



Student Programme Handbook 2009/10

School of Health and Social Sciences

Programme leader: Dr Bahman Baluch

Student Name:

Students with disabilities: Information in alternative formats

Information in this publication can be downloaded from the following website:

<http://www.mdx.ac.uk/schools/hssc/index.asp>

If you have a disability which makes navigating our website difficult and you would like to receive information in an alternative format, please contact *Bryan Jones* on 020 8411 5367 or email *B.Jones@mdx.ac.uk*.

State your disability and details of the specific information you need.

We can supply sections from this publication as:

- A Word document with enlarged type — sent by email or supplied on disc or CD
- Printed copy with enlarged type
- Recorded audio — on CD
- As Braille

We will do our best to respond promptly. To help us, please be as specific as you can and include details of your disability.

Purpose and status of your student handbook

The purpose of this handbook is to provide you with information about your Programme of study and to direct you to other general information about studying at Middlesex University.

This handbook must be read in conjunction with the University Regulations at www.mdx.ac.uk/regulations/

The material in this handbook is as accurate as possible at the date of production.

Your comments on any improvements to this handbook are welcome - please put them in writing to Dr Bahman Baluch.

Programme Leader: Dr. Bahman Baluch
Reader in Experimental Psychology
TG 54
Email: bahman1@mdx.ac.uk
Direct Line: 0208 411 5375

Psychology Department,
School of Health and Social Sciences,
Middlesex University
The Burroughs
Hendon
London NW4 4BT
Tel. 020 8411 5343
Fax. 020 8411 4259

Maps of University campuses

Maps and directions to Middlesex University campuses can be found at:
<http://www.mdx.ac.uk/campus/campuses/index.asp>

Middlesex University Students' Union

You are represented by the Middlesex University Students Union. To find out more about the services it provides, simply ring MUSU reception on: 020 8411 6450, or go to:
www.musu.mdx.ac.uk

Contents

University and Programme Academic Calendar 2009/2010	3
Introduction to the School	5
Programme Leader's welcome	5
Programme Staff list and contact details	6
Accessing your own records including your timetable	7
Timetable.....	8
Letter Requests	8
Electronic mail	8
Communication with Students	9
Financial Issues	9
Tuition Fee Payment	9
Programme Specification and Curriculum Map for MSc Applied Psychology	11
Programme Structure and Modules	17
Timetable of Modules	17
Postgraduate room	17
Detailed Module information	17
PSY4012 Research Methods in Applied Psychology.....	18
PSY4017 Criminological and Legal Psychology	22
PSY4019 Applied Neuropsychology in Education	25
PSY4101 Health Psychology	27
PSY4111 Counselling and Psychotherapy	28
PSY4112 Applied Business Psychology	31
PSY4222 Advanced Dissertation in Applied Psychology	32
Learning, Teaching and Assessment	33
Formative and Summative Assessment	34
Feedback to students	35
Feedback on coursework	35
Dissertations/projects	35
Return of coursework	35
Marking, second marking and marking moderation	35
What is OASISplus?	36
Logging onto OASISplus	36
Assessment and Progression	36
Fieldwork	39
Format of Research Dissertation	39
Grading Scale.....	41
Module Grades	41
Deferral.....	41

Automatic deferral	41
Extenuating Circumstances	41
Regulations	42
Plagiarism.....	42
Professional, statutory and/or regulatory body requirements	43
The British Psychological Society.....	43
Attendance requirements.....	43
Quality assurance of your Programme.....	44
Feedback from students	45
Boards of Study.....	45
Terms of reference	45
Dates	45
Campus Forums.....	45
Student representatives.....	46
School Board and/or other School committees	46
Module evaluation forms	46
Other surveys	47
Suggestions and Complaints.....	47
Middlesex University Students' Union	47
Career opportunities and placement	48
Careers Service.....	48
Programme advice, educational guidance and student support.....	49
Programme Advice.....	49
General Educational Guidance.....	49
Student Support.....	49
Middlesex University Counselling Service.....	50
Contacting a counsellor:.....	50
International Student Support.....	51
Learning Resources	51
Services.....	51
Information resources.....	52
Programme specific resources	52
Disability Support Service.....	52
Dyslexia Support	53
Audio-visual Support/Computer Support.....	53
English Language and Learning Support (ELLS)	53
Help and Guidance.....	53
Numeracy Support.....	53
Student Membership of the University	53
Health, Safety and Welfare	54
Appendix 1 - Programme Diagram MSc Applied Psychology	55
Appendix 2- MSc Applied Psychology Assessment Map	56

University and Programme Academic Calendar 2009/2010

2009/2010 Academic Calendar - Postgraduate September starters

September 2009

11 (9am)	Summer School and August reassessment module results published
15	Programme Progression Committees
17 (9am)	Progression decisions published
17-20	Orientation Programme for new overseas students
18	School Assessment Boards
21	New student induction week commences
25	Deadline for dissertation submissions
28	Teaching starts for autumn term
29 (5pm)	Final qualification results published

November

20	Last date for Subject Assessment Boards
25 (9am)	Publication of module results

December

2	School Assessment Board
7 (5pm)	Final qualification results published
18	Last day of teaching in the autumn term

December/January

19-3	University closed for Christmas vacation
21-10	Christmas vacation

January 2010

4	University re-opens after Christmas
8 (4pm)	Winter coursework deadline
5-8	Winter exams
11	Teaching starts for winter term

February

12	Last date for Subject Assessment Boards
16 (9am)	Publication of module results
18	Programme Progression Committees (where applicable)
22 (5pm)	Publication of progression decisions (where applicable)
24	School Assessment Boards

March

1	Final qualification results published
---	---------------------------------------

April

2-6	University premises closed during Easter vacation
-----	---

Easter vacation

2-18	Easter Vacation
------	-----------------

April/May

19-11	Spring term examinations
-------	--------------------------

May

3	Bank holiday – University closed
---	----------------------------------

- 4 (4pm) Final coursework deadline - last coursework deadline to be set no later than this date
 31 Bank holiday – University closed

June

- 9 Last date for Subject Assessment Boards
 14 (12 noon) Publication of module results
 16-17 Programme Progression Committees
 22 Last date for School Assessment Boards
 24 (5pm) Publication of progression decisions
 25 Final qualification results published

July

- 5-9 Graduation Ceremonies for 2009/10 graduates

August

- 16-27 Deferred/reassessment examinations (all students)
 23 (4pm) Final deferred/reassessment coursework deadline (all students)

September

- 7 Last date for Subject Assessment Boards
 10 (9am) Publication of module results
 14 Programme Progression Committees
 16 Publication of progression decisions
 17 School Assessment Boards (deferred / reassessment students)
 24 Deadline for dissertation submissions

November

- 17 Last date for Subject Assessment Boards
 22 (9am) Publication of module results
 25 School Assessment Board
 30 (5pm) Final qualification results published

Student attendance dates

- 21 September 2009 – 18 December 2009 (New students)
 28 September 2009 – 18 December 2009 (Returning students)
 11 January 2010 – 1 April 2010
 19 April 2010 – 24 September 2010

Learning Framework Term dates

- 21 September – 18 December 2009 Autumn term – new students (13 weeks)
 28 September – 18 December 2009 Autumn term – continuing students (12 weeks)
 11 January – 1 April 2010 Winter term (12 weeks)
 19 April – 9 July 2010 Spring term (12 weeks)
 12 July – 24 September 2010 Summer term (11 weeks)

Introduction to the School

Welcome to Middlesex University and the School of Health and Social Sciences. We are pleased that you have chosen to study with us and hope that you find your time at Middlesex enjoyable and stimulating.

The School offers a wide range of study opportunities at undergraduate and postgraduate level including diplomas, degrees, short courses and CPD opportunities. Many of the programmes are designed and accredited in conjunction with the relevant professional bodies.

The School of Health and Social Sciences is a leading centre for professional education and research in London. Along with our diverse range of programmes and research opportunities, we offer various approaches to study and delivery to suit you and your commitments. We emphasise a flexible, lifelong learning approach to study - backed up by expertise gained through our pioneering developments in work based learning.

Middlesex has built a strong reputation as a leading innovator in higher education. Many of our programmes are UK firsts and have set the standard for others to follow. The School is home to some of the UK's leading researchers in health and social sciences, with several leading consultants in their fields, as well as key government advisers.

Education and research in the School has a strong emphasis on interdisciplinary activity. Our aim is to link policy and practice, theory and action through high quality learning and research.

The School is based at the Archway and Hendon campuses with teaching also taking place on our Hospital sites across North London. Middlesex has established strong links with NHS Trusts and government organisations as well with our local communities, in addition to a wide range of UK, EU and international collaborative partnerships.

Further information about the School can be found at:

<http://www.mdx.ac.uk/schools/hssc/index.asp>

Programme Leader's welcome

Welcome to the MSc Applied Psychology Programme, School of Health and Social Sciences at Middlesex University.

It is expected that you will read this Programme's Handbook in conjunction with the University Catalogue and individual module handbooks. In this handbook you will find specific information about the MSc Applied Psychology Programme, including a comprehensive list of modules available, and several sections which provide general information about Middlesex University. There are also appendices which contain information you may find useful during your studies.

During your enrolment you will be introduced to key staff, including the Programme Leader for Applied Psychology, who will work with you to oversee your academic and professional development during your study here at Middlesex University. Please read this handbook and make sure you ask a duty tutor or Programme Leader about any questions you may have. It may be pertinent to discuss the content of the handbook with other students enrolled on your programme. This way, you will share information and pick up on questions or queries that may not have

previously occurred to you. We wish you all the best with your studies and look forward to working with you.

Programme Staff list and contact details

Programme Leader Dr. Bahman Baluch
Room number TG54
Telephone: 020 8411 5375
Email: B.Baluch@mdx.ac.uk

Psychology Director of Programmes
Dr. Linda Duffy
Room number TG56
Telephone: 020 8 411 5406
Email: l.duffy@mdx.ac.uk

Location and telephone extensions of all staff teaching on the programme are listed below, along with a note of their teaching specialisations on the programme. From outside the University, it is possible to dial directly to any member of staff by dialling 020 8411 followed by their extension. You can also contact any member of staff via email by using their first initial and surname in this format: Tj.bloggs@mdx.ac.uk
For the purposes of the listing below, TG = Town Hall.

PSY4012: Research Methods in Applied Psychology (30 credits)

Module leader: Dr Bahman Baluch
Room number TG54
Telephone 0208 411 5375
Email: B.Baluch@mdx.ac.uk

Room number Dr Nollaig Frost
TG48
Telephone 0208 411 5310
Email n.frost@mdx.ac.uk

PSY4017: Criminological and Legal Psychology (30 credits)

Module leader: Dr Joanna Adler
Room number TG79
Telephone 0208 411 2669
Email J.Adler@mdx.ac.uk

PSY4019: Applied Neuropsychology in Education (15 credits)

Module Leader: Dr Dagmara Annaz
Room number TG79
Telephone 0208 411 4695
Email D.Annaz@mdx.ac.uk

PSY4101 Health Psychology (15 credits)

Module Leader Dr Nicky Payne
Room number TG81
Telephone 020 8411 5467
Email n.payne@mdx.ac.uk

PSY 4111: Counselling and Psychotherapy (15 credits)

Module leader: Fiona Starr/Pnina Shinebourne
Room number: TG49
Telephone: 0208 411 6291
Email: F.Starr@mdx.ac.uk

PSY4112: Applied Business Psychology (15 credits)

Module leaders: Colin Wilson and Sylvia Sheppard
Room number: TG54 (CW) TG79 (SS)
Telephone: 0208 411 6103
Emails: C.Wilson@mdx.ac.uk; S.Sheppard@mdx.ac.uk

PSY4222: Research Dissertation (60 credits)

Module leader: Dr Jackie Gray
Room number: TG81
Telephone: 0208 411 5458
Email: J.Gray@mdx.ac.uk

Technicians

Name David Newson, Hassan Moallin, Ananthy Baskaran
Room number R125
Campus: Hendon
Telephone: 020 8411 5405

*Email: d.newson@mdx.ac.uk, h.moallin@mdx.ac.uk,
a.bskaran@mdx.ac.uk*

Administration staff

Name Joanne Nicolaou, Judy Mattis, Sonia Dubois
Room number TG85
Campus: Hendon
Telephone: 020 8411 5343
Fax: 020 8411 4259

*Email: j.nicolaou@mdx.ac.uk, j.mattis@mdx.ac.uk,
s.dubois@mdx.ac.uk
Office hours: 9am-5pm*

• Learning Resources

- Information on Learning Resources can be found at www.lr.mdx.ac.uk.

Accessing your own records including your timetable

You can enrol, see timetables, view your module registrations, academic records (including assessment results) and other information using MISIS (Middlesex Integrated Student Information System).

You can access MISIS at <https://misis.mdx.ac.uk> or by clicking the link via student website 24/7 www.mdx.ac.uk/24-7. If you are having problems accessing MISIS,

please contact the Computer Helpdesk in the Learning Resources Centre or contact the web helpdesk at <http://webhelpdesk.mdx.ac.uk>.

Timetable

You are allocated to timetabled lectures, labs, seminars, and workshops based upon your module registrations. Once this is done you can view your own personal timetable via MISIS.

If your timetable is incomplete, you are unable to view it or you wish to change your timetable please contact a member of Student Support Staff.

You can view the entire university timetable via MISIS using the 'Search University Timetable' facility.

Letter Requests

Full-time, UK based, students can request Council Tax exemptions letters. Both full and part-time students can request student status and bank letters. These letters are requested via MISIS.

