

**Faculty of Humanities & Social Sciences  
Department of Psychology**

**MSc Applied Forensic Psychology  
with Counselling**

**Programme Handbook  
2019/20**

This Handbook is available online or in alternative formats.  
Please contact your programme administrator if required.

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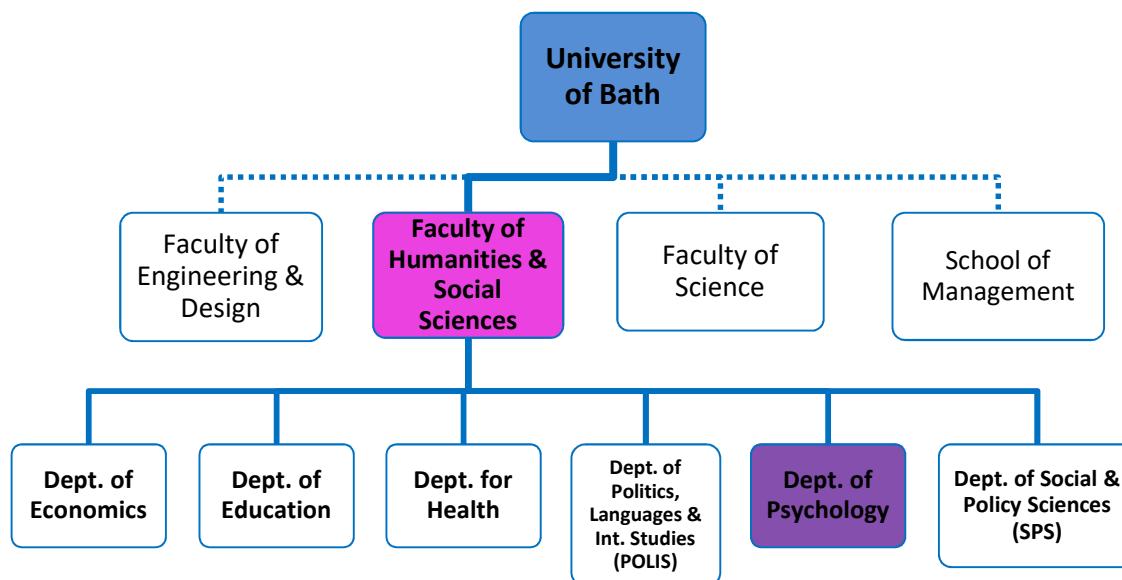
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# WELCOME

## Welcome to the University of Bath.

Your programme is delivered by the **Department of Psychology** within the **Faculty of Humanities & Social Sciences (HSS)**. The Faculty is one of three Faculties and one School in the University (see below) and comprises six academic **Departments**.

[Economics](#), [Education](#), [Health](#), [Politics](#), [Languages & International Politics](#), [Psychology](#) and [Social & Policy Sciences](#).



## Faculty H&SS Taught Programmes administration

Undergraduate and Postgraduate Taught (Masters) programmes are delivered by academic staff in departments, with administrative support provided by our Taught Programmes Team. Our Taught Programmes Team consist of expert Managers, Officers, Administrators and Administrative Assistants, located in Hub Offices across our Faculty buildings – 3 East, 1 West North, 1 West and 10 West. Our Taught Programmes Team is responsible for all aspects of administrative support for all taught programmes in the Faculty, ensuring that services are efficient, effective and adapt to changing circumstances. We provide students with support and advice from registration to graduation, and support academic teaching staff in our departments.

Our duties include:

- managing administrative processes of the Faculty's taught programmes
- acting as a central point of contact for staff and students seeking advice
- offering programme-related operational support for academic teaching staff in departments

It is important that you get to know the administrators who look after your particular programme, as they can often provide invaluable guidance on various aspects of the programme. If your administrator is unavailable then please speak to any other of our other administrators listed on our wiki page [here](#), all of whom will be very happy to help you. If you have any problems then please contact one of the Programmes Officers or Managers.

Emails are managed via shared mailboxes to deal with enquiries from students and academic staff and these are regularly monitored by designated members of the team.

## ABOUT THIS HANDBOOK

This Handbook is intended for the MSc Applied Forensic Psychology with Counselling programme in the academic year 2019/20. Please note that the contents of this Handbook are accurate at September 2019 but that information may sometimes be subject to change after this Handbook has been issued. Your Director of Studies or Unit Convenor will inform you of any changes that will affect your programme or a particular unit. For further information about unit and programme changes, see the **Unit and programme changes** section in this Handbook.

While this Handbook signposts information about **regulations for students**, it does not have regulatory status itself, and the Regulations available online (Regulations for Students: [www.bath.ac.uk/publications/regulations-for-students](http://www.bath.ac.uk/publications/regulations-for-students) and Assessment Regulations: [www.bath.ac.uk/registry/nfa](http://www.bath.ac.uk/registry/nfa)) are the most up-to-date and take precedence over the contents of this Handbook.

If in doubt about what applies to you, or if your circumstances change (for example if you are returning from a suspension of study, or transferring to a different programme) please contact your Director of Studies, Dr Catherine Hamilton-Giachritsis, [chq26@bath.ac.uk](mailto:chq26@bath.ac.uk) for advice.

## Additional sources of information

This handbook contains information related to the academic elements of the course (e.g., course structure, assessments) and University requirements. Additional information related to your placement year will be provided in a separate placement handbook available on Moodle.

Should you have any queries or problems that you have not been able to resolve using the various sources of information in this handbook and elsewhere, we strongly recommend you talk to us. Any issues relating to your work then please contact your personal tutor or your Director of Studies.

## Welcome from the Director of Studies

Welcome! As a member of the first cohort of the new Masters in Applied Forensic Psychology and Counselling, we are very pleased to welcome you to the University of Bath and hope you enjoy your two years as a postgraduate student here.

One of our primary aims when designing the new Masters was to enhance the employability prospects of our graduating students, enabling them to apply for roles in a variety of criminal justice and forensic psychology settings. Hence, we are very excited to be offering this new course that will provide you with the underpinning theoretical knowledge and understanding of the field of forensic psychology, alongside professional and practical skills that you can utilise in an applied setting during your placement year.

Furthermore, as a department, we have a strength in forensic developmental psychology and have drawn on that strength whilst developing the course and in considering the wider settings in which forensic psychology can play a part. Hence, we will be including placements in less traditional settings, such as working with young people in children's services and charities. Our aim is to include an understanding of and interventions across the lifespan with those who are victimised, as well as those who offend against others – and, indeed, to remember that some individuals are both victims and offenders.

We hope that you will find this mix of theory and practice to be a useful starting point on your journey in the field of forensic psychology.

As a team, we are here to support you to the best of our ability and hope we can work together to assist you to gain the most of your time at the University of Bath.



Dr Catherine Hamilton-Giachritsis  
Director of Studies, MSc Applied Forensic Psychology with Counselling

## YOUR PROGRAMME

This section outlines details of the MSc Forensic Psychology with Counselling programme including an overview of the main aims and objectives, key contact information and the overall structure of the programme.

### KEY CONTACTS (STAFF LIST)

The MSc Applied Forensic Psychology with Counselling programme is delivered by the Department of Psychology. The Department is located in building 10 West – see the campus map at <http://www.bath.ac.uk/travel-advice/location-maps/>

<u>Academic Team</u>	<u>Role</u>	<u>Room</u>	<u>Ext. No.</u>	<u>email</u>
Dr Catherine Hamilton-Giachritsis	Reader in Forensic Psychology; Director of Studies	10 West 3.23	3970	<a href="mailto:chg26@bath.ac.uk">chg26@bath.ac.uk</a>
Iris Lavi	Lecturer in Forensic Psychology	10 West 3.43		<a href="mailto:il343@bath.ac.uk">il343@bath.ac.uk</a>
Sarah Elliott	Teaching Fellow	10 West 3.42	5816	<a href="mailto:sje55@bath.ac.uk">sje55@bath.ac.uk</a>
Robert Blakey	Teaching Fellow	10 West 3.42	5810	<a href="mailto:rb482@bath.ac.uk">rb482@bath.ac.uk</a>
<b>Administration</b>				
Simone Osborn	Programme Administrator	10 West 1:02	3285	<a href="mailto:so402@bath.ac.uk">so402@bath.ac.uk</a>
<b>Placements Team</b>				
Amy Haughton	Placement Officer	1 West 3.06		<a href="mailto:ah2246@bath.ac.uk">ah2246@bath.ac.uk</a>

## DEPARTMENTAL INFORMATION

### Director of Studies

Dr Catherine Hamilton-Giachritsis is the Director of Studies for the MSc in Applied Forensic Psychology with Counselling. Catherine is responsible for the overall running of the course and ensuring students' welfare. Should you have any questions or queries you can contact her at the above e-mail address.

### Contacting Staff

Internal messages are usually sent by email and you should make a point of checking your account every day. You can also access your account online via <https://mail.bath.ac.uk/> or by clicking on 'Webmail' on the University's internal home page.

**You must ensure that your email inbox does not become full otherwise emails cannot be sent to you and you therefore run the risk of missing important information.**

The best way to contact staff is by email. If you want to send hardcopy mail to a member of staff, you can hand this to the administrator in the 10 West programme office who will place it in the appropriate 'pigeon-hole' (mail box).

Should you have any queries or problems (that you have not been able to resolve using the various sources of information in this handbook and elsewhere) we strongly recommend you talk to us. For any issues relating to your work then please contact either the lecturer concerned or your Director of Studies (most academic staff are available at specific times of the week). Administrators are available in office hours (typically 10.00 to 12.00, 14.00 to 16.00, Monday to Friday).

### **Student Mailboxes**

You can collect your post from the pigeon holes located in 10 West. Any mail addressed to you care of the University or the Department, internal mail, and messages from members of staff will be placed there, and you can also leave messages for other students. You should check your pigeon-hole as soon as you arrive at the University and at least once a week thereafter. The Department cannot accept responsibility for mail not collected by students. Any post should be addressed as follows:

*Your name C/O  
The Department of Psychology  
MSc Applied Forensic Psychology  
University of Bath  
Claverton Down  
Bath BA2 7AY*

### **EXPECTATIONS AND ATTENDANCE OF UNITS**

It is a University Regulation that you attend regularly. If you are not able to do so, or will be absent for longer than three days due to ill health, then you must contact your Director of Studies and/or your personal tutor to discuss your situation and an appropriate course of action.

#### ***Further information***

See Regulation 3: [www.bath.ac.uk/publications/regulations-for-students](http://www.bath.ac.uk/publications/regulations-for-students)

As a postgraduate student you will benefit from a pro-active and mature approach to learning. To this end, we encourage an interactive teaching environment, with students actively contributing to the educational experience of the group as a whole. In many cases, as part of this collective educational experience, we have students working in groups, and then making presentations to the class as a whole. Sometimes these presentations might be formal assessments. This rich learning environment, be it in lectures or in group activities, obviously relies on students attending and participating in all activities.

We expect you to attend all lectures and participate in any group-work activities (unless mitigating circumstances dictate otherwise). Non-attendance would not only reduce your own learning experience but could potentially reduce that of others in the group.

In order to reinforce this principle and to ensure that you have achieved a sufficient level of learning opportunities on a broad range of topics, an attendance register must be signed in each lecture or workshop.

### **PROGRAMME AIMS AND LEARNING OUTCOMES**

The MSc Applied Forensic Psychology with Counselling programme comprises a number of Aims and Learning Outcomes, which are detailed in the [MSc Applied Forensic Psychology programme Moodle page](http://www.bath.ac.uk/programmes/masters/psychology/forensic-psychology/)

Detail of programme and individual units can be found in the Programme and Unit Catalogue <http://www.bath.ac.uk/catalogues/2019-2020>.

The overarching aim is to provide students with the background psychological knowledge, professional skills, counselling skills and relevant experience for the legal, criminal and civil justice systems necessary to pursue a professional career in Forensic Psychology.

The Masters will equip students with an up to date knowledge of psychological theory and practices relevant to the legal, criminal and civil justice systems. Students will develop the knowledge and skills necessary to undertake research and development in the forensic services, including governance, ethical and organisational issues. They will also be introduced to the foundation skills of forensic psychology practice and basic counselling skills. The counselling element in the programme and placement presents an opportunity to acquire skills and experience which can greatly enhance a student's employability prospects. Relevant career opportunities are likely to be available in the prison service, probation service, NHS, police and voluntary sector organisations.

## **ACCREDITATION**

The programme is not currently accredited. However, the programme has been established based on the criteria for programmes for Stage 1 of the British Psychological Society (BPS) Division of Forensic Psychology (DFP) progression towards becoming a Forensic Psychologist. The cohort will be kept updated with any developments in this as the year progresses.

Information on routes into Forensic Psychology can be found at

<https://www.bps.org.uk/psychologists/society-qualifications/qualification-forensic-psychology>.

## **SYNOPSIS AND COHERENCE**

The MSc Applied Forensic Psychology with Counselling aims to provide students with the background psychological knowledge, professional skills, counselling skills and relevant experience for the legal, criminal and civil justice systems necessary to pursue a professional career in forensic settings.

The Masters will equip students with an up to date knowledge of psychological theory and practices relevant to the legal, criminal and civil justice systems. Students will develop the knowledge and skills necessary to undertake research and development in the forensic services, including governance, ethical and organisational issues. They will also be introduced to the foundation skills of forensic psychology practice and basic counselling skills. The counselling element in the programme and guaranteed placement presents an opportunity to acquire skills and experience which, compared to other existing Forensic Psychology courses can greatly enhance a student's employability prospects.

This Masters course is intended for graduates in Psychology, who are interested in progressing to careers in the forensic services as practitioners, researchers or managers, and current professionals working in the criminal justice or forensic mental health systems and wishing to learn more about the theory and practice behind forensic psychology.

Graduates of this programme will be well-qualified for a wide range of careers in: the criminal justice system, health services and civil services. Relevant career opportunities are available in the: prison service, probation service, NHS, police and voluntary sector organisations.

