The British
Psychological Society
Accredited

UNIVERSITY OF
BATH

Faculty of Humanities & Social Sciences
Department of Psychology

MSc Health Psychology

Programme Handbook
2019/20

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

WELCOME

On behalf of the Health Psychology team, I am very pleased to welcome you onto our Masters in Health Psychology programme, which is accredited by the British Psychological Society.

We look forward to meeting you all and getting to know you through teaching, tutoring, placement and various other activities throughout the year. We are here to support your efforts to develop as thoughtful, critical and independent researchers in Health Psychology.

We are immensely proud of our highly rated course and are confident that the many challenges and rewards it brings will equip you for a range of future careers in health related contexts.
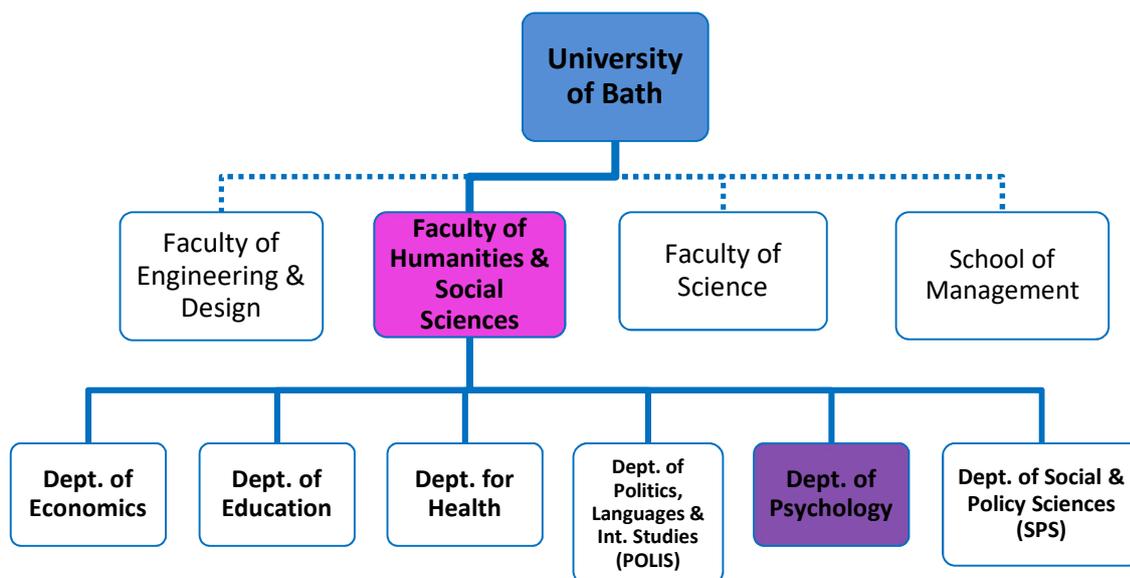
Dr Paula Smith
Director of Studies, MSc Health Psychology

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.

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Dept. of Economics	Dept. of Education	Dept. for Health	Dept. of Politics, Languages & Int. Studies (POLIS)	Dept. of Psychology	Dept. of Social & Policy Sciences (SPS)

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.

Psychology Taught Programmes Administrators
Location: 10 West (Offices 1.02 &1.05)
Programmes Officer: [Andie Barlow](#) (10 West 1.05)

All Undergraduate Psychology programmes: psychology-ug@bath.ac.uk

- [Cynthia Spencer](#), Undergraduate Administrator (10 West 1.05)

Postgraduate programmes:

MSc Health Psychology: psy-pg-health@bath.ac.uk
MSc Applied Clinical Psychology: psy-pg-clinical@bath.ac.uk

- [Caroline Chapman](#), Postgraduate Taught Administrator (10 West 1.02)

MSc Applied Psychology and Economic Behaviour: psy-pg-apeb@bath.ac.uk
MSc Applied Forensic Psychology with Counselling: psy-pg-forensic@bath.ac.uk
MRes Psychology

- [Simone Osborn](#), Postgraduate Taught Administrator (10 West 1.02)

Supporting All Undergraduate and Postgraduate programmes:

- [Emily Horne,](#) Programmes Administrative Assistant (10 West 1.02)

ABOUT THIS HANDBOOK

This Handbook is intended for all students on the MSc Health Psychology 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 and Assessment Regulations: 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 Paula Smith, for advice.

YOUR PROGRAMME

The MSc Health Psychology 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/

Information regarding the department, including a list of academic staff, their individual research interests, departmental research activities, events (including seminars to which you may be able to attend) and news items can be found by linking from
http://www.bath.ac.uk/hss/postgraduate-study.

KEY CONTACTS/STAFF LIST

Key contacts include your Director of Studies (a member of academic staff who has overall responsibility for the programme) and your programme administrator, specifically:

Academic Team	Role	Room	Ext. No.	email
Dr Sally Adams	Lecturer	10 West 3.20	4004	s.adams@bath.ac.uk
Dr Ben Ainsworth	Lecturer	10 West 3.28	3114	b.ainsworth@bath.ac.uk
Dr Charlotte Dack	Lecturer	10 West 3.14	3658	c.n.dack@bath.ac.uk
Dr Abbie Jordan	Senior Lecturer	10 West 3.10	6982	a.l.jordan@bath.ac.uk
Dr Paula Smith	**Director of Studies, Senior Lecturer**	**10 West 3.18**	**4844**	**p.c.smith@bath.ac.uk**
Dr Esther Walton	Lecturer	10 West 3.33	6563	ew685@bath.ac.uk
Dr Andrew Weyman	Senior Lecturer	10 West 4.31	5279	a.weyman@bath.ac.uk
Administration				
Caroline Chapman	Programme Administrator	10 West 1.02	5597	c.chapman@bath.ac.uk
Placements Team				
Dr Abbie Jordan	Senior Lecturer, Placement Advisor	10 West 3.10	6982	a.l.jordan@bath.ac.uk
Amy Haughton	Placement Officer	1 West 3.06	6299	a.haughton@bath.ac.uk

Dr Paula Smith is the Director of Studies for the MSc in Health Psychology. Paula 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.

