research, assessment and treatment in clinical psychology*. Chichester: John Wiley & Sons

It is recommended that students do not enrol on this module unless they have taken the modules Key Skills for Psychology Part 1 and Key Skills for Psychology Part 2.

### **Module description**

Underlying all psychological functioning is the ability to perceive, remember, and alter our behaviour in response to information in the world. These basic psychological processes of perception, memory and learning were the first areas of study for empirical psychology and this module examines both the historical development of these areas as well as the current state of knowledge in each area.

An overview of principles of associative learning will be given including the principles of operant and respondent conditioning and the distinction between contiguity and contingency in learning. We will also consider how the principles can be applied in practical situations such as the treatment of phobias.

The underlying neurophysiological mechanisms of memory as well as cognitive models of memory will be presented. Experimental findings of short-term, long-term, implicit and explicit memory, as well as problems of memory encoding, organisation, retention and retrieval will be addressed. Disorders of memory associated with brain injury will be discussed.

Models of visual perception and attention will be discussed and experimental findings on change blindness, object perception and face perception evaluated. We will also consider the effect of learning and experience on perception as well as some of the neuropsychological impairments which can affect perception.

### **Outline content**

- Basic processes of associative learning: operant and respondent conditioning
- Respondent conditioning: Contiguity and contingency
- Schedules of reinforcement: Basic animal and human research.
- Introduction to memory: What is memory? How is memory studied?
- Subsystems of memory function (short-term, long-term memory)
- Explicit and implicit memory
- Disorders of memory
- Theories of attention and perception
- Object and face perception
- Change blindness
- The effect of experience on perception and attention

### **Assessment Type**

Examination – 3 hours duration (100%)

### **Module Credits**

15

### **Recommended Key Texts**

Baddeley, A. D. (1997 – revised Edition 2002). *Human Memory*. Psychology Press, Hove, UK.

Bruce, V., Green, P.R, Georgeson, M.A. (2003). *Visual Perception: Physiology, Psychology and Ecology*. (4th Edition). Hove & London: Psychology Press.

Catania, A. C. (1998). *Learning*. New Jersey: Prentice Hall.

Eysenck, M.W. & Keane, M.T. (2010) *Cognitive Psychology: A student's Handbook* (6th Edition). London: Psychology Press.

Leahey, T. H. & Harris, R. J. (2000). *Learning and Cognition*. (5<sup>th</sup> Edition) New Jersey: Prentice Hall

Parkin, A.J. (Ed.) (1997) *Case Studies in the Neuropsychology of Memory*. Psychology Press, UK.

Yantis, S. (Ed.) (2000). *Visual Perception: Essential Readings*. Philadelphia: Psychology Press.

**Additional Reading – suggested by RDI tutor**

Baddeley, A. D. (2007). *Working Memory, Thought, and Action*. Oxford: Oxford University Press.

Coren, S., Ward, L. M., & Enns, J. T. (1999). *Sensation and Perception*. Fort Worth: Harcourt College Publishers.

Gluck, M. A., Mercado, E., & Myers, C. E. (2008). *Learning and Memory*. Worth Publishers: New York.

Terry, W. S. (2006). *Learning and Memory* (3rd Edition). Pearson: Boston, USA.

It is recommended that students do not enrol on this module unless they have taken the module Key Skills for Psychology Part 1 and Key Skills for Psychology Part 2

### **Module description**

This module is designed to enable students to develop an understanding of key contemporary approaches to the study and assessment of personality and intelligence. In this module we examine the assumptions behind theoretical approaches to personality and intelligence; the nature of personality and intelligence; the theory of psychometrics; the strengths, implications and limitations of different approaches; and the applications of theory. The module links theoretical approaches with assessment and includes the development of basic skills in understanding and using psychological tests.

The module is suitable for students who have a basic understanding of psychology and is normally available to those who have studied some psychology research methods in their first year. It is assessed via coursework.

As well as acquiring a detailed knowledge of major theories of personality and intelligence, this module enables the development of awareness of the social and ethical implications of the measurement of individual differences. The module develops students' skills in problem solving, evaluation and autonomy.

### **Outline content**

#### ***Psychometrics***

- What is a psychological test?
- Item response theory
- Factor analysis
- Ethics in psychological testing

#### ***Personality***

- Historical perspectives on personality, including psychoanalytic and humanistic approaches
- Trait theory
- Biological basis of personality
- Measuring personality

#### ***Intelligence***

- Theories and contemporary models of intelligence
- Intelligence and information processing
- Biological basis of intelligence
- Stability of intelligence
- The personality-intelligence interface: social and emotional intelligence
- Measuring intelligence

### **Assessment Type**

Coursework – 3000 words (100%)

## **Module Credits**

15

## **Recommended Key Texts**

Cooper, C. (2010). *Individual Differences and Personality*. Hodder Education. ISBN 9781444108590

Duncan, J. (2011). *How Intelligence Happens*. New Haven, CT: Yale University Press

Maltby, J., Day, L., & Macaskill, A. (2010). *Personality, Individual Differences and Intelligence*. (2<sup>nd</sup> Edition). Essex: Pearson Education Ltd

## **Supplementary Reading**

Matthews, G., Deary, I.J., and Whiteman, M.C. (2009). *Personality Traits*. (3<sup>rd</sup> Edition). Cambridge: Cambridge University Press. ISBN 9780521716222

Liebert, R.M., & Spiegler, M. (1998). *Personality: Strategies and Issues*. (8<sup>th</sup> Edition). Belmont, CA: Chapman & Hall

Funder, D.C. (1997). *The Personality Puzzle*. New York: Norton

Hall, C.S., Lindzey, G., & Campbell, J.B. (1998). *Theories of Personality*. (8<sup>th</sup> Edition). New York: J Wiley & Sons

Pervin, L. & Cervone, D. (2010). *Personality: Theory and Research*. (8th Edition). Chichester: J Wiley & Sons.

## **Intelligence**

Mackintosh, N.J. (2011). *IQ and Human Intelligence*. (2<sup>nd</sup> Edition) Oxford: Oxford University Press.

Deary, I.J. (2001) *Intelligence. A Very Short Introduction*. Buckingham: Oxford University Press

## **Psychometrics**

Rust, J., & Golombok, S. (1999). *Modern Psychometrics*. London: Routledge

Searle, R.H. (2003). *Selection and Recruitment: A Critical Text*. Milton Keynes: Palgrave Macmillan/Open University

Murphy, K.R., & Davidshofer, C.O. (2005). *Psychological Testing*. (6<sup>th</sup> Edition). New Jersey: Pearson

## **Web Sites**

<http://www.personality-project.org/>

<http://www.unl.edu/buros/>

<http://www.psychtesting.org.uk/>

## **Specialist Learning Resources**

A range of specialist journals are required, including:

Journal of Personality  
Journal of Personality and Social Psychology  
Journal of Personality Assessment  
Journal of Research in Personality  
Personality and Individual Differences  
Intelligence

Range of personality, intelligence and other psychological tests including:

EPQ, NEO-PI, TAT, Rorschach, WAIS, Ravens Progressive Matrices, Harris-Goodenough test

### **Module description**

The discipline of social psychology is currently characterised by diversity and competing paradigms. This module explores contemporary social psychology by examining a range of theoretical perspectives. The concept of “levels of analysis” is used to structure comparisons between theories and approaches. The module explores modern European forms of social psychology that arose as a critique to traditional social cognitive approaches, and place more emphasis on social and collective processes (for example, social constructionism). Students will critically analyse and evaluate ways in which these various forms of social psychology have contributed to an understanding of human behaviour and experience within a social context. Throughout the module, students are presented with examples of how theoretical ideas have been applied to tackle various “real- world” issues. Assessment is via coursework. The module will develop transferable skills such as management of information, challenging received opinion, and taking responsibility for own learning with minimal guidance.

### **Outline content**

- Levels of analysis in social psychology and their relation to different research methods
- Stereotyping and prejudice
- Group conflict and crowd behaviour
- Attribution theories and their application
- Culture, self and behaviour
- Identity and consumption
- Aggression
- Sex, gender and relationships

### **Assessment Type**

Coursework – 3000 words (100%)

### **Module Credits**

15

### **Recommended Key Texts**

Myers, D., Abell, J., Kolstad, A. & Sani, F. (2010). *Social Psychology* (European Edition).

Augustinos, M. & Walker, I. (2006). *Social Cognition*. (2<sup>nd</sup> Edition). London: Sage.

Hewstone, M., & Stroebe, W. (2001). *Introduction to Social Psychology* (3rd edition). Oxford: Blackwell.

Hogg, M.A., & Vaughan, G.M. (2010). *Social psychology*. (6<sup>th</sup> Edition). Harlow: Pearson.

Crisp, R.J. & Turner, R.N. (2010) *Essential Social Psychology* (2<sup>nd</sup> Edition). London: Sage.

## **Specialist Learning Resources**

Access to a range of subject-specific library resources (videos, journals and e-journals, books, databases and internet search facilities).

