

MSc Theoretical Psychoanalytic Studies

Student Handbook

Academic Year 2009 – 2010

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DISCLAIMER

All information contained in this Handbook applies only to this academic year. Important but minor changes may be made to the programme during the year, in which case they will be notified to students as soon as this is practicable. Flexible modular students may well find that certain seminar units or regulations change in their second year. The Course Management Committee reserves the right to make alterations as necessary (very often as a result of student views) to the structure or content of the MSc programme, but pursues a constant and committed policy of consultation with all students, wherever possible.

WHAT IS EXPECTED OF STUDENTS

ATTENDANCE REQUIREMENTS

Students are expected but not obliged to attend all seminars. There are of course some unusual circumstances in which it might be necessary or acceptable for a student to miss a small proportion of the teaching. The Programme Tutor should where possible be notified (this can be through the MSc Programme Administrator, preferably in advance) when a student is unable to attend, for instance because of sickness. If a student could attend but chooses to miss seminars for whatever reason (especially if more than one or two from a unit), he or she should discuss it with the Programme Tutor.

POSTGRADUATE LEVEL OF TEACHING

Whilst students should feel free and encouraged to seek appropriate help, it is the ultimate aim of postgraduate teaching to foster and promote independent thinking in the students. This will apply to all parts of the MSc programme.

GUIDELINES FOR FLEXIBLE/MODULAR STUDENTS

At the beginning of your first term, you will be asked to make an appointment with the Programme Tutor, and one of the points to be discussed with her at this first meeting will be which modules you intend to take in your first year. Students should bear in mind that they must also submit assessed essays and take examinations for modules studied. Once you have chosen your module and started to attend, it is preferred that you do not change to a different module, as this can be disruptive for both fellow students and lecturers. In addition, it can then be difficult to sit the necessary examinations if only half a module has been covered. Exceptions can be made, but only after discussion with Ruth McCall and in specific circumstances.

SECTION 1: INTRODUCTION TO THE DEPARTMENT

THE PSYCHOANALYSIS UNIT

The MSc in Theoretical Psychoanalytic Studies is located within the Psychoanalysis Unit, which was established by the late Professor Joseph Sandler, the previous holder of the Freud Memorial Chair in Psychoanalysis. Professor Peter Fonagy, the current holder of the Chair, now directs the unit. The other academic staff are Prof Mary Target (Reader in Psychoanalysis and MSc Programme Director), Professor David Tuckett (Leverhulme Research Fellow), and Ms. Ruth McCall (MSc Programme Tutor). The unit is principally involved in graduate training, and has over a dozen doctoral students, mainly using empirical research methods, but we are open to building up a group of theoretical PhD students in association with external supervisors. The unit's mission is to strengthen the links between academic disciplines and psychoanalysis.

The unit has strong links with the International Psychoanalytic Association (IPA), and it organises the annual conference on psychoanalytic research, sponsored by the IPA. The unit also hosts the IPA Summer Research Training Programme, and its visiting professorial staff includes Prof Rachel Blass, Dr Robert Emde, Dr Otto Kernberg, Dr Horst Kachele, Dr Wilma Bucci and Dr Mardi Horowitz, Dr John Clarkin, Dr Enrico Jones, Dr Joy Osofsky, Dr Stuart Hauser and Dr Rainer Krause. The unit has a number of important national and international affiliations, including the Menninger Foundation and leading units and scholars at Yale, Harvard, Cornell and other overseas Universities. It also has strong links with the Anna Freud Centre in Hampstead, London.

UNIT STAFF

Director of the Research Department of Clinical, Educational and Health Psychology & the Psychoanalysis Unit

Peter Fonagy, BSc, PhD, DipPsych, FBA
Freud Memorial Professor of Psychoanalysis, Chair of the MSc Course Management Committee and the MSc Board of Examiners
Research Areas: Psychoanalytic theory; attachment research; empirical research on psychoanalytic constructs; the outcome of psychotherapy
E-mail: p.fonagy@ucl.ac.uk, Tel: 020 7679 1943, Room 542

Programme Director - MSc Theoretical Psychoanalytic Studies

Mary Target MA, MSc, PhD
Professor in Psychoanalysis
Research Areas: Measurement of childhood social and emotional development; outcome of child and adolescent treatments; adult personality functioning and psychopathology; attachment and resilience; psychoanalytic process and outcome.
E-mail: m.target@ucl.ac.uk, Tel: 020 7679 1257, Room 541

Leverhulme Research Fellow

Professor David Tuckett

E-mail: d.tuckett@ucl.ac.uk, Tel: 020 7679 5961, Room 543a

Visiting Professor

Professor Rachel Blass

Email: rbllass@mscc.huji.ac.il

Visiting Professor

Professor Franco Orsucci

E-mail: f.orsucci@ucl.ac.uk

Honorary Senior Lecturer in Psychoanalysis

Dr Lionel Bailly

E-mail: l.bailly@ucl.ac.uk, Tel: 020 7679 1947, Room 540a

Programme Tutor - MSc Theoretical Psychoanalytic Studies

Ms Ruth McCall

E-mail: ruthmccall@mac.com, Tel. 020 7679 1899, Room 540a (Fridays & Saturdays)

MSc Programme Administrator

Ms Sophie Bennett

E-mail: sophie.bennett@ucl.ac.uk Tel. 0207 679 1899, Room 539

Publications Editor to Prof Peter Fonagy and Prof Mary Target

Dr Liz Allison

E-mail: e.allison@ucl.ac.uk, Tel. 0207 679 1791, Room 543b

Editorial Assistant

Mr Jeremy Vooght

E-mail: j.vooght@ucl.ac.uk, Tel: 020 7679 8281, Room 543b

Events Organiser and Assistant to Prof Mary Target and Prof David Tuckett

Ms Nicola Harding

E-Mail n.harding@ucl.ac.uk, Tel: 020 7679 5997, Room 543b

Administrative Secretary and Assistant to Professor Peter Fonagy

Ms Alyssa Joye

E-mail a.joye@ucl.ac.uk, Tel: 020 7679 1943, Room 539

Psychoanalysis Unit Website: <http://www.ucl.ac.uk/psychoanalysis/>

The Division of Psychology and Language Sciences (headed by Professor David Shanks) comprises the following research departments: Clinical, Educational and Health Psychology, Cognitive, Perceptual and Brain Sciences, Linguistics, Speech, Hearing and Phonetic Science, Developmental Science, and Language and Communication Science.

Research Department of Clinical, Educational and Health Psychology

The Department was formed in 1995 under the Directorship of Professor Peter Fonagy. It consists of academic staff with both undergraduate and postgraduate responsibilities, and NHS-funded staff attached to the Doctorate in Clinical Psychology (D.Clin.Psy), in addition to research staff, PhD students, D.Clin.Psy students, and MSc students. Two postgraduate programmes are hosted within the Department, the D.Clin.Psy and the MSc in Theoretical Psychoanalytic Studies. There are also MSc's in Psychoanalytic Developmental Psychology and Psychodynamic Developmental Neuroscience based at the Anna Freud Centre, a charity incorporating a child psychoanalytic clinic, and related training and research. There are many active research programmes within the Department, including within the Psychoanalysis Unit.

For more information visit <http://www.ucl.ac.uk/cehp/>

HIGHER EDUCATION FUNDING COUNCIL FOR ENGLAND (HEFCE) FUNDED ACADEMIC STAFF

HEFCE-funded staff have both undergraduate and postgraduate teaching and research responsibilities.

Val Curran BA, MA, PhD

Professor of Psychopharmacology

Research interests: Memory – emotional memory and emotional processing; drugs – drug treatment in psychiatry; substance use/abuse; interaction of drugs with mood and cognition. E-mail: v.curran@ucl.ac.uk

Chris Barker BA, MA, MSc, PhD

Senior Lecturer; Joint Research Director

Research interests: Interpersonal communication in clinical psychology (e.g., the process of psychological therapy, medical consultations and social support); community psychology (especially mutual support and informal helping); virtual reality applications in clinical psychology; clinical psychology research methods.

E-mail: c.barker@ucl.ac.uk

Nancy Pistrang BA, MA, PhD
Senior Lecturer; Joint Research Director
Research interests: Help-intended communication (e.g. in social support and psychological therapies); self-help groups; disclosure and health; empathy; parenting.
E-mail: n.pistrang@ucl.ac.uk

LOCATIONS

The Psychology Department is based on four sites:

26 Bedford Way, London WC1H 0AP

The main home of the Department which houses the majority of staff, undergraduate teaching facilities, and workshop.

1-19 Torrington Place, London WC1E 7HJ

Home to the Sub-Department of Clinical Health Psychology which is responsible for the delivery of the Doctorate in Clinical Psychology and the MSc in Theoretical Psychoanalytic Studies.

