



## ***MSc in Neuropsychology***

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**DEPARTMENT OF EXPERIMENTAL**  
**PSYCHOLOGY**

**OCTOBER 2006**

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The information in this booklet is, to the best of our knowledge, correct at the time of printing but the Department of Experimental Psychology and the University of Bristol reserve the right to alter and interpret the contents in any way deemed appropriate, and disclaim any legal responsibility for the information and amendments contained herein.

Welcome to the Department of Experimental Psychology at Bristol University and the MSc in Neuropsychology. This is a relatively new course which builds upon neuropsychology components within earlier MSc courses, and which includes contributions from both members of academic staff within our Department, and from neuropsychologists working within the NHS. We have offered the course in recognition of a growing interest in Neuropsychology, and the need for training and further education in this area. The development of the course also fits with a rapid expansion in the profile of neuroscience within Bristol University.

You have joined the Department at an exciting time. In the last national Research Assessment Exercise we were rated 5\*, which acknowledges the international quality of our research, and in the last Quality Assurance Agency review of our teaching, we gained 23 out of 24, indicating excellence in teaching. Our mission is to train undergraduates and postgraduates in the scientific understanding of the human mind and behaviour.

We have increased our postgraduate numbers and we have appointed new research-active staff. Thus, our programmes can be delivered by established leaders in their fields and by up and coming brilliant and lively young lecturers. We have arranged for our post-doctoral staff to be involved in teaching skills required to write theses and papers, on the grounds that they are people who have recently used such skills themselves. Our teaching is offered in a research-led department, which is a lively place to be: there are regular internal and external research seminars, as well as more informal gatherings at which staff and postgraduates can interact. We have incorporated the seminars into the structure of the MSc course in order to give you an opportunity to digest some of the leading research in the UK.

Present-day demands for postgraduates to acquire transferable skills mean that you must have the opportunity to acquire skills in making presentations, communicating well, working in teams, and solving problems. Thus, apart from the statistics courses (which involve lectures and practical computing sessions), some of our postgraduate teaching and learning is seminar-based (e.g. Special Topics Modules), with several student-led meetings, where each participant is expected to undertake suitable preparation and to contribute fully to the session. Some of the coursework is formative and needs to be completed as the course progresses. However, all coursework must be submitted by the last day of the relevant teaching term. We expect you to plan your time efficiently so that you can meet these deadlines.

We very much value our postgraduate students and try our best to offer maximum support. We now have a system in which each student is assigned a tutor, who is a member of staff. Tutors will be available to help and advise on all matters. If at any time during the coming year you are unhappy with your progress, or the support you are being offered, please don't hesitate to contact me, preferably by e-mail initially: [C.Pleydell-Pearce@bristol.ac.uk](mailto:C.Pleydell-Pearce@bristol.ac.uk) (or via the Departmental Dmail system). For really urgent problems, my office is 5D28, or you can make an appointment (0117 954 6838). There is a board outside my room for messages.

I hope that during your MSc, you are able to make the most of all the opportunities, and, of course, enjoy your time with us.

Dr Kit Pleydell-Pearce  
MSc in Neuropsychology Course Coordinator

## **MSc IN NEUROPSYCHOLOGY**

This degree is an M.Sc. by Advanced Study and Research within the Faculty of Science and ran for the first time in the 2004/05 session – although other MSc teaching on related courses has been running since 1996. It has a modular structure and offers students a first-class theoretical and practical grounding in Neuropsychology and psychological research techniques.

The MSc provides a first year of research training suitable for those intending to continue with postgraduate research or with further professional training in this area of psychology. It is also intended to be suitable for those who may wish to apply such research techniques outside academia, for example, in the health service, education or other related professions.

About this booklet:

Please read it and digest its contents. It is your guide for the course, and we have tried hard to address all the important issues in it. Refer to it when you are in doubt about a given issue. Please let Dr Kit Pleydell-Pearce know if it contains any errors or omissions.

## **COURSE STRUCTURE**

The curriculum comprises ten units (each worth 10 or 15 credit points). Five units are associated with the Autumn and five with the Spring term. Following satisfactory performance in the course work and examinations associated with each Unit, a student will proceed to a mandatory Dissertation Unit (worth 60 credit points) in the Summer term.

Each student will receive a copy of a pamphlet detailing the Ordinances, Regulations, and Guidance for MSc degrees, from the Faculty of Science Office, Senate House, also see:

<http://www.bris.ac.uk/Depts/Science/acad.htm>

## **ASSESSMENT**

In order to be eligible for award of the MSc, 180 credit points are needed. A Postgraduate certificate can be awarded if only 60 credit points have been obtained, and a Postgraduate diploma for 120 credit points.

With the exception of General and Generic Research Skills (where assessment is by coursework alone), each taught unit is assessed by means of coursework (50%) and examination (50%), using the marking scale located at the end of this booklet.

Students must successfully pass the taught courses in order to progress to the dissertation. The research dissertation will comprise an independent, supervised piece of empirical research, and should have a maximum length of 10,000 words, excluding references, appendices and list of contents pages.

The general regulations for pass marks and progress to dissertation are those issued by the Faculty of Science. They can be found at:

<http://www.bris.ac.uk/cms/go/universitycalendar/regs/regulations/genpostgregs.html>

and

<http://www.bris.ac.uk/tsu/ita/assessment/pglevels.html>

In particular, students must achieve an average mark of 50% or more for their taught course AND 50% or more for each individual unit of the taught course in order to progress to dissertation. An examination board meets in May to determine students' progress on a case-by-case basis. Re-submission of coursework or re-takes of examinations are not permitted. Students who fail to progress to dissertation might be eligible for a Postgraduate Certificate or Postgraduate Diploma. The final mark for the MSc course is a weighted average of the taught component (2/3 of the final mark) and the dissertation (1/3 of the mark).

### **SUBMISSION OF COURSEWORK**

Coursework must be submitted by 5.00 p.m. on the final day of the term during which the course was completed. All coursework should be submitted to the Postgraduate Secretary, Janet Woolway-Allen, in the Departmental Office, and be accompanied by a completed Cover Sheet. The word limit for essays is 2,000 words excluding Tables and References. Essays must be submitted as typewritten hardcopy (copies on disc are not acceptable), preferably double spaced, using a 12 point font. Any extensions to this deadline must be agreed with the Course Coordinator for this MSc, Dr Kit Pleydell-Pearce, and will normally only be granted for medical problems supported by a medical certificate.

### **TRANSFERRING MSc PROGRAMMES**

If you would like to transfer programmes or change mode of attendance, contact the programme director, Dr Kit Pleydell-Pearce, after completion of a Request to Transfer form (available from Janet in the Departmental Office). The deadline date for transfers is 30<sup>th</sup> November.

## TERM DATES

Autumn Term:	Monday 2 <sup>nd</sup> October 2006 – Friday 15 <sup>th</sup> December 2006
Spring Term:	Friday 12 <sup>th</sup> January 2007 – Friday 23 <sup>rd</sup> March 2007
Summer Term:	Monday 23 <sup>rd</sup> April 2007 – Friday 22 <sup>nd</sup> June 2007

## PROGRAMME CONTENT

### Autumn Term

Psychological Statistics	(15 credit points)
Research Methods: Quantitative and Qualitative;	(15 credit points)
General and Generic Research Skills I	(10 credit points)
Psycholinguistics	(10 credit points)
Functional Neuroanatomy and Neuroscience Methods	(10 credit points)

### Spring Term

Advanced Psychological Statistics	(15 credit points)
Issues in Psychology	(15 credit points)
General and Generic Research Skills II	(10 credit points)
Theoretical Neuropsychology	(10 credit points)
Applied Neuropsychology	(10 credit points)

### Summer Term

Students will take eight examination papers in the first weeks of the Summer term. The papers will relate to Psycholinguistics; Functional Neuroanatomy and Neuroscience Methods; Psychological Statistics; Research Methods: Quantitative and Qualitative; Theoretical Neuropsychology; Applied Neuropsychology; Advanced Psychological Statistics; and Issues in Psychology.

With the approval of the Faculty of Science and the Head of Department, acting on recommendations from the MSc Board of Examiners, students succeeding in their coursework and examinations will normally be admitted to the Dissertation Unit. (60 Credit points)

Students will work full-time on their research dissertation and will submit a thesis of no more than 10,000 words, by 21<sup>st</sup> September 2007. See Faculty of Science pamphlet on the Degree of MSc by Advanced Study and Research, and the submission requirements specified in Taught postgraduate programmes, Annex B at: <http://www.bris.ac.uk/Depts/Registrar/Exams/higher.html>

## MSc Neuropsychology TIMETABLE

### Autumn Term

Teaching commences Tuesday 10<sup>th</sup> October 2006

	9.00-9.50	10.00-10.50	11.00-11.50	12.00-12.50	1.00-2.00	2.00-2.50	3.00-3.50	4.00-4.50
TUES	Research Methods Q & Q 1F5		Functional Neuroanatomy and Neuroscience Methods 1F5		Seminar (Internal) 2D24	FREE	Psychological Statistics 1F5	
WED	Statistics Practical 4D29		FREE	Psycholinguistics Arts LR1 (3-5 Woodland Rd) Class finishes at 1.30 pm		General and Generic I 4D29		Seminar (External) 2D24

### Spring Term

Teaching commences Tuesday 16<sup>th</sup> January 2007

	9.00-9.50	10.00-10.50	11.00-11.50	12.00-12.50	1.00-2.00	2.00-2.50	3.00-3.50	4.00-4.50
TUES	Issues in Psychology 1F5		Applied Neuropsychology 1F5		Seminar (Internal) 2D24	FREE	Advanced Psychological Statistics 1F5	
WED	Theoretical Neuropsychology Arts LT2 (3-5 Woodland Rd) then from 31 Jan Arts LR1	Statistics Practical 4D29		Theoretical Neuropsychology 1F5	FREE	General and Generic II 4D29		Seminar (External) 2D24

#### AUTUMN LECTURE DATES

1	Tues 10 <sup>th</sup> Oct	Wed 11 <sup>th</sup> Oct	1	Tues 16 <sup>th</sup> Jan	Wed 17 <sup>th</sup> Jan
2	Tues 17 <sup>th</sup> Oct	Wed 18 <sup>th</sup> Oct	2	Tues 23 <sup>rd</sup> Jan	Wed 24 <sup>th</sup> Jan
3	Tues 24 <sup>th</sup> Oct	Wed 25 <sup>th</sup> Oct	3	Tues 30 <sup>th</sup> Jan	Wed 31 <sup>st</sup> Jan
4	Tues 31 <sup>st</sup> Oct	Wed 1 <sup>st</sup> Nov	4	Tues 6 <sup>th</sup> Feb	Wed 7 <sup>th</sup> Feb
5	Tues 7 <sup>th</sup> Nov	Wed 8 <sup>th</sup> Nov	5	Tues 13 <sup>th</sup> Feb	Wed 14 <sup>th</sup> Feb
6	Tues 14 <sup>th</sup> Nov	Wed 15 <sup>th</sup> Nov	6	Tues 20 <sup>th</sup> Feb	Wed 21 <sup>st</sup> Feb
7	Tues 21 <sup>st</sup> Nov	Wed 22 <sup>nd</sup> Nov	7	Tues 27 <sup>th</sup> Feb	Wed 28 <sup>th</sup> Feb
8	Tues 28 <sup>th</sup> Nov	Wed 29 <sup>th</sup> Nov	8	Tues 6 <sup>th</sup> Mar	Wed 7 <sup>th</sup> Mar
9	Tues 5 <sup>th</sup> Dec	Wed 6 <sup>th</sup> Dec	9	Tues 13 <sup>th</sup> Mar	Wed 14 <sup>th</sup> Mar
10	Tues 12 <sup>th</sup> Dec	Wed 13 <sup>th</sup> Dec	10	Tues 20 <sup>th</sup> Mar	Wed 21 <sup>st</sup> Mar

It may be necessary to occasionally move lecture days (due to external speakers). You will be notified of any changes in advance.

