



DEPARTMENT OF LAW AND CRIMINOLOGY
SCHOOL OF LAW AND SOCIAL SCIENCES

**FORENSIC PSYCHOLOGY
POSTGRADUATE TAUGHT
STUDENT HANDBOOK**

2023/2024

Disclaimer

This document was published in September 2021 and was correct at that time. The department* reserves the right to modify any statement if necessary, make variations to the content or methods of delivery of courses of study, to discontinue courses, or merge or combine courses if such actions are reasonably considered to be necessary by the University. Every effort will be made to keep disruption to a minimum, and to give as much notice as possible.

* Please note, the term 'department' is used to refer to 'departments', 'Centres and Schools'. Students on joint or combined degree courses should check both departmental handbooks.

Contents

Contents	3
1 Introduction to your department	4
1.1 Welcome	4
1.2 How to find us: the Department	4
1.3 Map of the Egham campus	5
1.1 How to find us: the staff	6
1.2 How to find us: the School office	6
1.3 The Department: practical information	6
1.4 Staff research interests	6
2 Support and advice	7
2.1 Support within your School	7
3 Communication	7
3.1 Notice boards	7
<i>It is your responsibility to check the times and venues of all class meetings and of any requirements (e.g. essay deadlines) relating to your courses, so, if in doubt, please ask!</i>	7
3.3 Questionnaires	8
4 Teaching	8
4.1 Study weeks	8
5 Degree structure	8
5.1 Department specific information about degree structure	8
5.2 Change of course	8
6 Facilities	9
6.1 The Library	9
6.2 Photocopying and printing	9
6.3 Computing	9
7 Assessment information	9
7.1 Anonymous marking and cover sheets	9
7.2 Submission of work	10
<i>Department of Law and Criminology - coursework submission</i>	10
<i>Department of Psychology - coursework submission</i>	10
<i>Please ensure that when uploading your assignment that you enter your candidate number in the 'submission title' section on Turnitin as in the example below</i>	10
<i>system. Computer and/or internet problems are not accepted as grounds for late submission and you will be penalised</i>	10
7.3 Penalties for over-length work	11
Section 13 (6)	11
7.4 What to do if things go wrong – Extension to deadlines	11
7.5 Support and exam access arrangements for students requiring support	11
7.6 Academic misconduct - Plagiarism	12
<i>What is Plagiarism?</i>	12
8 Health and Safety Information	13
8.1 Code of practice on harassment for students	13
8.2 Lone working policy and procedures	13
8.3 Field trips	13
8.4 Specialist equipment	14
9 Department codes of practice	14
<i>In text citations</i>	15
<i>Reference List</i>	16

1 Introduction to your department

1.1 Welcome

Welcome to Royal Holloway. Royal Holloway, University of London (hereafter 'the University') is one of the UK's leading research-intensive universities, with six academic schools spanning the arts and humanities, social sciences and sciences.

We stand resolute in our commitment to fostering a safe, equal, and inclusive learning environment and campus life. In that pursuit, we have a zero-tolerance approach to all forms of discrimination and unacceptable behaviour in our institution: bullying, harassment, unlawful discrimination or victimisation. We have implemented a comprehensive set of policies in which all allegations of discrimination: race, ethnicity, gender, sexual orientation, religion, disability, and socioeconomic status, will be investigated, and if appropriate, disciplinary action will be taken.

We also firmly believe that education and awareness are crucial for combating discrimination. So we have been providing mandatory diversity and inclusion training for all members of our community, so that they are equipped with the tools and knowledge needed to navigate the complexities of a diverse world with sensitivity and empathy.

While we take pride in our accomplishments, we recognise that the journey towards equality and inclusion is still long. We are aware that structural injustices outside our campus inevitably make their way in, particularly in social dynamics, access to resources and support, as well as the very knowledge that is being promoted and exchanged. So, we regularly assess our policies, initiatives, and practices to adapt and evolve in response to the ever-changing social and political landscape, and to identify areas of improvement based on feedback, experience, and research.

Our student-led support groups and organisations serve as vital platforms for feedback, advocacy, solidarity, empowerment, and community-building. We invite you to be part of this transformative journey, which is central to our collective prosperity and academic success.

Here's a list of relevant contact details and resources available to students in relation to our equality, diversity, and inclusion pledge.

UNIVERSITY RESOURCES:

RH Be Heard is a new way for you to report issues in one place, through one simple online form. Whether you have a concern, need to resolve complaint, or report misconduct that you experience or witness, RH Be Heard makes sure that we can help. <https://intranet.royalholloway.ac.uk/students/help-support/wellbeing/rh-beheard.aspx>

Equality, Diversity, and Inclusion Hub: <https://intranet.royalholloway.ac.uk/students/campus-life/equality-diversity-and-inclusion/equality-diversity-and-inclusion.aspx>

Security: 01784 443888 or 444 from internal phone lines. securityrhul@royalholloway.ac.uk or drop into the Security Office on the ground floor of Founder's East, next to the Visitor's Centre

Health emergency services: 101 (Surrey police), 111 (non-emergency), 119 (Covid-19 related), 999 (emergency)

Student Counselling: 01784 443128 or <https://intranet.royalholloway.ac.uk/students/help-support/counselling/home.aspx>

Student Wellbeing: wellbeing@royalholloway.ac.uk

Disability and Dyslexia services: 01784 414621 or disability-dyslexia@royalholloway.ac.uk