## EDUCATIONAL AIMS OF THE PROGRAMME

Learning Outcomes	<p>The Masters in Applied Forensic Psychology will enable students to:</p> <ul style="list-style-type: none"> <li>• Acquire a critical understanding of current knowledge, theory and research relevant to Forensic Psychology</li> <li>• Develop skills and capabilities relevant to forensic psychology practiceDevelop advanced research methods applicable to psychological enquiry in a forensic setting</li> <li>• Develop basic counselling skills relevant to forensic settings</li> <li>• The PG Certificate focuses principally on aim (1), but offers students scope for the development of some skills relevant to Forensic Practice (aim 2) and the opportunity to develop advanced research skills (aim 3).</li> </ul> <p>The PG Diploma gives further opportunity to develop advanced research skills (aim 3); and develop basic counselling skills (aim 4).</p> <p>The MSc involves a placement and a dissertation which meets aim (3) on a still more substantial scale.</p>
Knowledge & Understanding	<ul style="list-style-type: none"> <li>• To apply and critically evaluate fundamental concepts of forensic psychology relevant to becoming an effective practitioner.</li> <li>• To demonstrate a critical understanding of the theoretical basis of forensic psychology.</li> <li>• To critically evaluate the effectiveness of different interventions used in Forensic Psychology for different offences, offenders and victims of crime.</li> <li>• To develop a critical understanding of assessment and formulation in forensic psychology.</li> <li>• To develop a critical understanding of psychological theory and methods applied to the process of criminal investigations.</li> <li>• To have a critical understanding of how the theories and practice of forensic psychology apply in a range of forensic settings and contexts.</li> <li>• To develop knowledge and experience of a practical application of research in the Forensic Psychology, while on placement.</li> <li>• To demonstrate a basic understanding of the scientific and theoretical underpinnings of counselling as applied in forensic settings.</li> </ul>
Intellectual Skills	<p>The PG Certificate will particularly focus on learning outcomes 1 and 2; the PG Diploma will have an additional focus on learning outcome 3 to 6. The MSc will ensure that students achieve all eight learning outcomes</p> <ul style="list-style-type: none"> <li>• To think creatively and analytically.</li> <li>• To communicate an argument.</li> <li>• To evaluate others' arguments and research.</li> <li>• To learn independently and to be able to assess own learning needs.</li> <li>• To critically evaluate and assess research and evidence as well as a variety of other information.</li> <li>• To gather information, data, research and literature from a number of different sources.</li> <li>• To synthesise information from a number of sources in order to gain a coherent understanding.</li> <li>• To utilise problem solving skills.</li> <li>• To work independently.</li> <li>• To demonstrate intellectual, psychological and scientific skills in a practical context, whilst on placement.</li> </ul>

	<p>The PG Certificate will particularly focus on learning outcomes 1 to 4; the PG Diploma will have an additional focus on learning outcome 5 to 9. The MSc will ensure that students achieve all ten learning outcomes.</p> <ul style="list-style-type: none"> <li>• To effectively and efficiently apply principles of forensic psychology within a range of settings and contexts relevant to forensic psychology.</li> <li>• To be able to identify and deploy appropriate assessment strategies to assessing individuals, groups and/or organisations in a forensic setting.</li> <li>• To develop sensitivity to the values and interests of a range of client groups including: different types of offenders, patients and at risk individuals, victims / survivors, individuals across the lifespan (including children and young people in conflict with the law), males and females, professionals, groups and organisations.</li> <li>• To be familiar with the legal framework of the civil and criminal justice systems, processes of investigation, the legal process, the process of detention, working with litigants, appellants, and individuals seeking arbitration and mediation, and interdisciplinary and multi-agency working.</li> <li>• To have some knowledge of delivering interventions for offenders, patients and at risk individuals, victims / survivors, professionals, groups and organisations.</li> <li>• To develop basic counselling skills relevant to forensic settings</li> <li>• To effectively and efficiently apply principles of forensic psychology in a practical context while on placement</li> </ul> <p>The PG Certificate will particularly focus on learning outcome 1; the PG Diploma will have an additional focus on learning outcomes 2 to 6. The MSc will ensure that students achieve all seven learning outcomes.</p> <p>To develop:</p> <ul style="list-style-type: none"> <li>• Study and learning skills.</li> <li>• Basic information and computing technology skills.</li> <li>• Inter-personal and communication skills.</li> <li>• Essay research, preparation and writing skills.</li> <li>• Time management and administration skills.</li> <li>• Presentation skills and verbal communication.</li> <li>• Team and group working skills.</li> <li>• To solve problems in a variety of situations.</li> <li>• To prioritise workloads.</li> <li>• Independent and group working skills.</li> <li>• Advanced oral communication skills.</li> <li>• Advanced numeracy skills.</li> <li>• Leadership skills.</li> <li>• An understanding of career opportunities and challenges ahead.</li> <li>• An ability to reflect on his/her academic and professional performance and take responsibility for personal and professional learning and development.</li> <li>• An awareness of ethical issues in carrying out research.</li> <li>• Advanced information technology and computing technology (e.g. SPSS) skills.</li> <li>• The ability to be sensitive to and react appropriately to contextual and interpersonal factors in a professional context.</li> </ul> <p>The PG Certificate will particularly focus on learning outcomes 1 to 12; the PG Diploma will have an additional focus on learning outcomes 13 to 17. The MSc will ensure that students achieve all eighteen learning outcomes.</p>
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## PROGRAMME DESCRIPTION: STRUCTURE OF THE PROGRAMME

Please note that the content of the programme description below is correct at the time of production of this Handbook and that programmes and units may be subject to reasonable change (see **Unit and Programme Changes** below).

Current versions of unit and programme descriptions are available via the online Unit and Programme Catalogues: [www.bath.ac.uk/catalogues](http://www.bath.ac.uk/catalogues)

Programme code	THPS-AWM13
Programme title	MSc Applied Forensic Psychology with Counselling ( <b>Full-time incorporating placement</b> )
Award type	MSc
Award title	MSc Applied Forensic Psychology with Counselling
Mode of Attendance	Full-time
Length	Two Years
State any designated alternative programme(s)	
Approving body and date of approval	

YEAR 1 : MSc Applied Forensic Psychology with Counselling (Full-time) (for implementation with effect from 2019/20)									
Part	Stage	Normal period of study for this Mode	Unit code	Unit title	Unit status	Credits	DEU status	SRU status	Taught, or Dissertation/ project credits
4	1	All Year	PS50187	Fundamentals of Forensic Psychology	Compulsory Unit	18			TSC
4	1	All Year	PS50188	Advanced Research Methods for Applied Psychology	Compulsory Unit	18			TSC
4	1	Semester 1	PS50189	Assessment and Formulation	Compulsory Unit	6			TSC
4	1	Semester 1	PS50190	Counselling Skills for Forensic Psychology	Compulsory Unit	6			TSC
4	1	Semester 2	PS50191	Working with Offenders and Victims	Compulsory Unit	6			TSC
4	1	Semester 2	PS50192	Fundamentals of Forensic Psychology Practice	Compulsory Unit	6			TSC
4	1	All Year	PS50187	Fundamentals of Forensic Psychology	Compulsory Unit	18			TSC
4	1	All Year	PS50188	Advanced Research Methods for Applied Psychology	Compulsory Unit	18			TSC
4	1	Semester 1	PS50189	Assessment and Formulation	Compulsory Unit	6			TSC
4	1	Semester 1	PS50190	Counselling Skills for Forensic Psychology	Compulsory Unit	6			TSC
4	1	Semester 2	PS50191	Working with Offenders and Victims	Compulsory Unit	6			TSC
4	1	Semester 2	PS50192	Fundamentals of Forensic Psychology Practice	Compulsory Unit	6			TSC

4	1	All Year	PS50187	Fundamentals of Forensic Psychology	Compulsory Unit	18	Yes		TSC
4	1	All Year	PS50188	Advanced Research Methods for Applied Psychology	Compulsory Unit	18	Yes		TSC
4	1	Semester 1	PS50189	Assessment and Formulation	Compulsory Unit	6	Yes		TSC
4	1	Semester 1	PS50190	Counselling Skills for Forensic Psychology	Compulsory Unit	6	Yes		TSC
4	1	Semester 2	PS50191	Working with Offenders and Victims	Compulsory Unit	6	Yes		TSC
4	1	Semester 2	PS50192	Fundamentals of Forensic Psychology Practice	Compulsory Unit	6	Yes		TSC

## YEAR 2 : MSc Applied Forensic Psychology with Counselling (Full-time)

(for implementation with effect from 2019/20)

Part	Stage	Normal period of study for this Mode	Unit code	Unit title	Unit status	Credits	DEU status	SRU status	Taught, or Dissertation/ project credits
4	1	All Year	PS50193	Forensic Psychology Placement	Compulsory Unit	60	Yes		TSC
4	1	Dissertation	PS50194	Forensic Psychology Dissertation	Compulsory Unit	30	Yes		DPC
4	1	All Year	PS50193	Forensic Psychology Placement	Compulsory Unit	60	Yes		TSC
4	1	Dissertation	PS50194	Forensic Psychology Dissertation	Compulsory Unit	30	Yes		DPC
4	1	All Year	PS50193	Forensic Psychology Placement	Compulsory Unit	60	Yes		TSC
4	1	Dissertation	PS50194	Forensic Psychology Dissertation	Compulsory Unit	30	Yes		DPC

### Assessment weightings and decision references

Stage	Weighting within programme	NFAAR-PGT decisions reference See <a href="#">NFAAR-PGT</a> information at: <a href="https://www.bath.ac.uk/publications/nfaar-pgt-and-appendices/attachments/nfaar-pgt.pdf">https://www.bath.ac.uk/publications/nfaar-pgt-and-appendices/attachments/nfaar-pgt.pdf</a>
Stage 1	60 credits	All assessment: <a href="#">Appendix 11</a>  Programme progression requirement (PPR): N/A
Stage 2	90 credits	All assessment: <a href="#">Appendix 11</a>  Programme progression requirement (PPR): N/A

### Further information

Section in this handbook on **Assessment**.

Definitions of assessment terms: [www.bath.ac.uk/registry/nfa/nfaar-pgt-appendix-02.pdf](http://www.bath.ac.uk/registry/nfa/nfaar-pgt-appendix-02.pdf)

## **TIMETABLES**

Programme and unit timetable information can be found online at: [www.bath.ac.uk/timetable](http://www.bath.ac.uk/timetable).

You can also use MyTimetable to create a customised programme timetable that can be downloaded into an electronic calendar: [www.bath.ac.uk/timetable/MyTimetable](http://www.bath.ac.uk/timetable/MyTimetable).

Since timetables are subject to change we recommend that you check these regularly (whilst the programme team will endeavour to inform people of changes, it is the student's responsibility to check for changes).

A standard lecture runs from **15 minutes past the hour to 5 minutes past the hour**, allowing 10 minutes gap between lectures. For example, a '2-hour' lecture scheduled to commence at 10.15 will end at 12.05 (i.e. 1 hour, 50 minutes).

The semester 2 timetable will be available on the above link before the Christmas vacation.

**All Important Dates (submission deadlines etc) can be found on your [programme Moodle page](#).**

## THE ACADEMIC YEAR 2019-20

### Semester 1

Event	Dates
New student arrivals	Saturday 21 September 2019 - Sunday 22 September 2019
Welcome Week	Monday 23 September 2019 - Sunday 29 September 2019
Semester 1	Monday 30 September 2019 - Friday 13 December 2019
Semester 1 vacation	Monday 16 December 2019 - Friday 3 January 2020
Semester 1	Monday 6 January 2020 - Friday 24 January 2020

### Semester 2

Event	Dates
Semester 2	Monday 3 February 2020 - Friday 3 April 2020
Semester 2 vacation	Monday 6 April 2020 - Friday 17 April 2020
Semester 2	Monday 20 April 2020 - Friday 29 May 2020

## STUDY AND SUPPORT: GETTING THE MOST OUT OF YOUR STUDIES

### ACCESSING UNIVERSITY EMAIL

You will need to use your University username and password to access your University email account. You are able to access your email by going to <http://outlook.office.com/>.

Your username also forms your email address ([username@bath.ac.uk](mailto:username@bath.ac.uk)).

The University will often communicate with you about a range of important matters requiring action from you, including registration, unit enrolment, assessment, degree ceremonies, and matters such as tuition fees, via your University email account. It is a University requirement (Regulation 1.3) that you access your University email account regularly, even if you are out on placement or study abroad.

**You therefore have a responsibility to ensure that your University email account can receive incoming mail and that you read your email regularly.**

Once you graduate or withdraw from your course, you will receive an email stating exactly when your account will be closed. The email will give at least 30 days' notice.

#### ***Further information***

Email guidance: [www.bath.ac.uk/guides/accessing-your-university-email-and-calendar](http://www.bath.ac.uk/guides/accessing-your-university-email-and-calendar)

Regulation 1.3: [www.bath.ac.uk/publications/regulations-for-students](http://www.bath.ac.uk/publications/regulations-for-students)

### YOUR STUDENT RECORD: SAMIS

SAMIS is the University's student records database. It provides an online portal where you can view details about your registration, update your contact details, and do other things such as viewing exam

information, viewing your confirmed assessment results, and (where applicable) choosing optional units.

**Further information**

<https://samis.bath.ac.uk>

## MOODLE

Moodle is the Virtual Learning Environment (VLE) used at the University of Bath. It is used by academic Departments to support learning and teaching at programme and unit level. It provides a platform for the delivery of resources and online activities, and can also support student interaction and collaboration.

**Further information**

<https://moodle.bath.ac.uk/course/view.php?id=58663>

## PERSONAL TUTORING

When you join the University, you will be assigned a Personal Tutor who will help you to get the best out of your university experience. Your Personal Tutor will:

- support you in your academic progress and personal development
- discuss with you programme choices, placement opportunities and future career plans
- provide you with a reference for your placement or career
- guide you to sources of expert help with any personal/welfare issues.

Your Personal Tutor should arrange to meet with you on at least three occasions in your first semester and at least once per semester thereafter. This enables you both to get to know each other, such that you can raise any issues with your tutor and your tutor can support you fully through your programme. It is important that you attend scheduled meetings with your Personal Tutor and let them know in advance if you cannot attend. Many of these meetings may be in small groups but you can also request a one-to-one meeting.

If you should have reason to wish to change your Personal Tutor, please contact your Director of Studies to discuss the matter.

## LANGUAGE AND ACADEMIC SKILLS SUPPORT AND DEVELOPMENT

To help you get the best out of your studies and your future employability, we offer all our students a comprehensive range of year-round skills and personal development opportunities designed to complement your academic programme. These opportunities have been designed to give you choice and flexibility to help you get the support and development you need at the time you most need it.

You can choose from classes, tutorials, drop-in sessions, workshops and online resources, to develop a range of skills, including how to:

- create well-written, clearly structured essays, reports and dissertations
- think critically in order to enhance your writing
- manage information sources and literature effectively

- give polished and effective academic presentations
- manage and analyse numbers, data and statistics
- enhance your use of mathematical tools
- use IT tools and resources effectively
- enhance your existing language proficiency, or learn a new language.

There are many opportunities available to you through our Careers Service and Students' Union to help you develop your skills and prepare for the workplace. For example:

- writing an effective job application and CV
- succeeding at interview or assessment centre
- leading and managing projects
- chairing meetings
- running a club or society.

***Further information***

Find out more about the skills support and development opportunities available here:

<http://go.bath.ac.uk/skills>

**RECOGNITION FOR EXTRA-CURRICULAR ACTIVITIES: THE BATH AWARD**

The Bath Award is open to all undergraduate and postgraduate students. It recognises the experiences, skills and strengths you have gained through participation in extra-curricular activities, volunteering, work experience, part-time work, global opportunities and more. The Award enables you to reflect on your personal development as a student and future employee. Completing the Award will enhance your employability, increase self-awareness of your skills and enable you to articulate these effectively to future employers.

***Further information***

[thesubath.com/bathaward](http://thesubath.com/bathaward)

**THE LIBRARY**

The Library is open 24 hours a day, all year round, and provides print and electronic materials and information services to support study and research across the University. It houses over 500 PCs, wireless networking throughout, and provides areas for both quiet individual study and group work. Alongside 360,000 printed books, it offers over 26,000 electronic journals, 516,000 electronic books, 100 databases for information, literature and data searching, the University's exam papers database, and digital versions of the University's academic publications. The Library's electronic services, resources and support materials are all available directly from the Library's web pages (<https://library.bath.ac.uk/home>). The Library's copy and print service provides access to black and white and colour photocopying, laser printing and scanning.