## AUTUMN TERM

1.	<b>Unit Title</b>	<b>Psychological Statistics</b>
2.	<b>Unit Code</b>	PSYCM0001
3.	<b>Credit Points</b>	15
4.	<b>Unit Director Contact Phone No. &amp; E-Mail Address</b>	Dr Roland Baddeley Internal: 8561 External: 0117 928 8561 Roland.Baddeley@bristol.ac.uk
5.	<b>Description of this Unit</b>	
	This should provide a suitable foundation for the Unit in Advanced Psychological Statistics and it should enable you to develop a good practical and conceptual understanding of traditional psychological methodology.	
6.	<b>Key Reading and References</b>	
	<p>Everitt, B.S. (1996) Making sense of statistics in Psychology: a second level course. Oxford University Press (BF39 EVE)</p> <p>Field, A. (2000) Discovering statistics using SPSS for windows: Advanced techniques for the beginner. London Sage (BF39 FIE)</p> <p>Tabachnick, B.G. and Fidell, L.S. (2001) Using multivariate statistics (4<sup>th</sup> ed.) Harper and Row (QA 278 TAB)</p> <p>Reference Handbooks: Hair, J.F., Anderson, R.E., Tatham, R.L., Black, W.C. (1998). <i>Multivariate Data Analysis</i> (5<sup>th</sup> ed.). Prentice-Hall. [QA278 MUL]</p> <p>Tabachnick, B.G. and Fidell, L.S. (2001). <i>Using Multivariate Statistics</i>. (4<sup>th</sup> ed.) Harper and Row. [QA278 TAB]</p> <p>SPSS for Windows</p> <p>Bryman, A. and Cramer, D. (2000). <i>Quantitative Data Analysis with SPSS Release 10 for Windows: A guide for social scientists</i>. Routledge. [HA32 BRY]</p> <p>Kinnear, P.R. and Gray, C.D. (2000). <i>SPSS for windows made simple: release 10</i>. Hove: Psychology Press. [Oversize BF39]</p>	
7.	<b>Statement of Unit Aims:</b>	
	This unit will attempt to ensure that you gain a thorough grounding in statistical topics that may have not been covered in previous undergraduate study.	
8.	<b>Statement of Learning Outcomes:</b>	
	At the end of this course, students will have an understanding of a range of statistical techniques used in psychological research.	
9.	<b>Methods of teaching</b>	
	Lectures and computer based course work	
10.	<b>Number of contact hours per week</b>	4
11.	<b>Methods of assessment:</b>	
	<p><b>Course work (50%)</b> There will be computer-based exercises during the Practical Sessions, and an assessable assignment to be submitted by the last day of the Autumn Term.</p> <p><b>Examination (50%).</b></p>	

**Aims:**

This Unit will attempt to ensure that you gain a thorough grounding in topics that may not have been covered fully in the undergraduate curriculum. This should provide a suitable foundation for the Unit in Advanced Psychological Statistics and it should enable you to develop a good practical and conceptual understanding of traditional psychological methodology.

**Topics:**

1	Introduction
2	Exploratory data analysis
3	Multiple regression
4	A primer on ANOVA and post-hoc tests
5	Multi-factor designs
6	Mixed designs and ANCOVA
7	Principal component analysis
8	Exploratory factor analysis
9	Signal detection theory
10	Computer-intensive methods

**References:****(A) Statistics:**

- Everitt, B.S. (1996). *Making Sense of Statistics in Psychology*. Oxford University Press. [BF 39 EVE].
- Everitt, B.S. and Dunn, G. (2001). *Applied multivariate data analysis (2<sup>nd</sup> edition)*. Edward Arnold. [QA 278 EVE].
- Field, A. (2000). *Discovering statistics using SPSS for windows: Advanced techniques for the beginner*. London: Sage Publications. [BF39 FIE].
- Grimm, L.G. and Yarnold, P.R. (Eds.) (1995). *Reading and understanding multivariate statistics*. American Psychological Association [Education Library @ HA REA; Main Library - QA 278 REA].

**(B) Reference Handbooks:**

- Hair, J.F., Anderson, R.E., Tatham, R.L., Black, W.C. (1998). *Multivariate Data Analysis*. Fifth Edition. Prentice-Hall. [QA 278 HAI]
- Tabachnick, B.G. and Fidell, L.S. (2001). *Using Multivariate Statistics*. Fourth Edition. Harper and Row. [QA278 TAB]

**(C) SPSS for Windows**

- Bryman, A. and Cramer, D. (2000). *Quantitative Data Analysis with SPSS Release 10 for Windows: A guide for social scientists*. Routledge.(HA 32 BRY)
- Kinnear, P.R. and Gray, C.D. (2000). *SPSS for windows made simple: release 10*. Hove: Psychology Press. (Oversize BF39 KIN)

**Coursework:**

There will be computer-based exercises during the Practical Sessions, and an assessable assignment to be submitted by the last day of the Autumn Term.

**Assessment:**

By coursework (50%) and examination (50%)

\* Please note, practical classes need to lag the Wednesday lectures, so the first practical will be on Tuesday (18<sup>th</sup> October).

1.	<b>Unit Title</b>	<b>Research Methods: Quantitative and Qualitative</b>
2.	<b>Unit Code</b>	PSYCM0002
3.	<b>Credit Points</b>	15
4.	<b>Unit Director Contact Phone No. &amp; E-Mail Address</b>	Dr Brian Stollery Internal: 8575 External: 0117 928 8575 Brian.Stollery@bristol.ac.uk
5.	<b>Description of this Unit:</b>	
	The aim of this course is to develop an understanding of various major perspectives on research design and methodology in Psychology, ranging from the more quantitative to the more qualitative.	
6.	<b>Key Reading and References</b>	
	Breakwell,G.M. Hammond,S. and Fife-Schaw,C. <i>Research methods in psychology</i> (2 <sup>nd</sup> edition London Sage (BF76.5 RES) Camic,P.M. Rhodes,JE. And Yradley,L. (Eds) (2003) <i>Qualitative research in psychology: expanding perspectives in methodology and design</i> . Washington, D.C. American Psychological Association. (BF76.5 QUA).	
7.	<b>Statement of Unit Aims:</b>	
	It will aim to develop appreciation of the inherent strengths and weaknesses of experiments, psychological assessment and testing, surveys and questionnaires, as well as of interviews, field and observational studies.	
8.	<b>Statement of Learning Outcomes:</b>	
	Comprehension of the basic principals of good research design Competence in formulating researchable issues Competence is selecting appropriate research methods, including effective analytic strategies; and Competence in managing the problems of professional data collection with human participants.	
9.	<b>Methods of teaching</b>	
	Lectures, seminars	
10.	<b>Number of contact hours per week:</b>	2
11.	<b>Methods of assessment:</b>	
	<b>Course work (50%)</b> Participation in formative exercises during the course and summative assessment by a 2000 word essay based upon the course material. <b>Examination (50%).</b>	

## **Aims:**

The purpose of this 15 credit point, mandatory Unit is to develop an understanding of various major perspectives on research design and methodology in Psychology, ranging from the more quantitative to the more qualitative. It will aim to develop appreciation of the inherent strengths and weaknesses of experiments, psychological assessment and testing, surveys and questionnaires, as well as of interviews, field and observational studies.

## **Learning Outcomes:**

As a result of their training, using practical exercises where possible, students will be expected to acquire the following range of knowledge and skills, including the ability to apply them:

Comprehension of the basic principles of good research design;  
Competence in formulating researchable issues;  
Competence in selecting appropriate research methods, including effective analytic strategies; and  
Competence in managing the problems of professional data collection with human participants.

## **Topics:**

- 1) Prototypical Research Methods: Strengths and weaknesses.
- 2) Experimental Design and Causality.
- 3) Threats to internal validity and external validity; ecological validity and demand characteristics
- 4) Interviewing. Methods for purposes. The inter-personal and cognitive skills. The techniques of interviewing. Problems and pitfalls: The data. Evaluation criteria.
- 5) Psychometrics, Survey methodology and uses.
- 6) Introduction to qualitative methods. The nature of qualitative research, principles and practices of quality methods, using four themes: choices, epistemology, ethics and design as discussion points. (***N.B. Please read at least one of the papers by either Willig (1997), or Willott & Griffin (1999) or Widdicombe (1993) in preparation for class discussion*** - see references under **Qualitative Methods - Introduction** below.)
- 7) Eliciting methods 1: Interviews and focus groups  
An introduction to interviews and focus groups. At the end of the lecture students will understand the basics of designing and conducting an interview, the principle methods of interviewing and avoiding pitfalls such as leading questions and inappropriate levels of language. Students should understand what a focus group is, the rationale of focus group methodology, the key ways in which they are used to meet different objectives in social science research and the procedures involved in running them.
- 8) Eliciting methods 2: Observation techniques and Questionnaire design.  
An introduction to the method of non-intrusive observation of naturalistic events, and methods for recording data. At the end of this lecture students will understand the principles of setting up observation studies, and avoiding pitfalls. They will be aware of the main methods for recording data from observation studies. A video of children playing will be used to explore the issues raised in the lecture. In the second half of the lecture questionnaires will be discussed in terms of the main assumptions of questionnaire use, how questionnaires are developed through pilot work, good and bad practise in presenting questionnaires, and how questionnaires are tested for validity and reliability.

9) Methods of analysis 1: Grounded theory.

This lecture will describe the historical origins of GT and the aims of this approach; give a detailed description of the procedure of GT; discuss the advantages of using GT; explore some of the contemporary debates in GT and introduce issues of epistemology. Students will work through an exercise that guides them through the key stages of a grounded theory analysis.

10) Methods of analysis 2: Discourse analysis

The lecture will describe the historical origins of DA and the aims of this approach; compare positivist and constructionist paradigms; relate the constructionist paradigm to psychological enquiry; explain key aspects of discourse analysis; and how to perform an analysis. Students will work through an exercise that guides them through a piece of data allowing them to produce a discursive analysis of the text.

**References:**

**General:**

- Breakwell, G. M., Hammond, S. and Fife-Schaw, C. (Eds.). (2000). *Research methods in psychology* (2<sup>nd</sup> ed.). London: Sage. (BF76.5 RES)
- Camic, P.M., Rhodes, J.E., Yardley, L. (eds.) *Qualitative research in psychology: expanding perspectives in methodology and design*. Washington, D.C. : American Psychological Association. (BF 76.5 QUA).
- Giles, D.C. (2002). *Advanced Research Methods in Psychology*. Hove: Routledge. (BF76.5 GIL)
- Kerlinger, F.N. & Worth, H.B. (2000). *Foundations of behavioral research.* (4<sup>th</sup> ed). London: Harcourt College Publishers. (Educ. HA KER m)
- Richardson, J.T.E. (ed.) (1996). *Handbook of qualitative research methods for psychology and the social sciences*. Leicester: British Psychological Society. (BF76.5 HAN).
- Robson, C. (2002). *Real world research: A resource for social scientists and practitioner-researchers*. (2<sup>nd</sup> ed). Oxford: Blackwell. (H62 ROB)

**Interviews & survey methodology:**

- Dyer, C. (1995). *Beginning Psychological Research*. Oxford: Blackwell. Chapter 3.
- Breakwell, G. (2000). Interviewing. Chapter 17 in G. Breakwell, S. Hammond & C. Fife-Schaw, C., *Research Methods in Psychology* (2<sup>nd</sup> Edition). London: Sage. (BF76.5 RES)
- Fife-Schaw, C. (2000). Surveys and Sampling Issues. Chapter 7 in G. Breakwell, S. Hammond & C. Fife-Schaw, C., *Research Methods in Psychology* (2<sup>nd</sup> Edition). London: Sage. (BF76.5 RES)

**Psychometrics:**

- Anastasi, A. & Urbina, S. (1997). *Psychological Testing*. (7<sup>th</sup> Ed) N.Jersey: Prentice Hall. (BF 176 ANA)
- Cooper, C. (1998). *Individual Differences*. London: Arnold. (Soc.Sci. BF 697 COO)
- Cronbach, L.J. (1990). *Essentials of Psychological Testing*. (5<sup>th</sup> Ed) N.York: Harper & Row. (BF 431 CRO)
- Eysenck, M.W. (1994) *Individual Differences, Normal & Abnormal*. Hove: Psychology Press. (Education. BF697 EYS).
- Jackson, C.(1996). *Understanding Psychological Testing*. Leicester: BPS. (BF 176 JAC).
- Kline, P. (1998). *The New Psychometrics*. London: Routledge. (BF 39 KLI).
- Kline, P (2000) *The Handbook of Psychological Testing* (2<sup>nd</sup> Ed). London: Routledge. (BF 176 KLI).
- Mischel,W. (1993) *Introduction to Personality* (5<sup>th</sup> Ed). London: Harcourt, Brace & Jovanovitch. (BF698 MIS).