International Student Support: internationaladvice@royalholloway.ac.uk

Multifaith Chaplaincy: chaplaincy@royalholloway.ac.uk

Royal Holloway Students' Union Advice Centre: advice@su.rhul.ac.uk

Accessibility: www.accessable.co.uk/royal-holloway-university-of-london

SCHOOL OF LAW AND SOCIAL SCIENCES – STUDENT SUPPORT GROUPS

First Generation Students Support Group: Janina.Beiser-McGrath@rhul.ac.uk

Woman of Colour Students Support Group: Gauri.Wagle@rhul.ac.uk

Muslim Students Support Group: Mohammadreza.Kalantari@rhul.ac.uk

Black, African and Caribbean Students Support Group: Michael.Bankole@rhul.ac.uk

Welcome to the School of Law and Social Sciences at Royal Holloway, University of London. You are just about to join, or return to, a School with an excellent reputation for high quality research and teaching and for its engagement in policy and practice through active involvement with government bodies and voluntary and statutory agencies. The high quality of our course means that you will be taught by a very strong and enthusiastic team spanning the Department of Law and Criminology and the Department of Psychology. The contributions to the course from academics in Psychology, Criminology and Law reflect the multidisciplinary context of applied forensic psychology and will develop your skills in integrating multidisciplinary concepts and communicating to multidisciplinary colleagues. The strong links with external practitioners in the field of forensic psychology give the course a distinctive emphasis on detention and prisoners, the assessment and treatment of the mentally disordered offender and young people in the Criminal Justice System.

The core philosophy of our MSc Forensic Psychology is guided by our goal of training you in the researcher-practitioner model, the interrelationship between scientific research and forensic psychological practice. You will develop a solid foundation in scientific research methods so that you can design, conduct and analyse empirical psychological research; you will be trained in qualitative and quantitative methods and in ethical issues relating to research and practice. The four core forensic psychology content courses cover the knowledge base necessary to critically understand the interrelationship between scientific research and forensic psychological practice. You will develop transferable skills of analytical and critical thinking (e.g. seminar discussions, critical reviews), written and oral communication style (e.g. report writing, group working, presentations), and professional skills (e.g. providing oral evidence) throughout the course. Your personal and professional development will be facilitated through self-reflection, formative and summative feedback, advice from Royal Holloway Careers Service, bespoke careers advice through the course team and opportunities to engage in additional academic and professional practice sessions (e.g. seminars, work experience). Our MSc Forensic Psychology is taught via lectures, seminars and participative workshops by experts in their respective domains of research and/or practice. Guided by the researcher-practitioner model, you will build a conceptual foundation of knowledge and core skills for training as a forensic psychologist.

You have worked hard to get to this point in your academic career and you will have to work hard in order to achieve your Masters degree. We understand that managing multiple life demands can be challenging and we are here to support you to achieve your potential. You might want to pursue a professional academic or practitioner career in psychology or you might engage in the MSc Forensic Psychology in order to further develop and consolidate key transferable skills. Regardless of your intended future goal aspirations, a knowledge and engagement with the [British Psychological Society Code of Ethics and Conduct](#) is critical to your personal and professional development and you are strongly encouraged to (re-)familiarise yourself with this document and strive to engage with your MSc course, staff and peers with these professional guidelines in mind.

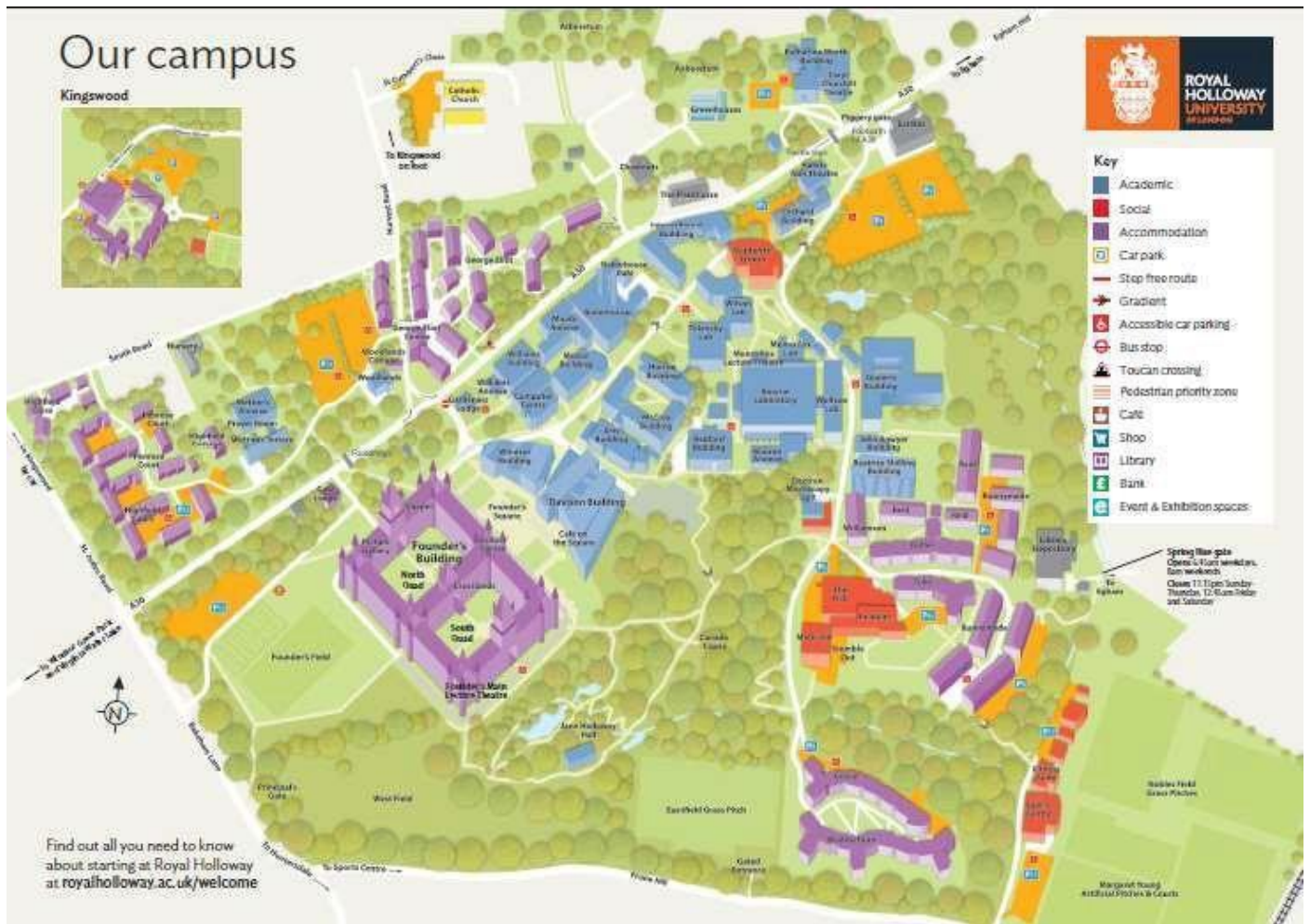
This handbook will tell you the key facts about the structure and content of your course and contains a lot of information about how your teaching is organised and who is responsible for particular aspects of teaching and learning. If you have further questions, talk to your Course Director, one of your tutors, lecturers, module convenors, or to our friendly support staff – we always have an open ear for your questions, and are always keen to support you.