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 via the internet by typing https://mail.bath.ac.uk or 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 hard copy 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. 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).

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 Health Psychology*
> *University of Bath*
> *Claverton Down*
> *Bath BA2 7AY*

EXPECTATIONS

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 to discuss your situation and an appropriate course of action.

> ***Further information***
> See Regulation 3: www.bath.ac.uk/publications/regulations-for-students

Attendance of Units

In our postgraduate taught units, we seek to create an interactive rather than a didactic 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. 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, in **some units, students who have not attended timetabled group activities (even if non-assessed) may have unit marks deducted. As part of our monitoring processes we will occasionally take registers of attendance.**

We hope that you will appreciate the importance of this issue, in that students are partners in a collective learning experience.

PROGRAMME AIMS AND LEARNING OUTCOMES

The MSc Health Psychology comprises a number of Aims and Learning Outcomes which are listed below. Key information (including this Handbook, various forms and other links) can be found on the MSc Health Psychology programme Moodle page

Details of programme and individual units can be found in the Programme & Unit Catalogue

Synopsis and academic coherence of programme

The programme is the responsibility of the Department of Psychology and was established in 1996. We have built an excellent track record for the training of health psychologists since it began. Our programme was one of the first in Britain to be accredited by the British

Psychological Society (BPS) in 1999. The content of the programme adheres to the skills and curriculum requirements of the BPS.

The programme aims to provide the first stage (stage 1) in training towards becoming a BPS Chartered Psychologist via the health psychology route and Practitioner Psychologist with the Health and Care Professions Council (HCPC), for working in the UK. Guidance is provided during the course for those who wish to pursue health psychology as a profession through a stage 2 qualification.

The inclusion of a placement in the programme provides practical experience with a psychologist working in a health-related setting, as well as the opportunity to integrate applied psychology. We also aim to provide a multidisciplinary programme through our own teaching and with the assistance of colleagues working on other health disciplines.

CORE PHILOSOPHY OF THE MASTERS IN HEALTH PSYCHOLOGY PROGRAMME

The core philosophy that underpins the MSc in Health Psychology at the University Bath is one that emphasises the practical, evidence-based application of health psychology. The aim of the programme is to develop the appropriate knowledge base and skills required for students to become scientist practitioners working in health settings. The programme is structured in such a way that the first semester focuses on the core knowledge base in health psychology theory and research, whereas the second semester allows students to develop their practical skills within the classroom. The inclusion of a work-based placement and dissertation within the final stages of the programme provides students with an opportunity to develop their knowledge-base through direct practical experience working with a psychologist in a health related setting, as well as for students to integrate health psychology theory in an applied manner. The academic members of staff who teach on the programme are all research active and their research interests are reflected in the course content. These span a wide range of different health-related areas and methodologies, including quantitative, qualitative and mixed methods approaches. Students who graduate from Bath leave with a unique set of academic and practical experiences, which should place them in a good position to follow a variety of health-related careers.

Educational aims of the programme
The Masters in Health Psychology will enable students:
- To develop students' knowledge and understanding of health psychology
- To develop the general critical and analytical powers of the student
- To develop critical, analytical problem-based learning skills and the transferable skills to prepare the student for postgraduate employment or further study
- To enhance the development of the students interpersonal skills
- To develop research skills
- To provide the student with opportunities for collaborative learning with others
  To assist the student to develop the skills required for both autonomous and team work

Learning outcomes
Students gaining an award from this programme should be able to:
- Identify and engage critically with appropriate and representative literature in the field of health psychology
- Understand current contributions to health psychology
- Demonstrate clarity of thought and quality of argument in health psychology theory and application
- Have the ability to conduct appropriate statistical analysis
- Appreciate the uses of qualitative and quantitative methods and their application

- Locate issues and concerns of health psychology in the wider health sciences research context
- Understand the psychological processes involved in the consultation and provision of treatment
- Appreciate how ill people cope with chronic and acute health conditions

In addition to the above, students successfully completing the placement and dissertation and therefore who are awarded the Masters in Health Psychology should be able to demonstrate the ability to:
- Select and justify the focus, scope and methodology of a study in health psychology
- Carry out independent research in health psychology
- Critically review, employ and engage with the appropriate literature on the study area
- Draw appropriate conclusions from the research study, being aware of its strengths and limitations
- Work independently and as part of a multidisciplinary team
- Effectively and efficiently apply principles of health psychology within a variety of health contexts