**Qualitative methods (Lectures 6-10):**

**Introduction**

- Hayes, N. (1997). Qualitative research and research in psychology. Chapter 1 in N. Hayes (ed.) *Doing Qualitative Analysis in Psychology*. Psychology Press. (BF76.5 DOI)
- McGhee, P. (2001). Thinking about social constructionism in Psychology. *Thinking Psychologically*. Basingstoke: Palgrave Publishers Ltd. Chapter 8 (BF121 MAC).
- McGhee, P. (2001). Thinking critically about qualitative research in psychology. *Thinking Psychologically*. Basingstoke: Palgrave Publishers Ltd. Chapter 6 (BF121 MAC)
- Parker, I. (1994). Qualitative Research. Chapter 1 in P. Banister, E. Burman, I. Parker, M. Taylor, M. & C. Tindall (eds), *Qualitative Methods in Psychology: A research Guide*. Buckingham: Open University Press. (BF76.5 QUA)
- Parker, I. (1994). Qualitative Research. In P. Banister, E. Burman, I. Parker, M. Taylor, M. & C. Tindall (eds), *Qualitative Methods in Psychology: A Research Guide*.. Buckingham: Open University Press. (BF76.5 QUA)
- Silverman, D. (2000). Validity and Reliability. Chapter 13 in *Doing Qualitative Research*. London: Sage Publications.(H61 SIL).
- Tindall, C. (1994). Issues of evaluation. in P. Banister, E. Burman, I. Parker, M. Taylor, M. & C. Tindall (eds), *Qualitative Methods in Psychology: A Research Guide*. Buckingham: Open University Press. (BF76.5 QUA)
- Widdicombe, S. (1993). Autobiography and change: rhetoric and authenticity of 'Gothic' style. Chapter 6 in E. Burman & I. Parker (eds.) *Discourse Dynamics*. London: Routledge.
- Willig, C. (1997). The limitations of trust in intimate relationships: Constructions of trust and sexual risk taking. *British Journal of Social Psychology*, 36, 211-221.
- Willott, S. & Griffin, S. (1999). Building your own lifeboat: Working-class male offenders talk about economic crime. *British Journal of Social Psychology*, 38, 445-460.

### **Focus groups and interviews**

- Breakwell, G.M. (2000). Interviewing. Chapter 17 in G. Breakwell, S. Hammond & C. Fife-Schaw, C., *Research Methods in Psychology (2<sup>nd</sup> Edition)*. London: Sage. (BF76.5 RES)
- Burman, E. (1994). Interviewing. Chapter 4 in P. Banister, E. Burman, I. Parker, M. Taylor & C. Tindall, C. (eds.) *Qualitative Methods in Psychology: A Research Guide*. Buckingham: Open Univ. Press. (BF76.5 QUA)
- Millward, L.J. (2000). Focus Groups. In G. Breakwell, S. Hammond & C. Fife-Schaw, C., *Research Methods in Psychology (2<sup>nd</sup> Edition)*. London: Sage. (BF76.5 RES)
- Smith, J.A. (1995). Semi-structured interviewing and qualitative analysis. In J.A. Smith, R. Harre & L. Van Langenhove (eds.) *Rethinking Methods in Psychology*. London: Sage. (BF76.5 RET)
- Wilkinson, S. (1998). Focus group methodology: A review. *International Social Research Methodology*, 1 (3), 181-203
- Wilkinson, S. (1998). Focus groups in health research. *Journal of Health Psychology*, 3, 329-348

### **Observation and questionnaires**

- Banister, P. (1994). Observation. In P. Banister, E. Burman, I. Parker, M. Taylor & C. Tindall, C. (eds.) *Qualitative Methods in Psychology: A Research Guide*. Buckingham: Open Univ. Press. (BF76.5 QUA)
- Fife-Schaw, C. (2000). Questionnaire design. In G. Breakwell, S. Hammond & C. Fife-Schaw, C., *Research Methods in Psychology (2<sup>nd</sup> Edition)*. London: Sage. (BF76.5 RES)
- Wilkinson, J. (2000). Direct observation. In G. Breakwell, S. Hammond & C. Fife-Schaw, C., *Research Methods in Psychology (2<sup>nd</sup> Edition)*. London: Sage. (BF76.5 RES)

### **Grounded theory & Discourse analysis**

- Billig, M. (1997). Rhetorical and discursive analysis: How family talk about the royal family. Ch 3 in N. Hayes (ed.) *Doing Qualitative Analysis in Psychology*. Psychology Press. (BF76.5 DOI)
- Charmez, (1995) Grounded theory. In J.A. Smith, R. Harre & L. Van Langenhove (eds.) *Rethinking Methods in Psychology*. London: Sage. (BF76.5 RET)
- Pidgeon, N. & Henwood, K. (1997). Using grounded theory in psychological research. In N. Hayes, N. (ed.) *Doing Qualitative Analysis in Psychology*. Hove: Psychology Press. (BF76.5 DOI)

Potter, J. & Wetherell, M. (1995). Discourse Analysis. In J.A. Smith, R. Harre & L. Van Langenhove (eds.) *Rethinking Methods in Psychology*. London: Sage. (BF76.5 RET)

**WWW:**

There are many excellent websites on methodology, see for example:

Garson, G.D. *PA 765 Statnotes: An Online Textbook*. Mainly statistics notes, but includes much material on methods too: <http://www2.chass.ncsu.edu/garson/pa765/statnote.htm>

Trochim, W.M. *Research Methods Knowledge Base* :  
<http://www.socialresearchmethods.net/kb/index.htm>

(You should get into the habit of doing WWW searches to support your studies of methodology & statistics).

**Coursework:**

Participation in formative exercises during the course and summative assessment by a 2000 word essay based upon the course material.

**Essay Topics:**

1. Compare and contrast experimental and quasi-experimental approaches to research.
2. What criteria would you apply before using the responses given in an interview as scientific data
3. Discuss some of the problems of surveys as a research method and explain how they can be minimized.
4. Compare and contrast grounded theory and discourse analysis.
5. Describe and evaluate the use of interviews and focus groups in psychological research, using examples of published work where relevant.

1.	<b>Unit Title</b>	<b>General and Generic Research Skills 1</b>
2.	<b>Unit Code</b>	PSYCM0011
3.	<b>Credit Points</b>	10
4.	<b>Unit Director Contact Phone No. &amp; E-Mail Address</b>	Prof Tom Troscianko Internal: 8565 External: 0117 928 8565 <a href="mailto:tom.troscianko@bristol.ac.uk">tom.troscianko@bristol.ac.uk</a>
5.	<b>Description of this Unit:</b>	
	The unit provides taught postgraduate students with a toolkit to allow them to carry out research within Psychology. The purpose of the unit is to bring all students up to the standard required to support teaching and learning at postgraduate level.	
6.	<b>Key Reading and References:</b>	
	<p>APA (1992). <i>Ethical principles of psychologists and code of conduct</i>. Washington D.C.: American Psychological Association. Available online (all 27 pages) at: <a href="http://www.apa.org/ethics/code.html">http://www.apa.org/ethics/code.html</a></p> <p>APA (2001) <i>Publication Manual of the American Psychological Association (5<sup>th</sup> Edition)</i>. Washington, D.C.: American Psychological Association. (PN147 PUB).</p> <p>Bell, P.B., Staines, P.J with Michell, J. (2001). <i>Evaluating, doing and writing research: A step-by-step guide for students</i>. London: Sage Publications. (BF77 BEL).</p> <p>BPS (2000). <i>Code of conduct, ethical principles, and guidelines</i>. Leicester: British Psychological Society. Available online to download as a .pdf file (all 50 pages) at: <a href="http://www.bps.org.uk/about/rules5.cfm">http://www.bps.org.uk/about/rules5.cfm</a></p> <p>Kimmel, A. J. (1996). <i>Ethical issues in behavioral research: A survey</i>. Oxford: Blackwell. (BF76.4 KIM)</p> <p>Sternberg, R.J.with Leach, C. (1993). <i>The psychologist's companion: A guide to scientific writing for students and researchers. (3<sup>rd</sup> edition)</i>. Cambridge: Cambridge University Press. (BF76.8 STE).</p>	
7.	<b>Statement of Unit Aims:</b>	
	<p>The lectures aim to cover general research skills, which are not subject-specific, but which should help you to produce high quality psychological research.</p> <p>The Unit provides an introduction to basic IT skills, being able to use web-based databases and reference management systems in addition to being aware of the issues relating to ethics in human behavioural research.</p>	
8.	<b>Statement of Learning Outcomes:</b>	
	<p>Appreciate ethical considerations in the conduct of psychological research; Use standard bibliographic methods for information searching in psychology; Use certain computer packages in writing research reports and papers.</p>	
9.	<b>Methods of teaching (e.g. Lectures, seminars, fieldwork):</b>	
	Lectures	
10.	<b>Number of contact hours per week</b>	2
11.	<b>Methods of assessment:</b>	
	This Unit is assessed purely on Coursework: essay, Seminar diary.	

**Aims:** This 10 credit point, mandatory unit aims to cover general research skills, which are not subject-specific, but which should help you to produce high quality psychological research. In addition, the unit aims to facilitate the acquisition of several personal skills that are transferable or generic, being applicable both within and outside academia.

**Learning Outcomes:** Successful completion of this unit will enable the student to:

- Appreciate ethical considerations in the conduct of psychological research;
- Use standard bibliographic methods for information searching in psychology;
- Use certain computer packages in writing research reports and papers;
- Understand how psychological research is communicated; and
- Understand the peer review process relating to research outputs and research funding.

**1. Lecture Topics:**

1	<p><b>Introductory IT training</b>          Instruction in basic computer use on Campus and remotely, using a Web browser and Internet searching, using email (Web-based) and the Departmental communications system First Class</p>	
2	<p><b>Subject-specific database searching</b>          It will introduce you to the following:          (a) PsycINFO          (b) The Web of Science          (c) Internet resources          (d) Electronic journals</p>	<p>Sue Chubb (subject librarian for Psychology)  <b>Ground Floor Training Room (Arts &amp; Social Sciences Library)</b>  <b>BRING YOUR COMPUTER PASSWORD SHEET FROM REGISTRATION</b></p>
3	<p><b>Practical Presentation Skills</b>          This will introduce you to effective communication for presentations and to the use of MS PowerPoint for creating presentations. Topics will include:          (a) Points to consider when designing a presentation          (b) how to communicate effectively          (c) An overview of PowerPoint - how to create slides with different layouts          (d) Formatting slides to create a style, including recommendations for clarity, layout and structure          (e) Inserting images and figures          (f) Using slide transitions and effects for data projection presentations          (g) Using a data projector</p>	
4	<p><b>Reference Management Skills</b>          This will provide an introduction to using EndNote (version 5), a bibliographic database program. The course will include:          (a) Using EndNote libraries          (b) Creating and editing references          (c) Inserting citations into MS Word - formatting for the APA manuscript style          (d) Creating and updating bibliographies          (e) Searching remote databases through EndNote - using Web of Science          (f) Importing reference material – using PsycInfo</p>	

5	<p><b>Using MS Word for Theses</b></p> <p>This will introduce those elements of Word most beneficial for efficient and professional thesis preparation. Topics covered will include using the master document feature to allow greater manageability of long documents. This will incorporate the requirements of thesis preparation prescribed in the University of Bristol, Statement of Good Practice (see Annex B):  <a href="http://www.bris.ac.uk/Depts/Registrar/TSU/sofgp99.htm">http://www.bris.ac.uk/Depts/Registrar/TSU/sofgp99.htm</a> see also  <a href="http://www.bris.ac.uk/Depts/Science/acad.htm">http://www.bris.ac.uk/Depts/Science/acad.htm</a></p>	
6.	<p><b>How to write an MSc assignment</b></p>	
7.	<p><b>MSc dissertation presentations</b></p> <p>Staff give brief presentations of their available projects, allowing you to choose from these.</p>	

\*\*ALTERATIONS TO THE SESSIONS ARE POSSIBLE.  
 THE INFORMATION FOR THIS UNIT IS CORRECT AT THE TIME OF PRINTING THIS HANDBOOK\*\*

**Coursework Assessment:**

Two practical assignments covering the preparation of i) a thesis outline and ii) a camera-ready manuscript for publication, will be required to demonstrate knowledge of various MS Word (and other) features and reference management.

**2. Seminar Series:**

Comprises of attendance and participation in two research seminar series: the *Departmental Research Seminars* and the *Lunchtime Research Seminars*. It aims to introduce the student to a range of work by outside speakers and their associates, drawn from across the spectrum of topics and methodologies in contemporary psychology. Internal speakers also report on their investigations of significant new problems, techniques, findings and theories, but usually they concentrate upon work that is incomplete.

