Contents

THE SCHOOL OF PSYCHOLOGY .........................................................................................6

GENERAL ADMINISTRATION .......................................................................................7

THE LEARNING AND TEACHING SERVICE (LTS) Zicer Hub ........................................7
PSY STUDENT MAIL boxes, also called ‘Pigeon HOLES’ ................................................7
NOTICES, LETTERS AND EMAILS ...........................................................................7
STUDENT CONTACT ..................................................................................................7
CHANGE OF ADDRESS .............................................................................................8
TELEPHONE NUMBERS ...........................................................................................8
IT AND STUDY FACILITIES ......................................................................................8

THE ACADEMIC YEAR ...............................................................................................8

FORMAT AND TIMING OF THE PROGRAMMES .......................................................8

BLACKBOARD ...........................................................................................................9

YOUR COURSE ........................................................................................................11

INFORMATION ABOUT YOUR COURSE ..................................................................11
BLACKBOARD .........................................................................................................11
eVISION ....................................................................................................................11
COURSE PROFILE ................................................................................................11
COURSE DIRECTOR .................................................................................................11
ADVISOR ..................................................................................................................11
STUDENT REPRESENTATION ...............................................................................11
MODULES ................................................................................................................11
REGISTRATION ........................................................................................................12

TIMETABLES AND SEMINAR GROUPS ................................................................13
Course Timetables ..................................................................................................13
Seminar groups ......................................................................................................13
Study hours ..............................................................................................................13
Module enrolment ..................................................................................................13
The Teaching Day ..................................................................................................14
Timetable & Seminar Group Information .................................................................14

MSC COGNITIVE NEUROSCIENCE COURSE PROFILE 2016/17 .........................15

MSC SOCIAL PSYCHOLOGY COURSE PROFILE 2016/17 .................................15

MSC DEVELOPMENTAL PSYCHOLOGY COURSE PROFILE 2016/17 ..................16

OPTION CHOICES ..................................................................................................17

MODULE DESCRIPTIONS ........................................................................................18

PSY-7000A CONCEPTUALISING SOCIAL SCIENCE RESEARCH .....................18
PSY-7003A RESEARCH METHODS 1: DESIGN AND PROFESSIONAL SKILLS ....24
DISSERTATION ..........................................................................................................30
PSY-7004B QUALITATIVE ANALYSIS ..................................................................33
PSY-7005B QUANTITATIVE ANALYSIS ................................................................38
PSY-7007A COGNITIVE NEUROSCIENCE .........................................................43
PSY-7009A SOCIAL PSYCHOLOGY .......................................................................48
Introduction

In this handbook, we introduce the postgraduate MSc programme that you will be taking. We will describe the structure of the programme and talk you through all of your modules and the module choices if this applies to you. You also have access to the UEA Post-Graduate Handbook on the MSc Psychology Blackboard page which provides a central reference point for University-wide regulations, processes and guidance to help and support you through your studies.

You will be registered with the School of Psychology in the Learning and Teaching Service (LTS) Zicer Hub, so that you have one port of call for your administrative enquiries.

If you have any questions, try looking in your student handbook or on the student portal first, as they often have the answers that you are looking for. The first place to start is the MSc Blackboard site (listed under the ‘academic’ tab on the portal); otherwise the staff in the LTS Zicer Hub will be happy to help you. They are located in the Zicer building, Floor 0, and are open 8am-6pm, Monday to Friday. To contact them, please email: psy_pgt.hub@uea.ac.uk

Dr Laura Biggart will be your overall Programme Director, Room Lawrence Stenhouse Building (LSB) 0.108, l.biggart@uea.ac.uk and each MSc has their own Course Leader for each of the disciplinary pathways through the MSc, as shown below. Please go to them for any initial queries about your course or other questions you may have during your time at UEA.

- **Cognitive Neuroscience** Dr Fraser Smith  s.rossit@uea.ac.uk
- **Social Psychology** Dr Rose Meleady  r.meleady@uea.ac.uk
- **Developmental Psychology** Dr Martin Doherty  martin.doherty@uea.ac.uk

Disclaimer

We have taken great care in compiling this Handbook, which we believe to be accurate at the time of going to press. However, the details described in this Handbook are regularly reviewed and may be subject to change without notice. Students will be notified immediately of any material changes likely to have a bearing on their studies.
The School of Psychology

Welcome to the School of Psychology here at UEA. I hope very much that you will enjoy being part of the school and will benefit from the lively, research-oriented nature of the department.

We consider ourselves a very friendly institution and invite you to join in with the social and intellectual life of the School. There are a number of ways you can do this:

- You are strongly encouraged to attend our School internal and external research seminars on Wednesdays. You will have the opportunity to broaden your learning and meet renowned scholars and practitioners. These seminars are advertised on the School Website and via email.
- You are welcome to join the active research groups in the School, depending on your area of specialisation, and attend their regular seminars.
- Please get in touch with your adviser, myself or student representative if you wish to share an idea about the programme, the School of Psychology or your experience at UEA
- Providing feedback about your course, over the years, reflections from students have helped us develop and evolve.
- Remember to attend your advisor sessions; these give you an opportunity to talk about your career aspirations, any part of your course or welfare issue.

I look forward to meeting you and, on behalf of the School of Psychology I would like to take this opportunity of wishing you a stimulating and successful stay at UEA.

Laura Biggart
Post-graduate Programme Director

Kenny Coventry
Head of the School of Psychology
General Administration

The Learning and Teaching Service (LTS) Zicer Hub

The MSc courses are hosted in the School of Psychology (known as PSY).

The Learning and Teaching Service (LTS) Zicer Hub administers taught postgraduate teaching activities for the MSc courses from one location – on Floor 01 of the Zicer Building (Building 44 on the campus map). This hub is staffed by a team, which offers dedicated support to staff and students including the School of Psychology (known as PSY). You should make yourself familiar with the LTS Zicer Hub as soon as possible, as this is the Office with which you will have a high degree of contact over the course of your academic study.

Contact information in the LTS Zicer Hub is given below:

**LTS Zicer Hub Front Desk**: 01603 597607 or zicer_pgt@uea.ac.uk

**Administrative Assistant**: Mandy Holland (01603) 592071
**Team Leader**: Clare Cooper (01603) 592756
**Co-ordinator**: Robbie Meehan (01603) 593083

The team can be contacted via e-mail at psy_pgt@uea.ac.uk

You may also have contact with the ARTS Hub, (ARTS I Building, Floor 0) for coursework for some of your modules, please refer to your module guide to check which Admin hub each module is allocated.

**PSY Student Mail boxes, also called ‘Pigeon Holes’**

Your mailboxes or ‘pigeonholes’ are located outside Psychology reception in the Lawrence Stenhouse Building (LSB) 0.24, this is where any hard copy information will be sent to you. Please check them each week.

**Notices, letters and emails**

You are required to respond to any notices or communication directed to you within 48 hours of it being made available to you. Notices may be posted on University, Faculty or School notice boards, delivered to your pigeonhole or contact address, published via Blackboard, the Student Portal or sent by email. You must therefore ensure that you are aware of the location of pigeonholes and notice boards, and that you check mailboxes, notice boards and your University email account on a regular basis. Please use your UEA email account for all correspondence with teaching and administrative staff and please quote your student number and full name so that we assist you promptly with your query.

**Student Contact**

External mail for a student resident on campus should be addressed to their residence at the University of East Anglia, Norwich, NR4 7TJ. Your mail may be collected from the University post room which is in the ARTS 1 building, lower ground floor, from 10.30-16.30 hours Monday to Friday. Internal mail is placed in the student pigeonholes.

The ability to contact students easily, whether individually or collectively, is an important part of the day-to-day functioning of the University. Email has become a standard method for this, and all postgraduate students should check their messages at least daily.
Change of address

You must ensure that you update your contact details via the Student Portal using evision (See p10 for information on using Blackboard at UEA). Failure to do so will result in information being sent to your last known address and may result in your not receiving important information relating to your study.

Telephone numbers

There may be occasions where we need to contact you urgently, to advise you of a short notice change to a meeting or lecture, or to speak with you directly about your studies. You should therefore ensure that, where possible, you supply us with an up-to-date telephone number or mobile phone number, and that you update evision with any changes.

IT and study facilities

Master’s students have access to UEA IT facilities across the campus – see link for more information.

The Academic Year

You should note particularly the week-numbering system which is often used to refer to dates. For example, week 1 of the Autumn Semester commences on Monday 26th September 2016 and ends Friday 16th December 2016 of week 12.

Format and Timing of the Programmes

The MSc courses comprise a total of 180 credits:

- Taught modules to the value of 100 credits are taken between September and May.
- A dissertation of 80 credits, which you are expected to write from May to August with the preparation (title, supervisor, approval, ethical clearance) being in place well before then.

AUTUMN SEMESTER

Registration: Weds 21 September 2016 to Friday 23 September 2016 – Congregation Hall
Induction Week and week 1: 26 September 2016 – 30 September 2016
Autumn Semester: 26 September 2016 to 16 December 2016

(Christmas Break – 16th December 2016 to 16th January 2017)

SPRING SEMESTER (NOTE: this is a split semester, teaching continues after Easter break)

Spring Semester dates: 16 January 2017 to 24 March 2017

(Easter Break – 24 March 2017 to 24 April 2017)

Spring Semester continues 24 April 2017 – 19 May 2017

The above dates are for teaching periods, but please note that Masters students are expected to remain on campus throughout the year (i.e. Christmas and Easter vacations do not apply)

DISSERTATION DATES

September 2016 to September 2017

The above dates are for teaching periods, but please note that Masters students are expected to remain on campus throughout the year (i.e. Christmas and Easter vacations do not apply)
EXAMINATION
There is no programme examination for the MSc courses but please note modules taken in other Schools may have an exam component in the Christmas break or during the May/June assessment period. We advise students to ascertain their semester dates and dates of exams prior to making holiday bookings.

DATES
Students will not be able to take reassessment examinations abroad without a special concession, which will only be granted for exceptional circumstances.

FINAL DEGREE RESULTS
These will be available sometime towards the end of November 2017. These results will be posted to you, so there is no need to call the LTS Zicer Hub.

BLACKBOARD
Blackboard is UEA’s adopted virtual learning environment and is found under the Learn tab on the portal. The web-based system allows for the easy creation and management of electronic teaching materials. There is an MSc courses Blackboard site for all MSc students which contains important information and documents. There are also Blackboard sites for each module you are taking as part of the MSc courses.

As a student you have access to UEA’s portal to email and administrative and e-learning resources which you can access both off and on campus. The portal is the homepage on all PCs provided on campus. You can access the portal off campus using your login details provided at registration. See the diagram below to see the key features you need to become familiar with to access important information. Please take some time to explore the site as it has lots of useful information and advice about the university and your course.
UEA Portal and Blackboard – SEE VIDEO
https://utv.uea.ac.uk/view.aspx?id=7787~4D~fMFlj6IR
YOUR COURSE

Information about your course
Information about all the courses and modules offered is contained in this handbook. You will also receive more information about each of your modules from your module leader.

Blackboard
Blackboard is UEA's adopted virtual learning environment and is found under the Learn tab on the portal. The web-based system allows for the easy creation and management of electronic teaching materials. There is a Psychology Master’s Courses Blackboard site for all MSc students which contains important information and documents. There are also blackboard sites for each module that you are taking as part of the MSc programme.

Evision
Evision allows you to: keep track of your marks; view your timetable with dates, times and rooms and update your personal information. Evision is found under the Learn tab on the student portal. See page 13 for diagram.

Course Profile
Each course has a course profile which outlines the detailed requirements which you are required to study to satisfy the requirements of your course. The course profile for each year specifies the modules you must take, the options available and the semester in which each module is offered. You can check your course profile on p14 and also in the back of this handbook and on evision.

Course Director
All degree courses have a Course Director and for the MSc courses, these are:

Cognitive Neuroscience
Dr Fraser Smith  f.smith@uea.ac.uk
Social Psychology
Dr Rose Meleady  r.meleady@uea.ac.uk
Developmental Psychology
Dr Martin Doherty  martin.doherty@uea.ac.uk

Advisor
Each of you also has an advisor to guide you with university related matters and also advise you if personal circumstances interfere with your studies. Your advisor is your dissertation supervisor. Please arrange to meet with them once each semester.

Student representation
We are very interested to hear about your views and experience of the course. There are a number of ways to get your views across:

- Via your course representative on the Staff-Student Liaison Committee
- Complete the module feedback forms
- Complete the National Student Survey
- Nominate a lecturer for a teaching award
- Or simply speak to or email the module leader, your advisor or course director
**Modules**

Each module has a title, a convenor and a code. The first three letters of the code designate the School which offers the module. The fourth character designates the level of the module and the final characters are specific to the module.

Each module has a title, a convenor and a code. The first three letters of the code designate the School which offers the module.

