**Code:** MAS300  
**Title:** UNDERGRADUATE AMBASSADORS SCHEME IN MATHEMATICS

**Size:** Half Module  
**Level:** 3  
**Semester:** 1 AND 2  
**Availability:** Approved for Single and Dual Hons in Psychology  
**Organiser:** Dr P Mitchener  
**Teaching Methods:** Seminars, tutorials, work placement, presentation, training session.

**Brief Description and Aims**

This module provides an opportunity for Level Three students to gain first hand experience of mathematics education through a mentoring scheme with mathematics teachers in local schools. Typically, each student will work with one class for half a day every week for 11 weeks. The classes will vary from key stage 2 to sixth form. Students will be given a range of responsibilities from classroom assistant to the organisation and teaching of self-originated special projects. Only a limited number of places are available and students will be selected on the basis of their commitment and suitability for working in schools.

**Assessment:**  
Weekly diary (20%); End-of-module written report (25%); written account of your special project (20%); oral presentation (20%); assessment by teacher (15%)

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**Code:** USE301  
**Title:** MAKING IDEAS HAPPEN

**Size:** Full Module  
**Level:** 3  
**Semester:** 1 AND 2  
**Availability:** Approved for Single and Dual Hons in Psychology  
**Organiser:** Ms Anna Nibbs  
**Teaching Methods:** Lectures, Tutorials, Fieldwork, Independent Study, Electronic workbook/virtual delivery.

**Brief Description and Aims**

Entrepreneurship, enterprise and innovation involve putting ideas, whether your own or someone else's, into practice. This module provides an introduction to the areas of enterprise, entrepreneurship and innovation, equipping students with the skills to generate and develop an idea, and work with others with a range of disciplinary backgrounds and expertise. Course content is divided into 10 topics, structured within three main areas: (1) Inspiring; (2) Initiating; and (3) Implementing. The module is delivered electronically via MOLE, the University's VLE, supplemented by guest lectures and mentoring from experienced entrepreneurs, external visits and online support from the module leader and tutors.

**Assessment:** Course work, Group 'elevator pitch'
**LITERACY, NUMERACY AND OTHER SYMBOLIC SYSTEMS**

**Code**: HCS327  
**Size**: Half Module  
**Level**: 3  
**Semester**: 2  
**Availability**: Approved for Single and Dual Hons in Psychology  
**Organiser**: Dr Ruth Herbert  
**Teaching Methods**: Lectures, laboratory sessions.

**Brief Description and Aims**
This module will examine literacy, numeracy and other symbolic systems, with particular emphasis on phonological disorder and literacy and also including other writing systems; developmental and acquired dyslexia; phonological awareness; speech and spelling; agraphia; numeracy; acalculia; amusia; sign language and signing systems and signing in communication disorders.

**Assessment**: Formal Examination

**COGNITION AND COMMUNICATION**

**Code**: HCS332  
**Size**: Full Module  
**Level**: 3  
**Semester**: 1  
**Availability**: Approved for Single and Dual Hons in Psychology  
**Organiser**: tba  
**Teaching Methods**: Lectures, tutorials, independent study.

**Brief Description and Aims**
This module will consider aspects of cognition including attention, memory, perception and executive function and will explore their role in communication impairments such as dementia and traumatic brain injury. It will also cover theories of pragmatics and analysis of conversation.

**Assessment**: Formal Examination

**PHILOSOPHY OF PSYCHOLOGY**

**Code**: PHI332  
**Size**: Full Module  
**Level**: 3  
**Semester**: 2  
**Availability**: Approved for Single and Dual Hons in Psychology  
**Organiser**: Dr Stephen Laurence, Philosophy  
**Teaching Methods**: Lectures, seminars, tutorials.

**Brief Description and Aims**
This course provides an in-depth look at a selection of issues in contemporary philosophy of psychology. Philosophy of psychology is concerned with such questions as: What is the structure and organisation of the human mind? Is the mind one big homogenous thing, or is it made up of smaller interacting components? If it has components, what sort are they and how are they interrelated? What aspects of our minds are uniquely, or distinctively human? What is the cognitive basis for such capacities as our capacity for language, rationality, science, mathematics, cultural artefacts, altruism, cooperation, war, morality and art? To what extent are the concepts, rules, biases, and cognitive processes that we possess universal features of all human beings and to what extent are they culturally (or otherwise) variable? Do infants (non-human) animals, and individuals with cognitive deficits have minds, and if so, what are they like? To what extent are these capacities learned as opposed to innately given? How important is evolutionary theory to the study of the mind? What is the Self? What are concepts? Is all thought conceptual? Is all thought conscious? What is consciousness? This course will discuss a selection of these and related issues by looking at the work of philosophers, psychologists, and others working within the cognitive sciences more generally.

**Assessment**: Formal Examination, Coursework, Optional Dissertation
Help to run a real company as part of your degree

COM3300 Experiencing Genesys

Any 3rd year or 4th year student can take this 10 credit module.

Genesys Solutions and Consulting is a real commercial company that provides software solutions and consultancy services for a variety of business clients, charities and public sector organisations. It works from ‘state of the art’ premises in the Enterprise Zone, Portobello Street.

Students from any discipline are eligible to join the company for a Semester and take part in a variety of activities. Valuable experience of working in a highly responsible position will be gained – employers are always impressed by students who have worked with real customers on projects.

Activities include:

1. Working with external clients and customers
2. Negotiating contracts
3. Carrying out consultancy
4. Customer relations
5. Financial planning

Training will be provided and most personnel will work in client-facing project teams. Further information from Dr. Steve Murphy, Genesys Business and Technical manager - s.murphy@dcs.shef.ac.uk or Professor Mike Holcombe - m.holcombe@dcs.shef.ac.uk

The module may also be available in the Research Training Programme (RTP) for PhD students.

Genesys is supported by IBM, Accenture, Deloitte, Microsoft.

http://www.genesys.shef.ac.uk
Title: BIOLOGICAL BASIS OF BRAIN DISEASE 1: NEURODEGENERATION

Size: Half Module
Level: 3
Semester: 2
Availability: Approved for Single and Dual Hons in Psychology
Organiser: Professor Matthew Holley, Biomedical Science
Teaching Methods: Lectures.

Aims

With detailed reference to a few common diseases, to include the concepts, theories and techniques underlying modern research into the aetiology, pathology, biology, prevention and treatment of human neurodegenerative disease.

Content

The lectures will examine recent and current research into human neurodegenerative disease. The major diseases considered will include the extrapyramidal disorders of Huntington's and Parkinson's diseases, Alzheimer's disease motor neuron disease and progressive hearing loss. In addition, reference may be made to the spongiform encephalopathies, frontal dementias and Lewy body disease, with emphasis on their inter-relationships and commonalities.

Common mechanisms of neurodegeneration which may underlie several diseases will be considered. The genetic and non-genetic influences in the aetiology of disease, the defining pathology and pathophysiology of the disease, and the current understanding of the underlying biology will be examined by a detailed consideration of issues of current research in these areas. The lecture course will end with discussion of the prevention and treatment of the diseases, highlighting possible therapies which may be useful in several pathologies.

Objectives

At the end of this module the student should be able to:
1. describe major areas of current research into the aetiology, pathology, prevention and treatment of human neurodegenerative disorders, particularly those conditions used as paradigm diseases during the course
2. assess critically papers describing, or proposals for, research into human neurodegenerative disease
3. list the major clinical and pathological features of each of the major neurodegenerative diseases
4. identify areas of critical importance for research and suggest possible avenues for future investigation of human neurodegenerative disease
5. appraise critically the prospects for effective treatment or prevention of these diseases in the near future
6. highlight and appraise common mechanisms of neurodegeneration, or common potential therapies which may apply to multiple disorders in this category
7. summarise the principal current areas of scientific controversy relating to research in this field, and express a reasoned opinion discriminating between the arguments offered on the different sides of such controversies.

Teaching Methods

The principle teaching method used will be the 50 minute lecture. In addition, students will be given short reference lists, including only articles and reviews available in the library; specific topics for independent study will be identified. Students will be expected to have a detailed critical knowledge and appreciation of the articles and reviews included on the reference lists.

Assessment

Assessment will be by examination; this will be of two hours and will involve answering one question from a choice of two.
Code PSY346  Title: RESEARCH PROJECT IN PSYCHOLOGY

Size: Full Module  
Level: 3  
Semester: 1 & 2  
Availability: Core for Single Hons students; cannot be taken by Dual Hons students  
Organiser: Dr Myles Jones  
Prerequisites: Essential: all Level 2 core modules in Psychology

Brief Description and Aims

The research project is intended to give students an opportunity to investigate in depth, by empirical research or computational modelling, a topic of their choice within Psychology over two semesters. The topic must be approved by the Level 3 Tutor and the Departmental Ethics Committee.

Staff may offer initial ideas for research project work, but students are encouraged to develop their own ideas, and they are expected to carry out the research themselves, although assistance is given, as appropriate, with equipment, programming or other technical requirements. The completed project is presented as a typed dissertation. There is no overall word or page limit, but the Introduction is limited to 8 pages.

Total student contact hours: Variable  
Coursework requirements: Satisfactory completion of required progress reports  
Assessment: Dissertation (100%)  
Special facilities: Various

Code BMS224  Title: LITERACY, NUMERACY AND OTHER SYMBOLIC SYSTEMS

Size: Half Module  
Level: 3  
Semester: 1  
Availability: Approved for Single and Dual Hons in Psychology  
Organiser: Dr Kei Cho  
Teaching Methods: Lectures, tutorials.

Brief Description and Aims

This unit aims to introduce students to the different disciplines that contribute towards the diverse field of Neuroscience. Students will learn about the different contributions of electrophysiology, genetics and molecular biology to our understanding of simple behaviours and brain function. They will gain insight into mechanisms of sensory processing and motor output, cognitive brain function and how genetic manipulations inform our knowledge of normal function and disease. Teaching and learning will take place in a formal lecture environment and will be supported by web-based materials.

Assessment: Formal Examination
Brief Description and Aims
The psychological understanding of emotion has developed rapidly in recent years, and research on emotion has been termed affective science. This module will cover a range of topics from affective science, including: early and recent theories of emotion; methods for studying and measuring emotion; neurophysiological basis of emotion; cognition and emotion; social functions of emotion; collective and cultural aspects of emotion; experience and expression of emotion; regulation of emotion; development, causes, and variability of emotion; influence of emotion on performance, well-being and relationships; affective disorders; and interventions for changing emotions. Students will keep an emotion research diary during the course.

This unit aims to provide students with knowledge of four key areas in the understanding of emotion:
1. Focal theoretical approaches. This includes knowledge of early influential theories of emotion, dominant conceptual approaches (neurophysiological; cognitive; social; cultural), and specific research models.
2. Research methods. This includes knowledge of how emotions and moods are studied, how they are measured, and the problems and debates that arise from these.
3. Psychological processes. This includes knowledge of the processes involved in eliciting, appraising, communicating, and regulating different types of emotion; together with some of the developmental influences, causal factors and individual differences involved in these.
4. Applied relevance. This includes knowledge of the functional effects of emotion in different contexts (e.g. work, leisure); the role of emotion dysfunction in clinical disorders; and the effectiveness of interventions for changing emotional experience and expression.

Objectives
Following on from each of the four aims, by the end of the unit a student will be able to:
1. Compare and contrast different theoretical explanations of emotion, and specify what the different conceptual approaches have contributed to our understanding of emotion (linked to aim 1).
2. Explain how emotion can be studied and measured, and critically evaluate the strengths and weaknesses of the available methodological choices (linked to aim 2).
3. Give a critical account of the variety of processes involved in generating, communicating, and modifying emotions, and the factors that affect these processes (linked to aim 3).
4. Discuss the role of emotions in determining everyday individual and group behavior; identify clinical problems associated with emotion dysfunction; and assess the possibilities for changing what people feel (linked to aim 4).

TEACHING METHODS
There will be two main teaching methods:

Lectures. Twelve lectures will be used to present the core conceptual material. Each lecture session will: provide a conceptual framework for the topic, will include details of the relevant empirical research, and will provide everyday examples of the research concepts.

Emotion Research Diary. Students will be required to keep an emotion research diary during the course of the module. Each week they will be asked to focus on a different aspect or issue concerning their chosen variables to align with the topic that is being taught that week. The aim is to help students integrate the taught material with their own experiences, to encourage critical reflection on the material, and help students build a mental model of the knowledge structure of the module.

Main Texts

Total student contact hours: 12 lectures; 8 hours to keep the research diary
Assessment: 2 hour examination
**Code**: PSY336  
**Title**: NEURONS, IMAGES AND CHAOS: METHODS FOR COGNITIVE SCIENCE

**Size**: Half Module  
**Level**: 3  
**Semester**: 2  
**Availability**: Approved for Single and Dual Hons in Psychology  
**Organiser**: Professor John Porrill  
**Prerequisites**: PSY101, PSY104

**Brief Description and Aims**
This module will provide an introduction to some modelling techniques used in cognitive science and computational neuroscience and will illustrate basic programming and data visualisation techniques using the MatLab programming language.

**Objectives**
Following this module the student should be able to
1. specify models for a range of phenomena in mathematical notation
2. implement, analyse, and present results from these models using MatLab.

**Syllabus**
Developments in computer power and in the versatility and ease of use of software have made modelling techniques which were once the preserve of mathematicians accessible to the whole scientific community. This has profound implications throughout psychology but the impact is clearest in cognitive science and computational neuroscience where the use of computer models is critical to current developments. This module is an introduction to mathematical modelling and to the MatLab programming language (which is becoming the lingua franca of modelling). The mathematics required will be developed in lectures and illustrated in laboratory classes using concrete examples.

**Main Texts**: Hahn B. & Valentine D. T. Essential MATLAB for Engineers and Scientists. Newnes 4th edition 2010 978-0-12-374883-6 (price about £23)

Please bear in mind that this text is engineering/maths oriented - the course itself will be more accessible. If you buy an alternative MatLab text be sure that it is based on MatLab R12.

**Total student contact hours**: 33

**Coursework requirements**: Students will present two pieces of coursework consisting of:
1. programming exercises setting up tools for the project
2. some explicit problems to be solved using these tools
3. suggestions for further investigation
4. write up as a Lab report.

**Assessment**: Assessment is by coursework based on the lab class  
Assignments (100%)

**Special facilities**: Computer lab
Brief Description and Aims
This unit will consider early cognitive development and the assessment of learning, memory and thinking skills in infants, pre-schoolers and school-age children. The focus will be on human cognitive development, but animal models of learning and memory will be considered, along with the contributions of adult cognitive models and studies of neurological impairment to understand the development of different aspects of cognition. Topics will include infant amnesia, learning and memory, executive functions and the development of reasoning. Theoretical implications will be discussed.

Learning outcomes
By the end of the unit, a candidate will be able to:
1. assess contemporary research into infants’ and young children’s cognition
2. evaluate the methods that have been used to measure and assess different aspects of cognition
3. discuss the theories that have been offered to explain such development.

Syllabus
This unit aims to provide a critical summary and analysis of current research into the development of learning, memory, executive control, and reasoning. It will comprehensively cover early cognitive development from birth to adolescence. Teaching will be delivered by lectures. These will guide students in a structured way to relevant parts of the current literature on developmental cognition. Students will be expected to carry out independent reading of journal articles. The lectures will be used to pose questions and introduce salient issues around the themes described above.

Main Texts: tba
Student contact hours: 20 lectures
Assessment: 3 hour seen examination (semester 2)
Brief Description and Aims
This module investigates the processes by which people direct their thoughts and behaviours in order to achieve desired outcomes. For example, how does a person regulate their thoughts in order to reduce prejudice, direct their actions in order to write a report, or remember to feed the cat? Contemporary social psychological theorising on goal striving is central to many of the most challenging and exciting debates in psychology – for example, to what extent can people control their actions? This course will introduce students to these debates and, in so doing, provide both theoretical and practical insights into human nature.

Objectives
By the end of the unit, a candidate will be able to:
1. Explain what is meant by goal striving using relevant examples.
2. Describe and evaluate cybernetic models as a framework for understanding goal striving.
3. Evaluate the evidence which suggests that conscious goal striving is a limited resource.
4. Describe the idea of automatic goal striving by contrast with more effortful perspectives.
5. Evaluate whether (and how) implementation intentions help people to achieve goals.
6. Develop interventions to promote effective goal striving and behaviour change.

Syllabus
This unit aims to provide an overview of four core topics studied by researchers interested in goal striving: (1) cybernetic models, (2) self-regulatory strength, (3) automatic goal striving, and (4) implementation intentions. Insights gained from the study of these four topics will then be used to consider how best to develop interventions to promote effective goal striving and behaviour change. Lectures will be used to present the core conceptual material as illustrated by reference to empirical research and everyday examples. Two seminars in smaller groups (30 or so students) will support the material presented in the lectures and provide an opportunity for group work and discussion.

Main Texts: One or two journal articles will accompany each lecture. However, for background, see Baumeister, R.F. & Vohs, K.D. (2004). *Handbook of Self-regulation*. New York: Guilford.

Total student contact hours: 10 lectures + 2 x 2hr small group seminars = 14 hrs

Assessment: 2 hour essay-based examination (100%) (for past papers see [http://www.shef.ac.uk/psychology/exams/index.html](http://www.shef.ac.uk/psychology/exams/index.html))
The research project is intended to give students an opportunity to investigate in depth, by empirical research or computational modelling, a topic of their choice within Psychology over two semesters. The topic must be approved the Level 3 Tutor and the Departmental Ethics Committee.

Staff may offer initial ideas for research project work, but students are encouraged to develop their own ideas, and they are expected to carry out the research themselves, although assistance is given, as appropriate, with equipment, programming or other technical requirements. The completed project is presented as a typed dissertation. There is no overall word or page limit, but the Introduction is limited to 8 pages.

Total student contact hours: Variable
Coursework requirements: Satisfactory completion of required progress reports
Assessment: Dissertation (100%)
Special facilities: Various
Brief Description and Aims
This unit aims to:
1. present an overview of the goals and methods of cognitive neuroscience
2. familiarise students with the classic findings of cognitive neuroscience
3. present current research on cognitive neuroscience and developmental cognitive neuroscience.

Objectives
By the end of the unit, a candidate will be able to:
1. discuss the role of brain systems in aspects of cognition, skills, emotion, execution
2. describe the main methods, and their integration, in increasing knowledge in cognitive neuroscience
3. discuss a higher cognitive skill, how it develops, and how its development is linked to brain systems
4. discuss the contributions of cognitive neuroscience to the understanding of developmental disorders.

Syllabus
This unit provides an overview of the field of cognitive neuroscience, which is aimed at the understanding of the brain mechanisms involved in cognitive processes. It will cover processes such as perception, emotion, music, skills, speech, social cognition, consciousness, development and executive function. The unit combines discussion of the goals, methods and findings of cognitive neuroscience, using illustrations from classic studies and from current research.


Total student contact hours: 14 lectures
Assessment: 2 hour examination (100%)
CLINICAL PSYCHOLOGY

Size: Half Module
Level: 3
Semester: 2
Availability: Approved for Single and Dual Hons in Psychology
Organiser: Dr Georgina Rowse
Prerequisites: PSY101, PSY104

Brief Description and Aims
This unit aims to:
1. introduce students to the profession of clinical psychology
2. familiarize students with a range of common mental health difficulties
3. present current research on the causes and treatments of mental health difficulties.

Objectives
By the end of the unit, a candidate will be able to:
1. discuss the role and responsibilities of clinical psychologists
2. describe the main diagnostic procedures used in clinical psychology
3. discuss the causes and progression of a range of common mental health difficulties
4. discuss the implications of mental health difficulties for psychological theory
5. discuss the impact of psychological theory on the care and treatment of people with mental health difficulties

Syllabus
This unit presents the psychological aspects of care for mental health difficulties, and introduces students to clinical psychology as a profession. A wide range of clinical topics will be considered, with a focus being those on which research is being conducted within the Department. The teaching will be led by clinical psychologists working in the Department and will concentrate on how therapeutic interventions can be used to alleviate emotional and developmental difficulties. This module will show how psychological understandings of mental health difficulties can be used to benefit theory and practice.

Main Text: tba
Total student contact hours: 16 lectures
Assessment: 2 hour examination (100%)
Code  PSY315  Title:  EXTENDED ESSAY IN PSYCHOLOGY

Size:  Half Module
Level:  3
Semester:  1 or 2
Availability:  Approved for Single Hons and for Dual Hons in Psychology
Organiser:  Dr Myles Jones
Prerequisites:  PSY101, PSY104 and at least forty Level 2 credits in Psychology
Cannot be taken with:  PSY324 (this regulation applies to Dual Hons students only)

Brief Description and Aims
The extended essay is intended to give students an opportunity to study in some depth a topic of particular interest to them within the subject of Psychology. The topic must be approved by the Third Year Tutor. The project will not entail the student conducting empirical research. Rather, the essay is intended to provide an opportunity for the student to write critically about a selected area in considerably more depth than is possible in a tutorial essay. The work is presented as a typed essay no longer than 12 pages.

PSY315 may be taken only once (i.e. not in both semesters).

Objectives
The extended essay is intended to develop the following skills.
  a) Searching the published literature for relevant work.
  b) Evaluating empirical evidence, and theories in the light of that evidence.
  c) Writing a well organised essay, which presents a critical review of theories and evidence and in which appropriate conclusions are drawn.

Total student contact hours:  Variable
Coursework requirements:  Satisfactory completion of required progress reports
Assessment:  Extended essay (100%)
Special facilities:  None
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**Brief Description and Aims**

The research project gives students an opportunity to investigate in depth, by empirical research or computational modelling, a topic of their choice within Psychology, over 2 semesters. The topic must be approved by the Level 3 Tutor and the Departmental Ethics Sub-Committee. Staff may offer initial ideas for research project work, but students are encouraged to develop their own ideas, and they are expected to carry out the research themselves, although assistance is given, as appropriate, with equipment, programming or other technical requirements. The completed project is presented as a typed dissertation. There is no overall page or word limit but the Introduction is limited to 8 pages.

**Total student contact hours:** Variable
**Coursework requirements:** Satisfactory completion of required progress reports
**Assessment:** Dissertation (100%)
**Special facilities:** Various
**Title:** OCCUPATIONAL PSYCHOLOGY

**Size:** Half Module
**Level:** 3
**Semester:** 2
**Availability:** Approved for Single and Dual Hons in Psychology
**Organiser:** Dr Malcolm Patterson
**Prerequisites:** PSY101, PSY104

**Brief Description and Aims**
To introduce and explore psychological issues in work settings, examining behaviour, work design, and well-being. The course emphasises the links between theoretical approaches and applied psychology in organisational settings.

**Objectives**
Following this module, students should be able to:
1. Describe the main areas of occupational psychology
2. Evaluate principal approaches to key areas in occupational psychology such as motivation at work, learning and training, leadership, and work-related stress
3. Evaluate typical research methods and principal theories in those research areas.

**Syllabus**
To illustrate key research issues and practical applications of psychology in organisational work settings. A number of the themes are covered, including

- Learning and training – assessment of learning needs, methods of instruction, evaluation and effectiveness of training
- Leadership – theories of leadership and an examination of what makes an effective leader
- Motivation – review of traditional and newer theories of motivation at work
- Work-related stress – the nature and management of work-related stress
- Positive psychology – identifying and nurturing individual and group strengths, promoting positive states and emotion in the workplace

**Main texts:**

**Total student contact hours:** 14 lectures and 2 seminars = 16

**Coursework requirements:** To study some chapters of recommended books and specified research papers

**Assessment:** 2 hour examination (100%) (for past papers see http://www.shef.ac.uk/psychology/exams/index.html)
Brief Description and Aims
In this module we explore the fundamental nature of the problems inherent in vision, based largely on Marr's computational framework. Throughout the course, specific problems of vision are used as a vehicle for exploring computational aspects of brain function. This module should therefore be of interest to any students interested in general principles of how the brain, or any other perceptual machine, works. Some parts of the module are fairly technical, and require a willingness to engage with technical material. All lectures are taught by J V Stone.

Objectives
Following this module, students should understand:
1. the fundamental reasons why vision represents a hard problem for the brain
2. how the problems of vision can be investigated using psychophysical and neurophysiological methods
3. Marr's computational framework for investigating vision problems
4. Bayes' theorem and the principles which underpin the Bayesian approach to vision.

Syllabus
There are a total of 12-14 lectures. Specific topics vary from year to year, but have recently included the following:
2. Receptive fields as template matching devices.
3. The combinatorics of vision (i.e. why vision is hard for the brain from a computational standpoint).
5. Brain map, why they exist, and what they might be good for.
6. Object recognition using Bayesian inference. How a theorem by Reverend Thomas Bayes, an 18th century Presbyterian minister, may hold the key to visual perception.
7. Colour.
8. Motion.

Last year’s lecture slides can be obtained from [http://jim-stone.staff.shef.ac.uk](http://jim-stone.staff.shef.ac.uk). See section entitled ‘Teaching’. Past exam papers: [http://www.shef.ac.uk/psychology/current/exams/level3.html](http://www.shef.ac.uk/psychology/current/exams/level3.html)

Main texts: Seeing by Frisby and Stone (2010).
Total student contact hours: 12-14 lectures.
Assessment: 2 hour exam (100%).
Brief Description and Aims
This module will examine models of the mind inspired by the architecture of the brain and the distributed nature of biological cognition. A central thread will be the idea that complex, intelligent systems are made-up of large numbers of relatively simple, co-operating sub-systems—that the "mind emerges from the interaction of many simpler systems that are themselves mind-less". The main focus of the module is on dynamic systems and connectionist approaches to understanding human development, memory, and language, and on the implications of this co-operative view for understanding the relationship between mind and brain.