## **Additional Reading Suggested by RDI Tutor**

McGarty, C., & Haslam, S.A. (1996). *The Message of Social Psychology: Perspectives on Mind in Society*. Wiley-Blackwell

Stevens, R. (1996). *Understanding the Self*. London: Sage Publications



## **Level 6**

### ***Neuropsychology (DL) – MOD002519***

#### **Module description**

This module introduces students to major neuropsychological syndromes following brain damage. The most frequent syndromes in clinical practice such as aphasia, amnesia, agnosia, dementia, epilepsy and Parkinson's disease are discussed. Students will be introduced to a variety of different tests and assessment procedures applied in clinical neuropsychology and for each of the clinical syndromes, relevant neuropsychological and psychiatric symptoms will be outlined. Problems in the assessment of brain-damaged patients as well as treatment procedures available will be discussed. The aim of the module is also to make students aware of the theoretical concepts of cognitive processing derived from the study of brain-damaged individuals. One major question will address the way in which the study of brain-damaged patients can help us in the understanding of brain functions. Students will obtain insight into the relation between brain structure, cognitive processing and observable behaviour by looking at case studies of neuropsychological patients. This will be done by discussing published individual case descriptions and by studying symptoms of patients in video demonstrations. Concepts, theories and experimental methods of cognitive neuroscience and neuropsychology will be evaluated as well as therapeutic approaches in the neurorehabilitation of brain damaged individuals. Finally, the potential mechanisms underlying cortical reorganisation after brain injury and underlying learning of new information on healthy individuals will be discussed.

Since the module familiarises students with common neuropsychological syndromes, standard assessment procedures in clinical neuropsychology and therapeutic approaches for brain-damaged individuals, students who want to pursue a career in clinical psychology or cognitive neuroscience will benefit from the module. The module is assessed by coursework.

#### **Outline content**

- Introduction to clinical assessment methods in neuropsychology
- Amnesia, agnosia, frontal lobe deficit, neurodegenerative disorders, dementia, epilepsy, Parkinson's disease: Critical evaluation of syndromes and therapeutic approaches in neurorehabilitation
- Cognitive and neurobiological models of cognitive processing in humans
- Neural development, learning, plasticity and cortical reorganisation after brain damage
- Relationship between brain, cognition and behaviour

#### **Assessment Type**

Coursework – 3000 words (100%)

#### **Module Credits**

15

#### **Recommended Key Texts**

Code, C., Wallesch, C.W., Joannette, Y., Roch, A. (1996). *Classic cases in neuropsychology*. Psychology Press, UK.

Fuster, J.M. (1999). *Memory in the Cerebral Cortex*. MIT Press, Cambridge, MA.

Kolb, B., Whishaw, I.Q. (2008) *Fundamentals of Human Neuropsychology*. (6<sup>th</sup> Edition). W.H. Freeman, N.Y.

McCarthy, R.A., Warrington, E.K. (1990). *Cognitive Neuropsychology: A Clinical Introduction*. Academic Press, London.

**Internet databases:**

ScienceDirect, Medline, PubMed

**Journals particularly relevant for this module:**

Neuropsychologia, Neuropsychology, Journal of Cognitive Neuroscience, Brain and Language, Brain and Cognition

### **Module description**

This module provides an introduction to key themes, theories, research programmes and methods to understand processes underlying human language and thinking within the domains of cognitive psychology and cognitive neuropsychology. Intact and impaired processes involved in spoken language, reading and spelling will be explored in different languages with a special interest in whether these processes are universal or language specific. The module will equally provide the opportunity to study human problem solving, reasoning and decision-making as well as establishing an appreciation of the different approaches and models. Contradicting evidence from reasoning in the laboratory and the real world will be examined to understand how human reasoning differs from idealised accounts provided by theories of logic and probability. Acquisition of literacy and associated developmental problems such as dyslexia will also be examined. Furthermore, the module explores bilingualism and related issues in acquiring and maintaining a second language. Students will learn to critically evaluate contemporary topics on language and decision making processes. This module will prepare students for working with intact and language impaired individuals. The assessment will be by coursework.

### **Outline content**

- Reasoning and logic, including research on the Wason selection task
- Reasoning and probability, including the work of Kahneman & Tversky and Gigerenzer
- Are humans rational?
- Comparison of human language with non-verbal communication systems in humans and animals
- Development and evolution of language
- Models of language processing and brain mechanisms of language
- Acquisition of first and second language
- Aphasia
- History of experimental research of language and thought

### **Assessment Type**

Coursework – 3000 words plus write up of experiment (100%)

### **Module Credits**

15

### **Recommended Key Text**

Harley, T. (2008). *The Psychology of Language* (Third Edition). Hove: Psychology Press.

### **Additional Reading**

Eysenck, M. & Keane, M. (2005). *Cognitive Psychology: A Student Handbook* (Fifth Edition). Hove: Psychology Press.

Garnham, A. & Oakhill, J. (1994). *Thinking and Reasoning*. Oxford: Blackwell.

Manktelow, K. (1999). *Reasoning and Thinking*. Psychology Press.

Pinker, S. (1994). *The Language Instinct*. Harmondsworth: Penguin.

**Electronic resources:**

PsychLit; ScienceDirect, PubMed

**Journals particularly relevant for this module:**

The Journal of Experimental Psychology: Learning, Memory and Cognition, The Journal of Memory and Language, Brain and Language, Brain and Cognition, Thinking and Reasoning, Psychological Review

### **Module description**

This module will enable students to have a critical awareness of the issues and debates involved in understanding deviant behaviour. It examines the psychological, social, cultural and biological influences and predispositions upon general definitions of abnormality and specific disorders. Particular categories of disorder will be studied in order to illuminate controversies concerning the value of models, methods of classification and diagnosis. Specific syndromes addressed in detail in this module are: major depression and mania, schizophrenia, substance-related disorders, disorders of ageing/cognition, and suicide. For each of these specific disorders, the diagnostic criteria, course, epidemiological factors, biological predisposition and treatment strategies (such as cognitive behaviour therapy, psycho-pharmacological treatments, and suicide prevention) are reviewed and critically evaluated. Students will learn that multiple factors can contribute to the development of mental illness and that often different psychiatric syndromes can co-occur in one patient. The role of social factors such as gender and culture in the classification and treatment of mental ill-health is discussed. Current research streams and findings on biological origin of mental illness and treatment will be presented and discussed.

This module will prepare students particularly for working in clinical settings (i.e. with psychiatric patients).

### **Outline content**

- The diagnosis, course, prognosis and treatment of:
- Disorders of ageing and cognition
- Mood disorders, including major depression and bipolar affective disorder & suicide
- Psychotic disorders including schizophrenia
- Substance-related disorders

### **Assessment Type**

Coursework – 3000 words (100%)

### **Module Credits**

15

### **Recommended Key Texts**

Davison, G. C. & Neale, J. M. (2001) *Abnormal Psychology*. John Wiley & Sons.

Comer, R.J. (2007). *Abnormal Psychology*. 6th Edition. Worth Publishers.

Bennett, Paul (2003). *Abnormal and Clinical Psychology: An Introductory Textbook*. Open University Press.

### **Internet literature resources/databases:**

ScienceDirect, Medline

### **Journals particularly relevant for this module:**

Schizophrenia Research, Psychiatry Research, Biological Psychiatry, Schizophrenia Bulletin, British Journal of Psychiatry

### **Module Description**

The course will introduce a variety of developmental disorders including Downs syndrome, Williams syndrome, dyslexia & autism. The module will include an analysis of the biological, cognitive & social profiles of each. Students will gain an insight in to the main symptoms of each clinical condition and the prognosis for people with these disorders. This will be done by discussing published literature and studying symptoms of children and adults with these disorders in video demonstrations. The course also covers the effects of early brain injury. Problems in the assessment and diagnosis of developmental disorders will be addressed as well as the range of psychological theories that have attempted to explain the different clinical conditions. Ethical issues and working with clinical populations will also be considered.

Students will learn to critically evaluate contemporary issues in neurodevelopmental psychology supported by a range of academic literature.

There is also a component to this course where students will gain a further insight into the problems working with children with learning difficulties. Students will be given the opportunity to evaluate children's behaviour and form a diagnosis using video footage.

This module will be particularly useful for those considering a career related to development, educational or clinical psychology or a career working with typically developing children or children with special needs.

The module will be assessed by two 1500 word essays. The first essay will draw on the diagnosis of a developmental disorder and will be based on a practical video session and supported by literature. The second will critically evaluate two developmental disorders linking conclusions to how this information can be used to inform our understanding of these clinical conditions through psychological theory.

### **Outline content**

- History, methods & development in the field
- Theoretical models in early brain injury plasticity
- Specific Language Impairment
- Dyslexia
- Autism and Pervasive Developmental Disorders
- Genetic Disorders (Williams & Downs Syndrome)
- Impairment of senses (Blindness & Deafness)
- Motor Disorders
- Assessment and Diagnosis
- Therapeutic Interventions and Future Prognosis

### **Assessment Type**

Essay – 1500 words (50%)

Essay – 1500 words (50%)

### **Module Credits**

### **Recommended Key Texts**

Cohen, W. I., Badal, L., Madrick, M. E, (2002). *Down syndrome: Visions for the 21st Century*. John Wiley and Sons.

Happé, F. (1994). *An Introduction to Psychological Theory*. London: Routledge

Lewis, V. (2002). *Development and Disability*. Oxford: Blackwell Publishers.

Messing Semel, E., and Rosner, S. R. (2003). *Understanding Williams Syndrome. Behavioural Patterns and Interventions*. Lawrence Erlbaum Associates Inc.

Morton, J. (2004). *Understanding Developmental Disorders: A Causal Modelling Approach (Cognitive Development)*. Oxford: Blackwell Publishers.

Snowling, M. (2005). *Dyslexia*. Oxford. Blackwell Publishers.