Electronic mail

As an enrolled student, you have your own university email address (in the form xxnnn@live.mdx.ac.uk, where xx are your initials, and nnn is a number generated by the system. This code will be found on the reverse of your student card). You will need to run a simple allocation process at a PC to set this up.

Any students experiencing difficulties accessing their account should contact the web helpdesk at <http://webhelpdesk.mdx.ac.uk>

Your Middlesex University email account will be used for a wide range of communications from and to your fellow students, your tutors, the student support team, the Learning Resource Centre, the University administrators and authorities and the rest of the world. Your local computer centre will help you gain access to your account during your Learning Resource Centre induction after enrolment. Please check your University email regularly.

To access your email account see <http://www.outlook.com>

For information on user accounts see www.lr.mdx.ac.uk/comp/recep/accounts.htm

For quick guides on using the network, go to www.lr.mdx.ac.uk/document.htm. If you have continuing difficulty in its use, consult the web helpdesk at <http://webhelpdesk.mdx.ac.uk>

IMPORTANT NOTE ON PRIVACY

You should check your @mdx.ac.uk email account regularly as there will be important messages from students, lecturers and administrative staff.

To ensure security, continuity and privacy, the University discourages the use of private accounts for University business. You should ensure that the MISIS database of personal information about you is accurate and up to date, but you are not required to publicise this private information to other students or individual members of staff.

Communication with Students

While there are countless ways in which Middlesex students and staff communicate, the University's policy is to make all standard information easily available on its student website: www.mdx.ac.uk/24-7 .

You are encouraged to check the website regularly. A “virtual advisor” facility will allow you to type in any question and receive a reply immediately.

Email is the University's preferred method for quick communication with students. Middlesex email accounts can be forwarded to your preferred account.

Text messaging is possible to alert you about late changes or remind you of key dates and deadlines

There are student offices on all campuses if you prefer to ask questions face to face.

Financial Issues

The University has a strict policy on fee payment. Students who do not pay their fees when due are liable to find that they have a financial hold automatically placed upon them. This can prevent the student from accessing certain University services and from viewing parts of their MISIS record.

University Services include, but are not restricted to:

- OASISplus
- Library Lending
- Letter Requests, etc

Financial and legal assistance can be gained through the Money and Welfare Advice Service (MWAS) (<http://www.mdx.ac.uk/24%2D7/mwas/index.htm>). They deal with issues such as:

- Student loans
- Fee queries
- Welfare benefits
- Immigration queries
- General issues

Tuition Fee Payment

The annual tuition fee is due upon enrolment. Students are allowed two weeks from the start of the academic year to make payment or provide proof of sponsorship. Failure to do so may result in you being de-registered ie. cancellation of your enrolment.

Student Loans Company Funded students will be sent a statement when their contributions are due to be paid are not subject to the de-registration process.

If you are having difficulty in paying all of your fees you should contact the Credit Control Team on 020 8411 6400 option 3 or stufin_credcon@mdx.ac.uk.

Programme Specification and Curriculum Map for MSc Applied Psychology

1. Awarding institution	Middlesex University
2. Teaching institution	Middlesex University
3. Programme accredited by	N/A
4. Final award	MSc. or PG.Dip. or PGCert.(generic award)
5. Programme	Applied Psychology
6. UCAS code (or other relevant coding system)	
7. Relevant QAA subject benchmark group(s)	Not applicable at Level 4
8. Date of production/revision	June 2007

9. Reference points
<p>The Learning Framework: information for staff and students to be found at www.intra.mdx.ac.uk/learningframework</p> <p>The Middlesex University Guide and Regulations (2006/7)</p> <p>The Middlesex University LQE Handbook (2006/7)</p> <p>The School of Health and Social Sciences' Learning, Teaching and Assessment Strategy (2002-2005)</p> <p>The School of Health and Social Sciences' Curriculum Policy and Strategy Framework (2002-2005)</p> <p>The School of Health and Social Sciences' Assuring Academic Quality and Standards (2006)</p> <p>Subject benchmarks for Applied Psychology (2006)</p>

10. Aims of the programme
<p>The general aim of the programme is to provide an intellectual setting within which students can both develop a fuller appreciation of substantive areas of applied psychology and improve their practical and analytical skills. The programme aims to provide a learning environment within which the successful student will:</p> <ol style="list-style-type: none"> Gain knowledge and understanding of key areas of Applied Psychology (e.g. Occupational, Health, Exercise, Sport, Counselling, Business and Forensic Psychology). Develop core practical / research skills broadly relevant across a number of areas within Applied Psychology. Gain knowledge and critical understanding of the various research techniques and statistical methods that may be viewed as appropriate to a postgraduate level training in psychology. Gain experience developing practical research, analytical and reporting skills working either as a member of a team or individually. Make an appropriate contribution to research within an area of Applied

11. Programme outcomes - the programme offers opportunities for students to achieve and demonstrate the following learning outcomes.	
<p>A. Knowledge and understanding On completion of this programme the successful student will have knowledge and understanding of :</p> <ol style="list-style-type: none"> 1. Key areas of Applied Psychology 2. Develop core practical / research skills broadly relevant across a number of areas within Applied Psychology. 3. Gain knowledge and critical understanding of the various research techniques and statistical methods that may be viewed as appropriate to postgraduate level training in psychology. 4. Gain experience developing practical research, analytical and reporting skills working either as a member of a team or individually. 5. Make an appropriate contribution to research within an area of Applied Psychology (applies to those completing the MSc). 	<p>Teaching/learning methods Students gain knowledge and understanding through: Acquisition of specialist knowledge and understanding through small group lectures, seminars, workshops, labs and through participation in individual and group based research projects.</p> <p>Assessment Students' knowledge and understanding is assessed by: Coursework which includes: essays, extended essays, visit/workshop reports, project report and research dissertation (MSc. students only). Formative assessment will also be employed throughout the programme.</p>
<p>B. Cognitive (thinking) skills On completion of this programme the successful student will be able to:</p> <ol style="list-style-type: none"> 1. Demonstrate critical evaluation of written and orally presented information 2. Carry out appropriate decision making 3. Information Processing 4. Conduct analytical reasoning 	<p>Teaching/learning methods Students learn cognitive skills through: critical appraisal of published material and critical appraisal of particular research methodologies used in Applied Psychology. Cognitive skills are also developed within the MSc. dissertation module.</p> <p>Assessment Students' cognitive skills are assessed by: the completion of extended essays, mini projects, lab reports, visit/workshop reports, and a research dissertation (MSc. students only).</p>
<p>C. Practical skills On completion of the programme the successful student will be able to:</p> <ol style="list-style-type: none"> 1. Formulate & present (oral and written) structured arguments 2. Critically appraise presented information 3. Utilise debating skills 4. Demonstrate knowledge of 	<p>Teaching/learning methods Students learn practical skills through: Students are provided with formative feedback as part of every assessment. They also learn practical skills through the Research Methods in Applied Psychology module. For MSc. students, these skills will be further developed through the process of producing a research dissertation.</p>

<p>qualitative research skills</p> <p>5. Demonstrate knowledge of quantitative research skills</p> <p>6. Demonstrate interpersonal skills</p>	<p>Assessment</p> <p>Students' practical skills are assessed by: project reports, presentations, essays, visit/workshop reports and research dissertation (MSc. students only).</p>
<p>D. Graduate skills</p> <p>On completion of this programme the successful student will be able to:</p> <ol style="list-style-type: none"> 1. Demonstrate advanced communication 2. Have advanced knowledge of specialist numeracy 3. ICT 4. Demonstrate excellent teamwork 5. Have carried out effective learning 7. Make appropriate decisions regarding career management 	<p>Teaching/learning methods</p> <p>Students acquire graduate skills through: Students learn key skills throughout the programme in relation to ICT and effective learning (particularly use of intra and internet, e-mail and W.P.). Statistical, analytical skills are a key feature of the Research Methods in Applied Psychology module. Communication and teamwork are supported across all taught modules.</p> <p>Assessment</p> <p>Students' graduate skills are assessed by: Statistical assignments, coursework (as above), research project report, presentation & dissertation.</p>

<p>12. Programme structures and requirements, levels, modules, credits and qualifications</p>
<p>12. 1 Overall structure of the programme</p>
<p>The MSc. programme is studied over one year full-time or two years part-time. It includes a range of taught modules together with a dissertation, (normally based on empirical research), carried out by the student. There are two 30 credit modules providing the opportunity to study topics within areas of Research Methods in Applied Psychology and Criminological and Legal Psychology. In particular the Research Methods module provides the opportunity to develop research and practical skills relevant across all areas of Applied Psychology. These include: qualitative methods, questionnaire and survey methods; methods for the statistical analysis of quantitative data. In addition, practical elements such as developing and costing proposals and identifying ethical and professional considerations are also covered. Four further 15 credit modules give this programme its wider appeal by offering four further popular areas of study within psychology namely; Applied Business Psychology, Counselling and Psychotherapy, Applied Neuropsychology in Education and Health Psychology. The Thesis or Dissertation module (60 credits) encourages students to develop expertise in a particular area of Applied Psychology. Each 30 credit module represents approximately 240 hours of study commitment with typically 2-3 hours per week contact time. The MSc. is awarded for successful completion of 180 credits, including the dissertation, while the PGDip.in Applied Psychology is awarded for successful completion of 120 credits across taught modules. Students who are obliged to terminate their studies may apply for the award of the Postgraduate Certificate in Psychology. The minimum requirement is 60 graded credits which must include the Research Methods in Applied Psychology module. The award of PGCert is a generic award and will not have Applied Psychology in the title.</p>

12.2 Levels and modules		
All modules are at Level 4		
COMPULSORY	MODULE REQUIREMENTS	PROGRESSION REQS. (N/A)
PG Cert 2 x 30 credits	PSY4012 Research Methods in Applied Psychology plus 1 x 30 credit (PSY4017) or 2 x 15 credit modules (a choice of PSY4019, PSY4101, PSY4112, PSY4111).	
PG Diploma 2 x 30 credits plus 4 x 15 credits	PSY4012 Research Methods in Applied Psychology plus 1 X 30 credit (PSY4017) and 4 x 15 credit modules (PSY4019, PSY4101, PSY4112, PSY4111).	
MSC 2 x 30 credits plus 4 x 15 credits plus 60 credit dissertation	PSY4012 Research Methods in Applied Psychology plus 1 x 30 credit (PSY4017) and 4 x 15 credit modules, PSY4112, Psy4019, Psy4101 and PSY4111). Plus PSY4222 Dissertation.	

13. A curriculum map relating learning outcomes to modules

Module	Code	A 1	A 2	A 3	A 4	A 5	B 1	B 2	B 3	B 4	C 1	C 2	C 3	C 4	C 5	C 6	D 1	D 2	D 3	D 4	D 5	D 6
Research Methods in Applied Psychology	PSY4012	X	X	X	X		X	X	X	X	X	X	X	X	X	X		X	X		X	X
Applied Neuropsychology in Education	PSY4019	X			X		X	X	X	X	X	X			X				X		X	X
Health Psychology	PSY4101	X			X		X	X	X	X	X	X				X			X	X	X	X
Counselling & Psychotherapy	PSY4111	X			X		X	X	X	X	X	X				X	X		X	X	X	X
Criminological and Legal Psychology	PSY4017	X			X		X		X	X	X	X							X		X	X
Applied Business Psychology	PSY4112	X			X		X		X	X	X	X					X		X	X	X	X
Advanced Dissertation in Applied Psychology	PSY4222	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X

14. Criteria for admission to the programme.

For the MSc Applied Psychology, candidates will normally possess a good honours degree (2:2 or better) in psychology or other relevant discipline. Exceptionally, consideration will be given to those with commensurate professional qualifications, where there is evidence of ability to carry out research at postgraduate level.

15. Information about assessment regulations

The University and School Assessment Policies apply to this programme. Programme specific requirements are:

- The pass mark for all modules is 16.

16. Indicators of quality

The Psychology Academic Group at Middlesex achieved 21/24 in the QAA Subject Review event held in 1999. Psychology at Middlesex achieved a rating of 3A in the 2001 Research Assessment Exercise. Currently the department has an MSc in Health Psychology and an MSc Forensic Psychology both accredited by the British Psychological Society (BPS).

17. Particular support for learning.

ILRS and ICT workshops.
OASISplus
Disability Unit
ELLS (language support)

18. Methods for evaluating and improving the quality and standards of learning.

All modules are formally evaluated by both staff and students.

Boards of studies are a forum for student staff interaction.
External examiner(s) are appointed to the programme.

19. Placement opportunities, requirements and support (if applicable)

N/A

20. Future careers: how the programme supports graduates' future career development

This programme enables students to develop their research skills in preparation for either doctoral research, specific work in industry or a future research post. The several areas of psychology covered provide an in depth understanding of how psychology is applied in everyday life settings thus furnishing students with invaluable tools required for a successful career.

21. Other information

Please note: this specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve if they take full advantage of the learning opportunities provided.

Programme Structure and Modules

Modules for this programme will run on either Tuesday or Thursday therefore you are advised to check the times on MISIS carefully prior to registration. As at the time of production of this handbook the timetable will be as follows:-

Tuesdays

PSY4012 Research Methods in Applied Psychology

PSY4017 Criminological and Legal Psychology

Thursdays

PSY4019 Applied Neuropsychology in Education

PSY4101 Health Psychology

PSY4111 Counselling and Psychotherapy

PSY4112 Applied Business Psychology

Timetable of Modules

Tuesdays

10.00-13.00	Research Methods PSY4012 Lecture/Lab class	H102
15.30-16.30	Criminology and Legal Psychology PSY4017	C111 & C131

Seminars to be confirmed at lecture 1.