Objectives
Following this module students should have
1. a qualitative† understanding of the view of the brain as a self-organising complex system of which mind is an emergent property
2. a qualitative† understanding of the dynamic systems approach in psychology as applied to the study of human movement and to cognitive and motor development in infants and young children
3. a qualitative† understanding of the connectionist approach in developmental and cognitive psychology that uses ‘brain-like’ computational models to investigate brain development, conceptual memory, and language acquisition.
4. An understanding of the implications of connectionism and dynamic systems theories for the debate between nativism and empiricism in psychology

†Since a qualitative understanding is sought, the course considers computer modelling at a conceptual level that does not require background knowledge or experience in computer programming. Key ideas needed to understand connectionist and dynamic systems approaches will be introduced and explained using non-mathematical language.

Syllabus
The course will be lecture-based. Initial lectures will contrast the view of the brain as a complex, co-operative system with other approaches in cognitive science such as the computer metaphor. The lectures on dynamic systems and connectionism will stress the relevance of these approaches to issues in human development, memory, and language. The examination will be essay-based.


Total student contact hours: 17 lectures
Coursework requirements: None
Assessment: 2 hr examination.
Special facilities: None
Code: PSY303  Title: NEURAL BASES OF LEARNING & DEVELOPMENT

Size: Half Module
Level: 3
Semester: 2
Availability: Approved for Single and Dual Hons Psychology
Organiser: Dr Enrico Bracci
Helpful to have studied: PSY301, PSY304
Pre-requisites: PSY101, PSY104, PSY108, PSY219

Brief Description and Aims
1. To describe recent progress in finding out which parts of the brain are involved in the fundamental processes of associative learning.
2. To describe current understanding of how topographic sensory representations are formed in the brain during development.
3. To relate both learning and development to underlying synaptic mechanisms, as embodied in computational models.

Objectives
Following this module, students should be able to:
1. Understand the major characteristics of associative learning as displayed in classical and operant conditioning.
2. Describe the role of the cerebellum in classical conditioning.
3. Relate cerebellar and basal ganglia anatomy and physiology to associative learning mechanisms.
4. Describe the main features of map formation during neural development.
5. Relate these to empirical and theoretical investigations of synaptic modifiability.

Syllabus
The aim of the course is to explain current research, both experimental and theoretical, into the brain mechanisms that underlie basic forms of learning and development. The lectures first cover knowledge concerning the neural bases of operant conditioning. Next, the main phenomena characteristic of the second main type of associative learning, classical conditioning, are outlined, followed by an account of cerebellar anatomy and physiology: a necessary basis for the evaluation of models of cerebellar function as applied to classical conditioning. The final topic is the neural development of sensory representations, in particular topographic maps of the visual world.

Main Texts: Reprints available via STAR resource lists
Total student contact hours: 14 lectures, 1 x 3hr lab, 2 x 1hr seminars = 19
Assessment: 2 hour examination (100%) (for past papers see http://www.shef.ac.uk/psychology/exams/index.html)
**Code** PSY259  
**Title:** PSYCHOLOGICAL CONCEPTS AND SKILLS

**Size:** Full Module  
**Level:** 2  
**Semester:** 1 AND 2  
**Availability:** Core for Single and Dual Hons Psychology  
**Organiser:** Dr Dan Carroll  
**Prerequisites:** PSY101, PSY104, PSY106, PY108 and PSY110

**Brief Description and Aims**
This unit aims to:
1. provide key concepts and skills necessary for critical understanding of the science of psychology.
2. provide the skills necessary to present logically structured arguments, in both written and oral form.
3. Introduce students to experimental design, and give them experience in designing, conducting and reporting experiments.

**Objectives**
By the end of the unit, a candidate will be able to:
1. think quantitatively, analytically, critically and logically
2. present information and arguments clearly, both orally and in writing
3. carry out a literature search
4. assess material presented in textbooks, journal papers and generally within the public media efficiently and critically.

**Syllabus**
This unit presents key concepts and skills necessary for critical understanding of the science of psychology. The nature of scientific inquiry, and the scientific process, are presented with reference to examples drawn from psychology, and the extent to which the ‘science of the mind’ must exemplify scientific characteristics is emphasised. The methods of acquiring knowledge, and the nature of paradigms and research programmes are covered, along with ethical issues in theory development and application, and in psychological research. Training is given for the skills of integrating evidence and theory and presenting logically structured arguments, in both written and oral form.

**Main texts:**

**Total students contact hours:**
- 4 lectures, 12 hours of tutorials

**Assessment:**
- sem 1: coursework essay (50%)
- sem 2: experimental report (50%)
Brief Description and Aims
This unit aims to:
1. provide an overview of developmental psychology from infancy to adolescence, covering the development of attachment, social relations, and the social and cultural contexts of development;
2. provide an introduction to life-span development through personality and individual differences: genetics, abnormal and normal personality, psychological testing, and intelligence.

Objectives
By the end of the unit, a candidate will be able to:
1. Outline the most important theories of development.
2. Describe the key changes which take place in each developmental period covered by the module.
3. Understand the principal approaches and methods employed in developmental research.
4. Have an appreciation of contemporary issues and controversies in the developmental literature.
5. Give examples of research into individual differences in developmental and social psychology
6. Critically discuss the methods used for research into individual differences
7. Discuss the psychological implications of research into individual differences

Syllabus
This unit provides an overview of development from infancy to the onset of adolescence, and discusses life-span development from the perspective of individual differences research. The course introduces concepts of development, summarises the major developmental changes, and discusses the theoretical perspectives underlying developmental research. It provides students with an understanding of the psychological research into individual differences in intelligence and personality. This includes a critical awareness of the principles and philosophy of psychometric testing. Students will be introduced to examples of individual difference research with children and adults in the areas of both developmental and social psychology.

Main texts: tba
Total students contact hours: 24 lectures, 1.5 hours of lab classes
Assessment: sem 1: 1 hour seen examination
sem 2: 2 hour unseen examination
**Code** PSY242  
**Title:** SOCIAL AND HEALTH PSYCHOLOGY

**Size:** Full Module  
**Level:** 2  
**Semester:** 2  
**Availability:** Core for Single and Dual Hons Psychology  
**Organiser:** Professor Paschal Sheeran  
**Prerequisites:** PSY101, PSY104, PSY106 and PSY110

**Brief Description and Aims**  
This unit aims to:
1. provide an overview of social psychology, e.g., social cognition, attitudes, group processes and intergroup relations.  
2. an introduction to psychological approaches to health psychology

**Objectives**  
By the end of the unit, a candidate will be able to:
1. Evaluate contemporary accounts of attitudes, prejudice, and group behaviour.  
2. Appreciate the significance of, and complexities associated with, taking account of the social context of human behaviour.  
3. Characterise a range of 'real-world' social issues in terms of social psychological concepts such as attitudes, conformity and social identity.  
4. Describe and critically evaluate psychological approaches to health promotion and the understanding of health behaviour.  
5. Demonstrate understanding of the role of psychosocial factors in health and illness.

**Syllabus**  
This unit presents key concepts and issues in social and psychology. The nature of attitudes and their role in information processing and behaviour is examined. Conceptions of social influence, basic group processes and group decision making are covered. Prejudice and intergroup relations research traces progress from personality approaches to contemporary social identity theory perspectives. Finally, the role of psychological processes in health are described. Thus, the course emphasises the importance of individual and group processes for understanding psychological phenomena.

**Main texts:**  
NB Both texts are compulsory purchases.

**Total students contact hours:** 18 lectures, 6 hours of lab classes

**Assessment:** 3 hour examination (100%)
Brief Description and Aims
This module aims to teach students about the ‘core’ subject knowledge of cognitive psychology, together with the subject skills relating to empirical research in cognitive psychology – including the application of multiple perspectives, integration of ideas and findings across multiple perspectives, and design, analysis and written presentation of empirical studies in the area. Principles involved include: focus on the key conceptual issues of cognition; ‘converging operations’ between different perspectives; and research-led teaching.

Objectives
Following this module, students should be able to:
1. Understand the variety of methods used to study human cognition
2. Critically discuss psychological theories of vision, memory, attention, language, thinking and learning
3. Have an appreciation of the multiple perspectives on the central processes of cognition.

Syllabus
The module covers the core areas of cognitive psychology, including perception, learning, memory, thinking, language, consciousness and cognitive neuropsychology. The perception component introduces general themes in the psychology of perception, concentrating on visual perception. ‘Central’ cognitive processes of memory, thinking, language and attention are illustrated using theoretical, empirical and inter-disciplinary perspectives. The learning component considers the basic processes of human learning and attempts to provide a coherent account of how these cognitive processes develop. Insights from cognitive neuropsychology and brain imaging are introduced where appropriate.

Main texts: There is no main text. Readings are given for each topic.
Total students contact hours: 20 lectures, 9 hours of lab classes
Assessment: 3 hour examination (100%)
Title: PSYCHOLOGICAL RESEARCH METHODS

Size: Full Module
Level: 2
Semester: 1 AND 2
Availability: Core for Single and Dual Hons Psychology
Organiser: Dr Richard Rowe
Prerequisites: PSY101, PSY104, PSY106, PY108 and PSY110
Corequisites: none

Brief Description and Aims
This module aims to teach students about the conduct of psychological research, such that they can critically evaluate published research papers and conduct their own research projects at Level 3. The main topics covered are: information literacy in psychological research (statistical analysis packages, and on-line databases), hypothesis testing and the design of experiments; the use and interpretation of inferential parametric statistics (ANOVA, correlation, regression), qualitative methods, survey methods and psychometrics. The teaching is divided between lectures and practicals, with weekly computer-based workshops.

Objectives
Following this module, students should be able to:
1. understand the methods and results sections of scientific papers
2. design experiments to test for differences between conditions
3. identify the appropriate parametric and nonparametric tests to apply to data
4. use a computer statistics package (SPSS)
5. understand the use of qualitative methods
6. design and develop questionnaires to test for relationships between variables
7. analyse, report and interpret psychological research data.

Syllabus
1. Laboratory report writing.
2. Experimental design; tests for differences between conditions.
3. Simple and factorial analysis of variance (ANOVA).
4. Chi square and Fisher's tests for association in contingency tables; Kendall's tau for ordered contingency tables.
5. Measures of correlation, Pearson's correlation coefficient and Spearman's rs.
8. Power Analysis.
9. Qualitative methodology.
10. Research ethics.
11. Questionnaire design and survey methods.
12. The use of information technology; on-line databases, statistical packages (SPSS).

The theoretical aspects are covered by one hour lectures each week, followed by 1 hour practical workshops in which statistical software is used to solve problems. There are three lab classes in which students work through the design of psychological research / experiments and analyse data.


Total students contact hours: 18 lectures + 17 1hr labs + 3 2hr labs = 41
Assessment: 2 hour examination (semester 2)
Special facilities: computing laboratory
Objectives
By the end of the unit, a candidate will be able to:
1. Give an account of basic techniques in neuroanatomy and electrophysiology.
2. Understand the basic principles underlying the control of movement.
3. Describe the main structures of the auditory system and how they interact.
4. Understand the structures and mechanisms of the perception of touch.
5. Describe approaches to understanding the neural bases of learning and memory.
6. Describe the biological and neurological changes associated with major behavioural disorders.

Syllabus
Following a brief introduction to neuroscience and its use of multiple techniques, lectures are used to present the structure and function of the visual system, contrasting the roles of the cortical and sub cortical structures. The structure and function of skeletal muscle is then examined before the control of movement is outlined. The anatomy and physiology of the auditory system are studied and how they interact. An outline of the structures involved with the perception of touch and pain are then covered. The neural basis of learning and memory is discussed in the context of experimental and clinical studies of different types of amnesia and conditioning in animals. Finally, the ways in which biological responses are moderated by psychological, sociobiological and evolutionary processes is reviewed. Each major topic area is associated with a Laboratory Practical Class (four in total) in which students gain first hand experience of phenomena or relevant examples of research activity.

Main Text: Pinel, Biopsychology. (6th or 7th or 8th Edition).

Total student contact hours: 19 lectures + 2 x 1.5hr lab = 22hrs
Assessment: in sem 2: 2 hour exam consisting of multiple choice questions (100%)
Brief Description and Aims
This module provides the first part of the main course of Social Psychology (to be completed in the linked PSY242 module).

Objectives
Following this module, students should be able to:
1. Explain the pros and cons of adopting an experimental approach to social psychology
2. Describe accurately the social psychological theories covered in the syllabus
3. Critically evaluate social psychological research.

Syllabus
The course comprises a review of four central topics in contemporary social psychology:
1. Attribution Theory and Social Explanations – asks how people make sense of their social encounters; people as naive psychologists seeking to understand the causes of their own and others’ behaviour
2. Affiliation, Attraction and Love – asks how, out of the huge range of people we encounter, we form the attachments we do
3. Prosocial behaviour - looks at the psychological and situational factors that determine when people are willing to help others.
4. Language and Communication – examines the interaction between verbal and non-verbal communication in the maintenance of social behaviour.


Total student contact hours: 11 lectures, 2 x 1hr labs, 1 tutorial
Assessment: 2 hour examination (100%) (for past papers see http://www.shef.ac.uk/psychology/exams/index.html)
**Brief Description and Aims**
A series of lectures and laboratory classes will be used to show how particular aspects of normal and abnormal behaviour can be understood in terms of underlying biological processes.

**Objectives**
Following this module, students should be able to:
1. Understand the basic processes of axonal and synaptic neurotransmission and how disturbances to these processes underlie particular neuropsychological disorders
2. Understand the neural mechanisms underlying functional imaging signals
3. Understand how behaviour can be influenced by basic evolutionary processes.

**Syllabus**
The course has three themes
(i) How selected commonly experienced mental health problems can be understood in terms of specific disturbances of neurotransmission;
(ii) How the origins of many behavioural interactions can be analysed from an evolutionary, sociobiological perspective;
(iii) Biophysical underpinnings of functional neuroimaging.

**Recommended reading:**

**Total student contact hours:**
10 lectures, 3 x 2hr labs, 1 tutorial

**Assessment:**
2 hour exam consisting of multiple choice questions (100%)

**Special facilities:**
None
Brief Description and Aims
The module considers the everyday use of memory and skill, presenting detailed case studies of eyewitness testimony and expertise.

Objectives
Following this module, students should be able to:
1. Understand elementary processes of memory and how they play an important role in specific examples from everyday life.
2. Understand the normal processes of skill acquisition, and how to become extraordinarily skilled.

Syllabus
Have you ever been interviewed by the police? Have you ever given testimony in court? Do you think that young children should be allowed to testify against their abusers? Do you forget half the things you are told? Do you know someone suffering from amnesia? Do you think you remember things and then find out they never happened? Do you think that people who have better memories do better in exams? Would you like a better memory? If so, how would you go about getting one? Do you want to know how children can turn into world class performers? This module will attempt to answer these questions for you. In the course of lectures and a practical class we will be talking about how well children recall events they have experienced, how the courts in the UK assess the reliability of witnesses, what makes people fantasise, what makes people forget, how people develop skills, and the best strategies for recalling new information.

Main Texts:

Total student contact hours: 12 lectures, 1 x 2hr lab, 1 tutorial
Coursework requirements:
one lab class report and one 1200 word essay
Assessment:
2 hour seen examination (100%)
(for past papers see
http://www.shef.ac.uk/psychology/exams/index.html)
**Brief Description and Aims**

Traditional, *analytic* approaches in psychology address the problem of the mind/brain by analyzing existing intelligent systems (humans and animals) using controlled experiments. However, this difficult task has recently been complemented by *synthetic* approaches that operate in the opposite direction—trying to understand the mind/brain by building artificial systems, such as robots and computer programs, that exhibit intelligence of their own. Students will be shown how these analytic and synthetic approaches can work together to advance the understanding of the mind and brain. The course will be organised around the question of what progress that has been made so far in the quest to build humanoid robots that are able to match human perceptual, behavioural, cognitive and social abilities. Questions to be highlighted include:

- Can robots think?
- Could an artificial humanoid have feelings, consciousness, or free will?
- What can be learned by trying to answer these questions about the human mind and our own conscious experience?

**Objectives**

Following this module students should have:

1. An insight into how synthetic approaches (robotics and computer simulation) can help us to understand the human brain and behaviour.
2. An awareness of the main problems that need to be overcome, and some of the progress made so far, in endowing robots with human-like abilities.

**Syllabus**

The course will be a mixture of lectures, and lab classes. Lectures will focus on the following topics in synthetic psychology: motor control (e.g. walking), perception (e.g. seeing), learning and memory, reasoning and common sense, language and communication, emotions, and conscious awareness. The course will be assessed through coursework assignments.

**Main Texts:**

### METHODS AND REASONING FOR PSYCHOLOGISTS

**Size:** Half Module  
**Level:** 1  
**Semester:** 2  
**Availability:** Core for Single and Dual Hons in Psychology  
**Organiser:** Dr Ying Zheng  
**Prerequisites:** PSY101  
**Corequisites:** PSY106  
**Restrictions:** Students studying the following courses: PSYU01, PSYU102, PSYU105  

**Brief Description and Aims**  
The module aims to provide psychology students with the methods, techniques and reasoning skills that underpin the science of psychology. The module covers: scientific methodology; laboratory reports; basic techniques for describing and analysing psychological data.

**Objectives:**  
Following this module, students should be able to:  
1. understand the reasons for using scientific methodology to study human behaviour;  
2. report experimental work clearly and present data clearly;  
3. understand simple statistical tests;  
4. use SPSS to compute simple statistical tests and interpret the output.

**Syllabus:**  
The module covers:  
1. scientific methodology  
2. laboratory methods and reports  
3. basic techniques for describing and analysing psychological data (distribution, hypothesis testing, comparing means, correlations), and  
4. the use of SPSS to conduct simple statistical tests

**Main Texts:**  

**Total student contact hours:** 9 lectures, 2 x 1.5 hr labs, 6 x 1hr workshops, 2 tutorials  
= 21 hrs  
**Coursework requirements:** Satisfactory completion of lab work and tutorial work  
**Assessment:** 2 hour examination (80%) and group-based coursework (20%)  
**Special facilities:** Computing laboratory
**Code** PSY101  **Title:** DISCOVERING PSYCHOLOGY

Size: Full Module  
Level: 1  
Semester: 1  
Availability: Core for Single and Dual Hons Psychology  
Organiser: Dr Elizabeth Milne  
Prerequisites: none  
Corequisites: none

**Brief Description and Aims**  
To provide an introduction to Psychology covering all main approaches to the subject. It is intended both for students who are starting a Psychology degree and students who want a short general course in Psychology as part of another degree programme. Students should note that the module has scientific components.

**Objectives**  
By the end of this unit, students should be able to:  
1. evaluate contemporary accounts of attitudes, prejudice and group behaviour  
2. appreciate the significance of, and complexities associated with, taking account of the social context of human behaviour  
3. characterise a range of ‘real world’ social issues in terms of social psychological concepts such as attitudes, conformity and social identity.  
4. describe and critically evaluate psychological approaches to health promotion and the understanding of health behaviour  
5. demonstrate understanding of the role of psychosocial factors in health and illness.

**Syllabus**  
Psychology has a lot to say about almost all parts of our lives. This introductory module covers the main topics in Psychology. It is intended both for students who are starting a Psychology degree and students who want a short general course in Psychology as part of another degree programme. It is designed to be suitable for students with Arts/Humanities, Social or pure Science backgrounds. The following questions give you some idea of the kinds of topics that are touched upon in this course: How do children learn about the world? Why do people conform? What is the nature of intelligence? How can mental illness be prevented? What family brain mechanisms might cause schizophrenia? How does vision work? Why do people forget?


**Total student contact hours:** 22 lectures + 4 x 1.5hr labs + 4 x 1hr tutorials = 32hrs  
**Coursework requirements:** Regular multiple-choice self-marked feedback tests, tutorial attendance, and a coursework assignment  
**Assessment:** 2 hour exam consisting of multiple choice questions (100%)  
**Special facilities:** PSY computing laboratory
The following ‘route’ is intended to assist Dual Honours students to select the correct Psychology modules to achieve eligibility for the British Psychological Society’s Graduate Basis for Registration as a Chartered Psychologist (GBC). The full regulations for the BA Dual Hons Philosophy and Psychology are given on pages 56-57.

**Level 2**
- PSY239 Psychological Research Skills (academic year)
- PSY259 Psychological Concepts and Skills (academic year)
- PSY249 Developmental Psychology and Individual Differences (academic year)
- PSY241 Cognitive Psychology (semester 1)
- Plus 40 credits of Level 2 PHI modules

**Level 3**
- PSY314/324 Research Project in Psychology (academic year)
- PSY219 Neuroscience (academic year)
- PSY242 Social and Health Psychology (semester 2)
- Plus 50-60 credits of Level 3 PHI modules

**NB:** All Dual Hons students are strongly advised to consult with the Duals Tutor before finalising their module choices.
<table>
<thead>
<tr>
<th>Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>PSY330</td>
<td>The Psychology of Goals and Goal Striving</td>
<td>10</td>
</tr>
<tr>
<td>PSY333</td>
<td>Cognition in Infancy and Childhood</td>
<td>20</td>
</tr>
<tr>
<td>PSY344</td>
<td>The Science of Emotion</td>
<td>10</td>
</tr>
<tr>
<td>PSY314</td>
<td>Research Project in Psychology</td>
<td>30</td>
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<tr>
<td>PSY315</td>
<td>Extended Essay in Psychology</td>
<td>10</td>
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<tr>
<td>PSY324</td>
<td>Research Project in Psychology</td>
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<td>PHI302</td>
<td>Metaphysics</td>
<td>20</td>
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<tr>
<td>PHI315</td>
<td>Hegel and his Critics</td>
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<td>PHI318</td>
<td>Liberty, Community and Democracy</td>
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<tr>
<td>PHI320</td>
<td>Pragmatism</td>
<td>20</td>
</tr>
<tr>
<td>PHI324</td>
<td>Feminism: Rationality and Politics</td>
<td>20</td>
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<td>PHI330</td>
<td>Philosophical Problems II</td>
<td>20</td>
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<tr>
<td>PHI332</td>
<td>Philosophy of Psychology</td>
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<td>Philosophical Problems I</td>
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<td>PHI336</td>
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<td>PHI340</td>
<td>Aristotle</td>
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<td>PHI346</td>
<td>Desires of One’s Own</td>
<td>20</td>
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<tr>
<td>PHI355</td>
<td>Philosophical Project 1</td>
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<td>PHI356</td>
<td>Philosophical Project 2</td>
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<td>PHI358</td>
<td>Philosophy of Sex</td>
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<td>PHI361</td>
<td>Film and Philosophy</td>
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<tr>
<td>PHI362</td>
<td>Moral Obligation</td>
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<tr>
<td>PHI363</td>
<td>Scepticism</td>
<td>20</td>
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</table>

(b) units to the value of forty credits from the following

(c) units to the value of twenty credits from 3(a) and (b) above

(d) unrestricted units to the value of twenty credits.
THE FOLLOWING ARE THE FULL UNIVERSITY REGULATIONS. HOWEVER, A ‘SHORT-CUT’ IS PROVIDED ON PAGE 58 FOR DUAL HONS STUDENTS WISHING TO BE ELIGIBLE FOR THE BRITISH PSYCHOLOGICAL SOCIETY’S GRADUATE BASIS FOR REGISTRATION.

Level 2

2. A candidate shall take
   (a) PSY239 Psychological Research Methods 20
   (b) a unit to the value of twenty credits from the following
       PSY219 Neuroscience 20
       PSY241 Cognitive Psychology 20
       PSY242 Social and Health Psychology 20
       PSY249 Developmental Psychology and Individual Differences 20
       PSY259 Psychological Concepts and Skills 20
   (c) units to the value of forty credits from the following
       PHI201 Reference and Truth 20
       PHI202 Philosophy of Mind 20
       PHI203 Formal Logic 20
       PHI204/219 Ethics: Theoretical and Practical 20
       PHI205 Descartes and the Empiricists 20
       PHI208/220 Political Philosophy 20
       PHI211 Theory of Knowledge 20
       PHI216 Feminism: Rationality and Politics 20
       PHI217 Plato 20
       PHI218 The Rationalists 20
       PHI223 Topics in Ancient Philosophy 20
       PHI224 Kant’s Ethics 20
       PHI230 Philosophy of Science 20
   (d) units to the value of twenty credits from the following
       PSY219 Neuroscience 20
       PSY241 Cognitive Psychology 20
       PSY242 Social and Health Psychology 20
       PSY249 Developmental Psychology and Individual Differences 20
       PSY259 Psychological Concepts and Skills 20
       units listed at 2(c) above
   (e) unrestricted units to the value of twenty credits.