**Learning Outcomes:**

Successful completion of this unit will enable the student to:

- Achieve a broad coverage of different research methods;
- Increase their understanding of the strengths and weaknesses of methodological options;
- Gain insight into the critical dilemmas that arise in theory construction;
- Have the opportunity to learn about communication skills from established practitioners; and
- Have an opportunity to develop critical skills by participating in post seminar discussions.

**Coursework Assessment:**

Attendance at seminars is obligatory, and students are also required to create a Seminar Diary containing one-page summaries (covering aims, methods, results and discussion) together with a methodological critiques for 7 out of approximately 20 scheduled seminars. The diary should be submitted for marking at the end of the Autumn term.

Assessment will be solely by coursework on a pass/fail basis.

1.	<b>Unit Title</b>	<b>Psycholinguistics</b>
2.	<b>Unit Code</b>	PSYCM0013
3.	<b>Credit Points</b>	10
4.	<b>Unit Director Contact Phone No. &amp; E-Mail Address</b>	Dr Sven Mattys Internal: 8449 External: 0117 928 8449 Sven.Mattys@bristol.ac.uk
5.	<b>Description of this Unit:</b>	
	This course provides an overview over fundamental issues in the psychology of language, such as visual and auditory comprehension, production, and language and thought. It will be taught by a number of research-active staff members whose interests span the range of current psycholinguistic research. This course will largely focus on the behavioural aspects of adult language skills; cortical, developmental, and evolutionary implications will be considered in detail in the two follow-up modules.	
6.	<b>Key Reading and References:</b>	
	Altmann, G. T. M. (1997). <i>The ascent of Babel: An exploration of language, mind and understanding</i> . Oxford: Oxford University Press. Harley, T.A. (2001). <i>The psychology of language: From data to theory</i> . Hove, UK: Psychology Press. Pinker, S. (1994). <i>The language instinct</i> . New York: Harper Collins.	
7.	<b>Statement of Unit Aims:</b>	
	This unit will provide a thorough overview of the various subfields contributing to the cognitive psychological approach to language. Students will be familiarised with the various research techniques currently used to approach psycholinguistic questions and problems.	
8.	<b>Statement of Learning Outcomes:</b>	
	This unit intends to enable students to assess, generate and potentially answer important research topics relevant to current thinking in psycholinguistics.	
9.	<b>Methods of teaching</b> (e.g. Lectures, seminars, fieldwork):	
	Seminars will be led by research-active staff members. Students are expected to take turns in providing weekly summaries of relevant background reading, providing a starting point for structured discussion.	
10.	<b>Number of contact hours per week</b>	2
11.	<b>Methods of assessment:</b>	
	<ul style="list-style-type: none"> <li>• Essay which requires students to synthesise knowledge about a particular research topic into a coherent argument (50%)</li> <li>• Exam which assesses the level and depth of background knowledge (50%)</li> </ul>	

**Topics:**

1	Introduction
2	Language & Thought I
3	Language & Thought II
4	Speech perception
5	Spoken word recognition
6	Sentence comprehension
7	Speech production
8	Reading I
9	Reading II
10	Language & Memory

**Coursework Assessment:**

ONE of the following essay questions:

- To what extent does the language we speak affect the way we think?
- Is it necessary to postulate a specialised “phonetic module” to account for the identification of individual speech sounds?
- How does our language-recognition system deal with speech continuity?
- Compare and contrast the relative advantages of dual-route and parallel distributed processing (PDP) theories of visual word identification and naming.

1.	<b>Unit Title</b>	<b>Functional Neuroanatomy and Neuroscience Methods</b>
2.	<b>Unit Code</b>	PSYCM0016
3.	<b>Credit Points</b>	10
4.	<b>Unit Director Contact Phone No. &amp; E-Mail Address</b>	Dr Ute Leonards Internal: 8571 External: 0117 928 8571 ute.leonards@bristol.ac.uk
5.	<b>Description of this Unit:</b>	
	<p>This Unit has two central aims. First, it provides a review of the functional neuroanatomy of the human brain. Second, it provides a comprehensive review of techniques and methods employed to study the human brain. The Unit will revolve around ten seminar presentations, and each will focus upon specified functional systems. Methods and techniques employed to study each specified system will form a key focus of each seminar. A major feature of the Unit will be focus upon spatially and temporally distributed processing in the brain. This is in order to counteract the mistaken view that cognitive and affective processes are localised to discrete spatial regions. Research-active members of the Department of Experimental Psychology will lead the seminars.</p>	
6.	<b>Introductory Reading:</b>	
	<p>Gazzaniga, M. S., Ivry, R. B &amp; Mangun, G. R. (2002). Cognitive neuroscience: the biology of the mind (2<sup>nd</sup> ed.). London: Norton.  Kolb, B. and Wishaw, I.Q. (2003). Fundamentals of Human Neuropsychology. Worth Publishers, New York (5<sup>th</sup> Edition).  Cabeza, R. and Nyberg, L. (2000). Imaging cognition II: An empirical review of 275 PET and fMRI studies. Journal of Cognitive Neuroscience. 2000 Jan;12(1):1-47.</p>	
7.	<b>Statement of Unit Aims:</b>	
	<p>The aim of the unit is to provide a thorough grounding in human functional neuroanatomy and in techniques employed to study the brain. The course will stress how knowledge of functional neuroanatomy is crucially related to a range of methodological techniques, applied at varying levels within cerebral organisation (from single neuron recordings to whole brain imaging techniques).</p>	
8.	<b>Statement of Learning Outcomes:</b>	
	<p>At the end of the course, students will be able to make reasonable inferences about cognitive, affective and motor deficits that would be predicted following damage or dysfunction within different regions of the brain. In addition, they will be able to make informed inferences about possible kinds of brain damage/dysfunction on the basis of descriptions of abnormal cognitive or affective processing, or motor behaviour. In addition, students will provide knowledge of a range of techniques used to investigate the human brain. This will allow students to pursue further self-organised study of techniques which they find interesting and/or career relevant.</p>	
9.	<b>Methods of teaching</b> (e.g. Lectures, seminars, fieldwork):	
	<p>Teaching will involve seminars which will be led by research-active staff members. Students are expected to take turns in providing weekly summaries of relevant background reading, providing a starting point for structured discussion</p>	
10.	<b>Number of contact hours per week:</b>	2
11.	<b>Methods of assessment:</b>	
	<ul style="list-style-type: none"> <li>• Coursework essay which requires students to provide evidence of critical insight into both functional neuroanatomy and neuroscience research methods (50%)</li> <li>• Unseen examination that assesses the level and depth of background knowledge (50%)</li> </ul>	

This Unit has two main aims. First, it provides an overview of the functional anatomy of the human brain, and thus provides an absolutely core set of knowledge. Second, the Unit will include coverage of the major techniques that are used to study the brain (since these provide information about function, at various levels in the brain). These techniques will allow students to appreciate the theoretical interpretation of both spatial and temporal aspects of cerebral activity. Students will be required to perform preparatory reading prior to each seminar and will be expected to make an active contribution to discussion. The course will cover the entire brain, and will not simply focus upon structures typically associated with 'higher-order cognitive function.' The Unit will include ten seminars, each lasting 2 hours.

**Topics:**

1	Introduction to the course and Overview: History of Neuropsychology, Localisation versus Networking, Development of different techniques	U. Leonards
2	A brain tour: neuroanatomy - the main subcortical and cortical structures and their function	K. Pleydell-Pearce
3	Brain Damage - what can lesions tell us about cognition?	U. Leonards
3	Psychophysics - the brain as black box?; Assessment of neurological deficits with psychophysical methods	C. Benton
5	Localisation in the brain - where and what (fMRI, diffusion tensor)	U. Leonards
6	Localisation in the brain - PET and SPECT	K. Pleydell-Pearce
7	Theories of brain dynamics: temporal processing - when (EEG, MEG, single cell recordings); Interruptions of temporal processing - Virtual lesions (TMS)	K. Pleydell-Pearce
8	Psychopharmacology - Neurotransmitter and behaviour	C. Mohr
9	Active Vision: Eyemovements, Pupillometry and Drawing	I. Gilchrist
10	Summary & topic-led discussion	U. Leonards

**Introductory Reading:**

Gazzaniga, M. S., Ivry, R. B & Mangun, G. R. (2002). Cognitive neuroscience: the biology of the mind (2<sup>nd</sup> ed.). London: Norton.

Kolb, B. and Wishaw, I.Q. (2003). Fundamentals of Human Neuropsychology. Worth Publishers, New York (5<sup>th</sup> Edition).

Cabeza, R. and Nyberg, L. (2000). Imaging cognition II: An empirical review of 275 PET and fMRI studies. Journal of Cognitive Neuroscience. 2000 Jan;12(1):1-47.

**Essay Questions:**

1. A stroke patient claims that he has specific difficulties in discriminating facial expressions. Outline a series of psychophysical experiments to assess this claim, describing and justifying your choices of methodology.
2. Contrast the strength and weaknesses of two of the following three techniques to measure brain activity; fMRI, PET & EEG.

3. Brain imaging techniques do not image function, they image brain activity. The concept of function is an inference made by the experimenter. Discuss.
4. Can eye movement recordings give us an insight into the origins of visual deficits observed in humans following damage to the cortex?

## SPRING TERM

1.	<b>Unit Title</b>	<b>Advanced Psychological Statistics</b>
2.	<b>Unit Code</b>	PSYCM0005
3.	<b>Credit Points</b>	15
4.	<b>Unit Director Contact Phone No. &amp; E-Mail Address</b>	Professor Klaus Oberauer Internal: 9943 External: 0117 928 9943 K.Oberauer@bristol.ac.uk
5.	<b>Description of this Unit</b>	
	This Unit will aim to develop your understanding of newer analytical and inferential techniques now increasingly evident in the psychological research literature. These comprise applications of various multivariate techniques that have undergone considerable development since the 1970s. Several of techniques have been implemented in computer programs and are often highly appropriate for the analysis of qualitative data when combined with appropriate methods of data collection and pre-processing.	
6.	<b>Key Reading and References:</b>	
	Everitt,B.S. (1996) Making sense of statistics in Psychology: a second level course. Oxford University Press (BF39 EVE) Tabachnick,B.G. abd Fidell,L.S. (2001) Using multivariate statistics (4 <sup>th</sup> ed) Harper and Row (QA 278 TAB).	
7.	<b>Statement of Unit Aims:</b>	
	This Unit will aim to develop your understanding of newer analytical and inferential techniques now increasingly evident in the psychological research literature.	
8.	<b>Statement of Learning Outcomes:</b>	
	The ability to understand and carry out a number of recent advanced statistical techniques.	
9.	<b>Methods of teaching</b> (eg Lectures, seminars, fieldwork):	
	Lectures and computer based practicals.	
10.	<b>Number of contact hours per week:</b>	2
11.	<b>Methods of assessment:</b>	
	Course work (50%), Examination (50%).	

## Aims

The unit will expand on the knowledge acquired in Basic Statistics. It focuses on methods for treating data with scale properties not suitable for t-tests or ANOVAs (e.g., categorical data), on multivariate methods to structure large sets of variables and their relationships, and on techniques of summarizing data across studies. Besides learning about the conceptual background of specific statistical methods and acquiring the skills of using the corresponding statistical software, you should understand the logic of statistical inference, and appreciate the pitfalls in mindless application of analyses.

