

**Postgraduate Academy**

# **Mental Health**

**MSc Creative Arts and Mental Health**

## **Student Handbook**

### **2017-18**



Queen Mary University of London  
Barts and The London School of Medicine  
and Dentistry  
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Centre for Psychiatry  
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School of English and Drama  
Mile End Road  
London E1 4NS

This handbook is for all postgraduate students on the MSc in Creative Arts in Mental Health.

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 (QMUL). The Academic Regulations provide detailed information on progression, award and classification requirements.

**IMPORTANT NOTICE: 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](mailto:MHA-admin@qmul.ac.uk)).

The Student Guide is available online at:

<http://my.qmul.ac.uk/studentguide/>

The Academic Regulations are available online at:

[www.arcs.qmul.ac.uk/policy/index.html](http://www.arcs.qmul.ac.uk/policy/index.html)

## **Disclaimer**

The information in this handbook is correct as of September 2017. 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.

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



# Barts and The London

## School of Medicine and Dentistry

### Table of Contents

An introduction to the course .....	<b>Error! Bookmark not defined.</b>
Aims of the course .....	6
Difference between full and part time .....	6
Expectations .....	6
QAA Level Seven (Master's Level) descriptors .....	7
Staff expectations of students .....	8
Student expectations of staff .....	<b>Error! Bookmark not defined.</b>
Course information and administration .....	<b>Error! Bookmark not defined.</b>
Communication with students .....	<b>Error! Bookmark not defined.</b>
Course staff .....	<b>Error! Bookmark not defined.</b>
Course advisors .....	<b>Error! Bookmark not defined.</b>
Administration .....	<b>Error! Bookmark not defined.</b>
QMplus and e-learning .....	<b>Error! Bookmark not defined.</b>
Contacting lecturers .....	<b>Error! Bookmark not defined.</b>
Teaching dates and assignment due dates .....	<b>Error! Bookmark not defined.</b>
QMplus Introduction .....	<b>Error! Bookmark not defined.</b>
Technical requirements .....	<b>Error! Bookmark not defined.</b>
Tablets and Mobile Devices .....	<b>Error! Bookmark not defined.</b>
NearPod .....	<b>Error! Bookmark not defined.</b>
Methods of teaching .....	<b>Error! Bookmark not defined.</b>
Modules .....	14
Academic and research tutorials .....	<b>Error! Bookmark not defined.</b>
Methods of assessment .....	<b>Error! Bookmark not defined.</b>
Dissertation colloquium .....	16
Research dissertation .....	<b>Error! Bookmark not defined.</b>
Drama Space and Technical Bookings .....	17
Rules and regulations .....	<b>Error! Bookmark not defined.</b>
Re-submission Rules and Examination Re-sits .....	<b>Error! Bookmark not defined.</b>
Interruption of Study or Withdrawal from the Course ....	<b>Error! Bookmark not defined.</b>
Plagiarism .....	<b>Error! Bookmark not defined.</b>
Turnitin .....	<b>Error! Bookmark not defined.</b>
Marking .....	<b>Error! Bookmark not defined.</b>
Marking of assignments .....	<b>Error! Bookmark not defined.</b>
Extenuating Circumstances and Late submissions .....	<b>Error! Bookmark not defined.</b>
Extenuating Circumstances and late submissions for Wolfson-run modules .....	22
Extenuating Circumstances and late submissions for Drama-run modules .....	23
Submissions in excess of word count .....	<b>Error! Bookmark not defined.</b>
Word count policy for Wolfson-run modules: .....	25
Word count policy for Drama-run modules: .....	25
Marks for degree classification .....	<b>Error! Bookmark not defined.</b>
Marking guidelines .....	<b>Error! Bookmark not defined.</b>

Marking criteria for all assessments .....	<b>Error! Bookmark not defined.</b>
Additional information for student services .....	<b>Error! Bookmark not defined.</b>
Libraries and online resources access.....	<b>Error! Bookmark not defined.</b>
Language and Learning .....	<b>Error! Bookmark not defined.</b>
Student welfare .....	<b>Error! Bookmark not defined.</b>
Disability and Dyslexia Service .....	<b>Error! Bookmark not defined.</b>
Student Enquiry Centre .....	<b>Error! Bookmark not defined.</b>
Graduation .....	<b>Error! Bookmark not defined.</b>
Further Information - Dissertation.....	<b>Error! Bookmark not defined.</b>
Summary.....	<b>Error! Bookmark not defined.</b>
General requirements.....	<b>Error! Bookmark not defined.</b>
MSc Dissertation formatting .....	<b>Error! Bookmark not defined.</b>
Standard Format of your research project .....	<b>Error! Bookmark not defined.</b>
Title page .....	<b>Error! Bookmark not defined.</b>
Abstract.....	<b>Error! Bookmark not defined.</b>
Introduction .....	<b>Error! Bookmark not defined.</b>
Aims, Objectives (and Hypothesis) .....	<b>Error! Bookmark not defined.</b>
Research Methods and Methodology .....	<b>Error! Bookmark not defined.</b>
Results .....	<b>Error! Bookmark not defined.</b>
Discussion, Limitations and Conclusion .....	<b>Error! Bookmark not defined.</b>
Further information on systematic reviews .....	36
Research ethics approval .....	<b>Error! Bookmark not defined.</b>
What is ethical approval? .....	<b>Error! Bookmark not defined.</b>
What is involved in obtaining NHS or Queen Mary ethical approval?.....	<b>Error!</b>
<b>Bookmark not defined.</b>	
The NHS, honorary contracts and research passports .....	<b>Error! Bookmark not defined.</b>
References and Academic Skills .....	<b>Error! Bookmark not defined.</b>
References .....	<b>Error! Bookmark not defined.</b>
General Writing Skills.....	<b>Error! Bookmark not defined.</b>
Academic writing .....	<b>Error! Bookmark not defined.</b>
Learning and Remembering Techniques .....	<b>Error! Bookmark not defined.</b>
Reading Techniques .....	<b>Error! Bookmark not defined.</b>
Time Management.....	<b>Error! Bookmark not defined.</b>
Some final tips on study skills! .....	<b>Error! Bookmark not defined.</b>
Listening and Note-taking .....	<b>Error! Bookmark not defined.</b>
Writing Tips.....	<b>Error! Bookmark not defined.</b>
Useful Contacts .....	<b>Error! Bookmark not defined.</b>
Important - Further Information .....	<b>Error! Bookmark not defined.</b>

