Barts and The London School of Medicine and Dentistry

Queen Mary University of London

Postgraduate Academy

Mental Health

MSc Forensic Mental Health

Student Handbook

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

This handbook is for all postgraduate students on the MSc in Forensic 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 to students on **QMplus:** https://qmplus.qmul.ac.uk/

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

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

The Academic Regulations are available online at:

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

Disclaimer

The information in this handbook is correct as of June 2018. 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

Welcome to the course 6
Aims and Structure of the course 7
Membership of the British Psychological Society 8
Difference between full and part time 8
Important Dates 8
Expectations 8
What this course will teach you 9
Staff expectations of students 9
Student expectations of staff 10
Course information and administration 11
Communication with students 11
Contacting lecturers and tutors 12
Offices 12
Course staff 12
Course tutors 12
Administration 13
Personal information and data protection 15
Safety and Emergencies 15
QMPlus Introduction 17
Technical requirements 17
Tablets and Mobile Devices 17
Key Course Dates 18
Methods of teaching 19
Lectures 19
Academic and research tutorials 19
Methods of assessment 19
Module 1 19
Oral Presentation 19
Written exams 20
Placement/Supervised Clinical Work reports 20
Research Proposal 21
Module 2a - 21
Module 3 – Reflective Diary and Case Study 21
Module 4 Placement 23
What is supervised professional work? 23
A note about criminal record checks 24
Module 5 - Research dissertation 24
Rules and regulations 25
Re-submission Rules and Examination Re-sits 26

Interruption of Study or Withdrawal from the Course 26
Plagiarism 27
Turnitin 27
Marking 27
Marking of assignments and exams 27
Extenuating Circumstances 28
Late Submissions 29
Submissions in excess of word count 29
Marks for degree classification 29
Marking guidelines 31
Marking criteria for all assessments 31
Feedback Form 33
Additional information for student services 34
Libraries and online resources access 34
Language and Learning 34
Student Welfare 36
Advice and Counselling Service 36
Financial, Immigration and Welfare Advice 36
Counselling 37
Disability and Dyslexia Service 37
Student Enquiry Centre 38
Bursaries, Grants and Scholarships 39
Student Loans 39
Bursaries 39
Queen Mary Financial Assistance Fund 39
Dean's Benevolence Fund 39
Graduation 41
Further information on Assignments 42
Research Proposal 42
Empirical study research proposal 42
Title page/research question 42
Introduction 42
Hypothesis/aims/research questions 42
Methodology 43
Example systematic review research protocol 43
Introduction 43
Hypothesis/aims/research questions 44
Methods 44
Further information on systematic reviews 45
Further Information - Dissertation 45
Summary 45
General requirements 45
MSc Dissertation formatting 46
Standard Format of your research project 47
Title page 47
Abstract 48

Introduction 48
Aims, Objectives (& Hypothesis) 48
Research Methods & Methodology 48
Results 49
Discussion, Limitations & Conclusion 49
Research ethics approval 49
What is ethical approval? 49
What is involved in obtaining NHS or Queen Mary ethical approval? 50
The NHS, honorary contracts and research passports 51
Distance learning students 51
References & Academic Skills 51
References 51
General Writing Skills 51
Academic writing 52
Learning and Remembering Techniques 52
Reading Techniques 53
Time Management 54
Some final tips on study skills! 54
Listening and Note-taking 54
Preparing for Exams 55
Writing Tips 56
Useful Contacts 58

Introduction to the Course

Welcome to the course

A very warm welcome to the MSc in Forensic Mental Health, run by Centre for Psychiatry QMUL in collaboration with East London NHS Foundation Trust.

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 120 students in 2017. These programmes provide students with a unique, culturally-informed approach to clinical and research work in mental health settings.

The Centre also has a long history of research and training in forensic psychiatry and psychology of international importance, and until 2016 hosted a dedicated Forensic Psychiatry Research Unit. We retain strong links with East London Foundation Trust, who are our partners in delivering this course and are one of the largest Mental Health Trusts in London, with an operating budget of over £300million and over 200 specialist forensic beds.

As this is still a new course, we will inevitably encounter aspects of the course that can be improved or could be done differently for a better student experience. Should you come across anything that you think could word better, I hope you will let myself or Dr Jones know so that we can work to improve it.

