**Transcript**

September 27, 2024, 11:02AM

 **Stephanie Echols** 0:03  
Pizza.  
I know.  
I went up that door.  
I am just gonna run for Washington.  
I apologise.  
I'm sorry.  
I'll be coming on today. Let's go.  
Check out.  
The information about the outlook.  
Wonderful.  
Hey, let's get started because I know you all have wonderful things to get to on a rainy, rainy Friday.  
Thank you so much for joining me. After our size 600 session for this follow up session that's going to talk more broadly about what your year 3 looks like and to talk about some new stuff.  
But first I want to ask you how you're feeling. So got a mentee code 3235.  
3686 and I recognize that we've just come from your first taught session for 5-6 hundred.  
So things might be feeling a little bit overwhelming and that's OK.  
Ricky. Yeah, I'm sorry.  
But happy. How are you feeling about year 3?  
Yeah, hungry. These sessions scheduled over lunch time are brutal, aren't they?  
OK.  
So we've got.  
22 seven responses from 19 of you seems to be a little bit of a mixed bag.  
Some of you are pretty scared and stressed and overwhelmed, and some of you sort of feel happy and sort of on top of it and eager to get started.  
And that's perfectly normal and expected.  
So if you're feeling well, overwhelmed, that's OK. If you're feeling happy, that's OK.  
Umm.  
What I wanna do in today's session is sort of just briefly give an overview of what your year three's going to look like so you can sort of plan at a broad, a broad level.  
So our last hour we talked about your dissertation specifically.  
Now we're going to talk about year three overall, same contact information. My name is Stephanie.  
I'm your director of teaching and learning, and you can reach me at my e-mail.  
So I wanna talk to you generally about the year. Looks like we're in week 1. So you have a sense of what it looks like.  
The structure of the program just just as a reminder, you will know this already, but just to flag you know your first year, you're just new at university learning very basic stuff.  
Just worth 10% of your overall degree. Second year you learn all the the fundamentals of our core areas of psychology. You have a year of university under your belt.  
It's worth a little bit more.  
You're building your skills and writing of essay writing on critical analysis and Presentation Skills group work. Building your skills in year 2.  
Some of you have gone on on placement or study abroad year that happens before and you've come back to us for your final year, which is this year.  
And this final year is worth 60% of your overall degree classification. And I don't mean for that to be stressful for those who are still feeling a little bit intense from our last session.  
But I just want to flag that that this is, you know it does.  
It is impactful.  
But the reason why it's weighted this way is because you have experience.  
Now you have two full years of psychology knowledge under your belt.  
You have two years of university and independent study under your belt.  
You have been developing your skills in writing, in statistics and analysis.  
In Group work and project planning and independence, you had two years.  
To build those skills, and now you get to show off all that wonderful knowledge in your final year.  
So it's weighted heavily to reflect that growth that you have accomplished over the last two or three years of your degree.  
Our structure this year is finally your your your three is fun because you get to pick stuff that you want to study more.  
You have electives this year in a way that you haven't been able to have in your one and year 2 due to just making sure that get those bps fundamentals in place and now you get choice.  
So you have your research project, which is all year, or your extended essay, which is all year, and then you get these wonderful electives so.  
In some a we've got nature, internal health, cognitive behavioural therapy which is running online only.  
Psychology playing games, working with vulnerable groups, forensic psychology and a new module.  
Child and adolescent mental health, we were able to put this on because you asked for it.  
I don't know if you remember, but last year I sent out a survey to you to ask what kinds of information, what kinds of modules you wanted next year and we were able to pick the top choices, child and adolescent mental health and in semester B, the science.  
Of consciousness, because those topics were interesting to you.  
So we have staff expertise in these areas and we're able to put, you know, continue develop our program based on your interests and your needs.  
In SEM B, we've got business psychology, counselling, psychology, social development, cognitive affective, neuroscience, sports and exercise.  
And this new module consciousness, and you'll find in all of these modules a focus on practical application of knowledge.  
So we really do try to bring in industry and bring in skills and exercise and assignments that would replicate.  
What your lives would be like as a practicing psychologist.  
So in.  
You know, you do a game design and playing games. You write your own game.  
As you might in the field, applying psychology knowledge to a game and cognitive behaviour, you do case studies as you would as as a practising therapist.  