# Introduction to the Course

## ***Welcome to the course***

A very warm welcome to the MSc in Creative Arts and Mental Health, run jointly by the Centre for Psychiatry & School of English and Drama at QMUL in 2017-18.

You have chosen your postgraduate course wisely. QMUL 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 50 students in 2016-17. These programmes provide students with a unique, culturally-informed approach to clinical and research work in mental health settings.

The Department of Drama, which is part of the School of English Drama, is one of the world's leading centres for the study of theatre and performance. Our top-rated, internationally recognised research feeds into innovative teaching by people who are passionately engaged with their subject. Our academic staff have expertise across a wide range of drama, theatre, and performance – contemporary experimental performance and live art, British and European drama and theatre, the theatre of Shakespeare and his contemporaries – as well as all kinds of intersections between performance and philosophy, city life, political activism, film, visual art, and more. In addition to its highly ranked undergraduate programmes, Drama prides itself in offering top quality postgraduate taught and research degrees.

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

**Professor Kam Bhui & Caoimhe McAvinchey**

**Joint Course Directors.**

## ***Aims of the course***

The MSc in Creative Arts and Mental Health offers an interdisciplinary approach to knowledge and research, with a particular emphasis on performance in the creative arts. It covers the history, theory, and practice of performance in relation to all aspects of mental health promotion and the prevention and treatment of mental illness. Directed at a combination of education professionals, artists, scholars and mental health practitioners, it offers students the opportunity to learn in detail, from both arts and science perspectives, about how art and performance can be used to think critically and engage the public with concepts and experiences of mental health and the mental health system. The course necessarily reflects a critical analysis of the scientific method(s) of mental health research and practice and explores the use of arts-based research, evaluation and dissemination methods.

The primary aims of this course are to develop students' ability to think critically about the relationship between the arts and mental health and mental health care practices in national and international contexts. Specific aims are to develop and enhance:

- How mental health professionals, arts practitioners and others interested in mental health and wellbeing work together in both clinical and non-clinical environments;
- the ways mental health experiences are represented in the arts and in popular culture, and how arts-based practice may help to expand and nuance both clinical and popular understandings of patient and clinician experiences in the mental health system;
- perceptions and assumptions about ways arts-based practices may support recovery;
- critical assessment of the strengths and weaknesses of current practice in arts/mental health collaborations, with an eye to developing best practices for collaboration among arts workers, clinicians, mental health researchers and - crucially - people with lived experience of mental health issues.

This MSc is available on a full-time or part-time basis.

## ***Difference between full and part time***

Full-time MSc and PGDip students complete all modules in Term 1 and Term 2 in one year. The part time MSc course consists of Term 1 and 2 modules (including all lectures and assignments) in Year One and the Term 3 dissertation in Year Two.

## **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 QAA level 7 descriptors for a Masters level course, some key expectations course staff have of students and what students can expect of course staff.

## ***QAA Level Seven (Master's Level) descriptors***

Graduates of specialised/advanced study master's degrees typically have:

### **4.17 Descriptor for a higher education qualification at level 7 on the Framework for Higher Education Qualification (FHEQ) and Scottish Credit and Qualifications Framework (SCQF), and level 11 of the on the Framework for Qualifications in Higher Education Institutions in Scotland (FQHEIS): Master's degree.**

The descriptor provided for this level of the frameworks is for any master's degree which should meet the descriptor in full. This qualification descriptor should also be used as a reference point for other qualifications at level 7/ SCQF level 11 on the FQHEIS, including postgraduate certificates and postgraduate diplomas.

Master's degrees are awarded to students who 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.

4.17.1: Much of the study undertaken for master's degrees is at, or informed by, the forefront of an academic or professional discipline. Successful students show originality in the application of knowledge, and they understand how the boundaries of knowledge are advanced through research. They are able to deal with complex issues both systematically and creatively, and they show originality in tackling and solving problems. They have the qualities needed for employment in circumstances requiring sound judgement, personal responsibility and initiative in complex and unpredictable professional environments.

4.17.2 Master's degrees are awarded after completion of taught courses, programmes of research or a mixture of both. Longer, research-based programmes may lead to the degree of MPhil. The learning outcomes of most master's degree courses are achieved on the basis of study equivalent to at least one full-time calendar year and are taken by graduates with a bachelor's degree with honours (or equivalent achievement).

### ***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.
- **Identify and use available resources:** Queen Mary University of London 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 completing their work placement or practical project:** In the second semester you will take one of two practice-based modules—either a work placement or an art-led module. In the case of work placements, staff will work with you to secure a relevant placement.
- **Follow the Attendance Policy (available on QMplus).**
- **Attend lectures, seminars, workshops, and placements promptly and on time:** Turning up late is distracting to the lecturer and other students. Please be on time and **do not enter the 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/complaints/index.html>

*Note that at the start of Module 1, students are required to select student representatives who will then have regular meetings with staff.*

## ***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:
  - **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. In your final (third) semester, you will have some individual tutorials with your dissertation supervisor.
  - **Lectures:** Lectures are provided live.
  - **Feedback on assignments:** Students will receive feedback on their course work assignments.
  - **Individual assistance:** Students can approach any of the course tutor 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 the relevant tutor.
- **Support you with your research:** You will be allocated a research supervisor during term 1.
- **Provide you with information in a timely and accurate manner:** We understand that doing an MSc can be stressful, so we will endeavour to provide you with all necessary information in a timely and efficient manner. But mistakes will 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.