### **Specialist Learning Resources**

Students will need access to specialist journals (eg Journal of Child Psychology and Psychiatry)

### **Module description**

This module provides an introduction to some of the main methods of psychological interventions used by clinical, counselling and health psychologists in therapeutically helping people. These interventions are used to assist people in strengthening their capacity to manage and cope with their lives, and help work through some emotional difficulties. The module will cover some of the core theoretical principles and techniques used in various psychological interventions, when working with individuals (both children and adults) as well as with families and groups. The module will also show that the therapeutic relationship is central to a variety of psychological interventions. The different interventions used also aim to assist clients and patients to make meaning of their distress.

### **Outline content**

- Client-centred counselling and the therapeutic relationship
- Psychodynamic therapy
- Cognitive-behavioural therapy
- Cognitive analytic therapy
- Child play therapy
- Family therapy
- Group therapy

### **Assessment Type**

Coursework – 3000 words (100%)

### **Module Credits**

15

### **Recommended Key Text:**

Richard Nelson-Jones (2011). *Theory and Practice of Counselling & Therapy* (5<sup>th</sup> Ed). London: Sage Publications.

### **Other Recommended Texts:**

Westbrook, K., & Kennerly, H., & Kirk, J.(2011). *An Introduction to Cognitive Behaviour Therapy: Skills and Applications* (2nd Edition). London: Sage Publications

Dryden, W. (2007). *Dryden's Handbook of Individual Therapy* (5th Ed). London: Sage Publications

Reay, R. (1988). Structural family therapy. In E. Street, & W. Dryden, *Family Therapy in Britain*. Milton Keynes: Open University Press.

Yalom, I. (2005). *The theory and practice of group psychotherapy* (5th Edition) (Chapters 1 and 2). New York: Basic Books.



### **Module description**

This module introduces students to a selection of issues in the area of consumer psychology. It will explore how theories within social, cognitive and developmental psychology can help explain consumption behaviours. The module will address issues related to positive and negative influences of a consumer society upon individual's psychological process and functioning. It will also look at how aspects of consumption can influence development at an early age as well as affect behavioural outcomes in later life. Other areas covered will include processes involved in consumer decision making, and controversial ethical arguments surrounding marketing practices. This module will be assessed through a portfolio. Students will learn practical transferable skills such as how to manage information and communicate effectively in written format.

### **Outline content**

- Introduction to Consumer Psychology
- Consumer decision making
- Rationality of consumer choice
- Aesthetics in the retail environment
- Consumer culture and impact on sense of identity and well-being
- Psychology of advertising
- Media & attitude formation
- Social responsibilities of media (e.g. violence in the media and influence of pornography)
- How children are affected by consumption
- Effects of consumption upon the environment

### **Assessment Type**

Portfolio – 3000 words (100%)

### **Module Credits**

15

### **Recommended Key Texts**

Bagozzi, R.P., Gürhan-Canli. Z. & Priester, J.R. (2002). *The Social Psychology of Consumer Behaviour*. Buckingham: OUP

Benson, A. (2000). *I shop, therefore I am: Compulsive buying and the search for self*. New York: Aronson

Jansson-Boyd, C.V. (2010). *Consumer Psychology*. McGraw-Hill

Kasser, T. & Kanner, A.D. (2003). *Psychology and Consumer Culture: The Struggle for a Good Life in a Materialistic World*. Washington, DC: American Psychological Association

Mitchell, A.A. (1993). *Advertising Exposure, Memory, and Choice*. Hillsdale, NJ: Lawrence Erlbaum

Singer, D.G & Singer, J.L. (2001). *Handbook of children and the media*. Thousand Oaks; Sage Publications, Inc.

### **Module description**

The Psychology Dissertation module supports students in the production of a non-empirical psychology project, i.e. a project that does not involve the collection of original data, but which is in the form of an extended evaluative literature review. The module is worth 30 credits and involves 300 hours of student commitment. It provides students with the opportunity to select a specific area of psychology and carry out an in-depth evaluative and integrative literature review of that area. The format of the literature review is modelled after the guidelines of the APA journal *Psychological Bulletin*, as follows:

The student chooses a specific area or question within psychology;

They focus on theories and empirical studies relating to this area or question and seek to summarize, evaluate and draw conclusions from these empirical studies and theories. Typically, the final piece of work should assess:

- (a) the state of knowledge concerning the area of interest
- (b) critical assessments of the strengths and weaknesses in past research
- (c) important issues that research has left unresolved, thereby directing future research.

The dissertation may also integrate and develop connections between different areas of research, or offer alternative frameworks for interpreting existing data. Evaluations of any areas of psychology are possible (subject to supervisor expertise), including questions related to laboratory research, historical developments, and applied psychology (e.g. psychological therapies, programs, and interventions).

Students will be required to produce a 1,500 word annotated bibliography and a final 8,000 word literature review.

### **Outline content**

This will be determined by individual supervisors, and will depend on the precise nature of the project being undertaken. However, all dissertations will involve an extensive literature review of the relevant research area and writing this research up following an approved format.

### **Assessment Type**

Annotated Bibliography – 1500 words (20%)  
Dissertation – 8000 words (80%)

### **Module Credits**

30

### **Key Texts**

The specific literature is dependent on the project area selected by the student. Project Supervisors will assist students in locating appropriate literature.

However, electronic or paper access to APA and BPS journals is essential, as well as access to databases such as Science Direct, Medline and Web of Knowledge.

Guidelines for the format of the literature review can be found in:

Cooper, H. (2003). Editorial [How to carry out a psychology literature review]. *Psychological Bulletin*, 129, 3-9.

#### Specialist Learning Resources

Electronic access to the full-text journal archives PsycArticles and Science Direct, and an abstract database (e.g. Web of Science). Access to a library containing at least 30 Psychology journals in hard copy, and a comprehensive range of contemporary psychology texts.

# Student Views

## ***How you can provide feedback***

RDI and the Psychology Department at Anglia Ruskin University aim to enable students to present us with their views informally - in this way matters can often be resolved more efficiently. We hope that you will feel free to express your views to members of staff. If you have a problem with a particular aspect of your course, your Student Support Co-ordinator is the best person to talk to in the first instance.

Discussing a problem with your tutor or your Student Support Co-ordinator as soon as it arises is much the best way to get the issue dealt with quickly. Sometimes however a more formal or anonymous process is required, and a number of procedures exist for you to express your opinions and for these to be channelled through the relevant bodies within the University.

As part of RDI and the University's quality assurance processes, you will be asked to complete an online **Module Questionnaire** at the end of each module. These are available to you via a link on your module area on iLearn. In addition your Student Support Co-ordinator will email the link to you at the end of each module.

In addition you can provide feedback via your Student Representative which will in turn be taken to the **Curriculum Management Committee**. This committee oversees all aspects of curriculum management and delivery for all courses offered by RDI leading to Anglia Ruskin awards, including the allocation of teaching staff for the annual delivery of modules and the provision of learning resources. It ensures that academic standards are maintained by RDI and that the quality of educational support enables students to meet those standards. The Committee meets at least twice a year and as part of its work, considers any matters raised by student representatives related to the management and delivery of this course, and the quality of student experience. The minutes of this meeting are considered at the Psychology Course Management Committee meeting at Anglia Ruskin University, so that we can take account of your views.

In addition, you may be contacted via e-mail 1-2 weeks prior to the University's **Course Management Committee** meetings, which are held two times per year in the Psychology Department, to give you the opportunity to give staff at the University your views on the course.

## ***Student Representative***

RDI seeks to appoint a student representative (or representatives) on this course. Students interested in this role would need to be willing and able to collate feedback from students through a forum on i-learn and feed these comments back to the relevant course committee. As background, these committees are designed to look at ways of improving the course as well as acknowledging areas where the course is working particularly well.

The appointed student representative/s would not be expected to attend the meetings in person but would be required to write a brief report collating student feedback and be available either virtually by Skype or teleconference on the day of the committee meeting. This is an excellent opportunity to take an active role in the development of your course for current and future students. It is also something that you can add to your CV! Depending on time zones and practicalities, there might

also be an opportunity to take part by video conference on the day of the committee meeting. In terms of the time commitment, each course committee normally convenes four times per year.

If you are interested, please contact your Student Support Co-ordinator for further information. The role is open to any current student, and each selected representative would be expected to serve for a period of 1 year, starting on 1st July of each year.

Once you have started studying on the course, if you feel that you would be interested in applying, you should email a short summary of yourself, stating 'why you are the right person for the role', to your Student Support Co-ordinator (please try and keep this to 400 words or less). The Head of Student Support will consider applications, following which appointments will be made.

We all have a 'vested interest' in developing this course and this why we hope that you feel motivated to become a Student Representative.

### ***Annual Monitoring***

All of the psychology degree courses are evaluated each year as part of the University's process of *Annual Monitoring*. The process of reviewing the psychology courses is undertaken by the Head of Department, and students' views are incorporated into this process by inclusion of student module evaluations and minutes of the Course Management Committee Meetings in the Report. The Course Committee reviews the Report before approving it.

# Teaching & Learning Methods

## *ilearn*

ilearn is RDI's Virtual Learning Environment that is designed to give you access to your learning material, enhance your learning experience and help you through your studies. You can access ilearn from RDI's homepage [www.rdi.co.uk](http://www.rdi.co.uk) by clicking on "Student Login" or by typing the following URL in your browser address bar: [www.ilearn.rdi.co.uk](http://www.ilearn.rdi.co.uk). To access your module pages select ilearn and enter your username and password, which will have been sent to you on the start date of your intake.