Alexandra House, 17 Queen Square, London WC1N 3AR

Home to the Institute of Cognitive Neuroscience, a multi-disciplinary research institute, housing several members of the Department.

Remax House, 33-34 Alfred Place, London WC1E 7DP

Location of the UCLIC which is responsible for the delivery of the postgraduate programmes in human-computer interaction.

THE BRITISH PSYCHOANALYTICAL ASSOCIATION (BPAS)

The MSc in Theoretical Psychoanalytic Studies was set up as a collaborative venture between the Psychoanalysis Unit at UCL and the British Psycho-Analytical Society, and it is therefore appropriate to say something of the Society here. The British Psycho-Analytical Society, founded in 1919, is the only organisation in the United Kingdom authorized by the International Psychoanalytical Association to train and qualify psychoanalysts. The Society has a very distinguished tradition. Its great educators have in the past included Melanie Klein, Donald Winnicott, Michael Balint, Anna Freud and Professor Joseph Sandler. Current theorists in the Society include Dr H Segal, Miss B Joseph, Dr E Spillius, Dr E Rayner, as well as Dr Anthony Bateman and Professor P Fonagy, most of whom also teach on the MSc programme. The Society itself offers a rich array of educational initiatives, including public lectures, Saturday conferences and other public meetings. The Society aims to promote creative discussion and communication about psychoanalysis, and the suggestion of an academic programme, taught principally by practising psychoanalysts, was enthusiastically received by its members. The programme aims to give a picture of the history of ideas in psychoanalysis, and of current positions within the British Society and in the wider psychoanalytic world, on a broad range of controversial theoretical issues.

BPAS: www.psychoanalysis.org.uk/

SECTION 2: LEARNING RESOURCES

Essential Texts

The majority of the essential texts for the programme are photocopied and kept in folders in the main office (Room 539) for students to photocopy, since many students are either in full-time work or living at a considerable distance, and may be unable to get to library facilities regularly. This has been done to aid students and it is essential that students return copies to the office after photocopying. Any copies not returned will not be replaced by the Department. In addition, there is a fairly extensive library belonging to the Psychoanalysis Unit staff, from which students may borrow books and journals *for photocopying* by arrangement with the MSc Programme Administrator (please do not borrow books and journals for longer than this, unless the their owner has personally agreed, as we use them very often ourselves and many have been lost through this).

PHOTOCOPYING

The student photocopier is situated in the Photocopy Room on the 4th Floor and a 200-unit copy card costs £10. Cards can be purchased from the MSc Programme Administrator in Room 539.

LIBRARIES

UCL

The UCL Library has an informative website highlighting the complete range of resources on offer. www.ucl.ac.uk/library/

The Psychology section of UCL Library is to be found in the Science Library located in the DMS Watson Building.

The UCL Library's online catalogue is called eUCLid and can be used to search book location and availability. The library website also has access to Electronic journals, including some of the latest editions of the International Journal of Psycho-Analysis.

PsycInfo may be used through the UCL network, or accessed in the UCL library.

University of London

Students also have access to the Senate House Library in Malet Street and can search online the catalogues of other libraries within the University of London.

Institute of Psychoanalysis

As well as having access to University and College library facilities, students are granted reference-only access to the library of the Institute of Psycho-Analysis (located at Byron House, 112a Shirland Road, London W9 2EQ) between the hours of 12:30pm – 8.30pm **Monday to Thursday** inclusive. This extensively stocked library,

with knowledgeable staff, is generally more appropriate to the reading requirements of this course.

Students wishing to use the Institute library need to have the keypad entry code for the building (please contact MSc Programme Administrator for further information). This code should be kept confidential, and a student should let nobody else into the building. It is very important that students bear in mind that the library is housed in a building where psychoanalytic clinical work and professional meetings are taking place, so that quiet and considerate behaviour is expected. The library staff may be able to help with straightforward questions, but this (like access to the library in general) is granted as a favour to the programme, and should be appreciated as such. For instance, please do not ask staff to do searches or copying for you, their time is already fully occupied, and they have other tasks in addition to library duties.

Institute Library website: <http://www.psychoanalysis.org.uk/library.htm>

LITERATURE SEARCHES

Psychoanalytic Electronic Publishing / PEPWeb

UCL library has a subscription to the Psychoanalytic Electronic Publishing (PEP) Website which is a digital archive of many of the major works of psychoanalysis. You will find many of the set readings are available here as the latest version (1871-2006) contains the full text of [thirty-four premier psychoanalytic journals](#), complete versions of [fifty-six classic psychoanalytic texts](#) and all twenty-four volumes of the Standard Edition of the [Complete Psychological Works of Sigmund Freud](#).

PEPWeb is accessible from the UCL Library web pages, from the alphabetical A-Z listing at <http://www.ucl.ac.uk/Library/database/index.shtml> (search under 'Psychology' and then 'P' and a link to Psychoanalytic Electronic Publishing will appear. Also available from MetaLib. If you are logged on using a UCL computer or through a Cluster WTS connection off-site (<http://www.ucl.ac.uk/isd/students/windows/wts/access/remote>) then you will be able to connect immediately. If you are using your computer at home you will be asked to provide your UCL user-id and password (your UCL email info available from Information Services).

COMPUTER FACILITIES

Within the Psychoanalysis Unit

There is a student computer and printer in Room 535 in the department. It can be used for internet access, word processing and to access PEPWeb.

Cluster Rooms

UCL's Information Systems department (IS) offers computing facilities to all students and manages 16 'cluster' rooms at various locations throughout the campus. **There is a computer cluster room (Room 120) on the 1st floor of 1-19 Torrington Place.**

To use these computer services you must register with IS to obtain a User ID and this can be done either when you enroll or at the IS Helpdesk located in the basement of 136 Gower Street (in the Language School, basement level). Because computing

resources are in constant demand, IS operates a workstation-booking scheme and advises you to book in advance using the on-line booking system located in each of the cluster rooms.

Use of E-mail

All students are entitled to establish a UCL e-mail account (via IS), although students who already have other e-mail arrangements may prefer to retain these. It is strongly advised that students do obtain an e-mail account which they check regularly, as this is the main method for circulating information to the student group as a whole, and for communicating with individuals. Students will also find that it is the quickest and easiest way of contacting the Programme Director and Programme Tutor or sending material to the MSc Programme Administrator. All students should therefore inform the MSc Programme Administrator of their e-mail address as soon as possible, and should also let us know if there are problems in accessing the account for a time, as we will otherwise assume that e-mail information has been received.

PORTICO: THE UCL STUDENT INFORMATION SERVICE

Access to PORTICO is available to everyone across UCL – both staff and students alike – via the web portal www.ucl.ac.uk/portico. You will need to logon using your UCL user id and password, which are issued to you once you have enrolled. These are the same as the ones used for accessing UCL restricted web pages, UCL email and UCL Library's e-journals catalogue. If you do not know them, you should contact the IS Helpdesk as soon as possible (www.ucl.ac.uk/is/helpdesk). Please remember that passwords automatically expire after 150 days, unless they have been changed. Warnings are sent to your UCL email address during a 30 day period, prior to your password being reset. You can find out more about your UCL email on the web at <http://www.ucl.ac.uk/is/email/squirrelmail/>

Passwords cannot be issued over the phone unless you are registered for the User Authentication Service, see www.ucl.ac.uk/is/helpdesk/authenticate/. We strongly advise that you register for this service. If you have not registered for the User Authentication Service you will need to visit the IS Helpdesk in person or ask them to post a new password to your registered home or term-time address. More information can be found at <http://www.ucl.ac.uk/is/helpdesk/>.

As a student you can take ownership of your own personal data by logging on to PORTICO.

In PORTICO you can:

- edit your own personal data e.g. update your home and term addresses, contact numbers and other elements of your personal details;
- complete online module registration – i.e. select the modules you would like to study, in accordance with the rules for your programme of study (subject to formal approval & sign off by the relevant teaching department and your parent department);

- view data about programmes/modules - i.e. information on programmes/modules available either in your home department or elsewhere to help you choose your optional modules / electives.
- view your own examination results online;

As before, any continuing student requiring official confirmation of their results, or any graduating student requiring additional copies of their transcript, should refer to the information for obtaining an official transcript at

www.ucl.ac.uk/registry/current/examinations/transcripts/

If you have any comments or suggestions for PORTICO then please e-mail:

portico_web_feedback@ucl.ac.uk

On-line module registration

This facility enables you to choose your modules in accordance with the rules for your programme of study.

You can access the Module Selection screen in Portico via the option 'Select your modules/course components' in the Student Academic Details container. Clicking on this option opens the following screen:

Module Selection

Select Your Modules/course components

This page shows the selections you have already made (as they may be compulsory modules) and also those selections which you need to make. Note that any selections that you make will be subject to the approval of the teaching department for each module and your parent department.