Thursdays

10.30-12.30	PSY4101 Health Psychology	C114
13.30 -15.30	PSY4112 Applied Business Psychology	C217
10.30-12.30	PSY4019 Applied Neuropsychology in Education	To be confirmed
13.30 -15.30	PSY4111 Counselling & Psychotherapy	C217

Postgraduate room

Please note a dedicated room with 20 PC is located on level 3 of the library. This is for use of MSc and PhD students only. To have access to the room you will need to have a swipe card. Judy McSorley the Psychology librarian on extension 5546 would be able to help you with the details.

Detailed Module information

The following section of the handbook contains the descriptions for all modules open to MSc Applied Psychology students. These proforma are intended for summary information only and are all supplemented by module handbooks available from module leaders at the start of teaching. Please note that module handbooks contain the most up to date versions of module information. In the case of any discrepancy between this programme handbook and module handbooks in matters such as readings, etc. please refer to the module handbook.

PSY4012	Research Methods in Applied Psychology
Level:	4
Credit Points:	30
Module Leader:	Bahman Baluch
Teaching	Nollaig Frost
Pre-requisites:	None
Other Requirements:	80% attendance
Owning Subject:	Psychology
Venue:	H102

AIMS

The aim of this module is to provide postgraduate students with research skills and expertise from theory to implementation required by areas in Applied Psychology. The module is designed to fulfil training requirements identified in the National Occupational Standards for Applied Psychologists (Key roles 2 & 3) by offering a comprehensive in-depth and systematic account of a range of skills in quantitative and qualitative research strategies, and the use of SPSS software in statistical analysis as applicable to the course syllabus. A variety of teaching methods and assessment will be employed with the aim to inspire and challenge each student whilst promoting independent learning and a critical appreciation of the research process. Students will engage in laboratory classes, workshops, lectures/seminars, tutorials, group work, and practical sessions on SPSS and qualitative data analysis. Ultimately the aim is to train students to develop, implement and maintain personal and professional standards and ethical research practice in Applied Psychology.

Learning Outcomes

At the end of the module students will

- 1- develop an awareness of strengths and limitations associated with quantitative and qualitative research in Applied Psychology at Level 4
- 2- choose the most appropriate research design in relation to the research question and to take into account ethical considerations
- 3- demonstrate taking appropriate steps in data collection, data analysis and writing up of an empirical and non empirical research projects
- 4- carry out research projects using a variety of methodologies and transfer research skills to new problems
- 5- demonstrate skills in critical evaluation of quantitative and qualitative based research.
- 6- be able to develop a proposal based on quantitative and qualitative research
- 7- be able to independently conduct research of publishable quality
- 8- be able to develop skills in writing scientific reports based on quantitative and qualitative methodologies
- 9- be able to use SPSS in statistical analysis of the data as relevant to the course syllabus
- 10- be able to use a range of databases as research tools

Knowledge and Skills

At the end of the module students will

- develop an awareness of strengths and limitations with quantitative and qualitative research in Applied Psychology at Level 4
- choose the most appropriate research design in relation to the research question and to take into account ethical considerations
- demonstrate taking appropriate steps in data elicitation, data collection, data analysis and writing up of an empirical research project
- carry out research projects using a variety of methodologies and approaches and transfer research skills to new problems
- demonstrate skills in critical evaluation of quantitative and qualitative based research.
- be able to develop a proposal based on quantitative and/or qualitative research
- be able to independently conduct research of publishable quality
- be able to develop skills in writing scientific and high quality reports based on quantitative and qualitative methodologies
- be able to use SPSS in statistical analysis of the data as relevant to the course syllabus
- be able to use a range of databases as research tools

Syllabus

The module will cover the research process from generating hypotheses, data collection, interpretation and presentation of results from a quantitative perspective and developing research questions eliciting data and transforming it using analytic and interpretative techniques from a qualitative perspective. Topics will be introduced within the context of design, statistical and methodological issues in Psychology.

Quantitative Methods

SPSS will be utilised as the software package for data processing. The methodological issues considered will include validity and reliability in measurement; experimental, quasi-experimental, and correlation research designs. The statistical techniques taught will include descriptive and inferential statistics; exploratory data analysis; ANOVA; correlation and multiple regression; factor analysis. Further topics to be covered include levels of measurement, statistics and research design; probability theory, hypothesis testing; normal distribution, z-scores and t-tests; questionnaire construction; and introduction to multivariate statistics.

Qualitative Approaches

There will be a series of lectures and workshops on the application of qualitative and mixed methodologies research in Applied Psychology. Topics to be covered will include the development of research questions, the selection of appropriate qualitative approaches and different approaches to data analysis, Students will learn about the epistemological and ontological issues underlying different qualitative approaches and how these relate to qualitative and mixed-method investigations in Applied Psychology arenas.

ASSESSMENT

Summative assessment

Assessment will be based on coursework and in-class assessment with the following breakdown:

The focus of on-going assessment and feedback will be on problem-solving and investigation of research questions, and synthesis of information in an innovative manner with respect to the above specialised topics using SPSS and qualitative data analysis techniques to reflect critical evaluation and appreciation of the research process appropriate at Level 4.

Assessment will be based on 1) In-class practical assessment of descriptive and inferential statistical analyses 25% of the mark (LO 9, 10) ; 2) EITHER a 2,500 word critical review of a quantitative OR qualitative based published research OR in-class presentation of a quantitative OR qualitative paper 25% of the mark (LO 1, 5) 3) an empirically conducted quantitative research OR a qualitative based study (LO 2, 3, 4, 6, 7, 8) (50%)

To fulfil the requirements for part 3 assessment the following must be incorporated in the write up:

- Write the background and rationale to the research
- Formulate a research hypothesis (if applicable)
- Identify the variable(s) under investigation (if applicable)
- Describe and justify the method used or the approach to the investigation
- Explain how the participants (if any) will be recruited
- Justify how ethical issues will be taken into account (e.g. confidentiality of results)
- Explain what tools (e.g. questionnaire, semi-structured interviews) will be used in data collection and how the validity and reliability of instruments or the transparency of the research process and the reflexive practices used are taken into account
- In relation to a quantitative based research, explain and justify the nature of statistics used to analyse the data (e.g. why do you propose a t-test)
 - In relation to qualitative research, provide the rationale for the particular approach to data analysis used
- Explain expected outcomes or findings and how these might enhance knowledge in the related field
- Explain possible weaknesses that might affect internal and external validity or the trustworthiness of the research you have proposed, and how one might tackle them
- List all references cited in your write up.

Formative assessment

Formative assessment will be continuous on the practical and theoretical aspects of the

course syllabus. Formative assessment 1) An in-class practical assessment using SPSS in statistical analyses and interpreting SPSS output (9, 10). 2) completing an ethics form for research in Applied Psychology (8) 3) developing short interview schedules during lab sessions (4, 6)

Learning Materials

Key Reading

Quantitative methods

Howitt, D. & Cramer, D. (2005) Introduction to statistics in Psychology. (Third Edition) Prentice Hall
Minium, E. W, King B. M. & Bear, G. (1993). Statistical Reasoning in Psychology and Education.

Evaluating and writing research proposals

Meltzoff, J. (1998). Critical thinking about research. APA (Enfield library ref: 150.72, Mel).

Statistics: easy reading

Clegg, F. (1992). Simple Statistics. A course book for the social sciences. University Press, Cambridge

Statistics: SPSS manual

Kinnear, P.R., & Colin, D. G. (2000). SPSS for Windows Made Simple- Release 10 Psychology Press LTD. Publishers.

Writing Lab Reports

Nunn, J. (1998). Laboratory Psychology: A beginners guide. Hove, Sussex: Psychology Press.

Sternberg, R. J. (1993). The Psychologist's Companion 3rd Ed. Cambridge University Press.

Qualitative methods

Golden-Biddle, K. & Locke, K. (2007), Composing Qualitative Research, Sage.

Knapp, S. J. & VandeCreek, L.D. (2006), Practical Ethics for Psychologists: A Positive Approach, American Psychological Association.

Lyons, E. & Coyle, A. (2007), Analysing Qualitative Data in Psychology, Sage.

McLeod, J. (2005), Research in Counselling and Psychotherapy, Sage.

Smith, J.A. (ed) (2006) (2e), Qualitative Psychology: A Practical Guide to Research Methods

Todd, Z., Nerlich, B., McKeown, S. & Clarke, D.D.(2004), Mixing Methods in Psychology: The integration of qualitative and quantitative methods in theory and practice. Psychology Press

PSY4017**Criminological and Legal Psychology**

Module Leader:	Joanna Adler
Level:	4
Credit Points:	30
Pre-requisites :	None
Other requirements:	80% attendance
Owning Subject:	Psychology
Venue	C111& C131

Aims

This module is informed by the British Psychological Society's National Occupational Standards Key Roles 5 and 6 and the Standards of Proficiency for Practitioner Psychologists from the Health Professions Council. It aims to develop students' understanding of fundamental, psychological explanations of criminal behaviour, its aetiology and ramifications within the criminal justice system. Students will explore various decision making models pertinent to criminal behaviour, victimisation, and the effects of crime, in conjunction with consideration of the social psychological and psycho-judicial consequences of crime.

Syllabus

We begin by setting the module firmly within the context of ethical practice and the roles of social scientists. Thereafter, we move through fundamental theoretical and empirical models for the onset, persistence and desistance from criminality (e.g. Blumstein and Cohen, 1987; Cornish and Clarke, 1986; Farrington 1995). In discussing theories of criminal behaviour, we will draw upon literature that was itself based upon long standing theories of social and applied psychology, such as: Attribution theory (e.g. Heider, 1958; Kelley, 1973), Moral Development (e.g. Kohlberg, et al. 1971, Gilligan, 1982) and the theory of planned behaviour (Ajzen and Madden, 1986). We will consider offending from people who are deemed to be psychopathic and explore the implications of the Mental Health Act 1983, subsequent Criminal Justice Acts and the Mental Health Amendments Bill. We will also consider Criminal Justice System experiences of people with learning difficulties and will explore various "diversionary schemes" in operation. Having given consideration to drug related offending, we approach the aetiology of violence. The module will then move on to explore terrorism, warfare and crimes by the State, where the impact of prejudice, group and inter-group behaviour will be evaluated (e.g. Brown, 1995). At the mid point of this module, we will evaluate the ramifications of offending, both for victims of crime and for offenders' families. We then move forward to consider the relationship between aspects of criminal justice practice and psychological theories from the social and cognitive domains, such as: decision making; stereotyping and the uses of scripts and schemata. Models of blame for wrongdoing will be considered, such as Shaver (1986), as will the purposes of punishment, wherein we will compare utilitarian with retributive philosophies such as Walker, 1991, with von Hirsch and Ashworth, 1993. We will consider the decision whether or not to prosecute and other aspects of the work of the Crown Prosecution Service. Before a case comes to trial, opportunities for the accused to bargain, implicitly or explicitly, over the precise charge will have occurred. In court, the prosecution and defence will present their alternative narrative accounts of the events that are alleged to have occurred (e.g. Bennett and Feldman, 1981). We will be exploring much of this territory within this module. Also, we will be assessing jury decision-making, judicial behaviour and attitudes. The judge's role is given separate consideration before we critically evaluate decisions made by other people employed within the system. We conclude with examination of the psychological effects of imprisonment and other forms of punishment.

Learning Outcomes

1. Students will demonstrate an understanding of fundamental forensic psychological theories regarding the origins of offending; and psychological processes pertinent to the English and Welsh criminal justice system through their formative assessment and performance in seminars;
2. Students will also demonstrate their evaluation of higher forensic psychological theories regarding the origins of offending; and psychological processes pertinent to decision making within the English and Welsh criminal justice system through their formative assessment and performance in seminars;
3. Through attendance on the first field trip, students will develop their understanding, critical evaluation and appraisal of the ramifications of genocide and crimes by the state. They will demonstrate their understanding through a reflective, evaluative report that incorporates observation, literature and appraisal.
4. Through attendance on the second field trip, students will develop their understanding, critical evaluation and appraisal of psycho-legal court room processes. They will demonstrate their ability to appraise critically, the psychological factors of relevance to specialist decisions made by the courts, within their second field trip report.
5. Students will demonstrate specialist insight into forensic psychological theory through their summative essay. This essay will demonstrate higher analytical, appraisal and organisational skills and will assess the impact of theory on policy and practice.

Breakdown and Timetable of Assessments

Please note that all 4 pieces of work should be submitted via OASISPlus. You are strongly advised to try to submit each assignment before the final deadline for each piece as late submissions will not be accepted.

Formative Assessment (1):

One short, formative criminological psychology essay that is evaluative in tone, and considers the aetiology of offending in an advanced, critical and creative manner.

Due Date: 27/10/09 1500-2000 words for formative assessment of Learning Outcomes 1 & 2

Summative Assessments (3):

Two short summative papers demonstrating students' abilities to select, evaluate and generate information in a concise manner, easily accessible to an informed, lay reader. Each paper should be considered in the proper context of literature, past research and the specific intellectual context of criminological and legal psychology.

Summative Assessment 1-paper one will evaluate genocide from a psychological perspective and is based on your visit to the Holocaust Centre. The maximum word limit for this report is 1000 words.