## **Course information and administration**

### ***Communication with students***

QMUL 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, QMUL and the Students' Union to contact you by your QMUL 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 QMUL 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 tutors**

In general, any questions about the course content, teaching or questions about the course should be directed towards course tutors 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.

## **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

Please note that visits to the office are by appointment only.

## **Course staff**

### **Course Co-Directors**

Professor Kam Bhui

[k.s.bhui@qmul.ac.uk](mailto:k.s.bhui@qmul.ac.uk)

Dr Caoimhe McAvinchey

[c.mcavinchey@qmul.ac.uk](mailto:c.mcavinchey@qmul.ac.uk)

### **MSc Co-leads and Lecturers**

**Dr Shane Boyle**

[m.s.boyle@qmul.ac.uk](mailto:m.s.boyle@qmul.ac.uk)

### **Senior Lecturer and MSc Co-ordinator**

Dr Mark Freestone

[m.c.freestone@qmul.ac.uk](mailto:m.c.freestone@qmul.ac.uk)

Tel: +44 (0)20 7882 2033

### **Course Administrators**

Sabina Adams and Zara Reeves

[MHA-Admin@qmul.ac.uk](mailto:MHA-Admin@qmul.ac.uk)

Tel: +44 (0)20 7882 2013

### **Programme Administration Lead**

Rehana Patel (Mon-Fri)

[Rehana.patel@qmul.ac.uk](mailto:Rehana.patel@qmul.ac.uk)

Tel: +44 (0)20 7882 2038

### **E-Learning Technologist**

(Tues - Thurs)

[e-learningmentalhealth@qmul.ac.uk](mailto:e-learningmentalhealth@qmul.ac.uk)

Tel: +44 (0)20 7882 2016

### **School of English and Drama Contact**

[Sed-information@qmul.ac.uk](mailto:Sed-information@qmul.ac.uk)

## Course tutors

You will be assigned a primary research supervisor/tutor for your dissertation and for term 1 and 2. Your tutor is there to support your learning and to help manage any difficulties you encounter within the course or in your personal life, to ensure that they do not adversely impact your work. If you encounter any issues or problems, please contact your tutor in the first instance.

## Administration

For any difficulties related to administration of the course, such as ID cards, sickness, wanting to change from full to part time, in the first instance contact the course administrator.

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

### **Fees office:**

Melecia Lewin

[m.lewin@qmul.ac.uk](mailto:m.lewin@qmul.ac.uk)

Tel: +44 (0)20 7882 7676

### **Student Registry:**

Student Records Officer

Molly Beaumont

Tel: +44 (0)20 7882 7907

[m.r.beaumont@qmul.ac.uk](mailto:m.r.beaumont@qmul.ac.uk)

### **Admissions Office:**

Tel: 0207 882 5511

[PGadmissionsSMD@qmul.ac.uk](mailto:PGadmissionsSMD@qmul.ac.uk)

Student Records Administrators:

Maria Georgoula / Ken Shuttleworth

[m.georgoula@qmul.ac.uk](mailto:m.georgoula@qmul.ac.uk)

[k.shuttleworth@qmul.ac.uk](mailto:k.shuttleworth@qmul.ac.uk)

Tel: +44 (0) 207 882/ 5578/7919

### **Student Enquiry Centre**

**(For confirmation of attendance letters  
and other relevant services):**

[studentenquiry@qmul.ac.uk](mailto:studentenquiry@qmul.ac.uk)

Tel: +44 (0)20 7882 5005

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

## QMplus and e-learning

Any problems with QM plus or other e-learning resources, please contact the Learning Technologist on [e-learningmentalhealth@qmul.ac.uk](mailto:e-learningmentalhealth@qmul.ac.uk) or the IT helpdesk on 020 7882 8888 or <http://helpdesk.qmul.ac.uk>

## Personal information and data protection

During application and at enrolment/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 and you give QMUL consent to process this. 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.

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. When you graduate, your details will be transferred to our Alumni database so that we can stay in touch with you in the future.

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 declaration about the purposes for which we use your personal data and to whom we may disclose it when required. You must read this declaration carefully. All personal data is maintained in accordance with the Data Protection Act 1998. For more information, visit: <http://www.arcs.qmul.ac.uk/governance/information-governance/index.html>

## ***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.

## ***Teaching dates and assignment due dates***

Please check QMplus regularly for any updates about teaching dates and assignments due dates. ***Exam dates and deadlines for assignments cannot change. Please make sure that you clear your schedule from other responsibilities on assignment due dates.***

## ***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 that, with the exception of the Dissertation, 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/>

## ***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](http://www.adobe.com))
- Adobe Reader ([www.adobe.com](http://www.adobe.com))
- QuickTime ([www.apple.com/quicktime](http://www.apple.com/quicktime))
- Java ([www.java.com](http://www.java.com))

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 or 8 (32-Bit or *64-Bit is Preferred)	OS X Version 10.6 (or higher)
Processor Speed	Laptop or Tablet: Intel Core i3 (or higher)	Core 2 Duo 2.4 GHz (or higher)
Memory (RAM)	4 GB or higher	4 GB or higher
Hard Disk Drive	250 GB or bigger (7200 RPM minimum)	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 or other equivalent word processing programme	MS Office or other equivalent word processing 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.