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

Dr Mark Freestone

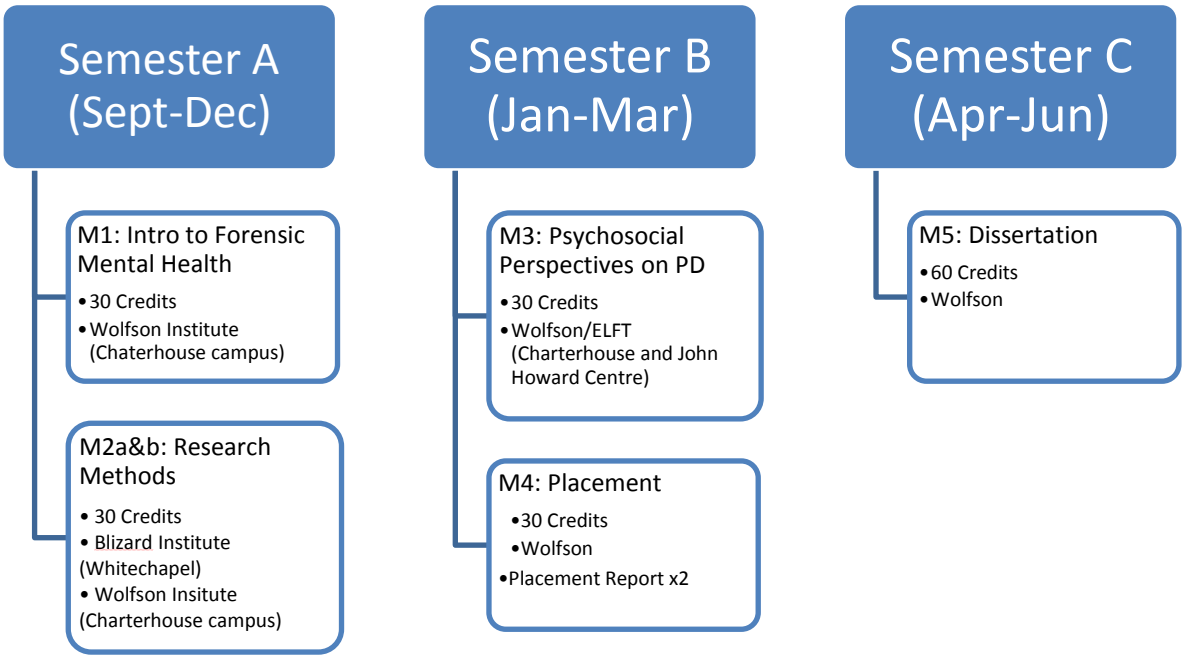
Senior Lecturer and Taught Programmes Lead

Aims and Structure of the course

We aim to develop our students' ability to think critically about the bio-psychosocial approach to clinical and professional working in forensic mental health and forensic research, based on a combination of theoretical learning, supervised practical experience, and your own empirical research project.

Different from other taught postgraduate programmes in the field, the course will offer students a distinctive psychosocial focus that will inform not just the theoretical material but also the practice-based learning. This approach recognises that all individuals come from a particular psychosocial environment, which will inform their early development as well as their relationships in later life. As well as providing a framework for safe and therapeutic work with offenders, adopting a psychosocial approach can help students on the course to reflect on their own experiences and practice in a way that is directly linked to further developing their skills as clinicians, researchers and leaders in the field.

The structure of the course is broken down into five modules delivered over three semesters. Module 1 provides students with an overview of key concepts in forensic mental health, such as risk assessment, formulation and supervision. In Modules 2a and 2b, students receive training in research skills and working with research evidence. Module 3 is a taught programme delivered by the East London NHS Foundation Trust focused on working psychosocially with clients with personality disorder, who are estimated to make up 70-80% of the offender population. Module 4 is a placement, which takes place concurrently with Module 3 to allow students to use clinical or professional material from the placement in their work discussion groups that form part of the Module 3 teaching. In Module 5, students will complete a dissertation on an original piece of work that will constitute 100% of the available marks.



The course structure is the same for all students: there are no elective modules.