Level 3

3. A candidate shall take
   (a) units to the value of forty credits from the following, not more than one unit to be selected from (ii)
   (i) PSY303 Neural Bases of Learning and Development 10
       PSY304 Co-operative Models of Mind 10
       PSY305 Visual Perception 10
       PSY308 Occupational Psychology 10
       PSY319 Clinical Psychology 10
       PSY323 Cognitive Neuroscience 10
Level 1
1. A candidate shall take
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<tr>
<td>PSY101</td>
<td>Discovering Psychology</td>
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<td>PSY104</td>
<td>Methods and Reasoning for Psychologists</td>
<td>10</td>
</tr>
<tr>
<td>PSY106</td>
<td>Memory, Skill and Everyday Life</td>
<td>10</td>
</tr>
<tr>
<td>PSY108</td>
<td>Neuroscience and Evolutionary Psychology</td>
<td>10</td>
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<tr>
<td>PSY110</td>
<td>Social Understanding, Social Communication and</td>
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<td></td>
<td>Social Places</td>
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</tbody>
</table>
   (b) unrestricted units to the value of sixty credits.

Level 2
2. A candidate shall take
   (a) 
<table>
<thead>
<tr>
<th>Module Code</th>
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<tbody>
<tr>
<td>PSY219</td>
<td>Neuroscience</td>
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Level 3
3. A candidate shall take
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<tbody>
<tr>
<td>PSY346</td>
<td>Research Project in Psychology</td>
<td>40</td>
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   (b) units to the value of eighty credits from the following, with not more than twenty credits being selected from (ii)

   (i) 
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<tr>
<td>PSY303</td>
<td>Neural Bases of Learning and Development</td>
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<td>PSY304</td>
<td>Co-operative Models of Mind</td>
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<td>Visual Perception</td>
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<td>PSY308</td>
<td>Occupational Psychology</td>
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<thead>
<tr>
<th>Module Code</th>
<th>Module Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BMS309</td>
<td>Biological Basis of Brain Disease I: Neurodegeneration</td>
<td>10</td>
</tr>
<tr>
<td>BMS224</td>
<td>Brain and Behaviour</td>
<td>10</td>
</tr>
<tr>
<td>COM3300</td>
<td>Experiencing Genesys</td>
<td>10</td>
</tr>
<tr>
<td>HCS327</td>
<td>Literacy, Numeracy and Other Symbolic Systems</td>
<td>10</td>
</tr>
<tr>
<td>HCS332</td>
<td>Cognition and Communication</td>
<td>20</td>
</tr>
<tr>
<td>MAS300</td>
<td>Undergraduate Ambassadors Scheme in Mathematics</td>
<td>10</td>
</tr>
<tr>
<td>PHI332</td>
<td>Philosophy of Psychology</td>
<td>20</td>
</tr>
<tr>
<td>USE301</td>
<td>Making Ideas Happen</td>
<td>20</td>
</tr>
</tbody>
</table>
The British Psychological Society (BPS) is the major learned and professional organisation for all psychologists in the UK. It exists to promote the advancement of the study of psychology and its applications, and to maintain high standards of education and professional conduct. With effect from the academic session 2004-05, the BPS accredited programmes (i.e. undergraduate degrees) for the Graduate Basis for Registration as a Chartered Psychologist (GBC) only [formerly another category of membership was offered, Graduate Membership]. With effect from 2006-07, in order to be eligible for the GBC, a student must gain at least a Lower Second Class Honours degree.

The BPS Graduate Basis for Registration is the first step towards becoming a chartered psychologist, and is a pre-requisite for entering training courses such as a higher degree in Clinical Psychology, Occupational Psychology or Educational Psychology. To obtain GBC, you must take a prescribed set of Psychology modules. These are listed below.

There is enough flexibility within the Dual Honours degree course for students to follow the BPS prescribed pathways through the degree and this is described on pages 55-59. This may not be precisely the way they wish to go and students may wish to discuss module choices and membership of the BPS with the Duals Tutor.

BPS GRADUATE BASIS for REGISTRATION AS A CHARTERED PSYCHOLOGIST (GBC)

For Single Honours Psychology students
Students who complete the BA/BSc Single Honours Psychology courses satisfactorily will have fulfilled all the requirements.

For Dual Honours students
Candidates wishing to fulfil the requirements of the British Psychological Society for graduate registration must complete the following:

1. the following core Level 1 Psychology modules: PSY101, PSY104, PSY106, PSY108 and PSY110
2. the following Level 2 core Psychology modules: PSY219, PSY239, PSY241, PSY242, PSY249, and PSY259. NB Duals students must consult the Duals Tutor when making their Level 2 and Level 3 module selections in order to ensure they satisfy GBC requirements
3. a project in Psychology: PSY324 or PSY314 for Dual Honours students; PSY346 for Single Honours students
4. at least 50% of Levels 2 and 3 together will comprise Psychology and coverage in any year of the degree must not fall below 33%.
Section 6, on the Modular Degree System, describes the different categories of modules. What follows here is:

- a list of all the core and approved Psychology modules available
- an explanation of the British Psychological Society’s requirements for Graduate Basis for Chartership
- an explanation of the numbers and Levels of modules students must take at each stage for Single and Dual Honours programmes, together with a list of the modules available.

### Undergraduate psychology modules available in each semester, 2012-2013

<table>
<thead>
<tr>
<th>LEVEL 1</th>
<th>Semester 1</th>
<th>PSY101</th>
<th>(C)</th>
<th>Discovering Psychology</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>PSY105</td>
<td>(O)</td>
<td></td>
<td>Synthetic Psychology</td>
</tr>
<tr>
<td></td>
<td>PSY104</td>
<td>(C)</td>
<td></td>
<td>Methods and Reasoning for Psychologists</td>
</tr>
<tr>
<td></td>
<td>PSY106</td>
<td>(C)</td>
<td></td>
<td>Memory, Skill and Everyday Life</td>
</tr>
<tr>
<td></td>
<td>PSY108</td>
<td>(C)</td>
<td></td>
<td>Neuroscience and Evolutionary Psychology</td>
</tr>
<tr>
<td></td>
<td>PSY110</td>
<td>(C)</td>
<td></td>
<td>Social Understanding, Social Communication, Social Places</td>
</tr>
<tr>
<td></td>
<td>PSY107</td>
<td>(C)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>PSY109</td>
<td>(C)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>PSY111</td>
<td>(C)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>LEVEL 2</th>
<th>Academic year</th>
<th>PSY219</th>
<th>(C)</th>
<th>Neuroscience</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>PSY239</td>
<td>(C)</td>
<td></td>
<td>Psychological Research Methods</td>
</tr>
<tr>
<td></td>
<td>PSY249</td>
<td>(C)</td>
<td></td>
<td>Developmental Psychology and Individual Differences</td>
</tr>
<tr>
<td></td>
<td>PSY259</td>
<td>(C)</td>
<td></td>
<td>Psychological Concepts and Skills</td>
</tr>
<tr>
<td>Semester 1</td>
<td>PSY241</td>
<td>(C)</td>
<td></td>
<td>Cognitive Psychology</td>
</tr>
<tr>
<td>Semester 2</td>
<td>PSY242</td>
<td>(C)</td>
<td></td>
<td>Social and Health Psychology</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>LEVEL 3</th>
<th>Academic year</th>
<th>PSY333</th>
<th>(O)</th>
<th>Cognition in Infancy and Childhood</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>PSY304</td>
<td>(O)</td>
<td></td>
<td>Co-operative Models of Mind</td>
</tr>
<tr>
<td></td>
<td>PSY305</td>
<td>(O)</td>
<td></td>
<td>Visual Perception</td>
</tr>
<tr>
<td></td>
<td>PSY323</td>
<td>(O)</td>
<td></td>
<td>Cognitive Neuroscience</td>
</tr>
<tr>
<td></td>
<td>PSY330</td>
<td>(O)</td>
<td></td>
<td>The Psychology of Goals and Goal Striving</td>
</tr>
<tr>
<td>Semester 2</td>
<td>PSY302</td>
<td>(O)</td>
<td></td>
<td>The Social Psychology of the Self</td>
</tr>
<tr>
<td></td>
<td>PSY303</td>
<td>(O)</td>
<td></td>
<td>Neural Bases of Learning and Development</td>
</tr>
<tr>
<td></td>
<td>PSY308</td>
<td>(O)</td>
<td></td>
<td>Occupational Psychology</td>
</tr>
<tr>
<td></td>
<td>PSY319</td>
<td>(O)</td>
<td></td>
<td>Clinical Psychology</td>
</tr>
<tr>
<td></td>
<td>PSY336</td>
<td>(O)</td>
<td></td>
<td>Neurons, Images and Chaos: Methods for Cognitive Science</td>
</tr>
<tr>
<td></td>
<td>PSY344</td>
<td>(O)</td>
<td></td>
<td>The Science of Emotion</td>
</tr>
<tr>
<td>Projects:</td>
<td>PSY346**</td>
<td>(C)**</td>
<td></td>
<td>Research Project in Psychology 1 &amp; 2 (continued into semester 2)**</td>
</tr>
<tr>
<td></td>
<td>PSY324/14*</td>
<td>(O)*</td>
<td></td>
<td>Research Project in Psychology (continued into semester 2)*</td>
</tr>
<tr>
<td></td>
<td>PSY315</td>
<td>(O)</td>
<td></td>
<td>Extended Essay in Psychology (can be taken in either semester)</td>
</tr>
</tbody>
</table>

(C) – Core modules (and required for BPS GBC (apart from PSY315): see overleaf)

(O) – Optional modules

* - PSY324/PSY314 (20/30 credits) are available for Duals students only. Single Hons students may not take it at all.

** - PSY346 (40 credits) is core for Single Honours students only. Dual Honours students may not take it at all.

NB PSY315 is optional for Dual Hons students who must take either PSY315 or PSY324/PSY314.
Students and their departments have something of a contractual relationship: the Department provides teaching and facilities and assumes that students will follow certain rules and maintain standards, as noted in the Students’ Charter available at http://www.shef.ac.uk/ssid/charter. The following points are some of the most important to remember:

1. **PLEASE CHECK NOTICEBOARDS, EMAIL AND YOUR PIGEONHOLE REGULARLY** - Pigeonholes will be emptied during the vacation periods and at regular intervals. The Department cannot be responsible for any mail you do not collect.

2. **PLEASE MAINTAIN A HIGH LEVEL OF ATTENDANCE** - Students are expected to attend all lectures, tutorials and practical classes and submit work by the expected deadlines. Failure to show satisfactory attendance will lead to a series of 'Reports of Unsatisfactory Progress' to the Faculty. Three such reports may lead to exclusion.

3. **PLEASE PROVIDE NOTES EXCUSING YOUR ABSENCE AS APPROPRIATE** - It is in your interests to keep the Department aware of anything that may affect your progress through the degree course. **IT IS UP TO YOU TO KEEP US INFORMED.**

4. **DO SPEAK TO TUTORS ABOUT PROBLEMS** - Students who have administrative queries should speak to the Departmental Administrator, your Level Tutor or Secretary, but those who are experiencing problems with work, or personal problems that are affecting their academic progress should speak to their Personal Tutor.

5. **DO INFORM YOUR TUTOR IF UNABLE TO ATTEND A TUTORIAL** - If this is due to illness you must remember to observe the rule regarding medical certificates. (see Section 23)

6. **DO REMEMBER TO KEEP ALL CHANGES OF ADDRESS OR OTHER RELEVANT INFORMATION UP TO DATE. IT IS YOUR RESPONSIBILITY.** - The Department and the University will use the central record system as necessary. We will only be able to contact you as long as you keep your personal information accurate and current. You can access the system via the Student Services Information Desk in the first instance.

7. **PLEASE REMEMBER TO ATTEND THE STUDENT FEEDBACK SESSION FOR YOUR LEVEL** held towards the end of each semester. All courses are evaluated via student feedback questionnaires at the end each semester. Participation in course evaluation is **compulsory** so that continual improvements to the quality of our teaching can be made. The outcome of the feedback is taken very seriously and is scrutinised by staff, and students (via the Staff-Student Committee).

8. **PLEASE BEHAVE RESPONSIBLY** while you are a student of the University of Sheffield. This requirement extends beyond behaviour on the University campus and in student residences, to any misconduct by students in the local community. The University takes a very serious view of issues relating to student behaviour: the Regulations as to the Discipline of Students explain the action that may result in the case of student misconduct. Further information can be found at http://www.shef.ac.uk/ssid/rightsandresponsibilities/conduct.html
26. OTHER SOURCES OF HELP AND ADVICE

The Careers Advisory Service
The service is located at: 388 Glossop Road, Sheffield S10 2JA (on the corner of Glossop Road and Durham Road, just through the car park). Opening hours are: Monday - Friday: 9.00am - 5.00pm (except Tuesdays when we open at 11.00am) throughout the year with some variation during vacation. The service exists to guide students in career-related matters, including changing courses. Students can talk informally to an on-duty advisor. Appointments can be made at the reception desk.

The Careers Service library has a number of useful resources including computers to aid career choice and information on careers, employers and other institutions. There are also a number of events staged throughout the year such as seminars, careers fairs and business games. Programmes of events (produced at the beginning of each term) and other Careers Advisory Service publications are available to take away.

The Careers Service has a comprehensive website at http://www.sheffield.ac.uk/careers and you can gain access to Career Management Skills website from this.

The Department puts on a Careers Afternoon each year which is always well attended and you will be notified by email of the date and time of this event. The Higher Education Network for Psychology publishes an Employability Guide annually, details of which may be found at http://psychology.heacademy.ac.uk/

The Counselling Service
The Students’ Union offers a counselling service for students who want to speak to a professional counsellor in confidence. The Counselling Service is at 36 Wilkinson Street, Sheffield and can be telephoned on 24134 (internal line) or 222 4134 (external line). There is a telephone answering service out of office hours.

The Chaplaincy
The Chaplaincy is available to everyone within the University to provide care, support and pastoral counselling. The Chaplains work together as a team in co-operation with Student Services. The offer welcome, hospitality, care and support, information, prayer and worship, discussion and debate, space to think, a listening ear, coffee. The Chaplaincy office is at 344 Glossop Road, or ring tel. no. (0114) 222 8923, email chaplaincy@sheffield.ac.uk. A Chaplain is available in the office 9.30am-11.00am weekdays during semesters.

Nightline
Nightline is the University for Sheffield's confidential listening and information telephone service. It is run by trained student volunteers and operates from 8pm till 8am every night during term time. It offers students everything from the phone number of a 24-hour taxi company to exam dates. Times and locations and information about every issue that can be encountered within student life. It provides a vital support network for all students, so whatever you need to say, Nightline is listening, and our service can be called free from phones in Halls of Residence. If you think you would like to volunteer for Nightline, contact nightlife@shef.ac.uk for more information.

Listening line: 2228787
Information line: 222 8788

Student Advice Centre
The Sheffield University Student Advice Centre provides a confidential, free advice and information service to all students. General advice and information is available on a drug issues and contact details or leaflets are available from local and national drug agencies. Specialist advice and support is available for financial, academic, housing and immigration related drug enquiries. The Student Advice Centre is open throughout the year and can be contacted in person, by telephone, or e-mail: Western Bank, Sheffield, S10 2TG, tel: (0114) 222 8660.

University Health Service
The telephone number at all times, including weekends and statutory holidays, is (0114) 222 2100. When the surgery is closed. Messages are automatically transferred to Healthcall who will relay the message to the doctor on call. Because this is a busy service, they may take some time to answer your call.

Hardship Funds
If you are having financial difficulties seek help from the Central Support and Welfare section of Student Services who have information on financial support available, including Hardship Funds, Government Hardship Funds, Student Loans Company - Hardship Loans of up to £500, short term loans. Access Fund Bursaries, and other financial support.
Examinations
Significant illnesses or personal problems are often taken into account when assessing a student's work or when deciding on final degree classification. If you think that you have a case for extenuating circumstances it is important to gather as much documentary evidence as possible and to go and see the Examinations Officer.

Where the Examiners are satisfied by appropriate medical evidence that you were prevented by illness from completing an examination, but believe that the work already completed by you shows, beyond reasonable doubt, that you would have passed the examination, they may award a pass mark. Where appropriate, you may also be awarded the credits assigned to the relevant modules and half-modules and the Board may recommend the award of a grade.

If illness prevents you from completing a substantial part of the Final Examination, the above applies, but in cases where it is impossible to be able to determine the appropriate class in which you should be placed, the Faculty Board may recommend that an Aegrotat Degree is awarded. However, the Department will be willing to comment on the progress of students awarded an aegrotat degree before the onset of their illness, for the purposes of providing a reference for potential employers.

25. HEALTH AND SAFETY

Safety Procedures
By Law, everyone has a safety responsibility, so it is up to you to familiarise yourself with the Safety Code of Practice issued to all undergraduates, to read and understand all the safety notices in the Department, know the locations of fire extinguishers and first-aid boxes (Porters’ Lodge and the Workshop).

Fire evacuation drills are held throughout the University during the third and fourth weeks of the Autumn Semester. The fire alarms are also tested at 8.45am on the first Wednesday of every month; the bell rings intermittently, but no action is required. It is especially important for you to remember what to do in the event of a real fire or related emergency: If you discover a fire you must alert others by one or all of the following:

i. Shouting 'fire'.
ii. Breaking an Emergency Point to sound the alarm bells (none in main building).
iii. By contacting the University Control Room on extension 4444, who will summon the Fire Service.

Only tackle a fire with the appropriate extinguisher if you are entirely sure that it is safe to do so. If you leave a fire burning or hear the continuous alarm bells that indicate that there is potentially fire in the building:

i. Leave by the nearest Fire Exit and to shut all doors behind you. Do not use the lift.
ii. Get away from the building, especially windows and doors, in case of explosion.
iii. Assemble at your evacuation point (Goodwin Athletics Centre) until you are given the all clear.

Remember, your first responsibility is to get yourself out of the building safely and raise the alarm.

Accident Procedures
In the event of an illness or injury where medical attention is required, arrangements should be made for the injured person to be sent directly to a hospital Accident and Emergency Department, again by ringing the Control Room on 4444, who will summon an ambulance. Do not telephone 999. Where possible, a qualified first aider/appointed person should be enlisted to take charge of the situation and/or give appropriate treatment, until the person receives medical help.

Study Outside Normal Hours
Normal working hours in the Department of Psychology are from 8.30.00am to 5.00pm on Monday to Friday and 9.00am to 12 noon on Saturdays. Everyone intending to stay in or entering the building after 6.00pm must sign the book in reception next to the Porter's Lodge. Undergraduates are not allowed to work out of hours unless under the direct supervision of a member of staff and then only up to 6.00pm. The exception is to work in the Psy Computer Laboratory on the Ground Floor and then students must work in pairs and again this is only up to 6.00pm.

General Conduct and Safety
i. Safety signs and devices must be obeyed.
ii. Fire doors should not be fastened open.
iii. Smoking is not permitted.
iv. Students may not use hazardous equipment without staff supervision.

There is a Departmental Safety Officer who will be able to answer any questions regarding health and safety.
23. PERSONAL MATTERS

Personal Details
The University and the Department of Psychology need to keep certain details about you on record (e.g. your name, age, Sheffield/home addresses). However, these details will never be disclosed to any other party (including a parent) without your permission, except in the special circumstances i) and ii) below.

1. You are deemed to be in danger, either to yourself or to others.
2. It is deemed necessary to inform the authorities (e.g. the police) of your details.

Your access point to this information is via the Student Services Information Desk (SSiD) in the Students Union. YOU are the one person who knows where you are living and other information about yourself that we may need to know, so it is up to YOU to keep this information as up to date as possible. Should we need to contact you, we need to have a current address. PLEASE make sure that if, for example, you move during the year or between years, withdraw, take leave of absence, that you contact SSiD and amend your record accordingly. It is your responsibility, and in your interest, to keep this information accurate and current.

Confidential Matters
In all matters relating to your welfare and/or academic progress where you confide in a member of staff, please remember the following:

• It is up to you to state whether a matter relating to your welfare and/or academic progress is ‘strictly confidential’ or not.
• Matters relating to your welfare and/or academic progress that are not deemed ‘strictly confidential’ may be reported to the Faculty and the University, but will not be reported to any other party (including a parent) without your permission, except in circumstances (i) and (ii) above.
• ‘Strictly confidential’ matters will not be divulged to any third party without your permission, except in circumstances (i) and (ii) above.
• You should remember that if you give instruction that a matter is ‘strictly confidential’, then the Chair of an examinations board and the external examiners will not be made aware of your circumstances and may not be able to offer concessions.

Personal Harassment
The University, including the Department of Psychology, is committed to a working and learning environment that is free of intimidation or unlawful discrimination. As part of this endeavour a code of practice on personal harassment exists, which allows members of the University to complain and bring disciplinary action against any other University member who has harassed them. Harassment can involve a range of behaviour which is unacceptable to the recipient and which creates an intimidating, hostile or offensive environment for employment, study or social life. It may consist of behaviour taking place over a period of time or a single incident, but in all cases it involves an unwanted, unwelcome or uninvited act which makes the recipient feel uncomfortable, embarrassed, unsafe or frightened.

Although harassment may involve an overt abuse of power, coercion or violence, it can also appear in more subtle guises. Thus health, sex, age, race, physical characteristics, personal beliefs and numerous other factors may lead to harassment and this can occur between people of the same sex or opposite sex. It is important to understand that even behaviour which is not intended to cause offence or distress may do so and it is the impact of the action, not the underlying intention of the deed which determines what constitutes harassment.

24. ILLNESS

Absence
If you are absent through illness for more than one week you should submit a doctor's certificate to the appropriate Level Secretary or Level Tutor. If your absence is for less than one week then you should obtain a self-certification notice from Student Services or from your Level Secretary. Please keep the Department informed of any circumstances that might affect your attendance or your performance in exams.
**Pigeonholes.** Staff pigeonholes are situated in the foyer of the Department, just outside the lecture theatre. The pigeonholes are in alphabetical order of names. Pigeonholes for postgraduate students are in adjacent to these. Most written work is returned to students in practical classes or tutorials, but there is a set of student pigeonholes, in alphabetical order, also in the foyer near the lecture theatre. These are used occasionally for the return of written work, and for any post for undergraduates which comes to the Department. **Please check the pigeonhole corresponding to your initial regularly, because material rapidly accumulates. Uncollected mail will be thrown away at the end of each semester.**

**Noticeboards.** The Department has a large number of notice boards distributed throughout the building, each dealing with a different aspect of Departmental life. A few of them are particularly important to undergraduates. The main trio of these are the notice boards for the three years of study, all of which are in the foyer of the Department, opposite the lift. It is wise to check the notice board for your year of study frequently (i.e. several times a week) for it is there that details of new or changed arrangements relating to lectures, practical classes and tutorials will be posted. Another important notice board is the one that carries information about arrangements for examinations. This board is also in the foyer, near the door to the lecture theatre. There is also a white board in the foyer, showing general information and information pertinent to individual students. You should look at it regularly.

**World Wide Web.** There are several useful documents that can be found on the University of Sheffield home pages, including module descriptions extracted from the *Calendar*. This handbook is also available on the Department of Psychology pages. The Psychology home page can be found on http://www.shef.ac.uk/psychology. To print the appendices in the handbook use a laser printer.

**Email.** Each student will receive a Sheffield University email account and this is the one which you will use to send and receive emails about University business. You will receive training in using electronic mail and you may use the computers in the PSY Computer Lab for emailing and accessing the web, when this lab is not required for teaching.

Please **read your email regularly**, because it is an important way for staff to transmit information to you about, for example, lecture changes or coursework deadlines, and it is an effective way for you to communicate with staff.
22. INFORMATION AND COMMUNICATION

The Department of Psychology is responsible for the academic development and welfare of its students. It has developed a variety of ways of assisting students when they encounter problems and of simply exchanging ideas and information. We provide the following channels of communication, so if you have a problem on which you need help, whether it be administrative, academic or personal, seek advice from the appropriate quarter indicated below. Again, if you have a suggestion to make, ensure that the staff hear of it, by using one of these channels of communication.

**Personal Tutor.** Your Personal Tutor is your main point of contact for any academic or welfare problems that you would like to discuss in confidence at any time. See page 13 of this handbook for further details.

**Level Tutors.** There are three Level Tutors, and each one has general responsibility for the efficient running of the teaching arrangements at a given Level (one, two or three). Level Tutors are available to answer questions and discuss organisational problems, but students are advised to see their Personal Tutor in the first instance.

**Staff-Student Committee.** The University places great value on the opinions of its students and there are numerous opportunities for you to get involved to have your say and also to represent the views of other students. These opportunities are supplemented by a range of surveys and evaluations which you will be invited to participate in. What student representation opportunities are available? In the department we have a staff-student committee comprising of student representatives together with relevant academic staff. Getting involved will enable you to join in discussions and decision making ranging across such topics as:

- student feedback on the quality of teaching;
- inputs to the planning of curriculum changes;
- departmental/school services (e.g. hand-in arrangements, office opening times, study facilities, availability of personal tutors);
- improving channels of communication with students.

The Academic Diary and Student Handbook also contains information about student representation opportunities and the University of Sheffield's Code of Practice for student course representatives provides guidance on the role and responsibilities of staff-student committee members:

[http://www.shef.ac.uk/union/you-run-us/course-reps/](http://www.shef.ac.uk/union/you-run-us/course-reps/)

**Faculty Representation**

**Faculty Student Forum**

- A relaxed group meeting with at least one undergraduate and one postgraduate Faculty Rep from all departments to discuss student issues that arise across the Faculty with the members of staff who can actually do something about it.

**Faculty Learning & Teaching (L&T) Committee**

- Faculty Reps the on L&T Committee will be able to raise issues with they way lecturers are teaching, the way students are assessed, the feedback received and the learning resources made available. Faculty Reps may also be asked for student opinion on things like changes to degree programmes, degree classification and assessment marking.