In forensic psychology, you do case analysis of pretending that you not pretending but practising as a forensic psychologist how you would analyse a criminal case.  
Childless and mental health and counselling both have projects that are talking about applied knowledge in communication or in working with with with children in.  
A.  
Yeah, in a in an applied setting, business psychology, again, case studies pretending you're an HR, not pretending.  
Sorry, I keep using that word. Practicing as an HR professional, solving problems using psychology knowledge that would help in the workplace.  
Social development you create.  
You write a grant application you which is practical practice. If you go into nonprofits or higher education or anything where you're applying to get applying to get clients in any kind of job.  
And pitching pitching a project.  
Sports and exercise is all applied all case studies.  
So the whole goal here is to help you build your skills, build your employability, and we embed it inside the module.  
Oh.  
You, as I mentioned, you have two years of psychology knowledge under your belt. You guys have.  
You now have more psychology than I ever got.  
In my undergrad and my PhD, you have more modules and more background than people with educated in North America would ever get you have.  
You do not underestimate how much you know and all the skills that you've already developed you two years of knowledge under your belt, and because of that, our expectations for year three sort of are commensurate with that.  
So we expect you to remember what you learned in years one and year two and build on it.  
We expect you to apply the skills you learned in one in your one in your two, and expand on them.  
And we expect you to be independent and solve problems in a way that we might hold your hand a little bit more in year one.  
So we expect you to be finding answers on QM.  
Plus, we expect you to be Googling things. We expect you to try to solve answers and be independent on yourself before you go to your module organizers.  
Cool beans.  
You're going to be learning using the same model as previous in your three years.  
So we have large group sessions, their timetabled with all of your classes.  
Like your lecture is 2 weeks, 2 hours a week. You have facilitated sessions that are also timetabled.  
Interactive apply your knowledge.  
Like your workshops and things in size 600 where we teach you how to use Gorilla.  
Use survey software workshop on Academic Integrity workshops on using Excel.  
Working, you know, data analysis workshops.  
So that's that's sort of embedded in size 600. You'll have a lot of independent study, possibly even more from previous years, cuz there's probably more reading to and more coursework preparation to do. And you have your dissertation, which is largely, you know, you have a lot of.  
Independent work for that.  
And you have your small active learning groups with for year three are your dissertation groups.  
So.  
You will meet likely regularly with your dissertation group, and that's part of your learning. One thing that I want to flag that you may not have taken advantage of in the last two years, but you may have is the Co curricular activities that are sort of external to.  
Our taught sessions in psychology, but are still a really important part of your degree here.  
And it's so much so that it's like 1/5 of your learning wheel.  
So these are things that are outside of our taught cricket.  
Psychology, but still help you build skills independent and build on your employability.  
So this is societies club sports.  
You might have been a member of a society in the last two years.  
Now, maybe you might want to take a leadership role that you can put on your CV and talk about.  
The extra responsibility and skills that you learned there.  
You might want to engage in peer mentorship programs like the past program or other opportunities to mentor your peers or the younger colleagues in psychology or in the university.  
And in particular, I want to flag the careers centre.  
You know your in your family years, you might be thinking about what you do after you graduate and the careers and enterprise team are amazing.  
And they're this resource that I think we tend to forget about.  
In in psychology, but they put on tons of events that are part of your curriculum.  
They bring in industry professionals like what's it like to be in a, you know, an HR?  
What's it like to be a doctor?  
What's it like to be a lawyer?  
They hold events.  
They're holding an event on October 22nd on applying for masters degrees.  
They.  
Put on networking events where you can network with industry professionals.  
We'll have a whole big careers day in Semester B where we bring in people specifically for psychology.  
So they, you know, they do put on events and I really encourage you to take advantage of that while you're on campus while you're at Queen Mary to learn more about careers out there.  
But how to write your best personal statement?  
How to apply to master's degree? How to make that decision?  
They put on tons of events on this and I want you to keep an eye on for that and participate, even if it's not directly related to you now.  
Like maybe you don't want to be a dentist, but go to an event on what it's like to be a dentist just to find out.  
Oh.  
So, do you know do do take advantage of that the careers team also, you know has one-on-one appointments.  