Due Date: 15/12/09 assessing Learning Outcomes 1 & 3 and worth 25% of your final mark

Summative Assessment 2-paper two will evaluate court room psycho-legal processes and is based on your court visit. The maximum word limit for this report is 1000 words.

Due Date: 09/02/10 assessing Learning Outcomes 1 & 4 and worth 25% of your final mark

Summative Assessment 3-One, in-depth, self-reflective, analytical and holistic assessment of a topic or theme running through the module (topics listed below). The maximum word limit for this essay is 4000 words.

Due Date: 01/04/10. assessing Learning Outcomes 1, 2 & 5 and worth 50% of your final mark.

Assessment Breakdown:

500-2000 word essay for formative assessment	Learning Outcomes 1, 2 & 5.
2 x 1000 word field trip reports (25% each)	Learning Outcomes 1, 3, 4 & 6.
1 x 4000 word essay (50%)	Learning Outcomes 1, 2 & 7.

Learning materials

Essential/Primary

Adler, J. R. (Ed.) (2004). *Forensic Psychology, Concepts, Debates and Practice*. Cullompton: Willan.

Ashworth, A. & Redmayne M. (2005) 3rd Ed. *The Criminal Process*. Oxford: Oxford University Press.

Kapardis, A. (2003). 2nd Ed. *Psychology and Law: A critical introduction*. Cambridge: C.U. Press.

Stephenson, G. M. (1992). *The Psychology of Criminal Justice*. Oxford: Blackwell.

You must stay up to date with readings from relevant journals. Two that are essential to this module are: *Psychology Crime and Law* and *Legal and Criminological Psychology*

Recommended

Blackburn, R. (1993). *The Psychology of Criminal Conduct: Theory, Research and Practice*. Chichester: Wiley.

Bongar, B.; Brown, L. M.; Beutler, L. E.; Breckenridge, J. N. & Zimbardo, P. G. (Eds.) (2006). *Psychology of Terrorism*. Oxford: Oxford University Press.

Bull, R & Carson, D (2003). 2nd Ed. *The Handbook of Psychology in Legal Contexts*. Chichester: Wiley.

Walklate, S. (2004). *Gender, Crime and Criminal Justice (2nd Ed.)*. Cullompton: Willan.

Recommended journals include: *Criminal Justice and Behavior* and *Law and Human Behavior*

Lastly, please try to take note of relevant court cases via the Law Reports which are held in the Law Library at Hendon and are available electronically.

PSY4019	Applied Neuropsychology in Education
Module Leaders:	Dagmara Annaz
Level:	4
Credits Points:	15
Other requirements:	80% attendance
Owning Subject:	Psychology
Venue	to be confirmed

AIMS

The aim of this module is to provide postgraduate students with the opportunity for academic training in up to date research and advances in educational and clinical settings in Applied Psychology as relevant to the course syllabus.

A variety of teaching methods and assessment will be employed with the aim to inspire and challenge each student whilst promoting independent learning. Students will engage in lectures/seminars, tutorials, and in class presentations. Ultimately the aim is to train students to develop an up to date knowledge and critical thinking in issues related to Applied Neuropsychology in Education.

Learning outcomes

At the end of the module students will

1. Explain how the contribution of psychological research and theories has impacted on practice in educational and clinical settings
2. Use psychological principles and theories to identify and critically discuss problems in education and clinical settings
3. Demonstrate the skills to select and use appropriate research design in educational and clinical settings
4. Critically evaluate the strengths and weaknesses associated with educational and clinical research and findings in Applied Psychology
5. Choose the most appropriate strategy to deal with issues of educational and clinical nature as relevant to the course syllabus

Knowledge and Skills

At the end of the module students will

6. be able to make a critical evaluation of issues related to clinical and educational setting
7. be able to make a critical evaluation of research as relevant to course syllabus
8. be able to develop research projects in clinical and educational settings

ASSESSMENT

Formative assessment

Formative assessment will be continuous on the theoretical aspects of the course syllabus. This will be achieved by in class presentation of a critical review of a paper relevant to the course syllabus. An in-depth search and review of publications (using pubmed and science direct) related to the specific paper will be required.

Addressing learning outcome 2, 3, 4 and 6. Several papers will be available on OasisPlus for you to choose for your presentation.

Summative assessment

Assessment will be based on coursework and will be in form of a single research proposal considering practical issues of human development in education. **3000** words coursework will address learning outcomes 1-5, 7-8. Specific essay questions will be announced at the beginning of term 2 and posted on OasisPlus. Essay assessment accounts for **100%** of your overall mark.

To fulfil the requirements the following must be incorporated in the write up:

- Write the background and rationale to the research
- Formulate a research hypothesis (if applicable)
- Identify the variable(s) under investigation (if applicable)
- Describe and justify the method used or the approach to the investigation
- Explain how the participants (if any) will be recruited
- Justify how ethical issues will be taken into account (e.g. confidentiality of results)
- Explain what tools (e.g. experimental study; questionnaire, semi-structured interviews) will be used in data collection and how the validity and reliability of instruments or the transparency of the research process and the reflexive practices used are taken into account
- In relation to a quantitative based research, explain and justify the nature of statistics used to analyse the data (e.g. why do you propose a t-test). In relation to qualitative research, provide the rationale for the particular approach to data analysis used.
- Explain expected outcomes or findings and how these might enhance knowledge in the related field.
- Explain possible weaknesses that might affect internal and external validity or the trustworthiness of the research you have proposed, and how one might tackle them
- List all references cited in your write up.

Feedback on coursework

Students will be provided with an individual qualitative feedback form detailing performance on the essay.

Compulsory Reading

Annaz, D., Karmiloff-Smith, A. & Thomas, M. S. C. (2008). The importance of tracing developmental trajectories for clinical child neuropsychology. In J. Reed & J. Warner Rogers (Eds.), *Child Neuropsychology: Concepts, theory and practice*, (pp. 7-18). Oxford: Wiley-Blackwell

Goswami, U. (2004). Neuroscience, Education and Special Education. *British Journal of Special Education*.

PSY4101	Health Psychology
Module Leader:	Nicky Payne
Level:	4
Credit Points:	15
Other requirements:	80% attendance
Owning Subject:	Psychology
Venue	C114

Aims

This module aims to introduce students to the ways in which psychological theories and methods contribute to our understanding of physical health and illness. It will enable students to understand the psychological, behavioural and social determinants of health and illness. The applications of health psychology to clinical practice will be illustrated.

Syllabus

Health and health psychology; inequalities in health; health promotion; theories of stress; stress and illness; problem drinking; smoking cessation; sexual health; reproductive health; health across the lifespan; chronic illness.

Learning Outcomes

1. Describe and critically evaluate the key theoretical perspectives and research methodologies in contemporary health psychology.
2. Describe and discuss the psychological, behavioural and social determinants of health and illness.
3. Demonstrate a critical understanding of the role of Health Psychologists in working with clients

Timetable

Two hour lectures will take place each week on Thursday between 10.30 and 12.30 in C114.

Learning, Teaching and Assessment Strategy

A range of learning and teaching strategies are used to help students achieve the learning outcomes of the module. These include weekly teaching sessions involving tutor-led lectures to introduce key material, and learner activity (e.g. discussion, group work etc.) to stimulate communication, cooperation, discussion and debate; tutorials, which will also be offered each week, in order to support learning; independent study which encourages students to play an active, responsible and autonomous role in their learning; and the use of oasisplus to post lecture notes and additional learning material.

The assessment strategy aims to support student learning and to judge the extent to which students have achieved the learning outcomes of the module.

Assessment consists of:

1. A case study analysis (35%) of approx. 2,000 words from a choice of three to assess learning outcomes 1, 2 and 3.

2. A set of 3 log books (65%) of approx. 1,000 each to assess learning outcomes 1 and 2. The first log book is formatively assessed to provide students with feedback in order to facilitate their learning and development.

Essential Reading

Marks, D., Murray, M., Evans, B. & Willig, C. (2005). *Health Psychology: Theory, Research and Practice*. London: Sage.

Ogden, J. (2007). *Health Psychology: A Textbook*. Maidenhead: Open University Press.

PSY4111 Counselling and Psychotherapy

Module Leader: Fiona Starr/ Pnina Shinebourne

Level: 4

Credit Points: 15

Other requirements: 80% attendance

Owning Subject: Psychology

Venue C217

Aims

The overall aims of this course are to introduce students to the main schools of psychological therapy, their theoretical origins and how theory is applied in practice. The module will raise some of the ethical and philosophical dilemmas that occur in therapeutic relationships. For example, issues of cultural diversity, gender, class and power will be discussed and considered throughout the module. The module also aims to cover dilemmas such as measuring effectiveness and outcome, managing change and socio-cultural factors.

Syllabus

The module will give an overview of three of the most widely used schools of therapy in this country: i.e. psychodynamic, humanistic and cognitive therapy. Students will cover the principles of communication skills that form the foundation of all counselling and psychotherapy. The module will include an experiential component which will involve learning interview skills through role play and group exercises.

Learning Outcomes

Knowledge and Skills

At the end of this module students should be able to:

- Demonstrate an understanding of the theoretical and practical origins of counselling and psychotherapy whilst considering ethical dilemmas and issues of cultural diversity, gender and power.
- Develop their self-awareness and reflective thinking skills about clinical issues through experiential learning, the assessed essay, reflective learning tasks and didactic teaching.
- Describe the key theoretical origins of three main schools of psychotherapy (humanistic, cognitive and psychodynamic) and to critically evaluate each of these and how they are applied in practice.
- To structure an interview session and have a clear understanding of the different questioning styles and skills needed when interviewing individuals about sensitive topics.

- Apply advanced communication skills and to critically reflect on their own personal development in relation to the module and their wider contexts.

Learning, Teaching and Assessment Strategy

Assessment weighting

100% Coursework - One essay of 3,500 words (to assess learning outcomes 1, 2 & 3).

As part of the formative learning process each student will meet at least once with the module leader or a module tutor in order to discuss their reflective learning and their assessed essay. The tutorial or meeting will not be assessed but will form part of the formative learning process with constructive feedback given to the student. This should help develop students' learning and enhance their final submission. Students will also be asked to complete and submit a weekly reflective learning exercise based on each week's teaching and learning (to assess learning outcomes 2, 4 and 5). This will not be formally assessed but students will be encouraged to complete these tasks to improve learning and satisfaction with the module.

Learning Materials

Essential Reading

McLeod, J. (2003). *An Introduction to Counselling*. Maidenhead: Open University Press.

Dryden, W. (1996). *A Handbook of Individual Therapy*. London: Sage.

Further Texts

Anderson, H. (2001). Postmodern collaborative and person-centred therapies: What would Carl Rogers say? *Journal of Family Therapy*, 23(4): 339-60.

Barlow, H.D. (Ed.) (2001). *Clinical Handbook of Psychological Disorders*. London: Guildford Press.

Bateman, A. & Holmes, J. (1996). *Introduction to Psychoanalysis. Contemporary Theory and Practice*. Routledge: London.

Beck, A.T. (1989). *Cognitive Therapy and the Emotional Disorders*. London: Penguin.

Beck, A.T. (1995). *Cognitive Therapy*. New York: Guildford Press.

Bennet, P. (2003). *Abnormal and Clinical Psychology*. Maidenhead: Open University Press.

Bond, F.W. & Dryden, W. (Eds.) (2004). *Handbook of Brief Cognitive Behaviour Therapy*. London: Wiley.

Casement, P. (1985). *On Learning from the Patient*. London: Tavistock Publications.

Casement, P. (1990). *Further Learning from the Patients*. London: Routledge.

Dryden, W. (2000). *Therapists Dilemma*. Berkshire: Open University Press.

Freud, S. (1991). *Two Short Accounts of Psycho-analysis: Five Lectures On Psycho-analysis. The Question of Lay analysis*. London: Penguin. Pp 31-92.

- Grant, A., Mills, J., Mulhern, R. & Short, N. (2004). *Cognitive Behavioural Therapy in Mental Health Care*. London: Sage.
- Johnstone, L. (2000). *Users and Abusers of Psychiatry. A Critical Look at Traditional Psychiatric Practice*. London: Routledge.
- Kazarian, S.S., & Evans, D.R. (1998). *Cultural Clinical Psychology. Theory, Research and Practice*. Oxford: Oxford University Press.
- Kring A.M., Davison G.C., Neale J.M. & Johnson S.L. (2007). *Abnormal Psychology* (10th edition). New York: Wiley.
- Leahy, R.L. (2001). *Overcoming Resistance in Cognitive Therapy*. New York: Guilford Press.
- Lemma, A. (2003). *Introduction to the Practice of Psychoanalytic Psychotherapy*. Chichester: Wiley.
- Milton, J., Polmear, C., & Fabricius, J., (2004). *A Short Introduction to Psychoanalysis*. London: Sage.
- Palmer, S. (2001). *Multi-cultural Counselling*. London: Sage.
- Parker, I. Georgaca, E., Harper, D., Mclaughlin, T. & Stowell-Smith, M. (1999). *Deconstructing Psychopathology*. London: Sage.
- Roth, P. & Fonagy, P. (1996). *'What Works for Whom?'* New York: Guilford Press.
- Sherr, L. & Lawrence, J.S.T. (Eds.) (2000). *Women, Health and the Mind*. Chichester: Wiley.
- White, M. & Epston, D. (1990). *Narrative Means to Therapeutic Ends*. London: Norton & Co.