Details for the current student including which year and period the selections are for	
Student	401933111
Name	JESSICA POTTS
Programme	BSc(Econ) Economics
Route	BSC(ECON) ECONOMICS
Mode of Attendance	Full-time
Registration Year	2005
Registration Period	
Selections	You have currently selected 3 Module(s) with a total of 3 Credit(s)

Module	Occ	Period	Level	Credits	Status	Module Name
ECON2001	A	T1/2	2	1.00	Compulsory	Microeconomics
ECON2004	A	T1/2	2	1.00	Compulsory	Macroeconomic Theory and Policy
ECON2007	A	T1/2	2	1.00	Compulsory	Quantitative Economics and Econometrics

Shown below is a list of selections that you need to make. Use the Select button on each row to open the module selection screen. The Clear button can be used to clear the current rows selections. When all selections are complete, use the Submit Selections button to continue the process.

Select	Rule	Overarching	Selections	Total	State	Clear
<input type="button" value="Select"/>	Take a maximum of 1 credit from All undergraduate modules in Autumn/Spring term	Subject to an overall minimum of 1 credit and an overall maximum of 1 credit				<input type="button" value="Clear"/>
<input type="button" value="Select"/>	Take a maximum of 1 credit from ECON7001A, ECON7002A, ECON7003A, ECON7004A, ECON7005A, ECON7006A, ECON7007A, ECON7008A, ECON7009A in Autumn/Spring term					<input type="button" value="Clear"/>

The top of the screen shows all compulsory modules which you have to take.

*****Full-time students must select all modules displayed, flexible modular students select only the modules they wish to study in that particular academic year (as your fees will be calculated based on your selections in Portico).**

Validation/Confirmation of selections

Once you have completed all of your selections, ensure that they comply with any 'Overarching rule' indicated in the 'Overarching' column on the main screen and then click on the 'Submit Selections' button on the main screen.

Once you have submitted your selections, you will be presented with a final screen, where you can either undo your last change or you can confirm your selections by clicking on the 'Confirm Selections' button. **Note that once you have clicked on this button you cannot go back – you will then need to contact the departmental office in your parent department to make any amendments to your selections.** Following your confirmation, you will be presented with a screen that confirms you have completed the module registration process, listing the modules you have selected.

All of your selections are subject to the approval of the teaching department for the module and your parent department. You will receive an automatic email to your UCL email address if any of your selections are rejected and you must ensure that you respond to this by contacting the departmental office in your parent department, whom you should also contact if you wish to amend a selection at any time. You check on the approval status for each of your modules by clicking on the 'View Module Selection status' option in your Student Academic Details container.

CONFERENCES AND OTHER EVENTS

UCL

The Psychoanalysis Unit organises psychoanalytic conferences based at UCL.

British Psychoanalytical Society (BPAS)

Students are invited to attend meetings of both the Applied Psychoanalysis Section and the Research Forum of the British Psycho-Analytical Society, which are often very relevant to the course. In both cases, Prof Mary Target or Ruth McCall should be notified at least a week in advance so that they can give notice to the meeting Chair of who will be attending. Please note that although these meetings are not as formal as some others in the Society, they are much more so than teaching events at UCL. There is generally an attendance book for signature on arrival at the meeting, and students should sign this under 'Visitors' rather than 'Students'.

British Psychoanalytic Society Events webpage: www.psychoanalysis.org.uk/events

Other psychoanalytic related events and programmes are advertised on the notice board outside the unit office, Room 539

SECTION 2: THE MSC PROGRAMME

MSC THEORETICAL PSYCHOANALYTIC STUDIES

The overall aim of the programme is to give grounding in psychoanalytic theories, as used by practising psychoanalysts. This grounding is intended to include the nature (e.g. epistemological status), history, content and context of psychoanalytic ideas, as models of the mind. The programme begins with seminars introducing the nature of the discipline and outlining how it differs from other psychological disciplines. Students are also given an overview of the major theoretical and clinical works of Sigmund Freud, which continue to be taught (and referred to in other units) throughout the programme. The remainder of the taught programme covers the central ideas contributed by Anna Freud, Melanie Klein, D.W. Winnicott, and Jacques Lacan, together with some ideas of contemporary theorists, principally from the British Psychoanalytic Society. There are taught seminars on psychoanalytic technique and dreams and trauma are approached as themed units offering a variety of contemporary perspectives. A number of seminar series - Psychoanalysis and Philosophy, Psychoanalysis and Literature, Psychoanalysis and Cinema - are offered to demonstrate the application of psychoanalytic ideas to understanding the wider culture and their contribution to other disciplines.

At present it is thought that students should have some knowledge of all the above aspects of psychoanalytic theory, as part of an integrated programme, all units are therefore obligatory. NB. The only exceptions are the Psychoanalysis and Literature and Psychoanalysis and Cinema units - you are asked to choose and attend only one of these two seminar units. A further intention, and unique feature of the programme, is that through being taught by practising analysts, students should become aware of how theory is rooted in clinical work, and how the two influence each other continually. This programme was established in collaboration with the British Psycho-Analytical Society. It is important to make it clear, nevertheless, that this is an academic, university programme conforming to the standards and customs of University College London, run by the Psychology Department at UCL. Thus, although the programme is taught primarily by psychoanalysts belonging to the Society, it is not part of the range of educational programmes offered by the Society itself. In particular, it must be understood that this is not a clinical training in psychoanalysis, such as the Society itself offers.

Some students enter this programme after undertaking psychotherapy training, to deepen their theoretical understanding; others come to it with little knowledge of psychoanalysis, perhaps considering training in the future, or wanting to relate their knowledge to theoretical study in related disciplines. Although the MSc programme gives a valuable background to clinical training in psychoanalysis or psychotherapy, and has been used as such by several students, it is a separate undertaking - an academic, theoretical programme - with different entry requirements, procedures and content.

Graduate programmes in psychology at UCL have some common aims and objectives, with specific aims and objectives defined for each of the different programmes. These are given below.

AIMS

All postgraduate programmes in the UCL Psychology Department aim to:

- educate students in systematic, scientific thinking about human beings and human problems;
- develop the ability and readiness to evaluate critically claims, theories and evidence in the human sciences;
- provide teaching that benefits from our position as a leading research department;
- select our students, provide them with guidance, and assess their work, fairly and with care, so that they will make the best of their academic potential.

The MSc in Theoretical Psychoanalytic Studies aims to:

- give a grounding in the nature, history, content and context of psychoanalytic theories, as used by practising analysts

OBJECTIVES

Students graduating from postgraduate programmes in the UCL Psychology Department should:

- be able to communicate effectively in the professional or academic context for which they are being trained;
- be familiar with the methods of quantitative and/or qualitative data analysis used in their area of study;
- have gained experience of the complete course of a research project relevant to their professional goals, from planning to execution, analysis and report;
- have developed an awareness of professional, ethical and social issues relevant to professional practice for which they are being trained, and the institutional context in which this practice takes place.

Students taking the MSc in Theoretical Psychoanalytic Studies should specifically:

- Gain an outline understanding of the medical and cultural context in which psychoanalysis began, together with its development over the following century
- Become familiar with the major theoretical and clinical works of Sigmund Freud
- Become aware of the central ideas characterising the three major British groups, contrasted with other schools

- Study the debates concerning psychoanalytic thinking in relation to child development, psychopathology, clinical technique and the applications of psychoanalytic ideas to understanding the wider culture
- Through being taught by practising analysts, become aware of how theory is rooted in clinical work

ASSESSMENT

Under the regulations for the UCL MSc in Theoretical Psychoanalytic Studies, candidates will be assessed by three methods: three unseen written examinations, theoretical dissertation and four coursework essays. In order to pass the programme, candidates generally need to have passed all of these elements of assessment.

AIMS

The different forms of assessment emphasise somewhat different aspects of the aims and objectives stated above. Thus,

A – Four unseen written examination papers assess the extent to which each student has been able to: gain an outline understanding of the medical and cultural context in which psychoanalysis began, together with its development over the following century; become familiar with the major theoretical and clinical works of Sigmund Freud; become aware of the central ideas characterising the three major British groups, contrasted with other schools; and study the debates concerning psychoanalytic thinking in relation to child development, psychopathology, clinical technique, and the applications of psychoanalytic ideas to understanding the wider culture.

B - The dissertation allows each student to gain experience of the complete course of a research project relevant to their professional goals (a theoretical treatise within psychoanalytic theory), from planning to execution, analysis and report; to show systematic scientific thinking about people and their problems, and capacity for critical thought; to show the ability and readiness to evaluate critically claims, theories and evidence in the area of psychoanalytic theory; and communicate effectively in the professional or academic worlds of psychoanalysis and psychotherapy.