Information specialists, our Subject, School and Faculty Librarians are responsible for services to individual Departments and the School. You will find their contact details, and subject specific guidance on the dedicated web pages they have created. These pages include a large range of recommended resources and support materials and are listed under 'Resources for your Subject' on the Library homepage (<https://library.bath.ac.uk/home>).

Our Subject, School and Faculty Librarians provide individual help to students and staff, as well as teaching information skills in Department and School programmes and through general University skills provision. All new students receive library introduction sessions during the induction period.

#### ***Further information***

This Department's library resources page is: <https://library.bath.ac.uk/psychology>

For information on all library services and resources: [www.bath.ac.uk/library](http://www.bath.ac.uk/library)

## **COMPUTING SERVICES AND FACILITIES**

Using your University username and password, you will be able connect to University computers, University email, the internet, file storage and printing services. You will also be able to get access to a range of free software, including Office 365 and antivirus. You can work from any location using our UniDesk and UniApps service, which gives you access to your files as if you were on campus.

If you would like to know more about these services, and how to access them, please visit: <http://www.bath.ac.uk/campaigns/setting-up-your-it-as-a-student/>

IT Support is available from the IT Service Desk on Level 2 of the Library or online at: <https://www.bath.ac.uk/guides/getting-it-support-and-advice/>

If you require learning assistance, Computing Services can support you with your computing needs. The Assistive Technology Team is available to provide advice and support. Additional resources are available, which include the Assistive Technology room, specialist software and computer hardware - including laptops for loan. Find out more at <https://www.bath.ac.uk/professional-services/assistive-technology/>

The IT shop in the Library stocks popular products such as academic software, DVDs, network cables and headsets. You can order many further IT products through the shop. Prices are often lower than in high street shops.

The Audio-Visual Unit also provides a range of equipment and facilities that can be used in support of learning. Find out more at <https://www.bath.ac.uk/professional-services/audio-visual/>

## **RESEARCH HUB - POSTGRADUATE TAUGHT**

The research hub is formed of the psychology labs and equipment, it is run by Dr Susanna Martin (Susie) (currently on maternity leave), Dr Maria Nikolaidou (Mary), and Peter Moore. They have a background in psychology and can help you in using the labs and equipment.

Most of our information is hosted on our wiki:

<https://wiki.bath.ac.uk/pages/viewpage.action?title=Research+Hub&spaceKey=EO>

**Dr Susanna Martin (Susie) - Experimental Officer**

Main contact for:

- Access to the labs
- Research Participation Scheme and foyer posters
- Health and Safety
- Observation Cameras, EEG, Nao Robot, PsychoPy
- Events

## Dr Maria Nikolaidou (Mary) - Technician

Main contact for:

- Equipment & Workshop
- Research Community Participation Panel (RCPP)
- Eye Tracker, BioPac, Qualtrics, E Prime
- Research Apprentice Scheme

If you can't find the answer to something or if you are not sure who to contact please use our shared email: [psy-experimental-officer@bath.ac.uk](mailto:psy-experimental-officer@bath.ac.uk)

### ***Further information***

Computing Services: [www.bath.ac.uk/professional-services/computing-services](http://www.bath.ac.uk/professional-services/computing-services)

Information for new users: <http://go.bath.ac.uk/it-new-students>

Information for users requiring learning assistance: [www.bath.ac.uk/professional-services/assistive-technology](http://www.bath.ac.uk/professional-services/assistive-technology)

IT shop: [www.bath.ac.uk/locations/it-shop](http://www.bath.ac.uk/locations/it-shop)

Computing Services Twitter feed: [@UniofBathIT](https://twitter.com/UniofBathIT)

## RECORDING OF LECTURES

'Lecture capture' technology is widely used on campus to record lectures. Lecturers on your units will inform you if lectures will be recorded and the recordings made available for you to view again online. Where provided, lecture recordings are made available as an additional resource for personal study and revision purposes, and you can pause and rewind recordings when you re-watch them. The University cannot guarantee recordings (for example in the event of a technical fault) and recordings are not made available indefinitely.

As set out in Ordinance 22.4, **students are not permitted to copy or redistribute lecture recordings, or to make their own recordings of lectures**. However, the University may permit students with a disability to record lectures where this is a reasonable adjustment under the provisions of the Equality Act, in order to give these students equal access to educational opportunities. In such circumstances the lecturer will be informed that the lecture is being recorded and the student may use the recording for their own personal study purposes only. Students with a disability should contact the Disability Service for further advice.

### ***Further information***

Ordinance 22: [www.bath.ac.uk/corporate-information/ordinances](http://www.bath.ac.uk/corporate-information/ordinances)

Disability Service: [www.bath.ac.uk/groups/disability-service](http://www.bath.ac.uk/groups/disability-service)

## STUDENT REPRESENTATION

### **Feeding back your views to the University**

The University is committed to reviewing and continually improving its practice. The University aims to engage students as active partners in their education (Education Strategy 2016/21). Three key ways in which we seek feedback are through:

- a) Staff / Student Liaison Committees (SSLCs)

- b) Surveys and evaluations
- c) the Students' Union.

We also use focus groups, Departmental working parties, 'Lets' Talk' events, in-class opportunities and various kinds of feedback sessions.

You can get actively involved in determining how your educational and student experiences are organised by becoming active in the Students' Union, by letting your Department know that you are interested in contributing, and by working in partnership with staff in your academic department and across other services at the University to co-creation solutions to improve the learning and teaching, and wider student experience.

On top of the informal mechanisms like talking with your Unit Convenor and your Director of Studies, every Department has a formal system so that all students can comment routinely, in confidence and anonymously on the learning experience they have received. Such comments help us to check that:

- you have a clear idea of the aims and requirements of each unit you study
- our teaching is effective and stimulating
- the advice and feedback we provide on your work is helpful
- our resources are suitable.

You will be asked to complete a short online unit evaluation for units you have studied. You will also be asked to complete surveys from time to time on your experience of the programme as a whole. Please complete each evaluation fully, thoughtfully, and candidly. In particular, please tell us not only your opinion but also the *reasons* behind your opinion.

When we receive responses to evaluations, we analyse them – especially the positive suggestions for change and concerns that are voiced. 'We' doesn't just mean the University but students and their elected representatives too! Evaluation and survey data are always encouraged to be looked at in partnership between students and staff, so that solutions to the issues raised can be co-created together. Student feedback and the resulting actions are taken into consideration in annual monitoring of units and programmes. Survey results are discussed at committees where student representatives have the opportunity to input into any action plans developed in response to the issues raised.

Your feedback is important to both the University and the Students' Union. Please keep telling us what is going well and what needs to get better. Try not to store issues up for a future SSLC meeting or the Unit Evaluations. Talking early to your Unit Convenor and Director of Studies will mean that any potential issues can be solved sooner thus enhancing your own experience on a particular Unit. We will communicate how feedback on units and programmes, and the wider student experience, has been acted upon.

## **Student representatives**

As a student of the University you are automatically a member of the Students' Union (although you have a right to opt out - see section below on **Students' Union membership**). Officers of the Students' Union represent students' interests on University decision-making bodies. In addition, numerous elected student representatives play important roles on various Departmental, Faculty/School and University committees. All student representatives are elected through online elections facilitated by the Students' Union.

There are many opportunities for elected student representatives. If you are elected to serve on Departmental, Faculty/School or University committees you will be expected to represent the views of

your fellow students and provide feedback following meetings.

## Student representation on Committees

<b>Departmental level:</b>	<p>Each Department has at least one Departmental Staff / Student Liaison Committee (SSLC). These comprise several elected student members, known as Academic Reps, and an equal or smaller number of staff members. Academic Reps are elected at the beginning of every year through online elections. Their role involves collecting the views of the students on their programme and attending SSLCs where they represent these views to their Department.</p> <p>The SU and the Centre for Learning &amp; Teaching receive minutes of SSLC meetings in order to gain an overview of key themes explored, good practice identified and actions taken. This information helps to inform student engagement activity and summary reports prepared by The SU for the University.</p> <p>There is also provision for student membership of the Department Learning, Teaching and Quality Committee: normally one undergraduate and one postgraduate (taught) representative.</p> <p>Academic Reps attend SU Academic Council meetings. These take place regularly during semester time in order to:</p> <ul style="list-style-type: none"><li>• keep SU Officers and fellow Academic Reps informed of academic developments throughout the University</li><li>• discuss common problems and interests affecting Departments</li><li>• gather student opinions and views to be used by the University and The SU</li><li>• update Academic Reps on key issues.</li></ul> <p>Do contact your student Academic Reps at any time to inform them of good practice or areas for enhancement in your units and programme. This is normally the person who represents your year or degree scheme on the Departmental SSLC.</p>
<b>Faculty/ School level:</b>	Student representatives are also elected as Faculty Reps to sit on a number of Faculty/School level committees such as the Faculty/School Board of Studies and the Faculty/School Learning, Teaching and Quality Committee. Faculty Reps are also members of the Students' Union Academic Exec Committee.
<b>University level:</b>	University committees with student representation include the Council/Senate/Students' Union, the University Learning, Teaching and Quality Committee, the Programmes and Partnerships Approval Committee, and Senate.

**If you are interested in opportunities to represent student views, please contact The SU: [academicreps@bath.ac.uk](mailto:academicreps@bath.ac.uk)**

The Students' Union, with support from the University, runs a full training programme for student representatives which includes initial training at the beginning of the academic year and ongoing support and development opportunities.

If you need to raise a concern, remember there are various routes open to you. You can discuss issues directly with a lecturer, your Personal Tutor, or the Director of Studies. Individual problems are often more readily resolved in this way. The Students' Union Advice and Support Service, described below, also provides students with information and confidential advice.

### Further information

Your SSLC: <https://moodle.bath.ac.uk/course/view.php?id=58453>

Students' Union Academic Representation including contact details for Academic Reps:  
[thesubath.com/academicreps](http://thesubath.com/academicreps)

Election of Academic Reps: [thesubath.com/elections](http://thesubath.com/elections)

Student Engagement: shape your University: <https://www.bath.ac.uk/campaigns/student-engagement-shape-your-university/>

Outline election procedures are included in QA48 Student Engagement with Quality Assurance and Enhancement, Annex A: Staff/Student Liaison Committees:  
[www.bath.ac.uk/quality/documents/QA48\\_Annex\\_A.pdf](http://www.bath.ac.uk/quality/documents/QA48_Annex_A.pdf)

## **STUDENTS' UNION MEMBERSHIP**

All students registered with the University are automatically given membership of the Students' Union; however, you have the right not to be a member. For further information on opting out of this membership, please go to the Code of Practice for the Students' Union: [www.bath.ac.uk/university-secretary/guidance-policies/codeofpracticebusu.html](http://www.bath.ac.uk/university-secretary/guidance-policies/codeofpracticebusu.html)

## **STUDENT SUPPORT**

### **SUPPORT STRUCTURES**

Dr Catherine Hamilton-Giachritsis is the Director of Studies for the MSc in Applied Forensic Psychology with Counselling. Catherine is responsible for the overall running of the course and ensuring students' welfare. Should you have any questions or queries you can contact her at the above e-mail address.

You will also be allocated a personal tutor. Your personal tutor will be available to discuss your progress but also to provide pastoral care and can be approached in the first instance if you have any concerns.

Most students find there are occasions when it can help to talk to someone about a personal problem or issue. In many cases your Personal Tutor, Director of Studies, or a Wellbeing Adviser (see the **Wellbeing Service** section below) will be able to help. However, sometimes more specialist help is needed. The University has a range of professional support services that you can approach directly. Your two main contact points are Student Services at the Roper Centre in 4 West and the Advice and Support Service in the Students' Union.

### **Student Services**

Student Services can provide advice and support on a range of issues including:

- counselling and mental health
- disability issues
- money and funding
- wellbeing and welfare.

You can make an individual appointment or just pop in to our daily drop-in sessions.

Student Services can also provide letters confirming student status for a variety of purposes, which can be requested by logging on to SAMIS: [www.bath.ac.uk/services/register-as-a-student-of-the-university-and-update-your-details](http://www.bath.ac.uk/services/register-as-a-student-of-the-university-and-update-your-details)

The Roper Student Services Centre in 4 West is open from 9.30am to 4.30pm throughout the year (tel: 01225 383838). Services are also available from the Virgil Building in Bath city centre. For the full range of Student Services, see: <http://go.bath.ac.uk/student-services> or email: [studentservices@bath.ac.uk](mailto:studentservices@bath.ac.uk)

## **The Students' Union Advice and Support Service**

The Students' Union Advice and Support Service provides information and advice for students on a range of topics affecting their education and wellbeing. This includes academic issues such as Individual Mitigating Circumstances (see the section in this Handbook on **Assessment**), changing course or assessment offences. They also provide Housing Advice on topics such as contract checks, landlord issues and council tax.

In addition, The SU Advice & Support team is one of the four departments at University of Bath that students can report Harassment, Discrimination or Bullying incidents to as part of the [#NeverOK Report & Support](#) campaign. The Students' Union Advice and Support Service is open Monday to Friday 9.00am to 5.00pm in term time (from 10.00am on Fridays) and 10.00am to 4.00pm during vacations (tel: 01225 386906, email: [suadvice@bath.ac.uk](mailto:suadvice@bath.ac.uk))

The Advice and Support Service also supports the SU Diversity and Support groups – details of which can be found at: [thesubath.com/diversity-support](http://thesubath.com/diversity-support). For the full range of services see: [thesubath.com/advice](http://thesubath.com/advice)

### ***Further information***

A guide to the wide variety of support and information available to students can be found at: [www.bath.ac.uk/students](http://www.bath.ac.uk/students) and the Students' Union website: [thesubath.com](http://thesubath.com)

## **Wellbeing Service**

The University's professionally qualified Wellbeing Advisers provide a welfare and wellbeing service to all our students. You can talk to a Wellbeing Adviser about anything and we are also available evenings and weekends.

We hold daily drop-in sessions on campus, including weekends and University vacations. Drop-in sessions are also held at the Virgil Building in Bath city centre and we run activities over Christmas and Easter for students who remain in Bath.

### ***Further information***

<https://www.bath.ac.uk/professional-services/wellbeing-service/>

## **Advice for international students**

The Student Immigration Service provides immigration advice and support for all international students, including a Tier 4 extension service if you need to extend your visa. The Service offers workshops, a daily drop-in service, advice via email, phone and web-based platforms, or individual appointments can be made through the Helpdesk in The Roper Student Services Centre, 4 West.

### ***Further information***

[www.bath.ac.uk/topics/visas](http://www.bath.ac.uk/topics/visas)

Student Services organise University-wide induction and welcome events in September. Events are also organised for incoming exchange students at the start of each semester.

### ***Further information***

[www.bath.ac.uk/campaigns/studying-at-bath-as-an-erasmus-exchange-or-visiting-student](http://www.bath.ac.uk/campaigns/studying-at-bath-as-an-erasmus-exchange-or-visiting-student)

For students who join outside of the standard semester dates, induction and welcome events are organised by the relevant Department.