- If the final character A, the module is on offer in the Autumn Semester.
- If the final character B, the module is offered in the Spring Semester.
- If the module code ends in a Y, the module lasts for a full year.
- Postgraduate level modules are distinguished by the letter 7

For example, the module entitled ‘Research Methods 1’ has the code PSY-7003A. The first three letters (PSY) identify this as a module taught by the School of Psychology, the number 7 identifying the level of the module (meaning that PSY-7003A is a postgraduate level module). The remaining numerals serve to differentiate the module from others. The last character is A and means that it is taught in the autumn.

**Deadline extensions, submission and return of coursework are arranged through the LTS Hub of the School running the module. Please refer to each module outline.**

**Marking**

All coursework is marked according to the UEA Senate guidelines which can be found here: [http://www.uea.ac.uk/learningandteaching/documents/assessment/Senate+Marking+Scale+-+Masters+Level+-+Coursework](http://www.uea.ac.uk/learningandteaching/documents/assessment/Senate+Marking+Scale+-+Masters+Level+-+Coursework)

Master’s dissertations are marked according to the UEA Senate guidelines which can be found here [http://www.uea.ac.uk/learningandteaching/documents/assessment/Senate+Marking+Scale+Masters+Level+Dissertations](http://www.uea.ac.uk/learningandteaching/documents/assessment/Senate+Marking+Scale+Masters+Level+Dissertations)

**Registration**

At the start of the year, you will be required to register with the University, both in person and using the on-line registration facility. This is a simple process which requires you to check your personal information and provide us with your term-time address details and next of kin information. It is important that you complete the registration process as soon as possible and before the published deadline. If you register after the published deadline, the University may levy a late registration fine. If you do not complete the registration process, you may ultimately be required to withdraw from your course of study.

If you need help with registration, please ask.

**UK Postgraduate (taught) students will be registered on Weds 21 to Fri 23 September** in Congregation Hall (check your induction timetable and come and register when you do not have an induction session timetabled)

**If you are an International, or UK postgraduate student who missed registration you can register on Monday 26 September between 0930 - 1600 hrs** in Congregation Hall when you have no other induction activities to attend.
Timetables and seminar groups

Course Timetables
Teaching hours are normally between 9am and 8pm Monday to Friday during each semester.

Timetables will be available to view via the Portal in September 2016 and also from your module blackboard sites, which you should see when you click the Learn tab on your UEA portal page – see below.

Seminar groups
You will automatically be assigned to a seminar group for any modules that you are taking.

You will not be allowed to switch seminar groups without prior approval of the module leader and this will only be possible within the first two weeks. Approval will only be given IF you have a childcare/dependent care, work commitment or timetable clash. If you wish to switch a seminar group you should contact the module leader in the first instance.

Seminar Groups for modules taught in other schools will be dealt with by the relevant LTS Hub.

Study hours
It is expected that for a 20 credit module, you will spend a total of 200 notional study hours spread over the duration of the module. This includes timetabled classes, private study, completion of coursework assignments and preparation for examinations. This roughly translates to approximately 10 – 15 hours per week of private study time in addition to timetabled classes across the 12 week semester.

Module enrolment
The University Regulations require that you enrol on sufficient modules totalling 180 credits in each year of study (for full-time students). The core and option ranges are specified in the Course Profile for your course and you should consult this when making any option choices. You must check your enrolments (on evision) to ensure that you are correctly enrolled on the required number of
credits at the start of the academic year. If you do not enrol on the correct number of credits, you will be in breach of university regulations and will not be allowed to pass the relevant stage of study.

Note that in order to be eligible for credit in a module you must enrol for it according to the required procedures i.e. complete the forms that we supply during induction and you must ensure (with the help of your Adviser) that it is a module which you are permitted to take within the programme for which you are registered in the year in question. You will receive a copy of your Course Profile prior to enrolment (at the end of this handbook); you should make sure that you are clear about the requirements of your Course Profile and about the constraints it imposes on your choices. If you have any questions about what modules you may enrol on, you should make an appointment to see your Adviser.

The Teaching Day
In order to make the best use of the UEA’s teaching accommodation, the teaching day has been divided into five resource slots. The teaching day commences at 9am and runs into the evenings. Whilst rooms are booked by the hour, students should note that teaching sessions should last no longer than 50 minutes and are expected to commence and end at the following times:

- Modules running in the mornings will start on the hour and finish at 50 minutes past the hour
- Modules running in the afternoons and evenings will start 10 minutes past the hour and finish on the hour
- These start and end times guarantee a minimum 20 minute break in the middle of the day for students and staff

Scheduling regular teaching sessions on Wednesday afternoons is avoided WHERE POSSIBLE, but this time may be used for tests, practicals etc., if no alternative time can be found and this should take priority over events/fixtures etc. Where there is a clash, this should be notified to the Zicer LTS Hub immediately.

Timetable & Seminar Group Information
Your personalised timetables will be available to view in Evision under the Learn tab from the Student Portal.

DISCLAIMER: timetables are complicated things and unexpected changes can happen! We do try and keep you as updated as much as possible, please check your UEA email daily and module Blackboard sites.
### MSc COGNITIVE NEUROSCIENCE Course Profile 2016/17.

**T1C8X2101 FULL-TIME - 12 months’ study. 180 credits**

<table>
<thead>
<tr>
<th>Core Compulsory</th>
<th>Option range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Autumn semester</td>
<td>Spring semester</td>
</tr>
</tbody>
</table>

#### PSY

<table>
<thead>
<tr>
<th>Dissertation</th>
<th>PSY-7001X</th>
<th>80 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conceptualising Social Science Research</td>
<td>PSY-7000A</td>
<td>20 credits</td>
</tr>
<tr>
<td>Research Methods 1: Design and professional skills</td>
<td>PSY-7003A</td>
<td>20 credits</td>
</tr>
<tr>
<td>Cognitive Neuroscience</td>
<td>PSY-7007A</td>
<td>20 credits</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Autumn</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>60 credits</td>
<td>40 credits</td>
</tr>
</tbody>
</table>

| Total credits | 180 credits |

### MSc SOCIAL PSYCHOLOGY Course Profile 2016/17.

**T1C8X2103 FULL-TIME - 12 months’ study. 180 credits**

<table>
<thead>
<tr>
<th>Core Compulsory</th>
<th>Option range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Autumn semester</td>
<td>Spring semester</td>
</tr>
</tbody>
</table>

#### PSY

<table>
<thead>
<tr>
<th>Dissertation</th>
<th>PSY-7001X</th>
<th>80 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conceptualising Social Science Research</td>
<td>PSY-7000A</td>
<td>20 credits</td>
</tr>
<tr>
<td>Research Methods 1: Design and professional skills</td>
<td>PSY-7003A</td>
<td>20 credits</td>
</tr>
<tr>
<td>Social Psychology</td>
<td>PSY-7009A</td>
<td>20 credits</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Autumn</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>60 credits</td>
<td>40 credits</td>
</tr>
</tbody>
</table>

| Total credits | 180 credits |
## MSc DEVELOPMENTAL PSYCHOLOGY Course Profile 2016/17

T1C8X2102 FULL-TIME - 12 months’ study. 180 credits

<table>
<thead>
<tr>
<th>Core</th>
<th>Compulsory</th>
<th>Option range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Autumn semester</td>
<td>Spring semester</td>
<td>Summer</td>
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</tbody>
</table>

### PSY

<table>
<thead>
<tr>
<th><strong>Dissertation</strong></th>
<th>PSY-7001X</th>
<th>80 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Conceptualising Social Science Research</strong></td>
<td>PSY-7000A</td>
<td>20 credits</td>
</tr>
<tr>
<td><strong>Research Methods 1: Design and professional skills</strong></td>
<td>PSY-7003A</td>
<td>20 credits</td>
</tr>
<tr>
<td><strong>Developmental Psychology</strong></td>
<td>PSY-7008A</td>
<td>20 credits</td>
</tr>
</tbody>
</table>

Choose ONE out of two modules below:
- **Quantitative Analysis** PSY-7005B
- **Qualitative Analysis** PSY-7004B

| Research Methods 2 and Placement | PSY-7006B | 20 credits |

**Total credits** 180 credits
OPTION CHOICES

Notes to assist you

- You have one methods option to choose, between PSY-M424 Quantitative Analysis and PSY-M418 Qualitative Analysis.
- IF YOU HAVE NOT ALREADY DONE SO, PLEASE INFORM THE PROGRAMME DIRECTOR Laura Biggart AS SOON AS POSSIBLE of your module option choice, lbiggart@uea.ac.uk
- Most taught modules carry 20 Masters’ Credits with a few exceptions and the dissertation, which carries a credit of 80
- You will receive detailed module outlines with details of lectures and seminars, full readings lists and assessments, usually at the first lecture.

PART-TIME VERSION: BASED ON 2 YEARS’ STUDY

T2C8X2201 Part-time MSc Cognitive Neuroscience
T2C8X2203 Part-time MSc Social Psychology
T2C8X2202 Part-time MSc Developmental Psychology

STRUCTURE OF MSc PROGRAMME 2015/16 – This is a 180 credit programme.

1st year – 60-80 credits
2nd year – 100-120 credits

Course profiles for part-time students will differ by MSc Course and must be agreed with the Programme Director prior to starting.

The first year would normally include Conceptualising Social Science Research PSY-M087 and Research Methods 1: Design and professional skills PSY –M417 modules, plus up to another 40 credits. We recommend the second methods or analysis module (e.g. Further quantitative research methods – 20 credits) also be taken in the first year, but this can be negotiated with the Programme Director. Students will arrange with the Programme Director and supervisor as to the best time to take their modules. The second year must include the Dissertation.

Module descriptions are outlined below. Please note that for PSY-7000A, PSY-7003A, PSY-7005B and PSY-7004B, these modules are co-taught with students from other master’s programmes in the social sciences.
# MODULE DESCRIPTIONS

## PSY-7000A CONCEPTUALISING SOCIAL SCIENCE RESEARCH

### Section 1

#### General Information

<table>
<thead>
<tr>
<th>Module Title: Conceptualising Social Science Research</th>
</tr>
</thead>
</table>
| **Module code:** PSY-7000A
| **Credit value:** 20 Credits
| **Level (3, 4, 5, 6 or 7):** Masters
| **Total student effort hours:** 200 |
| **Academic Year:** 2016-17
| **Semester:** Autumn |

**Related modules (Co-requisites, pre-requisites etc.):** Core module for MRes in Social Science Research Methods and MSc Cognitive Neuroscience, MSc Social Psychology and MSc Developmental Psychology

### Section 2

#### Module Description and Learning Outcomes

**Description**

What is this module about?

This module aims to provide students with knowledge and understanding about the different perspectives involved in undertaking research within the Social Sciences and within their own discipline.

**Learning Objectives**

What will you learn?

(subject specific and transferable skills)

The module will help students to develop an understanding of their own philosophical position in relation to their research and know the implications of different epistemological perspectives upon social sciences research methods and funding. It intends to provide students with a foundation to pursuing a research career. It is for students enrolled on the SSF MRes. The module is run by the School of Psychology (PSY) but serves the Social Sciences Faculty (SSF) as a whole.

**Learning outcomes?**

What will you be able to do by the end of the module?

Students will develop an understanding of

- the fundamental nature of social science
- The implications of epistemological perspectives on the process of research design and research methodology in social science
- the role of theory in social science research
- the UK and international infrastructure underpinning research in social sciences
- interpretation, representation and communication in social science research

**Key Skills:**

Students will develop key skills in

- finding, evaluating and making use of academic and policy literature
- academic writing skills - especially constructing and organising arguments
- communicating their research to different audiences
- developing a critical approach to funding and publishing research
- connecting theory, concepts and data in research design and analysis
Links
Where does this fit in to your programme?
Core module for MRes in Social Science Research Methods and MSc Cognitive Neuroscience, MSc Social Psychology and MSc Developmental Psychology

Section 3
Module Teaching Team

Module Organiser
(Including brief biographical description)
Dr Laura Biggart

Co-tutors on the Module
Psychology – Harmen Gudde, Dr Jennifer Bowler
Business School – Dr Zografia Bika
Education – Dr Esther Priyadarshini
International Development – To be advised
Social Work – Prof Gillian Schofield

Section 4
Learning Activities and Indicative Student Effort Hours

<table>
<thead>
<tr>
<th>Learning Activity</th>
<th>Total effort hours (module)</th>
<th>Indicative Effort hours per week</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Class sessions (Lectures, workshops, lab sessions, seminars etc.)</td>
<td>12</td>
<td>1 (2hrs each fortnight)</td>
</tr>
<tr>
<td>b) Pre-class preparation and follow-up study</td>
<td>48</td>
<td>4</td>
</tr>
<tr>
<td>c) Work-based or Placement Hours</td>
<td>N/a</td>
<td>N/a</td>
</tr>
<tr>
<td>d) Formative assessments/activities</td>
<td>28</td>
<td>2.5</td>
</tr>
<tr>
<td>e) Feedback/Feed-forwards sessions</td>
<td>4</td>
<td>0.25</td>
</tr>
<tr>
<td>f) Summative assessments (essays, dissertations, oral presentations, worksheets, lab reports etc)</td>
<td>70</td>
<td>6</td>
</tr>
<tr>
<td>g) Background reading</td>
<td>38</td>
<td>3</td>
</tr>
<tr>
<td>h) Exams(OSCEs)</td>
<td>N/a</td>
<td>N/a</td>
</tr>
<tr>
<td>i) Course Tests</td>
<td>N/a</td>
<td>N/a</td>
</tr>
<tr>
<td>j) Tutorials (individual or small groups)</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td><strong>Total effort hours (a + b + c + d + e + f + g + h + i + j)</strong></td>
<td><strong>200</strong></td>
<td><strong>16.75</strong></td>
</tr>
</tbody>
</table>
### Section 5
### Teaching Sessions