PSY4112	Applied Business Psychology
Module Leaders:	Sylvia Sheppard and Colin Wilson
Level:	4
Credits Points:	15
Other requirements:	80% attendance
Owning Subject:	Psychology
Venue	C217

Aims

To enable students to understand various aspects of Applied Business Psychology including Recruitment and Selection, Job Analysis, Psychometrics, Motivation and Job Satisfaction, Leadership at Work, Teams at Work, Work Stress and Stress Management and Business Performance Coaching.

To enable students to assess and practice methods of Job Analysis, Psychometric Testing, Leadership Skills, Stress Management and Staff Development.

Syllabus

The module covers specialist knowledge of many of the BPS domains of Occupational/Business Psychology and includes both lectures and workshops on all areas cited above.

Learning Outcomes (Knowledge & Skills):

- Analyse and critically evaluate the key theoretical perspectives and research methodologies in contemporary Applied Business Psychology.
- Discuss and critically evaluate and discuss the psychological, behavioural and social determinants of human behaviour in the workplace.
- Apply theory and research methodologies in order to plan research in Applied Business Psychology or work related settings.
- Demonstrate a critical understanding of the role of Occupational Psychologists in working with clients.

Learning, Teaching and Assessment Strategy

Students will be expected to use module handbooks, library, world wide web resources, WebCT and core text books in order to prepare, in advance, for the weekly sessions. Each session will take the form of an interactive lecture, seminar or workshop. There will also be supplementary showings of video material.

Assessment Weighting

100% Coursework (2,500 word essay, short project)

Learning Materials

Anderson N and Herriot P (eds). (1997) International Handbook of Selection & Assessment. Chichester, Wiley.

Smith M and Robertson IT (1996). The Theory and Practice of Personnel Selection. Chichester, Wiley.

Kline, P. (1992). Psychometric Testing in Personnel, Selection and Appraisal. Croner Publications.

- Kline, P. (1993).The Handbook of Psychological Testing Routledge.
- Kline, P. (1993).Personality: The Psychometric view. Routledge.
- Cronbach, L. J. (1990).Essentials of Psychological Testing. 5th Edition. Harper & Row.
- Huczynski, A & Buchanan, D (2007) Organizational Behaviour: An Introductory Text (6th edn) Prentice-Hall.
- Millward, L (2005) Understanding Occupational and Organisational Psychology. Sage.
- Robbins, S.P (2006) Organisational Behaviour: Concepts, Controversies and Applications (11th edn) Prentice-Hall.
- Cooper, C.L. & Robertson, I (1986 onwards) International Review of Industrial and Organisational Psychology, Wiley.
- Spector, P.E.(2005) Industrial and Organizational Psychology: Research and Practice (4th.ed) Wiley
- The Psychology of Executive Coaching – Theory and Application – Bruce Peltier – Brunner & Routledge (2001)
- Coaching for Improved Work Performance – Ferdinand F. Fournies – McGraw Hill (2000)
- Coaching for Performance – Growing People, Performance and Purpose – Nicholas Brealey Publishing (2003)

PSY4222 Advanced Dissertation in Applied Psychology

Level: **4**
Credit Points: **60**
Module Leader: **Jackie Gray**
Pre-requisites: **Students must have previously taken or be registered for PSY4011 or PSY4012**
Other Restrictions and Requirements: Barred Combination: PSY4996
Owning Subject: **Psychology**
Venue **C115**

Aims

This module aims to provide students with an opportunity for an in-depth, advanced study in a specific area of applied psychology, pertinent to the degree for which they are registered, guided by, but largely independent of, tutor support. It will enable students to apply appropriate principles of empirical research to an issue of their choice within the subject area of their degree registration. Students will present their research study in the form of a written thesis, using appropriate styles and conventions.

Syllabus

Students devise and carry out a research study in an area of interest to them related to their Masters degree subject, taking into account the expertise of members of the department available as supervisors. Students will make a short presentation to

other Masters students and staff, on which they obtain formative feedback. Students then move on to preparing a formal research proposal, on which formative feedback will also be given. All students must obtain ethical approval from the Psychology Academic Group Ethics Committee prior to starting their study or making any contacts with potential participant groups outside of Middlesex University.

Learning Outcomes

Knowledge and Skills

- Students demonstrate an advanced understanding of an area of applied psychology related to the subject of the Masters degree for which they are registered.
- Demonstrate knowledge of research methods and statistical analysis commensurate with training to Masters level.
- Demonstrate the ability to formulate a research plan which includes a realistic idea of the relative time and effort to be given to various stages of the research.
- Negotiate with a supervisor their own goals in terms of coverage and intended outcomes.
- Demonstrate skills of literature search, selection of relevant sources, and systematic treatment of key material.
- Choose and apply appropriate empirical methodologies and treat resulting data with appropriate analytical methods.
- Conduct research in an ethical manner, consistent with the BPS Code of Conduct.
- Present and defend a research proposal with due regard to styles of presentation and approaches to encouraging audience participation, where appropriate.
- Write a thesis which pays due regard to the conventions whereby psychological research is conveyed to others.

Learning, Teaching and Assessment Strategy

Formative:

Students will give a 10 minute presentation of their research idea on which they will feed peer and staff feedback. They will then produce a 1500 word research proposal.

Summative:

Students will produce a 10,000 – 15,000 word dissertation reporting the findings of their independent research.

Assessment Weighting - Coursework: Dissertation 100%

Learning materials: None specified

Learning, Teaching and Assessment

The school teaching, learning and assessment strategy (full document) is available on Oasis Plus

HSSC Interactive under the DCLQ section.

The School of Health and Social Sciences (HSSC) aspires to becoming a true learning community based on the principles of collaboration, dialogue, equality autonomy and responsibility between all stakeholders.

HSSC values learning wherever and whenever it takes place. This is reflected in the School's strong base in using and facilitating learning opportunities in a range of practice and work settings as well as in the University.

At the centre of the learning process is the student who is recognised by the School as a unique individual who will have their own motivation to learn and preferred ways of learning. The School has a strong commitment to helping students to develop as autonomous learners. It expects that students who successfully complete programmes of study will leave not only with subject/discipline knowledge but with skills that will enable them to develop as lifelong learners, to respond positively to challenge and change whilst demonstrating enterprise.

The School acknowledges that a variety of Learning, Teaching and Assessment methods will continue to be necessary in order to meet the needs of a diverse student population within diverse provision.

The aim of the School's strategy is that of the University's: - "to ensure an effective student-centred learning experience to meet the needs of its current and future students". This aim is directly related to the University Mission and is implemented through three themes identified in the University TLA Strategy 2002-2005. In addition to these HSSC has added a fourth theme reflective on the importance that is placed on learning from practice/placement/service across the School.

Theme 1

Enhancement of the quality of the student learning experience of learning, teaching and assessment, with a particular view to the needs of an increasingly diverse student body.

Theme 2

Support for the development in students of greater learner autonomy and engagement with study.

Theme 3

Support and encouragement of open and flexible approaches to learning and assessment.

Theme 4

Support for and the development of practice/placement/service learning to meet the needs of students, practitioners/employers and professional bodies.

Formative and Summative Assessment

An assessment task can be either formative or summative, or both.

Formative assessment is primarily developmental in nature, and is designed to give feedback to learners on their performance and how it can be improved. Formative assessment is a key part of the learning process, and has been shown to contribute to enhancement of learning and raising of standards.

Summative assessment is designed to measure the extent to which a learner has achieved the intended learning outcomes of a module. The summative component of an assessment task is designed solely to provide a measure of the achievement

of a learning outcome by a learner. Summative assessment should assess achievement of all learning outcomes in a secure, fair and accurate manner.

Feedback to students

All forms of assessment are part of the learning process. You should be provided with either individual or collective feedback on your assessed work.

Feedback on coursework

Each submission of coursework will be marked by a relevant tutor and formative feedback will be given to you on a feedback sheet (please see module handbooks for examples of feedback sheets). Please take note of the content of the feedback and consider how to incorporate the comments within your next submitted piece of work. Please note that as final marks are not ratified until Assessment Boards, any earlier feedback needs to be formative only. We will give you feedback based on our provisional assessments, in order to help you learn from one piece of work, before preparing the next. Please remember though, any mark information is both provisional and confidential until ratified by the Assessment Boards.

Dissertations/projects

All dissertations will be double marked. Students will receive feedback on their dissertation after the final grades have been released.

Return of coursework

Students are expected to keep a copy of their coursework. As the marked copy is not normally returned to them, retention of a copy is important so that they can relate feedback to their work.

All coursework must be submitted on paper to the student office.

Marking, second marking and marking moderation

All assessed work will be subject to double marking and 10% of all coursework will be moderated.

Copies of past examination papers and other forms of assessment

The 24-7 website provides you with a searchable database of some recent Middlesex University Exam papers at:

www.mdx.ac.uk/cgi-bin/mdx/exam/searchscreenexam.asp. Multiple choice question papers are not available on this database. In some cases, for example where there are copyright restrictions, it may not be possible to publish past examination papers. In this case please ask the relevant Module Leader for information.

What is OASISplus?

OASISplus is the University's online learning environment where you can find online materials, including lecture notes, to support your studies together with discussion boards, quizzes, module information, announcements and important information.

Most modules now have an online presence delivered through OASISplus. Your tutors will be providing you with more information about how you will be expected to interact online with your peers and your tutors.

Logging onto OASISplus

To access OASISplus take the following steps:

1. Start up your internet browser - either Internet Explorer or Firefox
2. From the 24-7 website click on the 'OASISplus' link or alternatively type <http://oasisplus.mdx.ac.uk/>
3. Click on the 'MIDDLESEX UNIVERSITY' link to take you to the login page.
4. Enter your username. This is the same as your student number and can be found on your student card.
5. Enter your password. If you are logging on for the first time, your default password will be your date of birth (DDMMYY). Once you have successfully logged onto OASISplus you will be forced to change your password to something more personal and secure.
6. You should now be able to see the list of modules for which you are registered. Only those with an online presence will be listed here. Click on the module name to access the materials, discussions, assignments and other activities within the module.

NOTE: OASISplus is case sensitive. The 'M' in your user ID should be typed in capitals. Please also be careful with the figures 1 or 0 – it is easy to mistype these as I or O. Also, your date of birth should be shown in the UK format (DDMMYY) rather than the US format.

If you have difficulties accessing OASISplus please contact the computing helpdesk on your campus or the Web Helpdesk available at <http://webhelpdesk.mdx.ac.uk/>

For more information and troubleshooting advice visit the OASISplus pages on 24-7 at <http://www.mdx.ac.uk/24-7/oasisplus/index.htm>

Assessment and Progression

An explanation of the University grading scale can be found in the University Regulations (www.mdx.ac.uk/regulations/).

Further information on the use of the University grading scale can be found on 24-7 (www.mdx.ac.uk/24-7/assess/grading.htm).

The MSc. Applied Psychology is awarded where credits have been obtained for the prescribed taught modules i.e; Research Methods (PSY4012), Legal and Criminological (PSY4017), Health Psychology (PSY4101), Counselling and

Psychotherapy (PSY4111), Applied Business Psychology (PSY4112), Applied Neuropsychology in Education (PSY4019) and a Dissertation (PSY4222). If a student successfully completes the taught programme but fails to seek assessment for a dissertation they will qualify for the Postgraduate Diploma. If a student successfully completes ONLY 60 credits of the taught programme, including Research Methods in Applied Psychology (PSY4012) they will be able to apply for the Postgraduate Certificate. The programme is normally taken over one year full-time or two years part-time. Study patterns for the taught programme are as follows for September entrants. For detailed information on assessment criteria and requirements please consult the relevant module handbook.

All work must be submitted to the Student Office by 4pm on the day of the deadline. Normally, students will receive written feedback within two weeks of the deadline. Final confirmation of grades takes place after moderation, consultation with the external examiner and the meetings of the Assessment Boards.

Students are expected to adhere to the assessed work deadlines specified at the beginning of each module and there are penalties for late submission. Unless automatic deferral is permitted on a particular module, where work is submitted after the deadline, without the prior agreement of the Programme Leader, but is of any passable standard, then it will automatically receive a grade of 16, the minimum pass grade. Pre-authorized extensions will not be penalised. However, students who gain an authorised extension for submission of dissertations should note that, work submitted after the deadline is unlikely to be considered by the Subject Assessment Board for which it would usually have been submitted. The candidate may therefore be obliged to wait for up to a year before the degree of MSc. can be conferred.

Fail Grades

Where a fail grade is given, the candidate has one opportunity to submit a new piece of work in order to obtain a pass grade for that module, all assessed components must be passed in order to pass a module. Please see the University regulations for full criteria and note that MSc. research dissertations may not be re-submitted.

Progression from Year 1 to Year 2 (Part Time Students only)

Progression for Part Time Students will be guided by reference to pre-requisites and co-requisites for the modules on which they are registered.

Requirements for the Award of Postgraduate Certificate in Psychology

Students who are obliged to terminate their studies early may apply for the award of the Postgraduate Certificate in Psychology if they have successfully completed 60 credits.

Progression from Year 1 to Year 2 (Part Time Students only)

The minimum requirement is 60 graded credits. For the MSc. Applied Psychology these credits must include PSY4012, Research Methods in Applied Psychology . A single condonable fail grade for 30 credits is permitted for progression (but see below).

Requirements for the Award of Postgraduate Diploma in Psychology

To qualify for the award of the Postgraduate Diploma in Psychology students must obtain 120 graded credits, 30 of which must include PSY4012, Research Methods in Applied Psychology.