## **Methods of teaching**

### ***Modules***

The MSc in Creative Arts and Mental Health is available to study at MSc or PGDip levels.

The MSc programme consists of five modules. Completion of the first four modules is accredited for exit with a PGDip in Creative Arts and Mental Health. Completion of all five modules leads to the MSc award.

In Term 1 students take Module 1- “Critical Mental Health Sciences” and Module 2- “Performing Mental Health.” In Term 2 students take a choice of two Module 3 options offered by the Department of Drama (“Cultural Industries” or “Independent Practical Project”) and Module 4- “Key Critical Figures in Mental Health Practice.” In Term 3, students completing the MSc award also take Module 5 and undertake a dissertation on an original topic in the field.

Students are required to attend weekly lectures. You will be required to read and prepare lecture materials prior to the lectures. Due to copyright and college regulations, students are not permitted to record lectures.

### ***Academic and research tutorials***

At the start of each term, you will meet with the course co-leads to receive research and pastoral support, and in Term 1 you will be assigned a research supervisor with whom you will meet to devise research plans and discuss research in Terms 2 and 3.

In Week 7 of Terms 1 and 2, you will attend daylong research workshops. These workshops are held in lieu of normal module lectures and are an opportunity to develop your academic, writing and critical thinking skills. Both workshops will require you to prepare reading and writing ahead of time.

In Term 3, you are required to attend a selection of short research workshops—the schedule of workshops will be made available in Term 2.

Supervision and research workshops are an essential part of the course and will help with completion of your degree. In addition, these sessions will also help you to develop your research project and gain the skills you need to complete your dissertation.

## Methods of assessment

Multiple assessment methods are used throughout the course to aid learning and development. Depending on the modules you choose, these will include written coursework, performances, presentations and the research dissertation.

All written assessments EXCEPT for exams are to be submitted through QMPlus. For further information on dissertation submission, see pages 36-37.

### **Assessment for each Module is as follows:**

#### **Module 1: Critical Mental Health Sciences (30 credits):**

Essay (100%)

#### **Module 2: Performing Mental Health (30 credits):**

Essay (100%)

#### **Module 3—Choose from either 30 credits module:**

##### **Cultural Industries**

Project Plan/Presentation (30%)

Project Report (70%)

##### **Independent Practical Project**

Continual Assessment (10%)

Performance or Presentation (50%)

Documentation (40%)

#### **Module 4: Key Critical Figures in Mental Health (30 credits):**

Essay (100%)

#### **Module 5 (60 credits):**

Dissertation (100%)

## ***Dissertation colloquium***

The dissertation colloquium provides the opportunity for students pursuing the MSc in Creative Arts and Mental Health to present their dissertation research-in-progress and receive feedback from members of staff and other postgraduate students in order to assist its further development. All students are required to participate and to attend the colloquium. First year part-time students are welcome to give a shorter presentation, or just to attend as interested listeners. The colloquium will take place in late May or early June and will feature 10-minute presentations followed by questions. This is a formative exercise and is not assessed.

## **Research dissertation**

Students aiming for the MSc award are required to undertake a dissertation on an original topic reflecting the specialist subject. The type of dissertation you produce can vary, but it must include original research or an original and comprehensive literature review using systematic review methods. The dissertation is the major piece of assessed work for Term 3, accounting for 100% of the final mark for that module. The dissertation is up to 15,000 words in length.

The dissertation should include the following information:

Title page

Abstract

Introduction

Aims, Hypothesis & Objectives

Research Methods & Methodology

Results

Discussion, Limitations & Conclusion

References

Appendix (Acknowledgements, detailed information on quality assessment, evidence of ethical clearance, copy of the questionnaires, and any supporting documents, for example, consent forms and relevant tables).

**The types of dissertation research students may pursue are many, and you are encouraged to discuss your ideas with your research supervisor who will provide you with feedback and support.**

Full-time students with no previous background in research methods do not have enough time to secure an ethical approval for their research project as well as carry out primary data collection, data analysis, and write up. This is evident from experience; those trying to do so have consistently not been successful. Our advice is to carry out a systematic review, but students can elect to follow original research if they wish and take responsible actions to deliver this within the time available. This is unlikely to be successful unless they are already experienced and secure ethical approval early. We also provide students with the opportunity to join existing research projects. So we would encourage those who are



keen to carry out qualitative and quantitative research to join our on-going research projects, rather than developing an unrealistic new research dissertation from scratch.

***If you are interested in conducting empirical research (i.e. using participants or empirical data) then you will need to start this process early, as you will need to ensure you get ethical approval and this can take several weeks to months depending on the study you are conducting. We advise that you speak to a supervisor about this as soon as possible.***

**If you do not secure ethical approval for your project then you:**

- Will not be able to start your project and
- Will not be able to use participants for your pilot study.

Key outcomes of completing the dissertation are:

- Literature searching abilities
- Critical thinking skills, specially applied to reading research papers
- Understanding the link between research and health improvement
- Understanding different types of research methods and methodologies
- Understanding how to identify and formulate a research question
- Formulating research/ideas question following a review of the literature or original research papers
- Organising and presenting information and ideas from a variety of sources in a clear and concise manner

*More information for your research project can be found in this handbook.*

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 a bit of 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.

## **Drama Space and Technical Bookings**

If you would like to use any of the performance spaces administered by the Drama Department, please follow the procedures below. These spaces are:

In the ArtsOne Building:

- The Pinter Studio
- Rehearsal Room 1
- Rehearsal Room 2
- Rehearsal Room 3

Check the availability of the space required by viewing the web timetables at <https://timetables.qmul.ac.uk>

You will need to navigate to the correct room and view the week, day and time that you wish to book. **Please note:** this will only give you the information concerning weekly timetabled events, and not ad hoc bookings.