#### Lecture Programme (where applicable) – details for each lecture
Mondays 9am – 11am

<table>
<thead>
<tr>
<th>Date</th>
<th>Week</th>
<th>Topic</th>
<th>Lecturer</th>
</tr>
</thead>
<tbody>
<tr>
<td>26 Sept</td>
<td>Week 1</td>
<td>MRes SSRM and MSc PSY INDUCTION Sessions</td>
<td></td>
</tr>
<tr>
<td>3 Oct</td>
<td>Week 2</td>
<td>Introduction to module – Dr Laura Biggart</td>
<td></td>
</tr>
<tr>
<td>10 Oct</td>
<td>Week 3</td>
<td>The impact of ontology and epistemology on Social Science research – Dr Laura Biggart</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Follow-up reading (epistemology/ontology) and Preparatory reading and group work on case study 1 presentation for week 6</td>
<td></td>
</tr>
<tr>
<td>17 Oct</td>
<td>Week 4</td>
<td>Summative coursework session – Communicating research. How to do well, criteria for marking, questions. Dr Laura Biggart</td>
<td></td>
</tr>
<tr>
<td>24 Oct</td>
<td>Week 5</td>
<td>Reading week - Preparatory reading (epistemological/ontological issues in student’s discipline)</td>
<td></td>
</tr>
<tr>
<td>31 Oct</td>
<td>Week 6</td>
<td>Group presentations and discussion on case study - Dr Laura Biggart</td>
<td></td>
</tr>
<tr>
<td>7 Nov</td>
<td>Week 7</td>
<td>Discipline session 1 – How is our discipline positioned in social sciences? What research issues are important? What sets us apart from other social science disciplines?</td>
<td></td>
</tr>
<tr>
<td>14 Nov</td>
<td>Week 8</td>
<td>Discipline session 2 – Issues in our discipline for research in the context of: REF, publishing, Impact and real world application</td>
<td></td>
</tr>
<tr>
<td>21 Nov</td>
<td>Week 9</td>
<td>Preparatory reading and group work on Discipline research presentation for week 10</td>
<td></td>
</tr>
<tr>
<td>28 Nov</td>
<td>Week 10</td>
<td>Formative 2 assessment. Group presentation by discipline: How research takes place in my discipline and follow up panel. Dr Laura Biggart</td>
<td></td>
</tr>
<tr>
<td>5 Dec</td>
<td>Week 11</td>
<td>Coursework drop-in session. Coursework reading and preparation.</td>
<td></td>
</tr>
<tr>
<td>12 Dec</td>
<td>Week 12</td>
<td>Submit coursework</td>
<td></td>
</tr>
</tbody>
</table>

#### Seminar Programme (where applicable) – details for each session

Sessions will take a workshop format with some lecture material presented mixed with group discussion and presentation.

#### Other Taught Sessions Programme – Workshops, Practicals, Lab sessions, Fieldwork, Placements.
### Section 6
#### Learning Support Materials

**Required (Key) Reading**


**Recommended further reading**

**Education reading**


**Business reading**


**Social Work reading**


**International Development reading**


**Psychology reading**

Lecture material, reading, websites and audio-visual visual material will be posted to the module Blackboard site each week. Students are advised to check Blackboard regularly for updates.

### Section 7
**Formative Assessment**

Formative assessment is assessment for learning as opposed to summative assessment which is assessment of learning. Its key purpose is to enable you to practice and demonstrate the academic skills and knowledge that you will be required to apply in your subsequent summative work, and to receive early feedback from your tutor(s).

<table>
<thead>
<tr>
<th>Assessment Type</th>
<th>Assignment Deadline</th>
<th>Method of submission (in class, drop box, electronic etc.)</th>
<th>Return Date of marked work (where appropriate)</th>
<th>Method of return</th>
<th>Format and Purpose of feedback feed-forwards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Formative Epistemological interpretation and evaluation of a provided case study</td>
<td>31 October 2016</td>
<td>Group presentation in session</td>
<td></td>
<td>Oral and short written feedback</td>
<td></td>
</tr>
</tbody>
</table>

**Assignment detail (e.g. title and type, word limit, presentation length)**

Students will work in groups to research material relevant to create and deliver a presentation providing an epistemological interpretation and evaluation of a provided case study.

<table>
<thead>
<tr>
<th>Assessment Type</th>
<th>Assignment Deadline</th>
<th>Method of submission (in class, drop box, electronic etc.)</th>
<th>Return Date of marked work (where appropriate)</th>
<th>Method of return</th>
<th>Format and Purpose of feedback feed-forwards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Formative The important characteristics of research in my discipline</td>
<td>28 Nov 2016</td>
<td>Group presentation in session</td>
<td></td>
<td>Oral feedback</td>
<td></td>
</tr>
</tbody>
</table>

**Assignment detail (e.g. title and type, word limit, presentation length)**

Students will work in their disciplinary groups to research material relevant to create and deliver a presentation providing an epistemological account of ‘The important characteristics of research in my discipline’.
Summative assessment provides a measure of your performance in relation to a formal piece of assessed work – it is therefore often described as assessment of learning. Summative assessment may take many different forms (e.g. essays, projects, dissertations, portfolios, OSCEs, exams, course tests, poster presentations, oral presentations, lab reports).

<table>
<thead>
<tr>
<th>Assessment Type</th>
<th>% Weighting</th>
<th>Assignmen t Deadline</th>
<th>Method of submissi on</th>
<th>Return Date of marke d work</th>
<th>Format of feedback</th>
<th>Word limit</th>
<th>Method of return</th>
</tr>
</thead>
<tbody>
<tr>
<td>CW - Coursework</td>
<td>100</td>
<td>12 December 2016</td>
<td>ONLINE VIA EVISION</td>
<td>20 Jan 2017</td>
<td>Written feedback sheet</td>
<td>2500</td>
<td>Hub</td>
</tr>
</tbody>
</table>

Assignment title and further details (e.g. presentation length):  
**Essay – 2500 words**  
You have been asked to provide an article about your research for the general public. In your article please describe and justify your research to the general public.  
In your essay you should address the following issues: What is your research about? Why is it important? What are you expecting to find out? How does it relate to people’s lives? What purpose could it serve?
# Section 1
## General Information

| Module Title: Research Methods 1: Design and Professional Skills |
|------------------|------------------|
| **Module code:** | PSY-7003A        |
| **Credit value:** | 20               |
| **Level (3, 4, 5, 6 or 7):** |                |
| **Total student effort hours:** | 200             |
| **Academic Year:** | 2015-16          |
| **Semester:** | Autumn           |

**Related modules (Co-requisites, pre-requisites etc.):** Core module for MRes in Social Science Research Methods and MSc Cognitive Neuroscience, MSc Social Psychology and MSc Developmental Psychology

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# Section 2
## Module Description and Learning Outcomes

### Description

**What is this module about?**

This programme will introduce students from diverse backgrounds and disciplines to a range of approaches in social sciences research and develop research skills. The teaching will be delivered by experts in each area, who will be able to share with students the principles and examples of practice of a range of social sciences research methods

### Learning Objectives

**What will you learn?**

(subject specific and transferable skills)

- To understand the context of social sciences research and the contribution it makes to extending knowledge, changing attitudes in society and developing social policy and professional practice.
- To develop a rationale for, and be able to evaluate, the use of quantitative research methods in social sciences research.
- To appreciate the principles underpinning diverse qualitative design approaches and be able to interpret and evaluate their use in addressing social sciences research questions.
- To develop skills and knowledge in evaluating research designs and published research /journal articles that are relevant to social sciences research.
- To develop skills in writing research proposals.
- To develop an understanding of the range of skills researchers need for effective and professional practice.

### Learning outcomes?

**What will you be able to do by the end of the module?**

By the end of this module you will be able to:

- Appreciate the importance of taking a critical and analytical approach when reading about research.
- Undertake academic peer review of other’s research.
- Be able to develop and write up a research proposal, justifying the research method chosen and dealing appropriately with ethical considerations.
- Be able to understand and explain the different approaches and methods of research and why they are applied to different research questions in social sciences research.
Links
Where does this fit in to your programme?
Core module for MRes in Social Science Research Methods and MSc Cognitive Neuroscience, MSc Social Psychology and MSc Developmental Psychology

Section 3
Module Teaching Team

Module Organiser
(Including brief biographical description)
Dr Laura Biggart (PSY), l.biggart@uea.ac.uk
LSB 0.108, Tel: 593591

Co-tutors on the Module
Dr Debbie Griffiths, Peter Moore, Dr Jane Dodsworth, Dr Emma Ward, Dr Fraser Smith, Dr Martin Doherty, Fiona Nairn, Dr Simon Watts, Andrew Holdsworth, Dr Kamena Henshaw

Section 4
Learning Activities and Indicative Student Effort Hours

<table>
<thead>
<tr>
<th>Learning Activity</th>
<th>Total effort hours (module)</th>
<th>Indicative Effort hours per week</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Class sessions (Lectures, workshops, lab sessions, seminars etc.)</td>
<td>24</td>
<td>2</td>
</tr>
<tr>
<td>b) Pre-class preparation and follow-up study</td>
<td>24</td>
<td>2</td>
</tr>
<tr>
<td>c) Work-based or Placement Hours</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>d) Formative assessments/activities</td>
<td>12</td>
<td>1</td>
</tr>
<tr>
<td>e) Feedback/Feed-forwards sessions</td>
<td>2</td>
<td>0.25</td>
</tr>
<tr>
<td>f) Summative assessments (essays, dissertations, oral presentations, worksheets, lab reports etc)</td>
<td>90</td>
<td>7.5</td>
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<tr>
<td>g) Background reading</td>
<td>48</td>
<td>4</td>
</tr>
<tr>
<td>h) Exams/OSCEs</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>i) Course Tests</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>j) Tutorials (individual or small groups)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total effort hours (a + b + c + d + e + f + g + h + i + j)</strong></td>
<td><strong>200</strong></td>
<td><strong>16.75</strong></td>
</tr>
</tbody>
</table>

Section 5
Teaching Sessions

Lecture/seminar Programme (where applicable)– details for each lecture

Week 1 – 28 Sept
10am – 12pm
Introductions. What are research methods? Finding information, library, internet, blackboard, standards for assessment. Role of social science research. Quantitative and qualitative research designs and ethics. Dr Laura Biggart

Week 2 - 5 October
10am – 12pm - Critical appraisal of journal articles – Quantitative - Dr Laura Biggart
12-1pm - Skills session 1
Apart from methods and analysis skills, what other professional skills do researchers need? Dr Laura Biggart

Week 3 - 12 October
10am – 12pm
Quantitative methods (1): Advanced - Experimental design and programming - Dr Debbie Griffiths
Quantitative methods (1): Introduction - Essentials of quantitative design - sampling, reliability, validity, managing sources of bias. Dr Laura Biggart
12-1pm - Skills session 2- Careers information – Andrew Holdsworth (UEA Careers Service)
Week 4 - 19 October
10am – 12pm - Research proposals and research questions (1) - Dr Laura Biggart
12 - 1pm - Skills session 3 - PSY MSc and PSY Pathway MRes only
Research Methods 2 - Introduction to arranging research placements - Dr Fraser Smith

Week 5 - 26 October
Reading week

Week 6 - 2 November
10am – 12pm
Quantitative methods: Advanced - Psychological testing/ Batteries – to be confirmed
Quantitative methods: Introduction - Questionnaires - Emma Ward

Week 7 - 9 November
10am – 12pm
Quantitative methods: Randomised Control Trials - Dr Laura Biggart
OR
Qualitative methods Intro - Essentials of qualitative design: sampling, ethics, interviewing - Dr Emma Ward

Week 8 - 16 November
10am – 12pm - Qualitative methods: Thematic analysis - Dr Kamena Henshaw
12 - 1pm - Skills session 4
MRes in Social Science Research other pathway students
Ethics procedures – Dr Laura Biggart
MSc PSY and MRes PSY Pathway students
Laboratory protocols/Using SONA – Peter Moore/ Dr Debbie Griffiths

Week 9 - 23 November
10am – 12pm
Qualitative methods: Conducting interviews / using Grounded Theory - Dr Jane Dodsworth

Week 10 - 30 November
10am – 12pm
Critical appraisal of journal articles – Qualitative - Dr Laura Biggart
12-1pm - Skills session 5
Researcher skills – CV’s. Dr Simon Watts
Update on researcher skills films from groups - Dr Laura Biggart