Knowledge and Understanding	• Knowledge of the theoretical basis of learning processes and effective learning. • Fundamental concepts of health psychology relevant to the student becoming an effective practitioner. • Theoretical basis of health psychology. • Current developments in practice and research in health psychology • To understand how these knowledge outcomes apply in work based situations.
Intellectual Skills	• To think creatively and analytically • To communicate an argument • To evaluate others arguments and research • To learn independently and to be able to assess own learning needs. • To critically evaluate and assess research and evidence as well as a variety of other information. • To gather information, data, research and literature from a number of different sources. • To synthesise information from a number of sources in order to gain a coherent understanding. • To utilise problem solving skills. • To work independently • To communicate an argument to other health professionals
Professional Practical Skills	• To reflect upon new technology and innovation within social sciences and to make decisions regarding legitimacy, reliability and effectiveness. • To effectively and efficiently apply principles of health psychology within a variety of health contexts. • To develop sensitivity to the values and interests of others.
Transferable/Key Skills	• Study and learning skills. • Basic information and computing technology skills. • To be aware of ethical issues in carrying out research. • Inter-personal and communication skills. • Essay research, preparation and writing skills. • Revision and examination skills. • Time management and administration skills. • Presentation skills and verbal communication.

- Advanced information technology and computing technology (e.g. SPSS)
- Team and group working skills.
- To reflect on his/her academic and professional performance and take responsibility for personal and professional learning and development.
- To solve problems in a variety of situations.
- To prioritise workloads.
- Independent and group working skills
- Advanced oral communication skills
- Advanced numeracy skills
- Leadership skills
- To understand career opportunities and challenges ahead

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

MSc Health Psychology (Full-time incorporating placement)

Programme code	THPS-AWM01
Programme title	MSc Health Psychology (Full-time incorporating placement)
Award type	MSc
Award title	MSc Health Psychology
Mode of Attendance	Full-time
Length	One Year
State any designated alternative programme(s)	
Approving body and date of approval	

YEAR 1 : MSc Health Psychology
(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		**Dissertation**	PS50051	Health psychology placement	Compulsory Unit	6	Yes		P
4		**Dissertation**	PS50055	Health Psychology dissertation	Compulsory Unit	30	Yes		P
4	1	**All Year**	U11514	Health Psychology Interventions	Compulsory Unit	18	Yes		TSC
4	1	**All Year**	U11515	Health Psychology Approaches	Compulsory Unit	18	Yes		TSC
4	1	**All Year**	PS50188	Advanced Research Methods for Applied Psychology	Compulsory Unit	18	Yes		TSC

Assessment weightings and decision references		
Stage	**Weighting within programme**	**NFAAR-PGT decisions reference** **See NFAAR-PGT information at:** https://www.bath.ac.uk/publications/nfaar-pgt-and-appendices/attachments/nfaar-pgt.pdf
Stage 1	90 credits	All assessment: Assessment Regulations: Appendix 11 📄. Programme progression requirement (PPR): N/A

MSc Health Psychology (Part-time)

Programme code	THPS-AWM01
Programme title	MSc Health Psychology (Part-time incorporating placement)
Award type	MSc
Award title	MSc Health Psychology
Mode of Attendance	Part-time
Length	Two Years
State any designated alternative programme(s)	
Approving body and date of approval	

YEAR 1: MSc Health Psychology (Part-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		**All Year**	PS50195	Health Psychology Approaches	Compulsory Unit	18	Yes		TSC
4		**All Year**	PS50196	Health Psychology Interventions	Compulsory Unit	18	Yes		TSC

YEAR 2 : MSc Health Psychology (Part-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
		All Year	PS50188	Advanced research methods for applied psychology	Compulsory Unit	18	Yes		TSC
		All Year	PS50051	Health Psychology Placement	Compulsory Unit	6	Yes		P
		All Year	PS50055	Health Psychology Dissertation		30	Yes		P

Assessment weightings and decision references		
Stage	**Weighting within programme**	**NFAAR-PGT decisions reference** See **NFAAR-PGT** information at: https://www.bath.ac.uk/publications/nfaar-pgt-and-appendices/attachments/nfaar-pgt.pdf
Stage 1	36 credits	All assessment: Assessment Regulations: Appendix 11. Programme progression requirement (PPR): N/A
Stage 2	54 credits	All assessment: Assessment Regulations: Appendix 11. 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

UNIT AND PROGRAMME CATALOGUES

This is where you will find details about all individual units for the current academic year: www.bath.ac.uk/catalogues

The Catalogues also provide links to the University's assessment regulations, showing how these are applied to programmes of study.

PROFESSIONAL BODY ACCREDITATION

The British Psychological Society
Accredited

The MSc Health Psychology programme is accredited by the British Psychological Society and meets their requirements for Stage 1 training towards Chartered Health Psychology status.

Those who wish to become a Chartered Psychologist in Health with the BPS will need to go on to complete Stage 2 training, details can be found on the British Psychological Society Website: http://www.bps.org.uk/careers-education-training/how-become-psychologist/types-psychologists/becoming-health-psychologis-0

Health Psychology Research In the Department

Current research and research interests of the Health Psychology staff can be found at http://www.bath.ac.uk/psychology/research/groups/health-psychology/

Summary Table of Progression in Health Psychology

Students are required to obtain a minimum of 50% in every taught unit to be able to progress beyond the diploma level (i.e., onto the placement and dissertation). A pass in all units is required for the award of an MSc in Health Psychology.