## Topics

1	Categorical data I: $\chi^2$ and log-linear models	S Farrell
2	Categorical data II: Logistic regression	S Farrell
3	Nonparametric tests	S Farrell
4	Multidimensional scaling	S Farrell
5	Cluster analysis	S Farrell
6	Structural Equation Modelling (SEM)	K Oberauer
7	Structural Equation Modelling (SEM)	K Oberauer
8	Structural Equation Modelling (SEM)	K Oberauer
9	Meta-Analysis	K Oberauer
10	Effect sizes, power, confidence intervals, and the Null Ritual	K Oberauer

## References

- Field, A. (2005). *Discovering statistics using SPSS (2<sup>nd</sup> edition)*. London: Sage
- Everitt, B. S. & Dunn, G. (2001). *Applied multivariate data analysis*. London: Edward Arnold.
- Tabachnick, B. G. & Fidell, L. S. (2001). *Using multivariate statistics (4<sup>th</sup> edition)*. Harper and Row [QA278 TAB]
- Schumacker, R. E. & Lomax, R. G. (2004). *A beginner's guide to structural equation modeling*. Mahwah, NJ: Erlbaum

## Course work

There will be computer-based exercises during the Practical Sessions, and an assessable assignment to be submitted by the last day of the Spring Term

## Assessment

By coursework (50%) and examination (50%)

1.	<b>Unit Title</b>	<b>Issues in Psychology (see separate handbook)</b>
2.	<b>Unit Code</b>	PSYCM0006
3.	<b>Credit Points</b>	15
4.	<b>Unit Director Contact Phone No. &amp; E-Mail Address</b>	Professor Peter Rogers Internal: 8584 External: 0117 928 8584 Peter.Rogers@bristol.ac.uk
5.	<b>Description of this Unit</b>	
	This unit will explore issues relating to philosophical, conceptual, and epistemological aspects of psychology. It will attempt to address the limitations of scientific methods as practised in contemporary psychology. It will also attempt to explore critically the nature of psychological knowledge and the extent to which it is context-dependent (e.g. biological, developmental, cognitive, social, applied, etc.)	
6.	<b>Key Reading and References:</b>	
	Chalmers, A.F. (1994). <i>What is this thing called science? An assessment of the nature and status of science and its methods.</i> (2 <sup>nd</sup> ed.). Indianapolis: Hackett Publishing. (Q175 CHA) (3 <sup>rd</sup> ed. – 1999 also available at same location) Prilleltensky, I. & Fox, D. (1997). <i>Introducing Critical Psychology: Values, Assumptions and the Status Quo.</i> In D. Fox, & I. Prilleltensky, (Eds.). <i>Critical psychology: An introduction.</i> London: Sage. (BF39.9 CRI). Reason, J. T. (1990). <i>Human Error.</i> Cambridge: Cambridge University Press. (BF323.E7 REA) Schacter, D.L. (1996). <i>Searching for memory: The brain, the mind, and the past.</i> New York: Basic Books. (BF371 SCH) Valentine, E.R. (1992). <i>Conceptual issues in psychology.</i> (2 <sup>nd</sup> ed.) London: Routledge (BF38 VAL)	
7.	<b>Statement of Unit Aims:</b>	
	To explore issues relating to philosophical, conceptual, and epistemological aspects of psychology. The Unit will attempt to address the limitations of scientific methods as practised in contemporary psychology. It will also attempt to explore critically the nature of psychological knowledge and the extent to which it is context-dependent (e.g. biological, developmental, cognitive, social, applied, etc.)	
8.	<b>Statement of Learning Outcomes:</b>	
	On completion of this unit the student will:  Be familiar with the major critical contexts of psychological knowledge Appreciate the contributions of a range of key perspectives to psychological thinking	
9.	<b>Methods of teaching</b> (e.g. Lectures, seminars, fieldwork):	
	Lectures.	
10.	<b>Number of contact hours per week:</b>	2
11.	<b>Methods of assessment:</b>	
	Course work (50%), Examination (50%).	

1.	<b>Unit Title</b>	<b>General and Generic Research Skills 2</b>
2.	<b>Unit Code</b>	PSYCM0012
3.	<b>Credit Points</b>	10
4.	<b>Unit Director Contact Phone No. &amp; E-Mail Address</b>	Prof Tom Troscianko Internal: 8565 External: 0117 928 8565 <a href="mailto:tom.troscianko@bristol.ac.uk">tom.troscianko@bristol.ac.uk</a>
5.	<b>Description of this Unit (not more than 150 words):</b>	
	The unit builds on the General and Generic Research Skills 1 unit to increase both the breadth and depth of coverage for taught postgraduate students to carry out research within Psychology. The purpose of the unit is to bring all students up to the standard required to support teaching and learning at postgraduate level.	
6.	<b>Key Reading and References:</b>	
	<p>APA (1992). <i>Ethical principles of psychologists and code of conduct</i>. Washington D.C.: American Psychological Association. Available online (all 27 pages) at: <a href="http://www.apa.org/ethics/code.html">http://www.apa.org/ethics/code.html</a></p> <p>APA (2001) <i>Publication Manual of the American Psychological Association (5<sup>th</sup> Edition)</i>. Washington, D.C.: American Psychological Association. (PN147 PUB).</p> <p>Bell, P.B., Staines, P.J with Michell, J. (2001). <i>Evaluating, doing and writing research: A step-by-step guide for students</i>. London: Sage Publications. (BF77 BEL).</p> <p>BPS (2000). <i>Code of conduct, ethical principles, and guidelines</i>. Leicester: British Psychological Society. Available online to download as a .pdf file (all 50 pages) at: <a href="http://www.bps.org.uk/about/rules5.cfm">http://www.bps.org.uk/about/rules5.cfm</a></p> <p>Kimmel, A. J. (1996). <i>Ethical issues in behavioral research: A survey</i>. Oxford: Blackwell. (BF76.4 KIM)</p> <p>Sternberg, R.J.with Leach, C. (1993). <i>The psychologist's companion: A guide to scientific writing for students and researchers. (3<sup>rd</sup> edition)</i>. Cambridge: Cambridge University Press. (BF76.8 STE)</p>	
7.	<b>Statement of Unit Aims:</b>	
	<p>The lectures aim to cover an increased range of research skills, some of which are subject-specific, and will help you to produce high quality psychological research.</p> <p>The Unit develops more advanced IT skills, including thesis and publication preparation, presentation skills, publication skills, and an introduction to the process of peer-review publication and grant application procedures.</p>	
8.	<b>Statement of Learning Outcomes:</b>	
	<p>Be able to prepare a manuscript for publication Write and present an academic oral presentation Carry out data manipulation and analysis using a range of computer packages.</p>	
9.	<b>Methods of teaching (eg Lectures, seminars, fieldwork):</b>	
	Lectures	
10.	<b>Number of contact hours per week:</b>	2
11.	<b>Methods of assessment:</b>	
	Coursework: essay and presentation at Postgraduate Conference. Seminar diary.	

## 1. Lecture Topics:

1	<b>Using MS Word for Publications</b> This will cover those features of Word needed for manuscript preparation.	
2.	<b>MOCK EXAM</b> One 90-minute exam, probably 'Functional Neuroanatomy & Neuroscience Methods' to give students experience at taking an exam of this length in preparation for the actual exams.	Late January
3	<b>Ethics &amp; Conventions</b> (a) Ethical considerations necessary for psychological research (b) The British Psychological Society research guidelines (c) The American Psychological Association (APA) conventions for manuscript preparation and publication.	
4.	<b>Using MS Excel for Theses and Publications</b> This will cover the features of Excel useful in scientific writing. Topics covered: a) Calculating in Excel using the formula bar and function. b) Data transformation by using low-level macros. c) Summarise your data. d) How to create reader-friendly graphs. e) Customising MS Excel	
5.	<b>Publication Skills</b> This will provide an introduction to aspects of the process of manuscript evaluation by Journal Editors, Peer Reviewers, and consider aspects of funding further research.	
6.	<b>Presentation at the Postgraduate Conference</b> at the end of the Summer Term. All postgraduate students present for about 10 minutes on their proposed research topic, and the work they have done so far.	

\*\*ALTERATIONS TO THE SESSIONS ARE POSSIBLE.

THE INFORMATION FOR THIS UNIT IS CORRECT AT THE TIME OF PRINTING THIS HANDBOOK\*\*

## Coursework Assessment

A 10-minute presentation (using a data projector) will be assessed in terms of the communication skills shown and the use of PowerPoint.

## 2. Seminar Series:

Comprises of attendance and participation in two research seminar series: the *Departmental Research Seminars* and the *Lunchtime Research Seminars*. It aims to introduce the student to a range of work by outside speakers and their associates, drawn from across the spectrum of topics and methodologies in contemporary psychology. Internal speakers also report on their investigations of significant new problems, techniques, findings and theories, but usually they concentrate upon work that is incomplete.

**Learning Outcomes:**

Successful completion of this unit will enable the student to:

- Achieve a broad coverage of different research methods;
- Increase their understanding of the strengths and weaknesses of methodological options;
- Gain insight into the critical dilemmas that arise in theory construction;
- Have the opportunity to learn about communication skills from established practitioners; and
- Have an opportunity to develop critical skills by participating in post seminar discussions.

**Coursework Assessment:**

Attendance at seminars is obligatory, and students are also required to create a Seminar Diary containing one-page summaries (covering aims, methods, results and discussion) together with a methodological critiques for 7 out of approximately 20 scheduled seminars. The diary should be submitted for marking at the end of the Spring term.

Assessment will be solely by coursework on a pass/fail basis.

1.	<b>Unit Title</b>	<b>Theoretical Neuropsychology</b>
2.	<b>Unit Code</b>	PSYCM0018
3.	<b>Credit Points</b>	10
4.	<b>Unit Director Contact Phone No. &amp; E-Mail Address</b>	Dr Kit Pleydell-Pearce Internal: 46838 External: 0117 9546838 c.pleydell-pearce@bristol.ac.uk
5.	<b>Description of this Unit:</b>	
	<p>This Unit focuses upon key theoretical issues within Neuropsychology. The Unit involves 10 seminars, and each focuses upon a basic cognitive-affective function (e.g. attention, memory, emotion) while also focusing upon a major neuropsychological syndrome that is related to that function (e.g. neglect, amnesia and emotional disorders). This means that students will learn both about theories of brain function, and about particular syndromes that might be typically observed following various kinds of brain damage or dysfunction. The Unit will involve coverage of both cortical and subcortical function and will emphasise system-wide contributions to integrated cognition and behaviour.</p>	
6.	<b>Key Reading and References:</b>	
	<p>Kolb, B. and Wishaw, I.Q. (2003). Fundamentals of Human Neuropsychology. Worth Publishers, New York (5<sup>th</sup> Edition).</p> <p>Feinberg, T. E. &amp; Farah, M. J., editors (2003). Behavioural Neurology and Neuropsychology. New York: McGraw-Hill (Second Edition).</p> <p>Note: By this stage of the course (Term 2) students will be expected to focus upon key research reports and reviews provided within peer-reviewed journals.</p>	
7.	<b>Statement of Unit Aims:</b>	
	<p>The aim of the unit is to provide a comprehensive overview of theories concerned with the cerebral bases of key cognitive, affective and psychomotor processes. This will provide students with an understanding of issues that are at the frontiers of contemporary research and theory. These questions are not simply issues associated with functional neuroanatomy. For example, there may be agreement that a particular brain region or system is associated with a particular function (e.g. vision). However, the functions and algorithms underlying processing of visual information remain controversial. It is the attempt to specify these processes, within a hypothesis-testing scientific framework, that is the focus of this course.</p>	
8.	<b>Statement of Learning Outcomes:</b>	
	<p>At the end of the course, students will have an understanding of a range of contemporary theories concerning cerebral bases of cognitive, affective and psychomotor function. Students will also realise that making inferences about underlying function can be problematic, and will appreciate the need for a critical approach to interpretation of empirical data.</p>	
9.	<b>Methods of teaching (eg Lectures, seminars, fieldwork):</b>	
	<p>Teaching will involve seminars that will be led by research-active members of the Department of Experimental Psychology. In addition to lecturer-led tuition, students are expected to take turns in providing weekly summaries of relevant background reading, providing a starting point for structured discussion.</p>	
10.	<b>Number of contact hours per week:</b>	2
11.	<b>Methods of assessment:</b>	
	<ul style="list-style-type: none"> <li>• Coursework essay which requires students to provide evidence of critical understanding of a topic in theoretical neuropsychology (50%)</li> <li>• Unseen examination that assesses the level and depth of background knowledge (50%)</li> </ul>	

This unit is concerned with way in which studies of cerebral activity and brain damage advance theories of cognition and brain function. In any such Unit, there is a problem of whether to approach the important material on the basis of function (e.g. memory, attention or vision), or whether to adopt a syndrome-led approach (i.e. one that considers classic neuropsychological deficits following localised cerebral damage). The Unit meets this challenge by focusing each 2-hour seminar on both a major function and a major neuropsychological syndrome cluster. Thus, the Unit will provide students with an ability to develop knowledge of both function and neuropsychological syndromes. This will enable transfer of relevant knowledge to both medical and research environments. The Unit will include ten seminars each lasting 2 hours. Students will be required to undertake preparatory reading prior to each seminar, and will be expected to make an active contribution to discussion. In this Unit, each student will be expected to conduct a literature review of one of the seminar topics, and present that review to the other students and lecturer. These reviews will form the basis of a course-related essay and the exact topic will be agreed with the lecturer conducting that seminar. Assignment of topics to students will take place in the first seminar (Introduction to the Unit).