Week 11 – 7 December
10am – 12pm
Mixed methods - Dr Emma Ward
2-4pm - Skills session 6
Presentation of researcher skills films - Dr Laura Biggart

Week 12 – 14 December
10am – 12pm
Research proposals (2) - Dr Laura Biggart
12-1pm - Skills session 7
Applying for PhD’s - Dr Laura Biggart/ Dr Martin Doherty/ PGR office – Fiona Nairn
### Section 6
**Learning Support Materials**

|---------------------------|--------------------------------------------------------------------------------|

<table>
<thead>
<tr>
<th><strong>Other relevant study materials (e.g. CD/video/DVD resources, e-Books/Blackboard etc.)</strong></th>
<th><strong>Please note that, along with later sections of this handbook, the Programme blackboard site contains details of deadlines and other important information about assessments. You should consult the site regularly to make sure that you are fully up to date.</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Economic and Social Research Council. The UK's largest organisation for funding research on economic and social issues. <a href="http://www.esrc.ac.uk/">http://www.esrc.ac.uk/</a></strong></td>
</tr>
<tr>
<td></td>
<td><strong>Research Councils UK</strong></td>
</tr>
<tr>
<td></td>
<td><strong>The strategic partnership of the UK's seven Research Councils. <a href="http://www.rcuk.ac.uk/Pages/Home.aspx">http://www.rcuk.ac.uk/Pages/Home.aspx</a></strong></td>
</tr>
<tr>
<td></td>
<td><strong>Research Excellence Framework</strong></td>
</tr>
<tr>
<td></td>
<td><strong>The Research Excellence Framework (REF) is the system for assessing the quality of research in UK higher education institutions which took place in 2014. <a href="http://www.ref.ac.uk/">http://www.ref.ac.uk/</a></strong></td>
</tr>
<tr>
<td></td>
<td><strong>Academic and research jobs advertiser. <a href="http://www.jobs.ac.uk/">http://www.jobs.ac.uk/</a></strong></td>
</tr>
</tbody>
</table>
Formative assessment is assessment for learning as opposed to summative assessment which is assessment of learning. Its key purpose is to enable you to practice and demonstrate the academic skills and knowledge that you will be required to apply in your subsequent summative work, and to receive early feedback from your tutor(s).

<table>
<thead>
<tr>
<th>Assessment Type</th>
<th>Assignment Deadline</th>
<th>Method of submission (in class, drop box, electronic etc.)</th>
<th>Return Date of marked work (where appropriate)</th>
<th>Method of return</th>
<th>Format and Purpose of feedback feed-forwards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Formative 1</td>
<td>9 Nov 2016</td>
<td>Email to module organiser</td>
<td>16 November</td>
<td>Email to student</td>
<td>This assessment prepares and gives student feedback for critical appraisal summative coursework</td>
</tr>
</tbody>
</table>

Assignment detail (e.g. title and type, word limit, presentation length)
Critical evaluation of a research seminar (1000 words).

<table>
<thead>
<tr>
<th>Assessment Type</th>
<th>Assignment Deadline</th>
<th>Method of submission (in class, drop box, electronic etc.)</th>
<th>Return Date of marked work (where appropriate)</th>
<th>Method of return</th>
<th>Format and Purpose of feedback feed-forwards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Formative 2</td>
<td>7 Dec 2016</td>
<td>Presentati <strong>on</strong></td>
<td>Work not marked but discussed in peer group</td>
<td></td>
<td>This assessment encourages students to explore and communicate the skills needed to become a researcher</td>
</tr>
</tbody>
</table>

Assignment detail (e.g. title and type, word limit, presentation length)
Researcher skills – short film
## Section 8
### Summative Assessment

Summative assessment provides a measure of your performance in relation to a formal piece of assessed work – it is therefore often described as assessment of learning. Summative assessment may take many different forms (e.g. essays, projects, dissertations, portfolios, OSCEs, exams, course tests, poster presentations, oral presentations, lab reports).

<table>
<thead>
<tr>
<th>Assessment Type</th>
<th>% Weighting</th>
<th>Assignment Deadline</th>
<th>Method of submission</th>
<th>Return Date of marked work</th>
<th>Format of feedback</th>
<th>Word limit</th>
<th>Method of return</th>
</tr>
</thead>
<tbody>
<tr>
<td>CW - Coursework</td>
<td>50%</td>
<td>3pm, Monday 21st November 2016</td>
<td>Evision – electronic submission</td>
<td>14 Dec 2016</td>
<td>Written feedback sheet</td>
<td>3000</td>
<td>Hub</td>
</tr>
</tbody>
</table>

**Assignment title and further details (e.g. presentation length):**
Critical appraisal of journal article

<table>
<thead>
<tr>
<th>Assessment Type and Sequence No</th>
<th>% Weighting</th>
<th>Assignment Deadline</th>
<th>Method of submission</th>
<th>Return Date of marked work</th>
<th>Format of feedback</th>
<th>Word limit</th>
<th>Method of return</th>
</tr>
</thead>
<tbody>
<tr>
<td>CW - Coursework</td>
<td>50%</td>
<td>3pm, Monday 9th January 2017</td>
<td>Evision - electronic submission</td>
<td>6 Feb 2017</td>
<td>Written feedback sheet</td>
<td>3000</td>
<td>Hub</td>
</tr>
</tbody>
</table>

**Assignment title and further details (e.g. presentation length):**
Research proposal (3000 words), include your completed Ethics Form as Appendix
Dissertation

Semester: Full-Year 80 credits

Notes: CORE for the MSc Psychology programmes

PSY Dissertation Code: PSY-7001X

The final dissertation can take two forms:
Option 1

• A literature review (6-9000 words) 40%
• A journal article (9-12,000 words) 60%

OR

Option 2

• A thesis not exceeding 20,000 words (excluding abstract and bibliography).

All dissertations are double-marked. See MSc Dissertation Guidelines on Blackboard MSc site for detail.

DUE: Two hard copies of the completed dissertation (including front cover, contents page and references in Word format), should be submitted to the reception of the Zicer Hub on Thursday 31 August 2017.

Independent Research Project

Each student carries out an individual research project under the guidance of a supervisor. Students intending to continue to PhD are advised to use the project to lay the foundations for their doctoral work, for example, undertaking a small pilot or feasibility study.

Topic selection for all students begins in the Autumn term as part of the coursework for Research Methods 1 and in discussion with your supervisor. A detailed dissertation proposal and ethical approval form is required, with the main period of dissertation work from May to September (or flexibly during Year 2 for part-time students). During this period, regular meetings are organised with the project supervisor to discuss progress and skills development. All independent project reports are double-marked internally and moderated by an external examiner.

Objectives:

• To put into practice and to extend the learning achieved during the programme.
• To demonstrate the ability to identify a theoretically-informed researchable question, to produce an appropriate, rigorous, and ethically sensitive design within the time limits available, to conduct appropriate data collection and analysis and produce a final report that is coherent, well-argued, and appropriately evidenced with any implications for policy and practice identified.
• To demonstrate the acquisition of transferable skills, particularly data management, communication and presentation skills, project management, team work skills (e.g. with supervisor, research informants/stakeholders) and time management skills.
• To build upon substantive disciplinary knowledge and to make a modest contribution to the field of child and family research.
• To begin to develop the theoretical and methodological framework for a doctoral thesis (for students intending to continue to PhD).
Assessment: Dissertation

Two copies of the dissertation must be submitted. All dissertations are double-marked.

Please note that, along with later sections of this handbook, the main MSc Courses blackboard site contains details of deadlines and other important information about assessments. You should consult the site regularly to make sure that the deadlines have not changed, as information in this handbook is subject to change.

Within this module, you will need to complete the:

1) DISSERTATION/PROJECT SUPERVISORY FORM

This is available on the MSc Blackboard and needs to be submitted to the LTS Zicer Hub by October 31 2016 (for full-time students). For part-time students the form needs to be submitted by 24 March 2017. It needs to be completed in discussion with your supervisor.

2) RESEARCH ETHICS STATEMENT

All staff and students undertaking research that involves collecting data from and about human participants must meet PSY School’s ethical standards. PSY has an Ethics Committee to ensure that research conducted in the School meets generally accepted principles and any legal requirements. The Committee does this in two ways:

- By raising awareness of ethical issues in research.
- By monitoring all proposals for research by staff and students.

The Committee will follow BPS Ethical Principles to guide its approach to research ethics. You can find information about research ethics on the MSc Blackboard page, along with the electronic form. You must have ethical approval before you collect any data, including pilot data. Your completed ethical approval form should be submitted to your Research Project Supervisor who will discuss the proposal with you and ask you to make amendments to the form. Then, you will submit your proposal to your School Ethics Committee. For full-time students we would expect ethics approval to be sought early in the spring semester.

3) DISSERTATION

The final dissertation can take two forms:

Option 1

- A literature review (6-9000 words) 40%
- A journal article (9-12,000 words) 60%

OR

Option 2

- A thesis not exceeding 20,000 words (excluding abstract and bibliography).

Full guidelines on completing your dissertation are available on Blackboard. You must make sure you read these guidelines before submission.

Please see Evision for the dissertation submission deadline
**Master’s dissertation flowchart**

- **Autumn semester**
  - Agree title and fill in supervisory form – Appendix in dissertation guidelines
  - **By 31 Oct** - Supervisor signs. Student sends: 1. A hard copy to the Zicer hub. 2. A copy to supervisor. 3. Student keeps a copy for their own records

- **Autumn semester**
  - Develop research proposal

- **Early spring semester**
  - Agree and sign off ethics

- **End spring semester**
  - Discuss logistics of data collection

- **June**
  - Discuss data analysis

- **August**
  - Write up – supervisor can read one draft before deadline
  - Submit dissertation on 31 August 2017

- **End September**
  - Marks available
Module Co-ordinator: Dr Georgia Philip (g.philip@uea.ac.uk, office EFB 1.24, Tel: 01603 593365)

Spring semester: 19th January – 4th May 2017

Timetable: Thursdays 10am – 1pm (Sessions will include a 30 min break)

Contribution to the overall assessment of the programme: 20/180 credits

Introduction
The module builds on coverage of qualitative methods in Research Methods 1: Design and Professional Skills. It focuses on developing critical appraisal skills and exploring a range of ways of gathering and analysing qualitative data.

Educational aims
- Further knowledge of the conduct of qualitative research, and practical skills in research planning/design, critical evaluation, data collection, analysis and interpretation
- Experience of practical aspects of qualitative inquiry in collaboration with others.
- Individual skills will be developed through reporting in writing on the conduct of qualitative research project work (including critical reflections and data analysis).

Learning Outcomes:
- Develop skills in planning and conducting a small piece of qualitative data collection and analysis.
- Demonstrate a critical awareness of the value, strengths and limitations of qualitative research, in the context of independent and collaborative work.
- Develop an appreciation of ethical issues particularly associated with qualitative research, including the difference between procedural ethics and ‘ethics in the field’.
- Gain practical experience of techniques for analysing qualitative data, including the use of the software package NVivo.
- Produce a qualitative research report, including literature review, evaluation of methods, data analysis and discussion.

Teaching methods:
Lectures; structured class exercises; group activities and discussion; independent research tasks and reading.
Assessment:

Formative assessment
Analysis of friendship transcripts (primary data collected by students) (2000 words). Due Friday 24th March; the assessment should be emailed direct to Georgia.

Summative Assessment:
Qualitative research report (4000 words).
Students will be supplied with a dataset to be used as the basis of the report. Students will then:
- Decide research question based on a brief literature review
- Describe methods used and why they are appropriate
- Carry out the required qualitative analysis
- Discuss results in the light of your research question and literature review

Due Thursday 18th May 3pm
This assessment should be submitted electronically using evision to the Learning & Teaching Hub, Zicer Building, UEA, NR4 7TJ.
More information on the summative assessment will be provided mid-way through the semester and a workshop session will also be offered as part of the final class.