For more information on what Faculty reps do, or details on how you could become one, see [http://www.shef.ac.uk/union/you-run-us/course-reps/faculty-reps/](http://www.shef.ac.uk/union/you-run-us/course-reps/faculty-reps/)

**Level Secretaries.** The Department of Psychology has a Level Secretary for each undergraduate year. All will be available to advise students on all administrative matters, such as University regulations, registration, availability of modules, etc.
It is easier to write notes on a text than on lectures and tutorials. Lectures are the most difficult because you cannot go over a passage twice (unless you interrupt the lecturer - probably a good idea) and you cannot go at your own pace (unless you keep interrupting the lecturer - probably a bad idea). It is more important to listen and to understand what you are being told, rather than slavishly write down everything the lecturer says. You should write sufficient notes for you to be able to recall the relevant points afterwards. Remember to be selective and analytical.

It may take you a little while to perfect note-making, but you should aim at notes that reflect understanding. This can often be improved by how you arrange your notes: take every opportunity to include headings and subheadings, use sensible abbreviations, and leave room for additions, references or any questions you may have.

Revision
The purpose of examinations is to measure how well you have understood a subject, so you should have revised sufficiently thoroughly to be able to write about a subject from different points of view. Two good starting points are the syllabus, or module description, and the objectives of the module in question. These will give you some idea of the likely content of an exam. Past papers are also often valuable. Copies are available on the Departmental web site.

Start your revision in plenty of time and organise a plan of study - then stick to it. You may need to begin by making further notes in any area you've missed, but as the exam approaches you should devote all your time to genuine revision, i.e. reading and learning. Make sure your knowledge is organised. Don't get bogged down in minor details but instead ensure that you develop a coherent general schema. A broad overview of the subject is essential before tackling its component parts. Nearer to the exam, practice writing timed essays and outline answers. These will test your knowledge, and help you to express your understanding. It is very easy to think you understand a topic, until you come to write an account of it.

Examinations
Make sure you know exactly where each exam is to take place, at what time it starts, how long it lasts, how many questions there are on the paper, how many questions you are required to answer, whether any of the questions are compulsory, and whether the questions all carry equal weight. Also, ensure that you know what you are allowed to take into each exam (e.g. calculator, statistics course book). If you are sufficiently prepared with regard to revision you will be able to relax and go to bed early the night before the exam, which should improve your performance.

Once in your exam keep calm and remember the following:

i. Read the instructions carefully.
ii. Read the whole question paper through.
iii. Before writing an answer jot down relevant concepts, theories, arguments etc.
iv. Use these notes to plan a well-structured answer.
v. Follow the directions implicit in the question, answering the question set, not what you would have liked the question to be.
vi. Give weight to each question according to the time and marks allotted.
vii. Give structured, concise answers that show your understanding.
viii. Keep re-reading the question to check your understanding of what is required.

Remember that you will not get high marks for answering questions different from those asked.

Guidance on employment hours – The University has adopted a policy of advising full-time students that should not undertake paid employment in excess of 16 hours per week, alongside their studies during term time.
Remember that there will be some major tasks that you want to devote a larger chunk of time to, for example, completing a piece of assessed coursework. Plan these tasks well in advance, so you can schedule your other work accordingly. Write deadlines in your diary as soon as you get each semester's timetable.

The optimum amount of study will, however, vary according to the individual. Some students, will need to spend longer in order to keep up, especially Level 1 students who lack a GCSE or 'A' Level background in biology, for instance. Others will want to spend longer on study, because they are especially interested, or because they hope to achieve higher than average grades. Because of these differences it will be up to you to plan your own programme of study and relaxation bearing in mind your ability, goals and commitments. Staff teaching particular modules will advise about what they require for satisfactory progress on their modules.

Using Study Periods Effectively
Appropriate study techniques are unique to the individual. However, there are some general guidelines that should help you to make the most of your study periods:

i) Find an environment in which you feel comfortable; one without distractions.
ii) Make sure that all the notes, books and articles that you need are within easy reach.
iii) Set yourself a realistic goal for each study period.
iv) Before you start clarify your objectives by making notes on what you hope to learn.
v) Take short breaks as necessary, so as to maximise your concentration.
vi) Make notes on what you are learning to clarify your understanding and to use for revision.

Reading Effectively
Effective reading is an important study skill. Always think about why you are reading before you begin – what do you aim to achieve by reading this particular text? There are usually two stages to the understanding of a text: a first reading, in which the reader skims the passage to obtain a general impression of its content and meaning, and a second or later reading in which the passage is studied in detail. Even when skim-reading, you should devote your full attention to the task in order for it to be worthwhile. The main aim of your reading should be to understand all of the important concepts so that you are able to evaluate the material in the light of what you already know. Making notes on a text is always recommended because it will help you remember the key points.

Contact Time
As all students are aware, lectures are a common method of teaching large groups of students. They are used to communicate a body of information, the nature of which will vary according to the topic. They may be used to explain concepts and principles, to discuss the evidence for and against a set of theories, to provide an introductory overview of a subject, to arouse student interest, to draw together some of the main ideas on a subject, to review recent research, etc. It is important that you attend lectures and that you turn up promptly. It is very distracting for the lecturer and for other students if you arrive after the lecture has started. A full-time student is required under the General Regulations (General Regulations 39 and 40) to attend throughout the whole of each semester. Failure to attend regularly could lead to being denied the credits assigned to particular modules, or being referred to the Faculty Student Review Committee, which has the power to exclude students from further study in the Faculty.

Tutorials and seminars are more participatory than lectures. Tutors will usually have asked you to prepare a paper for presentation in the case of a seminar, and you will usually have been asked to write and submit for marking an essay in the case of a tutorial. Tutorials and seminars are a two-way process and you should ask questions if you are unsure about a topic, as well as generally contributing to the discussion.

Note-making
To make effective use of lectures, tutorials and seminars you should be prepared to write notes. Notes constitute your own personal record of useful information, so it is important to rely on your own rather than other peoples', which may not make much sense to you.
Evaluating your programme of study

Whilst you are a student, you will have opportunities to evaluate the quality of your programme of study and its individual units. Student evaluation is an essential part of assuring the quality of departments’ provision and provides us with essential feedback on your experiences of your programmes of study.

The University requires all departments to operate a system of anonymous student evaluation of programmes on an annual basis. We will inform you of the purpose and process of student evaluation, including how and when it will take place and what will be done with the results. We will ask for comments on your experience of each level as a whole in each session, in addition to commenting on individual units. At the end of your programme, you will also be asked to comment on the programme as a whole.

As an introduction, these are some of the issues that we will be asking you about:

- The overall coherence and content of your programme;
- Tutorial support;
- Assessment deadlines and feedback;
- Appropriateness of the teaching methods;
- Availability and suitability of learning resources.

The questionnaires will normally ask you for tick-only responses to most questions, and will use a rating scale, but we will also give you the opportunity to provide more detailed responses or free-form comments.

We will endeavour to provide you with feedback on the issues that students have raised through the evaluation process and how we are addressing these. It is important that we receive a good response rate to student evaluations, as your feedback is an essential part of helping us to maintain the quality of teaching and learning provision, and may benefit you and future students. Quality reviews of departments’ teaching and learning consistently demonstrate ways in which student feedback often does lead to changes being made to units and programmes.

Participating in other evaluation processes

In addition to the student evaluation operated by the departments, you may also be asked to participate in other surveys throughout your study. Final year students take part in the National Student Survey (NSS), which seeks views from students on their overall satisfaction with their programme of study. The results of this survey, which was run for the first time in 2005, are published. The University also runs an Annual Student Satisfaction Survey towards the end of semester 1, which all categories and levels of students are offered the opportunity to complete. This evaluates student satisfaction with the broad range of University services, for example, library and IT facilities, and also includes questions on academic support. The University also uses these survey results, in addition to those at departmental level, to gauge how well departments are performing.

Allocation of Study Time

In round terms, let us assume that students spend approximately 36 hours studying each week, if they are of average ability and are aiming at average grades. These 36 hours will be spread over lectures, laboratory classes, tutorials, written course assignments, textbook reading, background reading and notemaking.

Ideally, you should divide this time so that you devote 12 hours each week to each full module and 6 to each half-module. Some of these hours will be time spent in private study and others will be spent in lectures, practicals, tutorials, etc. (contact time with staff). Full modules will usually have approximately 4-5 hours of contact time, and require 7-8 hours of private study per week, while half-modules will have approximately 2-3 hours of contact time and require 3-4 hours of private study per week.
Book Shops and Sales. All course books should be obtainable either from Blackwell’s in Broomhill or Waterstones in Orchard Square. A number of good second-hand bookshops are to be found in Sheffield, particularly Rare and Racy on Devonshire Street and YSF Books on Sharrowvale Road. Don’t forget to look at the notice boards in the Department for details of books for sale by students.

The University Library and The Information Commons. All Psychology books are in the main library. The first floor laboratory can be used for private study by students when not needed for teaching.

The University Library and the new Information Commons are key learning resources. Induction tours are provided for new students as well as an information pack containing guides. Self-help guides are also available for more advanced information retrieval and literature searching. Most of the books and periodicals are recorded on the on-line STAR catalogue which is accessible both from within the Library/Information Commons and across the whole campus network. To borrow from the Library, a valid University registration card is required (Ucard). The Short Loan Collection contains heavily used material on reading lists. You may borrow up to two SLC items at a time, and can reserve SLC items for up to a week in advance. If books are out on loan, you can reserve them by completing a reservation card: when the book is available, the card will be sent to you or displayed on the notice-board. It is VERY important to use the reservation system if you need a book which is not immediately available because the Library continually monitors reservations and if a book is in heavy demand will buy additional copies. Periodicals are for overnight loan only.

British Library at Boston Spa – If students need books which are not in the Library catalogue these can be obtained using Inter-Library Loan vouchers (also known as ‘document supply service’; see your academic tutor for permission to use this). Alternatively students may visit the British Library at Boston Spa to obtain material directly. Students using Boston Spa are entitled to claim back up to £10 from the Department towards photocopying provided that they notify the Department (see the Level 3 Secretary for administration of this scheme).

Computers. All undergraduate students have access to the University’s Academic and Computing Services word-processing facilities. One of the University computer laboratories is in the Psychology Department, where there are 49 PCs in one of the teaching laboratories (known to us as "the PSY Computer Lab"). These are used for both teaching and for students’ own work (e.g. word processing).

The Computer Lab is open at the following times:
Monday - Friday 8.30am - 5.00pm, Saturday 9.00am - 12 noon
Sunday - Closed all day

Note, however, that the PSY Computer Lab is often booked for practical classes and at those times it is unavailable for individual student use. The times of classes will be posted on the door leading into the Lab.

Photocopying. Students can purchase a photocopy card from the Level 3 Secretary at a cost of £5 (£2 deposit for the card and £3 worth of photocopying at 5p per sheet). Photocopying facilities are also available at the main University Library.
because of the nature of exams: in a very short timescale, often just one or two days per exam, we have to mark literally thousands of essays. The exam mark is feedback and an indication of the standard reached: if you consult the marking scale in the undergraduate handbook, the meaning of each of the marks is listed. To give you as much helpful information as possible, this department also provides the following information:

| question marks: | where applicable, you will be told the mark that you got for each question or section of an examination, in addition to the overall exam mark. This will help you to work out which of the answers were better or worse than your overall mark. Next time, write the way you did for the good answers, and not like the way you did for the weak answers! |
| generic feedback: | while we cannot comment on individual answers, we do find that answers tend to fall into similar clusters, so we provide generic feedback for each question. These are not 'model answers' that explain what the examiner was looking for, but describes the sort of answers that got high, average, or lower marks. If you got a lower mark, then the generic feedback should help you identify problems or weaknesses in the approach you took. Compare your approach with the one described for the higher marks, to see how you could have written an better answer. If you got a high mark, then the generic feedback will tell you what was good about your answer, so that you can try to adopt a similar approach in future. |

In addition to formal examinations, several modules make use of coursework. Here practice varies, depending upon the nature of the coursework, but it is our intention wherever practical to give individual feedback on assessed coursework. Again, the timescale and volume of the assessment means that generic feedback may be more appropriate than individual feedback. Some modules are able to provide individual feedback orally or by email on request for those who want it. You are advised to ask the relevant Module Organiser if you are unsure: do not assume that because no feedback is given routinely that none is available.

## 18. THE SHEFFIELD GRADUATE DEVELOPMENT PROGRAMME

### OVERVIEW

The University of Sheffield is committed to encouraging and supporting its students to gain the skills and attributes of the Sheffield Graduate throughout their time at University. These skills and attributes can be achieved through a combination of academic study and extra-curricular activities, including work experience. The Sheffield Graduate Development Programme provides a framework to ensure that all students have the opportunity to:

- Identify gaps in their study habits or approaches to assessment that it would be beneficial to improve upon.
- Identify opportunities for learning or developing skills outside the course they study.
- Develop transferable skills that employers value and want graduates to have.
- Provide evidence and examples of the skills and attributes of the Sheffield Graduate that will be useful to have when making job applications.
- Provide information that will assist staff in writing job references in support of job applications.

This framework is flexible - four models are provided that can each be tailored to suit a department's context, these are:

1. Delivery through activities required for professional accreditation
2. Embedding in the personal and/or module tutorial system
3. Delivery through an accredited skills development module
4. A combination of tutorial support and modules.

See [http://www.sheffield.ac.uk/sgdp/index](http://www.sheffield.ac.uk/sgdp/index) for more details and how to get started!
As a University Student, you are expected to be an independent learner. This means that while the Department designs a curriculum and provides you with tuition, resources, materials and assessment, it is for you to make the most of these and ensure that you are succeeding to the best of your ability. We know that you are highly capable, and expect you to be able to succeed, but it is your responsibility to monitor your progress and to build upon your strengths, correcting weaknesses. The most important way in which you can do this is by attending to and responding to feedback on assessed work.

You will get feedback in a number of ways. The most valuable for you to learn from are (in order):
- Oral comments from tutors and supervisors
- Emails from tutors/supervisors in response to questions
- Written comments/criterial marks on pro-formas and submitted work
- Examination and Coursework marks. Individual feedback on coursework if requested.

**Forms of Assessment**

We make use of two kinds of assessment:

| Formative Assessment: (assessment for learning) | all forms of work that receive feedback, whether as a mark or grade, or as written or oral comments; but which do not ‘count’ towards your final degree class. The main purpose is to help you improve your performance in future. |
| Summative Assessment: (assessment of learning) | coursework and examinations that receive a formal mark on the 100 point scale (i.e., a mark on the categorical scale that ranges from 20-86); these do ‘count’ towards your final degree class. These have a dual purpose: to help you improve in future, and to measure your performance now. |

Although both kinds of assessment are intended to help you improve, students inevitably tend to focus more on summative assessment, because they know that it ‘counts’, and often complain about having to do work that 'doesn't count'. However, the formative assessment is of more importance for learning, because it gives you the opportunity to test yourself and to improve before the summative assessment. You will get feedback that will indicate what you are doing well on, and where you were weak and need to improve.

Compare these two forms of assessment with learning to drive: would you want every driving lesson to be graded and to count towards your driving test: or would you like the opportunity for your instructor to comment on your driving skills, so that you can improve, and reach the necessary standard before the actual, summative test? Would you put little effort into each lesson, because they ‘didn’t count’ towards your test?

At Level 1, your module marks are summative in the sense that you have to pass in order to progress, but formative in that they do not affect your final degree class. Make the most of these assessments to ensure that you have the right approach to learning and assessment at University.

**Forms of Feedback**

All forms of assessment receive feedback: for formative assessment, this will often include a feedback form in which the marker has ticked boxes giving an indication of strengths and weaknesses of key aspects of the work. They will normally make written comments noting positive and negative aspects of your work. There will also be an ‘overall’ grade for the piece of work. In this department, instead of a percentage, here we explicitly label the quality of the work using the following scale:

- E: Excellent (corresponding to a 1st class mark, 72-86)
- V: Very Good (corresponding to a good 2i, 64-67)
- Q: Quite Good (corresponding to a borderline 2ii/2i, 57-61)
- A: Adequate (corresponding to a lower 2ii, 51-54)
- W: Weak (corresponding to a mark lower than a 2ii, 20-49)
- X: not submitted or late

Not ALL feedback is in written form. You will get oral feedback from tutors and supervisors in every tutorial and meeting with them. You should be constantly alert to this; treat every comment about your work as explicit feedback, and think how you should act upon it. If unsure, ask for clarification, right away.

When we ask students what they think feedback is, they usually ask for detailed written comments on their exam answers. Exams are the most stressful aspect of student life, and few like taking them. To just receive an overall mark for all this work without detailed explanation seems unhelpful in terms of feedback. Unfortunately, exam answers are the one area where it is not practical for us to give detailed feedback,
Q: Quite Good (corresponding to a borderline 2ii/2i, 57-61)
A: Adequate (corresponding to a lower 2ii, 51-54)
W: Weak (lower than a 2ii, 20-49)
X: not submitted or late (0)

Not ALL feedback is in written form. Just as important is the **verbal feedback** that you will get from tutors and supervisors in every tutorial and meeting with them. You should be constantly alert to this; treat every comment about your work as explicit feedback, and think how you should act upon it. If you are unsure, ask for clarification, right away. The Department has preserved and prioritised the opportunities for discussion and dialogue during close supervision, tutorials, seminars and even lectures. The Department considers students and staff to constitute a community of scholars with mutual respect within that community.

When we have asked students what they think feedback is, they usually ask for detailed written comments on their exam answers. Exams are the most stressful aspect of student life, and few like taking them. To just receive an overall mark for all this work without detailed explanation seems unhelpful in terms of feedback. Unfortunately, exam answers are the one area where it is not possible for us to give detailed feedback: because of the nature of exams: in a very short timescale, often just one or two days per exam, we have to mark literally hundreds of essays. The mark is the feedback and an indication of the standard reached: if you examine the marking scale in the undergraduate handbook, the relative meaning of each of the marks is listed.

To give you as much helpful information as possible, this Department also provides the following information:

- **Question/section marks**: where applicable, you will be told the mark that you got for each question or section of an examination, in addition to the overall exam mark. This will help you to work out which of the answers were better or worse than your overall mark. Next time, write the way you did for the good answers, and not like the way you did for the weak answers!
- **Generic feedback**: while we cannot comment meaningfully on individual answers, we do find that different students' answers tend to fall into similar clusters, so we provide generic feedback for each question. This is not a 'model answer', but describes the sort of answers that got higher, typical, or lower marks. If you got a lower mark, then the generic feedback should help you to identify problems or weaknesses in the approach you took. Compare your approach with the one described for the higher marks, to see how you could have written a better answer. If you got a high mark, then the generic feedback will tell you what was good about your answer, so that you can try to adopt a similar approach in future.
- **Access to exam scripts**: under the data protection act, students can have access to their exam scripts by contacting the Departmental Examinations Secretary (Diane Inkersole). The relevant script(s) will be made available to the module organiser who will then arrange a meeting for the student to view the script in their presence. You should note, however, that the module organiser is not able to discuss the grade or the comments which are, typically, just to help the second marker and external examiner to understand the mark provided; not to provide useful feedback to the student.

In addition, we give:
- written personal feedback on all summatively-assessed coursework
- written generic feedback on all exam questions
- verbal feedback in supervision sessions, tutorials, seminars, lectures

You are advised to ask the relevant Module Organiser if you are unsure: do not assume that because no feedback is given routinely that none is available.
There can be little doubt that providing feedback is important for facilitating learning in students. However, we must balance this with the fact that at the top of most employers’ wish lists (try Googling “what do employers look for in graduates?”) are graduates with “self-reliance skills” – variously described as proactive, independent, willing to learn, resourceful, purposeful, etc. Therefore, as a University Student, you are expected to be an independent learner. This means that while the Department designs a curriculum and provides you with tuition, resources, materials and assessment, it is for you to make the most of these opportunities and ensure that you are succeeding to the best of your ability. We know that you are highly capable – that is why we chose you – and expect you to be able to succeed, but it is your responsibility to monitor your progress and to build upon your strengths, correcting weaknesses. The most important way in which you can do this is by attending to and responding to feedback on your work.

To summarise: you will get feedback in three ways:
- Oral comments from peers, tutors and supervisors
- Written comments/criterial marks on pro-formas and submitted work
- Examination and Coursework Marks

**Forms of Assessment**

We make use of two kinds of assessment:

- **Formative Assessment**: all forms of work that receive feedback, whether as a mark or grade, or as written or oral comments; but which do not ‘count’ towards your final degree class. The main purpose of this form of assessment is to help you to improve your performance in the future.
- **Summative Assessment**: coursework and examinations that receive a formal mark on the 100 point scale (i.e., a mark on the categorical scale that ranges from 20-86); these do ‘count’ towards your final degree class and have a dual purpose, to; (i) help you improve in the future, and (ii) measure your performance now.

Although both kinds of assessment are intended to help you improve, students inevitably tend to focus more on summative assessment, because they know that it ‘counts’, and often complain about having to do work that ‘doesn’t count’. However, if you think about it, the formative assessment is of more importance in learning, because it gives you the opportunity to test yourself and to improve before the summative assessment. You will get feedback that indicates what you did well on and also where you were weak and need to improve.

Compare these two forms of assessment with learning to drive: would you want every driving lesson to be graded and to count towards your driving test or would you like the opportunity for your instructor to comment on your driving skills, so that you can improve, and reach the necessary standard before the actual, summative, test? Would you put little effort into each lesson, because they ‘didn’t count’ towards your test?

**Forms of Feedback**

All forms of formative assessment receive feedback: often this will be on a form where the marker has ticked boxes giving an indication of strengths and weaknesses of key aspects of the work. They will normally make written comments noting positive and negative aspects of your work. There will also be an ‘overall’ grade for the piece of work. In this Department, instead of a percentage, we explicitly label the quality of the work using the following scale:
- E: Excellent (corresponding to a 1st class mark, 70-86)
- V: Very Good (corresponding to a good 2i, 64-67)
## 15. MARKING SCALE

**ASSESSMENT GUIDELINES FOR WORK MARKED ON THE 100-POINT SCALES**

| 100-pt | Work of a standard appropriate to Class I | 1. Very high standard of critical analysis using appropriate conceptual frameworks |
| 86     |                                           | 2. Excellent understanding of relevant issues |
| 82     |                                           | 3. Clearly structured and logically developed arguments |
| 78     |                                           | 4. Good awareness of nuances and complexities |
| 75     |                                           | 5. Substantial evidence of independent research |
| 72     |                                           | 6. Good evaluation and synthesis of source material |
|        | 86                                        | 7. Relevant data and, all properly referenced |
| 67     | Work of a standard appropriate to Class 2 Division I | 8. High standard of critical analysis using appropriate conceptual frameworks |
| 64     |                                           | 9. Clear awareness and exposition of relevant issues |
| 61     |                                           | 10. Clearly structured and logically developed arguments |
| 57     | Work of a standard appropriate to Class 2 Division 2 | 11. Some awareness of nuances and complexities |
| 54     |                                           | 12. Some evidence of independent research |
| 51     |                                           | 13. Some evaluation and synthesis of source material |
| 49     | Work of a standard appropriate to Class 3 | 14. Relevant data and examples all properly referenced |
| 47     |                                           | 15. Uses appropriate conceptual frameworks |
| 45     |                                           | 16. Attempts analysis but includes some errors and/or omissions |
| 40     | Work of a Pass standard                  | 17. Shows awareness of issues but no more than to be expected from attendance at classes |
|        |                                           | 18. Arguments reasonably clear but underdeveloped |
|        |                                           | 19. Insufficient evidence of independent research |
|        |                                           | 20. Insufficient evaluation of source material |
|        |                                           | 21. Some good use of relevant data and examples, but incompletely referenced |
| 34     | Work in respect of which the candidate fails | 22. Weak understanding of appropriate conceptual frameworks |
| 27     |                                           | 23. Answer too descriptive and/ or any attempt at analysis is superficial, containing errors and/ or omissions |
| 20     |                                           | 24. Shows awareness of some issues but also some confusion |
|        |                                           | 25. Arguments not very clear |
|        |                                           | 26. No evidence of independent research and reliance on a superficial repeat of class notes |
|        |                                           | 27. Superficial use of relevant data and examples purely referenced |
| 0      |                                           | 28. Very weak understanding of appropriate conceptual frameworks |
|        |                                           | 29. Very weak analysis and several errors and omissions |
|        |                                           | 30. Establishes a few relevant points but superficial and confused exposition of issues |
|        |                                           | 31. No evidence of independent research and poor understanding of class notes |
|        |                                           | 32. Poor or no use of relevant data and examples and no references |
| NC     |                                           | 33. No appropriate conceptual frameworks |
|        |                                           | 34. No grasp of analysis and many errors and omissions |
|        |                                           | 35. Very little or no understanding of the issues raised by the question |
|        |                                           | 36. No appropriate references to data, examples or even class notes |
|        |                                           | 37. Script submitted but unworthy of a grade greater than zero. |
|        |                                           | 38. Script submitted but is deemed to be of no academic merit. |

N.B. The bullet points refer only to discursive exercises such as essays, not to multiple choice examinations.
CONCERNS ABOUT EXAMINATION MARKS
Students sometimes raise concerns about the possibility of errors in marking their work or in the recording/combining of those marks. To allay such fears, the following summarises the rigorous departmental examining procedures that have been put in place to protect against error and to ensure that mistakes are extremely unlikely:

- each exam question (at level 2 or 3) is marked by two examiners who decide together upon an agreed mark;
- all marks are carefully entered into a computer data-base by a trained secretarial team, and this process is closely monitored and double-checked;
- all procedures for calculating module marks are computerised and have been carefully and thoroughly checked. The mark sheets returned to students and to the University are computer-generated to avoid human error;
- the overall standards of marking for a module are reviewed by two external examiner from other UK psychology departments, and are discussed and agreed at a meeting of the full Psychology examinations board.