They will look at your personal statement when you're applying to Graduate School.  
They'll lurk at your CV when you're applying to jobs. They're there to support you.  
Your success after you graduate.  
So do please take advantage of the Co curricular activities in general, but particularly keep an eye out for for careers events that might be useful for you.  
This is just a little bit of a reminder that as our expectations for year three increase, the time you spend on your modules may also increase. But as overall, I would expect you to be working full time on your studies.  
So we're looking between sort of 30 and 40 hours a week across through three modules and your dissertation.  
So going to being a student is a full time job and I know that lots of you have part time jobs as well. On top of that, lots of you have caring responsibilities. On top of that so.  
Can sometimes be a lot to manage.  
But I think it can be really useful to be quite practical about how much time you will need to be spending on your school work to stay up to date with it to avoid stress.  
And that sounds really maybe weird and counter intuitive.  
But just.  
The spacing out your learning, scheduling your learning.  
Is the best way to stop that like last minute deadline?  
Dress that can cause so much over feelings of overwhelm, meaning and and anxiety.  
So planning ahead, booking out your calendar for you know, Monday, 1:00 to 3:00 her.  
I'm Nate.  
I'm taking nature nurture mental health Monday morning, but I have nothing on Monday afternoon, so I'm planning to stay on campus and work in the library for four hours.  
Tuesday. I have no time sessions. I'm going to plan to spend the morning on playing games in the afternoon on my dissertation.  
It's like blocking out your calendar, making time for each one of your sessions every week.  
We still require in person attendance.  
It's really important. So I would still like you to please tap into each lecture theatre if they're there, and please do so in the 1st 10 minutes of class.  
Record your engagement module.  
We expect 70% engagement with your with your with your classes in person.  
The reason why we expect this is because you will learn better.  
There is so much research that shows that in person attendance engaging with your colleagues, being able to ask questions, live and get answers, live meeting your professors, talking with your professors, talking, participating actively in your lessons.  
All of that helps you learn so much better that we have it as a requirement.  
We do will have zoom for most sessions.  
But it's not a replacement for an in person attendance, and I think you probably know that by now, right?  
Like have have any of you probably raise your hand if you've attended via zoom.  
OK.  
Tell me what it's like.  
Boring. Kind of the worst. And OK, and maybe in person is also boring.  
But I think it's harder to pay attention on zoom when you're home and you have.  
Your your fuzzy slippers on and your duvet over you. And it's a little bit boring and quiet. And it's just so easy just to fall asleep.  
Or it's so easy to check your phone and talk to your friends, or to check your Internet. That's what you're gonna have for lunch. Like, all that stuff is just so much easier on zoom then. And it just means you're not.  
You're not hearing and not engaging with the content.  
And then what happens is you don't learn as much. You might miss important stuff and it means you have more work later.  
So when you don't come in person, it's, you know, zoom is better than nothing. But if you don't come in person, it's just makes it harder for you later. And I don't it to be hard for you later.  
I want it to be easy for you later and I want you not to be stressed.  
So coming to class, spacing out your learning.  
Is the reason why we make these recommendations is because it will help you do better.  
It will help you succeed and it saves you time later.  
Cool.  
We're like, I don't know, ecocentric and I need an audience.  
Like I don't an audience.  
I don't mind, but it's for you because it'll be.  
It'll be good for you. Better for your learning.  
Cool.  
New sort of a change for you guys from last year.  
Last year you had MCQ exams. This year you have essay based exams.  
They're all going to be online.  
So you still have online exams, but now they're written instead of mcqs.  
They're 1500 word essays. You'll all have a choice of two options.  
There's a 2 hour writing period and then there's extra time to upload your Word document to QM plus.  
So you get you basically get your essay questions.  
You pick one, you open a Word document or you download the thing you you write in the Word document and then you save it, and then you upload your answer. So you have a 2 hour writing period and then a generous amount of time to upload your answer.  
To QM plus.  
Extra time is automatically provided for people who have TDs.  
With.  
Study plans with extra exam arrangements.  
And the why do we have essay exams for year 3?  
Because the learning outcome, you know you're doing much more sophisticated learning in year 3.  
You, as I say, you're building on your year one and year two knowledge and we the more sort of sophisticated thinking that we expect from you and year three just can't be assessed with an MCQ.  