Module programme

<table>
<thead>
<tr>
<th>Session 1</th>
<th>19 Jan 2017</th>
<th>Introduction to the module: locating Qualitative Research</th>
<th>Dr Georgia Philip</th>
</tr>
</thead>
<tbody>
<tr>
<td>Session 2</td>
<td>26 Jan 2017</td>
<td>Using Qualitative Research</td>
<td>Dr Georgia Philip</td>
</tr>
<tr>
<td>Session 3</td>
<td>02 Feb 2017</td>
<td>Qualitative research methods</td>
<td>Dr Georgia Philip</td>
</tr>
<tr>
<td>Session 4</td>
<td>09 Feb 2017</td>
<td>Designing a qualitative study; ethical considerations</td>
<td>Dr Georgia Philip</td>
</tr>
<tr>
<td>Session 5</td>
<td>16 Feb 2017</td>
<td>Qualitative interviewing</td>
<td>Dr Georgia Philip</td>
</tr>
<tr>
<td>Session 6</td>
<td>23 Feb 2017</td>
<td>Focus groups</td>
<td>TBC</td>
</tr>
<tr>
<td>Session 7</td>
<td>02 March 2017</td>
<td>Grounded Theory</td>
<td>Dr Georgia Philip</td>
</tr>
<tr>
<td>Session 8</td>
<td>09 Mar 2017</td>
<td>Analysing data using grounded theory</td>
<td>Dr Georgia Philip</td>
</tr>
<tr>
<td>Session</td>
<td>Date</td>
<td>Topic</td>
<td>Speaker</td>
</tr>
<tr>
<td>------------</td>
<td>-------------</td>
<td>--------------------------------------------</td>
<td>---------------</td>
</tr>
<tr>
<td>Session 9</td>
<td>16 Mar 2017</td>
<td>Discourse analysis</td>
<td>Dr Neil Cooper (PSY)</td>
</tr>
<tr>
<td>Session 10</td>
<td>23 March 2017</td>
<td>Narrative Analysis</td>
<td>Dr Georgia Philip</td>
</tr>
<tr>
<td>Easter Break</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Session 11</td>
<td>27 April 2017</td>
<td>NVivo 1</td>
<td>Dr Georgia Philip</td>
</tr>
<tr>
<td>Session 12</td>
<td>04 May 2017</td>
<td>NVivo 2 and assessment workshop</td>
<td>Dr Georgia Philip</td>
</tr>
</tbody>
</table>

**Reading list**

There are many, many books on social research methods. Some focus on single methods or approaches, whilst others combine and/or contrast different traditions. You will need to be familiar with the general principles and techniques that inform developing sound research questions, choices of research design and ethical issues, as well as the specific features of the approach you plan to use for data collection and analysis when you write your dissertation research proposal.

The following provides a selection of relevant texts, which have been divided into different sections. Each section has a number of books with an asterisk* beside them, and these books are a particularly good place to start. The reading list for this module is also available through the Library’s ‘Reading Online’ service.

The first section lists general texts on social research methods (which include qualitative, quantitative and mixed methods approaches). If you wish to purchase a textbook for this unit, then any of the books in these first two sections is strongly recommended, particularly the ones with an asterisk beside them. The next section has been put together to help you access literature which focuses on designing and managing a research project (particularly helpful when thinking about your research proposal). The final section provides some examples of books which are useful when you are thinking about ethics but you will find that most of the books in the first three sections will also have information about ethics. Remember though that this list is by no means exhaustive, and you are strongly encouraged to access other resources available at the library.

**General social research methods texts:**


Qualitative research approaches:


**Designing and managing a research project:**


**Ethics**


# PSY-7005B QUANTITATIVE ANALYSIS

## Section 1
### General Information

<table>
<thead>
<tr>
<th><strong>Module Title:</strong> QUANTITATIVE ANALYSIS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Module code:</strong> PSY-7005B</td>
</tr>
<tr>
<td><strong>Credit value:</strong> 20</td>
</tr>
<tr>
<td><strong>Level (3, 4, 5, 6 or 7):</strong> 7</td>
</tr>
<tr>
<td><strong>Total student effort hours:</strong> 200</td>
</tr>
<tr>
<td><strong>Academic Year:</strong> 2016-2017</td>
</tr>
<tr>
<td><strong>Semester:</strong> Spring</td>
</tr>
</tbody>
</table>

### Related modules (Co-requisites, pre-requisites etc.):
Module for MRes in Social Science Research Methods and MSc Cognitive Neuroscience, MSc Social Psychology and MSc Developmental Psychology

## Section 2
### Module Description and Learning Outcomes

**Description**
What is this module about?

This module is about learning the skills and understanding necessary for undertaking and reporting quantitative data analyses within the social, psychological and behavioural sciences.

**Learning Objectives**
What will you learn? (subject specific and transferable skills)

The learning objectives of this module are to:
- Introduce you to quantitative research methods and data analysis.
- Develop critical appraisal skills to equip students to handle research-based teaching provided elsewhere on the programme.
- To appreciate and understand the visual analysis of quantitative information.
- To provide you with an introduction to using statistical software (SPSS).
- To provide you with a good grounding in applied statistics to enable you to: appreciate the statistical content of journal articles and undertake an SPSS-based data analysis for your assessment.

**Learning outcomes?**
What will you be able to do by the end of the module?

By the end of this module you will be able to:
- Evaluate quantitative research and consider alternative methods.
- Understand probability and how it relates to experimental results.
- Interpret statistical results in academic journals.
- Make considered choices about statistical tests to use in relation to hypotheses.
- Understand the influence of methodology and data that goes into statistical tests on the results that emerge.
- Carry out analyses to produce descriptive statistics and inferential statistics using SPSS.
- How to critically evaluate data graphics, figures and tables.

### Links
Where does this fit in to your programme?

This module complements the material presented in earlier 'Conceptualising social science research' and 'Research methods 1: design and professional skills' modules. These earlier modules focus on research conceptualisation and experimental study design. This module provides the students with the skills to analyse and report small (behavioural experiments) to large (surveys) datasets.
### Section 3
#### Module Teaching Team

| **Module Organiser** (Including brief biographical description) | Dr Jennifer Bowler
Jennifer gained her MA (Hons) and MSc degrees in Philosophy and Health Psychology respectively at the University of St Andrews, and her PhD in Psychology at the University of East Anglia. Prior to her PhD, she worked as a Wellcome Trust funded Research Associate examining cognitive bias modification for anxiety at Norwich Medical School. |
| **Co-tutors on the Module** | Dr Thomas FitzGerald, Dr Piers Fleming, Dr Paul Engelhardt, Dr Garry Cai |

### Section 4
#### Learning Activities and Indicative Student Effort Hours

<table>
<thead>
<tr>
<th>Learning Activity</th>
<th>Total effort hours (module)</th>
<th>Indicative Effort hours per week</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Class sessions (Lectures, workshops, lab sessions, seminars etc.)</td>
<td>Intro week: 2 x 2hr &amp; 1 x 3hr session: total 7 hrs Sessions 1-12: 12 x 3 hr sessions (2 x 1 hr lecture/1 hr interactive seminar) = 33 Total = 43 hrs</td>
<td>Week 1: 7 hrs Weeks 2-13: 3 hrs</td>
</tr>
<tr>
<td>b) Pre-class preparation and follow-up study</td>
<td>40hrs</td>
<td>3 hrs</td>
</tr>
<tr>
<td>c) Work-based or Placement Hours</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>d) Formative assessments/activities</td>
<td>35 hrs</td>
<td>2hr 45</td>
</tr>
<tr>
<td>e) Feedback/Feed-forwards sessions</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>f) Summative assessments (essays, dissertations, oral presentations, worksheets, lab reports etc)</td>
<td>35 hrs</td>
<td>2hr 45</td>
</tr>
<tr>
<td>g) Background reading</td>
<td>40 hrs</td>
<td>3 hrs</td>
</tr>
<tr>
<td>h) Exams/OSCEs</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>i) Course Tests</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>j) Tutorials (individual or small groups)</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

**Total effort hours (a + b + c + d + e + f + g + h + i + j) = 200**

200/14 = 14.3 hrs per wk
### Section 5
#### Teaching Sessions

**Lecture/seminar Programme (where applicable)**—details for each lecture

**Week 1** – Introduction to statistics and SPSS. It is recommended all students attend these sessions, even if they have studied psychology at undergraduate level. It would be advantageous to read Field chapters 1-5 in advance of this week.

- **Session 1** - 17th Jan - Introduction to module
- **Session 2** - 19th Jan – Introduction to statistics
- **Session 3** - 20th Jan – How to use SPSS; t-tests

**Weeks 2-12** – Further quantitative research and statistics. Some sessions will be split into two. In the second part of these sessions, guest lecturers will introduce you to advanced statistical theory and methods, from Bayesian statistics to Principal Components Analysis.

- **Session 1** - 26th Jan – One-way ANOVA / SPSS syntax
- **Session 2** - 2nd Feb – Non-parametric models 1
- **Session 3** - 9th Feb – Mixed model ANOVA / introduction to Bayesian statistics
- **Session 4** - 16th Feb – Correlation and simple regression
- **No session** 23rd Feb – Reading week
- **Session 5** - 2nd March – Non-parametric models 2 / Dynamic Field Theory
- **Session 6** - 9th March – Multiple and hierarchical regression
- **Session 7** - 16th March – Moderation and mediation
- **Session 8** - 23rd March – ANCOVA and factorial ANOVA

**EASTER***

- **Session 9** - 27th April – Reporting statistics, APA / Exploratory Factor Analysis and Principal Components Analysis
- **Session 10** - 4th May – Structural equation modelling, including path analysis
- **Session 11** - 11th May – Multilevel linear models
- **Session 12** - 18th May – Systematic review and meta-analysis

### Section 6
#### Learning Support Materials

|------------------------|---------------------------------------------|

| Other relevant study materials (e.g. CD/video/DVD resources, e-Books/Blackboard etc.) | See also the Talis online reading list. This provides recommended reading in electronic format and is accessible via Blackboard. |
Formative assessment is assessment for learning as opposed to summative assessment which is assessment of learning. Its key purpose is to enable you to practice and demonstrate the academic skills and knowledge that you will be required to apply in your subsequent summative work, and to receive early feedback from your tutor(s).

<table>
<thead>
<tr>
<th>Assessment Type</th>
<th>Assignment Deadline</th>
<th>Method of submission (in class, drop box, electronic etc.)</th>
<th>Return Date of marked work (where appropriate)</th>
<th>Method of return</th>
<th>Format and Purpose of feedback feed-forwards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Formative 1</td>
<td>Mon 20th Feb 2017</td>
<td>Evision</td>
<td>Mon 6th March 2016</td>
<td>Evision</td>
<td>Individual comments on submission and cohort-level feedback.</td>
</tr>
</tbody>
</table>

Assignment detail (e.g. title and type, word limit, presentation length)
Students will be given a data set from the ROOTS study (Goodyer et. al. 2010) and are required to create a one page Science brevia-format document. A scientific brevia is a short, scientific research article typically restricted to one page and one scientific figure. Its purpose is to concisely describe a single, significant scientific finding.

Writing the Paper
1. Background: Explain the general research topic with enough context that a reasonably scientificallyiterate audience would be able to understand what the research topic is and why it is important.
2. Methods (optional): Briefly explain how the data was collected and what kind of experimental design was used. If applicable, list the research methods and equipment used.
3. Results: This is the most important part of the publication. Clearly and concisely, describe the experimental results shown in your figure and what they indicate. If applicable, include any statistical tests that have been performed on your data.
4. Discussion (optional): Elaborate on the results in the context of the overall research topic and the significance of the results. Include any future directions for the research project.
5. References: Use Science format style to save space.
6. Figure: Each figure requires a caption (legend) with a title and a brief explanation of the figure. The maximum length of the Masters Brevia is 500 words, single-spaced in 9 Times font. The title, author, etc. are not included in this 500 word count limit. Please include one figure.

<table>
<thead>
<tr>
<th>Assessment Type</th>
<th>Assignment Deadline</th>
<th>Method of submission (in class, drop box, electronic etc.)</th>
<th>Return Date of marked work (where appropriate)</th>
<th>Method of return</th>
<th>Format and Purpose of feedback feed-forwards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Formative 2</td>
<td>Each Monday up until 24th April 2017.</td>
<td>Electronic (Blackboard)</td>
<td>Electronic /class feedback</td>
<td>Class feedback each week General comments on individual portfolios every four weeks (Thurs 9th March/Thurs 4th May).</td>
<td></td>
</tr>
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Assignment detail (e.g. title and type, word limit, presentation length)
Students will build up an online laboratory portfolio. You will be required to complete lab worksheets in class each week concerning the statistical tests covered during the session and finish them at home where necessary. These should be submitted to Blackboard by 3pm each Monday following the class.
The portfolio will be completed in full by Mon. 24th April.

<table>
<thead>
<tr>
<th>Assessment Type</th>
<th>% Weighting</th>
<th>Assignment Deadline</th>
<th>Method of submission</th>
<th>Return Date of marked work</th>
<th>Format of feedback</th>
<th>Word limit</th>
<th>Method of return</th>
</tr>
</thead>
<tbody>
<tr>
<td>CW - Coursework</td>
<td>100</td>
<td>Mon 15 May 2017</td>
<td>Electronic</td>
<td>Mon 12 June 2017</td>
<td>Written comment</td>
<td>3000</td>
<td>Hub</td>
</tr>
</tbody>
</table>

**Assignment title and further details (e.g. presentation length):**

Students will be given a data-set from the ESRC data archive and are asked to create hypotheses from this data-set, conduct analyses to test hypotheses and write a report.