Some of the features and resources that ilearn offers you include:

- 24/7 access to your module learning materials.
- Discussion forum where you can share thoughts and ideas with other students and initiate topics that you want to discuss with your fellow students.
- Links to online electronic resources, such as the University's online library facilities.
- The Group Learning Space where your module tutor can initiate discussion and set learning tasks for you to undertake.
- The News Forum where both your Student Support Co-ordinator and your tutors will post announcements including reminders of deadlines, changes to course arrangements, etc.
- Your ilearn calendar can help you keep track of key dates on your course or other personal events.
- Participant messaging and personal profiles allow you to develop your own learning networks with other students on your course.
- Assignment Area where you can download your assessments and submit your assignments online.

## ***Induction Module***

Before you commence study on your course you are required to undertake a brief Induction programme which contains all the information you need to get you started on your study and an interactive quiz to consolidate your understanding of the processes and procedures you will encounter during your studies. The aims of the Induction are for you to:

- Get to know staff and fellow students
- Gain a comprehensive understanding of all aspects of your programme of study.
- Ask questions relating to any aspect of the learning experience.
- Become acquainted with RAC and RDI procedures and policies.

At the start of your intake you will receive your username and password for ilearn, RDI's Online Learning Environment. You can access your Induction module by logging onto ilearn. After you have completed the Induction tasks and successfully passed the interactive quiz, your results will be sent to your Student Support Team and you will be given access to your first module, normally within one working day. You should aim to complete your Induction within the first two weeks of your intake. If you experience any difficulties accessing any of this information please contact your Student Support Team.

## ***Learning Materials***

You will access all of your learning material for the course via ilearn.

The module learning materials are designed to facilitate your learning and to allow you to achieve the learning outcomes for each module. The material is interactive and contains practical activities, which have been designed to enable you to apply theoretical principles and frameworks.

Try to use your own background when completing the activities and draw the best ideas and solutions you can from your work experience. You are encouraged to discuss your ideas with other students or your colleagues; this will make learning much more stimulating. Remember, if in doubt, or if you have any questions about the modules or how to study, ask your tutor.

## ***Guide to Writing Essays***

A useful guide to writing essays which is produced by Anglia Ruskin can be found at the following link <http://web.anglia.ac.uk/anet/students/documents/2010/helpful-guide-to-essay-writing.pdf>

## ***Tutors***

For each module you study there will be an allocated tutor who is responsible for facilitating your academic progress and to this end they will set tasks and activities in the appropriate discussion areas of ilearn.

The primary means of support will be delivered on-line via ilearn. Where appropriate, tutors will also be able to give you support by other means, e.g. by email.

The tutorial process is viewed as an essential aspect of development and support for students. It is informally based and designed to encourage two-way communication, either peer-to-peer or student-to-tutor. As such it includes the following:

- The channelling and dissemination of information
- The facilitation of discussion between peers on the course
- The giving and receiving of formative, as well as summative assessment feedback
- Discussion regarding candidate personal development needs
- Counselling, where appropriate.

## ***Contact Mechanisms:***

Your module tutors will provide you with academic advice and guidance and answer your questions of an academic nature. For all other queries you are encouraged to contact your Student Support Co-ordinator at RDI direct for support. Contact with your Student Support Co-ordinator can be made through:

- ilearn
- email
- telephone

# Library Resources

## ***Library Resources: Library Website***

Various guides are available which give details of how to make the best use of the facilities provided by the library.

The library has access to many databases via the computer, which provide information about journals and in some cases, online versions of the full text of articles.

## ***Logging in to the University Library.***

Your login is your University Login username and password ("Active Directory Login") used to access most other University online services (e.g. My.Anglia, e-mail, VLE, staff and student PCs, etc).

If you need help with your University Login, please contact the Student IT Help Desk [student-ithd@anglia.ac.uk](mailto:student-ithd@anglia.ac.uk) (students only) or ISMS [isms-support@anglia.ac.uk](mailto:isms-support@anglia.ac.uk) (staff).

## **Useful links to Library website**

Library Homepage: <http://libweb.anglia.ac.uk/>

Basics: <http://libweb.anglia.ac.uk/induction/basics.htm>

Help: [http://libweb.anglia.ac.uk/induction/help\\_and\\_advice.htm](http://libweb.anglia.ac.uk/induction/help_and_advice.htm)

Library login: <https://idp.anglia.ac.uk/oala/login/anglia-ad>

Psychology Library Guides: <http://anglia.libguides.com/psychology>

Information skills: <http://anglia.libguides.com/Pilot>



# The Assessment Process

## **Assessment Strategy**

We believe that assessment practices should serve as both a measure of, and a source of motivation in, student learning and achievement.

### Assessment as a measure of student learning and achievement

As a means of measuring student learning and achievement, assessment should be appropriate, natural and equitable.

- By appropriate, it is meant that the nature, timing and type of assessment should be suited to both the level of the student and the particular content being assessed. A range of assessment types should be used in order to assess both the breadth and depth of knowledge and ability possessed by the student.
- By natural, it is meant that the assessment should be clearly related to the learning outcomes and our expectations should be as clear as possible to students.
- By equitable, it is meant that students should be assessed on the basis of their learning and ability as pertaining to the specific material being assessed. Therefore, assessment practice should address specific student needs and facilitate their ability to demonstrate their achievement without providing unfair advantage. In the interests of fairness, it is also necessary to, where possible, eliminate the possibility of gaining advantage through plagiarism.

### Assessment as motivation for student learning and achievement

In addition to measuring student progress, assessment also acts as an important part of the learning experience by providing feedback and motivation:

- Assessment is a crucial part of the 'feedback loop' which facilitates active learning. As such, it is important that students receive appropriate feedback.
- In addition, assessment acts as an important source of motivation to the student and this aspect will be facilitated through clear goals, perceived fairness and variety in assessment practice.

The full, most current assessment regulations (6<sup>th</sup> Edition, July 2013) is available at: [http://web.anglia.ac.uk/anet/academic/public/academic\\_regs\\_6ed\\_\(july13\).pdf](http://web.anglia.ac.uk/anet/academic/public/academic_regs_6ed_(july13).pdf)

It is YOUR responsibility to familiarise yourself with these regulations. If you are unsure of any of the detail of the academic regulations, please ask your tutor or your student advisor.

## **Timetable for assessment & presentation of assignments**

This course is designed to be as flexible as possible, so you can study it in your own time, and ensure it fits into your life pattern.

There are four assessment periods during each calendar year: January, April, July and October. You are normally required to undertake assessment in a module at one of these assessment opportunities. Once you have enrolled on a module you will normally be given up to a maximum of 9 months within which to pass the module.

Please note that your total registration on the programme must not exceed the programme's maximum study period of 9 years.

### **Anonymous Marking**

Consistent with University policy, we have a policy of anonymous marking in the Department. Please ensure that you follow this policy. Work which is submitted with a student's name visible on it may not be marked. There are some exceptions to the general rule of anonymous marking, where it is not possible for work to remain anonymous, such as the final year project. Your Module Guides should tell you when the work for a particular module is **not** marked anonymously.

Students must submit their assessments, via ilearn, titled as follows: Module title SIDNumber STUNumber, for example **Key Skills Part 1 SID1234567 STU12345**. Assessments titled in a way different to this notation will not be accepted or marked.

### **Registering for assessment**

Once you release a module at one of the official start points, you will be automatically registered to take your assessment(s) at the next scheduled assessment deadline. This will normally be around 10 weeks after the start date of the module. The one exception to this automatic registration is the dissertation (at the end of level 6) for which you will be required to confirm an 'intent to submit' within the study periods allowed. The 'intent to submit' will be available on the module page on ilearn.

A timetable of assessment dates can be found on your module page on ilearn. Please check the assessment timetable before you release your module to ensure that you will be able to meet the assessment deadline.

If you know of a reason why you will not be able to meet the assessment deadline, you are advised to delay the release of your module until the next module start date. If you have already released your module and find yourself in this position, please refer to the section on cancellation of assessment registration.

You may only elect to take assessment in a maximum of three modules at any one time, including deferrals and referrals.

Once you have registered for assessment, assessment instructions for each module that is assessed by coursework will be released approximately 5 weeks before the deadline for submission.

Please note that assessments change for every assessment period.

The assessment instructions will contain the following:

1. A top-sheet detailing:
  - Module number.
  - Assignment title and No.
  - Submission date
2. Submission instructions
3. An assignment brief/tasks detailing what the candidate needs to do.
4. Student Guidelines where applicable to assist you in your understanding of the exact requirements of the assessment.

5. Specific performance criteria mapped against the grading structure.

#### PLEASE NOTE

If you are unable to meet a **coursework, examination, dissertation proposal or dissertation** assessment deadline, you have the opportunity to defer your assessment to the next available assessment period. Please note that you are only allowed to defer the 15 credit module once and a 30 or 45 credit module on two occasions then you must submit your assignment.

You can defer your submission yourself by accessing the 'my modules' on ilearn and clicking on the defer button for the relevant module no later than **two** weeks before your scheduled assessment date. For examinations, you need to defer no later than **four** weeks before the scheduled examination date. Deferral deadline dates are published on the assessment timetable which can be found on ilearn.

If you do not defer your assessment or exam and then fail to submit your work or fail to turn up for the exam, without an approved extension or mitigating circumstances, you will receive a fail mark for the module, and will be required to take a re-sit, which will then be capped at 40%. You **must** submit the re-sit attempt at the next submission period as advised via e-vision and your Student Support Co-ordinator.