We need to be able to hear your thoughts.  
Hear that?  
You know, read your critical analysis, read your interpretation and knowledge of the things that you've learned.  
But you are not alone.  
You have support, so we had this 20 minute well an in depth description of the essay exam marking scheme that Gwen has recorded for you.  
And what it does is it talks about the marking scheme and it talks about what differentiates between a first and A21 and A22.  
So it gives you sort of a plan in advance about how your essays are evaluated.  
And and that can be really helpful as you structure your answer.  
But what I will note is that an exam essay is not graded in the same way as a coursework essay.  
We know that you have two hours to write an exam essay.  
We don't expect nearly the same kind of work output as you would in a coursework essay when you might have weeks to prepare it.  
So if you're worried about sort of putting like, how could you possibly do a coursework essay in two hours?  
You can't.  
And that's OK. And we don't expect it.  
And I will say that.  
So exam essay grades.  
Are actually for almost all, if not all, of our modules.  
Are higher on average than coursework grades.  
And they were higher on average at two hours than more time.  
I mean, of course you have to prepare for your exams like you would prepare for anything. And part of that is practice, practice, writing essays in two hour time.  
But if it is at all reassuring, it's that we don't expect your coursework assay in an exam scenario.  
OK. The the things that we're looking for are are different. And to help you with this, we'll have a workshop on timed Desir writing in the next few weeks. We'll have a practice timed essay.  
And you can get general feedback on your practice essay, and we'll have a follow up workshop to review the practice essay results and to review general feedback on that practice essay.  
So we will have some formative support in semester A to help you prepare for your essay based exams.  
If you have a learning difference or you're not even sure if you have a learning difference, please register with DDS because we want you to succeed.  
And if you need extra time to succeed because of a difference in the way that you learn, we want you to have that extra time. If you've already registered with DDS, it will roll over.  
But if you haven't or you think that that something new has developed, please make an appointment and make sure you get the support that you need.  
If you have any other suggestions for how we can help prepare for exams.  
I would love to hear them.  
Oops, there we go.  
So menticode 32353686.  
This mentee will be open for 48 hours, so if you can think of something after the session, let me know.  
As I say I I never want you guys to be stressed and alone. If there's something that we can do to support you in your learning, I want to hear it.  
It's OK if you don't.  
Any ideas?  
No problem.  
OK.  
So I was sort of expecting this actually.  
We will. So there are essay question, essay, question examples.  
They're practice questions on QM.  
Plus, we have a whole tab on on essay Exam Prep on QM, plus on the information for psychology students page. So you have practice questions, practice essay questions for all of the modules with essay based exams.  
How long do you have to upload the essay? You actually have 30 minutes after the two hour writing to upload the essay, so there's a good long period of times that you shouldn't have to stress. You can make sure that your answer is saved and that you're up.  
The correct version and that QM plus you know it has time to upload because we all know QM plus can sometimes be F fidgety.  
So you will have 30 minutes, but you'll get more information about this in each one of your modules.  
But yeah, there's a nice, nice, long, protracted period in order to upload your answer.  
The flip side of that is that QM plus didn't upload my answer in time is unfortunately not an excuse because we give lots of time for you to for QM plus to process your answer.  
So late, late essay submissions for exams. If it's in between one second and 10 minutes late, there's a.  
10 Mark penalty, 10% penalty.  
And after that sort of 10 minute window, you'll get 0.  
So you know, we are writing a 2 hour piece of written work. That is the expectation.  
And then you can upload it, but just don't.  
Please don't be leaked because I want you to get all the credits you can get for your all the credits you deserve for your for your written answers.  
I'm not surprised you've asked for model answers, but we unfortunately don't provide them.  
This is a pedagogical or learning.  
Rationale and that is when we give students model answers, they think that that's the only way that the correct answer can be given.  
And what we what it does is it constrains the creativity and it constrains the possible answers that students can give.  
And it's not good for your learning and you know it's so nice to have that certainty of what a first might look like.  
But The thing is at first looks like a lot of different stuff.  
And when we give model answers it stops that.  
Stops you from being able to produce work that.  
Sort of really reflects the breadth of all of your skills, and we don't give model answers in almost anything.  
Actually, I can't think of anything in which we give a model answer.  