This assignment will be marked according to how well you have carried out the following:
1. Literature review and hypotheses, clearly justified hypotheses from relevant literature.
3. General structure/format: a) Written presentation b) Clarity of argument c) Accurate use of APA referencing and statistics reporting style.
# PSY-7007A COGNITIVE NEUROSCIENCE

## Section 1
### General Information

<table>
<thead>
<tr>
<th><strong>Module Title:</strong> Cognitive Neuroscience</th>
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<tr>
<td><strong>Module code:</strong> PSY-7007A</td>
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<tr>
<td><strong>Credit value:</strong> 20</td>
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<tr>
<td><strong>Level (3, 4, 5, 6 or 7):</strong></td>
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<tr>
<td><strong>Total student effort hours:</strong> 200</td>
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<tr>
<td><strong>Academic Year:</strong> 2016-2017</td>
</tr>
<tr>
<td><strong>Semester:</strong> 1</td>
</tr>
</tbody>
</table>

### Related modules (Co-requisites, pre-requisites etc.):
- Core module for MSc Cognitive Neuroscience,
- Topic option for PSY Pathway MRes Social Science Research Methods

## Section 2
### Module Description and Learning Outcomes

#### Description

**What is this module about?**

Understanding how the brain functions normally and how it is affected by disease presents one of the major challenges for research in the 21st century. There is increasing international demand for research training on cognitive processes in the healthy and diseased human brain. This module brings together UEA expert scientists in Cognitive Neuroscience offering students advanced knowledge of the field. In particular, the module provides the opportunity to examine the scientific study of brain function across a variety of cognitive domains (e.g., perception, memory, language, plasticity) in healthy and clinical populations. Moreover, throughout the module several state-of-the-art cognitive neuroscience research methods will be introduced and examined, including EEG, lesion-symptom mapping and fMRI. Students will have the opportunity to develop their own research proposal relating to one of the topics covered in the course in consultation with experts in the field.

#### Learning Objectives

**What will you learn? (subject specific and transferable skills)**

The learning objectives of this module are to:

1. Develop an advanced knowledge of current theoretical models and key research areas of cognitive neuroscience as well as clinical disorders
2. Develop a comprehensive understanding of state-of-the-art cognitive neuroscience methods and how these can be used to address key research questions
3. Develop a critical understanding of current research areas and methodologies used to study them
4. Develop an understanding of how Cognitive Neuroscience research might help us tackle key issues about cognition
5. Develop critical thinking about research findings, and encourage an original approach
6. Continue to develop the ability to communicate conceptual ideas both in writing and orally
7. Develop the independent learning ability required for continuing professional development

#### Learning outcomes?

**What will you be able to do by the end of the module?**

1. Demonstrate an advanced knowledge of current theoretical models and key research areas of cognitive neuroscience as well as clinical disorders
2. Demonstrate a comprehensive understanding of state-of-the-art cognitive neuroscience methods and how these can be used to address key research questions
3. Demonstrate a critical understanding of current research areas and methodologies used to study them
4. Demonstrate an understanding of how Cognitive Neuroscience research might help us tackle key issues about cognition
5. Demonstrate critical thinking about research findings, and encourage an original approach
6. Improved ability to communicate conceptual ideas both in writing and orally
7) Improved independent learning ability required for continuing professional development

| Links Where does this fit in to your programme? | Core module for students taking the MSc in Cognitive Neuroscience and an option for PSY based students taking the MRes in Social Science Research Methods. |

Section 3
Module Teaching Team

| Module Organiser (Including brief biographical description) | Fraser Smith |
| Co-tutors on the Module | Stephanie Rossit, Louis Renoult, Kenny Coventry, Nick Walsh, Velia Cardin |

Section 4
Learning Activities and Indicative Student Effort Hours

<table>
<thead>
<tr>
<th>Learning Activity</th>
<th>Total effort hours (module)</th>
<th>Indicative Effort hours per week</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Class sessions (Lectures, workshops, lab sessions, seminars etc.)</td>
<td>Est. 30 hours</td>
<td>2.5</td>
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<tr>
<td>b) Pre-class preparation and follow-up study</td>
<td>66</td>
<td>5.5</td>
</tr>
<tr>
<td>c) Summative assessments (essays, dissertations, oral presentations, worksheets, lab reports etc)</td>
<td>104</td>
<td>8.66</td>
</tr>
<tr>
<td>d) Background reading</td>
<td>Inc. in above</td>
<td></td>
</tr>
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</table>

Total effort hours \( (a + b + c + d + e + f + g + h + i + j) = 200 \) \( 16.67 \)

Section 5
Teaching Sessions

Lecture Programme (where applicable) – details for each lecture

Teaching will be led by several UEA expert researchers in Cognitive Neuroscience, but a central element of your learning will include your own literature search, reading and independent study. In addition, the teaching team may post on Blackboard additional readings (such as journal articles) related to a specific lecture so that you can prepare for the lecture in advance (this material will be posted approximately a week before the lecture). It is important that you check Blackboard regularly.

**Week 1: Introduction**
Dr. Fraser Smith

**Week 2: Structural Neuroimaging & Brain Anatomy**
Dr. Stephanie Rossit

**Week 3: Neuropsychology & Lesion Symptom Mapping**
Dr. Stephanie Rossit

**Week 4: Current Methods in Cognitive Neuroscience: EEG**
Dr. Louis Renoult

**Week 5: Current Methods in Cognitive Neuroscience: fMRI**
Dr. Fraser Smith

**Week 6: READING WEEK**
Week 7: Current Methods in Cognitive Neuroscience: TMS  
Dr. George Malcolm

Week 8: Cognitive Neuroscience of Language  
Prof Kenny Coventry

Week 9: Cognitive Neuroscience of Perception  
Dr. Fraser Smith

Week 10: Cognitive Neuroscience of Plasticity  
Dr Velia Cardin

Week 11: Cognitive Neuroscience of Memory  
Dr. Louis Renoult

Week 12: Cognitive Neuroscience of the Cerebellum  
Dr. Nick Walsh

Seminar Programme (where applicable) – details for each session

These will either be included as the second half of the relevant lecture or be arranged at a separate time.

Week 2) Anatomy (Stephanie Rossit)
Week 3) Lesion Symptom Mapping (Stephanie Rossit)
Week 5) Analysis of fMRI Data (Fraser Smith & Others)

Section 6  
Learning Support Materials

**Required (Key) Reading**

<table>
<thead>
<tr>
<th>Important Note:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Please note that there are no specific textbooks for this module and we encourage you not to buy the books listed here as these can be rather expensive.</td>
</tr>
<tr>
<td>The reference lists provided below include both general and more specialized books that can be found in the Library either as a hard copy, e-book or both (this has been noted after each reference provided).</td>
</tr>
<tr>
<td>Please note that this is not an exhaustive reference list and should only be used as guidance and you are expected to find your own readings and develop independent learning.</td>
</tr>
</tbody>
</table>

**Journals**

The teaching team may also post on Blackboard additional readings (such as journal articles) related to a specific lecture so that you can prepare for the lecture in advance (approximately a week before the lecture). It is important that you check this regularly.

**Recommended further reading**

<table>
<thead>
<tr>
<th>General:</th>
</tr>
</thead>
</table>
Specialized:

Other relevant study materials (e.g. CD/video/DVD resources, e-Books/Blackboard etc.)
Information about additional study materials (such as videos, podcasts, and software) will be made available on Blackboard.

### Section 7
Formative Assessment

Formative assessment is assessment for learning as opposed to summative assessment which is assessment of learning. Its key purpose is to enable you to practice and demonstrate the academic skills and knowledge that you will be required to apply in your subsequent summative work, and to receive early feedback from your tutor(s).

<table>
<thead>
<tr>
<th>Assessment Type</th>
<th>Assignment Deadline</th>
<th>Method of submission (in class, drop box, electronic etc.)</th>
<th>Return Date of marked work (where appropriate)</th>
<th>Method of return</th>
<th>Format and Purpose of feedback feed-forwards</th>
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<tbody>
<tr>
<td>Formative</td>
<td>To be confirmed</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Assignment detail (e.g. title and type, word limit, presentation length)
To be confirmed
Section 8
Summative Assessment

Summative assessment provides a measure of your performance in relation to a formal piece of assessed work – it is therefore often described as assessment of learning. Summative assessment may take many different forms (e.g. essays, projects, dissertations, portfolios, OSCEs, exams, course tests, poster presentations, oral presentations, lab reports).

<table>
<thead>
<tr>
<th>Assessment Type</th>
<th>% Weighting</th>
<th>Assignment Deadline</th>
<th>Method of submission</th>
<th>Return Date of marked work</th>
<th>Format of feedback</th>
<th>Word limit</th>
<th>Method of return</th>
</tr>
</thead>
<tbody>
<tr>
<td>CW - Coursework</td>
<td>100%</td>
<td>15th Dec</td>
<td>Electronic</td>
<td>23rd Jan</td>
<td>Written Comments</td>
<td>3000</td>
<td>Hub</td>
</tr>
</tbody>
</table>

Assignment title and further details (e.g. presentation length):

Research Proposal: You will be required to submit a written original research proposal that aims to further a specific field of study covered within this module. The research proposal will be developed by yourself with advice from a member of the teaching team. You must, however, choose a topic that does NOT overlap with your MSc. dissertation and work with a member from the teaching team (see section 5) that is NOT your MSc. supervisor. Therefore this will be an opportunity to explore a new topic area and learn about a different method from your research dissertation. Full details will be provided in the Module Guide.
Module Title: Current Directions in Social Psychology

Module code: PSY-7009A

Credit value: 20

Level (3, 4, 5, 6 or 7): 7

Total student effort hours: 200

Academic Year: 2016/17

Semester: SEM1

Related modules (Co-requisites, pre-requisites etc.):
Core module for MSc Social Psychology, Topic option for MRes Social Science Research Methods Psychology pathway.

Description
What is this module about?
This module provides the opportunity to examine the scientific study of behaviour at an advanced level. Over the course of the module you will attend a variety of sessions lead by lecturers at UEA as well as visiting researchers, each covering a current research topic within social psychology. Each session will be preceding by some relevant reading, and followed by group discussion, including summary presentations from 'discussion leaders', and critical discussion from the rest of the class. Topics that will be addressed include prejudice and intergroup relations, group decision-making, attitude change, pro-environmental behaviour and critical social psychology. At the end of the course you will have a clear understanding of the topics social psychologists are interested in and their approach to study. This module will expand your awareness of research at the cutting edge of the discipline and develop your ability to discuss research critically.

Learning outcomes?
What will you be able to do by the end of the module?

1. Establish an advanced knowledge and understanding of complex theories and research relating to a range of different social psychological perspectives.

2. Identify and describe the similarities, differences and interconnections between different approaches, fostering a cohesive understanding of social behaviour.

3. Provide teaching that is informed by current research and scholarship, engaging and supporting students’ interest and participation in work at the forefront of knowledge.

4. Develop an understanding of how social psychological theory and research might help us tackle issues of contemporary societal concern.

5. Foster intellectual discussion about research findings, and encourage a constructively critical and original approach.

6. Continue to develop the ability to communicate conceptual ideas both in writing and orally.

7. Develop the independent learning ability required for continuing professional development.
**Links**
Where does this fit in to your programme?

In keeping with the broader perspective of the course as a whole, this module requires you to think critically about psychological theory and research. The module also draws upon your research methods training to allow you to critically examine methodologies and to propose original and creative approaches of your own. The programme builds up to a substantial research proposal related to one of the topics covered during the course. You will have the opportunity to discuss your proposed research with relevant academic contributors to this module.

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**Section 3**
Module Teaching Team

**Module Organiser**
Dr. Rose Meleady
Rose Meleady came to UEA in 2013 as a Lecturer of Psychology. Rose previously obtained a PhD in Psychology from the University of Kent. At the same institution Rose also completed a Masters degree in Group Processes and Intergroup Relations, and an Undergraduate degree in Psychology. She is a social psychologist with a specific focus on intergroup conflict and prejudice, intergroup contact, and cooperation.

**Co-tutors on the Module**
Charlie Seger, Vicky Scaife, Piers Fleming, Neil Cooper, Ellin Lede.
+ Additional sessions hosted by guest lecturers from within the Eastern Arc consortium.

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**Section 4**
Learning Activities and Indicative Student Effort Hours

<table>
<thead>
<tr>
<th>Learning Activity</th>
<th>Total effort hours (module)</th>
<th>Indicative Effort hours per week</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Class sessions (Lectures, workshops, lab sessions, seminars etc.)</td>
<td>22</td>
<td>2</td>
</tr>
<tr>
<td>b) Pre-class preparation and follow-up study</td>
<td>88</td>
<td>8</td>
</tr>
<tr>
<td>c) Formative assessments/activities</td>
<td>20</td>
<td>1.8</td>
</tr>
<tr>
<td>d) Summative assessments (essays, dissertations, oral presentations, worksheets, lab reports etc)</td>
<td>50</td>
<td>4.5</td>
</tr>
<tr>
<td>e) Background reading</td>
<td>20</td>
<td>1.80</td>
</tr>
<tr>
<td><strong>Total effort hours</strong></td>
<td><strong>200</strong></td>
<td></td>
</tr>
</tbody>
</table>
Section 5
Teaching Sessions

Lecture Programme

Teaching will occur through interactive lectures led by different researchers. Teaching sessions will involve a great deal of student presentation, participation and discussion. Students will take it in turn to present research papers and facilitate critical discussion in class. Each week’s readings will be posted on Blackboard and you will need to check this regularly. An indicative lecture schedule is provided below which is subject to confirmation before the start of the new semester.

