Postgraduate Academy

Mental Health

MSc and PG Diploma Mental Health:

Psychological Therapies

Cultural and Global Perspectives in Mental Health Care

Student Handbook

2019-20

Queen Mary University of London
Barts and The London School of Medicine and Dentistry
Wolfson Institute of Preventive Medicine
Centre for Psychiatry
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Charterhouse Square
London EC1M 6BQ

This handbook is for all postgraduate students on the MSc in Mental Health programme, on the Pathways of Psychological Therapies and Cultural and Global Perspectives in Mental Health Care Mental Healthcare

This handbook should be used together with the Academic Regulations and the Student Guide. This handbook provides information specific to the Centre for Psychiatry/School of Medicine and Dentistry, while the Student Guide gives information common to all students at Queen Mary University of London (Queen Mary). The Academic Regulations provide detailed information on progression, award and classification requirements.

Nothing in this handbook overrides the Academic Regulations, which always take precedence.

This handbook is also available online at:

QMPlus: https://QMPlus.qmul.ac.uk/course/view.php?id=8644

This handbook is available in large print format. If you would like a large print copy, or any other requirements for the handbook please contact the Mental Health Academy admin team (MHA-admin@qmul.ac.uk).

The Student Guide is available online at:
my.qmul.ac.uk/studentguide

The Academic Regulations are available online at:

www.arcs.qmul.ac.uk/policy/index.html

Disclaimer

The information in this handbook is correct as of September 2019. In the unlikely event of substantial amendments to the material, the Centre for Psychiatry/School of Medicine and Dentistry will inform you of the changes.

Queen Mary cannot accept responsibility for the accuracy or reliability of information given in third party publications or websites referred to in this handbook.

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1. An introduction to the course

1.1.   Welcome to the course

A very warm welcome to the MSc Programmes at the Centre for Psychiatry, Queen Mary University of London.

You have chosen your postgraduate course wisely. Queen Mary is one of the world's leading universities (in the top one per cent of universities in the world according to the Times Higher Education). We have an impressive reputation for academic excellence, reinforced by our membership of the Russell Group of leading UK universities, which helps us to attract some of the brightest minds to study, teach and research here.

The Centre for Psychiatry, which is a part of the Wolfson Institute of Preventive Medicine, is at the forefront of research internationally into the prevention and treatment of mental illness through biopsychosocial mechanisms. We also have an active suite of postgraduate teaching in mental health, including programmes on psychological therapies; cultural and global perspectives on mental health; creative arts and mental health; and forensic mental health, attracting over 120 students in 2017-18 and 18-19. These programmes provide students with a unique, culturally-informed approach to clinical and research work in mental health settings.

Both our courses in Psychological Therapies and Cultural Global Perspectives in Mental Healthcare are designed to appeal both to those who are beginning their steps to a clinical or research career in mental health, or those who have already established a professional identity in mental health and are looking to broaden their knowledge or practice. Many of the lecturers you will encounter are clinicians or researchers who are internationally respected for their work and have considerable expertise to impart. I encourage you to take full advantage of your contact with them and not to be shy in asking questions or challenging accepted knowledge around mental health.

I sincerely hope you find your studies here challenging and enjoyable.

Dr Mark Freestone

Senior Lecturer and Taught Programmes Lead

1.2. Aims of the course

We aim to develop our students' ability to think critically about working in mental health and mental health research, based on an in-depth understanding of cultural and global perspectives in mental healthcare and psychological therapies. Module 1 provides students with a review of core mental health skills, such as assessment, diagnosis and formulation. In Module 2, the course splits into pathways, providing students with lectures on contemporary and classical issues in the respective fields. In Module 3, students receive training in research skills. The MSc Mental Health is multidisciplinary, and we have established ourselves as a world-leading centre offering an innovative curriculum.

Each module within the course has its own Module handbook, which contains detailed guidance on assessments, deadlines, important dates and marking. This Programme handbook provides general guidance on approaching your studies and seeking help or guidance.

Copies of all handbooks are available on the QMPlus Virtual Learning Environment at http://qmplus.qmul.ac.uk.

Cultural and Global Perspectives in Mental Health Care Mental Healthcare

The Cultural and Global Perspectives in Mental Health Care pathway primarily focuses on cultural capability in mental health, social care and research. Students will develop an understanding of the impact of socio-cultural factors on mental health, mental illness and mental health care and about mental health research and practice in various multicultural societies and settings worldwide. Students will be introduced to key topics in cultural mental health, such as refugee and migrant mental health; violence and human rights, globalization, spirituality and suicide prevention. Students will also learn about ethnographic and other relevant research methodologies and reflect on ethical issues in carrying out research in culturally diverse contexts.

Students undertake a placement related to cultural mental health care for reflective practice and complete a research project or systematic literature review on a related topic.

Psychological Therapies

The Psychological Therapies pathway focuses on developing an understanding of the main psychotherapeutic approaches available and contemporary issues and debates in the field. Students will be introduced to the major psychological therapies (e.g. cognitive-behavioural, cognitive analytic, psychoanalytic, group and family therapies), with emphasis being placed on how diversity can impact upon the therapeutic relationship. Consideration will also be given to ethical issues, and the methodological challenges of carrying out research in this area, and students will complete a research project / systematic review. In supervised clinical work in settings that offer therapeutic or supportive interventions, students can link theory to practice and gain valuable skills.

Difference between full and part time

Full-time MSc students complete all three modules in one year, PG Dip students the first two modules respectively. Part time students complete Modules 1 and 2 (all lectures and exams) in Year One and Module 3 in Year Two.

Important Dates

All important dates for course members are kept on the QMPlus system: (http://qmplus.qmul.ac.uk)

1.3. Distance Learning

Distance Learning (DL) students will have online access to all course materials and submit assignments through the Virtual Learning Environment (QMPlus). Pre-recorded lectures will be available so that the learners can engage with the material prior to the weekly, live Distance Learning tutorials. Tutorials are compulsory as these are invaluable in assisting you in successfully meeting the demands of the course.

Distance Learning students are required to have access to a stable high speed internet connection and a suitable computer. We recommend an internet connection speed of >1Mbps. You can check this using www.speedtest.net. You will also need a webcam and either headphones and a microphone or a headset with microphone.

The Virtual Learning Classroom (VLC) is a fast-paced lecturer facilitated learning experience that provides all the technology you would find in a 21st century classroom. The VLC provides access to video, audio, power point presentation and interactive whiteboard, so that all students can engage with the tutor/lecturer and other students in real-time collaborative learning. Students will also have access to chat rooms and other webhosted activities designed to enhance the Distance Learning experience and promote collaborative learning with other students on the course. Links for the weekly classes will be announced on QMPlus.

1.4. Expectations

Students on the course are a diverse group with a range of previous experiences, skills and expectations. Sometimes students expect a lot more individual assistance than is practical or suitable for an MSc course. This section outlines the UK Quality Assurance Agency (QAA) level 7 descriptors for a Master's level course, some key expectations course staff have of students and what students can expect of course staff.

What this course will teach you

The Quality Assurance Agency for Higher Education (QAA) expects that graduates of specialised/advanced study master's degrees typically have demonstrated:

- a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of their academic discipline, field of study or area of professional practice
- a comprehensive understanding of techniques applicable to their own research or advanced scholarship.

- originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline
- conceptual understanding that enables the student: -
  - to evaluate critically current research and advanced scholarship in the discipline
  - to evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses.

Typically, holders of the qualification will be able to:

- deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate their conclusions clearly to specialist and non-specialist audiences.
- demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level
- continue to advance their knowledge and understanding, and to develop new skills to a high level.

And holders will have:

- the qualities and transferable skills necessary for employment requiring: -
  - the exercise of initiative and personal responsibility
  - decision-making in complex and unpredictable situations
  - the independent learning ability required for continuing professional development.

Staff expectations of students

We expect students to:

- **Be responsible for their own learning:** As this is a Master's level course and one of the aims is to develop critical thinking, students will be expected to be responsible for their own learning. This means students identifying their own learning needs, doing additional reading, studying outside of the course lectures and using all possible resources to help reach their own learning goals.

- **Be professional:** Working in mental health requires a high level of personal responsibility, commitment, resilience and respect for professional boundaries. In this course you will learn more about these attributes, but we expect all our students to model professional conduct whenever they are engaging with the course or their external placements.

- **Identify and use available resources:** Queen Mary provides a wide range of resources to assist with learning. We expect students to familiarise themselves with these resources (e.g. library, IT resources, Language Learning Centre) and access them as required.

- **Be responsible for securing their own placement or supervised clinical work placement:** Whilst the course can offer some guidance and signposting with regards to

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placements, it remains the responsibility of the student to identify and secure their own relevant placement.

- **Follow the Attendance Policy (available on QMPlus).**

- **Attend lectures promptly and on time:** Turning up late is distracting to the lecturer and other students. Please be on time and **do not enter the lecture room if you are more than 10 mins late**. Mobile phones should be switched off during lectures and tutorials. No food is allowed in lecture rooms during lectures.

- **Communicate with course staff:** Course staff are here to assist you with your learning and to help you get the most out of your MSc. We rely on feedback from students to improve the course. We are also here to help if you are having any problems on the course; however, we rely on you contacting us to let us know of any issues.

- **Adhere by the rules of Conduct as instructed by the College:** All students are expected to adhere to the rules and regulations of the University for student Conduct. Please follow the link below to learn more about the Code of Student Discipline:

  http://www.arcs.qmul.ac.uk/students/student-appeals/appeals/

Note that at the start of Module 1, students elect student representatives who will then have regular meetings with staff through the Staff-student liaison committee (SSLC).

Student expectations of staff

You can expect staff to:

- **Support you with your learning and development:** Course staff will provide you with a range of resources to assist your learning and development. These resources will include:
  - o **Group tutorial sessions:** We generally provide tutorials in a group format as we find that this is the most effective way to assist students with learning.
  - o **Lectures:** Lectures are provided live, with recorded versions available online which can also be reviewed at other times to help consolidate learning.
  - o **Feedback on assignments:** Students will receive feedback on their course work assignments. Due to college regulations, it is not possible to give individual feedback on examinations.
  - o **Individual assistance:** Students can approach any of the course team for further assistance or help with any aspects of the course. It is the responsibility of students to raise any concerns about their learning or personal circumstances with their academic advisor.

- **Support you with your research:** You will be allocated an academic advisor who will also be your research supervisor at the start of Module 1. Research supervision will be provided in group tutorials, with individual meetings in exceptional circumstances. You will be offered six group research tutorials in Module 3**.**

- **Provide you with information in a timely and accurate manner:** We understand that studying can be stressful, so we will endeavour to provide you with all necessary information in a timely and efficient manner. Mistakes can sometimes be made, and we need you to let us know if something goes wrong, so that we can address it as soon as possible.

1.5. Course information and administration

Communication with students

Queen Mary will communicate with you in a variety of ways. Formal correspondence will be sent to you by electronic letter, and it is important that you keep Queen Mary up to date with your personal details and address. You can do this online via the MySIS record system: *http://www.arcs.qmul.ac.uk/students/mysis-record/index.html* .

It is most common for the school/institute, Queen Mary and the Students' Union to contact you by your Queen Mary email. You are assigned a university email address when you enrol, and you are responsible for checking this account on a daily basis. All major notifications and updates will be sent to you by email first.

The QMPlus Online Learning Environment will be used for all course communications, such as announcements, cancellation of lectures and similar, so check the announcements section of the Virtual Learning Environment regularly.

You can access your email account by logging on to a Queen Mary computer, or, if you are not on campus, at: http://mail.qmul.ac.uk . To contact a member of staff, please use the details below.

Contacting lecturers and academic advisors

You will be assigned an academic advisor / research supervisor for semester 1 and 2 and your dissertation. If you have any issues or problems, please contact your advisor first so that they can direct you to the most suitable support.

In general, any questions about the course content, teaching or questions about the course should be directed towards your academic advisor in the first instance. They are primarily responsible for the delivery of the MSc and will be able to answer questions on a wide range of topics. Email is the preferred method for contact.

General questions about dates, deadlines, administration or timetables should be sent to the administration team (mha-admin@qmul.ac.uk).

Senior Lecturer/Director of Postgraduate Taught Programmes
Dr Mark Freestone
m.c.freestone@qmul.ac.uk

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sabina.adams@qmul.ac.uk
Tel: +44 (0)20 7882 2018

E-Learning Technologists
(Tues - Thurs)
e-learningmentalhealth@qmul.ac.uk
Tel: +44 (0)20 7882 2016

Offices

The offices for the Centre for Psychiatry are located at:

Old Anatomy Building
Queen Mary University of London
Charterhouse Square Campus
London EC1M 6BQ

A campus map is available here:

http://www.qmul.ac.uk/about/howtofindus/ (select the relevant campus to see maps)

The office is normally open from 9am to 5pm. Please note that visits to the office are by appointment only. Please contact one of the course staff below if you would like to make an appointment.