Semester 1 and Semester 2	Credits	Notes
PS50195: Health Psychology Approaches	18 credits	
PS50196: Health Psychology Interventions	18 credits	
PS50188: Advanced Research Methods for Applied Psychology	18 credits	
		A postgraduate certificate can be awarded comprising 30 TSC
Total Number of credits	**54**	**If a student wishes to be considered for a postgraduate diploma, they will be required to pass the extended essay requirement for PS50081* which will allow them to accrue a further 6 credits, thus reaching the number of credits (60) required to qualify for a Diploma award. Students are not permitted to defer to the Diploma option once they have commenced the placement and dissertation stage. Students should consult with the Director of Studies before embarking on the Diploma route.**
PS50051 : Placement	6 credits	
PS50055 : Dissertation	30 credits	
Total number of credits	**90**	**Qualify for the Masters in Health Psychology**

* PS50081: Extended Essay in Health Psychology – students are required to complete a 4000 word essay on a specialist topic of health psychology

Important Dates

Timetable Week No.	Date 2019/20	Event
	September/October 2019	
1	**Monday 30 September**	**Semester 1 Teaching begins**
3	Wednesday 16 October	*PS50188 Qualitative Methods 1, assessment deadline 13:00*
3	Friday 18 October	*PS50195 Health Psych Approaches 1, assessment deadline 13:00*
	November	
8	Monday 18 November	*Submit Placement Form 1: Placement Preference**
	December	
	Dec and Jan	Arrange meeting with Placement Supervisor in December/January to discuss placement.*
12,13,14	**Mon 16 Dec – Fri 3 Jan 2019**	**Christmas vacation**
	January 2020	
15	Monday 6 January	*Submit Placement Form 2: Student Placement details to Moodle**
	Monday 6 January	*PS50196 Health Psych Interventions 1, assessment deadline 13:00*
	Wednesday 8 January	*PS50188 Quantitative Methods 1, assessment deadline 13:00*
	Friday 10 January	*PS50195 Health Psych Approaches 2, assessment deadline 13:00*
18	Monday 27 January	Placement briefing meeting, **all** students are required to attend*
18	**w/c Monday 27 Jan**	**Inter semester break**
	February	
	Throughout Feb.	Placement/Dissertation Preparation: meet with academic supervisor, and placement supervisor to discuss research proposal and ethics*
19	**Monday 3 February**	**Semester 2 Teaching begins**
	March	
	Throughout March	Placement Preparation: meet with academic supervisor, and placement supervisor to discuss research proposal and ethics*
24	Wednesday 11 March	*PS50188 Qualitative Methods 2, assessment deadline 13:00*
25	Wednesday 18 March	*PS50188 Quantitative Methods 2, assessment deadline 13:00*
26	Wednesday 25 March	*PS50195 Health Psych Approaches 3, assessment deadline 13:00*
27	Monday 30 March	*PS50196 Health Psych Interventions 2&3, assessment deadline 13:00*
	April	
27	Wednesday 1 April	*PS50188 Research Proposal, assessment deadline 13:00*
28, 29	**Mon 6 April – Fri 17 April**	**Easter vacation**
	May	
32	Monday 4 May	**Placement officially begins* (16 weeks)**
33	Friday 15 May	*Submit Placement Form 3: Work Placement Objectives**
	July	
	Throughout June/July	Mid placement review, meeting with Placement and Academic Supervisors*
41	Monday 6 July	*Submit Placement Form 4: Placement Conference Requirements**
	August	
47	Wednesday 19 August	*Submit Placement Poster to Moodle**
	September	
48	Friday 4 September	*Submit Placement Form 5: Student's Assessment of the Placement** *Submit Placement Form 6: Placement appraisal** *Upload electronic copy of Dissertation to Moodle by 9am, 4 September* *Hand in 2 copies of Dissertation, 2 copies of Placement report, copy of Student Assessment of Placement at 9am, Placement Conference. All students are required to attend.*

* Important Note: For further details on placements please see the Placement Handbook and Moodle PS50051 MSc Health Psychology Placement: https://moodle.bath.ac.uk/course/view.php?id=1037

Lecture Overview

The MSc Health Psychology comprises three taught units; **Full time students** take all units in one year

Part time students
Year 1 take PS50195 and PS50196
Year 2 take PS50188

PS50195 Health Psychology Approaches Unit Coordinator: Sally Adams		
weeks	Monday	am
1	30 Sept	Introduction to health psychology (AJ)
2	7 Oct	Biopsychosocial mechanisms of health (SA)
3	14 Oct	Beliefs about health and illness (AJ)
4	21 Oct	Using theory to understand behaviour (SA)
5	28 Oct	Long term cognitions (AJ)
6	4 Nov	Pain (AJ)
7	11 Nov	Psychosomatic disease processes (BA)
8	18 Nov	Psychoendocrinology and autoimmune disease (SA)
9	25 Nov	Preventable diseases and behaviours (1) (SA)
10	2 Dec	Preventable diseases and behaviours (2) (SA)
11	9 Dec	Circulatory disease (PS)
Inter semester break		
19	3 Feb	Life span issues & the life course perspective (AJ)
20	10 Feb	Health issues in childhood (AJ)
21	17 Feb	Health issues in adolescence (AJ)
22	24 Feb	Health issues in adults (AJ)
23	2 March	Health Issues in Old age (PS)
24	9 March	Communication at the end of life (PS)
25	16 March	Communication in complex and difficult situations (PS)
26	23 March	Assessment queries