**Indicative Lecture Schedule** (topics and session leaders subject to confirmation)

- Introduction – Dr. Rose Meleady
- Intergroup Emotions – Dr. Charles Seger
- Advances in Intergroup Contact Theory – Dr. Rose Meleady
- Social Psychological Factors in Economic Games – Dr. Piers Fleming
- Attitudes and Decisions – Dr. Vicky Scaife
- Applying Social Psychology to Encourage Pro-Environmental Engagement – Ellin Lede (Tyndal Centre)
- Assembling Belongingness – Dr. Neil Cooper
- Critical Social Psychology – Dr. Neil Cooper
- Assessment Surgery – Dr. Rose Meleady

Section 6
Learning Support Materials

**Required (Key) Reading**

There are no specific textbooks for this module. Readings within this module will be in the form of weekly-assigned, topic-specific journal articles (both theoretical and empirical). The following texts provide broad introduction to the discipline. They are both available in the library.


**Recommended further reading**

Recommended further reading will be given for each week. Please see Blackboard for details.

**Other relevant study materials** (e.g. CD/video/DVD resources, e-Books/Blackboard etc.)

Information will be posted on blackboard in relation to additional study materials. Please check Blackboard regularly.
### Section 7
**Formative Assessment**

Formative assessment is assessment for learning as opposed to summative assessment which is assessment of learning. Its key purpose is to enable you to practice and demonstrate the academic skills and knowledge that you will be required to apply in your subsequent summative work, and to receive early feedback from your tutor(s).

<table>
<thead>
<tr>
<th>Assessment Type</th>
<th>Assignment Deadline</th>
<th>Method of submission (in class, drop box, electronic etc.)</th>
<th>Return Date of marked work (where appropriate)</th>
<th>Method of return</th>
<th>Format and Purpose of feedback feed-forwards</th>
</tr>
</thead>
<tbody>
<tr>
<td>PS - Presentation</td>
<td>15th Dec. 2016</td>
<td>In Class</td>
<td></td>
<td></td>
<td>Feedback will be provided in response to the presentation from the module organiser and peers.</td>
</tr>
</tbody>
</table>

**Assignment Details:**
For the formative assignment you will have the chance to present your research proposal to your peers within the ‘Assessment Surgery’ in Week 12. You will individually present your draft research proposal to the group and will have the chance to receive constructive feedback on all aspects of the proposal from the module leader and your peers (e.g. theoretical development, hypotheses, methodology, analytic strategy) before it is submitted for the summative assignment.

### Section 8
**Summative Assessment**

Summative assessment provides a measure of your performance in relation to a formal piece of assessed work – it is therefore often described as assessment of learning. Summative assessment may take many different forms (e.g. essays, projects, dissertations, portfolios, OSCEs, exams, course tests, poster presentations, oral presentations, lab reports).

<table>
<thead>
<tr>
<th>Assessment Type</th>
<th>% Weighting</th>
<th>Assignment Deadline</th>
<th>Method of submission</th>
<th>Return Date of marked work</th>
<th>Format of feedback</th>
<th>Word limit</th>
<th>Method of return</th>
</tr>
</thead>
<tbody>
<tr>
<td>CW - Coursework</td>
<td>100</td>
<td>22nd Dec. 2016</td>
<td>HUB</td>
<td>30th Jan 2017</td>
<td>Written feedback sheet</td>
<td>3000</td>
<td>Hub</td>
</tr>
</tbody>
</table>

**Assignment Details:**
For the summative assessment you will be required to submit a written research proposal. This assignment requires you to present a literature review relating to one of the topics covered within the course, which leads onto a proposed original piece of research that aims further this field of study, fill a gap identified in the literature, or test a real-life intervention stemming from experimental findings. You will have the opportunity to discuss your proposed research with relevant academic contributors to this module. You must, however, choose a topic that does not relate to your dissertation area. This is an opportunity explore a new topic area in discussion with a different researcher. The word limit is 3,000 words and specific detailed guidance will be provided on blackboard under the assessment tab.
# PSY-7008A DEVELOPMENTAL PSYCHOLOGY

### Section 1
**General Information**

<table>
<thead>
<tr>
<th>Module Title: Developmental Psychology</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Module code:</strong> PSY-7008A</td>
</tr>
<tr>
<td><strong>Total student effort hours:</strong> 200</td>
</tr>
<tr>
<td><strong>Academic Year:</strong> 2016-17</td>
</tr>
</tbody>
</table>

**Related modules (Co-requisites, pre-requisites etc.):** Specialist content module for MRes in Social Science Research Methods and MSc Developmental Science

### Section 2
**Module Description and Learning Outcomes**

**Description**

What is this module about?

This module provides a unique set of perspectives on human development, from cognitive neuroscience to the role of parents and family in typical and atypical development.

**Learning Objectives**

What will you learn?

(subject specific and transferable skills)

This module will explore specific topics within developmental psychology. A range of topics will be considered in depth, including theoretical background, research techniques, and the state of current understanding.

**Learning outcomes?**

What will you be able to do by the end of the module?

Students will develop an understanding of

- advanced research in key areas of developmental psychology
- a variety of perspectives on child and lifespan development

Students will develop key skills in

- finding, evaluating literature in developmental psychology
- academic writing skills, particularly those relevant to systematic review

**Links**

Where does this fit in to your programme?

Optional module for MRes in Social Science Research Methods and Core module for MSc Developmental Psychology

### Section 3
**Module Teaching Team**

**Module Organiser**

(Including brief biographical description)

Dr Martin Doherty, martin.doherty@uea.ac.uk

**Co-tutors on the Module**

Dr Nadja Althaus
Dr Velia Cardin
Dr Gavin Nobes
Professor Larissa Samuelson
Professor John Spencer
Section 4
Learning Activities and Indicative Student Effort Hours

<table>
<thead>
<tr>
<th>Learning Activity</th>
<th>Total effort hours (module)</th>
<th>Indicative Effort hours per week</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Class sessions (Lectures, workshops, lab sessions, seminars etc.)</td>
<td>22</td>
<td>2</td>
</tr>
<tr>
<td>b) Pre-class preparation and follow-up study</td>
<td>60</td>
<td>5</td>
</tr>
<tr>
<td>c) Work-based or Placement Hours</td>
<td>N/a</td>
<td>N/a</td>
</tr>
<tr>
<td>d) Formative assessments/activities</td>
<td>20</td>
<td>1.7</td>
</tr>
<tr>
<td>e) Feedback/Feed-forwards sessions</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>f) Summative assessments (essays, dissertations, oral presentations, worksheets, lab reports etc)</td>
<td>60</td>
<td>5</td>
</tr>
<tr>
<td>g) Background reading</td>
<td>36</td>
<td>3</td>
</tr>
<tr>
<td>h) Exams/OSCEs</td>
<td>N/a</td>
<td>N/a</td>
</tr>
<tr>
<td>i) Course Tests</td>
<td>N/a</td>
<td>N/a</td>
</tr>
<tr>
<td>j) Tutorials (individual or small groups)</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td><strong>Total effort hours (a + b + c + d + e + f + g + h + i + j)</strong> =</td>
<td>200</td>
<td>16.7</td>
</tr>
</tbody>
</table>

Section 5
Teaching Sessions

**Lecture Programme (where applicable)**—details for each lecture

- Thursdays 10 am to 12 noon
- 29 Sept - Week 1 – Introduction and Theory of Mind 1 – Dr Martin Doherty
- 6th October - Week 2 – Social Development – Dr Gavin Nobes
- 13th Oct - Week 3 – Moral Development – Dr Gavin Nobes
- 20th Oct – Week 4 – Dr Nadja Althaus – Categorisation in infancy
- 27th Oct - Week 5 – Dr Nadja Althaus – Early speech processing
- 3rd November - Week 6 – Reading week
- 10th Nov - Week 7 – Early word learning – Professor Larissa Samuelson
- 17th Nov - Week 8 – Introduction to dynamical systems and development – Professor John Spencer
- 24th Nov - Week 9 – Early development of executive function/brain development – Professor John Spencer
- 1st December – Week 10 – Cognitive Neuroscience of Plasticity - Dr Velia Cardin
- 8th Dec - Week 11 – Dr Martin Doherty – Autism
- 15th December – Week 12 – Dr Martin Doherty – Theory of Mind 2

**Seminar Programme (where applicable)**—details for each session

- Students are expected to attend relevant sessions of the fortnightly School Research Seminars
### Section 6
**Learning Support Materials**

<table>
<thead>
<tr>
<th>Reading</th>
<th>Lecture material, reading, websites and audio-visual visual material will be posted to the module Blackboard site each week. Students are advised to check Blackboard regularly for updates.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Other relevant study materials (e.g. CD/video/DVD resources, e-Books/Blackboard etc.)</td>
<td>Recommended reading will be set before each seminar, with further reading suggested in class.</td>
</tr>
</tbody>
</table>

### Section 7
**Formative Assessment**

Formative assessment is assessment for learning as opposed to summative assessment which is assessment of learning. Its key purpose is to enable you to practice and demonstrate the academic skills and knowledge that you will be required to apply in your subsequent summative work, and to receive early feedback from your tutor(s).

<table>
<thead>
<tr>
<th>Assessment Type</th>
<th>Assignment Deadline</th>
<th>Method of submission (in class, drop box, electronic etc.)</th>
<th>Return Date of marked work (where appropriate)</th>
<th>Method of return</th>
<th>Format and Purpose of feed-back feed-forwards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Formative Critical appraisal</td>
<td>7th November 2016</td>
<td>Electronic or hard copy</td>
<td>21st November 2016</td>
<td>Meeting with module coordinator</td>
<td>Oral and short written feedback, including peer feedback</td>
</tr>
</tbody>
</table>

**Assignment detail (e.g. title and type, word limit, presentation length)**

Students will write a brief (1000 words) critical appraisal of a research article.

### Section 8
**Summative Assessment**

Summative assessment provides a measure of your performance in relation to a formal piece of assessed work – it is therefore often described as assessment of learning. Summative assessment may take many different forms (e.g. essays, projects, dissertations, portfolios, OSCEs, exams, course tests, poster presentations, oral presentations, lab reports).

<table>
<thead>
<tr>
<th>Assessment Type</th>
<th>% Weighting</th>
<th>Assignment Deadline</th>
<th>Method of submission</th>
<th>Return Date of marked work</th>
<th>Format of feedback</th>
<th>Word limit</th>
<th>Method of return</th>
</tr>
</thead>
<tbody>
<tr>
<td>CW - Coursework</td>
<td>100</td>
<td>15th December 2015</td>
<td>ONLINE VIA EVISION</td>
<td>9th January 2017</td>
<td>Written feedback sheet</td>
<td>5000</td>
<td>Hub</td>
</tr>
</tbody>
</table>

**Assignment title and further details (e.g. presentation length):**

**Systematic review – 5000 words**

A ‘mini’ systematic literature review of a topic different from dissertation topic. This will review all literature on a narrowly chosen topic (to ‘hit’ 5 to 6 articles), target length ~4000 words.
## Section 1
### General Information

<table>
<thead>
<tr>
<th>Module Title: Research Methods 2: Advanced Methods and Research Placement</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Module code:</strong> PSY-7006B</td>
</tr>
<tr>
<td><strong>Total student effort hours:</strong> 200</td>
</tr>
</tbody>
</table>

### Related modules (Co-requisites, pre-requisites etc.):
- Research Methods 1

## Section 2
### Module Description and Learning Outcomes

#### Description
What is this module about?

This module aims to introduce students to a range of contemporary research techniques in Psychology as well as providing an opportunity for students to complete a research placement to enhance their future employability.