**Topics:**

1	Introduction to the unit	KPP & UL
2	Apraxia, motor control and tactile representation	KS
3	Visual agnosias and visual perception	UL
4	Attention and Action	IDG
5	Unilateral neglect, sensory integration and representation	UL
6	Developmental disorders of communication	CJ
7	Emotion	KPP
8	Disturbances of consciousness and alertness	KPP
9	Varieties of Memory	SF
10	Representation of Language	MD

**Introductory reading:**

Kolb, B. and Wishaw, I.Q. (2003). *Fundamentals of Human Neuropsychology*. Worth Publishers, New York (5<sup>th</sup> Edition).

Feinberg, T. E. & Farah, M. J., editors (2003). *Behavioural Neurology and Neuropsychology*. New York: McGraw-Hill (Second Edition).

Note: By this stage of the course (Term 2) students will be expected to focus upon key research reports and reviews provided within peer-reviewed journals.

Essay Questions are to be agreed with the course co-ordinators during the first seminar.

1.	<b>Unit Title</b>	<b>Applied Neuropsychology</b>
2.	<b>Unit Code</b>	PSYCM0017
3.	<b>Credit Points</b>	10
4.	<b>Unit Director Contact Phone No. &amp; E-Mail Address</b>	Dr Kit Pleydell-Pearce Internal: 46838 External: 0117 9546838 c.pleydell-pearce@bristol.ac.uk
5.	<b>Description of this Unit):</b>	
	<p>This Unit provides students with an opportunity to partake in seminars provided by active clinicians who work in an NHS Neuropsychology Department. The Unit will cover a range of neuropsychological syndromes and will focus upon neuropsychological assessment procedures. In addition, the unit will examine the manner in which Neuropsychologists must interact with other medical departments (e.g. neurosurgery, rehabilitation and radiography departments). While the unit has an applied component, seminars will also reinforce knowledge in functional neuroanatomy and theories of cerebral function.</p>	
6.	<b>Key Reading and References:</b>	
	<p>Lezak, M. (1995). Neuropsychological Assessment. Oxford University Press.</p> <p>Kolb, B. and Wishaw, I.Q. (2003). Fundamentals of Human Neuropsychology. Worth Publishers, New York (5<sup>th</sup> Edition).</p> <p>Feinberg, T. E. &amp; Farah, M. J., editors (2003). Behavioural Neurology and Neuropsychology. New York: McGraw-Hill (Second Edition).</p>	
7.	<b>Statement of Unit Aims:</b>	
	<p>The aim of the unit is to provide a thorough grounding in applied Clinical Neuropsychology. Students will learn how knowledge of neuropsychological theory, functional neuroanatomy and technical approaches to studying the brain are used within a medical context. In addition, the Unit will provide insights into clinical practice, and will be valuable for all who wish to pursue a clinical career, or who wish to pursue research that involves interaction with patients.</p>	
8.	<b>Statement of Learning Outcomes:</b>	
	<p>At the end of the course, students will have an understanding of both qualitative and quantitative approaches to patient assessment. They will also understand how results of assessment are employed within a clinical and medical setting, and how cooperation and interaction between different NHS teams is critical for patient treatment and investigation. Students will also be given insights into a range of neuropsychological disorders (including various forms of dementia and paediatric neuropsychology).</p>	
9.	<b>Methods of teaching (eg Lectures, seminars, fieldwork):</b>	
	<p>Teaching will involve seminars that will be led by research-active and clinically active members of Frenchay Hospital Department of Neuropsychology (although the course coordinator is a member of the Department of Experimental Psychology). In addition to lecturer-led tuition, students are expected to take turns in providing weekly summaries of relevant background reading, providing a starting point for structured discussion.</p>	
10.	<b>Number of contact hours per week:</b>	2
11.	<b>Methods of assessment:</b>	
	<ul style="list-style-type: none"> <li>• Coursework essay which requires students to provide evidence of critical understanding of a topic in applied neuropsychology (50%)</li> <li>• Unseen examination that assesses the level and depth of background knowledge (50%)</li> </ul>	

This Unit aims to familiarise students with techniques underlying neuropsychological assessment, good clinical practice, and about how and why neuropsychologists need to interact with other medical teams (e.g. neurosurgery, radiography, occupational therapy and social services). The Unit will include ten seminars, each lasting 2 hours. Each seminar will cover a range of deficits routinely encountered in clinical practice. Examples of such topics will include stroke, epilepsy, paediatric neuropsychology, dementia and traumatic brain injury. Students will be required to perform preparatory reading prior to each seminar and will be expected to make an active contribution to discussion.

**Topics:**

1	Meeting the patient: dealing with a referral	NHW/MB
2	Neuropsychological testing 1	NHW/RM
3	Neuropsychological testing 2	NHW/RM
4	Management of Traumatic Brain Injury	RE
5	Case Example 1: Epilepsy	MB
6	Case Example 2: Dementia	AT/MN
7	Case Example 3: Parkinson's disease	MB
8	Case Example 4: Frontal lobe syndromes	MB/NHW
9	Case Example 5: Stroke	RM
10	Paediatric Neuropsychology	RM

**Introductory Reading:**

Lezak, M. (1995). *Neuropsychological Assessment*. Oxford University Press.

Kolb, B. and Wishaw, I.Q. (2003). *Fundamentals of Human Neuropsychology*. Worth Publishers, New York (5<sup>th</sup> Edition).

Feinberg, T. E. & Farah, M. J., editors (2003). *Behavioural Neurology and Neuropsychology*. New York: McGraw-Hill (Second Edition).

**Essay Questions:** (provisional at time of printing)

1. Critically assess the reliability and validity of inferences drawn from neuropsychological tests.
2. Describe the functional neuroanatomy of the frontal lobes, and indicate consequences of damage to the different areas you specify.
3. Describe the most common forms of dementia, and indicate how these forms might be diagnosed and treated.
4. Describe the different kinds of arterial stroke that can effect frontal, parietal, temporal and occipital lobes. How might you distinguish between strokes involving different arteries?

## SUMMER TERM

1.	<b>Unit Title</b>	<b>Research Dissertation</b>
2.	<b>Unit Code</b>	PSYCM1000
3.	<b>Credit Points</b>	60
4.	<b>Unit Director Contact Phone No. &amp; E-Mail Address</b>	Professor Tom Troscianko Internal: 8565 External: 0117 928 8565 Tom.troscianko@bristol.ac.uk
5.	<b>Description of this Unit:</b>	
	<p>The aim of this mandatory unit is to apply the research techniques learned elsewhere in the course to a particular neuropsychological (or related) issue, under the supervision of a member of academic staff.</p> <p>Timetable: Students should register their interest with a member of academic staff early in the Autumn term (see list of Staff Research Interests). Individual members of staff will favour different patterns of supervision, and students should discuss their progress with their supervisor at the first meeting. Students may only progress to taking this Unit if they have satisfied the Examiners by passing in all previous Units in the MSc course. The deadline for the submission of the dissertation is the 21<sup>st</sup> September 2007, but students should bear in mind the following recommended timetable for progress:</p> <p>October-December: Explore a potential project with a supervisor and read background material.</p> <p>January-March: Write a literature review, and plan details of project, running pilot study if necessary. Begin data collection.</p> <p>April-June: Complete data collection. Begin data analysis. In late June, give a presentation on your work the postgraduate conference in the department.</p> <p>July-September: Write dissertation.</p> <p>It should be noted that University accommodation is for a 50 week period and has to be vacated mid-September to allow some preparation time for the new intake. This may have implications with regard to the planning of your dissertation work.</p>	
6.	<b>Key Reading and References</b> (maximum of six titles):	
	The Publication Manual of the American Psychological Association (1994 edition) is held in the Arts & Social Sciences Library (PN147 PUB) and in the Departmental Resource Centre.	
7.	<b>Statement of Unit Aims:</b>	
	The aim of this Unit is to apply the research techniques learned elsewhere in the course to a particular psychological issue, under the supervision of a member of academic staff.	
8.	<b>Statement of Learning Outcomes:</b>	
	This Unit intends to enable students to design a novel experimental investigation in the area of Psychology of their choice, supervised by an expert in the field, and to carry out the investigation, analyse the results and write a Dissertation based on the results.	
9.	<b>Methods of teaching</b> (e.g. Lectures, seminars, fieldwork):	
	Original research under the guidance of the Supervisor; production of Dissertation.	

<b>10.</b>	<p><b>Methods of assessment:</b></p> <p>The maximum length of the thesis is 10,000 words. References, Appendices and Contents pages are additional to this limit. Two copies must be submitted by 5.00 pm on September 21<sup>st</sup> to Janet Woolway-Allen in the Departmental Office. These are jointly assessed by internal and external examiners.</p> <p>For submission requirements see statement of good practice, taught postgraduate programmes.  <a href="http://www.bris.ac.uk/Depts/Registrar/Exams/higher.html">http://www.bris.ac.uk/Depts/Registrar/Exams/higher.html</a></p> <p>The Department has adopted the style of the American Psychological Association (APA) for all uses of referencing. Briefly, the form of this referencing system is as follows. For text citations, you provide the authors' surnames and the date of publication. For example, "Atkinson and Shiffrin (1968) proposed an alternative metaphor that conceptualised memory in terms of three memory stores" or "Several authors have sought to understand the phenomena of implicit memory (Schacter, 1995; Schacter &amp; Graf, 1986)." In the reference section an alphabetised list of all the references cited in the text is provided in chronological order. Sternberg (1993) provides a good general introduction to referencing and other matters. Examples of how to reference a journal article, a book or a chapter in a book are provided below.</p> <p>Schacter, D. L. (1995). Implicit memory. In M. S. Gazzaniga (Ed.), <i>The cognitive neurosciences</i> (pp. 815-824). Cambridge, MA: MIT Press.</p> <p>Schacter, D. L., &amp; Graf, P. (1986). Effects of elaborative processing on explicit and implicit memory for new associations. <i>Journal of Experimental Psychology: Learning, Memory &amp; Cognition</i>, 12, 432-444.</p> <p>Sternberg, R. J. (1993). <i>The psychologist's companion: A guide to scientific writing for students and researchers</i>. New York: Cambridge University Press.</p> <p>The Publication Manual of the American Psychological Association (1994 edition) is held in the Arts &amp; Social Sciences Library (PN147 PUB) and in the Departmental Resource Centre.</p> <p>YOU MUST USE APA. Poor reference sections are likely to jeopardise coursework marks, so make sure that you familiarise yourself with the technical style required.</p>
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**Assessment:**

The maximum length of the thesis is 10,000 words. References, appendices and contents pages are additional to this limit. Two copies must be submitted by 5.00 p.m. on 21<sup>st</sup> September 2007 to Janet Woolway-Allen in the Departmental Office. These are jointly assessed by internal and external examiners.

For submission requirements, see statement of good practice, taught postgraduate programmes.  
<http://www.bris.ac.uk/Depts/Registrar/Exams/higher.html>

## **Personal Tutors**

Your personal tutor's overall role is to ensure that you receive adequate academic guidance and pastoral support. Your tutor therefore acts as a single point of contact and responsible person within the University from whom you can obtain general academic and pastoral support. Sometimes this will take the form of direct personal support or advice. Sometimes it may involve helping you access appropriate services.

It is your responsibility to attend meetings arranged with your personal tutor. If for any reason you cannot attend, you should let your personal tutor know, and preferably, in advance.

It is also important that you inform your tutor of any special circumstances that may be affecting your academic performance. Your tutor will advise you whether you need to ask for circumstances to be taken into account in any subsequent decisions on your results.

Students often choose their personal tutors as one of their referees for jobs. As a matter of courtesy you should let your tutor know about the applications you are making, and make sure that your tutor has an up-to-date copy of your CV.

You may change your personal tutor if you feel that the process is not working for you. You do not need to state a reason. To do this you should contact your Course Coordinator.

## **Student Representatives**

At the beginning of each academic year, a rep from each of the MSc programmes is requested by someone volunteering for this role. The role involves attending a Staff Student Liaison Meeting once per term to discuss matters that have arisen. Dr Sven Mattys, the Director of Postgraduate Studies, and Dr Roland Baddeley, the Director of MSc Studies attend, along with the postgraduate secretary who will produce minutes of the meeting with action points.

## **Computer Lab Usage**

In the psychology building, there are two MSc computer labs located on Level 1, with a laser printer, plus there is a large computer lab on Level 4 which is sometimes used for teaching, but you are able to use if it is empty. Undergraduate students also use this Level 4 lab and there are no free printing facilities.