If you register for your assessment, submit your work and do not pass the assessment, you will get a re-sit attempt, which will be capped at 40% if you pass the re-sit. You **must** submit the re-sit attempt at the next submission period as advised via e-vision and your Student Support Coordinator.

If you fail your re-sit of the first attempt you will be allowed a second attempt at the module assessment. The result of this second attempt will be capped at 40%. The regulations state that the most a student can re-take is 30 credits at one level – this includes taking the same 15 credit module twice and failing twice.

If you fail the second attempt you will have a further re-sit opportunity, which again will be capped at 40%.

If you fail this second re-sit attempt you will have failed the module and will not have any further attempts at being assessed in the module. As all modules on this course are compulsory, you will then be discontinued from the course. You will be awarded credits for modules that you have passed.

If you submit your work and you have not registered for assessment your work will not be accepted or marked.

Students are not able to re-take more than 30 credits worth of modules from the same level of study, and more than 60 credits during their course of study, otherwise they would be discontinued from the course.

These details are all available on the most current assessment regulations (6<sup>th</sup> Edition, July 2013) is available at:

[http://web.anglia.ac.uk/anet/academic/public/academic\\_regs\\_6ed\\_\(july13\).pdf](http://web.anglia.ac.uk/anet/academic/public/academic_regs_6ed_(july13).pdf)

## **Course Work**

The course work component of assessment varies, depending on the subject matter of the module and its learning objectives. Sometimes it will be an essay, sometimes one or more lab reports, and sometimes there may be different components - an essay and a case study, for example. Your assessment brief will tell you what is required. The person who marks your work will provide you with feedback on your coursework. Pay close attention to these. If you are not sure what they mean, then ask!

## **Word limits**

All written course work has a word limit, which you can find in your module guide. When the work is marked the excessive use of words beyond the stated word limit is reflected in the academic judgement of the piece of work which results in a lower mark being awarded for the piece of work.

## **Submitting Written Course Work for Assessment**

You should present course work as neatly as possible.

Assignments will normally be submitted electronically to the assessment submission area in ilearn. You can find instructions on how to submit your work in the Guide to Submitting an Assessment document on each module page.

When you are ready to submit your assignment, go to the Submission Portal area on ilearn, click on the portal and follow the on-screen instructions. Please remember that all of your assignments are to be submitted in this way unless you have agreed an alternative submission method in advance with your Student Support Team. If you know of a reason why you will not be able to submit your assignment electronically via ilearn, please contact your Student Support Team immediately to arrange an alternative submission method.

Be aware that you can only upload one file. If your assessment submission consists of two parts you must combine them into one file, otherwise the second file uploaded will overwrite the first file. If the elements of your assessment cannot be combined into one file, or it is a file other than a Microsoft Office Word file then please contact your Student Support Co-ordinator for further information on submission.

If you have registered for assessment and are struggling to meet the deadline date, you can withdraw from the assessment period without penalty, as long as you notify your student support co-ordinator at least five days before the deadline date.

By submitting your assignment you will be agreeing to the Student Assignment Declaration, which confirms the submitted work is your own. You will also be agreeing for your work to be scanned through Turnitin plagiarism detection system.

Before your assignment submission deadline, you are advised to use Turnitin for yourself to help you avoid an allegation of plagiarism being made against you. If you submit your work in advance of the deadline Turnitin will generate an originality report that gives a percentage mark to identify the originality of the piece of work, and you can use this report to assist you in presenting satisfactory work for marking. However, please note that if your assessment is uploaded for a second time e.g. after amendments are made, it will take 24 hours for the Turnitin report to update.

For instructions on how to view the Turnitin originality report for your draft assessment, please refer to the Guide to Submitting an Assessment document on the module front page. Once the assignment deadline has elapsed your submission will be final.

### ***Extensions***

Course work should be submitted by or on the due date. ***When work is submitted late, it is deemed a failure and given a mark of zero.*** If you have unexpected problems which make it likely that you will not be able to submit work on time, you can seek an extension to the deadline for your work. To do this, you should contact your Student Support Co-ordinator as soon as possible and **always at least 24 hours** before the due date. Extensions may be short term - normally 5 days but may be up to 10 days (in exceptional circumstances). Longer term extensions can only be approved by the Director of Studies at the University. An annual report on the use of short and long term extensions within each Faculty is considered by the Faculty Student Review Subcommittee and the Student Experience Committee.

If you have encountered unexpected problems which you believe have severely affected your performance, then you should apply for **mitigation** by completing a mitigating circumstances form. There is a short deadline to do this, so it is vital that you seek advice from the Student Support Team as soon as possible. See below (page 64-65) for more details.

### ***Examinations***

When modules are assessed by examination this will usually be at one of the four assessment periods set out in your timetable. Most examinations require students to write essays in answer to specific questions or they are Multiple Choice Question (MCQ) exams. Further information about the length and structure of examinations will be available from your Student Support Co-ordinator. Make sure you know as much as possible about the exam before you attend e.g. how it will be marked and what the marks mean.

Most examinations require you to recall what you have learned and restructure your knowledge in response to a particular question. Passing an exam therefore does not depend only on how much you know (or luck). You need to understand what the examiners are looking for. Further guidance on examinations and revision techniques will be given as part of the Key Skills Part 2 module. Your Student Support Team can also offer help if you have difficulties with exams, or you can consult the Student Support web pages on the University's website.

### ***Registering to Take an Exam***

In order to take an exam, please follow the procedure set out above in "Registering for Assessment". Not doing so will result in you being excluded from the examination.

For modules that are assessed by examination you will be contacted by the RDI Examination Team who will ask you to nominate your preferred venue and venue contact. It is your responsibility to nominate your preferred venue and to provide contact details to the RDI Examination team.

Please be aware that when the venue has been confirmed as approved by RDI, and that the venue will host the examination, you will need to pay the fee directly to the venue. If the fee is not paid prior to the date of the examination then you will be unable to sit the examination.

## **Examination Venues**

Students can register to take their exams at a venue in Coventry, UK or RDI Hong Kong at no additional cost.

If you are unable to take your examination at the Coventry or Hong Kong venues you can request to undertake your exam at an approved examination centre closer to home (e.g. British Council or approved College or University). Please contact the Exams Co-ordinator to discuss your options. You will be responsible for paying the charges directly to the venue. Charges are set by the venue and will therefore vary. You will be responsible for identifying the local venue yourself. RDI will then confirm if the venue has been approved and can facilitate distance learning examinations.

Students who receive a fail grade in an examination may be allowed the opportunity to re-sit an exam at the next assessment period, in line with the University's regulations.

## **Taking examinations**

The *Undergraduate Student Handbook* has guidance on assessment, including examinations, and University rules about examinations. Make sure you are familiar with these. The handbook and other important documents are available here:

[http://web.anglia.ac.uk/anet/students/documents.phtml?utm\\_source=keydocuments&utm\\_medium=url&utm\\_campaign=redirect&utm\\_content=keydocuments.marketing.sep09](http://web.anglia.ac.uk/anet/students/documents.phtml?utm_source=keydocuments&utm_medium=url&utm_campaign=redirect&utm_content=keydocuments.marketing.sep09)

If you have any special requirements that need to be catered for in examinations then make sure you contact the Student Support Team well in advance so that arrangements can be made. You are responsible for getting to the examination in good time before it starts - you will normally be allowed into the examination room ten minutes before the stated examination time. You will need to have identification - your student ID card or passport and student number, so that the invigilator can check your identity.

If you arrive up to half an hour after the start of the examination, the invigilator will normally let you in (but you will not be given additional time to do the examination). If you are later than this, you will normally not be allowed in unless there are any extenuating circumstances (and only provided that no student has already left the examination room). ***If you do not attend an examination this is deemed a failure and you are given a mark of 0.***

## **How do I know whether I have passed?**

Course work will be submitted by the stated deadline. *Provisional* grades will be available within 20 working days, and you will then be able to receive feedback on your work. However, these grades are provisional and will not be confirmed until they have been agreed at the Psychology Department Assessment Panel, which may be some time later. You can find out what your marks are at the end of this process (in February, August and October) by checking the information held on the computer database via **e-vision**. This is a website which provides you with access to your records. You can view your personal details as well as your timetables, marks, progress and results. For more information, ask your Student Support Co-ordinator or visit the e-vision website: <https://e-vision.anglia.ac.uk>.

To pass a module a student must receive at least 40% overall, AND at least 30% in each element (when more than one element per assessment).

### ***What happens if I fail?***

Whilst we hope that all our students are successful in all the assessment tasks they complete, on occasion some students fail a module and are therefore given an opportunity to re-sit the module. The grade for the re-sit, if passed, will be capped at 40%. If the student fails the re-sit opportunity, they are allowed a further attempt (plus a re-sit if required), this second attempt will be capped at 40%. In these circumstances, the e-Vision system will tell you which modules you have failed and what it is you have to do to retrieve that failure (eg: a re-sit examination, write a new piece of coursework etc.). You will be notified of the re-sit date by the RDI Coordinator. You **MUST** submit the re-sit attempt at the next submission period.

It is **YOUR** responsibility to make sure you are aware of any re-sit requirements, the exact details of the re-assessment and when it will take place (eg: the submission deadline or the period for an examination), these will be available on e-Vision.