#### Learning Objectives
What will you learn?
(subject specific and transferable skills)

The learning objectives of this module are to:

- Gain a deeper understanding of several common research techniques used in various branches of psychology
- Be aware of how such techniques could be applied to a novel research question in an area of your interest
- Obtain a valuable learning experience geared towards career development via a placement (i.e. develop specific research skills in lab or in appropriate external organization)

#### Learning outcomes?
What will you be able to do by the end of the module?

By the end of this module you will be able to:

- Demonstrate knowledge of several common research techniques used in various branches of psychology
- Demonstrate how such techniques could be applied to a novel research question in your field
- Demonstrate the acquisition of specific research skills from the research placement

#### Links
Where does this fit in to your programme?

This is core module for students taking MSc in Cognitive Neuroscience, Social Psychology or Developmental Psychology, and for PSY based students taking the MRes in Social Science Research Methods
### Section 3
#### Module Teaching Team

<table>
<thead>
<tr>
<th>Module Organiser (Including brief biographical description)</th>
<th>Fraser Smith</th>
</tr>
</thead>
<tbody>
<tr>
<td>Co-tutors on the Module</td>
<td>Louis Renoult, Debbie Griffiths, Paul Engelhardt, Julie Young (SWK), Neil Cooper</td>
</tr>
</tbody>
</table>

### Section 4
#### Learning Activities and Indicative Student Effort Hours

<table>
<thead>
<tr>
<th>Learning Activity</th>
<th>Total effort hours (module)</th>
<th>Indicative Effort hours per week</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Class sessions (Lectures, workshops, lab sessions, seminars etc.)</td>
<td>6X2=12</td>
<td>2 (over first 6 weeks)</td>
</tr>
<tr>
<td>b) Pre-class preparation and follow-up study</td>
<td>6X4=24; Placement Preparation: 6 hours Placement Presentation Preparation: 4 hours</td>
<td>4 (over first 6 weeks) 0.5 0.25</td>
</tr>
<tr>
<td>c) Work-based or Placement Hours</td>
<td>Placement: 12X7=84 hours</td>
<td>7</td>
</tr>
<tr>
<td>d) Formative assessments/activities</td>
<td>Placement Presentation = 2 hours</td>
<td>0.167</td>
</tr>
<tr>
<td>e) Feedback/Feed-forwards sessions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>f) Summative assessments (essays, dissertations, oral presentations, worksheets, lab reports etc)</td>
<td>48</td>
<td>4</td>
</tr>
<tr>
<td>g) Background reading</td>
<td>20</td>
<td>1.16</td>
</tr>
<tr>
<td>h) Exams/OSCEs</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>i) Course Tests</td>
<td>N/A</td>
<td></td>
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<tr>
<td>j) Tutorials (individual or small groups)</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td><strong>Total effort hours (a + b + c + d + e + f + g + h + i + j)</strong> = 200</td>
<td></td>
<td><strong>16.68</strong></td>
</tr>
</tbody>
</table>

### Section 5
#### Teaching Sessions

**Lecture Programme (where applicable)**—details for each lecture

This module consists of a series of practical sessions concerning specific research techniques in Psychology. Note order may yet change.

- **Week 1** - Eye Movements (Paul Engelhardt) / Extra. Session on Module & Assessments Intro (FS)
- **Week 2** - Interviews (Julie Young)
- **Week 3** – Mobile Methods (Neil Cooper)
- **Week 4** - Group 1: Motion Tracking / VR Demo; Group 2: EEG (Debbie Griffiths / Louis Renoult)
- **Week 5** – Group 2: Motion Tracking / VR Demo; Group 1: EEG (Debbie Griffiths / Louis Renoult)
- **Week 6** – fMRI (Fraser Smith)

**Weeks 7-12** (Nominally) : Research Placement (**note timing can be somewhat flexible here**)


Seminar Programme (where applicable) – details for each session
N/A. note that the lecture content are really largely lab-based sessions.

Other Taught Sessions Programme – Workshops, Practicals, Lab sessions, Fieldwork, Placements.
Research Placement: Provide an opportunity for students to enhance particular research skills through a placement in a relevant organization chosen by the student (12 days).

<table>
<thead>
<tr>
<th>Section 6 Learning Support Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Required (Key) Reading</strong></td>
</tr>
<tr>
<td><strong>Recommended further reading</strong></td>
</tr>
<tr>
<td><strong>Other relevant study materials (e.g. CD/video/DVD resources, e-Books/Blackboard etc.)</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Section 7 Formative Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Formative assessment is assessment for learning as opposed to summative assessment which is assessment of learning. Its key purpose is to enable you to practice and demonstrate the academic skills and knowledge that you will be required to apply in your subsequent summative work, and to receive early feedback from your tutor(s).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assessment Type</th>
<th>Assignment Deadline</th>
<th>Method of submission (in class, drop box, electronic etc.)</th>
<th>Return Date of marked work (where appropriate)</th>
<th>Method of return</th>
<th>Format and Purpose of feed-back feed-forwards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Formative</td>
<td>Dec 5th</td>
<td>Dropbox in hub</td>
<td>N/A</td>
<td>N/A</td>
<td>Discussed during meeting at beginning of spring term</td>
</tr>
</tbody>
</table>

**Assignment detail (e.g. title and type, word limit, presentation length)**
Students complete pro-forma document regarding details of their placement. This document will be available on Blackboard under the placements tab.
Summative Assessment provides a measure of your performance in relation to a formal piece of assessed work – it is therefore often described as assessment of learning. Summative assessment may take many different forms (e.g. essays, projects, dissertations, portfolios, OSCEs, exams, course tests, poster presentations, oral presentations, lab reports).

<table>
<thead>
<tr>
<th>Assessment Type</th>
<th>% Weighting</th>
<th>Assignment Deadline</th>
<th>Method of submission</th>
<th>Return Date of marked work</th>
<th>Format of feedback</th>
<th>Word limit</th>
<th>Method of return</th>
</tr>
</thead>
<tbody>
<tr>
<td>CW - Coursework</td>
<td>60</td>
<td>26th April</td>
<td>Electronic to Hub</td>
<td>24th May</td>
<td>Feedback sheet</td>
<td>2500</td>
<td>Hub</td>
</tr>
</tbody>
</table>

Assignment title and further details (e.g. presentation length):
2500 word essay that specifies how you would use of the research techniques covered to address a novel question in your field. The technique must be distinct from the one you are using in your research project.

The piece should consist of three sections: 1) Introduction: Brief motivation and specification of research question (max 600 words), 2) Methods, 3) Critique / Justification of Methodological Choices made. Further guidance will be provided in due course.

Note that sections 1 and 2 can largely be considered similar to a Research Proposal (although note section 1 is very brief and hence an extensive literature review is to be avoided), however section 3 is different and specifically included to allow demonstration of knowledge across different research techniques.

This essay counts for 60% of the overall module mark.

<table>
<thead>
<tr>
<th>Assessment Type and Sequence No</th>
<th>% Weighting</th>
<th>Assignment Deadline</th>
<th>Method of submission</th>
<th>Return Date of marked work</th>
<th>Format of feedback</th>
<th>Word limit</th>
<th>Method of return</th>
</tr>
</thead>
<tbody>
<tr>
<td>CW - Coursework</td>
<td>40</td>
<td>May 24th</td>
<td>Electronic to Hub</td>
<td>21st June</td>
<td>Feedback Sheet</td>
<td>1500</td>
<td>Hub</td>
</tr>
</tbody>
</table>

Assignment title and further details (e.g. presentation length):
1500 word Report on placement activity which answers the following question: what are the key skills that I learned from my placement and how do I think they are useful to my employability?

This report counts for 40% of the overall module mark.

<table>
<thead>
<tr>
<th>Assessment Type and Sequence No</th>
<th>% Weighting</th>
<th>Assignment Deadline</th>
<th>Method of submission</th>
<th>Return Date of marked work</th>
<th>Format of feedback</th>
<th>Word limit</th>
<th>Method of return</th>
</tr>
</thead>
<tbody>
<tr>
<td>PS - Presentation</td>
<td>**</td>
<td>May 24th</td>
<td>In class</td>
<td>NA</td>
<td>Comments from tutor in class</td>
<td>NA</td>
<td>Choose an item.</td>
</tr>
</tbody>
</table>

Assignment title and further details (e.g. presentation length):
Each student will give a short presentation (~7 minutes) on their placement activities. The presentation should make clear what the motivation was behind the particular placement taken, introduce the placement organization and crucially, address what key skills have been learned and how they will be useful for future employability.

**Note that this summative presentation is NOT marked BUT it is a course requirement for it to be given otherwise the Placement Report will be marked as ZERO!**
## Glossary

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment</td>
<td>The process by which academic work is marked and overall progress monitored.</td>
</tr>
<tr>
<td>Common Masters Framework (CMF)</td>
<td>The regulations governing postgraduate taught awards.</td>
</tr>
<tr>
<td>Compulsory module</td>
<td>A module designated as one which students must take in their chosen course.</td>
</tr>
<tr>
<td>Concession</td>
<td>A concession is an agreed amendment in the regulations governing your period of study, course profile or other aspect of your course or programme of study, as agreed by the Director of Taught Programmes e.g. intercalation.</td>
</tr>
<tr>
<td>Core module</td>
<td>A module designated as one which students must take and pass in their chosen course.</td>
</tr>
<tr>
<td>Course</td>
<td>A grouping of modules leading to an award.</td>
</tr>
<tr>
<td>Coursework (CW)</td>
<td>Work of any type (essays, class presentations, course tests, practical laboratory work).</td>
</tr>
<tr>
<td>Course Profile</td>
<td>A document outlining the core, compulsory and optional modules that makes up a course or programme of study.</td>
</tr>
<tr>
<td>Course Test</td>
<td>An element of coursework which is set as a School-based examination or timed exercise, but is not classed as a formal examination.</td>
</tr>
<tr>
<td>Credit</td>
<td>An indicator of the volume of study associated with each module.</td>
</tr>
<tr>
<td>Dissertation</td>
<td>The module(s) representing independent research or investigation and assessed by a dissertation or its equivalent.</td>
</tr>
<tr>
<td>E-vision</td>
<td>A web-based facility, (also called ‘the Student Portal’) which enables you to check information relating to your course or programme of study e.g. module enrolments, your course profile and coursework marks.</td>
</tr>
<tr>
<td>Examination (EX)</td>
<td>Examination which includes an element of the unseen and/or an element of strict time limitation.</td>
</tr>
<tr>
<td>Free Choice module</td>
<td>A module that may be selected by a student subject to the approval of the Board of the School of study.</td>
</tr>
<tr>
<td>Good cause</td>
<td>Sufficient and reasonable grounds to indicate that a student was prevented from taking an examination or course test by factors outside the student’s own control</td>
</tr>
</tbody>
</table>
Intercalation

An approved period of interruption to a period of study

Level

Modules shall be classified at one of the following levels:

(a) Access level (level 0)
(b) Introductory degree level, not normally counting towards the final degree classification, except for a student following a degree course in subjects which are not cognate (level 1)
(c) Honours Degree level, counting towards the final degree classification (level 2 and level 3)
(d) Masters

Mark

Marks are expressed as a percentage, except where approval has been granted for marks to be expressed as pass/fail

Module

A discrete block of study for which a student enrols. Each module is classified by its level and credit value.

Module assessment

All modules are assessed by one of the following methods:

- Wholly by coursework (CW)
- Wholly by examination (EX)
- By project (PR)
- By a combination of two or more of the following: coursework, examination, project (WW) or coursework and project (CP)

Optional module

A module included within a range of options from which a student must select, subject to the approval of the Board of the School of study

Programme Specification

An outline of a degree course which specifies its content and requirements

Project (PR)

A substantial piece of work, carried out by an individual student or group of students involving scholarly research and/or the analysis or application of data/knowledge in practical undertakings

Written assignment (WA)

An element of coursework which consists of one or more written pieces of work e.g. essay.
# Useful Links

The following hot links provide quick and easy access to key sources of information and sources of support within the University and important policies that you need to be aware of.

## UEA Handbook

General UEA regulations and handbook for post-graduate taught students can be found on the Psychology Master’s Blackboard site and ALSO via this link: [https://www.uea.ac.uk/learningandteaching/getting-started/handbooks](https://www.uea.ac.uk/learningandteaching/getting-started/handbooks)

### General Regulations

[https://portal.uea.ac.uk/learning-and-teaching/students/studying/regulations](https://portal.uea.ac.uk/learning-and-teaching/students/studying/regulations)

### Attendance and Engagement & Progression (General Regulation 13)

[https://portal.uea.ac.uk/documents/6207125/7465906/Section+3+General+Regulations+for+Students.pdf](https://portal.uea.ac.uk/documents/6207125/7465906/Section+3+General+Regulations+for+Students.pdf)

### Coursework Submission Process

[https://portal.uea.ac.uk/learning-and-teaching/students/assessment/coursework/submission](https://portal.uea.ac.uk/learning-and-teaching/students/assessment/coursework/submission)

### Plagiarism and Collusion Policy

[https://portal.uea.ac.uk/academic-calendar/general-regulations](https://portal.uea.ac.uk/academic-calendar/general-regulations)

### Extenuating Circumstances Policy

[https://portal.uea.ac.uk/documents/6207125/7465906/Section+3+Extenuating+Circumstances+-+Taught+Programmes.pdf](https://portal.uea.ac.uk/documents/6207125/7465906/Section+3+Extenuating+Circumstances+-+Taught+Programmes.pdf)

### Senate Marking Scales (UG and PGT)

[https://portal.uea.ac.uk/learning-and-teaching/students/assessment/markingscales](https://portal.uea.ac.uk/learning-and-teaching/students/assessment/markingscales)

### Support for Students with Specific Learning Difficulties (SpLDs)

[https://portal.uea.ac.uk/learning-and-teaching/students/studying/disabilities](https://portal.uea.ac.uk/learning-and-teaching/students/studying/disabilities)

### Learning Enhancement Team (DOS)

[https://portal.uea.ac.uk/dos/learning-enhancement](https://portal.uea.ac.uk/dos/learning-enhancement)

### Link to Past Examination Papers

[https://portal.uea.ac.uk/learning-and-teaching/students/assessment/exams/past-exam-papers](https://portal.uea.ac.uk/learning-and-teaching/students/assessment/exams/past-exam-papers)

Other useful links and sources of information, guidance and policies can be found in the LTS Document Library.

Click [https://portal.uea.ac.uk/learning-and-teaching/documents](https://portal.uea.ac.uk/learning-and-teaching/documents)