C - Four essays assess the extent to which the student is able and ready to evaluate critically claims, theories and evidence in the relevant literature; show awareness of the nature, history, content and context of psychoanalytic theories; and communicate effectively in the professional or academic worlds of psychoanalysis and psychotherapy.

The procedures for each of the methods of assessment are described in depth in later sections of the handbook.

TEACHING STAFF

The Programme Director is Prof Mary Target, a psychoanalyst and clinical psychologist, who is a Reader in the Psychoanalysis Unit. The Programme Tutor Ms Ruth McCall offers tutorial support to the student group and teaches and helps coordinate the MSc. Professor Peter Fonagy, Professor David Tuckett and Dr Lionel Bailly are also involved in teaching and supervision.

Teaching Coordinators

Those involved in coordinating the units and teaching the seminars are predominantly Full or Associate Members of the British Psychoanalytical Society who are mainly occupied with clinical psychoanalytic work and writing. In addition, the degree programme is much enriched by other academics with special expertise. Coordinators arrange teachers for each seminar series, compile reading lists, essay and examination questions, as well as teaching themselves and being involved in the management of the programme.

Current unit coordinators

Dr Liz Allison
Prof Rachel Blass
Dr Cathy Bronstein MD
Dr Lionel Bailly
Mrs Rosemary Davies
Dr Jim Hopkins
Ms Ruth McCall
Dr Rosine Perelberg
Mr Andrea Sabbadini

Apart from the unit coordinators listed above, the following psychoanalysts and colleagues have taught seminars arranged by the coordinators:

Mrs Nicola Abel-Hirsch, Dr David Bell, Mr Michael Brearley, Mrs Jill Boswell, Dr Bernard Burgoyne, Dr Ron Britton, Mr Donald Campbell, Dr Marco Chiesa, Mrs Judy Cooper, Dr Sheilagh Davies, Mrs Sira Derman, Mrs Caroline Duthy, Dr Alicia Etchegoyen, Mr Antonio Fazio, Dr Sara Flanders, Professor Stephen Frosh, Dr Catia Galatariotou, Dr Mervin Glasser, Dr Andre Green, Mr Stephen Grosz, Professor Peter Hildebrand, Mrs Judith Jackson, Miss Betty Joseph, Mr John Keene, Mr Leon Kleimberg, Mrs Antinucci-Mark, Dr Roger Kennedy, Mrs Marilyn Lawrence, Mrs Susan Loden, Dr Richard Lucas, Dr Nicola Luckhurst, Mrs Ruth Malcolm, Mrs Trudy McGuinness, Dr Duncan McLean, Mrs Maggie Mills, Dr Jane Milton, Dr Phil Mollon, Dr Siobhan O'Connor, Mrs Martha Papadakis, Dr Malcolm Pines, Dr Eric Rayner, Mr Ken Robinson, Dr Jim Rose, Mrs Priscilla Roth, Professor Joseph Sandler, Dr Joan Schachter, Dr Hanna Segal, Dr Mark Solms, Dr Elizabeth Spillius, Dr Howard Steele, Dr John Steiner, Dr Riccardo Steiner, Dr Harold Stewart, Mrs Jennifer Stoker, Dr Judith Szekacs, Mrs Jane Temperley, Dr Margret Tonnesmann, Dr Margot Waddell, Mrs Sally Weintrobe and Dr Anne Zachary.

TEACHING METHODS

Most of the teaching is by lecture and seminar discussion of texts and ideas. Each unit includes between 4 and 10 such seminars of 1½ hours, which will normally take the format of half to one hour's lecture followed by discussion. Reading lists are distributed before the start of each term and students are expected to prepare in advance for each seminar by reading and being prepared to discuss the recommended articles or book chapters. Some teachers prepare handouts or use audiovisual aids, but this is much less common than on some other programmes. Illustration of theoretical points will sometimes, in contrast, be through case material either from the teacher's own clinical practice or from the psychoanalytic literature.

Programme information such as changes to the timetable will be circulated via email it is vital that all students regularly check their email account. Information such as handouts will be distributed via the student pigeonholes located in Room 539. Students should check their pigeon-holes frequently, and periodically consult the notice board, for details of forthcoming events and conferences, and general announcements.

SECTION 4: ASSESSMENT AN OVERVIEW

WHAT COUNTS TOWARDS THE FINAL DEGREE?

There are three formally assessed components of the MSc -

Essays

The first assessed component are **4 essays** of no more than **2,500 words each**, to be submitted at on November 20, 2009; January 15, 2010; March 5, 2010 and April 30, 2010 (flexible modular students have the choice of completing two essay each year, or else submitting all four in either the first or second years). Each essay will be worth 15 credits.

Exams

There are **4 two-hour exams** in June, each of which includes two essays (eight essays in total); each of the four exams contributes 15 credits.

Dissertation

The dissertation (**between 8,000 and 11,000 words**) which contributes 60 credits is submitted in mid-August. The dissertation allows the student the fullest opportunity to show the quality of his or her independent reading and thinking.

USE OF CLINICAL MATERIAL IN ESSAYS, EXAMS OR DISSERTATIONS

This MSc is a non-clinical programme, and does not require clinical training or experience. Understanding of clinical material is only included in the programme to the extent that it illuminates theoretical issues or the ways in which theory has developed (e.g. Freud's case histories are relevant because they were crucial in his developing theoretical formulations and sometimes in his technical innovations). We do not wish to give an unfair advantage, in formal assessments, to those students who have had clinical experience. We therefore issue the following guidelines:

1. There is no need for students to show knowledge of any clinical material which has not been set as part of the required reading for the programme, and students who do not use clinical illustrations will not be penalised unless questions specifically call for discussion of case material which has been studied in the programme;
2. If students have access to unpublished clinical material, e.g. from professional practice, this should not be used in assessed work. Only clinical material which has been published (whether by the student or someone else), which is therefore available in principle to all students and to the examiners, may be included;
3. If students choose to illustrate theoretical arguments with clinical examples, they should be careful to consider the extent to which these examples are really evidence, or 'data', from which conclusions may be drawn, and remember that the marking will take into account only the strength of theoretical understanding and originality, not clinical knowledge. They should also take into account that writing about clinical material will use some of the time (in exams) or word limit (essays or dissertation) which are allowed, and so is not advisable unless it is the best way of furthering the theoretical argument;
4. Students should beware of going beyond their competence, in interpreting clinical observations. Particularly if not clinically trained, offering explanations of clinical phenomena is likely to be risky. Students need to have a lively respect for the complexity of clinical work and of its relationship to theoretical developments. Venturing interpretations without adequate information about the case, and/or without appropriate training, risks suggesting to the examiners that the student has not recognised the limitations of the knowledge covered by the course, and by implication that he or she may not have sufficient appreciation of the difficulties of applying psychoanalytic theory in practice.

THE UNIVERSITY GUIDELINES ON PLAGIARISM

Plagiarism as well as failure to properly attribute sources are taken very seriously by the Psychoanalysis Unit. Please, therefore, read the following extract from the UCL Examination Regulations Booklet, (Appendix 3, Plagiarism) very carefully.

1. The College is subject to the University of London's General Regulations for Internal Students and the policy detailed below has been drawn up in accordance with those Regulations.
2. Plagiarism is defined as the presentation of another person's thoughts or words or artefacts or software as though they were a student's own.
3. Any quotation from the published or unpublished works of other persons must, therefore be clearly identified as such by being placed inside quotation marks, and students should identify their sources as accurately and fully as possible.
4. A series of short quotations from several different sources, if not clearly identified as such, constitutes plagiarism just as much as does a single unacknowledged long quotation from single source. Equally, if a student summarises another person's ideas, judgements, figures, diagrams or software, a reference to that person in the text must be made and the work referred to must be included in the bibliography.
5. Recourse to the services of "ghost-writing" agencies (for example in the preparation of essays or reports) or of word-processing agencies which offer "correction/improvement of English" is strictly forbidden, and students who make use of the services of such agencies render themselves liable for an academic penalty.
6. Where part of an examination consists of "take away" papers, essays or other work written in a student's own time, or a course work assessment, the work submitted must be the candidate's own.
7. Some departments give specific advice about non-originality, plagiarism and the use of material by others, and students must make themselves aware of such departmental guidelines and abide by them. For some assessments it is also illicit to reproduce material which a student has used in other work/assessment for the course or programme concerned. Students should make themselves aware of their department's rules on this "self-plagiarism". If in doubt, students should consult their Personal Tutor or an appropriate other Tutor.