We are confident that we can provide you with a course that will offer a fine mixture of intellectual stimulation and professional training and that you and your fellow students are the right people to be successful in this course. Enjoy the opportunity of our MSc Forensic Psychology and continue to create opportunities for your career moving on from your success at Royal Holloway.

1.2 How to find us: the Department

The Department of Law and Criminology academic offices are located in the Arts Building. This can be found on the University [campus map](#).

1.3 Map of the Egham campus



Please note, student parking is very limited and is not available to those who live in Halls or within 1.5 miles of campus. If you do live more than 1.5 miles away or have a particular reason why you need to come to campus by car, you must apply for a parking permit. If you have a motorbike or scooter you must also register the vehicle with University. Please find more information about the parking permit portal [here](#).

1.1 How to find us: the staff

Executive Dean of the School of Law and Social Sciences: Professor Mathew Humphreys

Email: Matthew.Humphreys@rhul.ac.uk;

Head of Department of Law and Criminology: Professor Ravinder Barn

Email: R.Barn@rhul.ac.uk

Academic Staff: [A full list of staff can be found on the website.](#)

School Manager: Moya Watson

Email: Moya.Watson@rhul.ac.uk;

Helpdesk & Student and Programme Officer: James McEwan

Email: James.McEwan@rhul.ac.uk;

Tel. 01784 27 6883

Office: McCrea 1-01

Disability and Dyslexia Services Network Member: James McEwan

Email: James.McEwan@rhul.ac.uk;

Tel. 01784 27 6883

Office: McCrea 1-01

1.2 How to find us: the School office

The department office is located in Room 1-01 in the McCrea building.

1.3 The Department: practical information

All Postgraduate enquiries should in the first instance be directed to the Helpdesk via email (LSS-School@rhul.ac.uk).

1.4 Staff research interests

Our academic staff are world-leading researchers in areas across the breadth of forensic psychology, with particular expertise in the evaluation of interventions and programmes in prisons and forensic mental health settings, risk assessment, the role of the voluntary sector in reducing reoffending and promoting desistance, maximising accuracy, truthfulness and credibility of witness statements, and eyewitness identification and accuracy. Their research engages a wide range of populations (e.g., clinical, forensic, third sector organisations – such as Asylum Aid, Freedom From Torture. The Disabilities Trust - Ministry of Justice, Metropolitan Police), uses a wide range of methodological techniques (e.g. interviewing, mathematical modelling, experimental design), and has considerable social and political impact.

For further information on research please see the website [here](#).

2 Support and advice

2.1 Support within your School

All academic staff have twice weekly consultation and feedback hours and you can email them to arrange an appointment outside of these times. Module Convenors should be your first port of call for queries about specific modules. For other general queries or for pastoral matters you should contact your Personal Tutor.

2.2 From the University

We stand resolute in our commitment to fostering a safe, equal, and inclusive learning environment and campus life. In that pursuit, we have a zero-tolerance approach to all forms of discrimination and unacceptable behaviour in our institution: bullying, harassment, unlawful discrimination or victimisation. We have implemented a comprehensive set of policies in which all allegations of discrimination: race, ethnicity, gender, sexual orientation, religion, disability, and socioeconomic status, will be investigated, and if appropriate, disciplinary action will be taken.

We also firmly believe that education and awareness are crucial for combating discrimination. So we have been providing mandatory diversity and inclusion training for all members of our community, so that they are equipped with the tools and knowledge needed to navigate the complexities of a diverse world with sensitivity and empathy.