The rooms are only bookable until 10.00pm each day. Use of the space after that is on a 'first come, first served' basis. Once a suitable space and time is located send a booking request email with at least 24 hours notice (not including weekends) to:

[j.deering@qmul.ac.uk](mailto:j.deering@qmul.ac.uk)

[d.wright@qmul.ac.uk](mailto:d.wright@qmul.ac.uk)

[t.e.hammill@qmul.ac.uk](mailto:t.e.hammill@qmul.ac.uk)

Please head your email with "Room Booking Request" and include the time and date that you wish to use the room, your name, and the title of the module that you are creating a booking for. If the room is available you will receive a confirmation to that effect, or an alternative room will be offered. If no alternative is available at that time of your request, you will be informed of this fact and may have to request another booking. If a member of the technical staff is available, it is possible to do this in person, and is often the quickest way of obtaining a space in which to work, especially at short notice.

If you are unable to attend a booking, or subsequently decide to relinquish it, you must let a member of the technical team know, or email the above addresses as soon as possible. If you are more than 15 minutes late for a booking, the room will be declared free, and may be taken by another person or group.

**Room Etiquette:** Please treat all of the drama rooms with the utmost respect. All tables and chairs should be placed to the sides of the rooms, and all rubbish should be disposed of. Please do not eat in the rooms and limit drinking to water. Spills and accidents should be reported to a member of the technical staff as soon as possible. Please remain sociable to fellow students and staff if they are using the room before you, a gentle reminder that you have next use of the room should suffice.

### **Equipment Bookings Procedure for Drama Students**

Basic audio and video recording equipment can be booked by students by visiting the Tech Office adjacent to Rehearsal Room 1. Please note that you may be asked to return this if the technicians are busy.

You will need to show a valid student ID card before any equipment bookings can be made, and you will be held responsible for any damage to Drama facilities. Equipment may only be booked for a maximum of 24 hours and is given out on a 'first come, first served' basis. Advance bookings cannot be guaranteed.

### **Technical Training**

Technical training, other than that which is offered as a formal part of your degree, can be arranged to suit student demand. If you feel that a specific workshop would be of value to your studies, you are encouraged to gather the names of a minimum of four other students

who have a similar interest and present your case to the Drama Department Technical Director, Jules Deering ([j.deering@qmul.ac.uk](mailto:j.deering@qmul.ac.uk)).

### **Risk Assessment**

If you will be using any of Drama's spaces or creating practical work as part of your MSc, you must be in touch with the Drama Department Technical Director, Jules Deering) about ([j.deering@qmul.ac.uk](mailto:j.deering@qmul.ac.uk)) conducting risk assessments for your work.

## **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](http://my.qmul.ac.uk/studentguide)

**Student Induction** <http://www.qmul.ac.uk/newstudentinduction/>

### **Re-submission Rules and Examination Re-sits**

Students will be automatically registered for first sits and resits. 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 attached Academic Regulations and Assessment Handbook 2017/2018 links below.

<http://www.arcs.qmul.ac.uk/media/arcs/policyzone/Academic-Regulations-2017-18.pdf>

<http://www.arcs.qmul.ac.uk/media/arcs/policyzone/Assessment-Handbook-2017-18.pdf>

Please note that all resits will be capped at 50%. This means that even if your mark is above 50% your final mark on the exam will be 50%.

*You will be allowed to re-sit an exam or re-submit an exam or 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%. Students who fail in Modules 1 and 2 will have an opportunity to re-sit exams in the same academic year (2017/2018). Please refer to the course deadlines. This will result in attending their Graduation ceremony in December 2018.*

## ***Interruption of Study or Withdrawal from the Course***

If you wish to interrupt or withdraw from your studies, you should inform the course tutors immediately. The deadline for students to apply for interruption of study is Friday 20<sup>th</sup> April 2018. 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 course tutors 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:

<http://www.arcs.qmul.ac.uk/media/arcs/students/study/interrupting/Instructions-and-Interruption-of-Studies-form-2016.doc>

<http://www.arcs.qmul.ac.uk/media/arcs/students/study/withdrawing/Withdrawal-form-14.9.14.doc>

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' which can be found at:

<http://www.arcs.qmul.ac.uk/students/study/interrupting/>

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

- Deadline for Change of Programme: Thursday 30<sup>th</sup> November 2017
- Deadline for interruptions and withdrawals: Friday 20<sup>th</sup> April 2018

## ***Plagiarism***

Plagiarism is taken very seriously by the course and the College and there are severe penalties for anyone who plagiarises work. Bear in mind that it is also possible to self-plagiarise by using your own previous work in another context without citing that it was used previously, and it is best to avoid this where you can. The college policy and further information on plagiarism can be found here:

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

<http://www.library.qmul.ac.uk/plagiarism>

## ***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 August-September.*

## Marking

### **Marking of assignments**

Assignments weighted 50% or more in Modules 2 and 3, and the research dissertation are double-marked. All submitted work in Modules 1 and 4 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.

### **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. So 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. QMUL 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 have to 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 in QM plus. The form should be completed and returned to the course administrator as soon as possible.

**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.

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 tutor. 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. Please note that the sub-board for EC's take place weekly on Wednesday mornings. 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>

Since the MSc in Creative Arts and Mental Health is run jointly by the Wolfson Institute and Drama, there are two separate extenuating circumstances procedures depending on the module you are taking. For Modules 1, 4 and 5, please follow the procedures for the Wolfson Institute. For Modules 2 and 3, please follow the procedures for Drama. Should you have any questions about this, please contact your module instructor or the course leads.

### **Extenuating Circumstances and late submissions for Wolfson-run modules**

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. Please note that the sub-board for EC's take place weekly on Tuesday mornings. 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.