Examiners carefully judge all work on the appropriate academic grounds. Please note, however, that the department is unable to give specific feedback on the reasons behind any module mark as this would be unfair to students not receiving such feedback, and the burden on examiners of providing feedback to all students would be too great.

In general if you are concerned by the mark you have received in an exam your initial course of action should be to look over the course handouts and review for yourself where you might have lost marks in the exam. You might also approach the Module Organiser for general advice on how to perform better in a future examination (e.g. a resit). Otherwise, if you believe there to be a genuine problem with your module mark you should approach your Personal Tutor and explain the grounds for your query. If necessary, the PT will then refer your enquiry to the Examinations Officer.

Finally, it is, of course, within your rights to appeal against the mark awarded in any examination under the procedures set out below. However, before pursuing this course of action you should be aware that appeals require 'new evidence' (i.e. relevant information not available at the time of marking), and that appeals against 'academic judgement' are not considered by the University. If you are considering an appeal, your initial point of contact should be your Personal Tutor.

APPEALS

Purpose To allow students to apply for a reconsideration of a recommended grade for any module or degree classification or examination in the light of 'new evidence'.

Grounds The student must be able to provide new evidence, relating either to procedural error or mitigating circumstances, that could not have been made available earlier. Appeals will not be considered against the academic judgement of the examiners or in respect of the quality of teaching or supervision prior to the examination unless the student could not reasonably have been expected to have made this a subject of a complaint before the examination.

Process The student will be advised to contact the Departmental Examinations Officer in the first instance since it might be possible to resolve the matter at a local level. However, if this is not possible the student must apply in writing to the Faculty within 14 days of the publication of the exam results, but if the Faculty considered there to be a prima facie case he or she will refer the matter to an Academic Appeals Committee where it will be dealt with in accordance with the established Procedure (involving a reopening of the issues originally dealt with by the Examiners).

Contact The Departmental Examinations Officer in the first instance; thereafter the Undergraduate and Taught Programmes: Stephanie Betts (Social Sciences); Stephen Hardcastle (Science). Use the following web link http://tempest.shef.ac.uk/ssid/procedures/grid.html#academic which clearly explains the University procedure, the key points of which are: (i) you have 14 days in which to appeal, and (ii) you cannot appeal against academic judgements, so appeal for either new mitigating circumstances or a procedural error.

Harry Kay Prize
Each year the Department awards the Harry Kay prize [Harry Kay was the Department's first Professor of Psychology] for a piece of original work in psychology to one and, funds permitting, sometimes several finalists. Projects are nominated by staff and the Examinations Board makes the final selection. The names of the student(s) and their project(s) are posted on notices in the foyer.

Howard Morton Prize
This award is from the Howard Morton Trust which was established to commemorate the life of Mr Howard Morton. The prize is for excellence in understanding of psychology in relation to mental health at undergraduate level and is awarded to the highest performing candidate on PSY319. The name of the winning student is posted in the foyer.

SSID webpage on Assessment
The student Services Information Desk webpage on Assessment containing information for students at http://www.shef.ac.uk/ssid/exams/assessment.html has been updated and extra information and links provided. Please note particularly that there is separate information relating to the new undergraduate degree classification methods. The new degree classification method is a more user-friendly set of guidance produced by the Teaching & Learning Support Unit.
Suppose an undergraduate obtains the following grade profile (ranked by grade awarded).

<table>
<thead>
<tr>
<th>Level</th>
<th>Credit value</th>
<th>Grade awarded</th>
<th>x credit value in 10s (a)</th>
<th>x level weighting (b)</th>
<th>Total weighting (a x b)</th>
<th>Cumulative Weighting</th>
<th>Weighted grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>L3</td>
<td>20</td>
<td>76</td>
<td>2</td>
<td>2</td>
<td>4</td>
<td>4</td>
<td>304</td>
</tr>
<tr>
<td>L3</td>
<td>40</td>
<td>75</td>
<td>4</td>
<td>2</td>
<td>8</td>
<td>12</td>
<td>600</td>
</tr>
<tr>
<td>L3</td>
<td>20</td>
<td>72</td>
<td>2</td>
<td>2</td>
<td>4</td>
<td>4</td>
<td>288</td>
</tr>
<tr>
<td>L3</td>
<td>20</td>
<td>70</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>132</td>
</tr>
<tr>
<td>L2</td>
<td>20</td>
<td>66</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>124</td>
</tr>
<tr>
<td>L2</td>
<td>20</td>
<td>62</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>124</td>
</tr>
<tr>
<td>L3</td>
<td>20</td>
<td>58</td>
<td>2</td>
<td>2</td>
<td>4</td>
<td>4</td>
<td>232</td>
</tr>
<tr>
<td>L2</td>
<td>10</td>
<td>56</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>56</td>
</tr>
<tr>
<td>L2</td>
<td>20</td>
<td>55</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>33</td>
</tr>
<tr>
<td>L2</td>
<td>20</td>
<td>51</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>102</td>
</tr>
<tr>
<td>L2</td>
<td>10</td>
<td>47</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>47</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td></td>
<td></td>
<td></td>
<td>Total weighting (a x b)</td>
<td>24</td>
<td>1704</td>
</tr>
<tr>
<td></td>
<td>Divided by</td>
<td></td>
<td></td>
<td></td>
<td>36</td>
<td></td>
<td>66.6</td>
</tr>
</tbody>
</table>

The candidate’s weighted average grade is 2399/36 = 66.6, giving a first preliminary classification of 2.1.

The class within which the best 50% of the weighted module grades is that within which the best 18 of the 36 weighted module grades fall, in this example, the Cumulative Weighting column shows the best 18 marks are First class.

(The class within which the best 5/12 = best 15/36 of the weighted grades lie is, in this case, a First. This is the same class as that for the best 50% and is therefore superfluous in this case.)

The above candidate would therefore be a borderline First candidate. The candidate’s final classification would be decided by the Board of Examiners, who would take into account the weighted average grade obtained at Level 3. The table below shows that, in the present example, the weighted average grade at Level 3 would be 71.

<table>
<thead>
<tr>
<th>Level</th>
<th>Credit value</th>
<th>Grade awarded</th>
<th>x credit value in 10s (a)</th>
<th>x level weighting (b)</th>
<th>Total weighting (a x b)</th>
<th>Weighted grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>L3</td>
<td>20</td>
<td>76</td>
<td>2</td>
<td>2</td>
<td>4</td>
<td>304</td>
</tr>
<tr>
<td>L3</td>
<td>40</td>
<td>75</td>
<td>4</td>
<td>2</td>
<td>8</td>
<td>600</td>
</tr>
<tr>
<td>L3</td>
<td>20</td>
<td>72</td>
<td>2</td>
<td>2</td>
<td>4</td>
<td>288</td>
</tr>
<tr>
<td>L3</td>
<td>20</td>
<td>70</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>132</td>
</tr>
<tr>
<td>L3</td>
<td>20</td>
<td>58</td>
<td>2</td>
<td>2</td>
<td>4</td>
<td>232</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td></td>
<td></td>
<td></td>
<td>Total weighting (a x b)</td>
<td>24</td>
</tr>
<tr>
<td></td>
<td>Divided by</td>
<td></td>
<td></td>
<td></td>
<td>24</td>
<td>71</td>
</tr>
</tbody>
</table>

Results
Final year results are normally handed to students at PT meetings following the Final Examiners’ meeting.

FAILURE AND RESITS
Level 1 and Level 2 students who are recorded as having failed the year/Level are advised to resit all failed modules in August (see pages 11-12 for Regulations on proceeding to another Level; or visit the following url: http://www.shef.ac.uk/ssid/exams/ugexams/progression.html). Please note that students who fail core modules will be required to resit them. Students are responsible for making sure they check the final examinations timetable. If you miss an exam in error then you must inform the Department’s Examinations Secretary or the Examinations Officer immediately you become aware of the situation. Any exam missed in error will normally be rescheduled in August.

DEGREE WEIGHTING
Level 1 examination results do not contribute towards a student's degree classification. Only Level 2 and 3 results are used to calculate classification. For Single and Dual Honours Psychology students, Level 3 is given double weighting over Level 2.
If 5/12 of your weighted grades correspond to a classification higher than that indicated by the grades of the best 50%, you would, for the purposes of this preliminary classification, be placed in the borderline category for the higher classification.

5. The scheme by which the preliminary classifications based on (1) the weighted average grade and (2) the best 50% of your weighted modules grades contribute to a final degree classification is detailed below.

<table>
<thead>
<tr>
<th>Preliminary classification based on weighted average</th>
<th>Preliminary classification based on best 50% of module grades</th>
<th>Final classification</th>
</tr>
</thead>
<tbody>
<tr>
<td>First</td>
<td>First</td>
<td>First</td>
</tr>
<tr>
<td>First</td>
<td>Borderline first</td>
<td>First</td>
</tr>
<tr>
<td>First</td>
<td>2i</td>
<td>Borderline first</td>
</tr>
<tr>
<td>Borderline First</td>
<td>First</td>
<td>Borderline first</td>
</tr>
<tr>
<td>Borderline First</td>
<td>Borderline first</td>
<td>Borderline first</td>
</tr>
<tr>
<td>2i</td>
<td>First</td>
<td>Borderline first</td>
</tr>
<tr>
<td>2i</td>
<td>Borderline first</td>
<td>Borderline first</td>
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<td>Borderline 2i</td>
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<tr>
<td>2ii</td>
<td>2i</td>
<td>Borderline 2i</td>
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<tr>
<td>2ii</td>
<td>2i</td>
<td>Borderline 2i</td>
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<tr>
<td>2ii</td>
<td>2i</td>
<td>Borderline 2i</td>
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<td>2ii</td>
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<tr>
<td>Borderline 2i</td>
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<td>Borderline 2i</td>
<td>Borderline 2i</td>
<td>Borderline 2i</td>
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<tr>
<td>2ii</td>
<td>Borderline 2i</td>
<td>Borderline 2i</td>
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<tr>
<td>2ii</td>
<td>Borderline 2i</td>
<td>Borderline 2i</td>
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<td>2ii</td>
<td>Borderline 2i</td>
<td>Borderline 2i</td>
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<td>Borderline 2i</td>
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<td>Borderline 2i</td>
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<tr>
<td>Borderline 2i</td>
<td>2i</td>
<td>Borderline 2i</td>
</tr>
<tr>
<td>3rd</td>
<td>2i</td>
<td>Borderline 2i</td>
</tr>
<tr>
<td>3rd</td>
<td>2i</td>
<td>Borderline 2i</td>
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<tr>
<td>3rd</td>
<td>2i</td>
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<td>Borderline 2i</td>
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<tr>
<td>Borderline 3rd</td>
<td>3rd</td>
<td>Borderline 2i</td>
</tr>
<tr>
<td>Borderline 3rd</td>
<td>Pass</td>
<td>Borderline 2i</td>
</tr>
<tr>
<td>Borderline 3rd</td>
<td>Pass</td>
<td>Borderline 2i</td>
</tr>
<tr>
<td>Borderline 3rd</td>
<td>Pass</td>
<td>Borderline 2i</td>
</tr>
<tr>
<td>Borderline 3rd</td>
<td>3rd</td>
<td>Borderline 2i</td>
</tr>
<tr>
<td>Borderline 3rd</td>
<td>Pass</td>
<td>Borderline 2i</td>
</tr>
<tr>
<td>Borderline 3rd</td>
<td>Pass</td>
<td>Borderline 2i</td>
</tr>
<tr>
<td>Borderline 3rd</td>
<td>3rd</td>
<td>Borderline 2i</td>
</tr>
<tr>
<td>Pass</td>
<td>3rd</td>
<td>Borderline 3rd</td>
</tr>
<tr>
<td>Pass</td>
<td>3rd</td>
<td>Borderline 3rd</td>
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<tr>
<td>Pass</td>
<td>3rd</td>
<td>Borderline 3rd</td>
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<tr>
<td>Pass</td>
<td>3rd</td>
<td>Borderline 3rd</td>
</tr>
<tr>
<td>Borderline Pass</td>
<td>Pass</td>
<td>Borderline Pass</td>
</tr>
<tr>
<td>Borderline Pass</td>
<td>Pass</td>
<td>Borderline Pass</td>
</tr>
<tr>
<td>Borderline Pass</td>
<td>Fail</td>
<td>Borderline Pass</td>
</tr>
<tr>
<td>Borderline Pass</td>
<td>Fail</td>
<td>Borderline Pass</td>
</tr>
<tr>
<td>Fail</td>
<td>Pass</td>
<td>Borderline Pass</td>
</tr>
<tr>
<td>Fail</td>
<td>Fail</td>
<td>Borderline Pass</td>
</tr>
</tbody>
</table>

Where the final classification is in the borderline category, your classification will be made at the discretion of the Board of Examiners, who will take into account the weighted average grade you obtained at the final Level of your studies.

Example
MARKING
The marking scale for all essay or dissertation-based forms of assessment is given in Section 15 on page 38. All student work for the final degree assessment is marked by two members of staff except for multiple-choice examination(s). ‘Double marking’ is used systematically for dissertations and PSY315 Extended Essays and refers to blind independent marking by two examiners, who then meet to discuss their marks and arrive at an agreed mark. ‘Second marking’ with sampling by the 2nd marker is used for all Level 2 and 3 modules. Here the second marker has sight of the original marks and reads a sample of the scripts. Any disagreements are discussed between the two markers who then generate agreed marks. The Examinations Officer moderates unresolved disagreements or else appoints a moderator. Full records of the moderated marks are maintained for the Board of Examiners. ‘Second marking’ with sampling (20%+) is used at Level 1.

METHOD FOR CALCULATING DEGREE CLASSIFICATIONS
1. At the end of your programme of study, your degree will be classified on the basis of a calculation which takes account of both the weighted average of the grades you obtain in modules at Levels 2 and above and the class within which the best 50% of these weighted module grades fall.

2. In the calculation, grades are weighted both according to the credit value of each module (eg. grades for 20 credit modules are worth twice as much as 10 credit modules in the calculation) and according to the Level at which the module was studied (ie. your Level 3 grades are counted twice relative to those obtained at Level 2).

3. First the weighted average grade is calculated and converted to a preliminary degree classification according to the following scheme:

<table>
<thead>
<tr>
<th>Weighted average grade</th>
<th>Preliminary Degree classification</th>
</tr>
</thead>
<tbody>
<tr>
<td>69.5 or higher</td>
<td>First</td>
</tr>
<tr>
<td>59.5 or higher</td>
<td>2.1</td>
</tr>
<tr>
<td>49.5 or higher</td>
<td>2.2</td>
</tr>
<tr>
<td>44.5 or higher</td>
<td>Third</td>
</tr>
<tr>
<td>39.5 or higher</td>
<td>Pass</td>
</tr>
</tbody>
</table>

If your weighted average grade falls within the ranges indicated below, this results in a preliminary borderline classification:

<table>
<thead>
<tr>
<th>Weighted average grade</th>
<th>Preliminary Borderline Degree classification</th>
</tr>
</thead>
<tbody>
<tr>
<td>67.0 -69.4</td>
<td>First</td>
</tr>
<tr>
<td>57.0 -59.4</td>
<td>2.1</td>
</tr>
<tr>
<td>47.0 -49.4</td>
<td>2.2</td>
</tr>
<tr>
<td>43.5 -44.4</td>
<td>Third</td>
</tr>
<tr>
<td>37.0 -39.4</td>
<td>Pass</td>
</tr>
</tbody>
</table>

4. Next the class within which the best 50% of your weighted module grades fall is calculated and converted to a second preliminary degree classification according to the following scheme:

<table>
<thead>
<tr>
<th>Classification threshold exceeded by best 50% of weighted module grades</th>
<th>Preliminary Degree classification</th>
</tr>
</thead>
<tbody>
<tr>
<td>69.5 or higher</td>
<td>First</td>
</tr>
<tr>
<td>59.5 or higher</td>
<td>2.1</td>
</tr>
<tr>
<td>49.5 or higher</td>
<td>2.2</td>
</tr>
<tr>
<td>44.5 or higher</td>
<td>Third</td>
</tr>
<tr>
<td>39.5 or higher</td>
<td>Pass</td>
</tr>
</tbody>
</table>
14. EXAMINATIONS

GENERAL INFORMATION
Where a module is assessed by examination in the Department of Psychology this is normally 2 hours long (but see individual module descriptions for details. See also the following url http://www.shef.ac.uk/lets/design/handbook/29.html for the University's principles and criteria guiding assessment at Sheffield). Rules on invigilated examinations are available from the appropriate Faculty Office and are also posted outside each examination hall during the examination period. Rules are usually posted on the Department's Examinations noticeboard which is in the foyer of the main Psychology Building.

There are three periods of examination each year: the Autumn semester exams (in January), the Spring semester exams (in May/June) and the Resit exams (in August/September). A module is normally examined in the same semester as it was taught, although resits for all modules, regardless of semester, occur in the resit period (NB there is no resit period for Level 3 modules).

Draft examination timetables are posted on notice boards in the weeks prior to examinations. It is the responsibility of the student to tell the Examinations Office in University House if they have a clash. There are normally one or two revisions of the draft examinations timetable to eradicate as many clashes as possible, but if a student ultimately still has a clash, special arrangements will be made. Students must ensure that they have looked at the FINAL draft of the examination timetable to check the date, time and venue. If a student misses an examination because they have misread the timetable, they will receive a mark of '0' for that exam.

If a student is unable to attend an examination, they must let the Departmental Examinations Secretary know as soon as possible. If this is due to illness they will be advised to let the Department have a doctor's note as soon as possible. There are few reasons other than illness that will be accepted for non-attendance, so you should always consult with the Department. It is advisable to attend an examination wherever possible since resits are over the summer and disrupt a student's preparation for the next Level of study.

Students who cannot attend an examination owing to illness are allowed to take the examination as a first attempt in August/September when other students are resitting examinations. A student who fails a module or modules during their final year of study and who has not been recommended for the award of a degree may be reassessed on one occasion, subject to time limits, either in the following year or during August of the year of failure, as determined by the relevant department. Students who take examinations as a first attempt may be awarded a mark on the 100 point scale. Students taking resit examinations may not be awarded a mark of higher than 40.

SPECIFIC INFORMATION
It is the responsibility of the Module Organiser to inform students of the format of an examination, i.e. whether it will consist of essays and/ or short answer questions and in what proportion. They may provide you with mock papers or sample questions, and past papers are available for reference in the Main Library and on our Departmental webpages http://www.shef.ac.uk/psychology/current/exams, except for multiple choice papers (this is because there are only a finite number of questions that students may be asked).

SPECIAL CIRCUMSTANCES
Students with special circumstances, e.g. students with dyslexia or a visual impairment, who need extra time should submit a doctor's note to the central administration’s Examinations Office located at University House who will make the appropriate arrangements. Students should also inform the Departmental Examinations Secretary what particular arrangements they have been offered.

Sticker system for dyslexic students – Students who have been diagnosed and registered with the University's Disability and Dyslexia Service will be given stickers to place on assignments and exam scripts (and told to mark electronic submissions with 'D') to inform the marker that the assessment was produced by a student with dyslexia. Students will not expect their work to be marked differently, rather the sticker will help raise awareness of the incidence of dyslexia in the student cohort and provide staff with the opportunity to adapt any formative feedback to these students. Further information is available from http://www.tlsu.dept.shef.ac.uk/handbook/accessible_assessment_guidelines.pdf

NON-INVIGILATED EXAMINATIONS
The University requires the Department to inform students of the following rules, which relate to non-invigilated examinations (i.e. extended essays, practical project reports and dissertations):

1. Candidates are required to observe conditions laid down by each department in respect of the submission of their material for examination purposes. These conditions may include date and place of the submission of the material, number of copies required, method of presentation (e.g. typewritten) and any other special requirements.
2. Candidates are required to submit their own original work. Where other material is used, they must state the sources from which the information is derived and the extent to which they have availed themselves of the work of others.
3. Any candidate who appears to be using or to have used unfair means may be reported to the Registrar and Secretary and disciplinary action may ensue.
particular account should be taken of local cultural values and of the possibility of intruding upon the privacy of individuals who, even while in a normally public space, may believe they are unobserved.

10 Giving Advice

10.1 During research, an investigator may obtain evidence of psychological or physical problems of which a participant is, apparently, unaware. In such a case, the investigator has a responsibility to inform the participant if the investigator believes that by doing so the participant's future well-being may be endangered.

10.2 If, in the normal course of psychological research, or as a result of problems detected as in 10.1, a participant solicits advice concerning educational, personality, behavioural or health issues, caution should be exercised. If the issue is serious and the investigator is not qualified to offer assistant, the appropriate source of professional advice should be recommended. Further details on the giving of advice will be found in the Society's Code of Conduct.

10.3 In some kinds of investigation the giving of advice is appropriate if this forms an intrinsic part of the research and has been agree in advance.

11 Colleagues

11.1 Investigators share responsibility for the ethical treatment of research participants with their collaborators, assistants, students and employees. A psychologist who believes that another psychologist or investigator may be conducting research that is not in accordance with the principles above should encourage the investigator to re-evaluate their research.

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**The University’s “Ethics Review System” - Awareness Raising Fact Sheet**

**Initial Questions**

Is this fact sheet relevant to me?

All “University research that involves human participants” must be ethically approved prior to the involvement of the human participants. Therefore, if during your degree you are expected to undertake a “research” project (e.g. a dissertation) or participate with other students in a research project (e.g. as part of a course module) and that project involves “human participants” then this fact sheet is relevant to you.

What is meant by human participants?

- People directly involved in research activities, through physically participating in a research project (e.g. being interviewed, answering a questionnaire or survey).
- People indirectly involved in research activities, through providing researchers with access to personal data and/or tissue.
- People involved in research activities on behalf of other people (e.g. parents/legal guardians of children, parents/legal guardians of the psychologically and/or physically impaired, and supervisors of people under controlled environments, such as prisoners).

What is classed as a ‘research’ project, for the purposes of the University’s Ethics Review System?

A project that constitutes ‘an investigation undertaken in order to gain knowledge and understanding, including work of educational value designed to improve understanding of the research process’.

If the Ethics Review System does apply (i.e. because my project does involve human participants and it is a research project), then when should I apply for and how do I apply for ethics approval?

Your Supervisor is responsible for guiding you on this. Indeed, you may not need to apply for ethics approval, as in some cases this is undertaken by the member of staff responsible for the course programme or course module within which the research project forms a part. Even if you are expected to apply for ethics approval, your Supervisor is responsible for activating, explaining and overseeing the process involved.

**Ethics guidance on conducting research involving people**

The University's Research Ethics Committee (U-REC) has created a number of short fact sheets on 'safety and well-being', on 'anonymity, confidentiality and data protection' and on 'consent'. The U-REC ‘Ethics Series of Fact Sheets’ is accessible from the ethics section of the University Research Office's website.

- It is strongly recommended that you familiarise yourself with the content of these fact sheets prior to commencing any research with human participants.

For more detailed information on the University's Ethics Review System visit [www.shef.ac.uk/researchoffice/ethics.html](http://www.shef.ac.uk/researchoffice/ethics.html) and click on 'research ethics' in the 'Quick Links' box to the right.
5  Debriefing
5.1  In studies where the participants are aware that they have taken part in an investigation, when the data have been collected, the investigator should provide the participants with any necessary information to complete their understanding of the nature of the research. The investigator should discuss with participants their experience of the research in order to monitor any unforeseen negative effects or misconceptions.

5.2  Debriefing does not provide a justification for unethical aspects of any investigation.

5.3  Some effects which may be produced by an experiment will not be negated by a verbal description following the research. Investigators have a responsibility to ensure that participants receive any necessary debriefing in the form of active intervention before they leave the research setting.

6  Withdrawal from the Investigation
6.1  At the onset of the investigation investigators should make plain to the participants their right to withdraw from the research at any time, irrespective of whether or not payment or other inducement has been offered. It is recognised that this may be difficult in certain observational or organisational settings, but nevertheless the investigator must attempt to ensure that participants (including children) know of their right to withdraw. When testing children, avoidance of the testing situation may be taken as evidence of failure to consent to the procedure and should be acknowledged.

6.2  In the light of experience of the investigation, or as a result of debriefing, the participant has the right to withdraw retrospectively any consent given, and to require that their own data, including recordings, be destroyed.

7  Confidentiality
7.1  Subject to the requirements of legislation, including the Data Protection Act, information obtained about a participant during an investigation is confidential unless otherwise agreed in advance. Investigators who are put under pressure to disclose confidential information should draw this point to the attention of those who are exerting such pressure. Participants in psychological research have a right to expect that the information they provide will be treated confidentiality and, if published, will not be identifiable as theirs. In the event that confidentiality and/or anonymity cannot be guaranteed, the participant must be warned of this in advance of agreeing to participate.

8  Protection of Participants
8.1  Investigators have a primary responsibility to protect participants from physical and mental harm during the investigation. Normally, the risk of harm must be no greater than in ordinary life, i.e. participants should not be exposed to risks greater than or additional to those encountered in their normal lifestyles. Where the risk of harm is greater than in ordinary life the provisions of 3.8 should apply. Participants must be asked about any factors in the procedure that might create a risk, such as pre-existing medical conditions, and must be advised of any special action they should take to avoid risk.