Please note that the overall mark for any module which you pass after you have been re-assessed (eg: undertaken a re-sit examination) will be capped at 40%.

Please note: If a student fails on both attempts (plus re-sit opportunities) they are withdrawn from the course.

If you are not sure what your results mean, please contact your Module Tutor or Student Support Co-ordinator who will explain them to you. The module result for a student who passes a module on re-assessment is capped at 40%. Usually if you just fail one part of the assessment, you re-sit only that component.

### ***Mitigating Circumstances***

If you feel that during the assessment period (when doing coursework or examinations) your performance was adversely affected as the result of unexpected occurrences, then you should complete a Mitigating Circumstances form (available from the Student Support Team). Claims for mitigation must be submitted within 5 working days after the submission date for an assessment (if coursework) or at the end of the examination period. It is in your interests to complete this form as fully as possible, and it is **vital** that you provide supporting evidence for your claim (e.g. a letter from your doctor). Your claim may be rejected if there is too little information on the form. Note that mitigation cannot influence a mark if you have passed - it is only taken into account when you fail a module. Details on mitigation procedures are in the *Undergraduate Student Handbook* available here:

[http://web.anglia.ac.uk/anet/students/documents.phtml?utm\\_source=keydocuments&utm\\_medium=url&utm\\_campaign=redirect&utm\\_content=keydocuments.marketing.sep09](http://web.anglia.ac.uk/anet/students/documents.phtml?utm_source=keydocuments&utm_medium=url&utm_campaign=redirect&utm_content=keydocuments.marketing.sep09)

Mitigation must be submitted to the Student Support Co-ordinator to ensure that the circumstances meet the necessary criteria and that students are advised of their options. The claim for mitigation is then formally considered by Faculty Mitigation Panel. A student who has been given mitigation will have the module result voided and must submit the assessment(s) & / or sit the exam(s) at the next available assessment round, as a further first or second attempt.

More information about mitigation is available here:

<http://web.anglia.ac.uk/anet/academic/assess/mitigation.phtml#process>

If you have a recurrent problem or on-going disability which you think might affect your capacity to do assessments, then you should discuss this with your Student Support Co-ordinator before assessment occurs.

### ***Guidelines on marking standards***

For each piece of assessment you are asked to complete, you will be given assessment criteria which provide you with generic information on what the academic staff will be looking for when they mark your work.

They will provide you with a basic idea of the standard you need to achieve in order to achieve marks at a particular level. You are strongly advised to use the criteria when you are preparing your work. If you have any questions about the criteria or are not sure what something means, ask your Module Leader/Tutor.

All assessment criteria you receive will be based on Anglia Ruskin's generic assessment criteria and marking standard document which you can view at:

[http://web.anglia.ac.uk/anet/academic/public/generic\\_markings\\_asses.doc](http://web.anglia.ac.uk/anet/academic/public/generic_markings_asses.doc) .



## Anglia Ruskin University's Generic Assessment Criteria and Marking Standards

**Assessment criteria** inform the assessment process by providing academic staff with a link between academic standards as set at the level of the award (these are defined in Section 2 of the *Academic Regulations*) and academic standards at module level. Assessment criteria are written in a language that is both generic and general, reflecting the Generic Learning Outcomes of Anglia Ruskin awards which, in turn, reflect the Framework for Higher Education Qualifications (FHEQ) (QAA, 2008).

Assessment criteria are not to be confused with marking schemes.

**Assessment criteria** identify student achievement of generic learning outcomes in the broadest possible terms by correlating three key variables - level of learning, marking standards, and student achievement - in a taxonomy of statements about assessment.

- **level** is as identified in the FHEQ and Anglia Ruskin's *Academic Regulations*, ranging from Level 3 (Access), through Levels 4-6 (Undergraduate) to Level 7 (Postgraduate). A separate table is provided for each of the five levels.<sup>2</sup>
- **marking standards** are identified by means of a percentage scale covering the mark of 0% (zero) and ten mark bands: 1%-9%, 10%-19%, 20%-29%, 30%-39%, 40%-49%, 50%-59%, 60%-69%, 70%-79%, 80%-89% and 90%-100%. Marking standards are expressed as *rows* in the following tables.
- **student achievement** consists of a set of descriptors which are used by markers to distinguish between grades of student achievement.

A **marking scheme** is used at module level to inform the first marking and internal and external moderation of each item of assessment. Marking schemes identify the knowledge and skills which students must demonstrate to achieve the learning outcomes of the module, and are used to calculate the total mark to be awarded for an individual item of assessment. Anglia Ruskin University's generic assessment criteria are intended to advise the writing of marking schemes, ensuring that they are broadly comparable across the institution.

A module marking scheme customises the Anglia Ruskin's generic assessment criteria to fit a specific item of assessment for a module, identifying the basis on which marks are awarded. A marking scheme may range from the fairly general to the highly specific. In relatively open-ended assessments (eg where students are asked to select one of a range of essay questions) a Module Leader would not necessarily expect to provide a detailed marking scheme specifying a 'model answer' to each specific essay question, but rather to provide a general marking scheme which identifies the characteristics of a good essay and can be applied to any of the essay questions set. The same would apply to many aspects of practice, performance or studio work. In contrast, less open-ended assessment tasks such as translation would require both a 'model translation' of the passage and a detailed marking scheme adapted to the specifics of the passage translated.

To facilitate consistency first markers constantly refer to the marking scheme when marking student work. They pass the marking scheme on to the internal moderator/second marker and eventually to the external examiner with student scripts. This enables all parties to understand the basis on which marks are awarded and lends a fundamental transparency to the assessment process. It should always be clear to the internal moderator and external examiner how marks have been determined.

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<sup>2</sup> From the 2012/13 academic year, Anglia Ruskin's level indicators change from levels 0, 1, 2, 3 and 4 to levels 3, 4, 5, 6 and 7 respectively.

# ANGLIA RUSKIN UNIVERSITY GENERIC ASSESSMENT CRITERIA AND MARKING STANDARDS

## LEVEL 4 (*was level 1*)

Level 4 introduces students to HE. Students are expected to demonstrate relevant skills and competencies; to be articulate in expressing ideas orally; and to be coherent and structured in terms of written or other media. Forms of expression at this level may be descriptive or imitative, but students are expected to demonstrate an increasing understanding of the theoretical background of their study and the analytic competence to explore it, as well as its relationship, where appropriate, to particular skills. Students are expected to develop an awareness of strengths and weaknesses in their skill sets					
Mark Bands	Outcome	Generic Learning Outcomes (GLOs) (Academic Regulations, Section 2)			
		Knowledge & Understanding	Intellectual (thinking), Practical, Affective and Transferable Skills		
<b>Characteristics of Student Achievement by Marking Band</b>	90-100%	<i>Achieves module outcome(s) related to GLO at this level</i>	Exceptional information base exploring and analysing the discipline, its theory and ethical issues with extraordinary originality.	Exceptional management of learning resources, complemented by assured self-direction/exploration. Exceptional structure/accurate expression. Demonstrates intellectual originality and imagination. Exceptional practical/professional skills.	
	80-89%		Outstanding information base exploring and analysing the discipline, its theory and ethical issues with clear originality	Outstanding management of learning resources, complemented by assured self-direction/exploration. An exemplar of structured/accurate expression. Demonstrates intellectual originality and imagination. Outstanding practical/professional skills	
	70-79%		Excellent information base, exploring and analysing the discipline, its theory and ethical issues with considerable originality.	Excellent management of learning resources, complemented by self-direction/exploration. Structured/accurate expression. Very good academic/intellectual and team/practical/professional skills	
	60-69%		Good information base; explores and analyses the discipline, its theory and ethical issues with some originality	Good management of learning resources with some self-direction. Structured and mainly accurate expression. Good academic/intellectual skills and team/practical/ professional skills	
	50-59%		Satisfactory information base that begins to explore and analyse the discipline and its ethical issues but is still mainly imitative	Satisfactory use of learning resources and input to team work. Some lack of structure/accuracy in expression. Acceptable academic/intellectual skills and satisfactory practical/professional skills	
	40-49%	<i>A marginal pass in module outcome(s) related to GLO at this level</i>	Basic information base; omissions in understanding of major/ethical issues. Largely imitative	Basic use of learning resources with no self-direction. Some input to team work. Some difficulty with structure and accuracy in expression. Some difficulties with academic/intellectual skills and developing practical/ professional skills	
	30-39%	<i>A marginal fail in module outcome(s) related to this GLO. Possible compensation. Satisfies qualifying mark</i>	Limited information base; limited understanding of discipline and its ethical dimension	Limited use of learning resources. No self-direction, little input to team work and difficulty with structure/accuracy in expression. Weak academic/intellectual skills. Practical/professional skills are not yet secure	
	20-29%	<i>Fails to achieve module outcome(s) related to this GLO. Qualifying mark not satisfied. No compensation available</i>	Little evidence of an information base. Little evidence of understanding of discipline and its ethical dimension.	Little evidence of use of learning resources. No self-direction, with little evidence of contribution to team work. Very weak academic/intellectual skills and significant difficulties with structure/expression. Little evidence of practical/professional skills	
	10-19%		Inadequate information base. Inadequate understanding of discipline and its ethical dimension.	Inadequate use of learning resources. No attempt at self-direction with inadequate contribution to team work. Very weak academic/intellectual skills and major difficulty with structure/expression. Inadequate practical/professional skills	
	1-9%		No evidence of any information base. No understanding of discipline and its ethical dimension.	No evidence of use of learning resources of understanding of self-direction with no evidence of contribution to team work. No evidence academic/intellectual skills and incoherent structure/ expression. No evidence of practical/ professional skills	
0%	Awarded for: (i) non-submission; (ii) dangerous practice and; (iii) in situations where the student fails to address the assignment brief (eg: answers the wrong question) and/or related learning outcomes				