**The mark for work submitted late, without extenuating circumstances is reduced by a rate of 5% each day, or part thereof where the assignment is handed in late, up to**

**a total of three days. 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 three days late will automatically have 15% deducted. Work submitted later than three days after the submission deadline, without the prior approval of course staff, will receive a 0 mark.**

### **Extenuating Circumstances and late submissions for Drama-run modules**

Drama runs two boards per year at which Extenuating Circumstances cases are considered—in June and in September. The deadlines for Extenuating Circumstances will be announced well ahead of time and completed forms must be filled out in full and submitted to the School of English and Drama office.

If you submit any assignment after the deadline it will be considered late. Academic Regulations stipulate that penalties will be applied to your marks for the assignment(s) in question as follows:

- Five per cent of the total marks available (i.e. five marks for an assignment marked out of one hundred) will be deducted for each 24 hour period or part thereof after the submission date and time, including weekends and bank holidays. An assignment submitted more than 120 hours late will be awarded a mark of zero.
- Late penalties will be applied to your marks when these are transferred from QMPlus to MySis at the end of the academic year. If however, your work is submitted more than 120 hours after the deadline, you will see a mark of zero in QMplus.

It is worth noting that all grades you see on QMPlus are provisional until the School's Exam Board has met and confirmed all marks. Your confirmed marks are then available to you via MySIS.

Here are some examples of how the penalties will work:

- if your assignment is due for submission on Sunday at 11.30pm and you submit it 1 minute up to 24 hours late 5 marks will be deducted from the mark you achieve
- if your assignment is between 24 and 48 hours late, 10 marks will be deducted from the mark you achieve
- if your assignment is between 48 and 72 hours late, 15 marks will be deducted from the mark you achieve
- if your assignment is between 72 and 96 hours late, 20 marks will be deducted from the mark you achieve
- if your assignment is between 96 and 120 hours late, 25 marks will be deducted from the mark you achieve

- if your assignment is more than 120 hours late, you will receive a mark of zero (0 fail) for the assignment

So, if you receive a mark of 74 or below for an assignment but you submitted it over 4 days late (including weekends and bank holidays), your assignment will fail because 25 marks will be deducted (74-25=49).

You will only be able to submit a written assignment to QMplus before an assignment deadline, or via a special late submission point on QMplus, up to 120 hours after the assignment deadline. Once 120 hours after the deadline have elapsed, you won't be able to submit it to QMplus and your assignment will receive a mark of zero.

If you submit a late assignment within the 120 hours 'late' period on QMplus, and the reasons for it being late are caused by circumstances beyond your control, you should complete and submit a Late Work Report Form where you can describe the circumstances. This form can be acquired on QMPlus or from the course co-lead. This form must be accompanied by official documentation, such as a doctor's letter. A Late Work Panel of staff which includes the Chair of the Exam Board in Drama will consider your Late Work Report and decide if they can accept the evidence and reasons you have provided. If they accept these, your late work penalties may be waived or reduced. If the panel can't accept your Late Work Report form, your assignment will attract late work penalties when your QMplus marks are transferred to MySIS after the Exam Board has met.

However, if circumstances beyond your control (such as illness, or bereavement) mean that you aren't able to submit an assignment until after the late submission point on QMplus has closed (ie, more than 120 hours after the deadline) you may submit the assignment in hard copy to School of English and Drama Reception during opening hours (ArtsOne 3.40, opening hours Monday to Friday, 9am to 1pm and 2pm to 5pm). You'll be asked to complete a special cover sheet acknowledging that your work is more than 120 hours late and may be subject to a mark of zero. You should complete and submit a Late Work Report form where you can describe the circumstances that caused this. This form must be accompanied by official documentation, such as a doctor's letter.

Your Late Work Report will be considered by a panel of staff which includes the Chair of the Exam Board. If the panel decides that your Late Work Report can be accepted, your assignment will be marked. If the panel decides that your Late Work Report can't be accepted (because you didn't provide supporting evidence, or your reasons aren't accepted), then your late assignment will receive a mark of zero.

#### *The Late Work Application process in Drama:*

Please note:

- You may only submit a Late Work Report (this form and your statement and documentary evidence) once you have submitted your late work, not before.
- If you submit your work late without handing in a Late Work Report form, or if the Late Work Panel decides that your reasons for late submission are not adequate,



penalties will be applied to the assignment mark (penalties include receiving a mark of zero)

- If you submit an application without documentary evidence, your form will not be accepted or considered by the panel

Examples of circumstances not accepted by the Late Work Report Panel are:-

- Poor time management, not allowing yourself enough time to complete multiple assignments;
- Submitting your assignment in the wrong format meaning that staff are unable to open it or mark it;
- Computer failure.

### ***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.

Since the MSc in Creative Arts and Mental Health is run jointly by the Wolfson Institute and Drama, there are two separate word count policies on the MSc depending on the module you are taking. For Modules 1, 4 and 5, please follow the policy for the Wolfson Institute. For Modules 2 and 3, please follow the procedures for Drama. Should you have any questions about this, please contact your module instructor or the course leads from Law or Psychiatry, depending on which school is leading the module.

### **Word count policy for Wolfson-run modules:**

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.

### **Word count policy for Drama-run modules:**

Word limits on all assessed work must be stringently observed: writing to a word limit is an important aspect of the academic skills you are developing (word limits include quotations and footnotes but not the bibliography).

1. there is a 10% over allowance on essays;
2. no under-length essays are penalized;
3. essays over the 10% allowance will be penalised by 2 percentage points per 100 words or part thereof \*;
4. dissertations over the 5% allowance will be penalised by 2 percentage points per 100 words or part thereof \*\*;
5. penalties will be applied by markers and explained to students in feedback.