Administration

For any difficulties related to administration of the course, such as ID cards, sickness, wanting to change from full to part time or vice versa, in the first instance contact the course administrator (mha-admin@qmul.ac.uk)

For any issues related to finance and payment of fees, contact the Fees Office.

Fees office:
Melecia Lewin
m.lewin@qmul.ac.uk
Tel: +44 (0)20 7882 7676

Admissions Office:
Tel: 0207 882 5511
PGadmissionsSMD@qmul.ac.uk
wolfpgadmissions@qmul.ac.uk

Student Enquiry Centre
(For confirmation of attendance letters
& other relevant services):
studentenquiry@qmul.ac.uk
Tel: +44 (0)20 7882 5005
Student Registry:

Student Records Officer
Molly Beaumont
Tel: +44 (0)20 7882 7907
m.r.beaumont@qmul.ac.uk

http://www.arcs.qmul.ac.uk/students/sec/

Student Records Administrators:
Maria Georgoula / Ken Shuttleworth
m.georgoula@qmul.ac.uk
k.shuttleworth@qmul.ac.uk
Tel: +44 (0) 207 882/ 5578/5756

Student Guide and New Student information
A lot of useful information on college regulations, support and resources available can be found in the college handbook and induction website:
www.qmul.ac.uk/newstudentinduction/

QMPlus and E-Learning

Any problems with QMPlus or other E-Learning resources, please contact the Learning Technologist on e-learningmentalhealth@qmul.ac.uk or the IT helpdesk on 020 7882 8888 or http://helpdesk.qmul.ac.uk

1.6.   Student Representation

Your views are important to the Centre for Psychiatry and to Queen Mary. There are a variety of ways in which you can tell us what you think and share your ideas for improvements. Student representatives, elected by you and your fellow students, also speak on behalf of the student body at the School, Faculty and Queen Mary-wide level via various committees, groups and meetings. More information can be found at: https://www.qmul.ac.uk/tell-us/

Staff-Student Liaison Committee (SSLC)

The SSLC meets twice in semesters One and Two, and once in the final semester, to discuss any ongoing concerns with the course or other student issues. Two student representatives from each course are elected at, or shortly after, the Induction session in September based on a vote within the student body. If you have concerns that are related to the course but not to your own academic performance, you can ask your representatives to bring these to the SSLC meeting.

Postgraduate Taught Experience Survey (PTES)

The Postgraduate Taught Experience Survey (PTES) is conducted every year. It is facilitated by Advance HE, the national body that champions teaching excellence. The PTES gives you, as a postgraduate taught student, an opportunity to give your opinions on what you like about your time at Queen Mary, as well as those aspects that you feel could be improved. Please do consider completing the survey; your feedback really is invaluable and will help us make a difference for future generations of Queen Mary students.

http://my.qmul.ac.uk/your-voice/feedback/postgraduate-taught-experience-survey/

1.7.   Appeals and Complaints

An academic appeal is a request to review a decision about progression, assessment or award. Before you submit an appeal please speak to your tutor about the decision you wish to appeal as many issues can be resolved without the need for an appeal. The teaching team will be able to provide you with feedback on your marks, or degree classification. Please note that appeals cannot provide feedback on academic work.

Appeals against academic judgment are not permitted, this means you cannot appeal simply because you think the mark you have received is too low.

There are two grounds for appeal:

- procedural error: Where the process leading to the decision being appealed against was not conducted in accordance with Queen Mary's procedure, such that there is reasonable doubt as to whether the outcome might have been different had the error not occurred. Procedural error shall include alleged administrative or clerical error, and bias in the operation of the procedure.

- that exceptional circumstances, illness, or other relevant factors were not made known at the time for good reason or were not properly taken into account.

An appeal must be submitted within 14 days of the notification of the decision you want to appeal and should be submitted from your Queen Mary email to appeals@qmul.ac.uk.

Further information about how to appeal and the appeal form can be found on the Queen Mary website: http://www.arcs.qmul.ac.uk/students/student-appeals/appeals/index.html

If you are not satisfied with the outcome of your appeal you may submit a Final Review to the Principal's nominee. Once a Final Review is complete you will be sent a Completion of Procedures letter which outlines the final decision of Queen Mary and the reasons for the decision.

Complaints

Before submitting a complaint, you are advised to speak to a member of staff in the teaching team, as most issues can be resolved informally without the need for a formal complaint. If you are still unhappy, you can email the Business Manager, Rehana Patel (Rehana.patel@qmul.ac.uk) who will escalate your complaint to the Student Experience Lead, who will meet with you to discuss a solution.

If your issue it not resolved through the informal process, then you will need to complete the Stage 1 complaint form and submit this to the relevant School/Institute/Professional Services Head for investigation under the Student Complaints Policy:

http://www.arcs.qmul.ac.uk/students/student-appeals/complaints/index.html

Most complaints are resolved at or before Stage 1 but if your matter is still not resolved then there are two further stages to the policy, which are the institutional level and review stage.

When the complaint process is finished you will be issued with a Completion of Procedures letter explaining the final decision and the reasons for it.

Office of the Independent Adjudicator (OIA)

If you are unhappy with the outcome of an appeal or complaint then you may submit a complaint to the OIA within twelve months of receiving your Completion of Procedures letter. The OIA is the independent body set up to review student complaints and is free to students. For further information regarding the OIA please visit their website: http://www.oiahe.org.uk/

1.8. Personal information and data protection

During application and at (re-)enrolment you provide us with personal information about yourself such as relevant addresses and information about your background, which is held in systems such as MySIS. It's important that you ensure this information is accurate and keep it up to date. Throughout your studies (or after you graduate) you may also provide, or we may collect, other personal information and you should be aware that this also includes any work you submit for assessment in the course of your studies. Tutors may occasionally use anonymised student essays (or portions from them) as part of the teaching process. We hope you will be willing to support

your fellow students by allowing this, but you may opt out by contacting your school office. Other markers of engagement are monitored to help support students. If you engage with your Advisor or other support services, notes may be kept and shared with appropriate individuals.

We ensure that all personal data is held securely and not disclosed to third parties without your consent, unless we are obliged to do so by law - for example the annual student record that we submit to the Higher Education Statistics Agency - or other conditions allow.

HESA requires us to collect details of our students' ethnicities and disabilities as a means of monitoring the success of equal opportunities policies at a national level. This information is kept confidential and helps us to provide you with support and information on facilities and services that may be useful.

When you enrol or re-enrol online you will be asked to read a privacy notice about the purposes for which we use your personal data and to whom we may disclose it when required. You must read this carefully. All personal data is maintained in accordance with accordance with data protection legislation. For more information, visit: https://www.qmul.ac.uk/privacy/ and/or contact Queen Mary's Data Protection Officer via data-protection@qmul.ac.uk

1.9.   Use of Queen Mary ID Card

You will receive a Queen Mary photo-identity (ID) card upon enrolment. This card is very important, and must be carried at all times on campus. If you do not produce this card upon request and satisfy staff that it is your card through comparison of your face and the photograph, you may be removed from the building, or from campus. Misuse of your card will normally lead to an investigation under the Code of Student Discipline (http://www.arcs.qmul.ac.uk/students/student-appeals/misconduct/)

The card shows your student number. You must take your card into all examinations, and display it on your table for inspection. You will also need to copy the student number onto your paper.

The card also serves as your library card, and as an access card for certain buildings and equipment (such as printers and photocopiers). Many buildings have security points at which you must show your card, and others require you to scan your card to release the doors.

You may also be required to present your card to confirm your attendance (e.g you may need to touch your card on a reader in a lecture theatre).

It is vital that you keep your card safe and with you at all times on campus. If you lose your card, or if your card is stolen, you should contact the Student Enquiry Centre (http://www.arcs.qmul.ac.uk/students/sec/student-card/index.html), who will be able to help you. A fee is charged to replace lost ID Cards.

1.10. Safety and Emergencies

You should familiarise yourself with emergency procedures for all areas in which you work, noting the location of emergency exits, assembly points and equipment. On hearing a fire alarm in a QM

building, you should immediately leave through the nearest emergency exit, unless redirected by a Fire Marshall. Do not go to any other part of the building for any reason. Proceed to the designated emergency assembly area and report to the Fire Marshal. Do not leave the assembly area or re-enter the building until instructed to do so. Failure to follow these procedures may lead to disciplinary action. **The assembly point for the Rotblat Teaching rooms on Charterhouse Square is the grassy area in front of Dawson Hall.**

 Tampering with fire alarms or fire-fighting equipment is a serious offence, and we will take disciplinary action may be taken against any student responsible who break this rule.

In an emergency, dial 3333 from any internal phone and clearly state the nature and location of the problem, your name, and the number you are calling from (if known). If there is no internal phone available, call 999 and follow the normal procedure. You should ensure that corridors and doorways are not obstructed and that firefighting equipment is not removed from its station.

First aid assistance for minor accidents can be obtained by dialling 3333 from an internal phone, or 020 7882 3333 from any other telephone.

1.11. QMPlus Introduction

QMPlus is Queen Mary's Online Learning Environment. It is an on-line resource where you can access all of your teaching materials, which include presentations, hand-outs, video and other content. Assignments are always submitted through QMPlus. This means students do not have to visit the department to deliver a piece of work. There are also discussion boards; some of the discussions are directed, others are student generated.

Access to QMPlus is the same username and password you use to access your email, this link will take you to QMPlus: http://QMPlus.qmul.ac.uk/

1.12. Technical requirements

To get the best from QMPlus, you will need a computer running at least Windows 7, Mac OS 10.4. You will be accessing QMPlus using a web-browser; we recommend the latest versions of these popular browsers: Google Chrome, Microsoft Internet Explorer, Firefox, Safari.

We also recommend you have the latest versions of the following software:
- Adobe Flash Player (www.adobe.com)
- Adobe Reader (www.adobe.com)
- QuickTime (www.apple.com/quicktime)
- Java (www.java.com)

All students will need speakers or headphones to listen to the pre-recorded lecture material. DL students you will need headphones and a microphone or suitable headset. In addition we prefer you also have a webcam.

If you are considering buying a PC specifically for this course, then the below specs will cover everything and leave you with a good computer for the future.

Platform	PC	Mac
Operating System	Windows 7, 8 or 10 (64-Bit is Preferred)	OS X Version 10.6 (or higher)
Processor Speed	Laptop or Tablet: Intel Core i3	Core 2 Duo 2.4 GHz (or higher)

	(or higher)	
Memory (RAM)	4 GB minimum'	4 GB minimum'
Hard Disk Drive	250 GB or bigger	250 GB or bigger
USB External Hard Drive / Back-up Drive (Optional)	250 GB	250 GB
Removable Storage	USB Flash Memory – 8 GB or higher	USB Flash Memory - 8 GB or higher
Software	MS Office 2010 or later. McAfee anti-virus software (or other anti-virus programme)	MS Office 2010 or later. McAfee anti-virus software (or other anti-virus programme)

Tablets and Mobile Devices

Tablets and mobile devices are excellent tools for e-learning although they have some limitations. Please be aware we are always looking to new technology to improve how to deliver this on these devices. At the moment there are some limitations for watching video on these devices. It is also not possible with many of these devices to prepare your assignments and upload them, we advise you to use a computer/laptop for assignment work.

2. Methods of teaching

2.1. Lectures

Onsite students are required to attend weekly lectures. You will be required to read lecture materials prior to the lectures. The pre-recorded lectures will also be available to onsite students as supplementary materials. Due to copyright and college regulations, students are not permitted to create their own recordings of lectures.

2.2. Academic and research tutorials

In all three Modules, students will attend weekly group tutorials with their supervisor/advisor to discuss matters on the course. For Module 2, onsite students enrolled in the Psychological Therapies programme will also attend weekly experiential groups, in addition to their tutorials. For Module 3, all students will attend six group tutorials purely for their research project.

Part-time students will have separate research tutorials from full-time students. Part time students will not attend group tutorials in Module 3, year 1, but instead will organise with their tutors to have 2 research meetings each term in year 2.

Supervision and group tutorials serve several functions. They are an opportunity to develop your academic, writing and critical thinking skills. Developing these skills is an essential part of the course and will help with completion of your dissertation.

In addition, these sessions will also help you to develop your research project and gain the skills you need to complete your dissertation.

3. Methods of assessment

Multiple assessment methods are used throughout the course to aid learning and development. These include exams, regular written coursework and assignments and the research dissertation.

All written assessments EXCEPT for exams must be submitted through QMPlus.

Assessment information is in the Module Handbook.