Although the approach of the course is mainly psychological in nature, the MSc Mental Health is multidisciplinary, and we have established ourselves as a world-leading centre offering an innovative curriculum. This means that students will also encounter ideas from psychiatry, epidemiology, psychoanalysis and

Membership of the British Psychological Society

For those of you intending to follow a career path in psychology, we would strongly recommend obtaining graduate membership of the BPS. Graduate membership of the Society is the starting point to your career as a psychologist. Becoming a Graduate Member of the Society is a prerequisite for many Society-accredited post-graduate and Doctoral programmes.

As a graduate member you will receive:

- The title 'MBPsS' after your name
- A subscription to The Psychologist (print and digital)
- Free online access to the Society's archive of academic journals
- Discounts on conferences and events
- …and a variety of other benefits that can be found online at http://www.bps.org.uk

To join as a Graduate Member, you'll need to have achieved at least a 2:2 in an undergraduate degree accredited by the Society, or to have completed an accredited conversion course. For further details on applying for Graduate Membership please speak to Dr Jones or visit the BPS website. If you have any questions about the accreditation process, please contact the Programme Director, Dr Hannah Jones (h.jones@qmul.ac.uk).

Difference between full and part time

Full-time MSc students complete all five modules in one year, full time PGDip students the first four modules, but no dissertation. The part time course consists of Modules 1 and 3 in Year One, and Module 2a and 2b and 5 (dissertation) in Year Two.

Important Dates

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

Expectations

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

What this course will teach you

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

- a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of their academic discipline, field of study or area of professional practice
- a comprehensive understanding of techniques applicable to their own research or advanced scholarship.
- originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline
- conceptual understanding that enables the student: -
  - to evaluate critically current research and advanced scholarship in the discipline
  - to evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses.

Typically, holders of the qualification will be able to:

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

And holders will have:

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

Staff expectations of students

We expect students to:

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

- **Be professional:** Working in forensic mental health requires a high level of personal responsibility, commitment, resilience and respect for professional boundaries. In this course you will learn more about these attributes, but we expect all our students to model professional conduct whenever they are engaging with the course or their external placements.
- **Adhere to the BPS Code of Ethics and Conduct:** We recognise that not all students will be psychologists, but we believe that the BPS code of ethics represents well the standards of professional conduct we expect from all our students. You will receive a copy of the code the lecture in Module 1 on professional ethics, or you can obtain it by download from:

  https://beta.bps.org.uk/news-and-policy/bps-code-ethics-and-conduct
- **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.
- **Follow the Attendance Policy (see attached link on QM Plus).**
- **Attend lectures promptly and on time:** Turning up late is distracting to the lecturer and other students. Please be on time and **do not enter the lecture room if you are more than 15 mins late**. Mobile phones should be switched off during lectures and tutorials. No food in lecture rooms during lectures.
- **Communicate with course staff:** Course staff are here to assist you with your learning and to help you get the most out of your MSc. We rely on feedback from students to improve the course. We are also here to help if you are having any problems on the course; however, we rely on you contacting us to let us know of any issues.
- **Adhere by the rules of Conduct as instructed by the College:** All students are expected to adhere to the rules and regulations of the University for student Conduct. Please follow the link below to learn more about the Code of Student Discipline:

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

Note that at the start of Module 1, students are required to select two or three student representatives who will then have regular meetings with staff through the Staff-Student Liaison Committee.

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, with recorded versions provided online which can also be reviewed at other times to help consolidate learning.
- **Feedback on assignments:** Students will receive feedback on most of the course work assignments. Due to college regulations, it is not possible to give individual feedback on examinations.
- **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 at the start of Module 1. Research supervision will be provided in group tutorials, with individual meetings where required. You will be offered six research tutorials in Semester 3m which will be a mix of group and individual sessions**.**
- **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

A campus map is available here:

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

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

Course staff

Lecturer and Programme Lead
Dr Hannah Jones
h.jones@qmul.ac.uk

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

Course Administrator
Sabina Adams
MHA-Admin@qmul.ac.uk
Tel: +44 (0)20 7882 2013

Programme Administration Lead
Rehana Patel (Mon-Fri)
Rehana.patel@qmul.ac.uk
Tel:+44 (0)20 7882 2038

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

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.

If you have and additional concerns or complaints, in the first instance please contact the Director of Postgraduate Taught Programmes, Dr Mark Freestone (m.c.freestone@qmul.ac.uk).