Visit <http://www.bris.ac.uk/is/locations/computerrooms> for computer rooms in the University precinct.

## **Photocopying**

There is a photocopier on Level 4 in the lobby outside the large computer lab (room 4D29) for you to use. This machine requires a card. MSc students can obtain these cards from Reception (Level 1) free of charge.

## **SUPPORT STAFF**

Secretarial Staff are located in the Department Office. Please feel free to go along to the office if you have any questions regarding administration, stationary, or finance. Janet Woolway-Allen is the postgraduate secretary, and the administrator of this course. You are welcome to contact her with any queries you may have.

Lesley Barry	Academic Administrator & Disability Advisor 0117 9546998	Rm 1D22  Lesley.Barry@bristol.ac.uk
Hazel Carrington	Finance Secretary 0117 9288544	Departmental Office – Level 1 Hazel.Carrington@bristol.ac.uk
Chris Moroney	Admissions Secretary 0117 9288475	Departmental Office – Level 1 Christine.Moroney@bristol.ac.uk
Liz Philpott	Receptionist/Secretarial Asst 0117 9288450	Departmental Office – Level 1 Liz.Philpott@bristol.ac.uk
Jo Purdie	Undergraduate Secretary 0117 9288327	Departmental Office – Level 1 J.R.Purdie@bristol.ac.uk
Janet Woolway-Allen	Postgraduate Secretary 0117 9288452	Departmental Office – Level 1 Janet.Woolway@bristol.ac.uk

The Department has its own computer support group (CSG). They are located on the ground floor in room 1D13. Please contact them on 0117 928 8469 (internal 8469), or send a message on FirstClass to 'Mail computer support'.

David Beech	Computer Officer	Rm 1D13
Mike Davies	CSG Supervisor	Rm 1D16
Alun Person	Computer Officer	Rm 1D13

## **TECHNICAL STAFF**

David Tremelling	Electronics Technician	Rm 1D13
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Departmental Staff, 2006

<b>Roland Baddeley</b>	Roland.Baddeley@bristol.ac.uk	4D2	Reader
<i>Mathematical models to understand a diverse range of topics, from colour perception, eye movements, signalling and vision in cuttlefish, to forgetting, and neural networks.</i>			
<b>Chris Benton</b>	Chris.Benton@bristol.ac.uk	4D6	Lecturer
<i>Visual perception, particularly the investigation of low level visual processing through psychophysics and computational modelling.</i>			
<b>Svetlana Bialkova</b>		Level 3	Post Doc. Researcher
Starts September 2006 working with Klaus Oberauer			
<b>Jeff Bowers</b>	J.Bowers@bristol.ac.uk	3D31	Professor
<i>Memory and language. Visual word recognition, speech production, connectionist modelling, word learning.</i>			
<b>Alex Bright-Paul</b>	A.M.Bright-Paul@bristol.ac.uk	4D27	Post Doc Researcher
<i>Children's suggestibility. In particular the role of 'memory for source' and the temporal distinctiveness of misinformation.</i>			
<b>Josie Briscoe</b>	J.Briscoe@bristol.ac.uk	3D29	Lecturer
<i>Developmental cognitive neuroscience. Developmental disorders, language impairment, working memory, episodic and event memory in children.</i>			
<b>Jeff Brunstrom</b>	Jeff.Brunstrom@bristol.ac.uk	5D3	Lecturer
<i>Biological psychology, especially learned and cognitive aspects of appetite control and food choice.</i>			
<b>Robbie Cooper</b>			Post Doc. Researcher
Starts September 2006 working with Angela Rowe & Ian Penton-Voak			
<b>Matt Crawford</b>	M.Crawford@bristol.ac.uk	5D8	Lecturer
<i>Social perception and social memory (impression formation and group perception); stereotype formation, activation, and use; social identity and self-categorization; attitudes and counterfactual thinking; regret and decision-making.</i>			
<b>Filipe Cristino</b>	F.Cristino@bristol.ac.uk	3D28	Post Doc. Researcher
<b>Markus Damian</b>	M.Damian@bristol.ac.uk	2D14	Reader
<i>Language production, speaking, psycholinguistics, visual word recognition, computational models of language, unconscious processing, numerical cognition.</i>			
<b>Colin Davis</b>	Colin.Davis@bristol.ac.uk	5D16	Post Doc. Researcher
<i>Reading, visual word recognition, attention, computational modelling of cognition.</i>			
<b>Nicolas Dumay</b>	N.Dumay@bristol.ac.uk	4D27	Post Doc. Researcher
<b>Anupriya Dwivedi</b>	Anupriya.Dwivedi@bristol.ac.uk	1D17	Research Assistant
<b>Simon Farrell</b>	Simon.Farrell@bristol.ac.uk	5D4	Lecturer
<i>Short-term memory, specifically memory for serial order, recall latencies in short- and long-term memory, serial correlations in human performance, automation-induced complacency, computational modelling of cognition.</i>			
<b>Danielle Ferriday</b>			Research Assistant
Starts October 2006 working with Jeff Brunstrom			
<b>Clive Frankish</b>	C.Frankish@bristol.ac.uk	3D30	Senior Lecturer
<i>Short-term memory, iconic and echoic memory, grouping processes in memory, speech perception, design of human/machine interfaces, especially those involving voice input/output.</i>			
<b>Norman Freeman</b>	N.Freeman@bristol.ac.uk	3D33	Professor
<i>Experimental child psychology, with special reference to language, cognitive development, theory of mind, representational competence with pictures, early counting.</i>			
<b>Iain Gilchrist</b>	I.D.Gilchrist@bristol.ac.uk	1D21	Reader
<i>Vision, with particular reference to active vision, eye-movements and attention, neuropsychology, perceptual grouping.</i>			
<b>Richard Gregory</b>	Richard.Gregory@bristol.ac.uk	3D7	Emeritus Professor
<i>Vision and hearing, object perception, AI concepts, significance of illusions, hands-on learning, philosophy of mind and science.</i>			

<b>Martin Groen</b>	Martin.Groen@bristol.ac.uk	3D28	Post Doc. Researcher
<i>Larger purposes of conversationalists and their markers.</i>			
<b>Sue Heatherley</b>	Sue.Heatherley@bristol.ac.uk	5 Priory Rd	Research Associate
<i>The psychostimulant effects of caffeine with particular reference to caffeine withdrawal.</i>			
<b>Bruce Hood</b>	Bruce.Hood@bristol.ac.uk	3D22	Professor
<i>Developmental cognitive neuroscience of attention, gaze processing, naive reasoning about Newtonian principles.</i>			
<b>Chris Jarrold</b>	C.Jarrold@bristol.ac.uk	3D10	Reader
<i>Developmental psychopathology, particularly autism, Williams syndrome and Down syndrome, working memory in special populations, pretend play, executive dysfunction.</i>			
<b>Fiona Laver</b>	Fiona.Laver@bristol.ac.uk	1D17	Research Assistant
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<i>Neuronal mechanisms of visual perception and of higher vision-related cognitive processes, neuropsychology, fMRI, EEG, eye-movements.</i>			
<b>Frances Lombard</b>	Frances.Lombard@bristol.ac.uk	1D19	Research Assistant
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<i>Perception, ecology of colour vision, computational modelling of image difference discrimination, contour integration.</i>			
<b>Casmir Ludwig</b>	C.Ludwig@bristol.ac.uk	4D8	Post Doc. Researcher
<i>Visual selection in general and saccade target selection in particular.</i>			
<b>Sven Mattys</b>	Sven.Mattys@bristol.ac.uk	2D15	Reader
<i>Psycholinguistics and speech perception, particularly the perceptual, cognitive, and physiological mechanisms underlying spoken word recognition.</i>			
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<i>Determinants of hemispheric specialization, particularly its modulation by personality (schizotypy), handedness, and pharmacology.</i>			
<b>Marcus Munafò</b>	Marcus.Munafò@bristol.ac.uk	5D5	Lecturer
<i>The role of molecular genetic influences on addictive behaviour and the use of social drugs.</i>			
<b>Jan Noyes</b>	J.Noyes@bristol.ac.uk	4D5	Professor
<i>Cognitive ergonomics, particularly the design of input media, e.g. speech recognition, and the application of cognitive psychology to system design, e.g. memory, decision-making.</i>			
<b>Jo Nye</b>	Jo.Nye@bristol.ac.uk	1D19	Post Doc. Researcher
<b>Klaus Oberauer</b>	K.Oberauer@bristol.ac.uk	3D2	Professor
<i>Working memory, reasoning, and individual differences.</i>			
<b>Liz Pellicano</b>	Starting January 2007		Lecturer
<i>Developmental psychology.</i>			
<b>Ian Penton-Voak</b>	I.S.Penton-Voak@bristol.ac.uk	5D20	Senior Lecturer
<i>Social perception of facial characteristics; evolutionary psychology.</i>			
<b>Kit Pleydell-Pearce</b>	C.Pleydell-Pearce@bristol.ac.uk	5D28	Lecturer
<i>Neurophysiological and autonomic correlates of cognition (especially perception, attention and memory) slow cortical potentials, spectral and coherence analyses, mental workload, real time analysis of physiology and behaviour, cockpit technologies.</i>			
<b>Peter Robinson</b>	P.Robinson@bristol.ac.uk	5 Priory Rd	Emeritus Professor
<i>Language and communication, including developmental aspects, but with special reference to lying, its antecedents, correlates and consequences. Identity and self-esteem, either in relation to academic achievement or European vs. national or regional.</i>			
<b>Peter Rogers</b>	Peter.Rogers@bristol.ac.uk	3D21	Professor
<i>Motivation, learning and cognition, especially appetite and weight control, addiction and caffeine psychopharmacology. Nutrition, health and behaviour.</i>			
<b>Angela Rowe</b>	A.C.Rowe@bristol.ac.uk	5D7	Lecturer
<i>Social cognition with specific regard to person perception and interpersonal relationships.</i>			
<b>Nick Scott-Samuel</b>	N.E.Scott-Samuel@bristol.ac.uk	4D9	Senior Lecturer



## **THE UNIVERSITY OF BRISTOL INFORMATION SERVICES**

The Arts and Social Sciences Library is one of 13 branch libraries that make up the University Library system, which is part of the broader University of Bristol Information Services. Most of the psychology material is housed in the Arts and Social Sciences Library, but you will find that other libraries, such as Education and Medical also contain material relevant to your studies.

The following details refer specifically to the Arts and Social Sciences Library. Sue Chubb (Sue.Chubb@bristol.ac.uk), who is the psychology Subject Librarian there, will be glad to help you with any problems.

### Library Web pages

From the Information Services Web page:

<http://www.bristol.ac.uk/is/>

you have access to the library catalogue, information concerning each branch library, details of online databases, electronic journals, subject resource guides, internet searching and many other useful information pages, including computing services.

### Using the Library

The library's online catalogue is available from any PC with an internet connection at:

<http://www.lib.bristol.ac.uk/ALEPH/>

From the online catalogue, you can log into your individual library account, but you will need both your library card number and PIN number to do this. You may renew most categories of items you have borrowed from your online account, providing no other user has requested any of these items, that they are not very overdue or are short loan collection materials.

From the library catalogue you may also make your own online reservations for items that are out on loan. You will be contacted once the material has been returned to the Library and reserved books will be kept at the Issue Desk for one week.

In the Arts and Social Sciences Library, the Library of Congress classification scheme is used. The majority of psychology books are on the first floor, but to find any item's exact location, you will need to use the online catalogue, carefully noting the classmark and any prefix, such as, Oversize, Serial, Statistics and Pamphlet, as these collections are shelved in separate sequences from those books with no prefix.

Borrowing periods vary from 3 hours to 28 days, so please take careful note of the date stamped on the issue label, as fines soon mount up; bear in mind that an item may also be recalled before the due date stamped in the book.

### Electronic journals

In addition to the Library's print collection of journals, over 7,000 full text journals are available online (approx 200 of these are psychology titles) and may be accessed via the Information Services Web page:

<http://www.bris.ac.uk/is/informationgateway/electronicjournals/>

You have access to these journals and their contents at any time and from any PC (with an Internet connection) on the University campus. You may also access the full text journals from a home PC using the University's Authenticated Proxy Service. Further information is available at:

<http://www.bris.ac.uk/is/informationgateway/ejhelpa.html#external>

### Inter-Library Loans

Material which is not available anywhere in the library system here, may be obtained using the Inter-Library Loan service. At present you may request up to 20 items at a time, but to use the service you must either hand in a voucher (for each item you request) or pay £5.88 for each item. Free Inter-Library Loan vouchers may be obtained from the receptionist in the Psychology Department, but it is best to check how many vouchers you may have, before you make your online Inter-Library Loan request/s via the Library catalogue.