Failure to observe any of the provisions of this policy or of approved departmental guidelines constitutes an examination offence under the University Regulations. Examination offences will normally be treated as cheating or irregularities under the regulations for Proceedings in respect of Examination Irregularities. Under these Regulations, students found to have committed an offence may be excluded from all further examinations of the University and/or the College.

It should be noted that UCL has now signed up to use a sophisticated detection system (Turn-It-In) to scan work for evidence of plagiarism and the Department intends to use this for assessed coursework. This system gives access to billions of sources worldwide, including websites and journals, as well as work previously submitted to the Department, UCL and other universities.

SECTION 5: ESSAYS IN DEPTH

The programme contains an element of continuous assessment, in the form of 4 assessed essays. One of your essay questions must be from the Fundamentals of Psychoanalytic Theory-Freud Reading Unit. All essays will be double marked (independently) by the most relevant unit coordinator & the MSc Programme Tutor and the latter will send (via email) each student a mark sheet with some brief individual feedback based on the comments of the two markers.

PURPOSE OF ESSAYS

The purpose of essays is to assess the student's ability to review and synthesise the literature relevant to a question, and to analyse this literature critically in order to address the question. Additional credit is given for drawing on a wider range of relevant material, for clarity and elegance of argument and for originality. In addition, coursework gives a very valuable opportunity for the Programme Director and Tutor to assess each student's progress, and to identify any areas of weakness which might need to be worked on before the examinations and dissertation are tackled. Some students come to the programme with either little experience of formal essay-writing or little experience of writing essays in English, and they in particular need practice and sometimes extra tutorial help.

THE LENGTH AND FORMAT OF ESSAYS

Essays should be double-spaced, and **no longer than 2,500 words**, including everything except an appendix (if used). The word-count should be stated on a front sheet (see submission details below). Essays should be word-processed and the format should follow the Notes for Contributors of the International Journal of Psychoanalysis (1999), a copy of which is kept on the student notice board (please do not remove). A requirement you should note is that references should be given fully and in standard format. Freud references should preferably be to the Standard Edition (copies are in the unit), and the date cited the original publication date (in round brackets in the S.E.).

It is of course expected that these essays will be better presented and worded than an essay written in exam conditions, although the marking scheme is the same. They should therefore be word processed in at least 11 point font, with attention paid to spelling, grammar and clarity of expression. If anyone has not written essays in previous programmes, or does not understand what is expected, they should feel free to come and talk to the Programme Tutor, although there will be opportunities also for group discussion of essay requirements in the informal seminars with her. In general, what is needed is: (a) a clear description of the literature relevant to the question, (b) giving an answer to the question (i.e. do not just reproduce relevant material without addressing the actual question asked), (c) developing a considered argument, in relation to the question. You can introduce wider reading than has been recommended by the unit teachers, but remember that the programme is primarily about psychoanalytic theory, so do not let answers be dominated by (for example) literary criticism, developmental psychology, sociology, clinical material, unless this is clearly called for by the question.

Other suggestions you might wish to consider are:

1. The opening and concluding paragraphs make most impact. Refrain from introducing the essay with sweeping statements about the area; simply introduce the context and arguments that you will be addressing. Perhaps include a concluding paragraph, which draws out the most important themes discussed.
2. Selectivity is important. Do not be tempted to write down everything there is to know about the topic: answers should mainly reflect the question as stated. Justify your choice of particular important aspects at the beginning, while at the same time making it clear you are aware of other possibilities.
3. Essays that are broken down into sections, with headings, are often easier to read.
4. You should be demonstrating evaluative and critical thinking in your review of the literature and your discussion of this.
5. Arguments should state their evidence (which can include a basis in theoretical reasoning), or if opinions, this should be clear.
6. Examples from published clinical material (either your own, or in the relevant literature), are acceptable where pertinent to a theoretical point.

ESSAY WORD COUNT PENALTIES

2501-2999 words - deduction of 5% off your mark

3000 words and over – deduction of 10% off your mark

The 2,500 words includes everything, except an appendix.

SUBMITTING ESSAYS

You should hand in **two** hardcopies and an e-version of each essay to the MSc Programme Administrator. The front sheet should state the title of the essay question, the unit it relates to, the word count, the date, and your academic code (this will be given to you at the start of the year). Please note that your name should not appear, as essays are marked anonymously.

Submission deadlines

Essay 1: 12.30pm Friday 20 November, 2009

Essay 2: 12.30pm Friday 15 January, 2010

Essay 3: 12.30pm Friday 5 March, 2010

Essay 4: 12.30pm Friday 30 April, 2010

All work should be handed in, or arrive by post, by 12.30 pm on the date required. (Please note that post can take a day to work its way through the College mail system). Failure to submit work on time without a previously agreed extension will quite possibly lead to a fail. Late submissions are penalized as follows:

1 day late – 5% off your mark

2 days late – 7% off your mark

3 days late – 10% off your mark
Over 3 days – 15% off your mark

Under exceptional circumstances, an extension to the date by which work must be handed in can be negotiated. This would need to be requested in advance, and will normally be given only in the event of serious illness (with medical certificate) or major life-events, etc. (but NOT because of predictable pressure of work or minor ailments).

All extensions MUST be requested from the Programme Director or the Programme Tutor (or, should they be absent, then the Chair of the Board of Examiners, Professor Fonagy). Students may negotiate an extension of up to **one week**. Any proposals for a longer extension should be made in writing to the Chair of the Board of Examiners, and will require evidence of truly exceptional circumstances.

These rather rigid rules about submission dates, length of essay, etc., may seem draconian or unnecessary, but they are essential to ensure that the system works as fairly as possible for all students. Just as in an examination it would be unfair to allow one student half an hour of extra time, unless he or she had a proven disability, it is unfair to allow a longer piece of work, or a longer time to certain individuals, without clear evidence that they had been unavoidably deprived of the time available to their colleagues.

ESSAY MARKING PROCEDURE

All essays are marked independently by two internal examiners (usually, a unit coordinator and either Ruth McCall or Prof Mary Target). The Visiting Examiner reads a selection of dissertations and many of the essays and exam scripts. Where there is a significant disagreement between the two markers, the marks are discussed by them, the piece of work is sometimes marked by a third internal examiner, and in all cases these marks are reviewed by the Visiting Examiner. All essay marks, even though fed back to the student so that he or she can improve subsequent work, are **provisional** until confirmed by the Board of Examiners and subsequently formally notified to each student by UCL (after the Exam Board in late September).

ESSAY MARKING GUIDELINES

As a general rule: a student can bring any relevant material, regardless of whether it has been specifically taught in the degree programme syllabus. It is important however that the overall subject and content of the essay is within the area of psychoanalytic theory. A more complex or difficult topic should be marked somewhat more leniently than a straightforward one.

Distinction (70% or above)

Work which shows a high level of awareness and understanding of psychoanalytic theory. It shows convincing evidence of capacity to present an argument and a good appraisal of the relevant literature. The work is on the whole presented clearly, succinctly, and coherently, and there is a well-developed and at least partly original line of argument.

2:1 (60-69%)

The work is generally well-organised and presented. It shows a capacity to critically evaluate issues, and addresses a question intelligently, with good knowledge of the literature. However, it is not worthy of a distinction mark; this may be for many reasons, for instance because there is too little development of a line of argument, or there is very little evidence of originality, or the expression and presentation are careless in spite of other impressive aspects. However, the essay is generally a good and solid piece of work by a student who appears to adequately understand what they are writing about.

2:2 (50-59%)

The work addresses the issue chosen, but in a limited way. The material presented may show reasonable familiarity with the issues and general knowledge base, but it has significant flaws. For example, the student may lack knowledge or show misunderstanding of some clearly relevant theory, or fail to appreciate some important aspects of theoretical approaches; he or she may have good knowledge but show problems in presenting a coherent review or developing any line of argument. The reader may have the impression that the student has summarised an area without any real feeling for the important issues.

Refer: one week (grade withheld until corrections are made)

The work is generally adequate and would be of a high enough standard to pass, but there are errors in presentation, such as poor referencing, excessive length, several spelling errors, missed words, etc. The student has one week to re-submit a corrected version for consideration, and this revision is intended to help the student to learn how to present their work more effectively. The Programme Tutor will indicate to students the improvements required. A re-written piece of work will either pass or fail when it is re-submitted. It will not be 'referred' a second time. Both markers will award a provisional mark to the work, assuming that the required corrections are made satisfactorily, but the final mark will be withheld until re-submission. If the work is then not of a satisfactory standard, it will therefore fail instead of obtaining the provisional mark.

Refer: one month (initial mark 40-49%)

The work is on the wrong side of the borderline of acceptability. For example, it is far too short, the content is poorly integrated or not understood, it is so poorly written as to be hard to follow. The work does not deserve to fail outright, but should be re-written and re-submitted within one month of the mark being awarded. The Programme Tutor will indicate to the student where the shortcomings lie. A re-written piece of work will not be 'referred' a second time. If serious problems remain, it will fail. If judged adequate, it will receive a mark between 50 and 60%, but cannot be awarded a higher mark.