## **Dealing with a problem involving the University**

We want to ensure that, if you have a problem concerning the University, it is resolved as quickly as possible. As described above, there are student representatives on all formal decision-making committees – at Departmental, Faculty/School and University level. Student representatives help to anticipate potential problems and, when problems occur, to raise them so that they can be dealt with promptly. As a result we can often resolve problems *before* they get to the stage where a formal complaint might be necessary.

The Students' Union offers advice for students on a range of issues through its Advice and Support Service. Its advice is independent of the University. See the section above on **Student Support**.

## **Complaints**

If you do need to make a complaint, there are procedures in place to deal with it, outlined in the University's Student Complaints Procedure (see below).

These procedures are designed to ensure that your complaint will be dealt with in good faith and that you will not be penalised for complaining. When we receive a complaint, we will first seek to deal with it through informal discussion. If this fails to resolve the issue at hand, you can raise the complaint formally.

There are separate procedures for requesting a review of progression or award classification decisions. See the section in this Handbook on **Procedures for Academic Appeals**.

### **Further information**

Student Complaints: [www.bath.ac.uk/guides/student-complaints-procedure](http://www.bath.ac.uk/guides/student-complaints-procedure)

## **Bullying, harassment and victimisation**

We believe that all our students and employees are entitled to be treated with dignity and respect and to be free from discrimination, victimisation, bullying, or any form of harassment. This is set out in the University's policy, Dignity and Respect for Students and Staff of the University of Bath: Policy and Procedure for Dealing with Complaints (below).

This policy and procedure applies to all staff, students and third parties (e.g. contractors to the University). University of Bath launched an online Report and Support tool, where all staff, students, and visitors can report discrimination, misconduct, harassment or assault by using this tool. You can report anonymously or get support from an adviser.

### **Further information**

Dignity and Respect Policy: [www.bath.ac.uk/equalities/policiesandpractices/dignityandrespectpolicy.pdf](http://www.bath.ac.uk/equalities/policiesandpractices/dignityandrespectpolicy.pdf)  
Report and Support tool:

<https://www.bath.ac.uk/campaigns/report-and-support/>

## **ADVICE FOR STUDENTS WITH DISABILITIES, LONG-TERM ILLNESS, AND SPECIFIC LEARNING DIFFICULTIES**

If you have a disability and/or specific learning difficulty (such as dyslexia), we strongly advise you to speak to the Disability Service team, your Personal Tutor or Director of Studies as soon as possible and preferably before your programme begins. Referral to the Disability Service will enable us to assess your needs and make arrangements to support you.

Any personal information you give when disclosing your disability will be treated in confidence and made available *only* to relevant members of staff and only *with your*

*permission.* If you don't disclose your disability it may be difficult for the University to provide suitable support to help you during your studies. Disclosure will not disadvantage you in any way.

The Disability Service provides advice, guidance, information and support for a range of needs including:

- Autism Spectrum Disorders/Asperger's Syndrome
- dyslexia and other specific learning difficulties
- mental health
- mobility impairments
- sensory impairments
- health conditions such as epilepsy, HIV, diabetes or chronic fatigue.

A screening process is available if you think you may have a specific learning difficulty / dyslexia.

Disability Advisers are also responsible for making applications for alternative arrangements for exams and assessments. Therefore, if you think that, because of a disability, you need alternative exam arrangements (such as extra time or the use of a computer) please discuss this with a Disability Adviser without delay.

***Further information***

<http://go.bath.ac.uk/disability-service>

**Pregnancy and maternity**

The University is committed to being as flexible as possible in supporting students who become pregnant, decide to terminate a pregnancy or have a very young child. You are not under any obligation to inform the University of these circumstances, but doing so will enable us to put in place arrangements that will assist you in undertaking your programme of study.

You can seek advice, guidance and support via your Director of Studies, Personal Tutor and the University's Student Services.

***Further information***

[www.bath.ac.uk/guides/getting-advice-if-you-are-pregnant-while-studying-or-have-a-young-child](http://www.bath.ac.uk/guides/getting-advice-if-you-are-pregnant-while-studying-or-have-a-young-child)

**Care-leavers, estranged students, refugees and young adult carers**

The University is committed to supporting students from a wide range of backgrounds and circumstances including those who are care leavers, from a Foyer or are estranged from their family. We are aware of the challenges students may face when starting university and we want you to get the best out of your programme and university experience. We are able to offer you advice and guidance about settling in, academic studies, funding, accommodation, wellbeing and careers. The service we provide is confidential and entirely optional in relation to the level of support you feel that you may need.

We also offer eligible undergraduate students a non-repayable bursary of £1,000 per academic year plus £1,000 to help with start-up costs and a further £1,000 on graduation – a maximum of £7,000 over a 5-year programme including placement.

***Further information***

[www.bath.ac.uk/guides/additional-support-and-funding-for-care-leavers-foyer-residents-and-estranged-students/](http://www.bath.ac.uk/guides/additional-support-and-funding-for-care-leavers-foyer-residents-and-estranged-students/)

## **EQUALITY, DIVERSITY AND INCLUSION**

The University of Bath is fully committed to fostering an inclusive and supportive working and learning environment, where difference is celebrated and seen as a strength and where all members of the University community (including students, staff, visitors and third parties) have mutual respect for each other. Instances of bullying, harassment and discrimination hinder the development of such an environment and negatively impact on the individual's self-worth and wellbeing, as well as on our wider community. At University of Bath, we value, promote and celebrate inclusion, challenging discrimination and putting equality, diversity and belonging at the heart of everything we do.

### ***Further information***

There is a range of information and resources available at <https://www.bath.ac.uk/professional-services/equality-diversity-and-inclusion/> or email: [equalsdiv@bath.ac.uk](mailto:equalsdiv@bath.ac.uk)

### **Protected Groups**

There are nine protected characteristics identified in the Equality Act 2010:  
<https://www.bath.ac.uk/guides/protected-groups/>

### **Resources**

Equality and Diversity Policies, Practices and resources can be found on this page:  
<https://www.bath.ac.uk/corporate-information/equality-and-diversity-policies-practices-and-resources/>

## **CAREERS SERVICE**

The University Careers Service can support you through the career planning process, whatever your career aspirations. In addition to providing support with developing your employability, and guidance on how to make informed career decisions, members of the Careers team will provide help with perfecting your CV, practising aptitude tests, and improving your interview skills. Being in regular contact with several hundred major employers, the Careers Service is also a fantastic source for internship and graduate job vacancies for Bath students, as well as the organiser of several major careers fairs each year.

### ***Further information***

The Careers Service is open throughout the year, including the vacations.

Check the web site for opening times: [www.bath.ac.uk/students/careers](http://www.bath.ac.uk/students/careers)

The web site includes the *Myfuture* vacancies portal.

Contact [careers@bath.ac.uk](mailto:careers@bath.ac.uk) or 01225 386009 or follow the Careers Service on Twitter @CareersatBath or Facebook (search for BathUniCareers).

## **ASSESSMENT**

The University's **New Framework for Assessment: Assessment Regulations: Phases 2 & 3 for postgraduate taught programmes ('NFAAR-PGT')** specifies the rules governing students' progression from one stage of their programme to the next as well as for the award of degrees. The rules cover all areas of assessment, including supplementary assessment and the extent to which failure may be condoned. If you began the first stage of your programme in or after the 2011/12 academic year, NFAAR-PGT applies to you. (If you began before then, please ask your Director of Studies for guidance on assessment).

If at any time you are in doubt about how NFAAR-PGT provisions apply to your work, please consult your Director of Studies

This section outlines information regarding how your programme is assessed including assessment methods and processes, marking criteria, feedback and assessment regulations that must be complied with.

### ***Important information***

This section may contain terms unfamiliar to you. In addition to the explanations we give below you can find full definitions at:

[www.bath.ac.uk/registry/nfa/nfaar-pgt-appendix-02.pdf](http://www.bath.ac.uk/registry/nfa/nfaar-pgt-appendix-02.pdf)

For full details of the NFAAR-PGT, visit: <https://www.bath.ac.uk/publications/nfaar-pgt-and-appendices/attachments/nfaar-pgt.pdf>

For information relating to your programme, visit: [www.bath.ac.uk/catalogues](http://www.bath.ac.uk/catalogues)

### **Your programme and how you are assessed**

Your programme of study contains all *compulsory units*, (i.e. those units in a programme which must be taken by every student registered on the programme). Each unit is a Designated Essential Unit (DEU) and must be passed; no compensation of grades between units is allowed.

All assessments are compulsory with a pass mark of 50%. A range of assessment techniques have been utilised in line with learning outcomes for each unit and to ensure a wide range of skills have been assessed (e.g., essay, mock court report, ethical practice assignment, problem based learning, individual and group presentations, reflective logs, transcribing qualitative interviews, etc.).

Guidance notes for each assessment will be provided on the course [Moodle page](#). Details on word counts are included in the guidance notes.

You can also access this information via links in your programme's description in the Programme and Unit Catalogues available at: [www.bath.ac.uk/catalogues](http://www.bath.ac.uk/catalogues)

At the end of the table, there is a link to the relevant appendix of the NFAAR-PGT which states exactly how the assessment rules operate

### **WORD COUNTS**

Written coursework tasks will normally have a word range or limit. This is in order to give an indication of the depth and detail of work required, and to ensure that students' submitted work is comparable. You will be required to declare the word count for your work when submitting it for assessment.

If you do not observe the given word range or limit for the coursework task, for example if you exceed the word limit, then a penalty will be applied. The penalty that would apply should be stated in writing when the assignment task is distributed. You should take note of what is included when calculating the total word count (e.g. whether or not contents pages, appendices, footnotes, bibliographies and other elements that are not part of the main text are included).

You should check with your Director of Studies if you have questions about word counts and penalties.

All items of assessed coursework have a **stated word limit** and the Department of Psychology policy is that all coursework (including the Dissertation) **should not exceed this word limit**. It is fine to submit work under the stated limit but any coursework which exceeds the stated word limit will be subject to penalties. The ability to submit a piece of work which is within the stated word limit is one of the criteria

taken into account when a piece of work is being marked. **Students must state the number of words at the end of each piece of work.**

**You will be penalised if you are one word over the word limit.**

When a piece of work is over the stated word limit the work will be subject to the following penalties:

- if the work is between 1 - 15% over the word limit, 10 marks will be docked;
- if it is between 16 - 30% over the word limit, 15 marks will be docked;
- if the work is more than 30% over the word limit, the work is an automatic fail at 39%.

For the purpose of calculating the word count, headings and subheadings, footnotes, quotes, in text citations for example (Smith et al 2011), tables and figures are included in the word count. The title, contents pages, executive summaries, appendices and reference lists/bibliographies are excluded.

## **ACADEMIC INTEGRITY**

Students must familiarise themselves with the University policies on assessments listed below. Links to key documents are provided below, but please note this is not an exhaustive list.

- Academic integrity test (**this is compulsory and must be completed in order to complete the course**) and penalties
- Referencing and plagiarism
- Word counts (, such as failing to comply with stated word counts etc.)
- Late submission
- Individual Mitigating Circumstances (IMC)
- Assessment regulations and academic appeals

Please note all academic work is expected to comply with American Psychological Association (APA) requirements. Guidance on this can be found in the [library](#)

## **ACADEMIC INTEGRITY: REFERENCING AND PLAGIARISM**

Plagiarism is the use of any published or unpublished work without proper acknowledgement in your references. Plagiarism occurs when a student 'borrows' or copies information, data, or results from an unacknowledged source, without quotation marks or any indication that the presenter is not the original author or researcher.

Another form of plagiarism (and hence cheating) is auto-plagiarism or self-plagiarism. This occurs when a student submits work (whether a whole piece or part of a piece) without acknowledging that they have used this material for a previous assessment.

If you use someone else's work – say, by summarising it or quoting from it – you must reference the original author. This applies to all types of material: not only text, but also diagrams, maps, tables, charts, and so on. Be sure to use quotation marks when quoting from any source (whether original or secondary). Fully reference not only quotations, but also paraphrases and summaries. Such references should then be included in a bibliography or reference list at the end of the piece of work. Note that the need for referencing also applies to web-based material; appropriate references according to the type of work or image should always be given.

There are several acceptable styles for referencing material, within two general systems: Name/date (e.g. Harvard) and Numeric. **Ask your Director of Studies or Personal Tutor for further information and advice on the referencing style used on your programme.**

Guidance on referencing and plagiarism is available through skills training run by the University and the Students' Union, as well as online resources. Information guides and style sheets are available from the Library, and your Subject Librarian will be able to help with any questions.

#### ***Further information***

For a range of skills and development opportunities see: <http://go.bath.ac.uk/skills>

Library referencing resources, including style sheets: [www.bath.ac.uk/library/infoskills/referencing-plagiarism](http://www.bath.ac.uk/library/infoskills/referencing-plagiarism)

Students' Union Skills Training: [thesubath.com/skills-training](http://thesubath.com/skills-training)

## **ACADEMIC INTEGRITY: TRAINING AND TEST**

As a student registered on a University of Bath award, you are required to undertake the academic integrity training and pass the associated test.

The academic integrity training aims to provide all students with a basic knowledge and understanding of good academic practice. This includes an understanding of plagiarism and other assessment offences, and skills necessary to reference your work appropriately.

The training and test are accessed from Moodle by clicking on the link entitled '**Academic Integrity Initiative**': <http://moodle.bath.ac.uk>

If you have any access problems, then please contact your programme administrator in the first instance.

When you have completed the training tutorial and are confident that you have understood it, you should undertake the test.

To pass the test you will need to achieve a mark of 85%. You can take the test as many times as necessary until you pass.

If you do not pass the test, you will need to re-visit the training and/or look at the other guidance available to you or as required by your Director of Studies, and then take the test again.

**You will not be able to progress beyond the next progression point in your studies, irrespective of your programme marks, until you pass this test.** Ultimately this means that, if you have not passed the test, you will not be able to receive your award. Your Director of Studies will be able to confirm when the next progression point occurs for your stage of your programme.

#### ***Further information***

Academic and information skills:

[www.bath.ac.uk/library/infoskills](http://www.bath.ac.uk/library/infoskills)

[www.bath.ac.uk/professional-services/academic-skills-programme-asp](http://www.bath.ac.uk/professional-services/academic-skills-programme-asp)

Regulation 3.7: [www.bath.ac.uk/publications/regulations-for-students](http://www.bath.ac.uk/publications/regulations-for-students)

## **Plagiarism detection and personal data**

When you hand in a piece of assessed coursework, you will be expected to make a declaration that the work is your own and, where you have re-used your own work and/or used other sources of information, that you have referenced the material appropriately.

The University uses a plagiarism detection service. This service checks electronic, text-based submissions against a large database of material from other sources and, for each submission,

produces an 'originality report'. It makes no judgement on the intention behind the inclusion of unoriginal work; it simply highlights its presence and links to the original source.