Requirements for the Award of MSc. in Applied Psychology

To qualify for the award of MSc. in Applied Psychology students must fulfil the above requirements for the award of Postgraduate Diploma (120 credits) and obtain 60 credits, graded 16 or above, for the MSc. dissertation PSY4222. In addition to these requirements, students will be awarded the MSc. 'with Merit' or 'with Distinction' if they meet the following criteria:

MSc Applied Psychology with Merit: Grade of 8 or above for the dissertation and a minimum of 90 credits from the taught modules graded 8 or above and no more than 30 credits graded 13 or below.

MSc Applied Psychology with Distinction: Grade of 4 or above for the dissertation and a minimum of 90 credits from the taught modules graded 4 or above and no more than 30 credits graded 9 or below.

The MSc Dissertation

The MSc. Dissertation or Thesis is based on a supervised piece of empirical research on a topic which has substantial legal or criminological psychology content. All aspects of the research must be original and personally conducted by the student, including the design of the study and the collection and analysis of data. It is a University requirement that there must be a supervisor who is a member of the academic staff of the University, approved by the Programme Leader, who is in a position to confirm its originality to the Assessment Board. September entrants must submit their dissertations by the last working day in September of the following academic year. Dissertations should be approximately 10,000–15,000 words long (see below for formatting information).

Allocation of Dissertation Supervisor

Dissertation supervisors must be approved by the Programme Leader and must be members of the University academic staff. Although there is no objection to students seeking advice externally, there must be an internal supervisor who is in a position to confirm the originality of the dissertation to the Examinations Board. Students will be asked to meet individually with the Programme Leader to discuss the possible content of the dissertation. She will then direct the student to a suitable member of staff as a provisional dissertation supervisor. Final supervisory support will be allocated after completion of a supervisor preference form.

Dissertation Talks

It is expected that, wherever possible, students will attend the programme of visiting lectures, research seminars and dissertation talks organised by the Psychology Department. In preparation for their own research, students will be asked to give a dissertation presentation of about 10 minutes duration in December for full time students (September entry) and in April of year 1 for part time students. All students should attend both of these dissertation presentation sessions, whether or not they are presenting.

Dissertation Outlines

It is a requirement that students wishing to present a Master's Dissertation for consideration by the Autumn Assessment Board, in any particular year, must do so by submitting the thesis on the last working day in September of that year. Those seeking consideration by the Spring Assessment Board, should submit by the last working day in January. Furthermore, students should submit a 'Dissertation Outline' for consideration by the Programme Leader by the semester one coursework deadline for full time students (September entry) and by the semester two coursework deadline in the first year of Part Time students. The Outline must be approved by the Programme Leader before the student proceeds any further with the research project. It should be approximately 1000-1500 words long and provide the following information:

1. Some indication of aspects of the literature to be reviewed.
2. A clear statement of hypotheses to be tested, research questions asked and/or relationships between variables to be investigated.
3. Outline of design of study, methods of data collection and proposed analyses.
4. How respondents/participants are to be recruited and any relevant information about permissions obtained or pending.
5. A section on the ethical considerations that pertain to the research (this must be based on both BPS generic and DFP specific guidelines).
6. An assessment of the limitations of the scope of the research proposed.
7. A Psychology Group ethics form, completed according to the guidelines available on WebCT (with concomitant necessary forms).
8. A completed supervisor preference sheet.
9. Any further information relevant to assist the Programme Leader in determining the appropriateness of content and originality of the research.

The purpose of these regulations is to ensure that students proceed with research which is both viable in its own right and suitable for the award of MSc.. The deadline for submission of Outlines is designed to ensure that students adopt a realistic time scale in carrying out their research and writing up their dissertations. The Outline does not qualify for credits. Before beginning their field work, students should wait to receive ethical approval and complete a risk assessment. Please see *University Information* below. **Students may not proceed with their research until they have received all necessary forms of approval of their proposal. Furthermore, they must not contact any outside agency/organisation prior to permission and provision of a supporting letter from their supervisor or the programme leader/deputy programme leader.**

Fieldwork

Students should plan their dissertation fieldwork carefully with their supervisor. Attention should be paid to issues of health and safety. Where fieldwork is conducted overseas, a local fieldwork supervisor should be arranged. Please note that as part of this programme, you may be given the opportunity to visit a number of secure institutions. If you have a criminal record, you must disclose it, in advance. Also, please read the module handbooks carefully for information relating to your own and others' safety and security on field visits.

Format of Research Dissertation

(These supplement the general guidelines for coursework above and should be read in conjunction with the PSY4222 Module handbook.)

1. TWO typed copies of your dissertation should be submitted on the appointed date. One of these will later be returned to you. If you gain a merit or above,

then the second will be kept in Middlesex University Library for reference purposes.

2. Pages should be numbered consecutively through the whole thesis, including appendices.
3. There should be a Title Page, which should contain the following:
Full title (and sub-title where appropriate) of Project
Student Number
Module Number
The Programme on which you are enrolled
Institution (Middlesex University, School of Health and Social Sciences)
Month and year of submission
Your Supervisor's Name
4. A Table of Contents should follow the title page. It should list the title of all chapters, subsections, appendices, etc., together with the page number at which each chapter, etc starts.
5. The normal sections into which a thesis is divided are:
 - a) Abstract or Executive Summary.
 - b) Introduction
 - c) Design (including statement of hypotheses, variables and a section on ethics).
 - d) Methodology (including participant, materials and procedures sections).
 - e) Results
 - f) Discussion and Conclusion(s)
 - One would also expect to see some consideration of the limitations of your research, within the discussion or, design sections.
5. References
 - Sources of information, or direct quotations, must be clearly acknowledged in the body of the paper and in a reference section. Please see 'avoiding plagiarism', in your Programme Handbook.
 - At the end of your paper, you must include a Reference Section. Please see the general guidelines to referencing above and remember that *all sources used in preparation of your essay must be listed and should include the following information: **If a piece of coursework is submitted with an incomplete reference section, then it will be penalised by up to 10%. It may be failed outright, if the reference section is missing entirely.***
6. All table and figures must be clearly numbered and labelled. Where appropriate, you must also cite sources of tables and figures. Again, Students are advised to follow APA guidelines on the presentation of tables and figures.

Requests for Extensions to the Deadline for Submission of MSc. Dissertations

Applications for delay of submission of the thesis should be made, in writing, to the Programme Leader. Students are entitled to submit dissertations up to one year after completing the other 120 credits, provided that they enrol as 'Dissertation only' students for the year preceding submission and pay a reduced fee. Further extensions will only be given in exceptional circumstances and are subject to the approval of the Assessment Board.

Grading Scale

The University grading scale is used in relation to, and in conjunction with, the University grade criteria guide and guidance on the generation and use of module level descriptors (see Regulations “Module Level Descriptors” and “Grade Criteria Guide” www.mdx.ac.uk/regulations/).

Module Grades

Grades 1 to 16, the Y grade and 17C and 18C (compensated fail grades) are all pass grades. If you do not get one of these grades in any of your modules it is very important that you check the exact details of what you need to do in order to pass. Therefore, if you are given any of the following grades, you will need to take action: grades 17 to 20, Z, X, I or U. From 2006/07, the Q grade was replaced with the grade of 20. The definition of the grade of 20 is now “Fail, Incomplete without good reason” and is now used where students have not completed and submitted all components of assessment in order to complete a module. It is really important that students complete all assessed work (coursework, presentations, exams, etc.) that is required to complete each module otherwise a grade 20 will be given, indicating that not all assessment has been completed. Once you have been given a grade of 20, the maximum grade that can be obtained at reassessment is a grade 16.

Deferral

Students may seek permission to defer all or part of the assessment in a module to the next available opportunity, ie normally from May to August, or from August to the following May. This can only be granted where exceptional circumstances prevent a student from completing assessment through no fault of their own and where documentary evidence is supplied

Deferral requests should be submitted to the Student Office (or Student Services at Hendon) counter on your base campus by completing the relevant form and attaching supporting documentation, e.g. medical certificates. The final deadline for deferral applications is the final coursework deadline, for deferral of coursework, or the last date of the examination period for deferral of exams. The deferral form is available at:

<http://www.mdx.ac.uk/24-7/assess/defer.htm>

If students have difficulties accessing resources (eg. access to the University network, library, OASIS etc.) after deferral, contact the web helpdesk at <http://webhelpdesk.mdx.ac.uk> .

Automatic deferral

There is no automatic deferral on modules within this programme. Under exceptional circumstances students may apply for a deferral, which is discretionary, from the appropriate module leader.

Extenuating Circumstances

Students who do not wish to defer assessment, but are concerned that exceptional personal circumstances (e.g. ill health) might affect their performance in assessment, should complete an extenuating circumstances form and attach supporting documentary evidence. This form should be submitted to the Student Office (or Student Services at Hendon) counter on your base campus.

The extenuating circumstances will be summarised by the Assessment Manager/Officer and brought to the attention of the appropriate assessment board. Extenuating circumstances are only considered when determining the progression or the final classification of borderline students. They are not used to change the grade in a module.

The final deadline for submission of extenuating circumstances forms, attaching supporting documentation, is the last date of the examination period. The extenuating circumstances form is available at: <http://www.mdx.ac.uk/24-7/assess/extenu.htm>

Regulations

Assessment and progression regulations for taught programmes of study can be found in Section E of the University Regulations www.mdx.ac.uk/regulations/. This section covers:

- The calendar of assessment
- Progression of undergraduate and postgraduate students
- Qualifications and classification, including methods of determining classification of qualifications
- The grading scheme
- Reassessment in and deferral of modules
- Publication of results
- Production of certificates and issuing of diploma supplements / transcripts.
- You will find additional guidance in the Assessment Section on 24-7 which is available at www.mdx.ac.uk/24-7/assess.

The University Regulations also detail procedures in relation to:

- Infringement of Assessment Regulations – Academic Misconduct (Section F) including collusion and plagiarism
- Appeal Regulations and Procedures (Section G)
- Student Conduct and Discipline
- Student Complaints and Grievance Procedures
- Equal Opportunities

(see www.mdx.ac.uk/regulations/)

Plagiarism

Plagiarism is the presentation by a student, as his or her own work, of a body of material (written, visual or oral) which is wholly or partly the work of another. In fact, plagiarism extends to cover one's own work previously assessed or published which is also required to be properly referenced. Taking unfair advantage over other authors, students or oneself in this way is considered by the University to be a serious offence. The University will take serious action against any student who plagiarises whether through negligence, foolishness or deliberate intent. Make sure written material, ideas, theories, formulae, etc are acknowledged through the use of quotation marks, references and bibliographies. Information on the correct way of

acknowledging work from other sources is available from campus learning resource centres. Academic misconduct also covers cheating in examinations.

Detailed information can be obtained at
www.mdx.ac.uk/24-7/assess/plagiarism.htm

Professional, statutory and/or regulatory body requirements

The British Psychological Society

Although this programme of study is not aimed at graduate members of the British Psychological Society, you are still enrolled within an academic department subject to its norms and codes of conduct. Further information on the Society is available at <http://www.bps.org.uk>

Ethical Conduct

The British Psychological Society requires all students and staff to abide by its ethical codes when conducting research and working with members of the public. As such the Middlesex Psychology Academic Group, expects all of its students to behave in an ethical and appropriate way, throughout their time with us. In order to facilitate ethical research, we have produced standardised ethics forms, consent forms and ethical guidance. No piece of research may be conducted without previous ethical approval. The group's ethical information is freely available to students from the general psychology section of WebCT. To access general information on WebCT, you need to use the Psychology login address not your own.

This is:

USER ID: PSYCHOLOGY and PASSWORD: WJAMES.

Self-managed learning

Middlesex staff are available to facilitate your learning. You will be provided with a wide range of taught inputs within each module, but it is up to you to take a key role in developing your own skills to enhance your learning. At induction, you will be given a full tour of the learning resources available to you at Middlesex University. These include the library where a stock of books, videos and journals are maintained; the Computer Centre and The Language Centre. The University provides a learning support service where you can access help in basic skills on how to prepare essays and assignments (ELLS). Due to the variety of backgrounds of students enrolling for the MSc Applied Psychology programme specific module content and resource information will be addressed during induction and the first week of teaching, in addition to generic induction procedures and information. The Able Centre also functions on Enfield Campus to provide support for students with disabilities and difficulties. You are encouraged to use these resources to enhance your learning. Once you are familiar with the resources available to you, it will be your responsibility to use them appropriately. It is seen as your responsibility to manage your learning while on this programme. In so doing, you should develop a number of skills and expertise that will be essential to your future work within Applied Psychology contexts.

Attendance requirements

An 80% attendance is required for all modules.

You should attend all scheduled classes and prescribed activities to be eligible for formal assessment. Where your attendance fails to meet the minimum required to meet the learning outcomes of the module (as published) you may be excluded from the assessment and be graded X in the module. The definition of the X grade is “Fail – incomplete without good reason: may not be reassessed”. It is your responsibility to ensure that your attendance fulfils the published attendance requirements.

The X grade is applied if you fail to participate in the learning processes of a module for which you are registered. It is not a “punishment” for poor attendance but a recognition that you have not been able to prepare yourself for assessment in the content of the module. It is also given when you drop a module without formally removing it from your registered programme of study.

If you receive an X grade you may have the opportunity of taking the whole module again with permission from the Programme Leader, without grade penalty, though you will have to pay the module registration fee. You may only do this at Summer School (if available) or at the end of your programme.