And this is this is just an. This is a decision that we make as a psychology partner and actually as a school I think not to give model answers.  
Yes.  
Can you get detailed feedback or meetings on assignments you've done in the past to help?  
You are always welcome to set up a meeting with your academic advisor to talk about your feedback you've had in the past, and to plan how you can improve.  
So absolutely yes, reach out to your academic advisor.  
Say what you're looking for, give them advance warning so they can plan and set up a meeting to talk about your feedback in the past and what you can do to move forward.  
Totally.  
So yes, we have practice exams so.  
In each module, we'll prepare you for the exams.  
And so if you have a module specific question or want some module specific support for exams, ask that module organizer.  
And see how they can help you.  
The practice exam that we'll give will be general because all of you guys take different modules, we can't have one exam that would match all of your background.  
So the topics will be will be more general and based on the learning you've done in sort of a year 2.  
So.  
Essay questions are for your exams are released at that two hour point.  
So when your exam opens, that's when you get your essay question for that exam.  
OK.  
Let's see, you are allowed to change modules up until the end of next week. Assuming that the module want to change to has capacity.  
So you're welcome.  
And the same for sendbid.  
So if you want to change modules in SEM B, you have it up until the end of week two to change your modules. If you're going to change your modules, I recommend doing it sooner rather than later because it's only two weeks, but two weeks is actually a.  
Lot.  
Of content to catch up on.  
So as as early as you can do it the better.  
So until up until the end of next week.  
But I will note that.  
You know modules are in set in fixed locations and if that fixed location is already at capacity, we can't allow you in for fire safety rules.  
So if a module's closed new admissions, it's because we literally can't put any more bodies in the seats because it would violate fire safety.  
Yeah, no.  
In order to contact to change your modules, you can do this yourself on my SIS. So if you log onto my sis.  
You can request a module change and it is handled by a professional services team, not me.  
I have nothing to do with it.  
For better, for worse.  
There's a question of why do other years get 4 hours, but we only get 2?  
We were also affected by COVID learning.  
You were in high school or secondary school.  
You have two hours.  
Because you had.  
A little bit of a longer story.  
But we're basically returning to two hours, returning to how exams were were conducted.  
Pre COVID.  
And.  
I will tell you between you and I, when we turned to two hours compared to four hours, which we had several years ago.  
Grades did not go down.  
They actually went up.  
Four hours is a really long so, and so to back up a little bit. It was never 4 hours.  
It was always meant to be.  
Everyone had two hours to write the exam and if you needed extra time for DDS, you would have extra time.  
So they sort of like made that extra time for learning differences inclusive for everyone.  
So everyone, you were still supposed to be writing your exam in two hours, and if you, you know, were slower at writing due to learning due to a learning difference, you would have some extra time to help.  
None.  
But what was happening is that in practice, everyone was taking four hours and the people who had learning differences sort of.  
Relatively didn't have that extra time and more broadly, 4 hours is a really long time to be taking an exam.  
That's a long time to be concentrating.  
It's a long time to be stressed out.  
It's a long time to be writing.  
And So what we did when we shifted to two hours, as I say, is that it's sort of exactly what it was supposed to be.  
So everyone gets two hours and then if you have exam arrangements you are allocated them per your individual learning summary.  
So it's a little bit of a misnomer to think that we used to have four hours.  
Because we didn't.  
We used to always tell students to thought they had two hours.  
But I can tell you that I think it's better to it's it's it might feel a little intense, but I think it's better to have two hours.  
I once had a a 24 hour exam in grad school and it was the worst.  
I can't.  
You can't.  
No one can like, concentrate and be and you know, produce that work in in 24 hours.  
My exams in grad school were horrible nightmare, so I wouldn't want anyone to have to do that.  
So the the two hours, it's a nice time.  
You will.  
You will prepare.  
You will study for it like an exam. You're not going to do any research.  
You. You're. You're answering your essay based exam based on the information you have in your brain. Based on your learning and your revision.  
You're not going to be doing any research in that time.  
You are using the information in your brain.  
There is absolutely no expectation nor desire for you to do any research to answer that question.  
It's just based on the knowledge that you gained in that module.  
OK.  
There's also, we want you to be using evidence based reasoning in your essay, but you do not need to have a full and complete reference list.  