PS50196 Health Psychology Interventions Unit Coordinator: Charlotte Dack		
weeks	Monday	pm
1	30 Sept	Health Psychology in practice: professional issues (CD)
2	7 Oct	What is good communication? (SA)
3	14 Oct	Communication in health care settings (SA)
4	21 Oct	How health psychology theory has informed interventions (CD)
5	28 Oct	Designing health interventions: understanding behaviour (CD)
6	4 Nov	Designing health interventions: identifying intervention options, content & delivery (CD)
7	11 Nov	Evaluating an intervention (BA)
8	18 Nov	Implementing intervention (BA)
9	25 Nov	Workshop/guest speaker
10	2 Dec	Motivational interviewing (CD)
11	9 Dec	ACT/CBT (CD)
Inter semester break		
19	3 Feb	What is public health? (AW)
20	10 Feb	Contemporary perspectives on behaviour change (AW)
21	17 Feb	Case Studies of behaviour change approaches (CD BA)
22	24 Feb	Use of evidence to inform practice (AW)
23	2 March	Use of evidence to inform practice (AW)
24	9 March	Critical perspectives on communication in public health (BA AW)
25	16 March	Guest lecture by public health practitioner
26	23 March	Designing and evaluating a public heath intervention group tutorials (AW CD BA)

PS50188 Advanced Research Methods for Applied Psychology Unit Coordinator: Esther Walton		
weeks	**a.m.**	**p.m.**
1. w/c 30 Sept	Research Design Methods	Qualitative Methods
2. w/c 7 Oct	Research Design Methods	Qualitative Methods
3. w/c 14 Oct	Research Design Methods	Qualitative Methods
4. w/c 21 Oct	Research Design Methods	Qualitative Methods
5. w/c 28 Oct	Research Design Methods	Quantitative Methods
6. w/c 4 Nov	Research Design Methods	Quantitative Methods
7. w/c 11 Nov	Research Design Methods	Quantitative Methods
8. w/c 18 Nov	Research Design Methods	Quantitative Methods
9. w/c 25 Nov	Qualitative Methods	Quantitative Methods
10. w/c 2 Dec	Qualitative Methods	Quantitative Methods
11. w/c 9 Dec	Qualitative Methods	Quantitative Methods
Inter semester break		
19. w/c 3 Feb	Research Design Methods	Research Design Methods
20. w/c 10 Feb	Qualitative Methods	Quantitative Methods
21. w/c 17 Feb	Qualitative Methods	Quantitative Methods
22. w/c 24 Feb	Qualitative Methods	Quantitative Methods
23. w/c 2 Mar	Qualitative Methods	Quantitative Methods
24. w/c 9 Mar	Research Design Methods	Research Design Methods
25. w/c 16 Mar	Research Design Methods	Research Design Methods
26. w/c 23 Mar	Research Design Methods	Research Design Methods

UNIT DESCRIPTIONS AND READING LISTS

PS50195: Health Psychology Approaches

UNIT CONVENOR: Dr Sally Adams

Unit Description

Aims	• To provide a broad introduction to health psychology and health related disciplines. • To locate many of the issues and health concerns of health psychology in the wider health sciences research context. • To understand and critically evaluate different variables, models, theories and approaches associated with health beliefs and health cognitions. • To provide an introduction to the appraisal and evaluation of evidence relating to health and illness. • To be aware of policy, strategy and legislation in health contexts.
Learning Outcomes	On completion of the unit students will: • Be familiar with the contributions of different disciplines to the study of health, well-being and disease. • Be able to demonstrate that they know about the changes in health psychology across the lifespan. • Be able to appreciate some of the key social processes that contribute to the experience and reporting of illness. • Be familiar with the role of beliefs and cognitions in the context of health. • Be able to understand and critically evaluate different health-related variables impacting on acute and long term conditions. • Be able to demonstrate professional responsibility and development
Skills	**Intellectual** • To make decisions regarding legitimacy and reliability of evidence • To synthesise information from a variety of different sources in order to gain a coherent understanding • To critically assess and evaluate research and evidence as well as a variety of other information • To think analytically • To communicate an argument **Professional / Practical** • To work independently • To utilise problem solving skills • To develop critical self-reflection • Verbal and written presentation skills
Content	The unit provides a broad introduction to health psychology and related health disciplines. The unit will introduce different models of health care, and consider a systematic appraisal of health across the lifespan from children to older adults including the social processes of becoming ill, including health beliefs and cognitions and their impact on health related behaviour. Understanding the physiological and psychosomatic disease process and their impact on long term conditions will be explored. A focus on individual and social and cultural differences in health and illness will also be considered. These factors will be applied to current priorities in long term conditions and health related diseases that are prevalent. Finally, the unit aims to provide students with an appreciation of the psychological processes involved in health communication. This will include discussion of the provision of treatment and its effect on subsequent behaviour, the impact of health care provision in different formats (including newer health technologies) and settings such as primary and secondary care. Beliefs and expectations about health, health risk perception, help seeking, help giving and self-help will be explored. Communication between provider patient and family including breaking bad news and difficult conversations will also be considered.

Assessment	100% coursework in three parts.
	Semester 1
	(1) 5% Mid-semester 500 word reflective summary on a brief literature review
	(2) 45% End of semester 2500 word report on a health psychology topic
	Semester 2
	(3) 50% End of semester 3000 word reflective report on a current health topic
Marking Criteria	Marking criteria are outlined in the programme handbook (see Marking Guidelines, Moderation and Penalties section - table of contents). You should also refer to the Examples of Coursework Marksheets in this handbook.