# ANGLIA RUSKIN UNIVERSITY GENERIC ASSESSMENT CRITERIA AND MARKING STANDARDS

## LEVEL 5 *(was level 2)*

Level 5 reflects continuing development from Level 4. At this level students are not fully autonomous but are able to take responsibility for their own learning with some direction. Students are expected to locate an increasingly detailed theoretical knowledge of the discipline within a more general intellectual context, and to demonstrate this through forms of expression which go beyond the merely descriptive or imitative. Students are expected to demonstrate analytical competence in terms both of problem identification and resolution, and to develop their skill sets as required.				
Mark Bands		Outcome	Generic Learning Outcomes (GLOs) (Academic Regulations, Section 2)	
			Knowledge & Understanding	Intellectual (thinking), Practical, Affective and Transferable Skills
Characteristics of Student Achievement by Marking Band	90-100%	<i>Achieves module outcome(s) related to GLO at this level</i>	Exceptional information base exploring and analysing the discipline, its theory and ethical issues with extraordinary originality and autonomy. With some additional effort, work may be considered for internal publication	Exceptional management of learning resources, with a higher degree of autonomy/ exploration that clearly exceeds the brief. Exceptional structure/accurate expression. Demonstrates intellectual originality and imagination. Exceptional team/practical/professional skills. With some additional effort, work may be considered for internal publication
	80-89%		Outstanding information base exploring and analysing the discipline, its theory and ethical issues with clear originality and autonomy	Outstanding management of learning resources, with a degree of autonomy/exploration that clearly exceeds the brief. An exemplar of structured/accurate expression. Demonstrates intellectual originality and imagination. Outstanding team/practical/professional skills
	70-79%		Excellent knowledge base, exploring and analysing the discipline, its theory and ethical issues with considerable originality and autonomy	Excellent management of learning resources, with a degree of autonomy/exploration that may exceed the brief. Structured/accurate expression. Very good academic/intellectual skills and team/practical/professional skills
	60-69%		Good knowledge base; explores and analyses the discipline, its theory and ethical issues with some originality, detail and autonomy	Good management of learning with consistent self-direction. Structured and mainly accurate expression. Good academic/intellectual skills and team/practical/professional skills
	50-59%		Satisfactory knowledge base that begins to explore and analyse the theory and ethical issues of the discipline	Satisfactory use of learning resources. Acceptable structure/accuracy in expression. Acceptable level of academic/intellectual skills, going beyond description at times. Satisfactory team/practical/professional skills. Inconsistent self-direction
	40-49%	<i>A marginal pass in module outcome(s) related to GLO at this level</i>	Basic knowledge base with some omissions and/or lack of theory of discipline and its ethical dimension	Basic use of learning resources with little self-direction. Some input to team work. Some difficulties with academic/intellectual skills. Largely imitative and descriptive. Some difficulty with structure and accuracy in expression, but developing practical/professional skills
	30-39%	<i>A marginal fail in module outcome(s) related to GLO at this level. Possible compensation. Satisfies qualifying mark</i>	Limited knowledge base; limited understanding of discipline and its ethical dimension	Limited use of learning resources, working towards self-direction. General difficulty with structure and accuracy in expression. Weak academic/intellectual skills. Still mainly imitative and descriptive. Team/practical/professional skills that are not yet secure
	20-29%	<i>Fails to achieve module outcome(s) related to this GLO. Qualifying mark not satisfied. No compensation available</i>	Little evidence of an information base. Little evidence of understanding of discipline and its ethical dimension	Little evidence of use of learning resources. No self-direction, with little evidence of contribution to team work. Very weak academic/intellectual skills and significant difficulties with structure/expression. Very imitative and descriptive. Little evidence of practical/professional skills
	10-19%		Inadequate information base. Inadequate understanding of discipline and its ethical dimension	Inadequate use of learning resources. No attempt at self-direction with inadequate contribution to team work. Very weak academic/intellectual skills and major difficulty with structure/expression. Wholly imitative and descriptive. Inadequate practical/professional skills
	1-9%		No evidence of any information base. No understanding of discipline and its ethical dimension	No evidence of use of learning resources of understanding of self-direction with no evidence of contribution to team work. No evidence academic/intellectual skills and incoherent structure/ expression. No evidence of practical/professional skills
0%	Awarded for: (i) non-submission; (ii) dangerous practice and; (iii) in situations where the student fails to address the assignment brief (eg: answers the wrong question) and/or related learning outcomes			

**ANGLIA RUSKIN UNIVERSITY GENERIC ASSESSMENT CRITERIA AND MARKING STANDARDS**

**LEVEL 6 (was level 3)**

		<b>Level 6</b> is characterised by an expectation of students' increasing autonomy in relation to their study and developing skill sets. Students are expected to demonstrate problem solving skills, both theoretical and practical. This is supported by an understanding of appropriate theory; creativity of expression and thought based in individual judgement; and the ability to seek out, invoke, analyse and evaluate competing theories or methods of working in a critically constructive and open manner. Output is articulate, coherent and skilled in the appropriate medium, with some students producing original or innovative work in their specialism.		
<b>Mark Bands</b>	<b>Outcome</b>	<b>Generic Learning Outcomes (GLOs) (Academic Regulations, Section 2)</b>		
		<b>Knowledge &amp; Understanding</b>	<b>Intellectual (thinking), Practical, Affective and Transferable Skills</b>	
<b>Characteristics of Student Achievement by Marking Band</b>	90-100%	Exceptional information base exploring and analysing the discipline, its theory and ethical issues with extraordinary originality and autonomy. Work may be considered for publication within Anglia Ruskin University	Exceptional management of learning resources, with a higher degree of autonomy/exploration that clearly exceeds the assessment brief. Exceptional structure/accurate expression. Demonstrates intellectual originality and imagination. Exceptional team/practical/professional skills. Work may be considered for publication within Anglia Ruskin University	
	80-89%	Outstanding information base exploring and analysing the discipline, its theory and ethical issues with clear originality and autonomy	Outstanding management of learning resources, with a degree of autonomy/exploration that clearly exceeds the assessment brief. An exemplar of structured/accurate expression. Demonstrates intellectual originality and imagination. Outstanding team/practical/professional skills	
	70-79%	<i>Achieves module outcome(s) related to GLO at this level</i>	Excellent knowledge base that supports analysis, evaluation and problem-solving in theory/practice/ethics of discipline with considerable originality	Excellent management of learning resources, with degree of autonomy/research that may exceed the assessment brief. Structured and creative expression. Very good academic/intellectual skills and practical/team/professional/problem-solving skills
	60-69%		Good knowledge base that supports analysis, evaluation and problem-solving in theory/ practice/ethics of discipline with some originality	Good management of learning resources, with consistent self-directed research. Structured and accurate expression. Good academic/intellectual skills and team/practical/ professional/problem solving skills
	50-59%		Satisfactory knowledge base that supports some analysis, evaluation and problem-solving in theory/practice/ethics of discipline	Satisfactory management of learning resources. Some autonomy in research but inconsistent. Structured and mainly accurate expression. Acceptable level of academic/intellectual skills going beyond description at times. Satisfactory team/practical/professional/problem-solving skills
	40-49%	<i>A marginal pass in module outcome(s) related to GLO at this level</i>	Basic knowledge base with some omissions at the level of theoretical/ethical issues. Restricted ability to discuss theory and/or or solve problems in discipline	Basic use of learning resources with little autonomy. Some difficulties with academic/intellectual skills. Some difficulty with structure/accuracy in expression, but evidence of developing team/practical/professional/problem-solving skills
	30-39%	<i>A marginal fail in module outcome(s) related to GLO at this level. Possible compensation. Satisfies qualifying mark</i>	Limited knowledge base. Limited understanding of discipline/ethical issues. Difficulty with theory and problem solving in discipline	Limited use of learning resources. Unable to work autonomously. Little input to teams. Weak academic/intellectual skills. Still mainly descriptive. General difficulty with structure/accuracy in expression. Practical/professional/ problem-solving skills that are not yet secure
	20-29%		Little evidence of knowledge base. Little evidence of understanding of discipline/ethical issues. Significant difficulty with theory and problem solving in discipline	Little evidence of use of learning resources. Unable to work autonomously. Little input to teams. Very weak academic/intellectual skills. Work significantly descriptive. Significant difficulty with structure/accuracy in expression. Little evidence of practical/professional/problem-solving skills
	10-19%	<i>Fails to achieve module outcome(s) related to this GLO. Qualifying mark not satisfied. No compensation available</i>	Inadequate knowledge base. Inadequate understanding of discipline/ethical issues. Major difficulty with theory and problem solving in discipline	Inadequate use of learning resources. Unable to work autonomously. Inadequate input to teams. Extremely weak academic/intellectual skills. Work significantly descriptive. Major difficulty with structure/accuracy in expression. Inadequate practical/professional/ problem-solving skills
	1-9%		No evidence of knowledge base; no evidence of understanding of discipline/ethical issues. Total inability with theory and problem solving in discipline	No evidence of use of learning resources. Completely unable to work autonomously. No evidence of input to teams. No evidence of academic/intellectual skills. Work wholly descriptive. Incoherent structure/accuracy and expression. No evidence of practical/professional/ problem-solving skills
0%		Awarded for: (i) non-submission; (ii) dangerous practice and; (iii) in situations where the student fails to address the assignment brief (eg: answers the wrong question) and/or related learning outcomes		

## Departmental Marking Scale

Whilst the marks from your modules are on a fine graded scale from 0 to 100, in the Psychology Department individual pieces of work are normally marked using a 20 point scale, as shown below. Module guides for the modules that you take will indicate which pieces of assessment this scale is used for.