4. Placements

4.1.   Psychological Therapies: Supervised Clinical Work Placement

What is supervised clinical work?

The Psychological Therapies pathway requires you to undertake some supervised clinical work. You will need to find a placement where you can undertake supervised clinical work involving psychological practice. The amount of time required is flexible, but you should aim to complete at least 25 hours of contact time with service users (not including training, administrative work and supervision: without this you are unlikely to have enough material to complete your assignments.

> *Note 1: Students are expected to complete their placement sessions by the end of May in the first academic year of study.*

> *Note 2: You must organise the supervised clinical work placement yourself, as part of this assignment is to develop your skills in independently researching information and contacting different organisations. Because of the nature of the work and commitment involved, some organisations may require you to attend for longer each week or to make a longer commitment than necessary just for the purposes of your assignments. This is for you to negotiate, but do bear in mind that placements will only provide training and supervision to individuals where it is also beneficial to the service, so a longer commitment may be required by some services and will be useful for you to gain further skills and experience.*

At the end of Module 1, you are expected to provide a written account detailing your supervised clinical work and your work plan (your Clinical Placement Report I). At the end of your placement you must provide a report of your supervised clinical work (your Clinical Placement Report II), reflecting on the processes, challenges and successes and what you would do differently later in the course.

If you are already working in a clinical setting (e.g. the NHS) or a setting where you offer help or advice to people (e.g. a social care or voluntary organisation), it is likely that you will be able to organise a supervised clinical placement with that organisation. *Crucially the placement needs to be clearly defined and different from your usual work role.*

Note: Because of the time taken to organise placements, we recommend that you organise this and contact relevant organisations as soon as possible from the start of term in September.

Suggestions for Supervised Clinical Work

The aim of the supervised clinical work is to provide experience of developing a helpful and supportive relationship with individuals in distress. Although some of you will be in contact with psychological therapy services and have some prior experience, and so will take up CBT, or group work, CAT or a similar therapy, some of you may not have this previous experience. However, our definition of "therapy" is very broad and does not just apply to psychotherapy or psychology services treating people with disorders. It could also include:

- Working as a befriender or mentor with an individual that you meet once per week.
- Working as a support worker to help vulnerable individuals or families to address social problems they experience.
- Doing behavioural activation or exposure work with clients who experience anxiety or need assistance in building up confidence in an area of their life.

The clinical work must be supervised so that you develop some reflective understanding of therapeutic processes. Your placement must therefore include a named supervisor. The course does not provide any clinical supervision to students.

Your choice of supervised clinical work placement will partly depend on your own skills, experience and interests. If you are already a practicing counsellor or therapist you may want to choose a more demanding placement than if you have very little therapy experience. Previous placements have included:

- Conducting assessments and interventions for a substance use charity.
- Working as a support worker in a community domestic violence project.
- Providing motivational interviewing in an NHS substance misuse service.
- Providing Cognitive Analytic Therapy in an NHS psychotherapy department.

You will provide a written statement of the placement plan by the end of Module 1, although you may already have started if you are a full-time student. At the end of Module 2, you must submit reports of your supervised clinical work with clients, showing your experiential and theoretical learning. These reports will be marked.

Students will require a letter signed by their placement supervisor confirming that they have undertaken the Clinical Work Placement; this needs to be submitted with the placement report.

Note: If you are unsure about whether a placement is suitable, then contact your academic advisor.

4.2. *Cultural and Global Perspectives in Mental Health Care: Work Placement*

What is a work placement?

The Cultural and Global Perspectives in Mental Health Care pathway includes a work placement, which needs to be completed by the end of May. You will be required to spend one day a week (totalling a minimum of 50 hours) doing a placement that is broadly related to what you are learning about on the course. Placements can be in health or mental health services or organisations that provide support to people (e.g. organizations for people from immigrant and/or refugee backgrounds, asylum seekers, global mental health and development agencies). The aim of the placement is for you to gain some practical experience of the field you are studying and to help you reflect on and apply some of what you learn on the course. Through participant observation, you will identify a single area of practice that is worthy and appropriate for change within the organisation.   This practice can be a positive practice you observe within the organisation that isn't yet standardised in their service delivery (e.g. an observed engagement strategy) but would benefit the organisation, a current practice within the organisation that could be improved using techniques or tools introduced during the course (e.g. the BEMI) or a new practice that might assist the organisation in managing a challenge or gap they face in their current service delivery (e.g. guidelines for using translators). You will feedback your observations to the organisation and present them with your proposal for change. Where possible, you will attempt to support them in making that change, talking to people and working with them to achieve it. Examples of placements can be identified by discussion with the course lecturers and tutors.

At the end of Module 1, you are expected to provide a written account of the process for identifying the placement and deciding what practice you wish to change. This may include a description of your placement and what you hope to do there. We recommend that students plan to start their placements before your first written account, so that you have enough time to complete your hours. You then need to provide a reflective written piece of work on the participant observation you undertook and the practice you attempted to change discussing processes, challenges and successes you experienced and what you would do differently in the future (Module 2).

If you are already working in a clinical setting (e.g. the NHS) or a setting where you offer help or advice to people (e.g. a social care or voluntary organisation), it is likely that you will be able to organise a supervised clinical placement or work placement with that organisation. Crucially the placement needs to be clearly defined and different from your usual work role.

Note: Because of the time taken to organise placements, we recommend that you organise this and contact relevant organisations as soon as possible.

Students will require a letter signed by their placement supervisor confirming that they have undertaken the Clinical Work Placement; this needs to be submitted with the placement report.

Suggestions for placements

Students in previous years have done a range of placements. People who were already working in an NHS or a clinical setting implemented some aspects of culturally competent practice into the work of their service. For example they:

- Provided a consultation service for colleagues on cultural issues.
- Provided training to other staff members.
- Developed the cultural policy of a service.

These are just suggestions; placements vary a lot and people do many different things. What you choose to do will vary depending on your placement.

When approaching services, try to think creatively about what you can do to help them. For example, you could approach a mentoring service that works with mental health service users from Black and Ethnic Minority groups and offer to provide training or consultation on Cultural and Global Perspectives in Mental Health Care . The placement could then be the time you spend developing this training or conducting this training with the service. Or you could join a service and observe how they deal with cultural issues within their service and then provide feedback to them.

Please note; If you are unsure about whether a placement is suitable, then contact your tutor.

Not already working in a clinical setting?

If you are not already working in a clinical or voluntary setting, then we suggest starting to find a placement as soon as possible. The placement doesn't have to be in an NHS setting, but could also be in the private or voluntary sector. You could contact a range of places telling them what you would like to do, about your MSc course and what you could offer them. Suggestions for contacting organisations can be found below. Here are some examples of the types of organisations you could approach:

- NHS services. Most NHS mental health services would be appropriate for a placement. Examples include:
  - A mental health outreach team
  - A community mental health adult team
  - A child and adolescent team
  - A homeless service
  - A mother and baby unit
  - An eating disorder unit

  Most NHS Trusts offer volunteering or work placement services, which include work that will involve contact with service users. Two of the NHS Mental Health Trusts local to Queen Mary are:

  East London NHS Foundation Trust:
  https://www.elft.nhs.uk/Get-Involved/Volunteering

North East London NHS Trust:
http://www.nelft.nhs.uk/volunteering

Barnet, Enfield and Haringey NHS Trust
http://www.beh-mht.nhs.uk/other-opportunities.htm

- Many voluntary services that support mental health service users would also be suitable. Examples include organisations which:
  o Provide mental health services to a particular group (e.g. young people, refugees)
  o Provide psychosocial support or advice to service users
  o A mentoring or befriending service
  o A homeless charity that provides outreach services to individuals with mental health problems
  o A voluntary substance use service in an ethnically diverse area of London

4.3. A note about criminal record checks

Recently, there have been a number of changes to the law to help protect children and vulnerable adults (including mental health service users). These changes include much stricter rules about who can and cannot work with children and vulnerable adults.

Most public organisations (e.g. schools, NHS trusts and voluntary organisations) are by law required to do a **criminal record check** of anyone working with vulnerable adults or children and this requirement now applies to many voluntary and community organisations. This check is carried out by the Disclosure and Barring Service and is often referred to as a "DBS check" or a "CRB check". In a DBS check you provide your personal details (name, address etc.) and a check is made against the UK Police National Computer for any records of convictions or cautions (and sometimes arrests) you may have. DBS checks take time to complete (a few weeks to a month or more) and depending on the organisation, you may not be able to start working with clients until your DBS check has been received.

Note: Our understanding of the guidance is that any role where you have regular contact with vulnerable adults or children will require a DBS check, so we expect that most placements will require a check to be completed. This is another good reason to start looking for your placement early!

4.4. Potential places to contact for placements

Note to overseas students: Many organisations are keen to have people working for them who can speak English and another language that is spoken within the community in which they work (e.g. Bengali or Turkish). So do not forget that knowing other languages is a huge advantage and that it could be very helpful in getting you a placement. This should be mentioned in any application you make.

Here are some suggestions for organisations to contact about placements.

- **Community service volunteers** - http://volunteeringmatters.org.uk/

CSV offer information on different voluntary organisations in the London area

- **Volunteering England -** http://www.volunteering.org.uk/
  Similar to CSV, they offer information on a range of voluntary organisations

- **Local NHS mental health trusts**
  You can find details of all trusts and NHS services in London by looking on the internet. You can find individual services to contact for supervised clinical work placements. You could also consider contacting headquarters to see if you could do some policy based work. A number of trusts also have voluntary departments or links with volunteering agencies. For a list of all mental health trusts in England see: http://www.nhs.uk/ServiceDirectories/Pages/MentalHealthTrustListing.aspx

- **Refugee mental health and community-based organisations in London**
  There are a range of refugee mental health and different community groups representing many ethnic groups and cultures in London. Some examples are, MRCF (Migrant and Refugee Communities Forum) - an umbrella organisation working with a range of community groups), Halkevi (Kurdish & Turkish Community Centre – Hackney) and St Pancras Refugee Centre.

- **Mental health charities**
  There are a number of charities that provide services for different groups such as Mind (http://www.mind.org.uk/), and Centrepoint (http://www.centrepoint.org.uk/).

- **Search online**
  Most of the information above was found using search terms like "BME services London", "refugee support groups London" "NHS volunteering London" "mental health volunteering" "NHS mental health trusts London".

What If I get stuck?

If you have contacted many places and you have not been successful, then contact the course tutors **as soon as possible** and they will do what they can to help.

Please note that it is the student's responsibility to assure they are covered by (the host organization) insurance.

5. Rules and regulations

Please see the following for college wide administrative topics such as:

- Examinations guidelines
- Academic regulations
- Extenuating circumstances
- Student support services
- Disabilities and learning difficulties
- And many others

Examinations http://www.arcs.qmul.ac.uk/examinations/index.html

Student Guide: my.qmul.ac.uk/studentguide

Student Induction http://www.qmul.ac.uk/newstudentinduction/

5.1.   Re-submission Rules and Examination Re-sits

Students will be automatically registered for first sits and resits, unless they have already passed the Module overall. They can opt out (and forfeit the attempt) if they choose to do so. There will be no charges for resits.
For further information please see the Academic Regulations and Assessment Handbook
http://www.arcs.qmul.ac.uk/media/arcs/policyzone/academic/Academic-Regulations-2019-20.pdf

Please note that all resits assessments and modules will be capped at 50%. This means that even if your mark is above 50%, your final mark on the assignment and for that module will be 50%.

Unless you have already passed the Module overall, you will be allowed to re-sit an exam or re-submit an assessment that you have failed once your provisional overall Module mark is released. Failing the module means that you received an overall mark below 50%.

5.2.   Interruption of Study or Withdrawal from the Course

If you wish to interrupt or withdraw from your studies, you should inform your academic advisor immediately. The deadline for students to apply for interruption of study is mid-April. Students cannot interrupt their studies beyond this deadline without evidence of extenuating circumstances which prevented them from submitting this request before the deadline.

Students who wish to interrupt or withdraw from the programme are strongly advised to seek advice from advisors and the College's Advice and Counselling Service about their position with their tuition fees. An Interruption of Study form and Withdrawal from College forms can be found at:

Students who wish to either interrupt or withdraw from the course should read the 'Notes on Completing the Interruption of Study/Withdrawal from College Form.
http://www.arcs.qmul.ac.uk/students/study/interrupting/
http://www.arcs.qmul.ac.uk/students/study/withdrawing/

The following dates are a guide for students who wish to interrupt, withdraw or change their programme of study.

- Deadline for Change of Programme and transfer from full to part time: 29th November 2019

- Deadline for Interruption & withdrawals of study: 3 January 2020 & 1 May 2020 - if students wish to interrupt without sitting/submitting assessment.