Fail (final mark below 50%)

The answer is clearly too heavily flawed to pass. There may be clear plagiarism, an argument which cannot be followed, a review of the literature which is very inadequate, a very brief essay (less than 2,000 words) which does little justice to its

subject. The student would also be likely to fail if the essay were substantially over-length (over 6,500 words) or late in submission, without a strong reason accepted in advance by the Programme Tutor. The Programme Tutor will discuss the reasons for the failure with the student. A student who fails an essay must write another with a different title from the original list, achieving a pass mark, if they wish to proceed with the degree.

The Mark Sheet in current use is given on the following page:

exception of the Fundamentals (Freud) unit for which you must answer two exam questions. For the Fundamentals unit, there will be a choice of six questions, from which the student must choose two. For most other units, there is a choice of two-to-four questions, of which you must choose one.

EXAM TECHNIQUE

Examination technique will be discussed as part of the course, but there are some important general guidelines.

1. Spend sufficient time at the beginning to read the whole paper (or, if flexible modular, those sections which are being examined in that year), and make sure you understand what each question means. A member of the Unit staff will be present for the first fifteen minutes of each exam (which will subsequently be invigilated by the MSc Programme Administrator), during which time students may ask for clarification of the meaning of unfamiliar words on the paper, or of ambiguous instructions. (Of course, the exam papers are carefully read for language and clarity by several programme staff beforehand, but sometimes unexpected misunderstandings may occur especially under stress, and the first quarter hour of the exam is a final opportunity to avoid them.) Students may not ask for help with answering the question. Any clarifications will be brief, and given to all students.
2. Be as careful as you can about choosing the question you can best answer, given the 60 minutes available. This involves reviewing what you know about the subject, whether that knowledge is suited to answering the particular question, and whether there are any aspects or parts of the question, which you are unclear about, which you might get ensnared in.
3. Write a brief plan of your essay. Anything you do not wish to be marked should just be scored through.
4. Keep close track of the time, so that you have enough time left for both questions.
5. If you do run out of time, make notes of the rest of what you would have written, this will get some marks.
6. **Please note that legible handwriting is very important;** occasionally students have had to type their exam scripts before they could be marked, because it took hours to read each short essay. Although examiners try not to be very influenced by this difficulty, it is advisable to write as clearly as possible, to make sure that the markers can follow your arguments fully and give you the credit you deserve.

The considerations stated under essays apply also to exam answers. In addition to writing practice essays, many students find it useful to do a 'mock' exam paper, and we arrange this in exam conditions for those students who wish, during the third term. Others may prefer just to do it informally. For anyone who has not sat an exam of this type (two essays in two hours), it is **highly recommended** that you do have at least one 'dry run' first, to give yourself experience of planning essay structure and timing yourself during the exam and to give yourself the best chance to show what you have

learned during the course. However, we leave this decision to individual students and try to fit in with whatever style of preparation they find most helpful.

EXAM MARKING

All exam essays are marked independently by two internal examiners (usually, a unit coordinator and either Ruth McCall or Prof Mary Target). Where there is a significant disagreement between the two markers, the marks are discussed by them, the piece of work is sometimes marked by a third internal examiner, and in all cases these marks are reviewed by the Visiting Examiner. The exams are assessed by averaging the marks across both essays, so the exam paper can be passed as a whole even if one essay is not quite of passable standard. The marking scheme used by the examiners is the same as the coursework essay marking scheme, except that allowance is made for the fact that students have only 60 minutes to write their answer, under unseen examination conditions.

SECTION 7: THE DISSERTATION IN DEPTH

THE DISSERTATION COLLECTION

A collection of dissertations of previous MSc students is held in Room 539, and is available for student reference. This may help current students to orientate themselves to the level and style of work required, and to the kind of topics which others have tackled. Unfortunately, from the point of view of learning what is expected, we cannot give you the marks given to other students' dissertations, as these are confidential. However, if the students concerned give their permission, we will indicate whether the dissertation received a distinction or not.

CHOOSING A SUBJECT AND A SUPERVISOR

Each student is required to submit a dissertation at the end of their final year. The dissertation is supervised, normally by a psychoanalyst (although it could be by someone in a related field, perhaps with Peter Fonagy, Mary Target or Ruth McCall as a co-supervisor from the Unit). NB. Majority of supervisors are away from London during August and may not return for the new term before the submission deadline. It is vital to discuss this with your supervisor and plan your work (and any holiday of your own) accordingly. The idea would be for the student to agree with the supervisor, before the end of the summer term, a plan of reading, scope of the work, and main question(s) to be addressed, but the supervisor is not expected to help the student to any great extent with the actual writing of the dissertation, which is the responsibility of the student and may continue through August. Mary Target and Ruth McCall work during part of August, and can give additional advice and read a draft if needed.

Please note that starting at the end of the autumn term and continuing in the spring and summer terms we will hold group meetings to discuss progress on dissertations and you will be asked at the beginning of the spring term to sign up for a time to present your initial ideas. In addition, please do not hesitate also to ask for an individual meeting if you are concerned about what you should be doing.

WORD COUNT AND LATE SUBMISSION PENALTIES

The dissertation should be between **8,000 and 11,000 words to include everything except an appendix** (e.g. data on which the argument is based, such as a published case history, or reproductions of works of art which are used as the basis of theoretical argument in the main body of the text). The examiners will not include this in reaching your mark, it is extra material for their reference only, and will not be allowed to be a way for some students to extend the word limit.

8,000 – 11,000 to include EVERYTHING except an appendix.

Below 8,000 – a deduction of 5% off your mark

Above 11,000 – a deduction of 5% off your mark.

A word count must be stated at the time that the dissertation is submitted, together with a statement that the dissertation is the work of the candidate alone (except, of course, where the work of others is properly cited). The format should be as for the coursework essays. The title page of the dissertation should state the student's Examination ID code, the title of the work, the name of the degree and the year of submission. It does not need to be cloth bound, but should be in a form which makes it both easy to read and durable, e.g. spiral binding between plastic covers. We need 4 bound copies and an email copy should be sent to the Programme Administrator.

Failure to submit work on time without a previously agreed extension will quite possibly lead to a fail. Late submissions are penalized as follows:

1 day late – 5% off your mark

2 days late – 7% off your mark

3 days late – 10% off your mark

Over 3 days – 15% off your mark

Under exceptional circumstances, an extension to the date by which work must be handed in can be negotiated. This would need to be requested in advance, and will normally be given only in the event of serious illness (with medical certificate) or major life-events, etc. (but NOT because of predictable pressure of work or minor ailments).

All extensions MUST be requested from the Programme Director or the Programme Tutor (or, should they be absent, then the Chair of the Board of Examiners, Professor Fonagy). Students may negotiate an extension of up to **one week**. Any proposals for a longer extension should be made in writing to the Chair of the Board of Examiners, and will require evidence of truly exceptional circumstances.

LITERATURE REVIEW

It is important to ensure that the dissertation contains some form of **literature review**. Some dissertations are, by their nature, a form of extended literature review in which the author compares and contrasts a range of theoretical approaches. Others will need to contain less formal consideration of the work of established theorists;

however it is important that students produce at some point in their dissertation a brief summary of the relevant work of other psychoanalytic authors, if only to demonstrate that they are appropriately familiar with the relevant work in the field. Please seek further clarification from Ruth McCall if you are uncertain what a literature review should entail.

GUIDELINES

It is difficult to give hard and fast guidelines about dissertations; some of the best may break some usual 'rules', but the following guidance may help. Make sure the subject is clearly within the area of psychoanalytic theory, but it does not necessarily have to have been covered within the MSc programme. The idea is to engage with the complexity of a subject, including the limitations of your treatment of it, not to offer glib new formulations in the hope of seeming to be offering originality. Choose a topic which is not too broad, otherwise you probably will not be able to go into enough depth to show the sophistication you are capable of. Similarly, a subject which has already been extensively worked over in the literature may not be a good choice unless you have some original ideas which you can present well in relation to this literature. Try to carry through a coherent argument of your own, as well as showing familiarity with and understanding of the existing literature. We will have some group meetings to discuss progress on dissertations; do not hesitate also to ask for an individual meeting if you are concerned about what you should be doing, the contact with your supervisor, or any other aspect of this important part of the degree programme.

MARKING OF DISSERTATIONS

Two people independently mark the dissertations. The first marker and second markers are both internal examiners, either Mary Target, Ruth McCall or Prof Fonagy. The dissertation supervisor is asked to give comments on the work as the one who knows the area most thoroughly and also as someone who can comment on how much help the student received (those who have worked more independently will get somewhat higher marks). The Visiting Examiner will also read a selection of the dissertations and markers comments and will their give recommendations about the marks at the Exam Board.