### General Grade Descriptions & 20 Point Marking Scale

General class description	Description		marks	
Excellent work, marshalling the relevant data in a coherent way to answer the questions asked and showing evidence of originality. The work is complete and reinforced by detail and presented in an appropriate scientific style.	An exceptional answer	Highest possible first	100	
	Exceptional work which meets the previous criteria but is distinguished by the very high quality of expression, argument, structure and use of supporting literature	Exceptional first	90	
	Outstanding work with consistent evidence of originality and demonstrating depth and breadth of understanding.	Good first	85	
	Excellent work, with evidence of originality and insightful use of material, reinforced by detail and presented in an appropriate scientific style	Definite first	80	
	Excellent work, with evidence of originality	Low first	75	
Good work. The relevant data are organised well to answer the question asked. The work is complete and presented in an appropriate scientific style.	Very good work but lacks elements of originality and/or content which characterise a 1 <sup>st</sup> class answer.	High / excellent 2:1	68	
		Definite 2:1	65	
	Good work. The relevant data are organised well to answer the question asked. The work is complete and presented in an appropriate scientific style.	Low 2:1	62	
Satisfactory work. Most relevant information is presented and the work conforms to an appropriate scientific style.	Satisfactory work perhaps with minor omissions and/or organisational flaws	High 2:2	58	
		Definite 2:2	55	
	Satisfactory work but with omissions, irrelevancies and/or organisational flaws	Low 2:2	52	
Adequate answer but with significant omissions or irrelevancies and/or organisational flaws which imply limited understanding.	Adequate but basic work. Limited scope and evidence of understanding	High 3 <sup>rd</sup>	48	
		Definite 3 <sup>rd</sup>	45	
	Passing but basic work. Deficiencies in content and/or style.	Low 3 <sup>rd</sup>	42	
Fail because the work is very incomplete or largely irrelevant	Fail. Contains limited information and/or limited evidence of understanding. Work may be very poorly organised.	Marginal fail – some relevant information / evidence of understanding OR very poorly organised	35	
		Some relevant info / evidence of understanding AND poorly organised	30	
	Fail because the work is very incomplete or largely irrelevant. Little evidence of knowledge base or understanding.	Weak fail - Very incomplete / lacking in relevance		25
		Very incomplete / lacking in relevance and inappropriate style		20
	No evidence of knowledge base or understanding.	Poor fail		15
	Non-submission OR dangerous practice OR failure to address assignment brief and/or learning outcomes.	Bad fail / no answer / nothing of merit		0

# Assessment Regulations and Procedures

The full, most current academic regulations (6<sup>th</sup> Edition, July 2013) is available at:  
[http://web.anglia.ac.uk/anet/academic/public/academic\\_regs\\_6ed\\_\(july13\).pdf](http://web.anglia.ac.uk/anet/academic/public/academic_regs_6ed_(july13).pdf)

It is YOUR responsibility to familiarise yourself with these regulations. If you are unsure of any of the detail of the academic regulations, please ask your Student Support Co-ordinator.

## Rules regarding plagiarism and poor academic practice

When you are preparing your work for submission, it is important that you understand the various academic conventions that you are expected to follow in order to make sure that you do not leave yourself open to accusations of plagiarism (eg: the correct use of referencing, citations, footnotes etc.) and that your work maintains its academic integrity.

Plagiarism is theft and constitutes the presentation of another's work as your own in order to gain an unfair advantage. You will receive advice and guidance on how to avoid plagiarism and other elements of poor academic practice during the early stages of your studies at Anglia Ruskin.

Anglia Ruskin operates a rigorous process for investigating any allegations of plagiarism (and other assessment offences such as cheating during an examination) and will impose strict penalties if an assessment offence is proven. The Academic Regulations detail the process for investigating alleged assessment offences and the associated penalties ([www.anglia.ac.uk/academicregs](http://www.anglia.ac.uk/academicregs)).

## A Guide to Academic Integrity and Good Academic Practice

A primary purpose of a University education is to instil in each student an understanding of, and a capacity for scholarship, independent judgment, academic rigour, and intellectual honesty.

It is the joint responsibility of university teachers, support staff and students to work together to foster these ends through relationships which encourage freedom of inquiry, demonstrate personal and professional integrity, and foster mutual respect.

Good academic practice refers to the process of completing your academic work independently, honestly and in an appropriate academic style, using good referencing and acknowledging all of your sources.

To demonstrate good academic practice this you must:

- develop your own independent evaluation of academic issues;
- draw upon research from academics in your field of study;
- discuss and evaluate existing concepts and theories;
- demonstrate your understanding of the key literature;
- develop your own arguments.

To support your own good academic practice you will need to develop:

- study and information skills (eg. reading, note-taking, research etc);
- skills of critical enquiry and evaluation (eg. taking a balanced opinion, using reasoning and argument);
- appropriate academic writing skills (eg. for essays, reports, dissertations etc);

- referencing skills;
- examination techniques (eg. preparation and timing etc).

Achieving good academic practice is not as complicated as it may appear. In a nutshell, you need to:

- know the rules;
- make sure you reference all sources.

Poor academic practice or academic dishonesty (plagiarism, cheating, fraud etc.) is sometimes caused by insecurity as to what is expected and what is allowed. If you are in any doubt you should talk to a librarian and/or your module or personal tutor.

### ***Our Expectations of Students***

The Student Charter (available at:

[http://web.anglia.ac.uk/anet/students/documents/2011/Student\\_Charter\\_August2011.pdf](http://web.anglia.ac.uk/anet/students/documents/2011/Student_Charter_August2011.pdf))

requires you to 'be aware of the academic rules relating to your studies', p9). We expect you to agree that you will:

- ensure that you are familiar with the academic conventions regarding the citing (acknowledgement, referencing) of the work of others (see <http://libweb.anglia.ac.uk/referencing/referencing.htm> for assistance);
- only hand in your own original work for assessment;
- correctly reference all the sources for the information you have included in your work;
- identify information you have downloaded from the internet;
- never use another student's work as if it were your own work;
- never use someone else's artwork, pictures or graphics (including graphs, spreadsheets etc. and information from the internet) as if they were made by you;
- never let other students use or copy from your work;
- work through 'PILOT', the online tutorial available on the University library website (<http://libweb.anglia.ac.uk/pilot/>). PILOT addresses a number of study skills which will help you develop good academic practice.

### ***Using Turnitin to check your work***

Before your assignment submission deadline, you are advised to use Turnitin for yourself to help you avoid an allegation of plagiarism being made against you. If you submit your work in advance of the deadline Turnitin will generate an originality report that gives a percentage mark to identify the originality of the piece of work, and you can use this report to assist you in presenting satisfactory work for marking. However, please note that if your assessment is uploaded for a second time e.g. after amendments are made, it will take 24 hours for the Turnitin report to update.

For instructions on how to view the Turnitin originality report for your draft assessment, please refer to the Guide to Submitting an Assessment document on the module home page. Once the assignment deadline has elapsed your submission will be final and your tutor will use the originality report to assist with the marking of your work.

# Academic Regulations

## ***Academic Appeals procedure***

Anglia Ruskin University operates an academic appeals process which provides students with the opportunity to appeal against an assessment decision.

If you are considering submitting an academic appeal, you are strongly advised to consult the Academic Regulations (available at [www.anglia.ac.uk/academicregs](http://www.anglia.ac.uk/academicregs)) and to discuss the matter with your Student Support Coordinator *prior* to the submission of any academic appeal.

There are very precise grounds for an appeal: - these are detailed in the Academic Regulations and also at: <http://web.anglia.ac.uk/anet/academic/appeals/index.phtml>.

Please note that **you cannot appeal against academic judgement**. This means that you cannot query the mark for a piece of work that you are given (e.g. you cannot appeal against a mark of 45% because you were hoping for a mark of 63%).

Any academic appeal must be submitted by using the official Notification of Appeal proforma available at: <http://web.anglia.ac.uk/anet/academic/appeals/index.phtml> and also from your Student Adviser and the Students' Union.

Any academic appeal must be submitted no later than 25 working days after the relevant meeting of the Faculty Awards Board. To avoid any confusion, these dates are published widely around the institution and are available at [www.anglia.ac.uk/results](http://www.anglia.ac.uk/results).

If you have a query about the Academic Appeals process, you can contact the Academic Appeals Unit by e-mail: [student-appeals@anglia.ac.uk](mailto:student-appeals@anglia.ac.uk).

## ***Complaints procedures***

Anglia Ruskin is committed to dealing with any complaint a student may have about treatment by an employee or a department of the institution or concerning maladministration by a committee of Anglia Ruskin as quickly and fairly as possible.

The Secretary and Clerk's Office administer a formal complaints process, full details of which are available at: [http://web.anglia.ac.uk/anet/staff/sec\\_clerk/index.phtml](http://web.anglia.ac.uk/anet/staff/sec_clerk/index.phtml).