\* Example: a student submits an essay of 4550 words for an assignment with a word limit of 4000 words. The 10% allowance means that the student is permitted to submit up to 4400 words for this assignment, so the essay is 150 words beyond that limit. The mark for the assignment will be penalised by 4 percentage points: deducting 2 percentage points for each additional 100 words or part thereof.

\*\* Example: a student submits a dissertation of 16,060 words for an assignment with a word limit of 15,000 words. The 5% allowance means that the student is permitted to submit up to 15,750 words for this assignment, so the dissertation is 310 words beyond that limit. The mark for the assignment will be penalised by 8 percentage points: deducting 2 percentage points for each 100 words or part thereof.

### ***Marks for degree classification***

To obtain a distinction in the course, it is necessary to get an overall course mark of 70%+ and a mark of 65%+ 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, **except the Fail classification**. In order to be awarded an MSc you will need to have at least 50% for each Module.

If a student fails an assessment or exam they will be automatically entered for a re-sit / resubmission of the work.

<http://www.arcs.qmul.ac.uk/media/arcs/policyzone/Assessment-Handbook-2017-18.pdf>

### ***Marking guidelines***

#### **Marking criteria for all 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.*

### **Provisional Grade:**

Please note – this is not a grid that adds up to a particular grade. The overall grade is based on the items above and academic judgement. These items indicate strengths and weaknesses in order to allow you to target areas that need work.

Students who are having difficulty with written English should take advantage of the support offered by the Language Centre — <http://language-centre.sllf.qmul.ac.uk/> — and/or use the following on-line resource — <http://aeo.sllf.qmul.ac.uk/>

## **Additional information for student services**

### ***Libraries and online resources access***

The libraries at Queen Mary offer a whole range of services and courses which can be useful for students. The library webpage is also the access point to e-journals, databases and other online resources:

<http://www.library.qmul.ac.uk>

The Library is the part of Academic Information Services responsible for library provision in all subjects at Queen Mary. To this end the Library offers:

- extensive collections of books, journals and other materials in support of teaching and research

- electronic access to library catalogues, online databases and electronic journals
- accommodation for silent study with facilities for group study within the Library and elsewhere, offering a conducive learning environment
- 7-day/week and vacation opening with late opening on weekdays in term and the Easter vacation

Points of contact with the Main Library are as follows:

- General and reference enquiries: Main enquiry desk, ground floor  
Phone: + 44 (0)20 7882 3300  
Email [library-enquiries@qmul.ac.uk](mailto:library-enquiries@qmul.ac.uk)
- Loans and loan enquiries: Issue counter, ground floor  
Phone + 44 (0)20 7882 3312
- Interlibrary loans: Issue counter, ground floor  
Phone + 44 (0)20 7882 3314  
Email: [library-interloans@qmul.ac.uk](mailto:library-interloans@qmul.ac.uk)

**West Smithfield Library** – near the Charterhouse Square site

[http://www.library.qmul.ac.uk/locating\\_libraries](http://www.library.qmul.ac.uk/locating_libraries)

## ***Language and Learning***

The Queen Mary Language and Learning Centre provide a range of resources for students with English as a second language and students who want to develop their academic English Skills. There are workshops for Academic Writing and Dissertation skills.

<http://www.languageandlearning.qmul.ac.uk/index.html>

The Learning Development Centre is based in the Mile End Library, and includes services such as:

- ✓ bookable one-to-one tutorials to discuss your approaches to study, a written assignment, a spoken presentation or a knotty area of grammar.
- ✓ bookable one-to-one tutorials with one of our Royal Literary Fund Fellows to talk about your writing.
- ✓ advice on Maths, Statistics and Science - on a drop-in basis in the first floor study centre .
- ✓ brief consultations on writing and study skills, such as researching an assignment, referencing or using your time effectively on a drop-in basis in the ground floor Help Zone.
- ✓ retreats and protected reading and writing spaces to help you focus, manage your time, develop better practices for reading and writing
- ✓ access to QM study skills books collection located on the ground floor. To find out more details, go to: [www.learningdevelopment.qmul.ac.uk](http://www.learningdevelopment.qmul.ac.uk)

## ***Student welfare***

The student advice and counselling service offers a confidential service for a range of student problems and concerns. They are also the contact point for advice on visas and other related issues for overseas students.

<http://www.welfare.qmul.ac.uk/>

Should you have personal issues which may cause you difficulty on the course, please contact one of the course tutors to discuss these issues in confidence. The college has procedures and policies in place to support students who may be having difficulties.

## ***Disability and Dyslexia Service***

If you have a physical and/or mental disability that you think may adversely affect your performance, please discuss this issue for with Queen Mary Disability and Dyslexia Service. Queen Mary University of London offers support for all students with disabilities, specific learning difficulties and mental health issues at the Disability and Dyslexia Service. The Queen Mary Disability and Dyslexia Service is located on the second floor of the Francis Bancroft Building at the Mile End Campus. For further information about this service, please see:

<http://www.dds.qmul.ac.uk/>

## ***Careers and Enterprise Centre***

The Careers and Enterprise Centre supports 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/>

## ***Student Enquiry Centre***

The Student Enquiry Centre provides a general service for prospective and current taught students and is the front of house for the Academic Registry and Admissions Teams.

### **Services for current students\***

Bank letters

Student status letters (e.g. enrolment letter, confirmation of status)

Confirmation of address letters

Provisional transcripts

Replacement of ID cards

Bursary form submissions (e.g. Access to learning fund, hardship loan forms)

Bursary/Emergency loan, cheque collection

Emergency loan appointment bookings  
Student status change form submissions (withdrawal, interruption, change of programme, module amendment forms)  
Changes to personal details (e.g. name change)  
General bursaries, students' records and exam queries  
Rail card form approvals

**Services for Graduates\*** (*useful for after you graduate*)

Face to face requests for:

Confirmation of degree letter (also known as degree award letter)

Transcripts

Certified copies of degree certificates

\*The Exams & Awards handle email requests (from [stuverification@qmul.ac.uk](mailto:stuverification@qmul.ac.uk)) for the above, along with third party student verification requests.