5.3. Plagiarism

Queen Mary defines plagiarism as: "Presenting someone else's work as your own, whether you meant to or not. Close paraphrasing, copying from the work of another person, including another student, using the ideas of another person, without proper acknowledgement or repeating work you have previously submitted without properly referencing yourself (known as 'self plagiarism') also constitute plagiarism." Regulations on Assessment Offences are here:

http://www.arcs.qmul.ac.uk/students/student-appeals/assessment-offences/index.html.

Plagiarism is a serious offence and all students suspected of plagiarism will be subject to an investigation. If found guilty, penalties can include failure of the module to suspension or permanent withdrawal from Queen Mary.

It is your responsibility to ensure that you understand plagiarism and how to avoid it. The recommendations below can help you in avoiding plagiarism.

- Be sure to record your sources when taking notes, and to cite these if you use ideas or, especially, quotations from the original source. Be particularly careful if you are cutting and pasting information between two documents, and ensure that references are not lost in the process.
- Be sensible in referencing ideas – commonly held views that are generally accepted do not always require acknowledgment to particular sources. However, it is best to be safe to avoid plagiarism.
- Be particularly careful with quotations and paraphrasing.
- Be aware that technology, such as Turnitin, is now available at Queen Mary and elsewhere that can automatically detect plagiarism.
- Ensure that all works used are referenced appropriately in the text of your work and fully credited in your bibliography.

If in doubt, ask for further guidance from your academic advisor or module lead.

5.4. Turnitin

Turnitin is a piece of software that the course uses to check work for possible plagiarism and self-plagiarism. It works by scanning a very wide range of published and online material and looking for similarities between the submitted work and previously published or submitted work. We use Turnitin as a part of assignment submission. While it is a useful piece of software, it can at times give false results, for example giving you a high plagiarism score (e.g. 30% plagiarised), when in fact it has only identified several sentences or words that are commonly used together (e.g. 15 instances of very commonly used sets of words). Course staff will only be using it to identify assignments where the work has been clearly plagiarised, i.e. a paragraph has been directly copied.

Please note that when you use Turnitin to submit your dissertation, you will need to allow the programme 10-30 minutes, to give you a score for plagiarism. Turnitin may work more slowly in periods with many large submissions, such as July-August.

6. Marking

6.1. Marking of assignments and exams

All written examinations and the research dissertation are double-marked. All other submitted work is marked by one examiner with a proportion of submissions double marked to ensure consistency between examiners. Marks are then adjusted accordingly if inconsistencies occur. Your marks per assignment will be made available through you QMPlus area in the first instance; these are provisional marks until they are confirmed with the Exam Board.

Once your marks are confirmed, they will move to the MySIS system. To view your marks for assessment, log-in to MySIS (your personal area of SIS) with your usual computer log-in, where they will be listed. These are marks are provisional and subject to change until they are agreed by the appropriate subject examination board. MySIS will indicate whether the results are provisional or confirmed. Guides on checking your results on MySis are available on the Student Enquiry website *(*http://www.arcs.qmul.ac.uk/students/mysis-record/provisional-results/index.html)

6.2. Extenuating Circumstances and Late submissions

There are strict rules concerning the late submission of work. Work can only be submitted late without a penalty in extenuating circumstances. If something happens that is beyond your control and that may have a negative impact on your ability to undertake or complete any assessment, it is essential that you contact course staff as soon as possible. Students are required to report their extenuating circumstances formally PRIOR to the deadline of the assessment. Queen Mary does not accept retrospective applications for extenuating circumstances, so students need to inform someone about their problems as soon as possible.

Extenuating circumstances are defined by Queen Mary as:

> *Circumstances that are outside your control which may have a negative impact on your ability to undertake or complete any assessment so as to cast doubt on the likely validity of the assessment as a measure of your achievement.*

Extenuating circumstances are usually personal or health problems. Health problems include your emotional wellbeing and mental health, as well as your physical health. Extenuating circumstances do not include computer problems, misreading your exam timetable, planned holidays or local transport delays.

Queen Mary operates a fit to sit policy, which covers all assessments including coursework and exams. If you sit an exam or submit a piece of coursework you are deemed to be fit to do so. In such instances a request for extenuating circumstances will not normally be considered. If you do not feel you are well enough to attend an invigilated exam, then you should not attend and should submit a claim for extenuating circumstances instead. You will need to attend a medical consultation within three days of the date of your exam that you missed.

Similarly, if you get sick during an exam and must leave you will need to attend a medical consultation within three days.

To submit an extenuating circumstance request you must fill out the relevant form, which can be obtained from the course administrator as soon as the extenuating circumstances occur. The form is also available on QMPlus. The form should be completed and returned to the EC address msc-ec-applications@qmul.ac.uk as soon as possible.

What information does my EC application need to contain?

Your form must be accompanied by relevant supporting evidence (for example medical certification, death certificate, police report and crime number, or other written evidence from a person in authority). Please note that, although accompanying documentation can be submitted after the form, claims without any evidence cannot be considered. **Note that screen grabs from mobile phones are not accepted as evidence.**

As already mentioned, your documentation must be provided by an independent professional or an official organisation. Most often this will be a medical or health professional, or an organisation like one of the emergency services or a travel company. You might provide evidence from a member of staff at Queen Mary University of London if it is very difficult or impossible for you to obtain any other evidence. However, you should be aware that Queen Mary staff might not be able to provide this, as they might feel unable to authenticate your circumstances.

Acute medical conditions

A GP (doctor's) certificate will usually be sufficient, without a more detailed supporting statement. Make sure that your condition is clearly stated and legible, and that the dates cover the dates of the affected exam/s or assessment/s. You must provide an original certificate, with an original signature. Photocopies are not accepted.

Long term ill health, chronic conditions and non-medical circumstances

Your documentation should include the following information. You might find it useful to show this list to the person who is providing your documentation so that they know what to include.

- Brief information about your health circumstances or the incident affecting you
- Dates of any consultations with medical/health professionals or meetings with officials / other professionals
- Any outcomes of these consultations / meetings
- Dates of the affected period, which should cover the date/s of the affected exam/s or assessment/s
- If possible, details of any effects that medication, treatment or a particular incident is likely to have had on you
- If your difficulties are time limited, information about when you are likely to recover or things are likely to return to normal

- If your difficulties are ongoing, chronic or likely to be persistent, information about what episodes of a more serious nature you have had, and the likelihood of future serious episodes. It would be helpful to include some information about how you are affected in normal circumstances, when you are not experiencing a serious episode
- If possible, information about how your health or other circumstances are likely to have affected your physical or mental capacity during the affected period e.g. any effect on your performance or ability to attend university, concentrate on your studies, complete assessment/s, take formal exams (written, practical and oral) or follow normal academic procedures
- Any other relevant details

All extenuating circumstances claims are kept confidential until they are considered by a subcommittee of the examination board. All proceedings of the subcommittee are strictly confidential and will not normally be discussed at the full examination board meeting.

It is your own responsibility to submit any claims for extenuating circumstances, not that of your academic advisor. Please ensure that if you have what you believe is a valid case, you must complete the submission process in accordance with the School/Institute guidelines and deadlines.

Full details and guidance on extenuating circumstances can be found at:
https://www.welfare.qmul.ac.uk/guides/extenuating-circumstances/

For any application to be considered in the next weekly sub-board, students must complete the appropriate form and submit this, together with accompanying evidence, to the designated member of staff at least three days before the meeting of the extenuating circumstances sub-board for the Subject Examination Board. These sub-boards take place five times a year in December, March, May, June and September.

If the accompanying evidence cannot be submitted together with the Extenuating Circumstances form, final decision on extension cannot be taken until such evidence has not been received by the sub-board.

Please refer to the full guidance notes on extenuating circumstances from the Advice and Counselling service or online at
http://www.welfare.qmul.ac.uk/publications/studentadvice/index.html

6.3. Late Submissions

For every period of 24 hours or part thereof that an assignment is overdue without prior notification of Extenuating Circumstances there is a deduction of five per cent of the total marks available (i.e. five marks for an assessment marked out of 100). After seven days the mark would be reduced to zero, and recorded as a failure 0FL (zero, fail, late).

Therefore, work that is submitted one day late will automatically have 5% deducted, a submission that is two days late will automatically have 10% deducted and a submission that is six days late will automatically have 30% deducted. Work submitted later than seven days after the submission deadline, without the prior approval of course staff, will receive a 0 mark.

A late work penalty may be removed where a student provided good reason for the late submission under the extenuating circumstances policy. A student must submit a formal claim with supporting evidence in line with that policy in order for the circumstances to be considered.

The Centre may award extensions to submission deadlines at our discretion. Where a school/institute does consider the award of an extension, a student must apply before the submission date with an extenuating circumstances claim and supporting evidence. In no circumstances shall an extension set a new deadline beyond the next meeting of the relevant Subject Examination Board.

6.4.   Submissions in excess of word count

Word counts are provided to help students learn how to write concisely and must be followed. Submitted work should clearly display the word count on the front page of the work and will be checked to ensure that it is within the stipulated number of words. A five percent (5%) margin of words over the word limit will be allowed, however, any words written over the 5% margin will not be included when deciding on a mark.

The word count for all work includes everything within the text, except reference lists and appendices at the end of the piece of work.

6.5.   Marks for degree classification

To obtain a distinction in the course, it is necessary to get an overall average course mark of 70% or higher and a mark of 65% or higher for your dissertation. Likewise, "Merit" or "Pass" marks are awarded depending on the average of your marks across all modules.

Classification is as follows:
- Fail: 49.9% and below
- Pass: 50%-59.9%
- Merit: 60%-69.9% (incl. 60%+ for your dissertation)
- Distinction: 70%-100% (incl. 65%+ for your dissertation)

The marks above refer to overall averages of the three modules in order to be awarded an MSc. You will also need to have at least 50% in each Module. If your overall average is below 50%, you will have failed the course and will not receive an MSc.

If a student fails an assessment or exam they will be automatically entered for a re-sit / resubmission of the work (see page 24), unless they have already passed the Module overall.
http://www.arcs.qmul.ac.uk/media/arcs/policyzone/Assessment-Handbook-2019-20.pdf
(Assessment Handbook)

6.6.   Borderline Policy

Examination boards may use a borderline policy when making recommendations for final degree classifications. The following criteria are used:

1. Students with College Marks within one per cent of a borderline (except at the pass/fail border) shall be determined to fall within the 'zone of consideration';
2. Students with College Marks within 1.5 per cent of a borderline and with significant extenuating circumstances in the final year not taken into account elsewhere may be determined to fall within the zone of consideration. However, if this approach is taken then the extenuating circumstances may not also be used as a reason to raise the classification itself;
3. All students falling within a zone of consideration shall be considered as possible cases for application of the borderline policy;
4. Students falling within the zone of consideration and with at least half of their final year credits (half of all credits at PG level) with marks at the level of the upper classification (or higher), shall be raised to the higher classification. The credits at the higher level may include the dissertation or project, but this is not a requirement. Where a student studies on a part-time basis, all modules comprising the full-time equivalent final year shall be used in the borderline policy.
5. Students falling within the one per cent zone of consideration and not meeting the requirements of point 4, but with significant extenuating circumstances in the final year not taken into account elsewhere shall be raised to the higher classification provided the SEB is confident that – without the effect of the extenuating circumstances – the student would have achieved the higher classification.
   http://my.qmul.ac.uk/course-essentials/academic-progression/

6.7. Marking guidelines

Marking criteria for all assessments

These are generic criteria: please refer to your module handbook for guidance on specific assessments.

Examiners consider a number of criteria when determining what mark to award. One relates to the coverage of the particular topics or questions addressed: relevant issues should be identified, and implications addressed.

Students are expected to display a critical understanding of the issue. Argumentation is expected to be clear, consistent **and balanced**, and should be supported by **relevant evidence** and **exemplification**. Depending on the nature and difficulty of the topic, an appropriate level of originality, imagination, insight or ingenuity in exemplification, argument, approach, problem statement or solution is expected.

From a presentational point of view, work should be neat and tidy, **clearly structured, well written**, precise and directly **relevant** to the topic, without unnecessary digression or errors in spelling or grammar, with proper attention to **presentation** of examples, **citation** and the form in which **bibliographical information** is presented. Technical terms should be used correctly. **Conciseness is important** (e.g., length restrictions should be adhered to).

A brief outline of the qualities expected of assessments in each level is presented below:

Distinction (70% and above)

1. It follows the assignment brief; is confident in handling key terms and concepts; may also productively challenge and question key terms and concepts.

2. Excellent knowledge/understanding of the topic of the assignment; excellent knowledge/understanding of the wider subject area, including relevant theoretical/critical approaches; the assimilation and integration of additional material not directly covered in the module. The assignment can analyse complex, incomplete or contradictory areas of knowledge and take appropriate action in order that the task may be completed. The assignment offers solutions to problems in terms of advanced states of knowledge.