8.2  Participants should be informed of procedures for contacting the investigator within a reasonable period time following participation should stress, potential harm, or related questions or concerns arise despite the precautions required by the Principles. Where research procedures might result in undesirable consequences for participants, the investigator has the responsibility to detect and remove or correct these consequences.

8.3  Where research may involve behaviour or experiences that participants may regard as personal and private the participants must be protected from the stress by appropriate measures, including the assurance that answers to personal questions need not be given. There should be no concealment or deception when seeking information that might encroach on privacy.

8.4  in research involving children, great caution should be exercised when discussing the results with parents, teachers or others in loco parentis, since evaluative statements may carry unintended weight.

9  Observational Research
9.1  Studies based upon observation must respect the privacy and psychological well-being of the individuals studied. Unless those observed give their consent to being observed, observational research is only acceptable in situations where those observed would expect to be observed by strangers. Additionally,
participants. It should be borne in mind that the best people to judge whether an investigation will cause
offence may be members of the population from which participants in the research are to be drawn.

3 Consent
3.1 Whenever possible, the investigator should inform all participants of the objectives of the investigations.
The investigator should inform the participants of all aspects of the research or intervention that might
reasonably be expected to influence willingness to participate. The investigator should, normally, explain all
aspects of the research or intervention about which the participants enquire. Failure to make full disclosure
prior to obtaining consent requires additional safeguards to protect the welfare and dignity of the participants
(see section 4).

3.2 Research with children or with participants who have impairments that will limit understanding and/or
communications such that they are unable to give their real consent requires special safeguarding
procedures.

3.3 Where possible, the real consent of children and of adults with impairments in understanding or
communications should be obtained. In addition, where research involves all persons under sixteen years of
age, consent should be obtained from parents or from those ‘in loco’ parentis.

3.4 Where real consent cannot be obtained from adults with impairments in understanding or
communication, wherever possible the investigator should consult a person well-placed to appreciate the
participant's reaction, such as a member of a person's family, and must obtain the disinterested approval of
the research from the independent advisors.

3.5 When research is being conducted with detained persons, particular care should be taken over informed
consent, paying attention to the special circumstances which may affect the person's ability to give free
informed consent.

3.6 Investigators should realise that they are often in a position of authority or influence over participants
who may be their students, employees or clients. This relationship must not be allowed to pressurise the
participants to take part in, or remain in, an investigation.

3.7 The payment of participants must not be used to induce them to risk harm beyond that which they would
risk without payment in their normal lifestyle.

3.8 If harm, unusual discomfort, or other negative consequences for the individual's future life might occur,
the investigator must obtain the disinterested approval of independent advisors, inform the participants, and
obtain informed, real consent, from each of them.

3.9 In longitudinal research, consent may need to be obtained on more than one occasion.

4 Deception
4.1 The withholding of information or the misleading of participants is unacceptable if the participants are
typically likely to object or show unease once debriefed. Where this is in any doubt, appropriate consultation
must precede the investigation. Consultation is best carried out with individuals who share the social and
cultural background of the participants in the research, but the advice of ethics committees or experiences
and disinterested colleagues may be sufficient.

4.2 Intentional deception of the participants over the purpose and general nature of the investigation should
be avoided whenever possible. Participants should never be deliberately misled without extremely strong
scientific or medical justification. Even then there should be strict controls and the disinterested approval of
independent advisors.

4.3 It may be impossible to study some psychological processes without withholding information about the
true object of the study or deliberately misleading the participants. Before conducting such a study, the
investigator has a special responsibility to (a) determine that alternative procedures avoiding concealment or
deception are not available; (b) ensure that the participants are provided with sufficient information at the
earliest stage; and (c) consult appropriately upon the way that the withholding of information or deliberate
deception will be received.
13. Ethics

It is essential that students are aware of ethical responsibilities associated with undertaking psychological investigations. All students should read the information below which outlines major issues that have to be considered when working with people. This is taken from the *Code of Conduct Ethical Principles and Guidelines* (British Psychological Society, 1991). Complete copies of this, which covers other areas of research and codes of practice, can be obtained from the Chair of the Ethics Sub-Committee. Please read the information below even if you are not about to conduct an empirical project yourself. Remember, all the research you will be learning about in the course of your Psychology degree should have followed guidelines like these. If you take part in departmental research, for example if you complete a questionnaire for someone or participate in an experiment, and you are concerned about its ethics, please consult the Departmental Ethics Sub-Committee.

Students designing their third year projects (PSY346 Research Project in Psychology (for Single Hons students), and PSY314 or PSY324 Practical Project in Psychology (for Dual Hons students)) should ensure that they have discussed any potential ethical issues with their supervisors. Before starting their projects, all students must complete and submit an Ethics Approval form. This form is available from the Level 3 Secretary and must be submitted on or before the semester 1 deadline specified in the Research Handbook. If your supervisor considers that your project causes no ethical problems, submit the form to the Level 3 Secretary. If there are issues which need further consideration the form should be sent to the Chair of the Ethics Committee.

The Departmental Ethics Committee was formed for the purpose of helping to promote ethical principles in teaching and research. The committee can be called upon to give advice when needed.

**Ethical Principles for Conducting Research with Human Participants**

1. **Introduction**
   1.1 The principles given below are intended to apply to research with human participants. Principles of conduct in professional practice are to be found in the Society's Code of Conduct and in the advisory documents prepared by the Divisions, Sections and Special Groups of the Society.

1.2 Participants in psychological research should have confidence in the investigators. Good psychological research is possible only if there is mutual respect and confidence between investigators and participants. Psychological investigators are potentially interested in all aspects of human behaviour and conscious experience. However, for ethical reasons, some areas of human experience and behaviour may be beyond the reach of experiment, observation or other form of psychological investigation. Ethical guidelines are necessary to clarify the conditions under which psychological research is acceptable.

1.3 The principles given below supplement for researchers with human participants the general ethical principles of members of the Society as stated by the British psychological Society's Code of Conduct (q.v.). Members of The British Psychological Society are expected to abide by both the Code of Conduct and the fuller principles expressed here. Members should also draw the principles to the attention of research colleagues who are not members of the Society. Members should encourage colleagues to adopt them and ensure that they are followed by all researchers whom they supervise (e.g. research assistants, postgraduate, undergraduate, A-Level and GCSE students).

1.4 In recent years, there has been an increase in legal actions by members of the general public against professionals for alleged misconduct. Researchers must recognise the possibility of legal action if they infringe the rights and dignity of participants in their research.

2. **General**
   2.1 In all circumstances, investigators must consider the ethical implications and psychological consequences for the participants of research. The essential principle is that the investigation should be considered from the stand point of all participants; foreseeable threats to their psychological well-being, health, values or dignity should be eliminated. Investigators should recognise that, in our multi-cultural and multi-ethnic society and where investigations involve individuals of different ages, gender and social background, the investigators may not have sufficient knowledge of the implications of investigation for the
(a) The 5 working day deadline for late submission is absolute and any work submitted after the 5 working day period without a special dispensation should receive zero.

(b) This penalty system applies to all assignments submitted for assessment on all undergraduate units and all postgraduate programmes including the dissertation component. It also applies to non-modular course units where these still operate.

(c) The only exceptions allowed under the late submission penalties regime, subject to Faculty approval, is a policy of zero tolerance (any late submission receiving a mark of zero) which may be applied to coursework and assessed work for which marks and feedback are habitually provided either immediately or to a very short timescale and the schedule of work may be disrupted by the possibility of late submission. In addition, cases where the requirements of Professional and Statutory Bodies also necessitate a policy of zero tolerance would also be viewed as an exception to the above penalty system.

(d) Departments are encouraged to manage their submission dates to prevent undue advantage from the imminence of non-working days (e.g. setting a submission date just before a weekend or Bank Holiday). Time management, workload scheduling and meeting deadlines are viewed as key transferable skills. Deadlines for assessment tasks should be communicated to students well ahead of the submission deadline, in order to enable students to exercise these skills and manage their workloads.

(e) If late submission results in a fail then, wherever possible, the resit task should be different to the original assessment task to avoid resubmission of an unchanged assignment which had previously failed through lateness. However, it is recognised that there will be cases where re-sitting a different task would not be possible or appropriate eg, placement or fieldwork assessment.

4. Special Dispensations

that special dispensations should cover medical problems, personal or medical problems arising from disability or specific learning difficulties, extreme personal and family problems, a force majeure and in the case of part-time students only, work-related problems;

that an application for late submission should be made in advance of the normal submission date;

that an application for a special dispensation for late submission should be made in writing;

that an application for a special dispensation for late submission should be accompanied by medical evidence or other documentation where appropriate;

that an application for a special dispensation for late submission should be made to a named academic member of staff at the level of module leader or above (a named alternate should be provided). It should not be made to a personal tutor or dissertation supervisor. Where a part-time student, attending in the evening for example, only has access to unit leaders, the application for a special dispensation should be made to the unit leader but subsequently countersigned by the Programme Director;

that the named person to whom applications for dispensations are made should ensure that the Chair of the relevant Exam Board is fully aware of the decisions he or she has made and file the relevant documentation with the secretary of the Board;

that the discretion allowed to the named person for the granting of special dispensations be limited to 10 working days, after which the sanction of the Department’s Director of Teaching or Head of Department must be called upon;

h) that due to extenuating circumstances which the student was unable to place, or for valid reasons did not place, before the Examinations or assignment submission date, the application should be lodged in advance of the relevant Exam Board.
12. PENALTIES

1. **Non-Attendance**

Where attendance is deemed essential in the sense that the student’s ability to practise in a profession would be compromised by less than full attendance, departments should draw up a list of units or sessions for which attendance is compulsory and monitor attendance. By way of programme regulations and departmental handbooks, students should be made aware of the compulsory nature of this attendance and that non-attendance will result in them being prevented from progressing between levels of their degree or from graduating until they had made good their attendance. Attendance may be made good in the current session, the subsequent one, or by the end of the degree programme as appropriate.

Where attendance is deemed essential so as to allow participation in as well as observation of tasks in order to achieve learning outcomes, the assessment for the unit in question should include the assessment of a task which involves an actual or implicit test of participation. If a student does not achieve a pass in this part of the assessment then they will not be able to pass the unit as a whole.

2. **Non-Participation or Less than Full Participation in Group Work**

Students involved in group work for assessment should individually provide evidence of their participation via a reflective self-assessment of the work of the group and their contribution to it. This self-assessment should be completed individually and independently, but submitted together with the group work. The form which it might take could be varied according to the nature of the group work (e.g. diary, brief discursive report etc). The contribution of this self-assessment to the mark of an individual for group work will be governed by use of one of the following two alternatives.

   a) In cases where group work directly facilitates a specific learning outcome of a unit, the self-assessment could be allocated a proportion of the marks and each individual group member would be individually assessed for this portion.

   b) In cases where the experience of group work does not directly facilitate a specific learning outcome of a unit, the self-assessment would only contribute to the total mark if it indicated that an individual’s score should be adjusted. Any adjustment would be at the discretion of the Examiner.

3. **Late Submission**

Late submission will result in a deduction of 5% of the total mark awarded for each working day¹ after the submission date.

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<tr>
<th>Day late</th>
<th>Mark reduced by 5%</th>
<th>Mark Awarded When Reduced by 5%*</th>
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* standard mathematical rounding rules should be applied and marks should be rounded up.

¹ Working days includes working days within standard vacation times. For example, if a submission date falls on the last day before the start of the Easter vacation, penalties would start to be applied from the following working day and not from the first day following the vacation.
involved in group work are encouraged to work together to produce a single piece of work as part of the assessment process.

5. **Fabrication** is submitting work (for example, practical or laboratory work) any part of which is untrue, made up, falsified or fabricated in any way. This is regarded as fraudulent and dishonest.

**How can I avoid the use of unfair means?**

To avoid using unfair means, any work submitted must be your own and must not include the work of any other person, unless it is properly acknowledged and referenced.

As part of your programme of studies you will learn how to reference sources appropriately in order to avoid plagiarism. This is an essential skill that you will need throughout your University career and beyond. You should follow any guidance on the preparation of assessed work given by the academic department setting the assignment.

You are required to attach a **declaration form** to all submitted work (including work submitted online), stating that the work submitted is entirely your own work.

If you have any concerns about appropriate academic practices or if you are experiencing any personal difficulties which are affecting your work, you should consult your personal tutor or a member of staff involved with that unit of study.

The following websites provide additional information on referencing appropriately and avoiding unfair means:

The **Library** provides online information literacy skills tutorials
http://www.shef.ac.uk/library/services/infoskills.html
The **Library** also has information on reference management software
http://www.shef.ac.uk/library/refmant/refmant.html

The English Language Teaching Centre operates a **Writing Advisory Service** through which students can make individual appointments to discuss a piece of writing. This is available for all students, both native and non-native speakers of English.
http://www.shef.ac.uk/eltc/services/writingadvisory

**What happens if I use unfair means?**

Any form of unfair means is treated as a serious academic offence and action may be taken under the Discipline Regulations. For a student registered on a professionally accredited programme of study, action may also be taken under the Fitness to Practise Regulations. Where unfair means is found to have been used, the University may impose penalties ranging from awarding a grade of zero for the assignment through to expulsion from the University in extremely serious cases.

**Detection of Unfair Means**

The University subscribes to a national plagiarism detection service which helps academic staff identify the original source of material submitted by students. This means that academic staff have access to specialist software that searches a database of reference material gathered from professional publications, student essay websites and other work submitted by students. It is also a resource which can help tutors to advise students on ways of improving their referencing techniques. Your work is likely to be submitted to this service.

For further information
(www.shef.ac.uk/ssid/charter/guidance_taught.html)
(www.shef.ac.uk/ssid/procedures/grid.html#discipline)
11. COLLUSION AND PLAGIARISM

USE OF UNFAIR MEANS IN THE ASSESSMENT PROCESS
(non invigilated exams): ADVICE TO STUDENTS

The University expects its graduates to have acquired certain attributes. (See the Sheffield Graduate) Many of these relate to good academic practice:

- a critical, analytical and creative thinker
- an independent learner and researcher
- information literate and IT literate
- a flexible team worker
- an accomplished communicator
- competent in applying their knowledge and skills
- professional and adaptable.

Throughout your programme of study at the University you will learn how to develop these skills and attributes. Your assessed work is the main way in which you demonstrate that you have acquired and can apply them. Using unfair means in the assessment process is dishonest and also means that you cannot demonstrate that you have acquired these essential academic skills and attributes.

What constitutes unfair means?
The basic principle underlying the preparation of any piece of academic work is that the work submitted must be your own work. Plagiarism, submitting bought or commissioned work, double submission (or self plagiarism), collusion and fabrication of results are not allowed because they violate this principle (see definitions below). Rules about these forms of cheating apply to all assessed and non-assessed work.

1. **Plagiarism (either intentional or unintentional)** is the stealing of ideas or work of another person (including experts and fellow or former students) and is considered dishonest and unprofessional. Plagiarism may take the form of cutting and pasting, taking or closely paraphrasing ideas, passages, sections, sentences, paragraphs, drawings, graphs and other graphical material from books, articles, internet sites or any other source and submitting them for assessment without appropriate acknowledgement.

2. **Submitting bought or commissioned work** (for example from internet sites, essay “banks” or “mills”) is an extremely serious form of plagiarism. This may take the form of buying or commissioning either the whole assignment or part of it and implies a clear intention to deceive the examiners. The University also takes an extremely serious view of any student who sells, offers to sell or passes on their own assignments to other students.

3. **Double submission (or self plagiarism)** is resubmitting previously submitted work on one or more occasions (without proper acknowledgement). This may take the form of copying either the whole assignment or part of it. Normally credit will already have been given for this work.

4. **Collusion** is where two or more people work together to produce a piece of work, all or part of which is then submitted by each of them as their own individual work. This includes passing on work in any format to another student. Collusion does not occur where students
Extensions

Formal extensions of project deadlines are granted only in exceptional circumstances (e.g., prolonged illness) and only if arranged with the Level 3 Tutor before the submission date. Any request for an extension must be supported in writing by the supervisor, and should be accompanied by appropriate documentary evidence (e.g., a note from the Student Health Service).

Rubrics Applying to all Projects

The initial pages of all project documents should include:

- a Title page;
- a page giving an Abstract (or summary) of the project report;
- a Contents page, i.e., a list of the subheadings employed in the text.

Following these preliminaries, the pages of the text should be numbered. The title page should state the title of the work and the author's examination number (as used in all exams). The author should also write his/her name on the title page in pencil, which will be removed by a secretary before the work is sent to the markers. At the foot of the title page the author should give the name of their degree, their faculty, year of graduation, and supervisor's name.

All project documents must contain an accurate list of all references in alphabetical order. The reference list should contain only those articles or books actually mentioned in the text. In the case of publications not directly consulted, but cited by other authors, the entry in the text should make this clear, for example by means of a phrase like "Jones (1931, cited by Bloggs, 1989).

The work should be typed in 12-point Times font with 1.5 line spacing on A4 paper, and with a left-hand margin of 3cm on each page and other margins of 2cm. The departmental PC computers may be used subject to availability, on the understanding that other departmental uses (i.e., teaching) have priority. Our experience suggests that all computers are prone to crashing and printers to running out of toner close to coursework deadlines. We therefore urge you to finish typing your project report well before the deadline. Don't leave it until the last minute. It is also essential that you make regular back-ups of all your computer work. Floppy disks are unreliable, so back-up everything twice in case one disk gets corrupted.

Students should submit all assessed coursework including the reports for PSY346/PSY314/PSY324 and PSY315 via Turnitin.

The CRB (the Criminal Records Bureau) and your dissertation

After you have received your project allocation, you and your supervisor should consider whether you need what is called 'Disclosure' from the Home Office's CRB.

If you are likely to be working with children or any other group who could be considered 'vulnerable', you will be required to show that you have no relevant criminal record which would argue against your being given permission (e.g., by a school) to work with them. So what you will need to do, in good time for you to be able to start working with your people if they fall into the vulnerable category (and note that all children are considered as vulnerable for this):

- talk to your supervisor;
- see the Level 3 Secretary who is the Department's CRB countersignatory;
- you will fill in a CRB form whose basic purpose is to establish that you are who you say you are;
- the countersignatory will witness and send this off for you;
- within a few weeks you will get official notice from CRB that you have received 'disclosure': The countersignatory also receives a copy of your notice, kept as confidential material in the department.

Note: not all schools etc might necessarily ask for such assurance, but be prepared: as the CRB doesn't give an instant response, you might find yourself waiting to start you research for want of a form. Sometimes forms take as much as six or eight weeks to process a form, because every trainee teacher, new nurse, etc. etc. has to apply at the same time as university researchers.
Semester 1. Students submit to their supervisors the ethics form for their project by Week 5. Feedback is provided and then the ethics form is submitted to the Departmental Ethics Sub-Committee for consideration.

Semester 2 For most projects, data collection should be complete or well under way by the start of semester 2. Usually two weeks before the project submission deadline, students will be required to give a 10-15 minute presentation of their work to a small audience (typically their supervisor and other students supervised by that member of staff). Deadlines are listed in the Research Handbook.

Dissertation Rubrics. The dissertation should be presented as a research report of less than 30 to 50 pages, excluding the bibliography and appendices (if any). No maximum length is specified because projects differ markedly in many respects. However, we recommend that you limit your introduction to 8 pages for the PSY346 write-up (less for PSY324/PSY314 for Duals students). Introductions that exceed this length are likely to contain extraneous material and be insufficiently focused on the research question. External examiners have commented adversely on long dissertations. If in doubt about length, consult your supervisor. Note that penalties will be imposed for submitting work after the deadline. By encouraging prompt submission, the penalty system aims to ensure that all students have the same opportunity to complete a good piece of work. A document giving guidance on writing the research report and listing the penalties is provided during the Level 3 Administration Meeting at the start of the year, and will also be available on the Dept web pages.

PSY315 Extended Essay in Psychology
Timing, Aims and Help. The extended essay does not involve empirical research on the part of the student. Rather, it is intended to provide an opportunity for each student to write critically about a selected area in considerably more depth than is possible in a tutorial essay. Supervisors may advise on choice of topic; suitable reference sources; discussion of conceptual issues and organisation of sections of the essay. Supervisors may comment once on preliminary outlines of the essay but should not read a full draft. Students should note that the title of the essay must be agreed by the supervisor. Students submit a 2-4 page progress report to their supervisor. Deadlines are listed in the Research Handbook.

Extended Essay Rubrics. The extended essay must be no longer than 12 pages, excluding the title sheet, abstract, contents list and bibliography. Penalties will be imposed for submitting work after the deadline. Essays exceeding 12 pages will be returned for rewriting and therefore risk a penalty for late submission. A document giving guidance on essay structure and listing the penalties is provided during the Level 3 Administration Meeting at the start of the year, and will also be available on the departmental web pages.

PSY324 and PSY314 Practical Project in Psychology [NB available for Duals students only (20/30 credits respectively)]
Timing, Aims and Help. The practical project has similar aims and objectives to PSY346 described above but is on a smaller scale, being presented as a typed report of between about 20 to 30 pages. Help available from staff is similar to that provided for dissertations, but takes into account the fact that the project is on a smaller scale than the research project. A 2-4 page progress report is required in week 5 and must be accompanied by a completed Ethics Approval Form. Deadlines are listed in the Research Handbook.

Practical Project Rubrics. The practical project should be presented as a research report of between about 20 to 30 pages, excluding references and appendices (if any). However, it is recognised that projects will differ markedly in many respects and, therefore, in the length of the reports. A maximum size is not, therefore, specified. Penalties will be imposed for late submission. A document giving guidance on practical project report structure and listing the penalties is provided during the Level 3 Administration Meeting at the start of the year, and will also be available on the Departmental web pages.
Students taking a research project indicate their choices on a form which is submitted toward the end of the second semester of Level 2. There is a period after Easter set aside for discussing projects with different members of staff. No students can be formally 'signed up' during that period, giving everyone the opportunity to discuss their project ideas and interests before choosing a particular project. Every effort is made to ensure that students are allocated to one of their preferred supervisors, but if all are oversubscribed the Level 3 Tutor will assist in finding suitable supervision.

If a student wishes to change their project topic or supervisor, every effort will be made to accommodate their request for a change, but in practice it is not always possible to do so. Because each member of staff is restricted to supervising up to 8 research projects, not all students will be able to have their first choice of project or supervisor. However, staff research interests are often broader than it might appear from the topics they teach, therefore alternative supervisors, or alternative project topics, can often be found.

**Supervisory Roles.** Supervisors expect to provide assistance to their students, but students should bear in mind that *the sort of help appropriate to a project in one area may be rather different from that appropriate to another.* For example, work using animals requires strict adherence to Home Office rules and hence closer supervision than in most other areas.

Students sometimes believe that receiving more, as opposed to less, assistance from their project supervisor will result in a lower mark being awarded to the project. This is not in fact the case. The crucial point is that staff note the extent to which the help they provide is put to good use, in terms of understanding the work, contributing to its development, interpreting the results, and so on. An essay or dissertation in which there seems to be little or no additional contribution from the student is likely to be marked lower than one in which there is a strong contribution from the student, but the presence of ideas stemming originally from the supervisor does not diminish the value of the student's contribution. It is in your interests to recognise when you need help and to seek that help from your supervisor.

**Assessment of Project Work**

Your project report will be assessed by two people, the first of whom is your supervisor. Before marking the report, your supervisor completes a "Supervisor's Contribution" sheet, detailing the amount of help that they or other members of staff gave you with the work. As explained above, receiving appropriate help from your supervisor does not reduce the mark awarded to your project. What is important is to ask for help when you need it, and put that help to good use. When your supervisor has marked your project report, they pass it to another member of staff who is the second marker. Often the second marker will be familiar with the area of psychology covered by your project, but this is not always the case. Second marking is anonymous, to ensure fair and objective marking. You will not be told who second marks your project and your second marker will not know your identity (your project report is identifiable only by your student number) or the mark awarded by your supervisor. When both markers have read the project report, they meet to agree a final mark.

**PSY346 Research Project in Psychology (for Single Hons students only)**

**Timing, Aims and Help.** The research project is intended to involve the student in empirical research in some area of Psychology, providing him/her with an opportunity to carry out research in an area of particular interest under the guidance of a member of staff. Members of staff may have ideas for research project work, but students are encouraged to develop their own ideas, and they are expected to carry out the research themselves. Normally, planning the research and interpreting the results are done in close consultation with the supervisor. The completed research project is presented as a typed dissertation.

Supervisors may help with choice of topic; formulation of hypotheses; planning the experiment; assembly of the equipment or materials; provision of regular consultations on the progress of the project; recommending data analyses; interpretation of the results. Supervisors may comment *once only* on drafts of the Introduction, Method and Results sections of a dissertation if a student wishes, but not on the Discussion.

Some supervisors encourage pairs of students to work in collaboration on a single project. This means that students work together up to and including the collection of data. Each student will then work individually on the analysis and interpretation of the data, and will submit their own dissertation, which must be their own work.
Examinations
Examinations will be held at the end of each Semester (January/February and May/June). The exact assessment method will vary from module to module, and some may contain a mix of continuous assessment and unseen examination. Most modules will have a two hour written examination. A student who fails a module or modules during their final year of study and who has not been recommended for the award of a degree may be reassessed on one occasion, subject to time limits, either in the following year or during August of the year of failure, as determined by the relevant department.