For further guidance on attendance requirements, refer to the section entitled “Attendance & Withdrawal” which is also available at www.mdx.ac.uk/24-7/admin/attend.htm. The formal regulations about attendance can be found in Section C2 of the University Regulations and at www.mdx.ac.uk/regulations/.

Quality assurance of your Programme

To ensure the high standards and quality of Middlesex University provision, all Programmes are subject to the University’s academic quality assurance procedures (which include those procedures related to programme approval, monitoring and review). A key feature of these processes is the input from external subject experts who ensure that awards of Middlesex are comparable to those of other UK universities, and that the programme curriculum, teaching, assessment and resources are appropriate.

Students also have a very important role in enhancing Programmes, feeding back on a regular basis via feedback forms, Boards of Study, and other mechanisms. Student feedback also plays a major role in Programme monitoring and review.

Middlesex University, and its Programmes, are subject to periodic audit or review by external quality agencies such as the Quality Assurance Agency for Higher Education (QAA). These audits and reviews place confidence in the quality and standards of provision as operated at Middlesex University. The most recent QAA audit of quality and standards of Middlesex University awards, conducted in 2005, was of those programmes delivered with collaborative partners. The University was awarded a judgement of broad confidence in the soundness of the University’s current and future management of the quality of its Programmes and the academic standards of its awards. This judgement is the highest level judgement that can be awarded by the QAA. QAA review and audit reports can be viewed on the QAA website at: www.qaa.ac.uk.

Feedback from students

Boards of Study

The purpose of the Board of Study is to provide a forum for discussion between you and staff involved in all aspects of your Programme.

You elect student members of the Board at the start of each academic year to ensure that all the various interests on the Programme are adequately represented. For advice and training contact the MUSU Student Representative and Development Co-ordinator on 020 8411 6481.

Each Programme holds regular Boards of Study. The membership includes:

- Student representatives
- Programme leader/Head of Department
- Academic staff aligned to the delivery of the Programme or modules
- Support services representatives

Your student representative represents the Programme or year group and is responsible for notifying the Board of issues which have been brought to them by you. You should be aware of the function of the Board of Study, and should ensure that representatives are alerted in good time to matters of concern, or to suggest initiatives.

Minutes are made of the discussion and decisions of each Board meeting, and these are circulated to members with outcomes. The minutes are included with the Programme Quality/Annual Monitoring Report for consideration by the University. The points raised at the meeting are carefully recorded for issues arising, and the action taken upon them, and are available at www.mdx.ac.uk/24-7. Student will get feedback via student rep and programme leader

Terms of reference

Full terms of reference are available in the Learning and Quality Enhancement Handbook (Section 11) at

<http://www.mdx.ac.uk/aboutus/fpr/clge/handbook/docs/section11.doc>

dates, minutes, actions and further information can be found on 24-7 at www.mdx.ac.uk/24-7/campusforums/index.htm

Dates

Dates for the meetings will be announced in due course. Please contact Dr Paul de Mornay Davies on 0208 411 2621

Campus Forums

The purpose of Campus Forums is to optimise the student experience by asking students to raise campus-specific issues relating to the operation of academic, administrative and service support for students, but not to deal with programme-specific curriculum issues which are dealt with by Boards of Study. For clarification please check with your MUSU Campus Sabbatical Officer. (MUSU Representatives please refer to your training kit.)

Campus Forums are usually held once per term. All students are welcome. The membership includes:

- Student representatives (contact the Student's Union or the Campus Director's office if you wish to attend – even if you are not a formal representative)

- Representatives from Campus Team, Campus Facilities, Campus Learning Resource Centre, Estate Services, Computing, Catering, Printing and MUSU
- a representative of each School and each Service based on the campus
- Deputy Vice Chancellor, Academic or the Deputy Vice-Chancellor and Director of Corporate Services (Chair)

Your student representatives represent your Programme or year group and are responsible for notifying the Forum of issues which have been brought to them by you.

Student representatives

There will be a student representative for the MSc Applied Programme elected by majority voted from the students in the second week of the start of the academic year.

You may also represent your halls of residence on Campus Forums; for more information and training contact the MUSU Student Representative and Development Co-ordinator on +44 (0)20 8411 6481.

If you are elected as a student representative your role will be to gather the views and opinions of the students you represent and to represent the views and opinions to either the Board of Study or the relevant Campus Forum and to feed back the results and information to other students following the meeting.

Student representatives should be selected, either by election or self-nomination, by the end of week 2 each year. Training and support throughout the year is provided for student representatives by MUSU – details of times and dates for training can be found on the MUSU website at www.musu.mdx.ac.uk.

As a representative you can receive a certificate that recognises your representational achievement. For the certificate you will have to attend the training sessions and be present at the Board of Study each term. This is a great opportunity to add value to your CV.

School Board and/or other School committees

The School Board meets twice per year to discuss, amongst other things, issues raised at Boards of Study and by the representatives of students following the School's programmes, and to identify ways in which the School may respond to student concerns. The first meeting in the new academic year will usually take place during the first 10 weeks. Shortly after your programme begins, you will be encouraged to elect a representative from your cohort of students to represent some of the views of taught postgraduate students.

Module evaluation forms

Module feedback forms are distributed throughout the academic year. The forms are completely anonymous. The aim of this feedback process is to elicit your views on the quality of modules taken.

Module forms examine each module in some detail and invite comment on your module in general.

You can expect to receive a report on any issues that have been identified. The report would also describe the measures taken to resolve any problems. All reports will be an item for discussion during Boards of Study and will, where necessary, be reported upon during the quality/annual monitoring process. The whole feedback

process will also be reviewed on a regular basis, to ensure that that it is effective in helping provide a good quality experience for students.

The Students Union and the University also conduct periodic surveys of your levels of satisfaction with various University services. Further information will be available from time to time on MISIS and 24-7.

Other surveys

From time to time the University will distribute surveys to elicit your views on the quality of the services offered by the University and your student experience on areas other than your programme of study. These surveys will be completely anonymous.

You can expect to receive a report on any issues that have been identified. The report would also describe the measures taken to resolve any problems. All reports will be an item for discussion during Boards of Study and will, where necessary, be reported upon during the quality/annual monitoring process. This process will be reviewed on a regular basis, to ensure that it is effective in helping provide a good quality experience for students.

Suggestions and Complaints

We welcome your suggestions on how we might improve your experience of university life, even when this takes the form of a complaint about a service, a member of staff or another student.

If you have a suggestion or a complaint about any aspect of university life, raise it with the person concerned in the first instance. If you are not satisfied with the outcome you can progress the matter through informal and formal procedures step by step up the management structure of the university. Full details of these steps are available in the University Regulations (www.mdx.ac.uk/regulations/) within the Student Complaints and Grievance Procedures.

If you are not sure who to speak to, seek advice from a school office or advice centre. If the matter is serious, talk directly to your school's Director of Resources.

If something goes wrong we aim to put it right as quickly as possible. Your advice and comments are essential.

Middlesex University Students' Union

Middlesex University Students' Union (MUSU) is a democratic organisation, run by students for students, which represents the students of the University at local and national level.

At a national level, MUSU keeps up with national topics that the NUS deals with, for example, campaigns such as "Admission Impossible" and "Black History Month" and other issues which affect students nationally.

On a local level, MUSU is involved in improving the experience of Middlesex students within the University, as well as a wide range of services, including societies, training and development, and welfare/academic advice.

There are four elected sabbatical officers who work full time on behalf of the student body:

President (TP) ext 6763

Vice President Academic (HE) ext 6412

Vice President Welfare and International Students (EN) ext 6771

Vice President Student Activities and Communications (CH) ext 5511

You can contact any of these people in order to seek help, advice, or to discuss any issues that concern Middlesex students. With your help MUSU can continue to improve the experience of Middlesex students within the University.

If you would like to become involved with the Students' Union or find out more about the services it provides, simply ring MUSU reception on: **020 8411 6450**, or go to: www.musu.mdx.ac.uk

Career opportunities and placement

Careers Service

The Careers Service provides impartial and confidential guidance and information to Middlesex University students and alumni (for up to two years after graduation) to help them in their career planning and job seeking.

The careers advisers can assist you with planning your academic programme and personal development in relation to your career goals from your first year to final year. This includes exploring career and study options, self awareness and decision making. The advisers can also help you to find full and part-time employment, write CVs, covering letters and application forms, prepare for interviews, psychometric tests and assessment centres, identify voluntary and work experience opportunities and research postgraduate/further study and funding

Students have access to careers information, individual guidance appointments, drop-in advice sessions, careers seminars and workshops, employer presentations, Careers Fairs and other campus based careers events and alumni links to support students with their career development. The careers advisers also work with tutors to deliver and support careers related activities on course programmes, such as ~ career opportunities for graduates, job study research, the graduate employment market, developing employability skills, sector specific information, pre-placement preparation, job search skills and strategies and post graduate study options.

The main careers library is based at Hendon and careers advisers are available on most campuses offering a flexible service to support the needs and any specific requirements of all students. To check opening times and availability of careers advisers on your campus or to book an appointment please see the website www.mdx.ac.uk/careers and telephone 020 8411 5523

The Careers Service's website as above (or accessible through the 24-7 website) offers a wide range of information and links to other graduate careers websites. The website contains an on-line job vacancy service, JobsPlus, where opportunities notified by employers for full time, part time, voluntary work or work experience are posted. For students unable to come to see us on campus there is also a link to 'MeG', an e-guidance service, through which you can email your queries to a careers adviser.

Today's job market is full of opportunities but is also rapidly changing and developing to meet the needs of employers in the 21st Century. Gaining work experience and developing the employability skills that employers look for is an

important part of your career planning and development and will help towards your future career success. In addition to the help and support available from the Careers Service, you may also want to consider the option of undertaking a work experience placement as part of your degree, a student exchange in another country or undertaking some voluntary work and gaining accreditation for this through the university.

Further advice on placements is available from the placement staff in your school, or speak to your tutors about this. Information links to student exchanges and volunteering opportunities can be found on the 24-7 student portal at www.mdx.ac.uk/24-7

Programme advice, educational guidance and student support

Programme Advice

You are expected to be independent and to take responsibility for your own academic and personal life. However there is a lot of help available.

Your tutors will direct your studies and ensure that you know what work you need to cover in any given module. Seek advice from academic staff either after class, during their office hours (published on their doors), by email or telephone.

General Educational Guidance

General educational guidance, clarification of University Regulations and help with planning your programme is available from the student support team's duty/student advisers, who can be contacted by telephone or e-mail or in person on any campus and who normally have regular drop-in hours.

Student Support

You can get a wide range of support, advice and information direct from the student website 24-7 (www.mdx.ac.uk/24-7) where you can also find the telephone numbers and email addresses of student/programme support team staff. If you need personal advice call the School Student Office on 0208 411 5343, If they cannot help you, they will refer you to someone who can.

Do not hesitate to approach the student support team by telephone, email or in person for support services including:

- Changes to your personal record such as address, name, etc. (Alternatively this can be done on-line via MISIS <https://misis.mdx.ac.uk>)
- Using MISIS (Middlesex Integrated Student Information System)
- Programme regulations advice
- Revising or recording module registrations
- Submission of coursework
- Assessment deferral requests
- Recording extenuating circumstances
- Recording reasons for unavoidably being absent
- Arranging to interrupt your studies, change or withdraw from your programme
- Advice on where to make a suggestion or a complaint
- Personal Counselling

Specialist advice is also available from the Disability Support Service, Careers Advice and Placement Services, Accommodation Service, Childcare Service, Sport and Leisure, International Support Services, Money and Welfare Advice Services, Counselling Services, and Financial Services; and from the Middlesex University Students' Union (MUSU). Ask at your school office for more information.

Middlesex University Counselling Service

During the course of your studies at Middlesex, if you encounter problems concerning your coursework or personal or emotional difficulties, you can consult one of our professional counsellors confidentially. Counselling involves one or more meetings with your counsellor in a safe and confidential setting. You will have the time and space to discuss difficulties in your life which may be interfering with your ability to study and enjoy your time as a student. Students come to counselling for all sorts of reasons but generally it is a good idea to seek help before things start to feel unmanageable. Coming for counselling can give you the opportunity to talk and think things through with someone from outside your social circle. This can feel both supportive and also offer the possibility of developing a fresh perspective on your difficulties.

For more information please go to intranet www.mdx.ac.uk/24-7/counsel

Contacting a counsellor:

Archway & Hospitals - Alison Jefferies

Room 15a Trevor Clay Building, Whittington Hospital & for Royal Free Hospital.

Tel: 020 8411 6152

email: a.jefferies@mdx.ac.uk

Cat Hill & Trent Park

Lindsey Othen-Price

Room 5 Peter Green Building CH

Room 210 The Mansion TP

Tel: 020 8411 5548

email: l.often-price@mdx.ac.uk

Caroline Hallett

Room 5 Peter Green Building CH

Room 210 The Mansion TP

Tel: 020 8411 6421

email: c.hallett@mdx.ac.uk

Hendon

Pete Kerridge, Head of Counselling

Room CG24 College Building

Tel: 020 8411 4719

email: p.kerridge@mdx.ac.uk

Bernard Shapley

Tel: 020 8411 5779

email: b.shapley@mdx.ac.uk

Nadina Al-Jarrah

Room CG25 College Building

Tel: 020 8411 5779

email: n.al-jarrah@mdx.ac.uk

Sandra Primack
Room CG23 College Building
Tel: 020 8411 6169
email: s.primack@mdx.ac.uk

International Student Support

All members of the Student Support Team on each campus are dedicated to supporting international students, who make up over 20% of students in the university. Check on 24-7 (www.mdx.ac.uk/24-7) or ask the student office if you are unsure who to speak to.