3. A coherent line of argument throughout the assignment backed up with excellent analysis; an ability to go beyond the arguments presented in the critical literature; evidence of independent and/or original thinking. The assignment applies novel methods to analyse and process information.

4. Logically structured and presented argument that ensures excellent organisation of material and detail.

5. Excellent command of language, including accurate spelling, grammar and punctuation; the use of a suitable scholarly register; fluency, flair and an assured use of difficult and specialised terminology.

6. Impeccable referencing and bibliography presented according to the guidelines outlined in the handbook.

7. Can engage confidently in academic and professional communication with others within her/his field. Excellent presentation of work (word processed in at least 11 point font, one and a half line spacing, pages clearly numbered, etc.).

Merit (60 -69%)

1. Follows the assignment brief; is confident in handling key terms and concepts.

2. Good knowledge/understanding of the topic of the assignment; good knowledge/understanding of the wider subject area, including relevant theoretical/critical approaches. Can analyse complex areas of knowledge and take appropriate action in order that the task may be completed. The assignment offers some solutions to problems.

3. A coherent line of argument throughout the assignment backed up with good analysis; good understanding and synthesis of the arguments presented in the critical literature. Applies validated methods to analyse and process information.

4. An appropriate structure that ensures good organisation of material and detail.

5. Good command of language, including accurate spelling, grammar and punctuation; the use of a suitable scholarly register.

6. Good referencing and bibliography presented according to the guidelines outlined in the handbook.

7. Engages in academic and professional communication with others within her/his field. Good presentation of work (word processed in at least 11 point font, one and a half line spacing, pages clearly numbered, etc.).

Pass (50 – 59%)

1. Follows the assignment brief; satisfactory handling of key terms and concepts.

2. Satisfactory knowledge/understanding of the topic of the assignment; satisfactory knowledge/understanding of the wider subject area, including relevant theoretical/critical approaches. The assignment offers partial solutions to problems.

3. An identifiable line of argument throughout the assignment backed up with satisfactory analysis; some problems understanding and synthesising the arguments presented in the critical literature. Applies methodology to analyse and process information.

4. A functional structure that ensures satisfactory organisation of material and detail.

5. Satisfactory command of language, including reasonably accurate spelling, grammar and punctuation; the use of a suitable scholarly register.

6. Satisfactory referencing and bibliography presented according to the guidelines outlined in the handbook.

7. Engages in professional communication with others within her/his field. Satisfactory presentation of work (word processed in at least 11 point font, one and a half line spacing, pages clearly numbered, etc.).

Poor <50%

1. Does not always stick to the assignment task set; problems handling key terms and concepts.

2. Weak knowledge/understanding of the topic of the assignment; weak knowledge/understanding of the wider subject area, including relevant theoretical/critical approaches. Offers limited solutions to problems.

3. Weak argument throughout the assignment not well integrated with weak analysis; problems understanding and synthesising the arguments presented in the critical literature. Applies weak methodology to analyse and process information.

4. A weak and incoherent structure that does not ensure satisfactory organisation of material and detail.

5. Weak command of language, including inaccurate spelling, grammar and punctuation; failure to use a suitable scholarly register.

6. Inconsistent and/or incomplete referencing and bibliography; does not follow the preferred referencing system according to the handbook.

7. Engages in little communication with others within her/his field. Weak presentation of work (not word processed, illegible font, pages not numbered, etc.).

Very Poor <30%

1. Does not always stick to the assignment task set; problems handling key terms and concepts.

2. Poor knowledge / understanding of the topic of the assignment; poor knowledge / understanding of the wider subject area, including relevant theoretical / critical approaches. Problems on the topic are not addressed and offer no solutions to problems.

3. Poor argument throughout the assignment not well integrated with weak analysis; problems understanding and synthesising the arguments presented in the critical literature. No methodology used to analyse and process information.

4. A poor and incoherent structure that does not ensure satisfactory organisation of material and detail.

5. Poor command of language, including inaccurate spelling, grammar and punctuation; failure to use a suitable scholarly register.

6. Inconsistent and/or incomplete referencing and Bibliography. Does not follow the preferred referencing system according to the handbook.

7. No communication with others within her/his field. Poor presentation of work (not word processed, illegible font, pages not numbered, etc.).

Note - Narrative or descriptive (rather than analytical) work will not normally be given a grade higher than Pass.

7. Further Information on Assignments

7.1.   Example systematic review research protocol

A systematic review is a review of the evidence on a clear research question. The important aspect of a systematic review, which makes it different to a literature review, is that it follows a methodology that is documented and uses explicit and systematic methods (e.g. searching, reviewing, and quality assessment). Statistical methods are sometime used (e.g. meta-analysis), or a review may be narrative (describing and commenting on the findings). Systematic reviews are useful as they help to combine findings using a replicable and scientific approach. Unless you have a good understanding of statistics and are willing to learn procedures for meta-analysis, we expect most students to undertake a narrative review of the literature. There is an example proposal below but your proposal will have to be a lot more detailed. **For further examples look at published systematic reviews or previous theses for ideas.**

Title page/research question

This is self-explanatory, but the title should reflect what you are doing.

Example title: The effects of post-migration stress on the mental health of refugees. A systematic review.

Introduction

In this section you describe the reasons for your study and why it is necessary. You are setting the context, explaining what you are doing and justifying why you are doing it. You will want to define and explain any concepts you are using (e.g. what is "CBT", what is "attachment"). You will also want to draw on previous literature to explain what has been done before and use that to help explain why your study is necessary. Look at published reviews to get a better idea of how to write an introduction.

This is a very important part of the proposal as this is where you justify your study and outline what you are doing and why. It should form the basis of your study and your research question. By the end of this section you should be in a position to state your aims and your research questions.

Example background: Define "refugees". Use previous literature to set the context (traumatic experiences, exile, many sources of trauma and loss in home country and country of asylum). Literature on mental health problems of refugees. Define post-migration stress and report on the existing literature (studies that show ta relationship between post-migration stress and increased symptoms). Explain there have been no previous reviews about this and why it is useful to do so.

Research question and aims

This is where you will state your research question and aims. You may have a primary and secondary research question or just one question depending on your topic.

Example aims: The aim of this study is to conduct a systematic review looking at the relationship between post-migration stress and mental health problems.

Example research question: What is the relationship between post-migration stress and mental health problems in refugees and asylum seekers in high income countries?

Methods

This is where you will describe your methods. You will want to address the following issues:

> **Introduction to a systematic review:** You should give a brief description somewhere of what a systematic review is and why they are useful.

> **Databases:** Report what databases you will be searching (e.g. Medline/PubMED, PsycINFO, EMBASE, Web of Science, etc.).

> **Search terms:** Give an idea of what types of search terms will be used. You are not expected to have a full list of search terms or a fully developed search strategy at this point, but some indication of the types of search terms would be useful.

> **Inclusion and exclusion criteria:** Say what your inclusion and exclusion criteria will be. Remember this is the proposal and your criteria may change later on, but it is important to be explicit at this stage about what they might be. You do not need to justify all of your inclusion and exclusion criteria as many of them may be obvious from the rest of the proposal. However, if you are using criteria which may be a little controversial or unclear (e.g. you are excluding a gender and it is unclear why) a line or two justifying this would be helpful.

> **Assessment of quality:** The assessment of quality uses a specified set of criteria to judge the research quality of the study. You can find several examples of quality assessment in previous published literature reviews. If you have an idea of the quality assessment tool you may use, then you can say that. Otherwise you can just give an idea of the type of criteria you may use (e.g. sample size or definition of terms).

> **Findings/synthesis of research:** Here you will describe the method you will use to synthesise your results (e.g. qualitative narrative synthesis).

7.2.   Further information on systematic reviews

If you want further information on systematic reviews, what they are or how you do them, these links may help. The first is **very** detailed and is aimed at research teams who are undertaking big reviews or meta-analyses, so do not be scared by it! It does however give a good introduction to what systematic reviews are.

http://www.york.ac.uk/inst/crd/SysRev/!SSL!/WebHelp/SysRev3.htm

Moreover, the research methods used in the following two reviews will also be good references for systematic reviews, as these are good examples of systematic reviews and the methodology, e.g. search terms, inclusion criteria and quality assessment.

- Dinos, S., Khoshaba, B., Ashby, D., White, PD., Nazroo, J., Wessely, S., & Bhui, KS (2009) A systematic review of chronic fatigue, its syndromes and ethnicity:

prevalence, severity, co-morbidity and coping Int. J. Epidemiol. (2009) 38(6): 1554-1570 http://www.ncbi.nlm.nih.gov/pubmed/19349479

- Bhui, K., Warfa, N., Edonya, P., McKenzie, K & Bhugra, D. (2007). Cultural competence in mental health care: a review of model evaluations. *BMC Health Services Research* 2007, 7:15 http://www.biomedcentral.com/1472-6963/7/15

7.3. Empirical study research protocol

An empirical study is a research study where you will be conducting some original research. A study can use participants, audit data or pre-existing data sets. It can be qualitative or quantitative. There is an example proposal below. However, obviously your proposal will have to be a lot more detailed. **For further examples look at published systematic reviews or previous theses.**

Title page/research question

This is self-explanatory, but the title should reflect what you are doing.

Example title: The relationship between post-migration stress and the mental health of refugees.

Introduction

In this section you describe the reasons for your study and why it is necessary. You are setting the context, explaining what you are doing and justifying why you are doing it. You will want to define and explain any concepts you are using (e.g. what is "CBT", what is "attachment"). You will also want to draw on previous literature to explain what's been done before and use that to help explain why your study is necessary. Look at published reviews to get a better idea of how to write an introduction.

This is a very important part of the proposal as this is where you justify your study and outline what you are doing and why. It should form the basis of your study and your research question. By the end of this section you should be in a position to state your aims and your research questions.

Example background: Define "refugees". Use previous literature to set the context (traumatic experiences, exile, many sources of trauma and loss in home country and country of asylum). Literature on the mental health problems of refugees. Define post-migration stress and report on the existing literature (studies that show a relationship between post-migration stress and increased symptoms). Explain there have been no previous reviews of this or that previous reviews are limited by being unsystematic.

Hypothesis/aims/research questions

This is where you will state your research question, aims and, if applicable, hypothesis. You may have a primary and secondary research question/hypothesis or just one question depending on your topic.

Example aims: The aim of this study is to investigate the relationship between severity of post-migration stress and mental health problems in a sample of refugees and asylum seekers attending NHS trauma clinics in London.

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Example hypothesis: Post-migration stress will be associated with PTSD symptoms and emotional distress.

Methodology

This is where you will describe your methods. In your methods section you will describe:

- Participants
- Measures/tools
- Procedure
- Data analysis
- Ethical approval

8. Further Information - Dissertation

Summary

This section contains **guidance** notes on how to write a good MSc research dissertation, as well as notes on general study skills. By "research dissertation", we are referring to a work produced within scientific standards. All MSc students are required to conduct a research dissertation, overcome barriers to completion, and develop core skills for interpretation and communication of findings. Students are expected to become familiar with core research processes including the use of scientific databases and relevant online and offline sites to locate both published and unpublished sources for their own research projects to pursue original research involving data collection.

During term one (Module 1), students will submit a research protocol. Students receive a mark and feedback on this protocol. The mark constitutes part of their Module 1 overall mark. In Module 2 students are expected to build on and pilot the research topic they have chosen for Module 3. This includes reviewing the literature around the subject of interest, taking into account the research parameters (access to pre-existent scientific material, translation, purchase of articles, inter-library loans) in order to assess the feasibility of the proposed study. Students will receive a mark and feedback on their pilot study. This mark constitutes part of their Module 2 overall mark. In Module 3 students are required to complete the research dissertation they have been working on since the beginning of the course. This means writing up the research questions, explaining the background, aims and objectives, findings and discussions. Supervisors/tutors will comment on the first completed draft dissertation **once.** The dissertation mark is part of the overall mark of Module 3.

General requirements

All MSc candidates are required to submit a typed dissertation on a research project. **This will be up to fifteen thousand words and is not normally less than 10,000 words**.

- We encourage all students to undertake systematic reviews of the existing literature. Literature reviews should show systematic search strategies and systematic extractions and synthesis of information. On occasions, where students have enough research background and are experienced in research methods, students may undertake primary research with new data collection or a service evaluation with sufficient original data in it to show originality and academic merit in the evaluation and dissertation.