This service complies with the European General Data Protection Regulation (Regulation (EU) 2016/679) (GDPR). When you register with the University, you give it permission to process your personal data for a variety of legitimate purposes. This includes allowing the University to disclose such data to third parties for purposes relating to your studies. The University, at its sole discretion, may submit the work of any student to a plagiarism detection service (in accordance with Regulation 15.3e – see below) and may make, or authorise third parties to make, copies of any such work for the purposes of:

- i) assessment of the work
- ii) comparison with databases of earlier work or previously available works to confirm the work is original
- iii) addition to databases of works used to ensure that future works submitted at this institution and others do not contain content from the work submitted.

The University will not make any more copies of your work than are necessary, and will only retain these for so long as remains necessary, for these purposes.

Please note that, if at any time the University submits any of your work to a plagiarism detection service, the service will be provided with, and will retain, certain personal data relating to you – for example, your name, email address, programme details and the work submitted. Such data may be transferred by a plagiarism detection service to countries worldwide (some of which may not be governed by EU data legislation) in order for the work to be checked and an originality report generated in accordance with the proper workings of the plagiarism detection service. Personal data is retained indefinitely by the plagiarism detection service upon submission of work. You may ask for your personal data to be removed by contacting the University's Data Protection Officer.

#### ***Further information***

The University's procedures on Examination and Assessment Offences (QA53) are described at:  
[www.bath.ac.uk/quality/documents/QA53.pdf](http://www.bath.ac.uk/quality/documents/QA53.pdf)

Regulation 15, Assessment of undergraduate and taught postgraduate programmes:

[www.bath.ac.uk/publications/regulations-for-students](http://www.bath.ac.uk/publications/regulations-for-students)

University's Data Protection Officer: [dataprotection-queries@lists.bath.ac.uk](mailto:dataprotection-queries@lists.bath.ac.uk)

## **ACADEMIC INTEGRITY: PENALTIES**

Any student who is found to have used unfair means in an examination or assessment procedure will be penalised. 'Unfair means' here include:

- cheating - for example, unauthorised use of notes or course material in an examination
- fabrication - for example, reporting on experiments that were never performed
- falsification - for example, misrepresentation of the results of experimentation
- plagiarism, including self-plagiarism (see above)
- unfair collaboration or collusion - representation of work produced in collaboration with another person or persons as the work of a single candidate.

The University's Quality Assurance Code of Practice, QA53 Examination and Assessment Offences, sets out the consequences of committing an offence and the penalties that might be applied.

Penalties for unfair practice will be determined by the Department or by the Faculty/School Board of Studies in line with the procedures set out in QA53. They may include failure of the assessment unit or part of a degree, with no provision for reassessment or retrieval of that failure. Proven cases of

plagiarism or cheating can also lead to an Inquiry Hearing or disciplinary proceedings. Claims of inadvertence or ignorance will not be accepted as a basis for mitigation of a penalty.

If you are accused of an offence, the Students' Union's welfare services are available to support you. You have the right to appeal against the outcome of the investigation.

#### ***Further information***

Examination and assessment offences: [www.bath.ac.uk/quality/documents/QA53.pdf](http://www.bath.ac.uk/quality/documents/QA53.pdf)

Appealing a decision about an assessment offence:

[www.bath.ac.uk/guides/appeal-against-a-decision-about-an-assessment-offence](http://www.bath.ac.uk/guides/appeal-against-a-decision-about-an-assessment-offence)

Students' Union advice and support: [thesubath.com/advice](http://thesubath.com/advice)

## **ASSESSMENT PROCESSES**

Assessment and marking processes at the University are designed to ensure that assessment of your work is fair and consistent, and that academic standards are appropriate and comparable between the University and other higher education institutions. This is achieved in a number of ways.

**Marking:** Assessments you will complete during your programme are marked according to:

- *marking criteria (or assessment criteria)* - these are the knowledge, understanding and skills which it has been identified that students should demonstrate in the assessment and which are taken into account during marking. They are based on the learning outcomes being assessed
- *marking schemes* - these are detailed descriptions of how specific numbers of marks should be assigned against individual components of an answer within the assessment task
- *grade descriptors* - these are descriptions of the levels of achievement required in order to get a result within a given band of marks (e.g. 70% or more).

**Anonymous marking:** The University has adopted a principle of anonymous marking in order to protect students and staff from bias, and the perception of bias, in the marking process. It applies to all examinations and, where practical, other assessment. It is not possible to mark all coursework anonymously as in some types of assessment the student can be easily identified by the marker (e.g. presentations, group work, laboratory work) or it might not be practical, or in the student interest, to do so. You will be informed when your coursework is to be marked anonymously.

**Moderation:** Both the setting and the marking of assessments are independently checked through a process known as moderation to ensure that questions test the learning outcomes and are set at the right standard, and that marking is consistent and fair. Moderation is conducted by internal examiners and also by your External Examiner (see below).

Details of the moderation process are provided in Appendix 3: course work guidance.

#### **Boards of Examiners:**

Assessment decision-making at the University is the responsibility of Boards of Examiners established at three levels: assessment outcomes go first to *Boards of Examiners for Units*, then *Boards of Examiners for Programmes*, then finally to *Boards of Studies*. Boards of Studies confirm decisions relating to student progression from one stage of the programme to the next and the final award. **The assessment marks you are given initially by markers are therefore provisional up until the point when they have been confirmed by the Board of Studies for your programme.** An official release date is set when your confirmed results will be made available to you via SAMIS (the University's student records system). An academic appeal can only be made in relation to a confirmed result (see the section in this Handbook on **Procedures for Academic Appeals**).

All marks for a unit are reviewed at a meeting of a Board of Examiners for Units which will verify that the assessment process has been conducted appropriately and that the marks are an accurate reflection of the standards achieved. On rare occasions a Board of Examiners may decide to recommend a change to the provisional marks assigned initially, based on evidence that there was a problem with the assessment (for instance, disruption during an examination, or an exam paper that was too easy or difficult) which means that the marks assigned initially do not accurately reflect the standards achieved by the candidates. This adjustment is known as scaling and under these circumstances the marks of all affected students will be changed.

## **Marking of Dissertations**

All dissertations are blind double-marked, i.e. two people mark independently and then consult together with a view to agreeing a final mark. Where a mark cannot be agreed then a third member of staff will be consulted.

The Indicative Marking Guidelines ([Appendix 3](#)) are used for guidance, along with any additional programme-specific criteria.

## **Penalties**

The final marks awarded can be adjusted to reflect a variety of circumstances. These include late submission of coursework (after the deadline), plagiarism (or other assessment offence) and exceeding the stipulated maximum number of words for an essay or dissertation. Marks may also be adjusted (upwards as well as downwards) at the discretion of the Board of Examiners for Units.

## **SUBMISSION OF COURSEWORK**

The MSc Applied Forensic Psychology with Counselling programme does not require a paper copy of coursework submission. (The Dissertation is an exception to this – please see the Dissertation Submission section in [Appendix 2](#)

Submission is done via a link on the Unit Moodle page and will be subject to the Plagiarism Detection Service Turn-It-In.

**Your coursework MUST be completed on the Mark sheet following the instructions below. This is important to enable it to be marked in the required timeframe and for your feedback to be re-uploaded to Moodle for you to view.**

For online submission of assessments you will need your **candidate number** (please note this is not your student number)

In order to locate your candidate number, which you will need when uploading any assignments to Moodle, please follow these instructions.

1. Log into SAMIS using your BUCS username and password:  
[https://www.bath.ac.uk/samis/urd/sits.urd/run/siw\\_lgn](https://www.bath.ac.uk/samis/urd/sits.urd/run/siw_lgn)
2. In the STUDENT TASKS container click on View my Candidate Number
3. Your candidate number is a 5 figure number.

Please note: Part-time students going into Year 2, and previous Bath University students - your candidate number changes each year, so please check you have the correct year.

## **To submit your work to Moodle:**

1. Download the Mark sheet from the 'Assessment' topic on Unit Moodle page and save, adding your candidate number to the front of file name. Do not add your name anywhere in the

document or file name, it will be marked anonymously and your candidate number is your identifier.

2. Use this file name convention:

Candidate number\_Unit Code\_part number.docx

for example: 06439\_PS50031\_pt 1.docx

3. Insert your candidate number in the space allocated at the top of the mark sheet you can find this on SAMIS
4. Check the word count of your completed coursework, not including the Mark sheet, and add this to the top of the Mark sheet
5. Check that you have added your coursework submission after the Mark sheet ie. Mark sheet is page 1, coursework starts on page 2.
6. Upload this one file containing the Mark sheet and your Assignment to the submission link on the Unit Moodle page by 13:00hrs, on the due date.

You will receive an email from Moodle to confirm your assignment has been uploaded. You will receive a further email alerting you when your feedback has been uploaded to Moodle.

**Please note: if you do not name your file correctly, or upload your assignment in the correct format, or to the correct assignment upload link, your feedback may not be returned to you within the same timeframe as other students. Files that cannot be opened and marked will be treated as non-submissions (unless rectified by the submission date).**

Remember: different computers may have slightly different time settings and all computers are liable to have problems which may delay your submission. **Always aim to upload your documents at least thirty minutes prior to the deadline** (and preferably an hour beforehand). This can save you a considerable amount of stress!

Students may be asked to submit **electronic copies** of any coursework, at any time during the programme (for example for staff to check word counts). It is therefore the responsibility of the student to ensure that they keep electronic copies of all assessed work for the duration of the programme. Failure to provide an electronic copy of your work when requested may result in the unit being failed.

Please see previous section on word counts.

### **Submission deadlines**

It is entirely the responsibility of the student to submit their work correctly by the deadline. For details of coursework deadlines please check the relevant unit Moodle page. Where no extension has been granted and there are no mitigating circumstances, penalties apply for late submission of coursework. Please see the section Late Submission of Coursework in the Assessment section.

### **LATE SUBMISSION OF COURSEWORK**

You will be expected to hand in all assessed coursework and dissertations/projects by a specified date and time. This is to ensure fairness to all students.

If there are valid circumstances preventing you from meeting a deadline, your Director of Studies may grant you an extension to the specified submission date. Forms to request an extension are available from your Department. You will need to provide a description of the circumstances which you feel support your request. Your Director of Studies may ask you to produce supporting evidence.

Please note that:

- if you submit a piece of work after the submission date, and no extension has been granted, the maximum mark possible will be the pass mark

- if you submit work more than five working days after the submission date, you will normally receive a mark of 0 (zero), unless you have been granted an extension.

It is not usually possible to mark coursework anonymously if it is submitted after the deadline.

It is important that you speak to your Director of Studies as soon as possible if you become concerned about your submission deadlines.

See also the section in this Handbook on **Submission deadlines**.

## **FEEDBACK TO STUDENTS ON ASSESSMENT**

During your programme, you will receive feedback on assessed work. Feedback on assessments may take different forms, depending on your subject and the type of assessment. You will be informed of the timing and nature of the feedback you will receive on each assessment, including whether the piece of work itself will be returned to you. For formal written examinations, you may receive general feedback relevant to all who sat the exam rather than individual feedback. You can discuss feedback you receive on assessments alongside your performance and progress in your studies at meetings with your Personal Tutor.

### **Coursework:**

- Students will be able to access the assessment topic for a given unit via Moodle within three weeks of the start of the unit. This should indicate the due date of the work and the percentage of the total mark it comprises
- Students should be informed of the provisional mark awarded for assessed work and receive typewritten feedback within 15 working days.
- If these steps are not being followed students should inform the Director of Studies. If matters are not resolved satisfactorily contact the Head of Department.

## **INDIVIDUAL MITIGATING CIRCUMSTANCES**

Individual Mitigating Circumstances (IMCs) are the conditions which temporarily prevent you from undertaking assessment or significantly impair your performance in assessment. As such, the measure of their severity is not about impact on you, but the impact on your affected assessment.

Full information and guidance on Individual Mitigating Circumstances and Assessment (including definitions of IMCs, in the document “What are Individual Mitigating Circumstances?”) is available at: [www.bath.ac.uk/registry/imc/imc-students.html](http://www.bath.ac.uk/registry/imc/imc-students.html)

It is strongly advised that you become familiar with the available guidance so that you understand the process and timescales should such circumstances arise.

You should make yourself familiar with these definitions, in addition to any IMC guidance offered by your Department, and support and guidance offered through the Disability Service ([www.bath.ac.uk/groups/disability-service](http://www.bath.ac.uk/groups/disability-service)) or the Students' Union Advice and Support Centre ([thesubath.com/advice](http://thesubath.com/advice)).

Your Department/School will be able to advise you on how to submit an IMC claim, and your Director of Studies can help you to understand the potential implications of your IMC claim on your overall progress and/or award, in light of your academic achievement to date and the assessment regulations for your programme.

Your IMC claim must be submitted no more than three days after the affected assessment. The IMC form is available at: [www.bath.ac.uk/registry/imc/imc-students.html](http://www.bath.ac.uk/registry/imc/imc-students.html)

You will also need to submit evidence of how your circumstances affected the relevant assessment(s), for example, a medical certificate in the case of illness or injury.

If you know of a potential IMC that may affect your assessment before you begin an examination period or before a submission date, it is important that you speak to your Director of Studies as soon as possible. After speaking to your Director of Studies, if you do intend to submit a formal IMC claim for the assessment(s) you feel were affected, you will still need to complete the form and follow procedures.

## **MARKING CRITERIA REFER TO [APPENDIX 3](#)**

### **UNIT AND PROGRAMME CHANGES**

We continually look for ways to develop and improve our programmes. For example:

- it might be desirable to make some updates to the content of the curriculum to reflect the latest developments in a particular field of study.
- a review of the assessments across a programme (including feedback received) might identify that changes to an assessment would better support student learning.

Students who would be affected by proposed changes are consulted about them, either via their Staff/Student Liaison Committee or directly, depending on the nature of the change.

In addition, it is sometimes necessary to make changes due to unforeseen or unavoidable circumstances. For example:

- the accrediting body for a programme may require changes to be made to it
- it may not be possible to run a particular unit because a member of teaching staff with specialist expertise leaves the University and we are unable to find a suitable replacement
- it may not be viable to run a particular optional unit in a given year because very few students select it.

In such cases, the University will always try to ensure that any impact on students is minimised and that students are informed of the changes at the earliest opportunity.

All programme and unit changes are managed through a formal process set out by the University. The aim of this is to ensure that changes are academically appropriate and properly supported, take place in a timely manner, and safeguard the interests of students.

### **How your programme is reviewed and monitored**

The University has in place a number of ways to ensure that programmes remain up-to-date, issues are dealt with and improvements made.

All programmes and units are monitored annually, looking at evidence for what is working well and identifying any actions that need to be taken. Taking account of student feedback, including feedback given through unit evaluation and other student surveys, is a key part of unit and programme monitoring.

Departments also conduct periodic reviews of their programmes. These provide an opportunity for in-depth review and development, involving input from students and from an adviser(s) external to the University.

## ASSESSMENT REGULATIONS

The following points will help you to understand how the assessment rules relate to your specific programme, such as pass marks, averaging of marks and dealing with any failures:

Firstly, there are several references below to the persistent generic rules on the extent of any failures of units permitted overall. The rules are that you can only (1) fail and retrieve units, or (2) marginally fail units and have them condoned, within set limits. Breaking these rules results in failure of the programme.