Essential or highly recommended texts for this unit:

Ogden, J. (2019) Health Psychology. 6th Edition. Open University Press.

Sarafino, E.P. (2014) Health Psychology: Biopsychosocial Interactions. 8th Edition. John Wiley and Sons.

Session 1: Introduction to Health Psychology (SA)
This first session introduces definitions of health and illness and provides a brief history of health psychology. Students will explore their own understanding of health, wellbeing, and illness, particularly how it relates to the study of health psychology. The session will explore what it means to be healthy and what it means to be ill. We will discuss the definition of health psychology and consider health psychology in the context of other health disciplines including social and medical disciplines.

Huber, M., Knottnerus, J. A., Green, L., van der Horst, H., Jadad, A. R., Kromhout, D., Smid, H. (2011). How should we define health? BMJ, 343, d4163. doi: 10.1136/bmj.d4163.

Murray, M. (2014) Social history of health psychology: context and textbooks, Health Psychology Review, 8:2, 215-237, DOI: 10.1080/17437199.2012.701058

Session 2: Biopsychosocial Mechanisms of Health (SA)
In this session we will explore the contribution of the biomedical, behavioural medicine and biopsychosocial models for understanding health. We will discuss how psychological, socio-cultural and biological models influence individual health and the delivery of healthcare. The session will also examine how using diagnostic labels and illness without definable causes has implications for patients, society and treatment.

Wade, D. T., & Halligan, P. W. (2004). Do biomedical models of illness make for good healthcare systems?. *BMJ (Clinical research ed.)*, *329* (7479), 1398–1401. doi:10.1136/bmj.329.7479.1398.

Ghaemi, S. (2009). The rise and fall of the biopsychosocial model. British Journal of Psychiatry, 195 (1), 3-4. DOI: 10.1192/bjp.bp.109.063859

Session 3: Beliefs about Health and Illness (AJ)
This session will focus on exploring both lay beliefs about health and illness and how health professionals make sense of and perceive health and illness. This will include discussion of cultural factors. A particular focus will be placed on exploring the use of Leventhal's self-regulatory model to examine what is known concerning the development and maintenance of beliefs about health and illness in different conditions.

Marks, D. M. , Murray, M., Evans, B. & Estacio. E. V. (2015). Health psychology: Theory, research and practice. (4th ed). Sage: London –Chapter 15.

Session 4: Using theory to understand behaviour (SA)
Why do individuals engage in protective (e.g. eating healthily) and risky (e.g. smoking) health behaviours? Here, we will discuss the contribution of theories and models to our understanding health and illness behaviours. We will explore the nature of health behaviours (i.e. Are they fluid? Are they rational?). We will also discuss health psychology models used to explain the role of health-related cognitions/beliefs such as perceived severity, vulnerability and risk perception in guiding health-related behaviours.

Nice Guidance: Behaviour Change: General Approaches https://www.nice.org.uk/Guidance/PH6

Michie S, Whittington C, Hamoudi Z, Zarnani F, Tober G and West R (2012) Identification of behaviour change techniques to reduce excessive alcohol consumption. *Addiction*. 107(8):1431-40.

Session 5: Long Term Conditions (AJ)
In this session will explore what it means to live with a long term condition and how individuals manage long term conditions. In particular we will focus on non-communicable diseases such as asthma and cardiovascular disease. A focus will also be placed on how information about long-term health conditions is communicated to individuals across a range of settings.

de Iongh (2014) Patients need support to self manage their long term conditions. BMJ, 348:g2973 doi: 10.1136/bmj.g2973. (This is a personal view article).

Roddis, J. K., Holloway, I., Bond, C. & Gavin, K. T. (2016). Living with a long-term condition: Understanding well-being for individuals with thrombophilia or asthma. International Journal of Qualitative Studies in Health and Well-being, 11; 10.3402/qhw.v11.31530.

Session 6: Pain (AJ)
In this session we will explore the key theories and mechanisms associated with the experience of pain and consider what we mean by the terms of acute and chronic pain. Issues pertaining to the assessment and measurement of pain will also be addressed. The latter part of the session will focus specifically on the field of paediatric pain.

Carter, B. D. & Therlkeld, B. M. (2012). Psychosocial perspectives in the treatment of pediatric chronic pain. Pediatric Rheumatology, 10, 15: 10.1186/1546-0096-10-15
Marks, D. M. , Murray, M., Evans, B. & Estacio. E. V. (2015). Health psychology: Theory, research and practice. (4th ed). Sage: London – Chapter 18.

Session 7: Psychosomatic Disease Processes (BA)
In this session we will examine psychoneuroimmunology – the impact of the mind on health and disease outcomes. We will examine the different mechanisms by which health outcomes can be effected, using stress and respiratory disease as exemplar conditions. We will also discuss issues in the measurement of stress-related health outcomes using a range of psychometric measures.

Straub, R. H., & Cutolo, M. (2018). Psychoneuroimmunology—Developments in stress research. Wiener Medizinische Wochenschrift, 168(3), 76–84. https://doi.org/10.1007/s10354-017-0574-2

Wright, R J, M Rodriguez, and S Cohen. 'Review of Psychosocial Stress and Asthma: An Integrated Biopsychosocial Approach.' *Thorax* 53, no. 12 (1998): 1066–74. https://doi.org/10.1136/thx.53.12.1066.