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
Tel: +44 (0)20 7882 7676

Admissions Office:
Tel: 0207 882 5511
PGadmissionsSMD@qmul.ac.uk
Student Enquiry Centre
(For confirmation of attendance letters & other relevant services):
studentenquiry@qmul.ac.uk
Tel: +44 (0)20 7882 5005

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

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

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

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

Student Representation

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

Staff-Student Liaison Committee (SSLC)

The SSLC meets twice in semesters One and Two, and once in the final semester, to discuss any ongoing concerns with the course or other student issues. Two student representatives from each course are elected at, or shortly after, the Induction session in September based on a vote within the student body. If you have concerns that are related

to the course but not to your own academic performance, you can ask your representatives to bring these to the SSLC meeting.

Postgraduate Taught Experience Survey (PTES)

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

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

Appeals and Complaints

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

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

There are two grounds for appeal:

- procedural error: Where the process leading to the decision being appealed against was not conducted in accordance with Queen Mary's procedure, such that there is reasonable doubt as to whether the outcome might have been different had the error not occurred. Procedural error shall include alleged administrative or clerical error, and bias in the operation of the procedure.
- that exceptional circumstances, illness, or other relevant factors were not made known at the time for good reason, or were not properly taken into account.

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

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

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

Complaints

Before submitting a complaint you are advised to speak to a member of staff in the teaching team, as most issues can be resolved informally without the need for a formal complaint.

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

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

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

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

Office of the Independent Adjudicator (OIA)

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

Personal information and data protection

During application and at (re-)enrolment you provide us with personal information about yourself such as relevant addresses and information about your background, which is held in systems such as MySIS. It's important that you ensure this information is accurate and keep it up to date. Throughout your studies (or after you graduate) you may also provide, or we may collect, other personal information and you should be aware that this also includes any work you submit for assessment in the course of your studies. Tutors may occasionally use anonymised student essays (or portions from them) as part of the teaching process. We hope you will be willing to support your fellow students by allowing this, but you may opt out by contacting your school office. Other markers of engagement are monitored to help support students.
We ensure that all personal data is held securely and not disclosed to third parties without your consent, unless we are obliged to do so by law - for example the annual student record that we submit to the Higher Education Statistics Agency - or other conditions allow.

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

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

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.

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 QM plus which frees students up from having to physically come to the department just to deliver a piece of work. There are also discussion boards; some of the discussions are directed, others are student generated.

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

If you encounter any problems with QM plus or other e-learning resources, please contact the Learning Technologist on e-learningmentalhealth@qmul.ac.uk or the IT helpdesk on 020 7882 8888 or http://helpdesk.qmul.ac.uk

Technical requirements

To get the best from QMPlus, you will need a computer running at least Windows 7, Mac OS 10.4. If you want to use Linux then you need to be sure it is at least as powerful as those two systems. 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 and Opera.

We also recommend you have the latest versions of the following software:

- Adobe Flash Player (www.adobe.com)
- Adobe Reader (www.adobe.com)
- QuickTime (www.apple.com/quicktime)
- Java (www.java.com)

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

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

Platform	PC	Mac
Operating System	Windows 7 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 eLearning 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.

Key Course Dates

A list of key course dates and assignment deadlines is available on QMPlus.

Key QMUL dates are available in the ARCS Calendar on the ARCS homepage www.arcs.qmul.ac.uk.

Methods of teaching

Lectures

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

Academic and research tutorials

For Module 1, students will attend a one-hour group tutorial each week. The tutorials provide students with the opportunity to meet with their supervisor/tutor to discuss matters on the course. For Module 5 in Semester 3, all students will attend six tutorials purely for their research project. These will be a mix of individual and group sessions.

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

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

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

Methods of assessment

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

All written assessments EXCEPT for exams are to be submitted through QMPlus. For further information on dissertation submission, see pages 45-52.

Module 1: Introduction to Forensic Mental Health

Oral Presentation

At the end of Module 1 students will participate in a 10 to 15 minutes oral presentation, given to two academic members of staff on a topic related to the Module 1 material, chosen by the staff. The oral assessment uses a different format to written exams to test knowledge acquired throughout the course. The presentation comprises of one or two questions or a case study on any subject from the module. Questions of different formats may be used, for example, being asked to discuss an important concept or theoretical approach, provide a summary or critique of a particular approach, or being asked to formulate a clinical case vignette.