- Original research projects should include adequate time for ethical clearance for which the student will be responsible. Ethical approval is often required prior to conducting research that involves human participants. Further details are available on the following Queen Mary link: http://www.qmul.ac.uk/research/ethics

- During the production of the research dissertation, students are expected to   overcome barriers to successful completion. Students are also expected to develop core skills for scientific interpretation and communication of findings. Students are expected to become familiar with core research processes including the use of scientific databases and relevant sites to locate both published and unpublished sources for their own research projects. These challenges are supported through group tutorials.

- Students are required to complete their dissertation in three terms. Reports of dissertations should be strictly prepared in a precise format as recommended in this handbook.

Dissertation should show a high standard of presentation (for example, writing style, spelling and academic referencing).

All dissertations must be typed. **Any submitted handwritten dissertations will not be marked.**

8.1.   MSc Dissertation formatting

Your MSc dissertation must be word-processed with the following format:

Word count	Up to 15,000 words maximum including everything except appendices and bibliography. Note that MSc dissertations are normally expected to be more than 10,000 words in length. The word count should be indicated on the front page.
Font for main text	12 point in Arial or Times New Roman
Spacing	Double line spacing
Page numbers	Insert page numbers in top right-hand corners for all pages
Tables	All tables and figures should be clearly numbered
Margins	Top and bottom margin : 2cm Left margin minimum 3.5 cm to allow for binding Right Margin 2.5 cm
Printing	Print on single sides of A4
Binding	The final document should be bound with a standard coversheet on the front

Please submit 1 electronic copy (Word DOC/DOCX or PDF) through QMPlus and 2 bound copies of your dissertation by the deadline provided.

Please Note: The format (except the word count of up to 15,000 words, which is applicable to the MSc dissertation only) of ALL written work should adhere to the guidelines in the Table above.

8.2.   Standard Format of your research project

Your pilot study & MSc dissertation should to be structured as follows:

Title page
Abstract
Introduction
Aims, Objectives (& Hypothesis)
Research Methods & Methodology
Results
Discussion, Limitations & Conclusion
References
Appendix (acknowledgements, quality assessment, evidence of ethical clearance, copy of the questionnaires and any supporting documents, for example, consent forms, and other relevant tables)

Each part of this structure is designed to meet specific objectives in terms of both content and format.

Title page

This page should enable the clear identification of the:
- student's name;
- academic affiliation;
- date of the submission;
- title of the research topic;
- supervisor's name;
- Word count (excluding only appendices and bibliography)

The title of the research topic should be written in a clear form, for example:

"A systematic review of the impact of Culture and Ethnicity on the therapeutic alliance in psychotherapy" (Langhoff, 2008); "Does migration cause mental illness? A comprehensive review" (Bulter, 2006).

This will later help you with your search strategy.

Abstract

This is a short summary (up to 300 words) of your dissertation. This will include key information about the background to the research, methods, results and conclusion.

Introduction

This section should cover evidence based literature related to your subject. This must be written from the standpoint of readers who are not familiar with your topic. You should give a background to the subject and then say why further research into this area is necessary.

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Towards the end of this section, you could outline what you intend to do in the rest of the document.

Research question

Your research question is a key part of your dissertation as it outlines the question you are seeking to answer with your research. For a systematic review, for example, your question might be something like: "What is the evidence that cognitive analytic therapy (CAT) is effective in the treatment of depression?". If you are conducting a quantitative study, you might be seeking to test a hypothesis, such as: "Is social phobia associated with increased usage of computer-based mental health interventions?".

Aims, Objectives

Your aims and objectives must be stated here. For example, what are you aiming to do in the proposed dissertation? By carrying out your aims, what are you hoping to achieve? In what way?

Aims are usually broad statements of benefits, and objectives are usually more specific statements informing the reader about how you will carry out your research. Please write in bullet points up to two aims and up to four objectives. Your aims and objectives are very important and must be clearly written. Your dissertation will be examined against your objectives, for example: have you carried out what you aimed to do in your dissertation?

Research Methods & Methodology

The choice of your research design must be appropriate and justified here. For example, what research methods are you using?
- Qualitative?
- Quantitative?
- Mixed-Method?

Why was a particular approach chosen? What compromises were necessary between feasibility and the research objectives? You must also note down all details relating to your search strategy and data synthesis. How was it carried out? What databases were used when gathering relevant materials/articles? What inclusion and exclusion criteria were selected? What was your quality assessment based on? For example, how would you prioritize the findings of one article over the other? What population was this related to? In which location/setting did this study take place and why? What obstacles did you have to face? How did you overcome these obstacles? During the research process, you must write down everything you did to collect, organize or analyze your study. **This exercise starts and is practiced in Module 1 as a 'writing a research protocol exercise' from which the pilot study can emerge, and from which your final research project can be developed if you select your topic with care from the beginning.**

For systematic reviews a flow diagram is useful to show how papers were identified, and the number of manuscripts at each stage of the review, those that met inclusion criteria and those that were excluded. Forward and backward citation tracking is also used to identify papers. The methods are set out clearly in the course materials.

Results

This section is to report key outcomes and the analysis of your data, and to summarize this in a table before in depth analyses takes place. For example, it reports outcomes and analysis from your key sources and research articles. The actual number of research articles that you need to review depends on your research question. If your systematic review is based on a quantitative topic, then you would need to extract statistical information from your articles, p-values (also Odds Ratios, Rate Ratios etc.) and tabulate these. The exact data will vary across research publications but this is something you will need to factor into your analysis.

Do not repeat in the text what is in the tables or vice versa. Make sure you use words economically and to add to what the tables say, bringing out the key points and comparisons.

Discussion, Limitations & Conclusion

A detailed discussion of the importance and relevance of your topic should be presented here. This must be based on your findings. You should give a summary of the findings, consider how these related to existing knowledge and how they add. Critically examine and interpret the limitations of the work. Then present the future research you think is necessary and, if applicable, clinical, program, policy or other practical implications.

8.3. Research ethics approval

Although most students will be expected to do a systematic review of the literature, if you are a part time student interested in research involving participants, you will need to seek ethical approval for your research.

What is ethical approval?

Ethical approval is the process by which a committee approves your research as following agreed ethical standards. It is required for all forms of research involving human and animal participants. It is not required for systematic reviews or audits (although some audits may require ethical approval depending on the data being collected – see below). There are two different types:

- Queen Mary ethical approval is required if you are doing research that **does not** involve NHS patients or services. This could still include research with mental health service users, as long as you do not recruit them through an NHS service.

- NHS ethical approval is required if:
    - Participants are recruited due to them being patients and users of the NHS whether past or present (including recently deceased). It includes NHS patients treated under contracts with private sector institutions;
    - Individuals identified who are relatives or carers of patients or users of the NHS.
    - Access to data from NHS Patients.
    - The use of NHS premises or facilities.
    - NHS staff recruited as research participants by virtue of their professional role.

Some studies **may not** need ethical approval, for example if you are using NHS data that has already been collected and anonymised, or if you are using data that is regularly collected by a service (e.g. audit data).

For all projects it is worth seeking an opinion about whether ethical approval will be needed. This can involve calling the relevant ethics committee or research and development (R&D) department and discussing it over the phone.

If you are taking part in another institution's research project and wish to use some of the outcomes as your main research project, then you need to seek advice from your supervisor and contact the Ethics' Committee as soon as possible.

Note: Because of the length of time taken to get ethical approval, sometimes up to four or more months, we encourage full time students to do a systematic review. If you are interested in doing research involving participants, it is necessary to start planning as soon as possible.

What is involved in obtaining NHS or Queen Mary ethical approval?

There are differences in the forms you need to complete and the number of steps required. A major difference is that NHS ethical approval tends to take a lot longer and involves more work than university based approval.

Further details of getting approval from Queen Mary can be found:
http://www.arcs.qmul.ac.uk/academic_board/research_ethics_committee/index.html

To carry out research in the NHS, you need to:
1. Formulate a research question
2. Identify a trust or a service which is willing to host your research.
3. Decide if your research counts as "research" (rather than audit) and needs NHS ethical approval (Trust R&D departments can help with this)
4. Get R&D (research and development) approval from that trust. This may involve getting an honorary contract, unless you already work in the NHS or have a contract. If your research involves more than one site, it may also require Health Research Authority (HRA) approval.
5. Complete and submit the NHS ethics form and all supporting documentation (e.g. R&D ethical approval)
6. Attend an NHS ethical review board (you don't have to attend, but it generally helps, as you can answer any questions there and then).
7. Receive answer from review board.
8. Answer any ethical concerns.
9. Celebrate as you now have ethical approval!

The procedure for NHS ethical approval is outlined in full here:
http://www.hra.nhs.uk/about-the-hra/our-plans-and-projects/assessment-approval/

The standard application form for submitting a request for ethics can be found here:
https://www.myresearchproject.org.uk/.

8.4.   The NHS, honorary contracts and research passports

There has been an attempt to make research in the NHS easier, which means that if you already have an NHS contract or honorary contract in one trust, it is unlikely you will need it in another trust. However, local Trust policies vary, so you may still need an honorary contract. More information on research passports can be found in the link below.

http://www.nihr.ac.uk/policy-and-standards/research-passports.htm If you do not have an NHS contract, you may need an honorary NHS contract before you can do research that involves patients in the NHS. You will need to check with the Human Resources or R&D (Research and Development) department of the Trust for confirmation of if you need a contract.

Distance learning students

If you are interested in doing research in another country, you will need to enquire about the local procedures for ethical approval.

8.5.   References & Academic Skills

You must clearly reference all the sources you used to support your arguments in order to show the variety and relevance of your scientific sources. This will also enable your readers to have access to the works you have used. On an ethical point, referencing and acknowledging authors' rights is important. Non-referenced quotation or paraphrase is considered plagiarism (see Section Five). Cutting and pasting from other works is not permitted. The work should all be original.

MSc work – Harvard referencing is the recommended style. Further information under: https://qmplus.qmul.ac.uk/mod/book/view.php?id=314355&chapterid=2683

8.6.   General Writing Skills

This section provides basic information to help you improve your writing skills. In each case, suggestions for changes in study habits are given. Do not feel that you must try to change everything at once. You are more likely to succeed if you make small changes and experience positive results than if you try to change everything and set yourself up for failure. You must have a constructive approach to any difficulties in order to build knowledge from them. You are not expected to have all the skills already, but will develop the skills over the course.

Such strategies have enabled students to conduct quite ambitious projects with rigor and success. The aim is to produce a finished and robust but modest project not an ambitious project which is not credible or finished.

The process of academic dissertation writing requires specific skills:

I.   Academic writing
II.   Writing tips
III.   Learning and remembering Techniques
IV.   Reading Techniques
V.   Time Management

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8.7. Academic writing

a)   It is important that you learn how to reference your sources according to academic styles. This will indicate that you understand how information is disseminated within the scientific community and that you master its writing techniques. As a consequence, non-academic formats will be penalised.

b)   Many books dedicated to study skills are available from the university library and all bookshops. We strongly recommend that you use them to work on targeted activities. The acquisition of technical writing skills is a long and complex process that can only be achieved with thorough personal investment throughout the year. Reading academic works will also reinforce your skills hence the importance of carrying out both academic writing and reading activities on a regular basis.

c)   The learning Development and Continuing Education Unit runs a number of sessions for academic writing. If you require further assistance on these issues, this is complementary way of developing effective analyses and report writing tools.

8.8. Learning and Remembering Techniques

Most students express a wish to be more efficient in their studies. Knowing how your brain takes in and processes information, and then working with this system, will greatly improve your efficiency.

TRY: taking a break of 10 minutes for every 50 minutes of work; this will help you retain information. **WHY?** Because learning does not occur by simply stuffing material into short-term-memory. Learning occurs when what you put into short-term-memory connects and integrates with what you already know (which is stored in long-term-memory). This connection occurs naturally and you experience the peak of your learning when you stop inputting and relax (although you may think about the connections that are occurring).

TRY: reviewing your notes (by doing something with the new material: reading, thinking, writing, or talking about it) and at the end of the day, giving 10 minutes for every hour of new material you took in and want to retain. **WHY?** Because research has shown that if you do not recall or review or work with what you have learned on a given day, within 24 hours you will forget 50-80% of it.

TRY: reviewing your notes (see above) at the end of the week, giving 5 minutes to each hour of new material for that week, then giving the same material 2-4 minutes of review at the end of the month. **WHY?** Because these reviews are also required to be able to remember and reproduce something. If you pay attention to the daily and weekly reviews, the monthly ones may be taken care of in the course of studying for mid-terms.

8.9.   Reading Techniques

Many students open their books, read until they finish (lose interest, or fall asleep), and are convinced that their concentration, comprehension, and speed are poorer than everyone else's. Sometimes the blame is also put on the book itself that will be considered either boring or too complex. Though this may be grounded assessments, students need to recognize that reading could be the most demanding work here and that nearly everyone reports difficulty with the volume of reading required.