Assessment
Assessment at Level 3 is based on coursework for some modules (e.g., PSY312), end of semester examinations (in January and May/June of each year), the research project or practical project dissertation, and an extended essay. The most frequently employed method of assessment is the two hour 'unseen' examination paper.

Project Work
Project Modules and Availability to Single and Dual Honours Students. The generic term "project" is used here to refer to the following modules: PSY346, PSY315 and PSY314 (30 credits) or PSY324 (NB, this is 20 credits and available for L3 Duals only). The generic term "project document" is used to refer to the document, whether extended essay, dissertation, or practical project report, that is written by the student and submitted for marking.

PSY346, Research Project in Psychology, is obligatory for Single Honours students and is not available to Dual Honours students. Taken over two semesters, the project is worth 40 credits altogether. The deadline for submitting the project dissertation is in the Research Handbook.

PSY315 is obligatory for both Single Honours courses and optional for Level 3 students. It is worth 10 credits (one half-module) and can be taken in either semester, but not both. The Extended Essay is submitted towards the end of the semester in which the module is taken.

PSY324 (20 credits) and PSY314 (30 credits) are for Dual Honours students only and are not available to Single Honours students. They are taken over both semesters. The deadline for submitting the project dissertation is given in the Research Handbook. Dual Honours students must take either PSY314/PSY324 or PSY315 (but not both).

Aims and Scope of Third Year Projects.
The Level 3 projects are intended to give students an opportunity to study in some depth topics that are of particular interest to them. For Single Honours students, the research project (PSY346) and the extended essay (PSY315) should be drawn from two different areas of Psychology. Normally this rule will be interpreted by defining 'different areas' to correspond with different modules. Any given project may span more than one area, but the main fields of the two projects must lie in different areas. If in doubt, consult the Level 3 Tutor.

Choice of Supervisors and Topics.
Supervisors will normally be members of the teaching staff. Certain members of the research or technical staff might also be prepared to supervise research projects, practical projects and extended essays, subject to prior agreement with the Level 3 Tutor.

The procedure for obtaining a project supervisor involves the Level 3 Tutor giving a talk and distributing a detailed document on staff research interests to all Level 2 students usually before the Easter vacation. Students use the Easter vacation to read relevant references and to think about a range of projects that they might like to pursue (NB: the dates of the Easter vacation move each year).

Students discuss their proposed projects with potential supervisors after Easter. It is important that students have thought about a broad range of topics that interest them over the Easter vacation. This is because an individual member of staff cannot supervise more than 8 research projects plus not more than 8 extended essays and practical projects and because certain supervisors might be heavily over-subscribed. Students need to take this fact into account by considering a range of projects that might be of interest. We want students to be able to arrange projects that really suit them, but this must operate within the confines of staff and equipment resources.
10. LEVEL THREE

Introduction
Building upon the foundations laid during the first two Levels, the Level 3 course is designed to further develop independent, critical and creative work in Psychology at an advanced standard. Project work is introduced here and forms a core component of the course.

During Level 3, Single Honours students undertake a substantial research project (core module PSY346). This involves carrying out empirical work, which is subsequently written up as a dissertation. The research project is intended to give students an opportunity to conduct an in-depth investigation of a topic of particular interest to them, and (at 40 credits) it carries four times the weighting of the lecture-based modules. Single Honours students can also undertake an extended essay (core module PSY315) on another topic. Dual Honours students must take either a shorter research project (either PSY314 - 30 credits, or PSY324 - 20 credits) or the extended essay (PSY315, 10 credits).

Introductory Meetings
A Registration Meeting will be held before the Spring Semester exams each year. You must attend this event during your Level 2 year to register for your psychology modules.

An Administration Meeting takes place for Level 3 students in October of each year in the Psychology Lecture Theatre. In this meeting, at the start of the first semester, the Level 3 Tutor will give a full introduction to the administrative arrangements applying to Level 3.

Both the Registration meeting and the Administration Meeting are compulsory for Level 3 students. Students will be notified of the times and venues of the meetings nearer to the occasion.

Preparation for Level 3
We recommend that you read some of the Level 3 recommended texts as an introduction to the Level 3 courses in Psychology. Core texts and/or recommended reading are listed at the end of each module description (at the end of this Handbook).

Lectures, Tutorials and Laboratory Classes
Lectures. The majority of lectures will be held in the Psychology Department lecture theatre (ground floor). See the timetables on the Level 3 notice-board in the foyer for details.

Tutorials. There are no tutorials at Level 3 in the traditional sense, although you will of course continue to meet your PT twice a semester. Your PT can advise you on academic as well as pastoral matters that concern you at Level 3. You are also encouraged to consult individual lecturers and module organisers about aspects of the course you find particularly difficult (or particularly interesting). You will also meet with your research project supervisor during the year. Towards the end of the research project, you will be expected to give an oral presentation of your research to a small audience. Presentation skills are taught and practised at Level 2. Like the research project, the Extended Essay involves meetings with a supervisor. The Extended Essay PSY315 requires independent research into the literature on a topic of interest. Like the research project, the Extended Essay involves meetings with a supervisor.

Laboratory Classes. Practical classes will be held in either the PSY Computer Lab (on the ground floor), or the Experimental Psychology Lab (on the first floor).

Attendance at laboratory classes is a module requirement. It is essential that you come on your allocated afternoon - both equipment and seating space are severely limited. If people come on the 'wrong' day, we do not count it as attendance.

For some of the lab classes a write-up is required (see the timetable), and whoever is giving those classes will explain what is required for the report. All written material associated with laboratory classes should be kept in a folder which must be retained by the student for possible inspection by the Board of Examiners. Satisfactory performance in practical work is a course requirement and is taken into account by examiners.

Failure to submit lab reports at the correct time will result in the deduction of marks. This can (and has) affected the final degree class awarded.
Attendance at tutorials is a Departmental requirement. A great deal of importance is given to this form of teaching and it has two main aims. First, tutorial work provides an opportunity to develop the skills that are crucial for a critical appreciation of the psychological literature, effective study, and for optimising your examination performance. To emphasise this aspect of the tutorial system, the work assigned is linked to the module 'Psychological Concepts and Skills' (PSY259). Second, tutorials provide the opportunity for closer intellectual and social contact between staff and students than other forms of teaching. One important consequence of this is that students are known personally by at least two members of staff by the end of their second year (students often ask former tutors to be referees when they are applying for jobs).

Laboratory Classes. These will generally be held in the Psychology building; each student is assigned to one afternoon session. They will be held in either the Psy Computer Lab (on the ground floor), or the Experimental Psychology Lab (on the first floor). Attendance at laboratory classes is a module requirement. It is essential that you come on your allocated afternoon - both equipment and seating space are severely limited. If, for some essential reason, you need to change your lab day then be sure to notify the Level 2 secretary in advance; if people come unannounced on the 'wrong' day, we do not count it as a lab attendance.

For some of the lab classes a write-up is required and whoever is giving those classes will explain what is required for the report. All written material associated with laboratory classes should be retained by the student for possible inspection by the Board of Examiners.

Revision sessions. These are informal sessions run by postgraduate students who are working in the relevant module area. They provide an opportunity, in the run up to Semester 1 and 2 examinations, to discuss questions arising from the lecture material. The topics discussed in the sessions are those requested by students: arrangements will be posted via email and on the notice-board.

EXAMINATIONS

Assessment methods vary from module to module; some contain a mix of continuous assessment and unseen examination, while others use only the latter. Examinations will be held at the end of each semester (in January/February and May/June).

PREPARING FOR LEVEL 3 PROJECTS

Level 2 students choose their Level 3 research projects during Semester 2. The decision process begins usually before Easter (but please note that the timing of the Easter vacation moves each year) with an introductory talk on research projects, accompanied by a booklet suggesting different project topics and the research interests of staff. Normally after Easter, students are encouraged to discuss their interests and ideas with members of staff before signing up for a particular project. For more information about research projects, see the section on Project work under Level 3.

STAFF-STUDENT COMMUNICATION

Our preferred method of communication is email so please be sure to check your email accounts regularly. If you need to get in touch with a member of staff and they are not in their office then leave a message on their door and/or send them an email.
9. LEVEL TWO

Level 2 aims to expand the treatment of Psychology provided by the introductory courses at Level 1 to give a broad but critical understanding of the subject.

INTRODUCTORY MEETINGS

A Registration Meeting is held before the Spring Semester exams each year: You must attend this event to register for your psychology modules. Draft timetables and module descriptions will be available from the Level 2 Secretary, although students should note that module descriptions can also be found on the Department of Psychology’s pages at http://www.shef.ac.uk/psychology. NB It is your responsibility to check for timetable clashes and to organise your choices appropriately (this information is especially pertinent for Dual Hons students).

In week 1 of the first semester of each year there will be an Administration Meeting in the Psychology Lecture Theatre. In this meeting the Level 2 Tutor will give a full introduction to the administrative arrangements applying to Level 2.

Both the Registration meeting and the Administration Meeting are compulsory for Level 2 students. Students will be notified of the times and venues of the meetings nearer to the occasion.

PREPARATION FOR LEVEL 2

You are encouraged to look at the reading lists in the modules descriptions so that you can prepare for the next year. You are strongly urged to do this during the summer vacation, focusing especially on any subject areas taught in semester 1 about which you feel less confident. In this way, you can relieve any difficulties sometimes experienced in making the transition from Level 1 to Level 2.

TEACHING AT LEVEL 2

Personal Tutors You should be assigned to the same Personal Tutor (PT) you had at Level 1 (subject to staff availability). The first contact with your Personal Tutor each semester will be a face-to-face meeting at a prearranged time, whereas the second will be made by e-mail. These meetings appear on the timetables (on the Level 2 notice-board) and email reminders will be circulated.

Lectures. The majority of lectures will be held in the Psychology Department lecture theatre. On occasion, lectures may take place elsewhere depending on space requirements; see the timetable for details. Any changes in timetabling will be posted on the Level 2 notice-board.

Tutorials. An academic tutorial at Level 2 consists of a small group of students discussing a previously assigned and marked exercise such as an essay, lab report or the précis of a paper, etc. Each tutor group will be assigned two academic tutors - one for each semester – in such a way that one of these staff members will also be the Personal Tutor for students in the group.
In order to be fair to everyone wanting to transfer we try to take into account people's background ('A' Levels, relevant experience, etc.), attendance on the course (remember that complete attendance at tutorials and labs is expected), standard of work (both during the year and also in the Level 1 exams), and tutors' reports. We have to wait until the end of the year when we have all the exam results and know how many people are leaving Psychology and the number of places available. We will try and let people know whether they can join the course shortly after the examination results are released.

**STUDENT MENTORING SCHEME**

This Department runs, in conjunction with the Student Services department, a scheme whereby undergraduates in their first year can be offered an opportunity to be paired with a ‘student mentor’.

The aim of the Mentoring Scheme is to help you to ‘settle in’ to your course, the Department, the University and Sheffield by matching you with a student mentor (from the same course wherever possible) from Level 2 or 3. Participation in the scheme is on a voluntary basis and the extent to which you make use of your mentor and the frequency of contact is largely up to you.

The benefits of having a mentor can be considerable. Student mentors are volunteers who, owing to the training received and the fact that they have been here for at least a year, will be able to help with any queries you have about your course, services and facilities available to students at the University or finding your way around the City. Your mentor may not be able to answer all your questions, but they will be able to least direct you to someone who can.

If you have not already applied for a mentor, you may do so at any time during your first* year. More details and/or an application form can be obtained by contacting Rebecca Proctor in the Student Services department on r.proctor@sheffield.ac.uk or 0114 222 1263.

*although aimed at new students, requests for mentors in subsequent Levels will also be accommodated wherever possible.
ASSESSMENT

Marking
All work is marked on the 100-point marking scale (which is shown on page 38).

"Why doesn't tutorial work count directly towards assessment?" is a question frequently asked by students, not least because people may put in a lot of work during the module which doesn't seem to get any direct credit. There are several reasons why course work may not included in assessment: some of the following reasons apply to each Level but all apply to Level 1 modules. First, we want you to practice and improve your academic skills without the pressure of being formally assessed for every piece of work. Second, all marking is to some extent subjective and as there are approx. 20 tutors involved in the Level 1 modules, it is difficult to achieve an equal standard between all of them. It is usual practice at Levels 2 and 3 of the Psychology course for assessed written work to be marked by at least two people to reduce the subjectivity of marking, but such a system for Level 1 modules would mean marking the equivalent of 3,000 essays and lab reports. Third, in an assessed system all deadlines would have to be absolute, but imposing rigid deadlines for every piece of work from every person in Level 1 would not be practical.

Nevertheless, to recognise the amount of work people do in the course of a module we do keep a record of all work and attendance and take it into account in the following ways:

1) If you have borderline examination grades then we will consider your work and attendance in order to decide which side of the borderline you should be placed.
2) For every person who gets low exam grades we check performance during the module before making a final decision about grades, and therefore a good record can be beneficial. On the other hand, unsatisfactory work or attendance may result in grades being reduced.
3) We consider attendance and tutorial work if you want to change to Psychology or from Psychology to another department, that department will request a record of your overall performance).

Examinations
The examination for PSY101 is a paper of approximately 100 questions. The questions are based on the PSY101 lectures and the textbook. The questions have multiple-choice answers and answers are selected by marking a card which can be read by an OMR (Optical Mark Reader). Instructions about the use of these cards will be given in advance of the examination. The cards should be filled in with pencil, so you should remember to take an HB pencil, sharpener and eraser into the exam hall. Dates, times and venues of all Psychology examinations will be circulated by the Registration and Examination Office approximately three weeks before the start of the examination period.

Please note that the Department of Psychology follows the University’s guidelines on anonymous marking. This requirement is intended to take account of the possibility that unconscious bias (both in favour of or against a student) might exist in marking.

CHANGING DEPARTMENTS

Each year a number of students want to change their degree course at the end of Level 1. University regulations do allow transfers to another degree course after completing Level 1 or Level 2 or exceptionally at another time, with the permission of the Faculty Board. Before any transfer to another degree course is allowed though, you must have satisfied the pre-requisites for that course.

If you are registered for a Psychology degree and you want to transfer to another course, then you should speak to the Admissions Tutor in the department into which you wish to transfer. He or she will be able to advise you and should be able say whether that department will accept your transfer. If you do decide to leave Psychology, please let your Personal Tutor or your Level Tutor know in plenty of time. You will also need to complete a Change of Status Form, obtainable from the Student Information Services Office or any of our Departmental Level Secretaries, carrying signatures from both the releasing and accepting departments. The person who signs for all transfers in the Psychology department is the Level 1 Secretary.

If you want to change to Psychology as your main degree course, or if you want to change from Dual Honours to Single Honours Psychology or vice versa, then please bear in mind that every year more people want to join the course than leave it, and therefore we might not have enough spare places at the end of Level 1 to satisfy everyone who wants to transfer in.
LECTURES, TUTORIALS AND LABORATORY CLASSES

Lectures for PSY101 are held in some of the larger lecture theatres around the University (e.g., the Student's Union Auditorium). Please check the timetable on the Level 1 notice-board in the foyer to verify the location of lectures and make sure that you know in advance where you are going.

Lab Classes are held most weeks (except for Week 1) in the Lecture Theatre in the Department.

Academic Tutorials are held approximately four times a semester, after lab classes. They are usually held in rooms in the Psychology building or the Clinical Psychology building. Your tutor's name and the room number will be posted on the Level 1 notice-board during the first few weeks of the year. NB Please check the timetable on the Level 1 notice-board in the foyer to verify the location of tutorials.

Personal Tutorials begin with a group meeting during Intro Week and then are followed by two further meetings each semester. These meetings are compulsory. If your personal tutor (or PT – see below) is unavailable or your problem is an administrative one, then please see the Level 1 Tutor (see Page 6 of this handbook) or the Level 1 Secretary.

Personal Tutors
At the start of the Autumn Semester psychology students will be assigned a Personal Tutor (usually referred to as your PT). Your PT is to be your main staff contact for the year for all academic and personal matters. Their dual role ensures that you have someone who can help with problems. As far as possible, we try to ensure that you stay with the same tutor throughout your degree, so that there is one member of staff you know well. Your PT may not be able to solve your problems, but should be able to give you advice or information about where to seek help.

Academic Tutors
You will also be assigned to a postgraduate student, who will act as an academic tutor and who will work through the academic tutorials with you. In PSY101, the tutorials will focus on the textbook, so if anything from the book or from the lectures is not clear then you should ask your academic tutor to give you some help. Tutorials are based on Multiple Choice Questionnaires (MCQs), which are issued the week prior to your tutorial. Questions concentrate on the topics of the preceding lectures. It is a good idea to let your tutor know in advance what the problem is by leaving a note in their pigeonhole saying that you wish to discuss a particular topic at the next tutorial. In PSY106, PSY108 and PSY110, each tutorial focuses on either a lab report or an essay that your tutor will mark and then discuss with you.

Attendance at personal and academic tutorials is obligatory. We keep a note of attendance at tutorials as well as marks and whether work was handed in on time. If you do not do the work for the tutorial this inevitably detracts from its value to you.

Attendance at Laboratory Classes is compulsory.

For some of the lab classes a write-up is required (see timetable issued at the beginning of Spring Semester), and whoever is giving those classes will explain what is required for the report. When you have completed the report please submit it to the Level 1 Secretary on the correct day.

All written material associated with laboratory classes should be kept in a folder which must be retained by the student for possible inspection by the Board of Examiners. Satisfactory performance in practical work is a course requirement and is taken into account by examiners. Failure to submit lab reports may result in the deduction of marks from examinations.
There are six Psychology units at Level I, five of which are core:

**Semester 1**
- PSY101 Discovering Psychology
- PSY105 Synthetic Psychology (not core)

**Semester 2**
- PSY104 Methods and Reasoning for Psychologists
- PSY106 Memory, Skills and Everyday Life
- PSY108 Neuroscience and Evolutionary Psychology
- PSY110 Social Understanding, Social Communication and Social Places

**PSY101** Aims to provide a general introduction to Psychology and can be taken by those who have not studied Psychology at A-Level as well as those who have. It covers some of the most important issues studied by psychologists. For example, there will be lectures on the biological basis of behaviour; perception (the way the visual system works); memory and learning; social behaviour; child development; individual differences (why people have different personalities or different scores on intelligence tests) and mental disorders and therapies. By the end of the course, students should have a basic understanding of the issues considered by psychologists, the methods used by them and an awareness of some of the key findings of psychological research. **The textbook for this course is important** (see module description later in this booklet for details). Not only is it the text for all the first semester’s lectures, but it will also be the basis for exam revision at the end of the year.

**PSY105** Introduces Cognitive Neuroscience—the study of the mind, and the relationship between mind and brain. Students will be shown how the workings of the human mind can be usefully explored through computer modelling. Other aspects of the course deal with the origins of Cognitive Science as a discipline embracing Psychology and Artificial Intelligence, and philosophical issues surrounding the relationship between mind and brain.

**PSY104** Covers critical thinking skills as well as the basic research methods and statistics that are used by Psychologists.

**PSY106** Considers the everyday use of memory and skill, presenting detailed case studies of eyewitness testimony and expertise. Following this module, students should be able to understand elementary processes of memory and how they play an important role in specific examples from everyday life. Students should also be able to understand the normal processes of skill acquisition.

**PSY108** Has three themes: (i) how selected commonly experienced mental health problems can be understood in terms of specific disturbances of neurotransmission (ii) what the neural processes underlying sensory perception are, and (iii) how the origins of many behavioural interactions can be analysed from an evolutionary, sociobiological perspective.

**PSY110** Aims to familiarise students with the concepts and approaches of the cognitive tradition within social psychology; to demonstrate empirical techniques to social phenomenon and to integrate social and physical levels of explanation.

**Introductory Meetings**
Early in Intro Week there will be an introductory meeting in the Department of Psychology at which Level 1 students will receive this handbook and meet with some of the staff involved with Level 1 teaching and the Head of Department.
7. PERSONAL AND ACADEMIC TUTORS

Departmental Policy on Personal Tutoring

1. All students will be allocated a named Personal Tutor at the beginning of their Level 1 studies. Psychology is the ‘home department’ for students on BSc Hons and BA Hons Psychology, BA Hons Philosophy and Psychology.

2. Personal Tutors meet their students at least once each semester. Students will also have access, at reasonable notice, to their Personal Tutors at other times, as and when the need for consultation arises. Additional meetings may also take place at the instigation of the Personal Tutor.

3. If a Personal Tutor is absent, either cover will be arranged or another meeting will be scheduled.

4. In the event of a complaint or wish to change to another Personal Tutor, students should consult either the appropriate Level Tutor, the Deputy Head of Department or the Head of Department.

5. The role of the Personal Tutor will be to provide personal support and academic guidance, acting as a first point of contact for students and a conduit, where necessary, to the wide range of student support services provided by the University and the Union of Students. Where the student asks that information given to a Personal Tutor be treated as confidential, this will be respected.

6. All members of academic staff will be issued with a copy of “Personal Tutoring in Action”.

Personal Tutorials

The objectives of the Personal Tutorials are:

- To provide an entrance to the department, giving information and assistance necessary for each new student to overcome the initial problems associated with a starting the degree course and to get to know the nature of the department, allowing the students to become a part of the Departmental “community”.
- To provide guidance and feedback throughout the degree course, including the detailed monitoring of academic progress and encouraging self-assessment and reflection.
- To provide guidance on how to deal with academic and personal problems that may arise.
- To discuss options for the future.

To achieve these objectives it is essential that mechanisms are in place which require regular contact between tutor and student. The Personal Tutorial should be viewed by the student as the principal mechanism of feedback. Detailed information on essays marks, practicals, as well as exam results are therefore available to the tutor, and students have timetabled tutorials when they are required to meet their tutor to pick up marks.

Personal Tutors

At the start of their first Autumn Semester Level 1 Psychology students will be assigned a Personal Tutor (PT). Your PT is to be your main staff contact for the year for all academic and personal matters. Their dual role ensures that you have someone who can help with problems. As far as possible, we try to ensure that you stay with the same tutor throughout your degree, so that there is one member of staff you know well. Your PT may not be able to solve your problems, but will certainly be able to give you advice or information about where to seek help.

For Level 1 students there will be one group meeting during Intro Week and then a further meeting each semester. In Levels 2 and 3 there will be one meeting at the beginning of the year and then a further meeting each semester (the second meeting each semester is usually conducted by email). These contacts are compulsory whether face-to-face or by email. If your PT is unavailable or your problem is an administrative one, then see your Level Tutor or Secretary.

Academic Tutorials

The objectives of the academic tutorials are:

1. To encourage deep learning in selected core aspects of the degree subject by means of reading, essay writing and discussion.
2. Similarly to encourage development of an integrated view of the degree subject, including its relationship to the outside world, offsetting the tendency for a fragmented, inward looking view that often arises from modularisation.
3. To promote the development of oral and written communication skills associated with scientific enquiry (i.e. the ability to present arguments clearly and logically, to take into account alternative views, to assess evidence, and come to reasoned conclusions).
4. To develop the skills needed to work effectively within groups.
repeated year. It is important that students are aware of the consequences of this arrangement, if permitted, since there is no guarantee that all grades will be improved during the repeated year.

Progression from Level 2 to Level 3
2.1.1 Bachelors degrees: Progression from Level 2 to Level 3 is normally automatic for students who have been awarded 120 credits.

2.2.1 Discretion is not possible in the case of some professionally accredited programmes, and permission to proceed may also be denied where core modules have been failed. At Level 2, all modules are core and must be passed in order to progress to Level 3.

2.2.2 Students who do not achieve 120 credits, are not allowed to proceed to Level 3 and must resit all of the failed modules. These candidates must notify the department of their intentions and register for the August resit examination/s by the published re-examination entry deadline in July.

3. Repeat examinations
3.1 A student who fails a module or modules during Level 1 or Level 2 may resit the examination(s) in August. Departments will determine the form of the resit examination (which may differ from the examination held at the end of the previous two semesters) and the parts of the examination to be retaken. Level 2 resit results will be capped at 40 which is the maximum mark overall that can be awarded for a resit.

3.2 A student who fails again in August may repeat the module(s) failed in the following session, with or without attendance, subject to the approval of the Faculty, where necessary. Except where the failed module is core to the degree programme, an alternative module may replace the failed module provided that the student attends the new module and completes any required coursework.

3.3 Where a student fails a repeated year, their case is normally referred by the relevant department to the Faculty Student Review Committee for consideration.

3.4 A student who fails a module or modules during their final year of study and who has not been recommended for the award of a degree may be reassessed on one occasion, subject to time limits, either in the following year or during August of the year of failure, as determined by the relevant department. Level 3 resit results will be capped at 40 which is the maximum mark overall that can be awarded for a resit.

Transcripts
Current students may request an official transcript of examination results from the Student Services Information Desk. These documents are not intended a replacements for the Statements of Examination Results which are sent to undergraduates after each semester's examination period.

Former students may request a Transcript of Undergraduate Qualifications from Undergraduate Student Services (for which a charge is made). As an alternative, an official Statement of Award and Conferment of an Undergraduate Degree can be provided, again for a charge. See http://www.shef.ac.uk/ssid/ for more information.

Retention of students' work
Departments are required to retain all material submitted for the purpose of summative assessment for a period of up to the graduation of the student and for a further year after graduation.