Written exams

The written exams for Module 1 are usually 2 ½ hours long. Exam content is focused on the topics covered throughout that module. Questions may consist of a mixture of short answer questions, where fewer marks are awarded for each aspect of the question or longer questions, where all marks are awarded for the one question.

Placement/Supervised Clinical Work reports

Students are required to complete a placement or supervised clinical work of a half-day per week or more in order to develop their reflective practice. This is assessed through two pieces of written work.

1. The first is a piece completed midway through Semester 2, reporting on the placement/supervised clinical work as well as outlining links to the evidence base, theory and practice. These reports are no more than 3,000 words in length (excluding references). The report should cover the following areas:

- **Background to the organisation:** e.g. organisation, supervisor, type of work, methods and approaches used.
- **Description of your**
- **Goals or plans for the placement/supervised clinical work:** e.g. work to be undertaken, aims and goals, reflections on learning outcomes and what you hope to achieve, expected challenges.
- **Theory practice links:** linking of the placement/supervised clinical work and work to be undertaken to the evidence base and theory.
- **Training need identification :** A description of a training need you have identified for yourself or professional colleagues during your first weeks on the placement that is currently not met by the service itself

2. The second piece of work is handed in early in Semester 3 after the placement has finished. This is an account of the placement/supervised clinical work itself and what happened. It is a reflective piece and is meant to demonstrate what you have learnt from the placement/supervised clinical work and links between theory and practice. This report should be no more than 3,000 words in length. Again, the report should include links to theory and literature, as well as reflections on the experience of the placement/supervised clinical work. Some suggestions for areas to cover are:

- **How the placement/supervised clinical work met your goals and learning outcomes**
- **Successes and challenges from doing the placement/supervised clinical work**
- **A description of a case** (which can be research, training, professional practice) and how has it supported learning
- **Reflections** on links between the placement/supervised clinical work and theory and the evidence base
- **Reflections** on the placement/supervised clinical work as a whole, and what you would do differently in the future
- **A training plan** to address the training need identified in the first assignment.

The ideas above are guidelines, as every placement will be very different. The overall aim of these pieces of work is to help you to start thinking about applying theory and evidence in a real setting and to help you to reflect on this.

If there are any difficulties with this, then students are able to discuss placement opportunities with Dr Hannah Jones, the Programme Lead (h.jones@qmul.ac.uk).

Research Proposal

The research proposal should be up to 1,500 words (excluding references). The aim of the research protocol is to outline your overall approach to your research dissertation. The type of information you will include may vary depending on the type of project you are proposing to do. Please refer to page 42 of this handbook for an example structure.

Module 2b: Applied Research Methods

Written exams

Assessment of Module 2b is by a single written exam only, to test knowledge acquired through the module. The written exams will usually be 2 ½ hours long. Exam content is focused on the topics covered throughout that module. Questions may consist of a mixture of short answer questions, where fewer marks are awarded for each aspect of the question or longer questions, where all marks are awarded for the one question.

Module 3 – Psychosocial Perspectives on Personality Disorder

Reflective Diary

The reflective diary is a daily log of your clinical practice within your placement and should not exceed 1,500 words in length (excluding references). Whilst this will become a record of your work, the bulk of the content should remain reflective rather than practicality based. The diary should be maintained in an electronic format until the need for submission or review and should document all activity, supervision and reflection associated with applying psychology in forensic practice.

Entries should reveal the nature of the work undertaken which could take the form of a list. However, the emphasis should be placed on choosing an area for reflective practice. Diary entries should take no more than 20 minutes to half an hour each day to complete. All individual service users or staff must be identified by a code rather than a name. This should be used consistently throughout the diary to allow easy tracking of involvement with particularly clients or groups.

Contact with supervisors should also be recorded in the diary and clearly marked as such. The duration of the supervision, the modality (face to face, email, etc.) and the supervisor should be clearly identified. In addition, the content of supervision should be noted, including learning points and development needs and this should include reflection.

The following are prompts to guide your reflective practice, as per the Gibbs model of reflection; they should not be used as headings.