- Your programme has Designated Essential Units (DEUs) which you must pass to gain the award you seek; even marginal failure in these units cannot be condoned.
- Your programme is a single-stage programme, so your eligibility for the award you seek will only be judged at the end of the programme. You must also never break one of the persistent generic rules.
- Your programme has units that constitute the Taught Stage(s) Credits in a separate phase before the period in which you will do the Dissertation/Project type unit(s), as indicated in the table showing the structure of your programme. The Programme Progression Requirement to get from the taught phase to the Dissertation/Project phase is 50%.
- Should you fail to qualify for the award of the degree of Master, you may be considered for the award of a related Postgraduate Diploma or Postgraduate Certificate (subject to your having met the requirements for one of those awards).

The normal pass mark for a unit is 50%. In some units, you might need to achieve a threshold mark in one or more component assessments in order to pass the unit overall. Particular rules apply to failure of units of the 'Taught type', or in the 'taught' stages. They are as follows:

- If you fail any DEUs, you will have to undertake supplementary assessment – unless you have failed so many DEUs that you fail outright or the attempted retrieval would break the rule on how much failure can be retrieved.

Dissertation/Project units have their own special rule on failure: only cases of marginal failure (i.e. 45%-49%) will be given permission for attempted retrieval through supplementary assessment, and any resubmission that is permitted for marginal failure must be made within a specified period. Ultimately, you must pass a Dissertation/Project unit (or have an average of at least 50% for them if there are more than one) for satisfactory completion of the requirements for Dissertation/Project elements.

Your unit results are combined as follows to make overall assessment/award decisions:

- The Taught Stage(s) Average (TSA) will be calculated by taking the credit-weighted average of marks for all units required to contribute to the taught stage(s), or by taking the credit-weighted average of marks for all units defined as of 'Taught type' required to contribute to the programme.
- The Dissertation/Project Average (DPA) will be calculated by taking the credit-weighted average of marks for the unit(s) required to contribute to the Dissertation/Project stage(s), or by taking the credit-weighted average of marks for the unit(s) defined as of 'Dissertation/Project type' required to contribute to the programme.
- The Overall Programme Average (OPA) will be calculated by taking the credit-weighted average of marks for all units required to contribute to the programme.

A Board of Examiners will decide at appropriate points whether you are continuing to meet the requirements for the programme (including not breaking persistent generic rules whereby you can only fail and retrieve, or marginally fail and have condoned, units within set limits), and/or whether you have met all the requirements for your target award or any alternative that might be available. The outcomes will depend on both your performance in individual units and your overall performance. Generally, if you pass each of your units, you will progress and, in due course, be recommended for an award.

If you fail units beyond certain credit values, or you fail some too badly, you might break one of the persistent generic rules whereby you can only fail and retrieve, or marginally fail and have condoned, units within set limits, and this will result in failure of the programme - without any opportunity for supplementary assessment. (Further information on supplementary assessment is provided below.)

## **SUPPLEMENTARY ASSESSMENT**

'Supplementary assessment' is the term normally used for an opportunity given to a student to retrieve failure before starting the next stage of a programme, or by the end of the programme if it is a single-stage programme or the failed units are not Stage Required Units (SRUs). It generally involves re-doing coursework or re-sitting an examination. Students undertaking supplementary assessments are likely to have to do so at the University in the summer re-sit examinations.

**For the 2018–19 academic year, this period will be 14 August to 23 August 2019.**

Each unit's method of supplementary assessment is shown in the online Unit Catalogue.

At supplementary assessment, students will normally have the opportunity to gain credit for units then successfully passed and to have the mark gained reported to them for feedback purposes, but a maximum mark of 50% will be awarded and used in the Overall Stage Average, the Overall Programme Average, the Taught Stage(s) Average, and any award calculation.

In units where the original assessment is a written examination, supplementary assessment may sometimes take the form of reworking an examination paper, known as 'mandatory extra work', rather than re-sitting the examination. In such cases the pass mark is 70% and a mark below 60% is considered a bad fail.

If you pass all your supplementary assessments, you will be able to progress onto the next stage of your programme and/or, as appropriate, be considered for an award. If you do not pass them all, the outcome will depend on your overall performance including consideration of the rules about passing particular types of units and the persistent generic rules (as set out above).

## **PROCEDURES FOR ACADEMIC APPEALS**

Students wishing to submit a request for an academic appeal should refer to Regulation 17 (Conduct of Student Academic Appeals and Reviews): [www.bath.ac.uk/publications/regulations-for-students](http://www.bath.ac.uk/publications/regulations-for-students)

You are also strongly advised to read the online guidance provided by the Academic Registry: [www.bath.ac.uk/guides/appealing-against-an-academic-decision/](http://www.bath.ac.uk/guides/appealing-against-an-academic-decision/)

Independent advice about academic appeals is offered by the Students' Union Advice and Support Centre: [www.thesubath.com/advice](http://www.thesubath.com/advice)

Regulation 17.16 outlines how you may appeal against formal Board of Studies decisions in respect of one or more of the following:

- i) the student's suitability to progress from one stage of the programme of study to the next
- ii) the student's suitability to remain on the programme of study

iii) the marks/grades, degrees, certificates or diplomas, and the classifications/grades awarded to the student.

The regulation also sets out the grounds on which an appeal can be based (Regulation 17.16). Please note that:

- dissatisfaction with a mark or set of marks, or any other aspect of the properly exercised academic judgement of the examiners, will not of itself be acceptable as a valid ground for an academic appeal (Regulation 17.1)
- students who have concerns about assessment outcomes that have not yet been approved by a Board of Studies should seek advice in the first instance from their Director of Studies. This may include matters such as suspecting errors in the totalling or transcription of marks/grades, or wishing to seek clarification about the marking process (Regulation 17.2).

All academic appeals must be submitted within the timescales set out in Regulation 17. You must provide the required information and evidence, including a completed AA1 form. The form and further academic appeals guidance are available at:

[www.bath.ac.uk/guides/appealing-against-an-academic-decision/](http://www.bath.ac.uk/guides/appealing-against-an-academic-decision/)

Student Complaints are dealt with under separate procedures. For more information, see:

[www.bath.ac.uk/guides/student-complaints-procedure](http://www.bath.ac.uk/guides/student-complaints-procedure)

If you are uncertain as to whether your concerns are a potential academic appeal or a student complaint, please refer to the guidance at: [www.bath.ac.uk/students/support/complaints](http://www.bath.ac.uk/students/support/complaints)

## **SUBMISSIONS AND DEADLINES**

All written pieces of work must be submitted via Moodle on the appropriate unit page by the deadline on the submission date. Coursework guidelines are provided in [Appendix 1](#).

A table containing an overview of your submission deadlines can be found on the programme [Moodle page](#). You will be advised of any changes to this timetable with sufficient warning, in person or by email.

It is the responsibility of the student to submit their work correctly by the deadline. For details of coursework deadlines please see the relevant unit Moodle page. Where no extension has been granted and there are no mitigating circumstances, penalties apply for late submission of coursework. Please see the section [Late Submission of Coursework](#) in the Assessment section.

## **RESEARCH ETHICS**

All empirical research must first be approved by the University ethics committee before any data is collected. Our professional body, the BPS, states in its ethical guidelines "thinking about ethics should pervade all professional activity. The definition of ethics as the science of morals or rules of behaviour overlaps with the definition of psychology as the scientific study of behaviour both internal (for example, cognition and feelings) and external (for example, language and actions). Before embarking on professional work, the ethical implications should be considered as part of the work context together with legal, professional and other frameworks." This session will explore the ethical systems that we need to know about and conform to as psychologists conducting research in academia and/or the healthcare system. The BPS (2010) Code of Human Research Ethics can be found at: <http://www.bps.org.uk/publications/policy-and-guidelines/research-guidelines-policy-documents/research-guidelines-poli>.

## EXAMINATIONS – INFORMATION AND GUIDANCE

Rules and procedures for examinations are set out in the University's Regulation 15 and Rule 2. The dates of the University's formal assessment periods are found on the academic year charts:

[www.bath.ac.uk/publications/academic-year-charts](http://www.bath.ac.uk/publications/academic-year-charts)

You will have access to your personal examination timetable via SAMIS approximately seven weeks before the assessment period begins.

If you have learning or support needs and think you may require alternative examination arrangements please seek advice from the Disability Service and inform your Director of Studies as early as possible.

### ***Further information***

[www.bath.ac.uk/student-records/examinations/examinations-information](http://www.bath.ac.uk/student-records/examinations/examinations-information)

Regulation 15: [www.bath.ac.uk/publications/regulations-for-students](http://www.bath.ac.uk/publications/regulations-for-students)

Rule 2: <https://www.bath.ac.uk/corporate-information/rule-2-conduct-of-examinations/>

Disability Service: [www.bath.ac.uk/groups/disability-service](http://www.bath.ac.uk/groups/disability-service)

## EXTERNAL EXAMINERS

An External Examiner is someone from another University or a professional organisation who is suitably qualified and experienced in the relevant field of study. At least one External Examiner is appointed for each taught programme or group of programmes. The role of External Examiner is an important one in assuring that assessment processes are fair and academic standards are appropriate, and supporting the development of your programme. External Examiners review draft examination papers and samples of assessed work, and attend Boards of Examiners. They are members of relevant Boards of Examiners.

Once a year, the External Examiners will provide a written report on the programme. University staff, including the Head of Department and Director of Studies will look at these reports and a response will be made to the External Examiner's comments. Staff/Student Liaison Committees (SSLCs) also discuss External Examiner reports as part of annual monitoring activity.

You can read the latest External Examiner report for your programme, and the University's response to it. See: <https://www.bath.ac.uk/publications/external-examiner-annual-reports/>

The External Examiner for your programme is:

Dr Teresa Ferraz-da-Silva, Coventry University

It is not appropriate for students to make direct contact with External Examiners. If you are dissatisfied with the process or outcome of an assessment, and are considering whether to raise this either informally or formally, the sections of this Handbook on **Procedures for Academic Appeals** and **Dealing with a problem involving the University: Complaints** give some more information about the University's procedures for student complaints and academic appeals. The section on **Student representation** sets out how students can engage with the quality management process through which the University considers and responds to External Examiners' comments and suggestions.

## GENERAL INFORMATION

### PLACEMENTS

Your placement will run from the beginning of June in year one of your studies to end May in year two. The aim of the placement is for students to have the opportunity to gain practical experience and transferable skills in a forensic setting, which will complement their academic learning. A placement handbook will be provided, but key elements regarding the placement are summarised below.

All travel is at the student's own expense, but since the placement is a year-long, it is possible for students to live closer to their place of work. Please note that if you are in University of Bath campus accommodation, you can request to end your contract early IF you need to relocate for your placement.

During the placement, you will work closely alongside a forensic psychologist or other professional with appropriate qualifications who works in forensic settings (e.g., prisons, police, NGOs, children's charities and services, secure settings). A key aim will be to apply knowledge of forensic psychology theories, models and approaches, such as working with offenders or victims. Students will be fully integrated within the team and contribute to the placement service.

During the placement period, students will be looking to complete research that will go towards their dissertation which will be completed on their return to University after their placement. In addition to this, students will complete a placement report, presentation and ethics proposal. Therefore, during the placement, students can work four days per week in placement (including a research day) or three days and use the fourth day to undertake research elsewhere. The fifth day will be a research/private study day.

There are three steps to consider in the organisation of your placement for the placement year.

### **1. Matching placement providers to students**

During Semester 1, a list of placement opportunities will be made available. You will have the opportunity to express four preferences (e.g., types of setting, client group, service). Where the placement is unpaid, the Forensic Psychology Team will match students with placement providers. This will take into account expressed placement preferences, but also learning needs, service provider needs and, where possible, allow for personal circumstances (e.g., caring requirements). Hence, it is hoped that all students will have the opportunity to have a placement in one of their preferred areas, but it cannot be guaranteed.

In a small number of cases, it may be possible that a placement has funding attached. In this eventuality, the placement provider will select applicants and conduct interviews with the relevant candidates. In these cases, the organisation may ask for your CV and a cover letter and for you to follow an application process.

Placement allocations may be restricted by other considerations, such as right to work checks, DBS and other vetting checks.

### **2. Placement allocation**

To be fair to all students, the Forensic Psychology Team will release details of the placement allocations when all placements have been finalised in Semester 2. Where the placement is paid, the placement provider will notify the University and the successful student(s) of the chosen candidate(s).

Once you have been allocated a placement, you will be asked to set up a meeting with your placement provider. This will give you the chance to meet with the placement provider and for you to ask questions. The University will issue a placement agreement, for all parties to agree to and sign. Risk assessments will be carried out prior to the start date.

### **3. Placement commences**

The placement will normally run from June to May (with appropriate annual leave entitlement, in line with the placement provider's usual policy for annual leave). The organisation will allocate a Placement Supervisor who will be the student's primary point of contact and will oversee their work. You and your Placement Supervisor will, very early on, discuss both your expectations about the work, set aims and objectives together, and allow time for regular reviews. This will be recorded on a 'Placement Plan' and

should be completed within 2-3 weeks of starting the placement. Supervision will be expected to take place for a minimum of one hour per week.

Students should update their contact details with the University after their first week of placement. The University will also allocate a Placement Tutor to each student. The student, placement supervisor and placement tutor will meet at least once during the placement (mid-placement review) either at the placement location or via Skype. However, if any concerns or queries arise before that time, students should contact their Placement Tutor.

## UNIVERSITY REGULATIONS FOR STUDENTS

All registered students of the University are subject to the University's Regulations for Students. The Regulations contain rules and other important information about being a student at the University of Bath, including regulations governing the payment of fees due to the University, student discipline, fitness to study and those governing attendance, conduct and progress in studies. They also form part of the formal contract between you and the University. You will find references to the requirements of the Regulations for Students throughout this Handbook. You are advised to download a copy of the Regulations and read them carefully as they contain a lot of important information.

### ***Important information***

The full Regulations for Students can be found at:

[www.bath.ac.uk/publications/regulations-for-students](http://www.bath.ac.uk/publications/regulations-for-students)

### **Registration status**

Note that only registered students may use the University's facilities, such as email, Moodle and the Library. You will be asked to register online at the start of your programme of study and then to re-register at the start of every academic year thereafter until you have completed your programme. It is a requirement that you register when asked to do so. Tuition fees for each academic year are payable at registration in full or in instalments.

<https://www.bath.ac.uk/guides/registering-with-the-university/>

Regulation 1.1 explains the requirement to register. Regulations 2.4 and 2.10 explain the consequences of non-payment of tuition fees:

[www.bath.ac.uk/publications/regulations-for-students](http://www.bath.ac.uk/publications/regulations-for-students)

### **Attendance monitoring**

Guidance and requirements on attendance, including the University's Attendance Monitoring and Engagement Policy for Tier 4 students, are available at:

[www.bath.ac.uk/guides/attendance-monitoring-for-tier-4-students](http://www.bath.ac.uk/guides/attendance-monitoring-for-tier-4-students)

This page also sets out information on when and how to request an authorised absence.