Where a student has made an appeal, the assessed work should be retained for six years following the conclusion of the appeal, along with other records relating to the appeal.
Many unrestricted modules will have number-capping arrangements owing to restrictions imposed by factors such as lecture theatre sizes and laboratory class numbers.

**Changing Modules**
You may apply to change your choice of modules after a semester has begun, but this must be done by the end of the THIRD week of the semester. The University sticks rigidly to this date and students who miss this deadline must have the support of the Head of Department to change a module. Students must register for 120 credits in each academic year. Where possible students are advised to take 60 in each semester. University regulations permit a minimum of 40 credits in one semester but students should consult with their PT before embarking on such an arrangement.

The procedure for changing modules is to collect an 'Add/Drop' form from Student Services or any of the Level Secretaries in the Department and have it signed by the receiving and releasing departments and then return it to Student Services. The system within this Department is that all forms MUST be left with the secretary who deals with your current year. The choice of modules will be checked and the form signed by the relevant Level Secretary (see page 5 for details). All forms will then be forwarded to Student Services by the Department.

**NB** If you obtain verbal permission from departments but do not complete an Add/Drop form you will be registered for the wrong examinations and might not have the correct number of credits to move into the next year or to graduate.

**PROCEEDING TO ANOTHER LEVEL**

**Progression from Level 1 to Level 2**

1.1 Progression from Level 1 to Level 2 is normally automatic for students who have been awarded 120 credits.

1.2 The Examiners have discretion to decide whether students who have been awarded 100 or 110 credits may be deemed to have passed at Level 1 and permitted to proceed to Level 2, but only in cases where a grade of at least 30 has been achieved in the failed module(s). Permission to proceed in these circumstances is not automatic, and in reaching their decision the Examiners will take into account:

   - whether satisfactory progress has been made across Level 1 as a whole;
   - whether the student’s performance in those modules which have been passed provides compensation for the failed module(s);
   - whether the student has made a demonstrable effort to succeed in the failed module(s), evidenced by adequate attendance and participation and completion of the relevant assessed work and examinations.

It should be noted that some Level 2 modules require passes in Level 1 core modules, and that, even if permission is granted to proceed to Level 2 with fewer than 120 credits, passes will normally be required in these core modules.

1.3 The above discretion may be exercised when results are approved by Faculties in June, or in August following the resit examinations. Where discretion is not exercised in June, and where the student fails again in August with a lower grade, the Examiners will take into account the original, higher, grade when deciding whether or not the student should be allowed to proceed to Level 2.

1.4 Discretion is not possible in the case of some professionally accredited programmes, and permission to proceed may also be denied where core modules have been failed.

1.5 The Faculty may permit a student who has failed part of the Level 1 examination to repeat the whole year as an internal student with attendance. In such cases, although all the original grades will be retained in University records, only the new grades will be taken into account at the end of the
6. THE MODULAR DEGREE SYSTEM

The University of Sheffield introduced a modular degree system in September 1994, in order to broaden the range of options open to students on degree courses. Degrees are composed of units of study called modules, each full module providing 20 ‘credits’. A full complement of credits for each year is 120.

Modules and Credits
As in most degrees in the University, Psychology students take modules of three types: core, approved and unrestricted. Core modules are the compulsory modules the student must take in the ‘home’ department (i.e. in your case, the Psychology Department); approved modules are chosen from a list defined by the home department; and unrestricted modules can be taken from any department, as long as the following conditions are met: that the student satisfies any prerequisites for the unrestricted module, that there are available places on the module, and that there are no timetable clashes.

There are three different Levels of module: Levels 1, 2 and 3. Generally speaking, they differ in the level of study required (from introductory to advanced), and are usually (but not always) taken in the first, second and third years of study, respectively.

At each Level a student is required to complete 6 full modules or 12 half-modules, or an equivalent mixture of the two types. The modules studied in a year are usually divided equally between the two semesters, but some measure of imbalance is allowed. The most extreme imbalance permitted is a maximum of four full modules (eight half modules) in one semester and a minimum of two full modules (four half modules) in the other but the Department advises against this.

Students are awarded credits on passing each module or half-module. Twenty credits are awarded for a full-module and ten for a half-module. Students are required to study sufficient full or half modules to gain 120 credits at each Level, i.e. 360 over the three years of the degree.

Registration
All undergraduate students are required to register for each academic year of study. This entails completing online a module choice form and a registration form. First year students will have been asked to do this online before arriving in Sheffield, indicating which modules they might choose. They will have been told in detail about the registration procedure and when and where to attend the registration event, at the first scheduled meeting with the Department. The choice of modules will be confirmed at Registration.

Online module choice is the first stage of registration for returning undergraduate students who need to choose optional modules for the next academic year. You need to complete the online module choice process by the published deadline each year. Log in to MUSE during this period to access the online module approval screens. Your core modules for next year will already be listed when you access the online module approval screens. You will need to make your choice of optional modules according to advice given to you by your department. Your department will approve your choices; if there are any problems, you will receive an email advising you of what action to take. It is essential that you complete online module choice, as without doing so you will not be able to register for next year. Please note that you are not fully registered when you have completed online module choice; you will be notified by email and with your exam results when you must fully register. More information is available at http://www.shef.ac.uk/ssid/course/faq.html

Choosing Modules
Although departments make every effort to avoid clashes between the times of lectures in those modules that are likely to be taken together, do bear in mind that your choice of unrestricted modules might be restricted by the following factors:
1. Clashes between times of lectures in different modules
2. Clashes between times of lectures and tutorials/lab classes/seminars in different modules
3. Pre-requisites and co-requisites of modules
4. Availability of places on modules
### SOCIAL and HEALTH PSYCHOLOGY

**Professor Richard Crisp**  
Cognitive Adaptation to Social and Cultural Diversity; Promoting Tolerance Through Mental Simulation; Removing Social Psychological Barriers to Academic and Career Success.

**Dr Christopher Jones**  
Attitude formation through the exploration of novel environments. Public attitudes towards climate change and future energy choices (e.g. nuclear power and wind power).

**Dr Jilly Martin**  
Developing behaviour change interventions that promote health and well-being in young people e.g. in contraceptive use, obesity and alcohol use.

**Dr Paul Norman**  
Social psychology and health; attitude-behaviour models; health behaviour; illness representations and coping with chronic illness; theory of cognitive adaptation; cognitive processing and PTSD.

**Dr Richard Rowe**  
Unintentional injury: Psychological risk factors for accidents in children and adolescents, driver behaviour.

**Prof Paschal Sheeran**  
Social psychology; determinants of intention-behaviour consistency; attitude theory; predicting health and social behaviours.

**Prof Peter Totterdell**  
Emotion regulation of others and self, especially in relation to work, social networks, well-being and performance.

**Dr Tom Webb**  
Goal striving (particularly the role of intentions and planning); emotion regulation (including social anxiety); attitudes, stereotypes, and prejudice.

### DEVELOPMENTAL PSYCHOLOGY

**Dr Mark Blades**  
Children’s understanding of advertising and marketing, and the effects of advertising on children. Children's memory and eyewitness testimony, and analysis of police interviews with abused children. Children’s wayfinding abilities - e.g. how they learn new routes.

**Dr Jane Herbert**  
The development of learning and memory during infancy and early childhood. Age-related changes in the retention of early memories and the transfer of knowledge to new situations. The effectiveness of television as an information source for young children.

**Dr Danielle Matthews**  
Psycholinguistics and Cognitive Development. Particularly language learning, pragmatics and grammar.

**Prof Rod Nicolson**  
Research in developmental dyslexia and other developmental disorders. Theoretical issues include investigation of our cerebellar deficit hypothesis (behavioural, imaging or modelling work Applied issues include screening and support (at pre-school, school and adult levels).

**Dr Richard Rowe**  
Antisocial behaviour: developmental epidemiology, endocrinology and genetics.

**Dr Dan Carroll**  
The development of executive functions, inhibitory control and task switching; the relationship between action and cognition in young children; the “Mere Exposure” effect in children and adults.

**Dr Chantelle Wood**  
Social cognition; person perception particularly stereotyping, prejudice, category conjunction and social categorisation; positive health and social behaviours.

### CLINICAL PSYCHOLOGY

**Prof Michael Barkham**  
Outcome of Psychological therapies, in particular on practice based research as a compliment to trials methodology.

**Dr Lisa-Marie Berry**  
Cognitive processes of clinical disorders.

**Prof Gillian Hardy**  
Psychological treatments for depression: psychotherapy processes and outcomes; attachment theory; interpersonal processes. Psychological health in employment.

**Dr Steve Kellet**  
Return-to-work, increasing attendance, impulse control disorders, morbid jealousy, cyclothymia and compulsive hoarding disorder.

**Dr Anastasia Lavda**  
Reciprocal effects of cognitive processes and emotional disturbance.

**Dr Georgina Rowse**  
Psychosis: early intervention in psychosis, sleep, cultural/religious and spiritual explanations of experiences, role of early experience and the continuum model of experiences (through the lifespan). Substance use: relationship with mental health difficulties and psychosis, psychological autopsy methodology.

**Dr Andrew Thompson**  
Clinical Health Psychology particularly in relation to adaptation to conditions that affect appearance; Adaptation to chronic illness; Posttraumatic Stress Disorder.

**Prof Glenn Waller**  
Eating disorders.
5b. STAFF - Research Interests

**COGNITION and COGNITIVE NEUROSCIENCE**

- **Dr Megan Freeth**
  Autism and the broader autism phenotype particularly social attention, how this is manifested behaviourally and the underlying brain mechanisms; real world cognition.

- **Dr Jane Herbert**
  The development of learning, memory and the flexibility of knowledge. Brain maturation and cognitive functioning in typically developing and prematurely-born infants.

- **Dr Nikki Hunkin**
  Neuropsychology of memory

- **Dr Liat Levita**
  Cognitive aspects of learning processes; neurobiological mechanisms underlying processes of emotion throughout development, especially during adolescence

- **Dr Danielle Matthews**
  Psycholinguistics and Cognitive Development. Particularly language learning, pragmatics and grammar

- **Dr Elizabeth Milne**
  Developmental cognitive neuroscience. Visual perception in individuals with autistic spectrum disorders (using techniques such as psychophysical threshold measurement & EEG). The relationship between perceptual abnormalities in autism and atypical cognitive profiles.

- **Prof Rod Nicolson**
  Developmental Cognitive Neuroscience including event related potential and modelling of development and its disorders. Cerebellum, cognition and skill.

- **Dr Tom Stafford**
  Experimental and computational studies of attention, learning and response selection.

**NEUROSCIENCE and PSYCHOBIOLOGY**

- **Dr Enrico Bracci**
  The basal ganglia and action selection; the how neuromodulators such as dopamine and serotonin, involved in reward and attention, affect the operation of the striatal circuits; implications for the mechanisms of action of drugs of abuse

- **Prof Peter Redgrave**
  The group's approach is to use a wide range of complementary techniques to study: a) the relationship between changes in neural activity in the brain and the signals detected by modern medical imaging techniques; b) the role of the basal ganglia, cerebellum, and related circuitry, in controlling the selection and sensory guidance of movement; c) the neuroadaptations which underlie dependence on amphetamine-like drugs. The techniques available include optical and magnetic resonance imaging; neuroanatomical tract-tracing; electrophysiological recording from single neurons behavioural analysis; micro-injection of pharmacological agents, and computer modelling.

- **Dr Myles Jones**
  What do functional brain imaging signals tell us about brain activity? How to best use this information to improve our understanding of normal brain function and neurological diseases? science communication.

- **Professor Tony Prescott**
  Behavioural, neural, and computational analyses of whisking behaviour in freely moving rats.

- **Dr Yanjing Wu**
  Language processing; mental representations of bilingual individuals

- **Dr Ying Zheng**
  Identification and analysis of spatial temporal systems; biophysical modelling in brain imaging.

**COMPUTATIONAL NEUROSCIENCE**

- **Professor Kevin Gurney**
  Computational models of the neural substrates of action selection and adaptive sensorimotor control using techniques in computational neuroscience and robotics.

- **Professor Tony Prescott**
  Computational models of the cerebellum and its role in oculomotor function and classical conditioning.

- **Dr John Porrill**

- **Dr Stuart Wilson**
  Cortical map formation using biomimetic robots
### Support Staff

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Miss Liz Fotherby</td>
<td>Undergraduate Admissions Secretary, Level 1 Secretary</td>
<td><a href="mailto:l.fotherby@sheffield.ac.uk">l.fotherby@sheffield.ac.uk</a></td>
</tr>
<tr>
<td>Mrs Liz Carl</td>
<td>Level 2 Secretary</td>
<td><a href="mailto:l.carl@sheffield.ac.uk">l.carl@sheffield.ac.uk</a></td>
</tr>
<tr>
<td>Miss Diane Inkersole</td>
<td>Level 3 Secretary, Examinations Secretary</td>
<td><a href="mailto:d.inkersole@sheffield.ac.uk">d.inkersole@sheffield.ac.uk</a></td>
</tr>
<tr>
<td>Miss Angela Young</td>
<td>Head of Department PA</td>
<td><a href="mailto:a.young@sheffield.ac.uk">a.young@sheffield.ac.uk</a></td>
</tr>
<tr>
<td>Mrs Josie Cassidy</td>
<td>Postgraduate Secretary</td>
<td><a href="mailto:j.cassidy@sheffield.ac.uk">j.cassidy@sheffield.ac.uk</a></td>
</tr>
<tr>
<td>Miss Julia Poole</td>
<td>Departmental Administrator</td>
<td><a href="mailto:julia.poole@sheffield.ac.uk">julia.poole@sheffield.ac.uk</a></td>
</tr>
</tbody>
</table>

### Health & Safety

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prof Paul Overton</td>
<td>Departmental Health &amp; Safety Officer</td>
<td></td>
</tr>
<tr>
<td>Mrs Natalie Kennerley</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Whom to see?

<table>
<thead>
<tr>
<th>Query about...?</th>
<th>Whom to see</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 2 and Level 3 matters; submission of projects, Examinations matters, photocopying credits (for L3 students only)</td>
<td>Diane Inkersole, Rm 1-26, <a href="mailto:d.inkersole@sheffield.ac.uk">d.inkersole@sheffield.ac.uk</a>, extn. 26559</td>
</tr>
<tr>
<td>Level 1 matters</td>
<td>Liz Fotherby, Rm 1-24, <a href="mailto:julia.poole@sheffield.ac.uk">julia.poole@sheffield.ac.uk</a>, Extn 26531</td>
</tr>
<tr>
<td>Room bookings, timetabling matters</td>
<td>Liz Fotherby, Rm 1-24, <a href="mailto:julia.poole@sheffield.ac.uk">julia.poole@sheffield.ac.uk</a>, Extn 26531</td>
</tr>
<tr>
<td>Dual Honours queries (all Levels)</td>
<td>Dr Tom Stafford</td>
</tr>
<tr>
<td>Criminal Records Bureau (CRB) forms</td>
<td>Diane Inkersole, Rm 1-26, <a href="mailto:d.inkersole@sheffield.ac.uk">d.inkersole@sheffield.ac.uk</a>, extn. 26559</td>
</tr>
<tr>
<td>Pastoral problems</td>
<td>Please see your designated Personal Tutor or Level Tutor</td>
</tr>
<tr>
<td>Academic Problems</td>
<td>Your Academic Tutor, Personal Tutor, or Level Tutor</td>
</tr>
<tr>
<td>Matters concerning Extended Essays or dissertations</td>
<td>Please see your Supervisor or the Level 3 Tutor (Dr. Myles Jones)</td>
</tr>
<tr>
<td>notification of change of address, self-certification sickness forms, notification of end of semester examination results</td>
<td>Student Services Information Desk (SSID) in the Students Union and your Level Secretary</td>
</tr>
</tbody>
</table>
5a. STAFF - Administrative Responsibilities 2011-12

NB These details were correct at the time of going to press (September 2012). If there are any changes, then updated details will be notified to students via email and noticeboards.

<table>
<thead>
<tr>
<th>Position</th>
<th>Name</th>
<th>Room</th>
<th>Extension</th>
</tr>
</thead>
<tbody>
<tr>
<td>Head of Department</td>
<td>Professor Paul Overton</td>
<td>1-12</td>
<td>26624</td>
</tr>
<tr>
<td>Deputy Head of Department</td>
<td>Dr. Paul Norman</td>
<td>WB C.15</td>
<td>26505</td>
</tr>
<tr>
<td>Departmental Administrator</td>
<td>Miss Julia Poole</td>
<td>C11</td>
<td>26517</td>
</tr>
</tbody>
</table>

Level Tutors - Each year of study has a tutor with particular responsibility for students at that Level.

| Level 1 Tutor | Dr Dan Carroll | Room LG-5 | Extension 26603 |
| Level 2 Tutor | Dr. Christopher Jones | Room 2-25 | 26592 |
| Level 3 Tutor | Dr Myles Jones | Room 2-45 | 26551 |

Computer Support

<table>
<thead>
<tr>
<th>Name</th>
<th>Email</th>
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<tbody>
<tr>
<td>Dalbiner Shemare</td>
<td><a href="mailto:psy-it@sheffield.ac.uk">psy-it@sheffield.ac.uk</a></td>
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Undergraduate Admissions Tutors

<table>
<thead>
<tr>
<th>Name</th>
<th>Email</th>
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<tbody>
<tr>
<td>Dr Liz Milne</td>
<td></td>
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<tr>
<td>Dr John Porrill</td>
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</table>

Psychology Teaching Cttee

<table>
<thead>
<tr>
<th>Members for undergraduate matters</th>
<th>Director of Teaching</th>
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<tbody>
<tr>
<td>tba</td>
<td>Level 1 Tutor</td>
</tr>
<tr>
<td>Dr Dan Carroll</td>
<td>Level 2 Tutor</td>
</tr>
<tr>
<td>Dr Chris Jones</td>
<td>Level 3 Tutor</td>
</tr>
<tr>
<td>Dr Myles Jones</td>
<td>Duals Tutor</td>
</tr>
<tr>
<td>Dr Tom Stafford</td>
<td>Examinations Officer</td>
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<tr>
<td>Dr Ying Zheng</td>
<td></td>
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</table>

Staff-Student Cttee

<table>
<thead>
<tr>
<th>Name</th>
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<tbody>
<tr>
<td>Dr Dan Carroll</td>
<td></td>
</tr>
<tr>
<td>Dr Chris Jones</td>
<td></td>
</tr>
<tr>
<td>Dr Myles Jones</td>
<td></td>
</tr>
<tr>
<td>(+ student reps for each Level)</td>
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Ethics Sub-Committee

<table>
<thead>
<tr>
<th>Name</th>
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<tbody>
<tr>
<td>Prof Paschal Sheeran</td>
<td></td>
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<tr>
<td>Dr Mark Blades</td>
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<tr>
<td>Dr Paul Norman</td>
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<tr>
<td>Prof Pete Redgrave</td>
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<tr>
<td>Dr Richard Rowe</td>
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<tr>
<td>Prof Gillian Hardy</td>
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Examinations Officer

<table>
<thead>
<tr>
<th>Name</th>
<th>Email</th>
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</thead>
<tbody>
<tr>
<td>Dr Ying Zheng</td>
<td>Chair</td>
</tr>
<tr>
<td></td>
<td>Chair of Examinations Meetings</td>
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</table>
Lecture Times
In previous years classes have started on the hour at 9:00 and 10:00, and then ten minutes past the hour from 11:10 onwards, with 10 minutes allowed for change over between classes.

This can be confusing particularly for students. So from the beginning of 2011-12 academic year, **ALL** classes will start on the hour and finish at ten minutes to the hour e.g. 9:00- 9:50, 10.00 - 10.50, 11.00 -11.50 etc.

We will therefore have a consistent start time throughout the day, and will maintain the 10 minutes for change over between classes.

Semester dates
The semesters for the next three academic years are as follows:

**Session 2012-2013**
*Autumn Semester*
*Intro Week: 17 September - 22 September 2012*
24 September 2012 to 15 December 2012
*[4 Weeks Christmas vacation]*
14 January 2013 to 2 February 2013
*Spring Semester*
4 February 2013 to 16 March 2013
*[3 weeks Easter vacation]*
8 April 2013 to 8 June 2013

**Session 2013-2014**
*Autumn Semester*
*Intro Week: 23 September - 28 September 2013*
30 September 2013 to 21 December 2013
*[4 Weeks Christmas vacation]*
20 January 2014 to 8 February 2014
*Spring Semester*
10 February 2014 to 5 April 2014
*[3 weeks Easter vacation]*
28 April 2014 to 14 June 2014

**Session 2014-2015**
*Autumn Semester*
*Intro Week: 22 September - 27 September 2014*
29 September 2014 to 20 December 2014
*[4 Weeks Christmas vacation]*
19 January 2015 to 7 February 2015
*Spring Semester*
9 February 2015 to 21 March 2015
*[3 weeks Easter vacation]*
13 April 2015 to 13 June 2015
3. DEGREES OFFERED BY THE DEPARTMENT

University departments are grouped into administrative units called Faculties. The Department of Psychology belongs to the Faculty of Science. The content and structure of the two Single Honours degrees (BA Hons and BSc Hons Psychology) are identical. The following degrees are offered by the Department:

<table>
<thead>
<tr>
<th>Degree</th>
<th>Code</th>
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<tbody>
<tr>
<td>BSc Single Honours in Psychology</td>
<td>(C800)</td>
</tr>
<tr>
<td>BA Single Honours in Psychology</td>
<td>(C802)</td>
</tr>
<tr>
<td>BA Dual Honours in Philosophy and Psychology</td>
<td>(CV85)</td>
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</tbody>
</table>

Postgraduate Courses
- MSc in Psychological Research
- MSc in Cognitive and Computational Neuroscience
- Doctor of Clinical Psychology
- MPhil. by research
- PhD by research

4. SEMESTERS, LECTURE TIMES, ATTENDANCE

Semesters are the two teaching and examining blocks of the academic year. Each runs for 15 weeks, of which the first twelve are occupied by teaching and the last three by examinations. Both semesters usually include a Study Week (also known as Reading Week) which is usually in Week 7 in semester 1 (Autumn Semester) and Week 12 in semester 2 (Spring Semester). Semester 1 is interrupted by the Christmas vacation, which comes between the twelve teaching and the three examination weeks and the Study Week in week 7. Semester 2 is interrupted by the Easter vacation. The teaching part of Semester 2 includes a Study Week or revision period in Week 12, followed by the three-week examination period.

Students are expected to be in attendance for the whole of each semester, excluding the vacations that fall within semesters. It is appreciated that sometimes students have commitments which require them to leave early but if this is so you must inform your Personal Tutor and the relevant Level Secretary.

Attendance at all practical classes and workshops will be monitored. This monitoring is for our own quality assurance procedures, and because attendance at timetabled teaching events is required, records will be kept and may be reported to Faculty in the event of Unsatisfactory Progress Reports.
1. INTRODUCTION

This Handbook provides you with the information you need about the Psychology Department and its degree courses to help your undergraduate career run smoothly and successfully. There are a very large number of students taking courses in the Department, many members of staff all with different responsibilities and different ways in which the modules making up each student's three-year undergraduate course can be combined. In the light of this, it is useful for you to have, in a convenient form, all the information on administrative matters that is normally presented in individual notices and handouts - this Handbook provides that information.

We believe that we are a helpful and responsive staff, who are concerned to ensure the academic development and welfare of our students. As well as the individual attention provided by your Personal Tutor and by your Academic Tutor, there are other ways in which your opinions can influence teaching in the department. One is through the undergraduate Staff-Student Committee. Student representatives will seek your opinions, and present the student point of view in meetings with staff. In addition, all courses are regularly subjected to student evaluation. We urge you to make the most of these channels of communication, so that teaching in the Department is maintained at a high level of quality, and enhanced for future generations of students. We shall strive to respond constructively to your suggestions.

NB. Alterations to lecture times, and any other arrangements, will be posted on notice boards, notified to you via email and/or presented in handouts and/or announced in lectures/classes.

2. THE DEPARTMENT OF PSYCHOLOGY

Staff and Students
Sheffield University Psychology Department has over 30 full-time teaching staff, as well as a number of research staff some of whom have teaching responsibilities. There are approximately 25 research staff, over 100 taught and research postgraduate students, and approximately 160 undergraduate students reading Single Honours Psychology in each of the second and third years. In addition, the Department contributes to the teaching of groups of students on a Dual Honours course - those taking BA Hons Philosophy and Psychology.

Teaching and Research
The Department has an excellent reputation for teaching and an international reputation for research. It achieved an excellent rating in the last Subject Review and the Department is ranked 6th in the UK in terms of Research Power (i.e., quality x quantity of research activity). Ninety-nine per cent of full-time equivalent academic staff (N = 40.45) were included in the department's RAE2008 submission. Research in the Department is closely linked with teaching.

The Building and Facilities
The Department of Psychology occupies a modern building, specifically designed for Psychology teaching and research. It houses extensive facilities for all the main branches of the subject. These include a suite of rooms for research in social psychology; a neuroscience research facility; a number of light-proof and sound-proof rooms, including an anechoic chamber; audio and video edit rooms; a variety of specialised laboratories for research into vision and skills; and a suite of rooms for research into child development.

There are also a variety of teaching facilities within the building, including a well-equipped lecture theatre, two seminar rooms, and a teaching laboratory. The Department also possesses a large number of computers, which are housed in two computer laboratories and are used both for teaching groups of students and for students' individual work.
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