- What were you thinking and feeling?
- What was good and bad about the experience?
- What new knowledge have I gained from this activity?
- What new skills have I gained?
- What other choices were open to me?
- What did I fail to consider and what could I do differently next time?
- What do I understand better or differently?
- In what ways am I a more competent practitioner from this?
- In what ways am I a more ethical practitioner from this?
- How has my practice as a clinician changed as a result of this activity?
- What theoretical principles have you referred to in order to aid the decision making process?

Case Study

The case study should present a clinical case or cases that you have been involved in, or a piece of research, audit or consulting/ training work. It is likely that you will be able to get a sense of which topic will make most sense for you to complete from your Reflective Diary – if there is a singular piece of work that you have spent a great deal of time on then you may wish to utilise this within your case study. The case study should be no more than 3,000 words in length (excluding references).

If you choose to complete a case study on a service user you should aim to demonstrate competence in the following areas:

- **Assessment and formulation**
    - What assessment did I (or others) undertake?
    - How did I (or others) decide upon this?
    - Upon reflection could the assessment have been conducted in a more effective manner?
    - What was the outcome of the assessment?
    - How did the assessment guide the opinions that I (or others) made?
    - What was the formulation?
    - Was the formulation communicated to the Service User?
    - Upon reflection would I add to or edit the formulation?
- **Intervention**
    - How did the formulation guide the intervention?
    - What intervention was conducted (by myself or others?)
    - If no intervention was conducted if there an intervention plan I could create?
    - What were the limitations of the intervention?
    - What were the successes of the intervention?
    - What were the challenges of the intervention?
    - If the intervention is ongoing what are the predicted outcomes? Why?
    - What other intervention model could have been used?
- **Advice and consultancy**
    - How did I communicate psychological knowledge to others?
    - Did I consider the organisational context that I was working within?
    - Did I contribute towards the development or practice, guidance and/or policy?

- **Development and training**
    - How did the case contribute toward my understanding or my own learning and development needs?

If you choose to complete a piece of research, an audit or a training package you should, additionally, demonstrate competence in:

- **Research and research methods**
    - What methods of research did I use?
    - Why did I use these?
    - Were there limitations to my research?

In all cases you should aim to address the context that you are writing within and the impact that this has had upon your work. This could include the environmental context as well as the wider political and legal frameworks. You should also ensure to include any ethical frameworks you were working within in addition to evidence that working ethically was integral to all aspects of your activity. Please note that case study information should always be anonymous.

Module 4 Placement

What is supervised professional work?

The Forensic Mental Health pathway requires you to undertake a supervised professional placement involving some element of psychological practice; for example, research; clinical work; delivering training; or liaising with other professionals. Because forensic mental health settings can be hard to access, we will assist you in identifying a suitable placement, but you should feel that you can approach potential placements yourself, provided you check with us first that i) the placement is suitable; and ii) it is not already offered by one of our partners. We expect you to complete a total of around 100-160 hours, or a day per week for 12 weeks, but this can be flexible depending on the nature of the work.

If you are already working in a forensic setting (e.g. the NHS; HM Prison and Probation Service), it is likely that you will be able to organise supervised clinical work through your work. However, it is important that you discuss this with your course tutor to ensure that it is suitable.

Perhaps the most important component of the placement is that it is supervised so that you develop some reflective understanding of therapeutic processes. Therefore your placement has to include a named supervisor. ***The course does not provide any clinical supervision to students, nor does it stipulate any formal processes for clinical supervision.***

Note: If you intend to organise your own placement, it's a good idea to start organising your placement and contacting relevant organisations as soon as possible.

Students will require a letter to be signed by their placement supervisor confirming that they have undertaken the Clinical Work Placement; this will be available on QM Plus.

Note: If you have questions about whether the placement is suitable, then contact course staff.

A note about criminal record checks

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

Most public organisations (e.g. schools, NHS trusts and voluntary organisations) are by law required to do a **criminal record check** of anyone working with vulnerable adults or children and this requirement now applies to many voluntary and community organisations. This check is carried out by the Disclosure and Barring Service and is often referred to as a "DBS check" or a "CRB check". In a DBS check you provide your personal details (name, address etc.) and a check is made against the UK Police National Computer for any records of convictions or cautions (and sometimes arrests) you may have. DBS checks take 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.