### **Change in your circumstances**

It is important to ensure that the University holds your correct, up-to-date, personal and academic details within SAMIS, the University's student records database. If you change your address – either your semester-time or home address – please update your details online at: <https://samis.bath.ac.uk>

If you change your name, you will need to provide valid proof of the change. Please speak to your Department or Faculty/School administration, or Student Services in the Roper Centre, for advice on how to do this.

If you are considering suspending your studies, transferring from one programme to another, or withdrawing from your programme, please discuss your situation with your Director of Studies. They will be able to advise you on an appropriate course of action.

It is a University Regulation (3.1) that you attend regularly. If circumstances are such that you are not able to do so, then please contact your Director of Studies to discuss your situation and agree an appropriate course of action.

Your Personal Tutor will also be able to provide support and guidance on matters relating to your programme.

**The financial implications of withdrawing from the University or suspending your studies can be significant.**

You will find general information at: [www.bath.ac.uk/students/finance/changes-to-your-study/withdrawing-or-suspending-from-your-course](http://www.bath.ac.uk/students/finance/changes-to-your-study/withdrawing-or-suspending-from-your-course)

The Student Money Advice Team in Student Services and the Student Finance Office will be able to advise you on the implications for fees in your situation and on how to suspend any student funding you are receiving.

**If you are an international student holding a Tier 4 visa, you should consult the advisers in the Student Immigration Service about the implications of suspending or withdrawing from your programme: [www.bath.ac.uk/topics/visas](http://www.bath.ac.uk/topics/visas)**

You will need to register any change of academic circumstance, including a change of optional units, with the University. Please speak to your Department or Faculty/School administration who will advise you on how to do this.

## **DISCLOSURE AND BARRING SERVICE (DBS) CHECKS**

You are required to provide a satisfactory Enhanced DBS check prior to commencing your programme. If the check is pending at registration, you will be permitted to register provided the application process for the relevant check has been completed. Should the DBS check subsequently returned prove to be unsatisfactory the University reserves the right to terminate your registration and require you to withdraw.

Please note that forensic psychology as a profession is exempt from the Rehabilitation of Offenders Act; hence, no conviction is ever considered Spent. You **must disclose any convictions** to the course supervisor and placement provider. If you do not satisfy any of the required checks, then your placement opportunities may be limited.

Overseas applicants and UK applicants who have lived abroad for a period of six months or more, within the last five years, will also be required to produce a criminal records check, or "certificate of good character" from those countries that they have lived in.

***Further information***

[www.gov.uk/government/organisations/disclosure-and-barring-service](http://www.gov.uk/government/organisations/disclosure-and-barring-service)

## **HEALTH AND SAFETY**

The University's Health and Safety Policy Statement is available at:  
[www.bath.ac.uk/corporate-information/health-and-safety-policy](http://www.bath.ac.uk/corporate-information/health-and-safety-policy)

The Policy Statement is also displayed throughout the campus. Staff within the University Health, Safety and Environment Service (Wessex House 3.12) provide professional advice on health and safety matters and monitor the health and safety performance of the University.

#### **Further information**

Email: [uhse@bath.ac.uk](mailto:uhse@bath.ac.uk)

Current University guidance on fieldwork, work placements and overseas travel:

[www.bath.ac.uk/corporate-information/fieldwork-safety-standard](http://www.bath.ac.uk/corporate-information/fieldwork-safety-standard)

[https://www.bath.ac.uk/publications/placements-and-study-abroad-programmes-safety-standard/](http://www.bath.ac.uk/publications/placements-and-study-abroad-programmes-safety-standard/)

[www.bath.ac.uk/guides/overseas-travel-safety-guidance](http://www.bath.ac.uk/guides/overseas-travel-safety-guidance)

## **DATA PROTECTION**

The University's Data Protection Policy and Guidelines on Data Protection may be accessed via the data protection website: [www.bath.ac.uk/data-protection](http://www.bath.ac.uk/data-protection)

## **APPENDIX 1 COURSEWORK GUIDELINES**

### **Writing Your Essay**

The following notes suggest ways to plan, organise and write essays.

1. Spend some time thinking over what the question is really about, and think of some lines of argument that address the question asked. Do this both *before* your reading (to structure the reading you do), and *afterwards*, before writing your essay. **Be sure that you are answering the right question.** It is usually very helpful to write an essay plan. Use this plan in the opening sections of your essay. This will help the readers of your essay to map out the route that you will be taking in addressing the question. Another thing that will help readers is to draw together your conclusions in the final paragraph.
2. When you make notes from your reading, do not slavishly copy down what is in the original source. Record key quotations, diagrams or tables, by all means, but otherwise express the arguments in your own words. Always remember to carefully record where your notes are taken from, including website sources.
3. An essay should consist mainly of your own words. This does not mean that you cannot draw upon the work of others - on the contrary, it is usually essential for you to demonstrate a good understanding of the existing literature. One way of doing this is to use highly pertinent quotations but these should be employed judiciously. References to existing literature might be in the form of direct quotations or paraphrases.

Direct quotations **MUST** be enclosed in quotation marks ("...") and **MUST** cite the original source, naming the author and giving the page number. You may also paraphrase sections from books or articles, but your essay **MUST** explicitly acknowledge the original source.

We remind you of the vital importance of acknowledging all direct quotations and referencing paraphrased arguments in the appropriate way. If you do not follow these instructions, this will give the impression of an intention to deceive and be dealt with accordingly. We take issues of plagiarism very seriously.

4. Referencing your citations should be done using The American Psychological Association (APA) style of referencing. This style uses author name(s) followed by year of publication. Resources are available from the library and online which provide detailed guides to referencing using this system. The most widely used source is:

American Psychological Association (2009). *Publication Manual of the American Psychological Association* (Sixth ed.). Washington, DC: American Psychological Association.

Below are some examples of references in this style:

**Journals:**

Kimata, H. (2006). Kissing selectively decreases allergen-specific IgE production in atopic patients. *Journal of Psychosomatic Research*, 60, 545-547.

**Books:**

Colgan, A. (2009). Great artists of the 21st century: fact and fiction. London: Fantasy Press.

Further information and links on referencing work and plagiarism can be found in this handbook under ACADEMIC INTEGRITY: REFERENCING AND PLAGIARISM

5. Perhaps the best way of ensuring you use your own words is to put your original sources completely to one side when writing your first draft. Rely on the skeleton argument set out in your plan. Another useful technique is to explain the underlying arguments to a friend not doing the same course, without any direct reference to your source material. Having to communicate an argument verbally to a non-specialist is good practice for effective writing.

6. Ensure you are answering the particular question that has been asked, and not another one that you would *like* to answer. In other words, do not let the structure and content of your essay be determined by what you have read; you should use your sources to fit your answer rather than the other way round. If you set out by trying to find a way of fitting together a lot of sources, your work will almost certainly be muddled and unconvincing. Do not try and incorporate all the notes you may have made on a topic unless they are directly relevant.

7. It is usually better to analyse a few topics in depth in your essay though than to skip over a large number of topics superficially (though you might need to acknowledge the existence of less important ones). Remember it is in-depth understanding, analysis and evaluation of arguments and evidence that is required.

8. It is sometimes helpful to use tables, figures or diagrams. Remember these devices support or illustrate arguments, but are not arguments in themselves. You must explain the key features to the reader. It is often best to create tables or diagrams specifically for your own essays rather than cut and paste from other works. If these are taken from another source – whether directly copied or compiled by you, be sure to acknowledge this properly (see point 3).

9. Use proper sentences, not a series of clauses separated by commas. Do not start sentences with phrases such as “It is said that...” This immediately begs the question of who said it, and on what basis. Do not take other people’s statements for granted: **Analyse and evaluate!** Also be careful in your use of “thus”, “therefore”, “it follows that” etc. The links between preceding and subsequent statements may not be apparent to the reader.

10. You should expect to produce more than one draft of an essay before the final one. If you talk to academics about how they write papers you will see that several drafts are generally necessary to produce a strong argument.

11. Read through your essay carefully and correct spelling and grammatical errors. Use the spelling, grammar and thesaurus facilities of your word processing programme. You should also be reading through the essay with a view to revising it so as to make better sense. One way of doing this is to try reading it aloud slowly to yourself. As you check the essay, ask yourself the following questions. “Is it too long - is there any superfluous material that should be removed?” “Does it answer the question - is there material which does not have a bearing on the question?” Do not include material that is irrelevant to the arguments you are making.

**Remember we will be looking for clarity and economy of expression and argument that answers the question that has been set.**

## **Developing your Essay**

There are many sources of guidance on how to develop your coursework/essay/dissertation. A particular good site is Writing Skills hosted by the Student Support & Resources at <http://www.bath.ac.uk/students/support/academic/writing/>.

Also:

- The Academic Skills Centre offers courses and advice.
- The Postgraduate Skills programme provides courses – many tailored to specific faculties – on academic reading, writing and publication for postgraduate researchers
- Palgrave Study Skills
- Further guidance on referencing correctly and avoiding plagiarism is provided in this handbook.

## **APPENDIX 2 DISSERTATION GUIDELINES**

### **DISSERTATION OVERVIEW**

#### **Developing your Dissertation**

There are many sources of guidance on how to develop your coursework/essay/dissertation. A particular good site is Writing Skills hosted by the Student Support & Resources at <http://www.bath.ac.uk/students/support/academic/writing/>.

Also:

- The Academic Skills Centre offers courses and advice.
- The Postgraduate Skills programme provides courses – many tailored to specific faculties – on academic reading, writing and publication for postgraduate researchers
- Palgrave Study Skills
- Further guidance on referencing correctly and avoiding plagiarism is provided in this handbook.

Departmental guidance can also be found on the programme Moodle page at <https://moodle.bath.ac.uk/course/view.php?id=58663>

#### **Writing your Dissertation**

Your dissertation's main body of text will be produced in the style of a journal article. You, together with your supervisor, will choose a journal and write in the style of that journal and according to the published author guidelines. E.g. if you were asked to write in the style of *Neuropsychologia* you would follow the author guidelines on the journals website, i.e.

<https://www.elsevier.com/journals/neuropsychologia/0028-3932/guide-for-authors>

You must include the name of the journal in whose style you have written on your marksheets, and include the full author guidelines as an Appendix.

**The only journal specific guideline that you can ignore is the word limit. For all dissertations it is 5000 words regardless of what the journal's author guidelines say**

If you are unsure of what is required, please read a good book on how to write a dissertation e.g., Murray, R. (2002). *How to write a Dissertation*. Berkshire. Open University Press. There are others in the University library. Your academic supervisor should be able to answer any other detailed queries and the taught sessions may provide additional guidance.

## Dissertation Word Count

The maximum length for  
Please also see previous section on word counts.

## Dissertation Submission Notes

For information on how to submit your dissertation and to access the cover sheet for your dissertation, please see your programme Moodle page.

### Quick check list:

<b>1</b>	<b>Title page</b> with copyright* and (if applicable) restrictions** on use  *Candidates wishing to include copyright material belonging to others in their theses are advised to check with the copyright owner that they will give consent to the conclusion of any of their material in the dissertation. If the material is to be copied other than by photocopying or facsimile then the request should be put to the publisher or the author in accordance with the copyright declaration in the volume concerned. If, however, a facsimile or photocopy will be included, then it is appropriate to write to the publisher alone for consent.  If the author has included in the dissertation confidential information obtained from a third party whose interests also require protection and from whom permission for consultation, photocopying or lending is also to be sought, the third party's name will be inserted after 'the author'.  **Select the statement of restriction on use of the dissertation, as detailed in the template (see below).  The statement of restrictions must be signed by the author.  Restrictions on the use of theses by others for the purposes of study should be the exception rather than the rule, but when confidential information (e.g. information which is the subject of a patent application) is included in a dissertation, some restriction is obviously necessary. If access is to be restricted, permission must be sought through the procedures set out in the appropriate Regulation. Consult your academic supervisor as soon as possible.  An example title page is included at the end of this section
<b>2</b>	<b>Abstract</b>
<b>3</b>	<b>Acknowledgements</b>  Include the people who contributed to the work and were indispensable in some way.
<b>4</b>	<b>Declaration of contributions</b>  It is a <b>Departmental requirement</b> that students must submit a one page statement about their contribution(s) to the work presented in the dissertation. This should describe the contributions e.g. ideas, data collection/analysis of all the people who helped to make the research possible as well as the students own contributions. If you have carried out the research as part of a team, it is particularly important that you state your unique contribution to the research. This statement must be inserted at the front of the dissertation after the Acknowledgements. The Dissertation will <b>NOT</b> be accepted as submitted, until it contains this statement.
<b>5</b>	<b>Table of Contents &amp; Figures</b>

	This includes a list of contents and figures in your dissertation with appropriate page numbers.
<b>6</b>	<p><b>Main body of dissertation</b></p> <p>The main body of the dissertation will be in the format of a research paper prepared in accordance with the author requirements for publication in a specified journal. The journal will be specified during the Research Apprenticeship unit (PS50183)</p>
<b>7</b>	<p><b>References</b></p> <p>References should be in the format defined by the author guidelines of the journal in whose style you are writing. If they are not defined, then use APA. Guidance is also available on the Library website at:  <a href="http://www.bath.ac.uk/library/infoskills/referencing-plagiarism">http://www.bath.ac.uk/library/infoskills/referencing-plagiarism</a></p>
<b>8</b>	<p><b>Appendices</b></p> <p>There are a range of appendices that you may choose to include in your dissertation. Some are compulsory and some are optional, this is indicated below. They will not count towards your word count, but they may help you to include information that will complement the main body of your dissertation. Below are some examples of the type of appendices that you may choose to include:</p> <p><b>AUTHOR GUIDELINES (COMPULSORY)</b>  The author guidelines for the journal in whose style you have written your dissertation must be included as an appendix.</p> <p><b>RESEARCH PROTOCOL (COMPULSORY)</b>  You must also include your research protocol that you submitted for PS50183 assessment as an appendix.</p> <p><b>SUPPLEMENTARY INFORMATION (OPTIONAL)</b>  This can include extra analyses that, while not critical to the main results section, can be referred to in the text. E.g. post-hoc unplanned analyses or sample quotes from qualitative interviews.</p> <p><b>EXPERIMENTAL MATERIALS (OPTIONAL)</b>  This can include participant information sheets, questionnaires used, examples of stimuli used, recruitment flow diagrams, etc.</p>
<b>9</b>	<p><b>Ethical Approval</b></p> <p>You will need to include a copy of your ethical approval letter/email as relevant.</p>

## APPENDIX 3: MARKING GUIDELINES

### Marking Scheme

The Department of Psychology has adopted a categorical marking scheme for the assessment of all coursework and examinations, and dissertations as shown on the grid below:

0	5	15	25	35	45	52	55	58	62	65	68	72	75	80	85	95
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The marking scheme uses three points in all classes (except for fail or distinction where there are four or five) for each individual piece of work. These marks are aggregated over all assessed work so the final mark for a unit may include two or more parts which have been averaged.

The following table gives a breakdown of indicative marking guidelines based on this marking scheme.