### Literature searches

One of the most effective ways to carry out your online literature searching, is to use the databases that the University Library subscribes to. The most useful of these databases for psychology are *PsycINFO*, *PsycARTICLES (APA)* and the *Web of Science* collection of databases from ISI Web of Knowledge. All of the databases are available on the Internet and you will need your ATHENS username and password to access them.

To register: <http://www.bris.ac.uk/is/computing/advice/register/registerdatabases.html>

There is useful information re 'Gateways giving access to psychology resources on the Internet' at:

<http://www.bris.ac.uk/is/library/subjects/psychology/info/internetlinks.html>

The *Web of Science on Web of Knowledge* service includes the *Science*, *Social Science*, and *Arts and Humanities Citation Indexes* and therefore psychology is only one of the many subjects covered. The databases can be searched individually or in any combination. Various searches, including subject searches, can be performed, but a unique feature of these databases is the option to do a citation search. Citation searching enables you to search for an author of an important work, that you have previously identified, and find out who has cited that work since it was originally published. It's a way of coming forward in time, to see how work in the field has progressed and developed since. Again, **not all of the journals cited will be in the University Library**. You can access the *Web of Science* databases from any University networked PC and also from home if you have a connection to the Internet. Go to:

<http://portal.isiknowledge.com/>

Other database services are also available. Your ATHENS username and password, for example, will also give you access to *MEDLINE*, *Embase*, *Biosis Previews*, *ERIC* and the *British Education Index*. Information and links to all of the databases available in the Library, can be found at:

<http://metalib.bris.ac.uk/>

There is also a subject resources and support page for Psychology at:

<http://www.bris.ac.uk/is/library/subjects/psychology/>

These support pages include information on finding psychology material in the Arts and Social Sciences Library and in other branch libraries. The pages also give information on how to write and quote references in psychology. The internet links section gives access to important psychology web sites which will help you find useful and relevant information on the Internet.

Please consult the IT Help Desk (on the ground floor of the Arts and Social Sciences Library) or Sue Chubb if you require further help.

#### Additional services for part-time students

The University Library recognises the practical difficulties encountered by part-time students in using library facilities and has therefore established a part-time student support service. A photocopying and postal loans service is available to help part-time students. For details of help and special services available see:

<http://www.bris.ac.uk/is/services/infospecialuser.html>

or email [lib-pt@bristol.ac.uk](mailto:lib-pt@bristol.ac.uk)

## CODE OF PRACTICE FOR RESEARCH STUDENTS AND THEIR SUPERVISORS

The statement of good practice can be found at the following web address.

<http://www.bris.ac.uk/Depts/Registrar/Exams/higher.html>

The link relevant to this course is entitled 'Statement of good practice – taught postgraduate programmes.'

A copy is also available from Janet in the Departmental Office.

The statement provides a host of useful information, including the following areas: Information for and responsibilities of students; Information for and responsibilities of programme directors; Information for and responsibilities of Boards of Examiners; Information for and responsibilities of the Department; Information for and responsibilities of the Faculty; Information for and responsibilities of the Support Services.

It is **very** important that you read, and understand it.

### PLAGIARISM AND CHEATING

It is not expected that all of a student's written work will consist of her or his original thoughts. Rather, it is expected that the theories of others will inform most of his or her work. BUT any use of ideas or findings of others might be appropriately acknowledged. Not to do so is Plagiarism, i.e. any copying from any text other than your own unless you are quoting someone, in which case this must be made explicit (as described below) Plagiarism in essays, practical reports, or examination answers is a serious academic offence as it is stealing the intellectual property of others and using it for personal advantage through deception.

You can easily avoid plagiarism by putting the original or source material into your own words. This can be done by reading a paragraph of the text then closing the book and writing out the meaning of the paragraph in your own words as if explaining it to someone else. You can refer to someone's theories within your text in various ways such as:

Festinger (1957) proposed that.... This is known as the theory of Cognitive dissonance (Festinger, 1957).....

Whenever this is done you must cite the source, as above, and it must be referenced at the end of your essay or report using the standard format.

If you are unable to paraphrase a section of a text, it is acceptable to quote directly, but this should only be done occasionally. Quotes should be enclosed in quotation marks and cited, such as:

"In the simplest terms, the reliability of an assessment technique refers to the precision of its measurement." (Kelly, 1969, p.35)

Also, the full source reference of the quote must be given in the Reference Section.

#### Cheating by Copying

Students are strongly encouraged to help each other and share ideas, so it is fine to work with someone else on the preparation of an assignment - sharing the literature,

discussing issues, BUT the written work you hand in should be in your own words entirely, not a copy of someone else's work. Where several items of similar work are assessed it is not always possible to tell who did the cheating.

Cheating means copying and submitting as your own the written work or calculations originally done by another student, even with their permission.

Where copying of any assessed coursework is found, both parties will be penalised.

The following section deals with misconduct issues in research, which is relevant for your dissertation. It is taken from the Statement of good practice for taught postgraduate programmes. <http://www.bris.ac.uk/Depts/Registrar/Exams/higher.html>  
From time to time this is updated, so please ensure that you are familiar with the most recent versions available.

## **UNIVERSITY OF BRISTOL**

### **Regulations on Research Misconduct**

#### **General**

These regulations apply to all members of the University involved in research. This will include staff and undergraduate and postgraduate students. It also applies to those who are not members of the University, but who are conducting research on the University's premises, under the University's auspices or using the University's research facilities.

For the purpose of these regulations, the Vice-Chancellor and other officers may act through their properly appointed nominees.

#### **Definition of research misconduct**

Research misconduct includes the following, whether deliberate, reckless or negligent:

- failure to obtain appropriate permission to conduct research
- deception in relation to research proposals
- unethical behaviour in the conduct of research, for example in relation to research subjects
- unauthorised use of information which was acquired confidentially
- deviation from good research practice, where this results in unreasonable risk of harm to humans, other animals or the environment
- fabrication, falsification or corruption of research data
- distortion of research outcomes, by distortion or omission of data that do not fit expected results
- dishonest misinterpretation of results
- publication of data known or believed to be false or misleading
- plagiarism, or dishonest use of unacknowledged sources
- misquotation or misrepresentation of other authors
- inappropriate attribution of authorship
- fraud or other misuse of research funds or research equipment
- attempting, planning or conspiring to be involved in research misconduct
- inciting others to be involved in research misconduct
- collusion in or concealment of research misconduct by others

Fraud or other misuse of research funds or research equipment may be dealt with under the University's financial regulations.

#### **Procedure in the case of suspected research misconduct**

The University has a responsibility to investigate allegations of research misconduct fully and expeditiously. It also has a responsibility to protect researchers from malicious, mischievous, or frivolous allegations.

All those to whom these regulations apply should report any incident of misconduct, whether witnessed or suspected. Members of staff and students are encouraged to raise concerns about suspected research misconduct in confidence under the University's Policy on Public Interest Disclosure.

In the event that serious allegations are made, they will be referred to the Vice-Chancellor under the appropriate disciplinary regulations. The Vice-Chancellor may take immediate action under the disciplinary regulations, or, if the Vice-Chancellor considers it appropriate to do so, he or she may first appoint a panel to investigate the allegations.

If a panel is appointed, it shall normally consist of three members: someone unconnected with the allegation who is a member of the department or faculty, a member of the University from outside the faculty and a lay member of Council, who

shall chair the panel. Members of the panel must be impartial and unbiased. At least one member should have expert knowledge of the area of research involved. The individual or individuals against whom the allegation is made shall be informed of the decision to appoint a panel and shall be given the opportunity to comment on the proposed membership of the panel.

The panel shall take all reasonable steps to preserve the anonymity of the person or persons accused and the person or persons making the allegation, unless this would compromise the investigation. All reasonable steps must be taken to ensure that the investigation is undertaken as expeditiously as possible. The panel may seek legal advice.

The panel shall require the production of such records as are necessary to enable the investigation to proceed and shall secure their safekeeping. The panel may interview the person or persons accused and the person or persons making the allegation, together with anyone else who may have relevant information. Anyone attending for interview may be accompanied by a friend or representative.

The panel shall prepare a report setting out the evidence received, accounts of any interviews conducted and the panel's conclusions. The person or persons accused of research misconduct shall have an opportunity to comment on the report. The report and any comments received from the person or persons accused shall be submitted to the Vice-Chancellor. The panel may also make recommendations to promote best practice in the conduct of research and any such recommendations shall be brought to the attention of Senate and Council.

On receipt of the report, the Vice-Chancellor shall proceed as follows:

- In the event that the panel has found no evidence of misconduct, the complaint shall be dismissed.
- In the event that a complaint is upheld, but the offence found to be insufficiently serious to warrant formal disciplinary proceedings, the matter may be referred to the head of department or other appropriate individual for resolution.
- If the investigation has uncovered prima facie evidence of serious misconduct, then the matter shall be dealt with under the appropriate disciplinary procedures. Action may be taken in respect of members of staff under the Disciplinary Rules for Members of Staff and Disciplinary Procedure for Members of Staff. Action may be taken in respect of students suspected of research misconduct under the Student Disciplinary Regulations or Examination Regulations.

In cases where the outcome implicates someone who is not subject to the University's disciplinary procedures, the Vice-Chancellor shall bring the report to the attention of any appropriate disciplinary or other body.

If the panel finds the allegation to have been malicious or mischievous in nature, the matter may be referred to the Vice-Chancellor to consider whether disciplinary action should be taken against those making the allegation.

Where the research is funded in whole or part by an outside grant, the Vice-Chancellor shall have regard to the guidance issued by the relevant funding body. The Vice-Chancellor shall ensure that any such body is given appropriate and timely information as to the instigation and progress of an investigation and any referral under disciplinary regulations.

In the event of a finding of misconduct, where the person responsible is subject to the regulation of a professional body such as the General Medical Council, the Vice-Chancellor shall consider whether it is appropriate to inform the professional body of any finding.

Where the person responsible has published research, especially research to which the misconduct relates, the Vice-Chancellor shall consider whether it is appropriate to inform journal editors or others of any finding.

## **2006-2007: Marking Scheme for Coursework (excluding Statistics)**

The maximum length for coursework is 2,000 words, not including references and any appendices. In general, the presentation of coursework should follow APA guidelines. However, given variation in the forms of assessment, there may sometimes be difficulties in formatting the coursework according to these guidelines. In such cases, the student and Unit Coordinator should discuss the problem before the coursework is submitted.

All coursework is marked on a 0-100% scale. There are two important thresholds to note on the scale: Below 50% is a fail, whilst 70% and above falls in the commendation range, when it comes to conflating written coursework and examination performance.

The following scale describes what is expected for work to be awarded marks in particular deciles, with the exception of the Statistics courses.

90-100% Shows remarkable and novel insight, and is of publishable quality. There should be no errors, either of a conceptual nature or of surface details (eg., typos). Marks in this decile are only given in exceptional circumstances. All positive attributes listed below should be apparent.

80-89% Shows novel insight and addresses the coursework in a professional manner. There should be no errors, either of a conceptual nature or of surface details. The coursework should show good understanding, depth of knowledge and integrative research.

70-79% Shows detailed knowledge of the area, and describes it in a well-organised and fluent manner. The coursework should integrate relevant methods and methodology with the subject matter. There should be no conceptual errors.

60-69% Shows detailed knowledge of the area, and is well thought out, integrating the relevant areas. There should be no conceptual errors, and the work should be clear and insightful.

50-59% Shows detailed knowledge of the area and is coherent and cogent. Coursework given marks in this decile is usually competent, but not outstanding or thought provoking. There should be no conceptual errors and there should be adequate coverage.

\*40-49% Typically shows basic knowledge of the area, but does not demonstrate any deep understanding of it or the associated task demands.

\*20-39% Shows little knowledge of the area or contains major conceptual errors, poorly presented and/or organised, as well as being incomplete.

\*0-19% Shows very little, if any, knowledge of the area. Work given marks in this range will tend to have very grave misconceptions and be very presented poorly.

\* People receiving marks in these deciles should arrange a meeting with the Unit Coordinator to discuss the coursework and should also arrange a meeting with the MSc programme Co-ordinator.