TRY: getting into the material more often but for shorter periods of time. **WHY?** Because some students may only read for 20 minutes without losing concentration. Also, learning is improved by changing tasks each hour, spreading the work over time, and dipping into it more frequently.

TRY: reading groups of words at a time and without mouthing them. **WHY?** Because your brain can read faster than your mouth and more than one word at a time (a single word has little meaning anyway). Speed and comprehension will increase if you read in meaningful phrases.

TRY: establishing a context by beginning with an overview of the material; this will improve comprehension and retention. **HOW?** Read the introduction, headings, charts, graphs, diagrams, conclusion and summary, then take a minute to think about the material before beginning to read in depth.

TRY: reading with a purpose to answer questions and to note the answers (the most important points) where they occur. **HOW?** Establish a list of questions - from questions at the end of the chapter or by turning the headings into questions - and read to answer these. Put ticks in the margins when you think you've found answers. It is better not to take notes, highlight, or underline at this point; you won't know which the most important points are until you are finished. Take one more run through, focusing on the ticks in the margin and now deciding which the most important points are; now you can make an informed judgement, so it's appropriate to highlight, underline, or take notes.

TRY: setting your text up so you can study effectively from it. **HOW?** Write your questions in the margins, opposite the answers. Regularly review the material by covering the page and answering the questions.

8.10. Time Management

Students, typically complain about their workload and the amount of unstructured time. On the surface, these two issues appear to go together, but it takes time management skills to resolve them. Time management is also important if you are combining study with work. Here are some tips to help you.

TRY: keeping track of your time for one entire week (account for every 1/2 hour by filling in your schedule every few hours). Add up totals for sleep, studying, and recreation. **WHY?** Because you need to know if you are putting in enough hours. Normal for sleep

is 50-60hrs; students who are sleep-deprived have lower marks than students who are getting enough sleep.

TRY: planning your schedule in advance to whatever degree you are comfortable, adjusting your hours to desired totals. Make clear contracts with yourself regarding time, place, and study task. **WHY?** Because you will work best with a clear sense of purpose.

TRY: writing everything down: long term goals (course requirements) on a calendar, short term goals (weekly requirements) on your schedule or "goals" sheet, daily goals (errands) on a "to do" list. **WHY?** Because time management is about goals: clarifying them (on paper, leaving short-term-memory free for learning), setting them, assessing them, developing methods for meeting them, and rewarding them.

TRY: doing some work on a task the day that it is assigned, then developing a plan for finishing it by dividing the task into "chunks" of work with established deadlines and rewards. **WHY?** Because all of these activities help with motivation. First minute motivation is a powerful tool; after using it to gain momentum, set deadlines - with rewards - and chip away at the task to get it done.

TRY: doing your most difficult work during hours when you feel best (save pleasant tasks for less productive times of the day). **WHY?** Because this will make you more efficient. Most of us have high energy time each day, with two periods of medium and one of low energy. Find these times for yourself and work with them - doing difficult work during high time and easier work during lower times.

9. Some final tips on study skills!

9.1. Listening and Note-Taking

While it is expected that students come to university with the ability to take a good set of notes, this is not always the case.

TRY being a positive, active listener.

HOW? Pay particular attention during the second 20 minutes (when you tend to lose it) and to the last minutes when a summary might be given or conclusions drawn.

TRY being a positive, active learner.

HOW? Come to class with an interest in the material and with questions to be answered. You can develop these by thinking about and anticipating the lecture and by pre-reading the text (This latter is especially helpful if you find yourself having difficulty keeping up with the material.)

TRY getting accurate notes, with special attention to the main ideas.

WHY? There may be an overhead; if so, get that material down. In addition, look for points of emphasis-- from the lecturer's verbal language, body language, or careful reading of their notes. If you still feel you're missing the main points, try showing your notes to a classmate or to the lecturer.

TRY going over new notes -10 minutes for each class- within 24 hours.

WHY? Because you lose 50-80% of the material if you don't (for a further explanation of this idea, see 1) of this series).

TRY setting your notes up so that you can study effectively from them.

HOW? Leave wide left margins; here you will write questions from which to study your notes. Leave the back of the page blank, so you can fold the page, cover the notes, and answer the questions when studying.

9.2.   Preparing for Exams

Students know that they need to study and that they should probably start well in advance of the exam. But because high school may not have demanded much in the way of studying, students find they really don't know how to study early and properly.

TRY: not cramming!

WHY? Because short-term-memory hasn't enough space for all you need to know. Also, cramming stupefies long-term-memory (where well-learned material lives), and it can set you up for panic and "blanking."

TRY starting well in advance, breaking your studying into chunks, and reviewing often.

HOW?

1. A week or more before the exam, do an initial overview (a 2-4hr quick review of the material); this will help to motivate you and to determine the structure of the course, where your difficult material is, and the volume to be covered.
2. Develop and follow a plan for getting yourself through this volume of material, starting (if possible) with your most difficult stuff.
3. At the beginning of each study period, do a 10min review of the previous period's material.

TRY: studying by jogging your memory.

WHY? Because real understanding comes not when we stuff information in but when we draw it out. Exams require this same drawing out of information. So this should be the focus of studying: answering questions, solving problems, writing essays, defining, explaining, and applying terms, and working through past exams.

TRY taking in no new material the night before an exam.

WHY? Because you want to build confidence by reinforcing what you know rather than running the risk of scaring yourself by discovering something you don't know. Also, you want to avoid a temptation to cram.

9.3. Writing Tips

During the course you will be required to present written material about the work you are doing. **Writing essays, term papers, and your dissertation, is a <u>process</u>**:

1. **Establish, narrow, and define your topic.**
   State your thesis or theme in a sentence or two at most

2. **Define your <u>audience.</u>**
   Is it your instructor who grades you or a teaching assistant?
   Your classmates who will critique your work?
   A conference for professionals, for review?
   <u>Keep your audience in mind as you write</u>

3. **Plan ahead**
   Set a time line and allow for unexpected developments and planned revision

4. **Gather resources**
   People: lecturer, teaching assistant, research librarian, tutor, subject matter experts, professionals
   References: text book, reference works, web sites, journals, diaries, professional reports

5. **Research**
   Read, interview, experiment, gather data, etc. and take notes as completely as possible and document sources. Either use index cards or a system in word processing.

6. **Organise your notes with a prewriting exercise:**
   focused free-writing, brainstorming, mapping, and/or outlining.

7. **Write your first (rough) draft**
   Determine how you will develop your argument: Use good logic in a reasoned argument to develop the theme and/or support the thesis. Will you compare or define? Will you criticise or describe?

   Your first paragraph
   - **Introduce the topic**
   - **Inform the reader of your point of view**
   - **Entice the reader to continue with the rest of the paper**
   - **Focus on three main points to develop**

The first paragraph is often the most difficult to write. If you have trouble, just get it down with the intention of re-writing it later, even after you have finished with the rest. But remember this first entry draws your audience into your topic, your perspective, and its importance to continue with the rest. So:

Development

- **Establish flow from paragraph to paragraph**

  Transition sentences, clauses, or words at the beginning of paragraph connect one idea to the next. Topic sentences in each paragraph, also near the beginning, define their place in the overall scheme. Avoid one and two sentence paragraphs, which may reflect lack of development of your point.

- **Keep your voice active**

- **Use quotations to support your interpretations**

  Properly introduce, explain, and cite each quote. Block (indented) quotes should be used sparingly, as they can break up the flow of your argument.

- **Continually prove your point of view throughout the essay**

  Do not drift or leave its primary focus of the essay.

  Do not lapse into summary in the development: wait until it's time for this, at the conclusion.

Conclusion

- **Read your first paragraph and the development.**

- **Summarise, then conclude, your argument.**

- **Refer back** (once again) to the first paragraph(s) as well as the development. Do the last paragraphs briefly restate the main ideas? Reflect the succession and importance of the arguments. Logically conclude their development?

- Finally **edit/rewrite the first paragraph** to better set your development and conclusion

Then take a day or two off!

- **Re-read your paper** with a fresh mind and a sharp pencil.

- **Re-read aloud,** as if you want to communicate with a trusted friend or family member. The person/people can be real or imaginary. You will be surprised what you find to change!

- **Edit, correct, and re-write as necessary.**

- **Turn in the paper!**

10. Additional information for student services

10.1. Libraries and Online Resources Access

The Libraries at Queen Mary provide the study environments, resources and staff you need to support your learning during your time at the university. There are Libraries on each of the main Queen Mary campuses; at Mile End, Whitechapel and West Smithfield. The Mile End library provides resources for all taught subjects, while the Whitechapel and West Smithfield Libraries are the specialist libraries for medicine and dentistry.

The Libraries contain wide-ranging collections of print books and journals and audio-visual resources. If you find that a book that you would like to borrow is in short supply you can put in a request for more books: http://library.qmul.ac.uk/forms/more-books-at-your-request/#form. In addition, the Library provides access to over 14,500 online journals, 142 electronic databases and over 39,000 e-books, all available on-line 24/7. These can be accessed from the networked PCs within the Library buildings, and also from your halls or home or anywhere else you have internet access. You will need to log-in with your Queen Mary Student Service account username and password, which you will get from IT Services when you enrol, to access our e-resources when off-campus.

There are dedicated help points across all our libraries, where trained staff can answer queries. However, our staff are also happy to help with any queries you may have at the point of need. For more complex enquiries about your subject or some of our services, you may be referred to a specialist in that area. In particular, the team of Liaison Librarians are most familiar with the resources for your subject – you will meet them during induction sessions and they can be contacted at any time during your studies.

Mile End

The ground floor of Mile End Library provides a modern environment where conversational learning is encouraged. There are clusters of networked PCs as well as wireless coverage and power points to every workspace, so you can use your laptop. The ground floor also houses the Teaching Collection, which contains the course reading list books most in demand by undergraduates, the Study Skills Collection, as well as the DVD collection and viewers. Also on the ground floor are the Learning Cafe, bookable study rooms, a seminar room and assistive technology room, as well as printing, scanning and photocopying facilities. The first and second floors of the building, containing the main book and journal collections, are silent study areas, mainly with individual study spaces. The first floor has additional bookable study rooms, a silent PC room and a range of training and consultation rooms, where tutorials and other training takes place. Finally, the second floor contains an Archives Reading Room, for consulting primary sources from the Archives, a Post Graduate Taught Reading Room and a Research Reading Room. Hive West as well as Canalside provides an informal environment for group and social study, with more clusters of networked PCs and printers. You also have The Nest which provides a social space as well as collaborative working spaces for group working.

Whitechapel

Whitechapel Library is based in the church of St Augustine with St Philip, just behind the

Royal London Hospital. The Library has up to date course textbooks, as well as print journals, on the ground floor and in the basement. A large number of networked PCs are available throughout the Library, together with printing, photocopying and scanning facilities and wireless network access for laptops. The Library provides a range of study spaces from silent study to more informal areas, with group study facilities located in the recently refurbished basement area.

West Smithfield

West Smithfield Library, within the grounds of St Bartholomew's Hospital, is a traditional library, with the building and interior dating back to 1879. Course textbooks and journals are housed on the ground floor. There is silent study space, and a group study area, Networked Queen Mary PCs, Printing, photocopying, and scanning facilities are all available in the Library and study basement, as well as wireless network access for laptops.

Original primary resources are available in the Archives, which holds institutional and personal archives dating from the 18th Century to the present day. For more information, see the Archives website: http://www.library.qmul.ac.uk/archives. As an extension of the library collection, Queen Mary also funds access and borrowing rights for all students at Senate House Library, which has one of the largest arts, humanities and social science collections amongst UK university libraries.

Library opening hours

Mile End Library offers 24/7 opening during term-time. This means you have access to the library all day every day before and during the main exam period. Details will be available on the library website.

Contacts

General:
Telephone: 020 7882 8800
Email: library@qmul.ac.uk
Website: www.library.qmul.ac.uk
Twitter: Queen Mary Library (@QMLibrary)

Medicine and Dentistry Library
Email: library-smd@qmul.ac.uk

10.2. Learning Development

Learning Development works in a number of ways with students at any level, undergraduate or postgraduate, from any subject discipline, to develop the skills and practices they need to become more effective in their academic work. Areas covered include writing for academic purposes, effective reading, presentation skills, time-management, critical thinking and avoiding plagiarism.

Writing & Study Guidance is offered by Learning Development Advisors in the form of one-to-

one tutorials, workshops, drop-ins, retreats and downloadable resources. We also offer a programme of PhD writing development events. In addition, tutorials on writing are offered by the Royal Literary Fund (RLF) Fellows, who are hosted by Learning Development.

Writing & Study Guidance and RLF tutorials are based in the Library on the Mile End Campus. For more information on the range of services we offer, and to book a tutorial or workshop, check www.learningdevelopment.qmul.ac.uk.