Note: Our understanding of the guidance is that any role where you have regular contact with vulnerable adults (including prisoners of forensic patients) or children will require a DBS check, so we expect that most placements will require a check to be completed.

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

Module 5 - Research dissertation

The dissertation is the major piece of assessed work for Module 5, accounting for 100% of the final mark for that module. The minimum size of the dissertation is 10,000 words and it up to 15,000 words in lengths.

The format of the dissertation (please see page 37 for detailed information) is as follows:

1. Title page
2. Abstract
3. Introduction
4. Aims, Hypothesis & Objectives
5. Research Methods & Methodology
6. Results

7. Discussion, Limitations & Conclusion
8. References
9. 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).

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
- May face delays in completing your dissertation.

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 – page 37.

Rules and regulations

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

- Examinations guidelines
- Academic regulations
- Extenuating circumstances

- Student support services
- Disabilities and learning difficulties
- And many others

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

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

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

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 Academic Regulations and Assessment Handbook

http://www.arcs.qmul.ac.uk/policy/

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

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%.

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 mid-April. Students cannot interrupt their studies beyond this deadline without evidence of extenuating circumstances which prevented them from submitting this request before the deadline.

Students who wish to interrupt or withdraw from the programme are strongly advised to seek advice from 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/students/study/interrupting/

http://www.arcs.qmul.ac.uk/students/study/withdrawing/

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.

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

- Deadline for Change of Programme and transfer from full to part time: 30th November 2018
- Deadline for Interruption & withdrawals of study: 18th April 2019

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

https://qmplus.qmul.ac.uk/mod/book/view.php?id=674515&chapterid=77910

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 and exams

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

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

Extenuating Circumstances

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/how-do-i-make-extenuating-circumstances-claim/

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.

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

Late Submissions

For every period of 24 hours or part thereof that an assignment is overdue there is a deduction of five per cent of the total marks available (i.e. five marks for an assessment marked out of 100). After seven days the mark would be reduced to zero, and recorded as a failure 0FL (zero, fail, late). A late work penalty would be removed where a student provided good reason for the late submission under the extenuating circumstances policy.

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

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. 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.

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 (see page 24).

http://www.arcs.qmul.ac.uk/media/arcs/policyzone/Assessment-Handbook-2018-19-FINAL.pdf (Assessment Handbook)

Borderline Policy

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

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

http://my.qmul.ac.uk/course-essentials/academic-progression/

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.

Feedback Form

This is the feedback form that tutors will use to mark all your assignments.

	Distinction ≥70%	**Merit 60-69%**	**Pass 50-59%**	**Poor <50%**	**Very Poor <30**
1. Follows assignment brief					
2. Knowledge/understanding					
3. Argument/analysis					
4. Structure and organisation					

5. Written English					
6. Referencing					
7. Presentation					
Overall Grade					

Marker's comments:

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

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

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

Mile End

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

Whitechapel

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

West Smithfield

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

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

Library opening hours

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

Contacts

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

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

Learning Development

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

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

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

Student Welfare

Advice and Counselling Service

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

Financial, Immigration and Welfare Advice

Our Welfare Advisers can advise you on solutions and options relating to financial, legal and welfare issues. We can advise you about your rights and entitlements to different sources of funding and welfare support, and also offer an advocacy service if you need professional representation to remedy your difficulties e.g. if you need help dealing with Student Finance England or the UK Home Office. We provide specialist advice and

support on all aspects of student finance (loans, grants, bursaries), hardship funds, welfare benefits and dealing with debt. We also offer preventative advice, on issues such as planning a budget and maximising your income from a range of sources, to help you avoid problems emerging during your studies.

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

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

Counselling

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

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

Contacting the Advice and Counselling Service

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

www.welfare.qmul.ac.uk

Telephone: 020 7882 8717

Email: via website online form

Disability and Dyslexia Service

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

range of support that the DDS is able to provide includes:

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

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

Student Health Service

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

Student Enquiry Centre

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

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

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

Bursaries, Grants and Scholarships

Student Loans

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

Bursaries

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

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

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

Queen Mary Financial Assistance Fund

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

Contact

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

Dean's Benevolence Fund

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

Contact

Telephone: 020 7882 2124

QMUL IT Services

IT Services

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

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

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

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

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

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

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

We can also scan materials you wish to include in your research materials in the correct format you need, for example Research Posters for William Harvey Day….no more fuzzy images.