While we take pride in our accomplishments, we recognise that the journey towards equality and inclusion is still long. We are aware that structural injustices outside our campus inevitably make their way in, particularly in social dynamics, access to resources and support, as well as the very knowledge that is being promoted and exchanged. So, we regularly assess our policies, initiatives, and practices to adapt and evolve in response to the ever-changing social and political landscape, and to identify areas of improvement based on feedback, experience, and research.

Our student-led support groups and organisations serve as vital platforms for feedback, advocacy, solidarity, empowerment, and community-building. We invite you to be part of this transformative journey, which is central to our collective prosperity and academic success.

Here's a list of relevant contact details and resources available to students in relation to our equality, diversity, and inclusion pledge.

COLLEGE RESOURCES:

RH Be Heard is a new way for you to report issues in one place, through one simple online form. Whether you have a concern, need to resolve complaint, or report misconduct that you experience or witness, RH Be Heard makes sure that we can help. <https://intranet.royalholloway.ac.uk/students/help-support/wellbeing/rh-beheard.aspx>

Equality, Diversity, and Inclusion Hub: <https://intranet.royalholloway.ac.uk/students/campus-life/equality-diversity-and-inclusion/equality-diversity-and-inclusion.aspx>

Security: 01784 443888 or 444 from internal phone lines. securityrhul@royalholloway.ac.uk or drop into the Security Office on the ground floor of Founder's East, next to the Visitor's Centre

Health emergency services: 101 (Surrey police), 111 (non-emergency), 119 (Covid-19 related), 999 (emergency)

Student Counselling: 01784 443128 or <https://intranet.royalholloway.ac.uk/students/help-support/counselling/home.aspx>

Student Wellbeing: wellbeing@royalholloway.ac.uk

Disability and Dyslexia services: 01784 414621 or disability-dyslexia@royalholloway.ac.uk

International Student Support: internationaladvice@royalholloway.ac.uk

Multifaith Chaplaincy: chaplaincy@royalholloway.ac.uk

Royal Holloway Students' Union Advice Centre: advice@su.rhul.ac.uk

Accessibility: www.accessable.co.uk/royal-holloway-university-of-london

SCHOOL OF LAW AND SOCIAL SCIENCES – STUDENT SUPPORT GROUPS

First Generation Students Support Group: Janina.Beiser-McGrath@rhul.ac.uk

Woman of Colour Students Support Group: Gauri.Wagle@rhul.ac.uk

Muslim Students Support Group: Mohammadreza.Kalantari@rhul.ac.uk

Black, African and Caribbean Students Support Group: Michael.Bankole@rhul.ac.uk

3 Communication

3.1 Academic timetable

The academic timetable is online and accessible through the Student Intranet. Please do check your timetable for confirmation of room locations for lectures and seminars.

It is your responsibility to check the times and venues of all class meetings relating to your modules, so,

if in doubt, please ask!

3.2 Personal Tutors

Each student is assigned to a personal tutor. Your personal tutor, a member of staff in the Department of Law and Criminology, will be available to see you during pre-arranged meetings and is also available during their weekly consultation and feedback hours. Arrangements may also be made by your personal tutor, or by you, to meet at other times. Your personal tutor is concerned with your academic development and progress during your time with us and is available to offer you advice about issues affecting your work. Personal tutors might also discuss personal difficulties that may be impacting your academic performance, but it is understood that you may prefer to take such difficulties to the University Student Wellbeing team. Your personal tutor should be your first port of call for any queries of an academic nature or for guidance on issues having an impact on your ability to study. It is your responsibility to keep them informed of issues as they arise.

Occasionally – when, for example, a personal tutor goes on long-term leave – changes will be made. You will be informed on any such changes as soon as possible.

Your personal tutor will probably be the member of the department best equipped to write you references for jobs during your university career, and (along with your Dissertation Supervisor) to act as a referee for jobs or higher degree courses after graduation. It is, therefore, very much in your interest to make sure that you keep in regular contact with your personal tutor as they will then be able to write individual and positive recommendations on your behalf. Before you name them as a referee on an application, you should always ask your personal tutor if they are happy to support your application. You should also make sure that you give them ample time to complete any references: while you only have one personal tutor, each personal tutor has many – past and present – personal tutees.

Although you should regard your personal tutor as your first port of call in the Department, it may be that on occasions he or she will direct you to another colleague, either in the Department or elsewhere, or to some other source of guidance or advice, such as the Head of Department, the Student Administrative Centre, the Health Centre, the Dean of Students, the Student Counsellors, or the Chaplains.

Any help you get from any of these sources, or from anyone in the Department, is confidential if you prefer it that way. The Department reserves the right to inform appropriate bodies or persons if it considers that an individual is at significant risk, but you may assume that conversations with staff are confidential unless otherwise stated.

You are required to attend at least two meetings with your personal tutor throughout the course of the year. As a student across the Department of Law and Criminology and the Department of Psychology, you will also be allocated a secondary personal tutor in the Department of Psychology.

3.3 Questionnaires

Modules are evaluated every year. Towards the end of each module you will be sent an electronic questionnaire for you to anonymously evaluate the teaching you have received, the effectiveness of library provision and the overall quality of the module. It is University policy that such module evaluations are completed. These are anonymous and your cooperation in making these evaluations is of great help to the Department. The results of the evaluations are considered by the Department's Learning and Teaching Committee and form part of the Annual Monitoring Report of the Department.

All modules are reviewed periodically by the School of Law and Social Sciences and within the Departments, taking into account the student evaluations as well as issues raised at the Student-Staff Committee.

4 Teaching

4.1 Study weeks

Term dates for the year are as follows.