For information, the guidance given to markers is as follows:

As a general rule: a student can bring any relevant material, regardless of whether it has been specifically taught in the degree programme syllabus. It is important however that the overall subject and content of the dissertation is within the area of psychoanalytic theory. A more complex or difficult topic should be marked somewhat more leniently than a straightforward one, though obviously if the student has been over-ambitious and got out of his or her depth the work will not get a very high mark. If there is an appendix, do not include this in reaching your mark, it is extra material for reference only (e.g. data on which the argument is based, such as a published case history, reproductions of works of art which are used as the basis of theoretical argument in the main body of the text), and must not be allowed to be a way for some students to extend the word limit.

Distinction (70% or above)

Work which shows a particularly high level of awareness and understanding of psychoanalytic theory. It shows convincing evidence of capacity to present an argument and a good appraisal of the relevant literature. The work is on the whole presented clearly, succinctly, and coherently, and there is a well-developed and at least partly original line of argument.

2:1 (60-69%)

The work is quite well-organised and presented. It shows a capacity to evaluate issues critically, and addresses a question intelligently, with good knowledge of the literature. However, it is not worthy of a distinction mark. This may be for many reasons, for instance because there is too little development of a line of argument, or there is very little evidence of originality, or the expression and presentation are careless in spite of other impressive aspects. However, the dissertation is generally a good and solid piece of work by a student who appears adequately to understand what he or she is writing about.

2:2 (50-59%)

The work addresses the issue chosen, but in a limited way. The material presented may show reasonable familiarity with the issues and general knowledge base, but it has significant flaws. For example, the student may lack knowledge or show misunderstanding of some clearly relevant theory, or fail to appreciate some important aspects of theoretical approaches, he or she may have good knowledge but show problems in presenting a coherent review or developing any line of argument. The reader may have the impression that the student has summarised an area without any real feeling for the important issues.

Fail (below 50%)

The student's work is too heavily flawed to pass. There may be clear plagiarism, an argument which cannot be followed, a review of the literature which is very inadequate, a very brief dissertation (less than 5,000 words) which does little justice to its subject.

SECTION 8: DEGREE RESULTS

THE EXAM BOARD

The overall aims of the Board of Examiners are to ensure that examination and assessment requirements of the MSc are met in accordance with relevant regulations. It reviews each student's performance in relation to all aspects of coursework.

Specific duties

Plan and administer the examinations.

Appoint internal examiners; make recommendations re: external examiners to the University.

Liaise with visiting examiners.

Report back to Course Management Committee

Maintain confidentiality.

Agree advice to be given to University re the results of examinations.

Agree policy and method for feedback on performance to students.

Membership

Visiting examiner

Director of the Sub-Department of Clinical Health Psychology (Chair)

MSc Programme Director (Deputy Chair)

Academic staff (all unit coordinators, dissertation supervisors are also invited)

Programme Tutor

MSc Programme Administrator

NOTIFICATION OF RESULTS TO STUDENTS

The Board of Examiners reports to the Examinations Section of the Registrar's Division the recommended results after the September Examination Board meeting. The Programme Director or Programme Tutor contacts each student by email (normally 24 hrs after the Exam Board) to give informal feedback.

Formal confirmation comes from UCL Registry. Official Transcripts will be sent to all graduating students by post, by the end of December at the very latest and will also be available on Portico. Modular flexible students will also be sent a copy of their examination marks by post. The College will use students' permanent home addresses for this purpose. It is therefore essential that students ensure that their home addresses are up to date on the College records before leaving. Additional copies of transcripts can be requested for which there is a charge. UCL has recently introduced a new online Student Information Service, Portico, at the following website www.ucl.ac.uk/portico, which students should use to update their addresses. To access the service you will need the Username and Password used for accessing UCL Intranet pages. Please contact the IS Helpdesk if you have forgotten your password or need any further information about access.

Degree diplomas will be despatched by the Diploma Production Section of the University of London as soon as possible after the date of publication of the pass lists. However, the numbers involved are such that it may be up to three months before you receive your diploma. You should note that these diplomas will also be sent to the permanent home addresses held on the college records. You should note that the Diplomas cannot be sent to impersonal addresses such as a College, hospital, hall of residence or similar business address. Diplomas are sent recorded delivery to addresses in the UK and by air mail to addresses overseas. **Important:** If you have not received your degree diploma within six months after the date of publication of the pass lists, please contact the Diploma Production Section of the University of London, Senate House (telephone 020 7862 8000).

Modular flexible student's essay and exam results for work they have already submitted is agreed by the Exam Board at the end of their first year. If a modular flexible candidate is referred for consideration of poor academic performance to the Board of Examiners, entry to the second year will be at the discretion of the Board of Examiners. This might depend upon further assessment by means of viva, additional

coursework, and/or examination. The decision of the Board of Examiners is final.

APPEALS PROCEDURE

Appeals against the decisions of the Board of Examiners may be made in accordance with University Regulations. Students should be aware of these regulations, which can be obtained from the secretary to the Registrar or from the MSc Programme Organiser.

SECTION 9: COMMITTEE STRUCTURE AND STUDENT REPRESENTATION

COURSE MANAGEMENT COMMITTEE (CMC) AND ANNUAL COURSE REVIEW

This committee meets once a year, and is chaired by Peter Fonagy, the Freud Memorial Professor of Psychoanalysis (Director of the Research Department and Psychoanalysis Unit), and is responsible for management and policy issues relating to the programme. Any changes to the structure or content of the programme are discussed and decided upon in this forum. Membership includes the Director of the Research Department, the Programme Director, the Programme Tutor, the Programme Administrator, all unit coordinators and two student representatives (one full-time and one part-time). Although students' representatives are full members of the committee, there are sometimes confidential agenda items that need to be discussed in their absence, for instance examination questions, individual student progress or confidential discussion of individual teachers. In this case, students are asked to join the meeting a short time after the beginning. As part of the Annual Review Student representatives are asked to summarise their experience of the programme so far.

CURRICULUM SUB-COMMITTEE

This committee meets at least twice a year to review the curriculum, recommending and planning changes for subsequent years as it sees fit, then reporting to the CMC for a decision as to how to proceed. It is attended by the unit coordinators, the Programme Director, the Programme Tutor, and the Programme Administrator and up to two student representatives.

EXAM BOARD

The Board has responsibility for implementing the examination scheme outlined in the University regulations for the degree. It is chaired by the Freud Memorial Professor of Psychoanalysis (Professor Peter Fonagy), and has as its members the Programme Director, the Programme Tutor, MSc Programme Administrator, all unit co-ordinators and all dissertation supervisors. Its membership also includes the Visiting Examiner, the option of up to 2 Intercollegiate University of London Examiners, and the Chair of the Postgraduate Teaching Committee of the Faculty of Life Sciences (or another representative of the Faculty). It meets at least once a year, in late September, with other meetings if required. The September meeting is when the results are agreed for all formally assessed work completed during the year (essay, exam and dissertation

marks), and the category of degree is decided for all students who are completing their studies that year.

DEPARTMENT TEACHING COMMITTEE AND POSTGRADUATE TEACHING COMMITTEE

All teaching in the Department of Psychology is overseen by the Departmental Teaching Committee. The MSc Programme Director attends the Postgraduate Teaching Committee, which reports to the Departmental Teaching Committee. She may bring issues about teaching, which concern MSc students to the Postgraduate Teaching Committee, and student representatives on the Course Management Committee might on such an occasion be invited to attend. (Other, non-teaching, issues would be taken to the Departmental Administrator or relevant College body.) Meetings are held three times a year. Students should feel free, should they wish to raise issues for consideration at the Committee directly with the Chair, Dr Norah Frederickson, whose contact details are listed on the Psychology department's website under Educational Psychology.

STUDENT FEEDBACK ON TEACHING

The information provided by student feedback is very important to us. It helps us to evaluate our teaching programme, to address any problems as they arise, and to make improvements where necessary for future programme planning. Most of the modifications to the programme so far have been influenced or initiated by student feedback. It also encourages us to hear when we have got it right! Students are therefore asked to anonymously provide some individual feedback on each unit at the end of each term. Feedback is summarised in an anonymous form and sent to the unit coordinator, so that the unit as a whole can be revised. Example of a form in current use:

MSC IN THEORETICAL PSYCHOANALYTIC STUDIES					
STUDENT FEEDBACK FORM					
Name of unit:					
Please score:					
	5	4	3	2	1
	(Excellent - Adequate - Poor)				
1. Clarity of seminars					
2. Usefulness of reading					
3. Balance between lecture and seminar					
4. Any specific comments you wish to make					

SECTION 10: SOURCES OF SUPPORT FOR STUDENTS

COLLEGE SUPPORT AND GUIDANCE

The Programme Director, Prof Mary Target, acts as academic tutor to all students. The Programme Tutor, Ruth McCall acts as personal tutor to all students. She is available by appointment on Fridays during term time to meet with individual students to discuss progress, dissertations, future plans etc. Students will meet with Ruth McCall at the beginning of the autumn term. Further appointments can be made through the MSc Programme Administrator.