10.3. Student Welfare

Advice and Counselling Service

The Advice and Counselling Service offers confidential, professional support services to students. We are located on the ground floor of the Geography Building on the Mile End campus, and are open on weekdays throughout the year, including most vacations. Detailed information and advice is available on our website www.welfare.qmul.ac.uk

Financial, Immigration and Welfare Advice

Our Welfare Advisers can advise you on solutions and options relating to financial, legal and welfare issues. We can advise you about your rights and entitlements to different sources of funding and welfare support, and also offer an advocacy service if you need professional representation to remedy your difficulties e.g. if you need help dealing with Student Finance England or the UK Home Office. We provide specialist advice and support on all aspects of student finance (loans, grants, bursaries), hardship funds, welfare benefits and dealing with debt. We also offer preventative advice, on issues such as planning a budget and maximising your income from a range of sources, to help you avoid problems emerging during your studies.

We offer dedicated support for students who no longer have contact with their family (estranged), and students who have experience of local authority care, and students from a refugee background. We also provide support for students experiencing domestic abuse or forced marriage.

We provide confidential advice on all student and Tier 4 related immigration issues. The Welfare Advisers in the Advice and Counselling Service are the staff at Queen Mary who are authorised by the UK government to offer immigration advice to our students. See our website www.welfare.qmul.ac.uk for information about immigration advice.

Counselling

Life inevitably has its ups and downs, and it is normal to sometimes feel a bit low or anxious. But at times, emotional and psychological issues can become more challenging, and may have a negative effect on your studies and well-being. Our Counsellors can help you to make sense of difficult experiences and feelings. If you are finding life difficult, the opportunity to think and talk reflectively about your difficulties can bring relief and meaningful changes.

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The first step is meeting confidentially with one of our Counsellors to discuss what type of support might be most useful to you. This might be short term counselling, group therapy, cognitive behavioural therapy or a referral for longer term support or specialist services outside Queen Mary in the NHS. For many students, just one or two sessions can really help. Our Counsellors are all highly experienced in working with students, and all types of issues.

Contacting the Advice and Counselling Service

We offer pre- booked appointments, as well as a limited number of same day first come first served appointments, Monday to Friday during the main university term times. For more information and contact details please visit the Advice and Counselling Service's website. If you are on a placement, studying abroad, or find it difficult to get to Mile End, some services can be provided via telephone or email.

 www.welfare.qmul.ac.uk

Telephone: 020 7882 8717

Email: via website online form

10.4. Disability and Dyslexia Service

The university's Disability and Dyslexia Service (DDS) offers advice, guidance and support for students with disabilities, including specific learning difficulties like dyslexia and dyspraxia, as well as mental health difficulties, from application through to graduation. The range of support that the DDS is able to provide includes:

- Support and guidance in applying for the Disabled Student's Allowance (DSA)
- Support for international disabled students
- Liaison with staff in Queen Mary's Schools regarding 'reasonable adjustments'
- Support in ensuring that course materials are fully accessible
- Screenings for students who think that they might have specific learning difficulties
- Referrals to assess whether or not a student has a specific learning difficulty
- Specialist one-to-one study skills support for students with dyslexia and other specific learning difficulties
- Specialist mentoring support for students with mental health difficulties and autism
- On-site DSA needs assessments
- Access to non-specialist human support, e.g. note-taking
- Access to assistive technology
- Guidance in accessing examination concessions such as additional time

Contact
Telephone: 020 7882 2756
Web: www.dds.qmul.ac.uk/
Email: dds@qmul.ac.uk

10.5. Student Health Service

The Student Health Service (SHS) is a free National Health Service (NHS) providing a wide range of services. Students living in Queen Mary accommodation at Mile End or Whitechapel and students living in the borough of Tower Hamlets (E1, E2, E3 and E14) are encouraged to register with the SHS (located on campus in the Geography Building, Mile End (number 28 on map). You can see a doctor or nurse there every weekday during term time. If you cannot register with the SHS, you can find your nearest doctor through the NHS website. Queen Mary students who are not registered patients may be able to use the service in certain circumstances. Please, visit SHS for further information.

10.6. Careers and Enterprise Centre

The Careers and Enterprise Centre support Queen Mary University of London students in all aspects of career development - from finding work experience and graduate jobs to starting your own business, or pursuing further study.

Whether you know what you want to do, or have not yet decided, book an appointment to see a Careers Consultant and attend events to meet employers, network with alumni and explore your options.

For further information about this service see link below:
http://www.careers.qmul.ac.uk/about/book/index.html

We provide support to all Undergraduate and Postgraduate Taught students and we can help with a wide variety of queries. If you are not sure about something or do not know who to contact, ask us!

We are located on the ground floor of the Queens' Building, CB01, Mile End campus.

Contact
Student Enquiry Centre Online (accessed via MySIS -
http://www.arcs.qmul.ac.uk/students/sec/sec-online/)
Email: studentenquiry@qmul.ac.uk
Telephone: 020 7882 5005
Follow us on twitter @Queen MarySEC https://twitter.com/Queen MarySEC

10.7. Bursaries, Grants and Scholarships

Student Loans
If you have applied for funds from Student Finance then you will receive the first instalment once you have enrolled fully for the academic year. If your payments do not arrive and you cannot remedy the problem with Student Finance yourself, please visit the Student Enquiry Centre, Queens' Building. They will be able to assess for any actions needed by Queen Mary and advise you of the next steps.

Bursaries
Queen Mary Bursaries are assessed using the household income information provided to us from Student Finance. You and your financial sponsor(s) need to consent to share your
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information with us, this is usually done during the application process but if you are unsure if you have done this then you can contact Student Finance directly to check.

If you don't wish to take out student funding, such as loans, but still wish to be assessed for a Queen Mary Bursary you will still need to apply for a household income assessment, full details on how to do this are on the Advice and Counselling Service website.

Full details of the Queen Mary Bursary, including eligibility, amounts and payment dates can be found on our website - arcs.qmul.ac.uk/Queen MaryBursary

Queen Mary Financial Assistance Fund

If you have exceptional or unforeseen costs or you are in financial hardship you could be eligible for help from the Financial Assistance Fund. The fund is there to help any eligible student who has a particular financial need but we cannot meet every application we receive and we cannot always meet all of the costs that you might apply for. Full details, guidance and an application form can be found on our website - arcs.qmul.ac.uk/QMFinancialAssistanceFund

Contact

Telephone: 020 7882 5079
Email: bursaries@qmul.ac.uk
[*http://www.arcs.qmul.ac.uk/students/finances/bursaries-grants-scholarships/*](http://www.arcs.qmul.ac.uk/students/finances/bursaries-grants-scholarships/)

Dean's Benevolence Fund

Students in the School of Medicine and Dentistry in financial difficulties may apply for grants or loans. Priority is given to students in good standing who need short-term assistance to help them complete their studies.

Contact

Telephone: 020 7882 2124

10.8. Queen Mary IT Services

IT Services

Our services to support students range from email and internet access, to state-of-the-art teaching and learning facilities and high performance computing in support of research. There are a number of rooms around the campus that contain computers which students can use. You sign in using your Queen Mary username and password. In general, any computer you use will have all the applications that you need for your course available to you.

Your IT Account: Details of your Queen Mary username and password will be emailed to your personal address before you enrol.

The IT Service Desk is the first point of contact for all IT help, support and advice. You can call the Service Desk 24/7 on 020 7882 8888 or raise a ticket via the Self Service portal https://servicedesk.qmul.ac.uk/. Visit us in the Queens' Building on the Mile End Campus. Our opening hours are Monday to Friday, 8am-6pm.

Find an available PC on campus: an interactive map showing which rooms have empty seats
http://availability.stu.qmul.ac.uk/

Print, Copy, Scan: There are printers in the computer rooms and in the Library. The larger devices in the Library also offer copying and scanning facilities alongside printing. We also offer a wireless printing service. You are charged for printing and copying by clicks (one click = one side of paper). The cost of a single side is 4p but drops to 3.5p when you print double-sided.

The CopyShop: A quick, professional and cost-effective photocopying and printing service. We can print a range of items for you, including: Theses/Dissertations, Lecture notes, Posters and much more.

Book Scanning Service: The CopyShop offers students a professional scanning service. If you wish to retain a section of a publication for study use, the CopyShop produce a clear image without fingers tips, black areas and poor results for you.

Wi-Fi: The wireless network you use to connect your devices is **eduroam**. Halls of residence are fully networked with Wi-Fi and a wired socket in each study bedroom. Access to e-mail, QMplus the online learning environment and other services relevant to your study at Queen Mary is available from the internet as a whole.

Mobile app: Queen Mary's mobile app is available as a native app for Android (version 2.3.3 or higher) and iOS (version 6.0 and above) devices. The app allows you to do a number of things on the move, including: check your course timetables, log into QMplus and your Queen Mary email, search for and renew library books directly from your phone.

Policies: The use of IT facilities is covered by College regulations prohibiting, among other things, software piracy and unauthorised computer use. IT Services policies are published here: http://www.its.qmul.ac.uk/governance/policies/index.html

The IT Services website contains information on a number of our services and includes a range of self-help guides http://www.its.qmul.ac.uk/support/index.html

Contact the IT Service Desk

Telephone: 020 7882 8888 (24/7)

Self Service: https://servicedesk.qmul.ac.uk/

IT Services on the web: www.its.qmul.ac.uk

10.9. Graduation

The date for Graduation for this Course is in December.

Although you will be notified from the College how and when to book your place you can check the Graduation page for more information.

Please follow this link: **http://www.qmul.ac.uk/graduation/**

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11. Useful Contacts

This section contains some useful contacts within Queen Mary University of London

Disability and Dyslexia Service Queen Mary, University of London Mile End Road London El 4NS Tel: +44 (0)20 7882 2756 Email: dds@qmul.ac.uk	To Arrange a Campus Tour Education Liaison Queen Mary, University of London Mile End Road London El 4NS Tel: +44 (0)20 7882 5544 Fax: +44 (0)20 7882 3158 Email: campustours@qmul.ac.uk
Advice and Counselling Service Ground Floor Geography Building Queen Mary, University of London Mile End Road London El 4NS Tel: +44 (0)20 7882 8717 Fax: +44 (0)20 7882 7013 Email: welfare@qmul.ac.uk	Admissions and Research Student Office http://www.qmul.ac.uk/contact/ Email: admissions@qmul.ac.uk
Residences Officer Accommodation Office Queen Mary, University of London Mile End Road London El 4NS Tel: +44 (0)20 7882 5104 Email: residences@qmul.ac.uk	Student Health Service Ground Floor Geography Building Queen Mary, University of London Mile End Road London El 4NS Tel: +44 (0)20 7882 8710
Language and Learning Unit Queen Mary, University of London Mile End Road London El 4NS Tel: +44 (0)20 7882 2826/2827	

Important points to note

Queen Mary endeavours to ensure that all published information, including that on the website and other official sources is accurate and up-to-date. This includes the handbook provided to students when starting on the programme.

Certain programmes may run as a distance learning programme rather than an onsite programme depending on student numbers; which signify the number of students recruited to one course. Should a particular programme be unable to run Queen Mary will inform you of this at the earliest possible opportunity and will suggest alternative programmes at Queen Mary should you wish to study here.

The tuition fees represent the full compulsory price of the programme. When calculating the total cost of your studies you should also factor in travel, photocopying, printing, stationery, and text books, or similar materials.

Some programmes require students to undertake personal analysis or other forms of training as a compulsory part of their programme. An example of this: is the Intercultural Doctorate in Psychoanalytic Psychotherapy. The cost of this analysis/training is not included in the tuition fees and students are required to meet the costs of this analysis/training themselves.

Please contact the course administrator, at mha-admin@qmul.ac.uk if you have any queries in regards to the above information.

Point 2

The core materials including key texts for study and for assessments are available through the course as open access documents.

During your chosen programme the expectation is that all students engage fully with this programme and undertake all activities, participate fully, attend on time and complete all assignments, whether formally assessed or not, as many assignments are there to develop critical thinking and writing skills.

A register is taken at the start of every lecture which is removed 15 minutes after the commencement. This is in line with the programme attendance policy.

We ask for feedback on individual lectures and group experiences and modular feedback. We ask students to fully engage with this task as this helps us improve the course but also helps us identify any concerns.

There is a student/staff liaison committee in which concerns can be raised and student members are present.

If there are any concerns or difficulties that you face in your studies, either personal circumstances or learning difficulties, please alert the lecturer to whom you are assigned at an early point so that they can fully support your learning and ensure you will receive additional advice and support from other parts of Queen Mary. Please do not leave such concerns until well into the year or term. This has occurred in the past as we are unable to then retrospectively take into account any difficulties that you are facing.