Session 8: Psychoendocrinology and Autoimmune Disease (SA)
In this session we will examine the study of psychoendocrinology and the effects of stress on diseases related to the immune system. We will explore psychosocial influences on the onset and course of autoimmune diseases such as psoriasis, rheumatoid arthritis and lupus. Additionally, we will examine recent research exploring the role of neurotramission in modulating stress response and therapeutic interventions for treating autoimmune diseases.

Segerstrom, S. C., & Miller, G. E. (2004). Psychological stress and the human immune system: a meta-analytic study of 30 years of inquiry. *Psychological bulletin*, *130*(4), 601–630. doi:10.1037/0033-2909.130.4.601

Stojanovich, L. (2010) Stress and Autoimmunity. Autoimmunity Reviews. 271-276. doi: 10.1016/j.autrev.2009.11.014.

Session 9: Preventable Diseases and Behaviours (1) (SA)

In this first session of two, examining preventable diseases and behaviours, we will explore the mechanisms underlying overweight and obesity and the contribution of these to preventable diseases. We will discuss how appetite and food intake can be adjusted and controlled by factors including environment, hormones and genes and psychological stressors. Research in this area has begun to inform the development of novel interventions for weight management and obesity, which will be discussed.

Rogers, P.J. (1999) Eating Habits and Appetite Control: A Psychobiological Perspective. *Proceedings of the Nutrition Society*, 58, 59-67.

Herman, C.P. Polivy, J. (2008) External cues in the control of food intake in humans: The sensory-normative distinction. *Physiology & Behaviour,* 94, (5), 722-728. doi.org/10.1016/j.physbeh.2008.04.014.

Session 10: Preventable Diseases and Behaviours (2) (SA)

In this second session we will examine how acute and chronic use of tobacco and alcohol use contribute to mortality and morbidity. Additionally we explore the biological and psychosocial influences underlying initiation, maintenance and addiction to tobacco and alcohol use. We will discuss a range of underlying influences including marketing and advertising, genetics and psychopharmacology and individual differences in psychological well-being.

Welberg, L. (2011). Addiction: from mechanisms to treatment. Nature Reviews Neuroscience 12, 621.

West, R. (2006) Theories of Addiction. Blackwell Publishing. Oxford: UK

Session 11: Circulatory Disease (SA)

In this session we will explore circulatory diseases, examining the physiological response to stressors and psychosocial factors underlying heart disease. We will also discuss the implication of a biopsychosocial approach to the treatment of circulatory diseases.

Suls, J., Martin, R (2011) Heart Disease Occurs in a Biological, Psychological, and Social Matrix: Cardiac Risk Factors, Symptom Presentation, and Recovery as Illustrative Examples, *Annals of Behavioral Medicine*, 41, (2), 164–173, https://doi.org/10.1007/s12160-010-9244-y

Anyadubalu, C.C. (2010) The Experiences of Coronary Heart Disease Patients: Biopsychosocial Perspective. World Academy of Science, Engineering and Technology International Journal of Health and Medical Engineering, 4, (7).

CHRISTMAS VACATION & INTER SEMESTER BREAK

Session 12: Life Span Issues and the Life Course Perspective (AJ)

In this session we will adopt a life course perspective in considering the trajectory of health from birth through to old age and consider health issues across the life span from the lens of health psychology. In particular, we consider approaches to studying life span issues, identifying critical points and current trends in health research across the life span. We will also explore the role of personality, social networks and health related quality of life with regard to health across the life span.

Stone, A. A., Schwartz, J. E., Broderick, J. E., and Deaton, A. (2010). A snapshot of the age distribution of psychological well-being in the United States. *Proceedings of the National Academy of Sciences U S A, 107* (22), 9985-9990.

Turner-Cobb, J.M. (2014). *Child Health Psychology: A biopsychosocial perspective.* London: SAGE Publication Ltd. ISBN: 978-184920-590-0 (hbk): 978-1-84920-591-7(pbk). - Chapters 1 and 2 give a good consideration of child health and the importance of a lifespan perspective.

Session 13: Health Issues in Childhood (AJ)

In this session we will consider how children's developmental stages of thinking affect the ways they appraise health, illness and treatment. We will also explore the role that parents and health professionals play in influencing children's understandings and experiences of illness and health related events (e.g. acute medical procedures). Finally, we will examine the challenges in communicating health information to children and adolescents.

Bell J. & Condren, M. (2016). Communication strategies for empowering and protecting children. Journal of Pediatric Pharmacology Therapy, 21 (2), 176-184.

Bibace, R and Walsh, M. E (1980). Development of children's concepts of illness. Pediatrics, 66 (6), 912-917.

Session 14: Health Issues in Adolescence (AJ)
This session will focus on addressing health related issues faced by adolescents and explore how young people meet and negotiate some of these health related challenges. Areas that we will explore include those of eating disorders, physical activity, exercise, mental health and sexual health. We will also explore developmental issues associated with the management of long term health conditions for adolescents in addition to experiences and challenges associated with transition from paediatric to adult health services.

Campbell, F., Biggs, K., Aldiss, S.K., O'Neill, P.M., Clowes, M., McDonagh, J. While, A. and Gibson, F. (2016). Transition of care for adolescents from paediatric services to adult health services. Cochrane Database of Systematic Reviews,4: CD009794. doi: 10.1002/14651858.CD009794.pub2.