It's about your writing, and we'll talk about this in more detail in our workshops on timed essay writing.  
So I really do encourage you to come to those to help you. You know, gain a little bit more certainty, hopefully reduce some stress about what it's like to do a timed essay exam.  
But I could not stress in any greater emphasis that it's not the same as a coursework.  
You know, we know you're doing 2 hours you are writing.  
You're answering a question based on the information that you've learned in that module and in your revision.  
No research please.  
You don't have time, and that's OK.  
You're not expected to.  
Yeah. So anyway.  
Does that help?  
OK, maybe.  
So going back to our slides.  
There's also.  
A.  
Yes. So what I want you to do is keep an eye out for an important e-mail about ECS from our new directors of education.  
We have.  
We have a new Director of Education this year, Sally Faulkner.  
She is from bio, so she's the old DTL from the biology program.  
And she is our Director of Education and Tim the DTL for BioMed is her deputy.  
And so I want you to pay attention to emails from them.  
And they'll have to do with your degree, and in particular, I want to flag an e-mail that you, if you haven't yet, will receive EC policy for this year.  
And.  
It will talk about it in more detail, but I think I want to just flag that's coming and the biggest element of the EC policy for this year is that.  
All E Cs will be retroactive.  
So in the last year or two, if you ever, you know, E, Cs are designed to support you.  
They're designed for unexpected things that come up at a deadline that stop you from being able to do your best work, getting sick, having a mental health episode, having unexpected caring responsibilities, stuff that comes up, that's unexpected, that negatively affects your ability to do your best work in.  
That module we want you to be able to do your best work.  
Design for unexpected because it's designed for unexpected.  
They're sort of always going to be retroactive.  
You might miss a deadline and then you apply for an EC to remove a late penalty because of this unexpected thing that happened.  
So what is changing is that you don't, because again because it's this unexpected thing that you could not plan for.  
You don't apply for E Cs in advance of a deadline, and it doesn't change your deadline.  
So you no longer have to say I need 5 extra days or I need two extra days because I'm sick.  
Now you just submit when you are ready. When you're feeling a little bit better when you can put your assignment and you submit an EC to remove a late penalty so you don't have to worry about, you know, waiting to see if your EC is approved or meeting.  
A new deadline or some of that, some of that stress about that uncertainty about ECS from last year's IS is kind of removed now.  
You submit when you're able.  
You know, as soon as you can, as soon as you're able. And then you have that EC to remove late penalties.  
You can still self certify for this up to seven days.  
After seven days, you'll need to provide some evidence and you, but you can still do that. You can provide a doctor's note or or whatever.  
Between 7:00 calendar days.  
And 14 working days after the assignment is due.  
After 15 working days, feedback is returned and so you won't be able to submit on that assessment anymore.  
But if in general if something is happening in your life, that means you are out of Commission for three weeks, I want you to contact student support services anyway.  
I want you to be having a conversation with our student support services to make sure that you are able to continue with your studies or how best to how best to help you through whatever is happening in your lives.  
So if there's something so significant in your life that you know you're out for three weeks.  
We want to you, we want to support you.  
We want to hear about it.  
But look for an e-mail 'cause it'll be written in better ways than I am probably explaining it to you right now.  
I've already checked with careers, but just to flag you have to sign up for careers every year.  
So you might have signed up for careers last year or first year. You have to sign up every year.  
So please sign up for careers to get, you know, access to the events, the calendars, and the one-on-one appointments and the CV support and the personal statement supports all that cool stuff that they can help with. You have to sign up for.  
And we're almost done.  
Don't worry, you have the same, so academic advisors.  
They're here to help you, and you might particularly want to utilize them this year as you're thinking about your next steps, thinking about maybe grad school. You might be thinking about jobs, your advisors are here to help you with that.  
They will reach out to you via e-mail in the next three weeks or so to set up an appointment.  
Please respond and get in touch with them.  
But I want to flag that you are always always able to reach out to your advisor via e-mail and set up an appointment.  
You have to wait for them to contact you if you want to talk to them, reach out.  
And make an appointment.  
Umm.  
Your advisor, if you've forgotten who your advisor is, they're listed on your misus record.

 **Stephanie Echols** stopped transcription