Autumn term: Monday 18 September to Friday 8 December 2023

Spring term: Monday 8 January to Thursday 28 March 2024

Summer term: Monday 29 April to Friday 7 June 2024

5 Degree structure

Full details about your course, including, amongst others, the aims, learning outcomes to be achieved on completion, modules which make up the course and any course-specific regulations are set out in the course specification available through the [Course Specification Repository](#).

5.1 Department specific information about degree structure

The course is delivered in a single stage, equating to one year of full-time study (52 weeks) or up to five years of part-time study (260 weeks).

The course consists of seven modules. It is taught by staff at Royal Holloway or by contracted external teaching staff and leads to an award of the University of London. The course is accredited by The British Psychological Society. Modules are designed to give students insights into topical issues and the latest research in Forensic Psychology in a wide range of applied settings. Modules are taught with an emphasis on group discussions and the development of independent thought and analysis, appropriate to such an advanced level of study. The research project/dissertation offers students the opportunity to carry out an independent piece of research of high quality, potentially publishable, in an area of interest to them.

5.2 Change of course

Where provision is made for this in the course specification, you may transfer to another course, subject to the following conditions being met before the point of transfer:

- You must satisfy the normal conditions for admission to the new course;
- You must satisfy the requirements in respect of mandatory modules and progression specified for each stage of the new course up to the proposed point of entry;

- The transfer must be approved by both the department(s) responsible for teaching the new course and that for which you are currently registered.
- If you are a student with Tier 4 sponsorship a transfer may not be permitted by Tier 4 Immigration rules.
- You may not attend a new course of study until their transfer request has been approved.

Further information about changing courses is available in Section 8 of the [Postgraduate Taught Regulations](#).

6 Facilities

6.1 The Library

The Library is housed in the **Emily Wilding Davison Building**.

Details, including Library Search, dedicated subject guides and opening times can be found online from the [Library home page](#).

The Ground Floor of the Library contains a High Use Collection which includes many of the books assigned for Postgraduate Taught courses. The rest of the Library collections are on the upper floors. There are plenty of study areas and bookable rooms to carry out group work, as well as many areas to work on your own. The Library contains a large number of PCs and has laptops to borrow on the ground floor to use in other study areas.

The Information Consultant for The Department of Law and Criminology is Greg Leurs, who can be contacted at greg.leurs@rhul.ac.uk.

6.2 Photocopying and printing

The departmental printers and photocopier are reserved for staff use. Copier-printers (MFDs) for students are located in the Library, the Computer Centre and many PC labs, which will allow you to make copies in either black and white or colour. Further information is available [here](#).

If you require copying to be done for a seminar presentation, you need to give these materials to your tutor to copy on your behalf. Please make sure that you plan ahead and give the materials to your tutor in plenty of time. Many of the PC labs are open 24 hours a day, 7 days a week. Alternatively, there are computers available for your use in the Library, and Computer Centre.

6.3 Computing

[How to find an available PC](#)

There are ten open access PC Labs available on campus which you can use, including three in the Computer Centre. For security reasons access to these PC Labs is restricted at night and at weekends by a door entry system operated via your University card.

7 Assessment information

7.1 Anonymous marking and cover sheets

The Department of Law and Criminology uses anonymous marking in line with University requirements. Your Name and student number must **not** appear anywhere on your work. You must identify your work using your **candidate number only**. This can be found on Campus Connect.

All coursework must be submitted with a coversheet which includes:

- Your candidate number
- The module code
- Assessment Title
- Word Count

7.2 Submission of work

Coursework must be submitted electronically to Turnitin through Moodle, which can be accessed at the following web link: <https://moodle.royalholloway.ac.uk/>

For further information on how to upload and submit your work, refer to the guides on Moodle.

Department of Law and Criminology - coursework submission

All coursework (module code starting with CR) must be submitted by **10:00am** on the day of the deadline for assignments in the Department of Law and Criminology. A list of module deadlines is shown on the course Moodle page.

Department of Psychology - coursework submission

All coursework (module code starting with PS) must be submitted by **10:00am** on the day of the deadline. Each coursework deadline is shown on its individual coursework Moodle page. Coursework must be submitted electronically to Turnitin through Moodle, which can be accessed at the following web link: <https://moodle.royalholloway.ac.uk/>

Please ensure that when uploading your assignment that you enter your candidate number in the 'submission title' section on Turnitin as in the example below

Unless otherwise specified, submitted coursework must be in a **standard Word document format** (doc or docx) and **less than 5MB in size**. Further details and instructions for electronic coursework submission can be found on the [Psychology Student Information page](#) in Moodle. If you are using a program other than Word on your personal computer, it is your responsibility to convert this to a Word format (by opening, formatting, and saving it using a campus computer prior to submission).

Please note that it is your own responsibility to check that you have submitted the correct file and that the coursework was successfully uploaded to the correct module (acknowledged by an electronic receipt emailed to you once the file is uploaded). Make sure you read and follow the online submission instructions carefully.

You are strongly advised **not to** leave it until the last minute to upload your coursework onto the system. Computer

and/or internet problems are not accepted as grounds for late submission and you will be penalised.

Uploading to Moodle sometimes takes a few minutes, therefore **we recommend that you upload your assignment at least one hour before the deadline**. Late submission due to Moodle upload times will not be accepted as a reason for an extension application and work submitted after the deadline will be subject to late penalties.

All coursework assignments must be typewritten, double-spaced, minimum 12 point font size and with numbered pages.