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

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

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

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

Contact the IT Service Desk

Telephone: 020 7882 8888 (24/7)

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

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

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 on Assignments

Research Proposal

We anticipate that student research proposals will be either a primary empirical study (where you gather your own data; or work with data someone has given you), or a secondary evidence synthesis (where you review and summarise the literature on a particular topic or concept. Students who are interested in obtaining recognition in the Stage 1 Forensic Psychology component will need to conduct an empirical research project to demonstrate the required competencies.

Empirical study research proposal

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

Title page/research question

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

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

Introduction

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

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

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

Hypothesis/aims/research questions

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

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

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

Methodology

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

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

Example systematic review research protocol

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

Title page/research question

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

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

Introduction

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

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

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

Hypothesis/aims/research questions

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

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

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

Methods

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

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

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

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

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

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

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

Further information on systematic reviews

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

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

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

- Dinos, S., Khoshaba, B., Ashby, D., White, PD., Nazroo, J., Wessely, S., & Bhui, KS (2009) A systematic review of chronic fatigue, its syndromes and ethnicity: prevalence, severity, co-morbidity and coping Int. J. Epidemiol. (2009) 38(6): 1554-1570 http://www.ncbi.nlm.nih.gov/pubmed/19349479
- Bhui, K., Warfa, N., Edonya, P., McKenzie, K & Bhugra, D. (2007). Cultural competence in mental health care: a review of model evaluations. *BMC Health Services Research* 2007, 7:15 http://www.biomedcentral.com/1472-6963/7/15

Further Information - Dissertation

Summary

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

During term one (Module 1), students will submit a research proposal. Students receive a mark and feedback on this proposal. The mark constitutes part of their Module 1 overall mark. Students are then expected to continue working on the project. In Module 5 students are required to complete the research dissertation they have been working on since the beginning of the course. This means writing up the research questions, explaining the background, aims and objectives, findings and discussions. Supervisors/tutors will comment on the first completed draft dissertation **once.** The dissertation mark is part of the overall mark of Module 3.

General requirements

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

- We encourage all students to undertake systematic reviews of the existing literature. Literature reviews should show systematic search strategies and systematic extractions

and synthesis of information. On occasions, where students have enough research background and are experienced in research methods, students may undertake primary research with new data collection or a service evaluation with sufficient original data in it to show originality and academic merit in the evaluation and dissertation.

- Original research projects should include adequate time for ethical clearance for which the student will be responsible. Ethical approval is often required prior to conducting research that involves human participants. Further details are available on the following QMUL link:

  http://www.arcs.qmul.ac.uk/research-degrees/research-degree-students/ethics/

- During the production of the research dissertation, students are expected to overcome barriers to successful completion. Students are also expected to develop core skills for scientific interpretation and communication of findings. Students are expected to become familiar with core research processes including the use of scientific databases and relevant sites to locate both published and unpublished sources for their own research projects. These challenges are supported through group tutorials.
- Students are required to complete their dissertation in three terms. Reports of dissertations should be strictly prepared in a precise format as recommended in this handbook.

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

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

MSc Dissertation formatting

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

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

	on the front

Please submit 1 electronic copy (Word or PDF) through QM Plus and 2 bound copies of your dissertation by the deadline listed on the MSc Course Tasks and Assessment sheets (pages:11-12)

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.

Research ethics approval

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

What is ethical approval?

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

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

- NHS ethical approval is required if:

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

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

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

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

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

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

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

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

To carry out research in the NHS, you need to:

1. Formulate a research question
2. Identify a trust or a service which is willing to host your research.
3. Decide if your research counts as "research" (rather than audit) and needs NHS ethical approval. (trust R&D departments can help with this)
4. Get R&D (research and development) approval from that trust. This may involve getting an honorary contract, unless you already work in the NHS or have a contract.
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.aspxIf 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: https://qmplus.qmul.ac.uk/mod/book/view.php?id=314355&chapterid=26837

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 "blanking."

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

HOW?

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

TRY: studying by jogging your memory.

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

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

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

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

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