**All students**

Signposting to other student support services

*The Student Enquiry Service does not deal with:*

Fee Payment Requests

\* *Queries are currently handled, face-to-face, by telephone (ext. 5005), email [studentenquiry@qmul.ac.uk](mailto:studentenquiry@qmul.ac.uk).*

**Please note that all letter-related requests are only handled over email**

**For more information please go to the following link:**

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

Finally!

**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/>



## 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. In Term 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. The dissertation mark represents the overall mark of Module 5.

### General requirements

All MSc candidates are required to submit a typed dissertation on a research project. **This will be between ten and fifteen thousand words.**

- 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 QMUL link: <http://www.qmul.ac.uk/research/ethics>

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.**

### ***MSc Dissertation formatting***

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

<b>Word count</b>	10,000 (min) to 15,000 words (maximum) including everything except appendices and bibliography. The word count should be indicated on the front page
<b>Font for main text</b>	12 point in Arial or Times New Roman
<b>Spacing</b>	Double line spacing
<b>Page numbers</b>	Insert page numbers in top right-hand corners for all pages
<b>Tables</b>	All tables and figures should be clearly numbered
<b>Margins</b>	Top and bottom margin : 2cm Left margin minimum 3.5 cm to allow for binding

	Right Margin 2.5 cm
<b>Printing</b>	Print on single sides of A4
<b>Binding</b>	The final document should be bound with a standard coversheet on the front

Please submit 1 PDF copy through QM Plus and 2 bound copies of your dissertation by the deadline listed on the MSc Course Tasks and Assessment sheet on QM Plus.

*Please Note: The format (except the word count of 10,000 -15,000 words, which is applicable to the MSc dissertation only) of ALL written work should adhere to the guidelines in the Table above.*

## **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” (Butler, 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. Towards the end of this section, you could outline what you intend to do in the rest of the document.

## Aims, Objectives (& Hypothesis)

Your aims, hypothesis 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?

Your hypothesis should be stated here unless your research is qualitative. Your hypothesis must be logically based on the findings of your literature review or a concept or theory derived to build on what is already known in the field. All pre-existing works used to define your hypothesis must be clearly referenced as your sources.

## 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.

## ***Further information on systematic reviews***

Not all students will undertake a systematic review as their dissertation. Literature reviews should show systematic search strategies and systematic extractions and synthesis of information. 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.

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 mental health

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>

## ***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](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.
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.nres.npsa.nhs.uk/>

The standard application form for submitting a request for ethics can be found here:

<https://www.myresearchproject.org.uk/>.

## ***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/systems/Pages/systems\\_research\\_passports.aspx](http://www.nihr.ac.uk/systems/Pages/systems_research_passports.aspx) 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.

## ***References & Academic Skills***

### **References**

You must clearly reference 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 be all original.

**MSc work – Harvard referencing is the recommended style.** Further information under: <http://www.library.qmul.ac.uk/referencing>

### ***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

### ***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.

## ***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.

## ***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.

## ***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.

## Some final tips on study skills!

### *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.

## ***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 "blinking."

**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.

## ***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 process:**

**Establish, narrow, and define your topic.**

State your thesis or theme in a sentence or two at most

**Define your audience.**

Is it your instructor who grades you or a teaching assistant?

Your classmates who will critique your work?

A conference for professionals, for review?

Keep your audience in mind as you write

**Plan ahead**

Set a time line and allow for unexpected developments and planned revision

**Gather resources**

**People:** lecturer, teaching assistant, research librarian, tutor, subject matter experts, professionals

**References:** text book, reference works, web sites, journals, diaries, professional reports

**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.

**Organise your notes with a prewriting exercise:**

focused free-writing, brainstorming, mapping, and/or outlining

**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 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 its time, 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**

## Useful Contacts

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

<p>Disability and Dyslexia Service Queen Mary, University of London Mile End Road London E1 4NS Tel: +44 (0)20 7882 2756 Email: <a href="mailto:dds@qmul.ac.uk">dds@qmul.ac.uk</a></p>	<p>To Arrange a Campus Tour Education Liaison Queen Mary, University of London Mile End Road London E1 4NS Tel: +44 (0)20 7882 5544 Fax: +44 (0)20 7882 3158 Email: <a href="mailto:campustours@qmul.ac.uk">campustours@qmul.ac.uk</a></p>
<p>Advice and Counselling Service Ground Floor Geography Building Queen Mary, University of London Mile End Road London E1 4NS Tel: +44 (0)20 7882 8717 Fax: +44 (0)20 7882 7013 Email: <a href="mailto:welfare@qmul.ac.uk">welfare@qmul.ac.uk</a></p>	<p>Admissions and Research Student Office <a href="http://www.qmul.ac.uk/contact/">http://www.qmul.ac.uk/contact/</a> Email: <a href="mailto:admissions@qmul.ac.uk">admissions@qmul.ac.uk</a></p>
<p>Residences Officer Accommodation Office Queen Mary, University of London Mile End Road London E1 4NS Tel: +44 (0)20 7882 5104 Email: <a href="mailto:residences@qmul.ac.uk">residences@qmul.ac.uk</a></p>	<p>Student Health Service Ground Floor Geography Building Queen Mary, University of London Mile End Road London E1 4NS Tel: +44 (0)20 7882 8710</p>
<p>Language and Learning Unit Queen Mary, University of London Mile End Road London E1 4NS Tel: +44 (0)20 7882 2826/2827</p>	