7.3 Penalties for over-length work

Work which is longer than the stipulated length in the assessment brief will be penalised in line with Section 13, paragraph (6) of the University's [Postgraduate Taught Regulations](#):

Section 13 (6)

Any work (written, oral presentation, film, performance) which exceeds the upper limit set will be penalised as follows.

- *for work which exceeds the upper limit by up to and including 10%, the mark will be reduced by ten percent of the mark initially awarded.*
- *for work which exceeds the upper limit by more than 10% and up to and including 20%, the mark will be reduced by twenty percent of the mark initially awarded.*
- *for work which exceeds the upper limit by more than 20%, the mark will be reduced by thirty percent of the mark initially awarded.*

The upper limit may be a word limit in the case of written work or a time limit in the case of assessments such as oral work, presentations, or films.

In addition to the text, the word count should include quotations and footnotes. Please note that the following are excluded from the word count: candidate number, title, course title, preliminary pages, bibliography, and appendices.

7.4 What to do if things go wrong – Extensions to deadlines

Please refer to the Extensions Policy and guidance on the University's webpage about [Applying for an Extension](#).

Please note: Not every assessment is eligible for an extension.

7.5 Support and exam access arrangements for students requiring support

Some students at the University may have a physical or mental impairment, chronic medical condition or a Specific Learning Difficulty (SpLD) which would count as a disability as defined by the Equality Act (2010) that is, "a physical or mental impairment which has a long-term and substantial effect on your ability to carry out normal day-to-day activities". It is for such conditions and SpLDs that [Disability and Neurodiversity Services](#) (DNS) can put in place adjustments, support and exam access arrangements. Please note that a "long-term" impairment is one that has lasted or is likely to last for 12 months or more.

If you have a disability or SpLD you must register with the [Disability and Neurodiversity Services Office](#) for an assessment of your needs before adjustments, support and exam access arrangements (*) can be put in place. There is a process to apply for special arrangements for your examinations – these are not automatically put in place. Disability and Neurodiversity Services can discuss this process with you when you register with them.

Please see section 2 above for further guidance about registering with the Disability and Neurodiversity Services Office.

Please note that if reasonable adjustments, including exam access arrangements, have been put in place for you during the academic year, the Sub-board will not make further allowance in relation to your disability or SpLD.

7.6 Academic misconduct - Plagiarism

The University regulations on academic misconduct (also known as assessment offences) can be found on the [Attendance and Academic Regulations page](#) of the student intranet.

Academic misconduct includes, but is not limited to plagiarism (see below), commissioning, duplication of work, (that is, submitting work for assessment which has already been submitted for assessment for the same or another module), falsification, impersonation, deception, collusion, (for example, group working would constitute collusion where the discipline or the method of assessment emphasises independent study and collective ideas are presented as uniquely those of the individual submitting the work), failure to comply with the rules governing assessment, including those set out in the 'Instructions to candidates'.

The Regulations set out some of the types of academic misconduct in more detail, the procedures for investigation into allegations of such offences and the penalties. Students are strongly encouraged to read these Regulations and to speak with their Personal Tutors or other members of staff in their department should they have any queries about what constitutes academic misconduct. The University treats academic misconduct very seriously and misunderstanding about what constitutes academic misconduct will not be accepted as an excuse. Similarly, extenuating circumstances cannot excuse academic misconduct.

What is Plagiarism?

'Plagiarism' means the presentation of another person's work in any quantity without adequately identifying it and citing its source in a way which is consistent with good scholarly practice in the discipline and commensurate with the level of professional conduct expected from the student. The source which is plagiarised may take any form (including words, graphs and images, musical texts, data, source code, ideas or judgements) and may exist in any published or unpublished medium, including the internet. Plagiarism may occur in any piece of work presented by a student, including examination scripts, although standards for citation of sources may vary dependent on the method of assessment.

Identifying plagiarism is a matter of expert academic judgement, based on a comparison across the student's work and on knowledge of sources, practices and expectations for professional conduct in the discipline. Therefore it is possible to determine that an offence has occurred from an assessment of the student's work alone, without reference to further evidence.

Department of Law and Criminology and the Department of Psychology Guidance

Avoiding Plagiarism. Different disciplines have different expectations for good scholarly practice in acknowledging another person's work. For example, in Psychology, this includes 1) citing the author(s) every time you refer to their work or ideas in a written assignment; 2) listing the full reference for each citation at the end of your assignment. Like most Psychology departments, the Department of Psychology uses APA Style rules for citations and references, summarised in Appendix 1 of this handbook ([Referencing](#)). Before you submit an assignment, double-check its format against this appendix. It will not only help you avoid plagiarism, but also improve the presentation of your written work.

In addition, both Departments require all students to complete an online tutorial on Avoiding Plagiarism before submitting their first assignment. The tutorial is available on Moodle: <http://moodle.rhul.ac.uk/login/index.php> It is compulsory to complete this tutorial. Students who do not comply with this request may have the marking of their coursework essay(s) delayed.

8 Health and Safety Information

The [Health and Safety webpage](#) provides general information about our health and safety policies.

8.1 Code of practice on harassment for students

The University is committed to upholding the dignity of the individual and recognises that harassment can be a source of great stress to an individual. Personal harassment can seriously harm working, learning and social conditions and will be regarded and treated seriously. This could include grounds for disciplinary action, and possibly the termination of registration as a student.

The University's [Code of Practice on personal harassment for students](#) should be read in conjunction with the [Student Disciplinary regulations](#) and the [Complaints procedure](#).