### Indicative Marking Guidelines for Coursework, Exams and Dissertations

Marking range and overall category assessment	(1) Knowledge and understanding of relevant ideas and methods	(2) Ability to apply relevant ideas and methods to specific problems or issues	(3) Originality, including ability to reflect critically on relevant knowledge and methods, and to develop clear and original arguments	(4) Clarity of expression, presentation of material and overall structure (including referencing)
<b>Outstanding performance that fulfils and exceeds designated learning outcomes</b>				
95%, 85%, 80%	Knowledge and understanding of material beyond that stipulated in the unit.	Near perfect application of relevant ideas and methods. Incisive analysis of empirical material, leading to strong and accurate conclusions.	Original and insightful. Potentially publishable as a working paper. Worthy of sharing with a wider readership.	Potentially publishable.
<b>Excellent performance relative to designated learning outcomes</b>				
Distinction	75%	Unusually high level of knowledge and understanding of material stipulated in the unit. A sophisticated grasp of key concepts demonstrated. Very wide range of relevant reading.	Relevant ideas and methods applied clearly and correctly, with appropriate inferences drawn.	A very high degree of analytical and critical ability, originality and insight.
	72%	Very high level of knowledge and understanding of material stipulated in the unit. Clear understanding of key concepts demonstrated. Wide range of relevant reading.	Relevant ideas and methods applied clearly and correctly, with appropriate inferences drawn.	A high degree of analytical and critical ability, originality and insight.
				Fully meets formal criteria. Clearly structured, with excellent standard of writing, grammar and referencing.
				Fully meets formal criteria. Good structure, with excellent standard of writing, grammar and referencing.

Marking range and overall category assessment	(1) Knowledge and understanding of relevant ideas and methods	(2) Ability to apply relevant ideas and methods to specific problems or issues	(3) Originality, including ability to reflect critically on relevant knowledge and methods, and to develop clear and original arguments	(4) Clarity of expression, presentation of material and overall structure (including referencing)
<b>Very good performance relative to designated learning outcomes</b>				
<b>Merit</b>	<b>68%</b> Good understanding of relevant knowledge, with evidence of relevant wider reading and evidence of substantial wider reading.	Clear understanding of relevant ideas and methods, with correct application. Good use of empirical material to illustrate points and to justify arguments. No significant weaknesses in competence in the subject.	Strongly argued, with good use of critical appraisal, independent analysis, argument, and/or application of theory.	Has met the criteria well. Shows very good academic writing style and ability. Clear structure and organisation.
	<b>65%</b> Good understanding of relevant knowledge, with evidence of relevant wider reading and evidence of some wider reading.	Clear understanding of relevant ideas and methods, with mostly correct application. Good use of empirical material to illustrate points and to justify arguments. No significant weaknesses in competence in the subject	Good solid argument, with evidence of critical appraisal, argument, and/or application of theory. Some evidence of originality.	Has met the criteria well. Generally shows very good writing ability, clear structure and organisation.
	<b>62%</b> Good understanding of relevant knowledge, with evidence of relevant wider reading and evidence of reading from recommended sources.	Clear understanding of relevant ideas and methods, with some correct application. Good use of empirical material to illustrate points and to justify arguments.	Good answer to the question, with key issues and debates identified but there may be some missing elements. Some evidence of critical appraisal, little evidence of originality.	Meets most of the criteria. Writing ability of a very good standard.

Marking range and overall category assessment	(1) Knowledge and understanding of relevant ideas and methods	(2) Ability to apply relevant ideas and methods to specific problems or issues	(3) Originality, including ability to reflect critically on relevant knowledge and methods, and to develop clear and original arguments	(4) Clarity of expression, presentation of material and overall structure (including referencing)
<b>Good performance relative to designated learning outcomes</b>				
<b>Pass</b>	<b>58%</b>  Identifies key issues and demonstrates some understanding of relevant concepts, with some evidence of relevant reading.	Competent application of relevant ideas and methods to empirical material. Provides examples to illustrate points and justify arguments. Conclusions arrived at through analysis, rather than just a statement of a position.	A satisfactory answer to the question. Argument developed with some use of critical appraisal. Logical, adequate organisation to the answer. Little evidence of originality.	Has met the formal criteria. Reveals an ability to set out an argument or answer clearly and logically.
	<b>55%</b>  Identifies key issues and demonstrates some understanding of relevant concepts, with some evidence of relevant reading. May be thin in content and of limited range.)	Competent application of relevant ideas and methods to empirical material. Provides some examples to illustrate points and justify arguments. Some evidence of thoughtful analysis.	A satisfactory answer to the question. Argument developed but lacks critical appraisal. Some organisation to the answer. Little evidence of originality.	Has met the formal criteria. Reveals an ability to set out an argument or answer clearly and logically.
	<b>52%</b>  Some knowledge of the material provided and identifies relevant issues, but shows evidence of only basic reading or lecture notes. Some gaps shown in key areas of knowledge and understanding but sufficient to warrant a minimal pass.	Some knowledge of relevant ideas and methods, with weaknesses in their use. Addresses the question set or proposed to a minimal extent. Ability to argue logically and to organise an answer limited.	Little evidence of critical ability, work is limited and mainly descriptive. Does not adequately answer the question set.	The candidate has met basic criteria but there are weaknesses. Generally shows adequate writing ability, and appropriate standards of English.
<b>Satisfactory performance in designated learning outcomes</b>				

Marking range and overall category assessment		(1) Knowledge and understanding of relevant ideas and methods	(2) Ability to apply relevant ideas and methods to specific problems or issues	(3) Originality, including ability to reflect critically on relevant knowledge and methods, and to develop clear and original arguments	(4) Clarity of expression, presentation of material and overall structure (including referencing)
Fail	<b>Poor performance - no credits awarded</b>				
	45%	Only partial knowledge and understanding of key concepts and ideas. Shows poor comprehension of the basic facts and principles. Prone to inaccuracy and tendency to irrelevance. Major gaps in knowledge. Little evidence of reading.	Failure to identify and use appropriate ideas and methods. Arguments lack adequate illustration or empirical support, or empirical material is purely decorative. Failure to address the question clearly enough.	Little evidence of original thought or critical ability.	Weak presentational skills, inadequate or improper referencing. Fails to meet formal criteria in one or more ways.
	35%	Only partial knowledge and understanding of key concepts and idea, but it is muddled and demonstrates a very poor understanding of the subject.	Failure to identify and use appropriate ideas and methods. Failure to address the question clearly enough. Empirical material incorrect or incorrectly used.	Little evidence of original thought or critical ability.	Fails to meet formal criteria in numerous ways.
	25%	There may be a minimal amount of relevant knowledge, but it is muddled and demonstrates a very poor understanding of the subject. No evidence of adequate reading.	The answer may be largely irrelevant to the question. Empirical material incorrect or incorrectly used.	Little evidence of original thought or critical ability.	Fails to meet formal criteria in numerous ways.
	15%	Little if any relevant material, showing lack of understanding and lack of engagement in the pertinent issues. No evidence of adequate reading.	The answer may be totally or largely irrelevant to the question. Empirical material incorrect or incorrectly used.	No originality or critical ability.	Fails to meet formal criteria in numerous ways.
	5%	No answer or little material of any kind, showing lack of engagement in the pertinent issues. No evidence of relevant reading.	The answer may be totally irrelevant to the question. Empirical material incorrect or incorrectly used.	No originality or critical ability.	Fails to meet formal criteria in numerous ways.
	0%	No material.	No material.	No material.	No material.

The Marking Guidelines ([Appendix 3](#)) form the basis for all marking, but are adapted according to the requirements of the assignment.

Below are some examples of coursework marksheets.

### Coursework Mark sheet

Coursework - e.g., for a Dissertation

**Candidate Number:**

**Marker:**

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For information on the marking criteria see appendix 3 of the MSc Programme Handbook - online version available on the programme [Moodle page](#). Please note the mark will not correspond exactly with the profile of ticks below.

**Provisional mark:**

0	5	15	25	35	42	45	48	52	55	58	62	65	68	72	75	80	85	95

**Ratings:** (depending on relevance this part may not always be used)

	Very Poor	Poor	Fair	Good	Very Good
Organisation of the work					
Clear title given					
Rationale and justification for study provided					
Use of supporting evidence					
Importance of the topic highlighted					
Research question/Aim/Hypotheses/Objectives given					
Appropriateness of design to address research questions set					
Consideration of ethical concerns					
Consideration of PPI					
Sufficient detail provided					
Originality of answer					
Depth of treatment of issues					
Writing style / syntax					
Presentation					
	Poor	Needs Improvement		Excellent	
References (accuracy & appropriateness)					

**Comments:** (depending on relevance this part may not always be used)

## Coursework Mark sheet

Advanced Research Methods

**Candidate Number:**

**Marker:**

For information on the marking criteria see appendix 3 of the MSc Programme Handbook - online version available on the programme [Moodle page](#). Please note the mark will not correspond exactly with the profile of ticks below.

**Provisional mark:**

0	5	15	25	35	42	45	48	52	55	58	62	65	68	72	75	80	85	95

**Ratings:** (depending on relevance this part may not always be used)

	Very Poor	Poor	Fair	Good	Very Good
Data screening procedures implemented					
Clear definition of IVs and DVs					
Use of appropriate method of data analysis					
Clear presentation of data in an appropriate format (e.g. tabular or graphical format)					
Correct interpretation of output					
Use of APA writing style format					
Clarity of writing					
	Poor	Needs Improvement		Excellent	
References (accuracy & appropriateness)					

**Comments:** (depending on relevance this part may not always be used)

## Coursework Mark sheet

Poster

**Candidate Number:**

**Marker:**

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For information on the marking criteria see appendix 3 of the MSc Programme Handbook - online version available on the programme [Moodle page](#). Please note the mark will not correspond exactly with the profile of ticks below.

**Provisional mark:**

0	5	15	25	35	42	45	48	52	55	58	62	65	68	72	75	80	85	95

**Ratings:** (depending on relevance this part may not always be used)

	Very Poor	Poor	Fail	Good	Very Good
Organisation of the work					
Relevance to the question set					
Adherence to instructions for task					
Visual presentation					
Use of evidence					
Originality of answer					
Balance of text and images					
Writing style / syntax					
Use of images					

**Comments:** (depending on relevance this part may not always be used)

## Coursework Mark sheet

Coursework

**Candidate Number:**

**Marker:**

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For information on the marking criteria see appendix 3 of the MSc Programme Handbook - online version available on the programme [Moodle page](#). Please note the mark will not correspond exactly with the profile of ticks below.

**Provisional mark:**

0	5	15	25	35	42	45	48	52	55	58	62	65	68	72	75	80	85	95

**Ratings:** (depending on relevance this part may not always be used)

	Very Poor	Poor	Fair	Good	Very Good
Organisation of the work					
Adherence to instructions for task					
Strength of argument					
Use of evidence					
Originality of answer					
Flow of argument					
Writing style / syntax					
Presentation					
	Poor	Needs Improvement		Excellent	
References (accuracy & appropriateness)					

**Comments:** (depending on relevance this part may not always be used)

## APPENDIX 4: BEGINNING RESEARCH IN THE SOCIAL SCIENCES

This guide is aimed at researchers who need to make a systematic search of social science literature. Although not all the information given will be needed every time, the search sequence does generally apply. The University of Bath Library has a wide range of services for the full pursuit of each research topic. You will also have teaching on systematic literature searches as part of your programme.

### Research Methodology

There are many books about research methods in psychology in the Library on Level 5 at classification numbers 150.72 and 159.9.07, and at 300.001.5 for social science research techniques and methodologies. At 300.04 on Level 5 there are books about interviewing and at 378.67 books about study skills. At 808 on Level 3 you will find books about the writing of theses/dissertations, and at 808.5 books about making presentations.

### Current And Past Research In Your Subject

Somewhere somebody will be doing similar work to yours. Ongoing research is best traced by visiting the web sites of research centres and funding bodies, such as one of the seven UK Research Councils, or the *National Health Service*.

Previously-published University of Bath Masters dissertations and PhD theses are available from the Main Counter on Level 2 of the Library for reference only. You can use the on-line Catalogue (<http://www.bath.ac.uk/library/catalogue>) to search for author, title and date of publication information about each dissertation/thesis. If you would like to consult a dissertation/thesis, you will need to give Main Counter staff the surname of the author and the publication date. The complete text of theses published from 2008 onwards, plus information about other research output, is accessible via the University's '*Online Publications Store*', or *OPuS*, at: <http://opus.bath.ac.uk>

Details of past PhD theses from the universities of Great Britain and the Republic of Ireland can be searched for in the on-line database *EThOS* at <http://ethos.bl.uk>. Conference proceedings can be searched for in the conference proceedings citation indexes in *Web of Science Core Collection*, in the on-line database *Web of Science*, which is accessible via <http://www.bath.ac.uk/library/subjects/psychology/databases.html>

### On-Line Bibliographic Databases

The Library's collection of on-line databases, including *PsycINFO* and the *International Bibliography of the Social Sciences*, will be vital for your literature and data searches. The databases can be accessed via the databases lists at <http://www.bath.ac.uk/library/subjects/psychology/databases.html>. Each database analyses the contents of hundreds of scholarly journals when each new issue is published, and stores details of the contents. Only brief references to articles are given - just enough to identify them correctly. An abstract may be provided to give a short summary of each article, allowing you to decide if the article is relevant. Books, theses, conference papers and reports may also be analysed by a database. On-line databases analyse a much wider range of sources than can the Library can possibly hold in its collection, but you can ask the Library's Inter-Library Loan Service to try to obtain a book, article, conference paper etc. which is not in the Library collection.

You will need your Bath University Computing Services username and password to access the on-line databases from on- and off-campus.

### Statistical Sources

National and international statistical compilations are kept together in the Statistics Collection near the Information Point on Level 5 (check the Catalogue for details), and are also often available on-line e.g. *Social Trends*, which is made available via the Office for National Statistics website at <http://www.ons.gov.uk/ons/index.html>.

### **Inter Library Loans And Other Libraries**

The Bath collection cannot be comprehensive in all subject fields: no university library achieves this state. However, the great majority of books, articles and reports not held by the Library can be obtained via the Library's Inter-Library Loan Service. Extracts will be sent to you by email; entire books, journals etc. will be supplied to the Library and can be borrowed for a set period. The service is free-of-charge to you, but because it is expensive to operate there is an annual allowance of twenty-five requests. Go to the following web page for more information: <http://www.bath.ac.uk/library/services/ill/index.html>

You can also join the SCONUL Access scheme, which enables you to enter any of the participating higher education libraries in the UK and the Republic of Ireland, and to borrow books in their collections. To find out more, go to <http://www.bath.ac.uk/library/other>.

In addition, students may use the specialist collections in the Postgraduate Medical Centre at the Royal United Hospital, Bath, and the Royal National Hospital for Rheumatic Diseases, Bath.

### **Use Your Departmental (Subject) Librarian**

These are professionally-qualified information specialists experienced in assisting a wide spectrum of researchers. Please liaise and consult with them: they will be able to advise on the best sources for your work. Justin Hodds is the Librarian for the Department of Psychology:

The Library: Room 5.02, Level 5

Tel: + 44 (0)1225 38 4180

Email: [J.Hodds@bath.ac.uk](mailto:J.Hodds@bath.ac.uk) or use the 'Ask a Librarian' online enquiry form at <http://www.bath.ac.uk/library/help/askalibrarian.html>