Prof Target and Professor Fonagy, and the unit coordinators can also be consulted if students wish, and again this should be arranged through the MSc Programme Administrator in the first instance.

THE GRADUATE SCHOOL

See the Graduate Student Guide for details of the College support available to students. (Includes Faculty Office, Dean of Students, Counselling Services, Advisors to Women, etc)

Graduate School Website: www.grad.ucl.ac.uk/

UCL DISABILITY SERVICES

The Disability Centre is staffed by the Disability Coordinator, the Disability Support Officer and the Disability Support Assistant. The Centre is open for information advice and support to all UCL students Monday – Thursday 10.00 am – 4.00pm during term time, and by appointment on Friday and during vacations.

UCL Disability Services Website: www.ucl.ac.uk/disability/

THE DYSLEXIA ASSESSMENT AND SUPPORT CENTRE

The UCL Dyslexia Assessment and Support Centre provides a free diagnostic assessment service for UCL students. Current assessment reports are required when applying for the DSA (Disabled Students' Allowance) and for special examination arrangements. Specialist tutorial support for students with dyslexia is also available.

It is the responsibility of students with disabilities or dyslexia to discuss this with their tutor early in the course so that where applicable, special provision can be considered. UCL policy is highlighted in the manual Information for Students with Disabilities which can be downloaded from the UCL Disability Services website.

Dyslexia Support Centre Website: www.ucl.ac.uk/HCS/clinics/dyslexiaclinic

ACADEMIC WRITING SUPPORT

UCL Education and Information Support Division Centre for the Advancement of Learning and Teaching runs short courses for students in academic literacy and writing consultations.

Short courses: www.ucl.ac.uk/calt/acp/short.htm

CAREER INFORMATION AND GUIDANCE

Some career advice can be offered to students in individual discussion with the Programme Director and Programme Tutor, who may be able to arrange for the student to have further discussion with colleagues, or to obtain fuller information about options (e.g. professional training or study for a PhD) from relevant sources. Students should also be aware of the careers advice available through the UCL Careers Office.

UCL Careers Office Website: www.ucl.ac.uk/careers/index.htm

POTENTIAL SOURCES OF PERSONAL THERAPY FOR STUDENTS

UCL

There is a well-established Student Counseling Service within the University.

Telephone (Direct Line): 020-7679 1487

UCL Internal Extension: 21487

Facsimile: 020-7419 7023

Email: j.etienne@ucl.ac.uk

Visit: First Floor, 3 Taviton Street, London WC1H 0BT

www.ucl.ac.uk/student-counselling/

External

The London Clinic of the Institute of Psychoanalysis (attached to the Institute of Psychoanalysis)

Byron House

112A, Shirland Road

London W9 2EQ

Tel: 0207 563 5002

Fax 0207 563 5003

clinic@iopa.org.uk

The British Association of Psychotherapists

Mrs Judith Lawrence (Secretary)

37 Mapesbury Road

London NW2 4HJ

Tel: 020 8452-9823

Have a clinical service and will organise an assessment and psychotherapy. There is also a Reduced Fee Scheme providing 3 times a week psychotherapy, usually with a student. A commitment of a minimum of two years is required.

The Brandon Centre for Counseling and Psychotherapy for Young People

26 Prince of Wales Road
London NW5 3LG
Tel: 020 7267-4792

Provide a psychotherapy/counselling service once weekly for ages 12-25. People are asked to make a contribution if they can afford it.

The C.J. Jung Clinic of the Society of Analytical Psychology

1 Daleham Gardens
London NW3 5BY
Tel: 020 7435-7696
Fax 020 7431 1495
Email: admin.manager@jungian-analysis.org

Offer a full analysis mainly with students 4 times a week for at least 2 years. There is a sliding scale for payment of fees.

The Camden Psychotherapy Unit

Head of Unit
293-299 Kentish Town Road
London
NW5 2TJ
Phone: 020-7284 6558
Fax: 020-7284 6551
Email: cpu@vac.org.uk

Administrator available Mon-Thu 10.00-14.00, visits by appointment only.
Client Group: People with emotional and psychological difficulties aged 18 and over, living in Camden.
Languages Spoken: Hebrew, Polish, and Spanish.

The Institute of Group Analysis

1 Daleham Gardens
London NW3 5BY
Tel: 020 7431-2693
Fax: 020 7431 7246
Email: iga@igalondon.org.uk

Will provide a list of members through which group therapy can be organised.

The Lincoln Centre and Institute for Psychotherapy

19 Abbeville Mews
88 Clapham Park Road
London SW4 7BX
Email: clinic@lincoln-psychotherapy.org.uk

Have a clinical service offering a consultation and therapy. They also have a low fee scheme which is for 3 times a week psychotherapy for at least 2 years. This may be with a student.

The London Centre for Psychotherapy

32 Leighton Road
Kentish Town
London NW5 2QE
Tel: 020 7482 2002
Fax: 020 7482-4222
Email: clinic.lcp@talk21.com

Offers a training in psychoanalytic psychotherapy leading to British Confederation of Psychotherapists registration. The Clinic offers psychotherapy and has a reduced fee scheme where fees are appropriate. Short-term therapy is available for example for students in the country for one year only. Contact the Clinic Secretary.

The Westminster Pastoral Foundation

Intake Department
23 Kensington Square
London W8 5HN
Tel: 020 7937-6956

Offer a clinical service for counselling, usually once a week. They also offer a low fee scheme where counselling is with students and there is a sliding scale for payment. Young adults under 25 should contact the Chelsea Pastoral Foundation (020 7351-0839)

Cognitive Analytic Therapy

CAT Administrator
Munro Clinic
Guy's Hospital
London SE1 9RT
Tel: 020-7955-2906
Fax: 0207-955-2984

Can supply a list of CAT therapists working privately.

SECTION 11: GENERAL INFORMATION

ACCIDENT REPORTING AND INVESTIGATION

In the event of an accident you should download an accident report form from the UCL website or ask the MSc Programme Administrator for a copy. Complete and return to the Programme Administrator to send to UCL Safety Services. All accidents must be reported, no matter how minor.

www.ucl.ac.uk/efd/safety_services www.guidance/accidents/index

In the event of a serious accident as little as possible should be handled or moved and the accident must be reported at once to the Head of Department (Professor Peter Fonagy) or to UCL Safety Services who will arrange for a full investigation to be carried out.

The Head of Department, in consultation with UCL Safety Services, will investigate all reported accidents, institute any follow-up action required and ensure that appropriate action is taken to prevent similar accidents in the future.

www.ucl.ac.uk/efd/safety_services_www/

VIOLENCE

Report any incident immediately to Security on **ext. 41262** stating name, location and circumstance. Inform the Head of Department or UCL Safety Services of incident and fill in an **accident/incident form**.

AFTER-HOURS AND LONE WORKING

Out-of-hours working is defined as before 9.00 am and after 7.00pm weekdays, anytime at the weekend and College closures. In the event of students needing to be in the department during out-of-hours, it is essential for them to inform the MSc Programme Administrator of their intention, and Security of their presence and departure.

EMERGENCY SITUATIONS

In the event of a serious accident requiring an ambulance, violence/threat of violence, discovering a fire phone **extension 222**.

In the event of electrical mains failure or smell of mains gas phone **ext. 7899 / 7896**, out-of-hours **extension 222**

Emergency instruction sheets are displayed in each teaching room and on appropriate notice boards.

FIRE SAFETY

All staff and students should familiarise themselves with exit routes and assembly areas to be used in the event of fire. Information sheets are displayed as above. In the event of fire, phone 222.

Fire doors must not be wedged open.

FIRST AID

First Aid boxes are located in Room 434 on the fourth floor. After hours approach University College Hospital Accident & Emergency Department. In the event of a serious accident call an ambulance via extension 222, stating name, location and contact no.

HOUSEKEEPING

Students should leave seminar rooms tidy after use. Cups should be washed and put away, rubbish put in bins and any books or journals borrowed should be returned.

SMOKING, EATING AND DRINKING

No smoking is allowed in any part of the building. Students should not bring food or drinks to lectures or seminars, as it is distracting to both the other students and the lecturer. Eating and drinking is also not permitted during examinations.