8.2 Lone working policy and procedures

The University has a 'Lone Working Policy and Procedure' that can be found [here](#).

Lone working is defined as working during either normal working hours at an isolated location within the normal workplace or when working outside of normal hours. The Department and the type of work conducted by students is classified as a low risk activity and as such the following advice is relevant.

Any health and safety concerns should be brought to the attention of the Departmental Health and Safety Coordinator or the University Health and Safety Office.

It is likely that most activities will take place on University premises. However, the principles contained in the above section will apply to students undertaking duties off campus.

8.3 Field trips

Field work is defined as work or study which is undertaken outside the normal work/study environment, including any undertaken away from University owned or leased property. It will also include work that is beyond normal daily activities on University premises.

A trained field work risk assessor/health and safety coordinator must be consulted at an early stage in the planning. All field work shall be risk assessed using the standard University 'Field Work Risk Assessment Form'.

Prior to a trip, a set of contact details shall be prepared by the member of academic staff responsible for _____

organising the field trip and a copy will also be held by the Head of Security. Details will consist of contact address, at least two contact phone numbers and, if possible, an alternative means of contact. This is to allow the University the ability to contact or re-establish contact with the group in case of an emergency.

You are reminded that you are representing Royal Holloway University of London and should act appropriately at all times. It is the student's responsibility to ensure they have the appropriate clothing and footwear.

8.4 Specialist equipment

Research students may only use test material with the written permission of a member of the academic staff and for a purpose connected with the student's course of work or supervised research. The member of staff who gives permission is responsible for seeing that the tests are used properly and that use of equipment is not undertaken until appropriate training has been completed.

Should equipment develop a fault, switch it off and notify the resources technician or any of the workshop staff. No attempt should be made to dismantle or repair faulty equipment.

9 Department codes of practice

9.1 Equal opportunities statement

The University of London was established to provide education on the basis of merit above and without regard to race, creed or political belief and was the first university in the United Kingdom to admit women to its degrees.

Royal Holloway, University of London (hereafter 'the University') is proud to continue this tradition, and to commit itself to equality of opportunity in employment, admissions and in its teaching, learning and research activities.

The University is committed to ensure that:

- All staff, students, applicants for employment or study, visitors and other persons in contact with the University are treated fairly, have equality of opportunity and do not suffer disadvantage on the basis of race, nationality, ethnic origin, gender, age, marital or parental status, dependants, disability, sexual orientation, religion, political belief or social origins
- Both existing staff and students, as well as applicants for employment or admission are treated fairly and individuals are judged solely on merit and by reference to their skills, abilities qualifications, aptitude and potential
- it puts in place appropriate measures to eliminate discrimination and to promote equality of opportunity
- Teaching, learning and research are free from all forms of discrimination and continually provide equality of opportunity
- All staff, students and visitors are aware of the Equal Opportunities Statement through University publicity material
- It creates a positive, inclusive atmosphere, based on respect for diversity within the University
- It conforms to all provisions as laid out in legislation promoting equality of opportunity.

Appendix 1 – Referencing

In Psychology we use the APA style for referencing. This includes both for in text citations and the reference list at the end of your papers. Note that in Psychology we do not include a bibliography (an exception to this would be if this is a part of the assignment). Bibliographies are used as a method of referencing all the sources you have read but not that you have necessarily cited within your essay. As with empirical papers, we would like you to reference only those sources which you have cited from in your paper within your reference list.

Below are some of the key points of APA style referencing both for in text citations and for the reference list. This is not an exhaustive list, but are the types of citations and referencing that you will use most often. For more information you should see the APA Publication Manual, which is available in the library.

In text citations

When you make a point that involves one or more pieces of literature you have read, you give the authors' surnames and year of publication next to that point in the text. Depending on the flow of your paragraph, you may wish to do this either in brackets or within the text, as in the following examples.

It has been found that the brain is generally white and sticky (Smith, Perkins, & Davis, 2003).

Smith, Perkins, and Davis (2003) found that the brain is generally white and sticky.

Note in those examples that the ampersand (&) is only used when the authors' surnames are within the brackets. Also, note the placement of commas between names and before the date. The date is always presented in brackets. The citation is included within the relevant sentence, before the full stop. Round brackets, not square or triangular, are used. The authors' surnames are presented in the same order as in the article's header.

Depending on the number of authors of the work you are citing, and how many times you are citing it, you may need to include only some of the authors.

First citation: The first time you are citing a paper with 1-6 authors you include all of the authors' surnames in the citation (as in the previous example), but if there were 7 or more authors you would only put the first surname followed by "et al."

Subsequent citations: When you have only 1-2 authors, be sure to cite all authors' surnames each time you cite the piece of work, followed by the year. When you have 3+ authors, cite the first author's surname and then put "et al." or "and colleagues", followed by the year (as in the examples below).

... white and sticky (Smith et al., 2007).

Smith et al. (2007) found that brains ...

Smith and colleagues (2007) found that brains ...

Citing multiple papers to support a point: If you are citing more than one work at a time, the authors' surnames should be placed in alphabetical order and separated by a semicolon. If you are referring to multiple papers by the same authors, these must be placed in chronological order and separated with a comma. Assign a letter after the year (a, b, c, etc.) to distinguish between them (see example below). Note that you must also have the letter in the reference list at the end.

... successful if intrinsically motivated (Lee et al., 2007c; Scott, 1998).

... type of motivation influences one's study strategies (Smith et al., 2006, 2007a, 2007b; Perkins, 1992a; Davis, 1983).