You can join in a varied and exciting social programme organised by the International Student Liaison Manager Chrisy Savva, 020 8411 5422, c.savva@mdx.ac.uk, who also organises the Welcome to Middlesex Orientation Programme. Look out for the International Newsletter every few weeks.

You can get specialist advice and support, particularly relating to visa renewals, from the International Student Support Co-ordinator, Christine Struwe, who works in collaboration with the Money and Welfare advisers. - Tel /fax 020 8411 5917/6076 and email c.struwe@mdx.ac.uk. If you are requesting a University Enrolment Letter for visa purposes then please email letterrequests@mdx.ac.uk.

Learning Resources

Learning Resources provides facilities, services and support to aid student learning. Full details can be found at <http://www.lr.mdx.ac.uk>

Services

There are libraries at each main campus, providing a range of lending and reference services; enquiry desks and online enquiry services; photocopying and printing facilities; individual and group study areas; IT and audio visual facilities, as well as access to print and electronic information resources. Opening hours vary between libraries and between term time and vacation periods. Further details of these services are available at <http://www.lr.mdx.ac.uk/lib/index.htm>

The Language Centre is based at Hendon and operates across all campuses, providing English Language and Learning Support (ELLS), Pre-Sessional English Courses, Translation & Interpreting courses and IELTS testing. Contact details and further information may be found at <http://www.lr.mdx.ac.uk/lang/index.htm>

Weekly workshops and tutorials run on a variety of language and study topics including essay writing, dissertation writing and study skills. Numeracy support workshops and tutorials are also available. In addition specific help is provided for dyslexic students in conjunction with Disability Support Service: contact the Dyslexia Administration Assistant on 020 8411 6073 or e-mail dystutor@mdx.ac.uk. Further information about the Disability Support Services may be found at <http://www.mdx.ac.uk/24-7/Disability/index.htm>

In addition, each library is equipped with a variety of assistive technologies and services and a disability support representative with whom you can discuss your needs. Contact details and further information may be found at www.lr.mdx.ac.uk/disab/disstaff.htm.

Middlesex is unusual in having a world-class museum right on the doorstep. The Museum of Domestic Design & Architecture (MoDA) supports teaching and learning for students from a wide range of Middlesex courses. Students use the collections in various ways in support of their studies, participate in real life projects or take up work experience opportunities. For more information please see the website: www.moda.mdx.ac.uk

Information resources

Learning Resources provides access to a wide range of materials including over half a million books, a comprehensive selection of journals (the majority of which are available online) and a range of loanable equipment. A wide range of bibliographic and full text databases are available to provide information to support your studies, and the library catalogue is designed to make locating resources straightforward. It can be used to check which items you have out on loan, make renewals and place reservations. The majority of electronic resources are available remotely unless restricted by the supplier, and also include subject gateways, multimedia resources, national and international catalogues and ebooks. Full details of online materials may be found at: <http://www.lr.mdx.ac.uk/lib/eresources/index.htm>.

Programme specific resources

The Learning Resources team is available to provide advice and support for your learning needs and to ensure that services and resources are relevant and of a high quality. The team provides a range of training sessions in information skills and the use of subject specific resources. Contact details of your liaison librarian as well as details of specialist resources available for MSc Applied Psychology may be found at: <http://www.lr.mdx.ac.uk/lib/subjects/index.htm>.

Disability Support Service

If you have a long term medical condition, physical difficulty, sensory impairment, mental health problems or a specific learning difficulty (e.g. dyslexia) that you feel could impact on your studies and would like information about support provision that can be made available please contact the University's Disability Support Service. You are encouraged to make your situation known at the earliest opportunity to ensure due provision is made. Support can include, but is not restricted to: advice on Programme related study needs, arranging support such as note takers, personal assistants, liaison with tutors and funding authorities and arranging special provision for examinations and undertaking needs assessments for students applying for support through the Disabled Student's Allowance. Confidentiality will be respected and relevant details will only be disclosed with your permission.

For further details contact the Disability Support Service on 020 8411 4945; e-mail disability@mdx.ac.uk

or see 24-7

<http://www.mdx.ac.uk/24-7/Disability/index.htm>

Please also refer to the Programme Specification included in this Handbook which will state whether the programme excludes students with particular disabilities.

Dyslexia Support

There is a comprehensive range of services and facilities aimed to specifically support dyslexic students at the University. This includes initial screening, full cognitive assessment and subsequent tutorial support via English Language and Learning Support (ELLS) and a full needs assessment service for students applying for support through the Disabled Students Allowance, obtained via the Disability Support Service. Contact the Dyslexia Support Officer – Tel 020 8411 6285; e-mail Dyslexia@mdx.ac.uk.

Audio-visual Support/Computer Support

Staff provide workshops covering a range of software and equipment use to support programme needs. Details of the workshops may be found at www.lr.mdx.ac.uk/learning/index.htm and on notice boards within the LRC.

English Language and Learning Support (ELLS)

On each major campus, there is an ELLS lecturer who offers weekly workshops and tutorials on a variety of language and study topics including essay writing, dissertation writing, study skills. English language for overseas students and examination techniques. For information about schedules and how to contact your tutor, visit www.lr.mdx.ac.uk/lang/ells.htm

Help and Guidance

In addition to the above services, staff provide a series of help sheets at www.lr.mdx.ac.uk/document.htm and are available to answer your questions at enquiry desks in the LRC.

Numeracy Support

If you are having trouble with numeracy, the numeracy support tutor will help you with your specific problems. Contact details and further information may be found at <http://www.lr.mdx.ac.uk/learning/lnum.htm>

Student Membership of the University

All students following a programme of study leading towards a Middlesex University qualification are student members of the University. When you enrol, you give an undertaking to comply with the University Regulations. As a student member of the University, you have certain rights but also specific responsibilities. Other student members and staff also have rights and responsibilities and are expected to comply with the University Regulations.

Further information on your rights and responsibilities can be found in the University Regulations at www.mdx.ac.uk/regulations/

Health, Safety and Welfare

Information and advice regarding health, safety and welfare is accessible on a University wide basis. www.mdx.ac.uk/24-7 , the information resource for Middlesex University students, contains a summary of this advice. On this web site you will find useful information on:

- Health related issues such as registering with a doctor, dentist or optician. A summary of key infectious disease and a range of health matters such as minor illnesses, alcohol, drugs and travel.
- Health and safety issues such as the University's Health and Safety policy, first aid arrangements, fire procedures, accident reporting procedures and how to raise concerns. Also, several other key health and safety related policies such Alcohol and Substance Misuse and No Smoking.
- Personal safety related issues such as, reporting and dealing with crime. These are supported by useful numbers to contact while on campus or in halls.

The university strongly advises you to register with a local doctor on enrolment if you have moved away from home. More detailed guidance on the above will be brought to your attention at the start of your studies.

Appendix 1 - Programme Diagram MSc Applied Psychology

Autumn Term September- December 2009	Winter Term January- April 2010
PSY4012 Research Methods in Applied Psychology (30 credits) Module Leader: Dr Bahman Baluch Tuesdays 10.30-12.30	
PSY4017 Criminological and Legal Psychology (30 credits) Module Leader: Dr Joanna Adler Tuesdays 3.30-5.30	
PSY4101 Health Psychology (15 credits) Module leader: Dr Nicky Payne Thursdays 10.30 -12.30 Psy4111 Counselling and Psychotherapy (15 credits) Module Leader: Dr Fiona Starr/Pnina Shinebourne Thursdays 1.30-3.30pm	PSY4019 Applied Neuropsychology in Education Module leader: Dr Dagmara Annaz Thursdays 10.30-12.30 Psy4112: Applied Business Psychology (15 credits) Module Leaders: Sylvia Sheppard and Colin Wilson Thursdays 1.30pm-3.30pm
<p style="text-align: center;">PSY4222 Advanced Dissertation (60 credits) Module Leader: Dr Jackie Gray</p>	

Appendix 2- MSc Applied Psychology Assessment Map

Week/Date	Psy4012	Psy4017	Psy4019	Psy4101	Psy4111	Psy4112	Psy4222
29 th September 2009	Research Methods in Applied Psychology Study skills week	Criminological and Legal Psychology Study skills week	Applied Neuropsychology in Education Study skills week	Health Psychology Study skills week	Fundamentals in Counselling and Psychotherapy Study skills week	Applied Business Psychology Study skills week	Advanced Dissertation in Psychology Study skills week
5 th October Week 2	Thinking of quantitative and qualitative research designs		No teaching on this module this semester			No teaching on this module this semester	
12 th October Week 3	What is qualitative research?		No teaching on this module this semester			No teaching on this module this semester	Supervisor Allocation
19 th October Week 4	Designing qualitative research		No teaching on this module this semester			No teaching on this module this semester	
26 th October Week 5	Workshop Formative assessment	27 th October 1500-2000 words formative assessment of Learning Outcomes 1 & 2	No teaching on this module this semester			No teaching on this module this semester	
2 nd November Week 6	Stages in quantitative research Definition of key terms SPSS session		No teaching on this module this semester			No teaching on this module this semester	
9 th November Week 7	Stages in		No teaching on this module this	Formative assessment		No teaching on this	Dissertation Planning 10.11.09

	quantitative research. Definition of key terms in quantitative research SPSS session		semester	A submitted by 13 th Nov.	module this semester	
16 th November Week 8	Descriptive statistics SPSS session		No teaching on this module this semester		No teaching on this module this semester	
23 rd November Week 9	Descriptive statistics SPSS session		No teaching on this module this semester		No teaching on this module this semester	
30 th November Week 10	Descriptive statistic		No teaching on this module this semester		No teaching on this module this semester	
7 th December Week 11	Inferential statistics		No teaching on this module this semester		No teaching on this module this semester	
14 th December Week 12	Inferential statistics t-test and ANOVA	15 th December Summative Assessment 1 assessing Learning Outcomes 1 & 3 and worth 25% of the final mark	No teaching on this module this semester	Summative assessment B submitted by 18 th December.	No teaching on this module this semester	
21 st December	Christmas break	Christmas break	Christmas break	Christmas break	Christmas break	Christmas break
	New year break	New year break	New year break	New year break	New year break	New year break

2010									
4 th January 2010- university opens	No formal teaching	No formal teaching	No formal teaching	No formal teaching	No formal teaching	No formal teaching	No formal teaching	No formal teaching	No formal teaching
11 th January Week 13	Correlations		Introduction to the module/Guest speaker?	Summative assessment C submitted by 15 th Jan.	No teaching on this module this semester	No teaching on this module this semester	No teaching on this module this semester	No teaching on this module this semester	Presentations 12.01.10 (F)
18 th January Week 14	Summative Practical Assessment 1 conducted in the lab (25%)		Principles in Education and Clinical settings	No teaching on this module this semester	No teaching on this module this semester	No teaching on this module this semester	No teaching on this module this semester	No teaching on this module this semester	
25 th January Week 15	Formative assessment- Qualitative Research		Special Needs in Education	No teaching on this module this semester	No teaching on this module this semester	No teaching on this module this semester	No teaching on this module this semester	No teaching on this module this semester	
1 st February Week 16	Quantitative designs – Part 1		Development of Reading and Spelling	No teaching on this module this semester	No teaching on this module this semester	No teaching on this module this semester	No teaching on this module this semester	No teaching on this module this semester	Proposal to Supervisor (F)
8 th February Week 17	Critical review of a quantitative paper	9 th February Summative Assessment 2 assessing Learning Outcomes 1 & 4 and worth 25% of your final mark	Reading and Spelling development in different writing systems	No teaching on this module this semester	No teaching on this module this semester	No teaching on this module this semester	No teaching on this module this semester	No teaching on this module this semester	
15 th February Week 18	Quantitative designs part 2		Reading Week	No teaching on this module this semester	No teaching on this module this semester	No teaching on this module this semester	No teaching on this module this semester	No teaching on this module this semester	
22 nd February Week 19	Regression		Cognition and learning In class presentations	No teaching on this module this semester	No teaching on this module this semester	No teaching on this module this semester	No teaching on this module this semester	No teaching on this module this semester	

1 st March Week 20	Multiple regression		Developmental Dyslexia in different writing systems	No teaching on this module this semester	No teaching on this module this semester	No teaching on this module this semester		
8 th March Week 21	Mixed methods research: lecture and open session		Typical and atypical development of language	No teaching on this module this semester	No teaching on this module this semester	No teaching on this module this semester		Ethics submission (F)
15 th March Week 22	Writing up qualitative and quantitative papers/ proposals	No formal teaching	Typical and atypical development of mathematics	No formal teaching	No formal teaching	No teaching on this module this semester		No formal teaching
22 nd March Week 23	Assessment 2 Either 2,000 word critical review or in class presentation (25%)		Social and emotional development			No teaching on this module this semester		
29 th March Week 24	Assessment 2 Either 2,000 word critical review or in class presentation (25%)		Sensory and physical development			No teaching on this module this semester		
Thursday 1 st April 2010	Assessment 3 Research Proposal 50% of the final mark	1 st April Assessment 3 Learning Outcomes 1, 2 & 5 and worth 50% of the final mark	Summative assessment submission 100% of the final Mark			No teaching on this module this semester	Summative assessment 2,500 word essay, and a short project worth 50% of the mark each. Submitted by 1 st April	
 University	Easter break	Easter break	Easter break	Easter break	Easter break	Easter break	Easter break	Easter break