Citations from secondary sources: Wherever possible you should try to obtain the original version of any article you wish to refer to in your coursework. However, it is not always possible to do so (e.g., the library does not have a hard copy, we don't have access to the on-line journal, and the author does not have a copy on their website). If you want to reference a piece of research (the primary source) that is itself cited in the text you are reading (the secondary source) then you must refer to both the primary source and the secondary source in your citation (demonstrated below).

... if intrinsically motivated (Scott, 1998, as cited in Lee et al., 2007c).

Citations for quotes: Wherever possible you should try to paraphrase quotes (i.e., put into your own words). However, if this is not possible, you must always have the reference information, as well as the page number where the quote was found (see below).

... "students should focus on understanding material, rather than rote memorisation" (Smith et al., 2008, p. 134).

Reference List

The reference list appears at the end of your essay or report. It includes all of the full reference details for the pieces of work that you have read and cited throughout your paper and is compiled with the first author's surname in alphabetical order. It does not include articles, books, etc. that you have read but then decided not to include in your paper. It appears at the end of your coursework, before any appendices. There is only one list – you do not have a separate list for journals, books, and websites. It is a block of text, double-spaced like the rest of your essay, and bullet points should not be used. Different kinds of work have different styles for referencing them correctly, which will be outlined below. In the examples, pay close attention to the use of punctuation marks, as well as where italics and capital letters are used. For example:

Smith, A. N., Perkins, J. K., & Davis, L. (2007). Consistency and colouring of the human brain. *Journal of Brainiatrics*, 23, 91-102.

Note the following important elements:

- Commas after surnames, blocks of initials, and parts of the volume's description.
- Full stops after each initial, after the date, after the title, and after the reference as a whole.
- Spaces between initials.
- Brackets around the date and issue number.
- Italics for the journal name.
- No capitals for the title, other than the first word or proper nouns (even if they are used in the original paper), and the first word following a colon.
- Capitals in the journal name.

Some of these requirements vary for each element depending on the kind of work you are referencing, so pay close attention to the examples. These small details may seem insignificant and frustrating to get right, but it must be emphasised that they are scrutinised by markers.

Used a citation from a secondary source?

If you have used this, in the reference page you will only reference the secondary source. You will not reference the primary source, as you did not read this. With the example above, you would provide the full reference for Lee et al. (2007c), with no mention of Scott (1998).

Note that no matter how many authors wrote a paper, they are all included in the reference list.

Refer to the following examples for how to construct each reference correctly.

Journal Articles

Note that in the following example we have the volume number (24) and the issue number (1). For some journals no issue number is available, and in these cases you will just have the volume number. An issue number is only needed if each issue begins at page 1. Also, note that the volume, like the journal title, is in italics, while the issue number is not.

Smith, A. B., & Clark, E. (1995). Unlimited thinking. *Cognitive Psychology*, 24(1), 9-15.

Books

Note that in the following example we have the edition number. This is only required when there is more than one edition.

Berkowitz, L. (1980). *A survey of social psychology* (3rd ed.). New York: Holt.

Book chapter

Jones, B., Brookes, C. B., & Smith, A. L. (1992). Problem patients. In *Psychotherapy research* (Vol. 2, pp. 34-55). Springfield, IL: Erlbaum.

Edited book

Wall, T. D. (Ed.). (1987). *The human side of manufacturing technology*. Chichester: Wiley.

Edited book chapter

Petrie, K. (1981). Life stress and illness: Formulation of the issue. In B. S. Dohrenwend & B. P. Dohrenwend (Eds.), *Stressful life events and their context* (Rev. ed., pp. 345-401). New York: Wiley.

Reports

Association of Chief Officers of Probation. (1997). *Position statement on electronic monitoring*. London: HMSO.

Klaasen, C. (1996). *Predicting aggression in psychiatric inpatients using ten historical risk factors: Validating the 'H' in the HCR-20*. Burnaby, British Columbia, Canada: Simon Fraser University, Department of Psychology.

Unpublished theses/dissertations

Beck, G. (1992). *Bullying amongst incarcerated young offenders*. Unpublished master's thesis, Birkbeck University, University of London.

Conference papers

Note that if proceedings are published regularly, treat them as a periodical reference.

Deci, E. L., & Ryan, R. M. (1991). A motivational approach to self. Integration in personality. In R. Dienstbier (Ed.), *Nebraska Symposium on Motivation: Vol. 38. Perspectives on motivation* (pp. 237-288). Lincoln: University of Nebraska Press.

In press/unpublished/submitted

Smith, A. B., & Clark, E. (in press). Unlimited thinking. *Cognitive Psychology*.

Black, P. T. (1999). *Educational level as a predictor of success*. Unpublished manuscript.

Black, P. T. (1999). *Educational level as a predictor of success*. Manuscript submitted for publication.

Electronic sources

In some cases you may need to use information you found on the internet. Generally, websites should only be used when they are from a reliable source (e.g., newspaper, government sites). In this case you would want the author surname(s), date of publication, title of piece (journal or book title if appropriate), date retrieved, and full URL.

Department for Children, Schools, and Families. (n.d.). *Don't suffer in silence*. Retrieved August 11, 2008 from <http://www.education.gov.uk/>

Other general points

In some cases (for all references), and especially for electronic sources, you cannot find some of the required information. In these cases you can use the following abbreviations:

- Author not given, use "Anonymous"
- No date, use "n.d."
- No place (sine loco), use "S.l."
- No publisher (sine nomine), use "s.n."
- Not known, use "n.k."