Laski, L. (2015). Realising the health and wellbeing of adolescents. BMJ, 351:h4119: https://doi.org/10.1136/bmj.h4119

Session 15: Health Issues in Adults (AJ)
In this session we will continue through the life cycle, focusing on important life stages in relation to adult health. In particular, we will focus on examining some of the informal social and individual processes which contribute to an adult's decision to seek health care. We will focus on the different ways in which people interpret sensations, formulate ideas about symptoms, and make decisions about when, where and whether to seek a consultation.

French, D. P., Wade, A.N. and Farmer, A.J. (2013). Predicting self-care behaviours of patients with type 2 diabetes: The importance of beliefs about behaviour, not just beliefs about illness. *Journal of Psychosomatic Research* 74(4): 327-333.

McAteer A, Elliot AM and Hannaford PC. (2011) Ascertaining the size of the symptom iceberg in a UK-wide community based survey. *British Journal of General Practice,* 61(582): 12–17.

Session 16: Health Issues in Old Age (PS)
We have longer life expectancies now than ever before. However, this does not necessarily mean that any additional years of life are automatically accompanied by good health and wellbeing. In this session we will focus on old age and extreme old age. We will discuss the physical, social and cultural aspects of old age and how this might impact on health and wellbeing. In particular we will consider the implications of different disease trajectories on ageing and dying in the 21st Century.

Christensen, K., Doblhammer, G., Rau, R. (2010). Ageing populations: the challenges ahead. *The Lancet,* 374(9696), 1196-1208. doi:10.1016/S0140-6736(09)61460-4

Withall., Stathi Afroditi., Davis Mark., Coulson Jo., Thompson J,L., Fox K, R. (2014) Objective indicators of physical activity and sedentary time and associations with subjective well-being in adults aged 70 and over. *International Journal of Environmental Research and Public Health,* 11, 643-656; doi:10.3390/ijerph110100643.

Session 17: Communication at the end of Life (PS)
In this session we will consider the experience of loss at the end of life in a changing social and cultural context. The importance of excellent communication and the ability to deliver bad news will highlight the importance of communication skills training and multidisciplinary working when dealing with life limiting and existential issues of patients and their families. NB: Given the emotionally loaded nature of parts of this session, students who have recently suffered a bereavement or loss, may wish to consider whether or not they should attend. Please contact the session lecturer if you want to discuss this or feel you would rather not attend the last part of this session.

National Palliative and End of Life Care Partnership (2015). Ambitions for Palliative and End of Life Care: A national framework for local action 2015-2020. London: NHS England. Available at:

http://endoflifecareambitions.org.uk/wp-content/uploads/2015/09/Ambitions-for-Palliative-and-End-of-Life-Care.pdf

Department of Health (2016) Our commitment to you for end of life care: The government response to the review of choice in end of life care. Accessed 27th July 2017
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/536326/choice-response.pdf

Edwards P. 2005. An overview of the End of Life discussion. *International Journal of Palliative Nursing*, 11, (1), 21-17

Session 18: Communication in Complex and Difficult Situations (PS)
In this session we will apply the principles of good communication to various situations that might be difficult to negotiate and facilitate. We will use case studies and vignettes to consider the approaches and ethical/moral/legal and professional issues involved in supporting patients, families and health professionals when difficult decisions about care and choices are discussed.

Parry R., Land V., Seymour J. 2014. How to communicate with patients about future illness progression and end of life: a systematic review. *BMJ Supportive & Palliative Care 2014: 4:331-341* doi: 10.1136/bmjspcare-2014 000649

General Medical Council. Treatment and care towards the end of life: good practice in decision making. Ethical Guidance. London: General Medical Council. 2010. http://www.gmc-uk.org/guidance/ethical_guidance/end_of_life_guidance.asp

Session 19: Assessment Queries (SA)
This session will cover any questions you have about the end of semester assessment for this unit.

PS50196 Health Psychology Interventions

UNIT CONVENOR: Dr Charlotte Dack

Unit Description

Aims	• To provide students with a theoretical and empirical grounding in health psychology intervention design, evaluation and implementation. • To provide students with an insight into public policy and practice for dealing with high profile public health issues. • To consider how communication can impact on the behaviour and health outcomes for patients, their family and health professionals in a variety of health care settings and contexts
Learning Outcomes	On completion of the unit students will: • Be able to demonstrate their ability to apply health psychology insights, models and expertise to health psychology interventions. • Be able to assess how evidence can inform practice in meeting and influencing public health objectives and agendas. • Be able to demonstrate the practical and theoretical issues in intervention design, evaluation and implementation. • Be able to demonstrate their ability to evaluate different contexts in which health care is delivered • Be able to understand the importance of good communication in different health care settings
Skills	**Intellectual** • To think creatively and analytically • To communicate an argument • To utilise problem solving skills • To critically evaluate and assess research and evidence • To synthesise information from a number of sources in order to gain a coherent understanding • To work independently **Professional / Practical** • To effectively and efficiently apply principles of health psychology within a variety of health contexts • Interpersonal communication skills • To work independently and in groups • Presentation skills • Time management skills • Study and learning skills
Content	The unit will explore the role of health psychologists in planning, developing, evaluating and implementing both individual and public health related interventions. It will explore the different settings and methods for intervention delivery and provide students with an appreciation of contemporary public policy perspectives on the use of research evidence to inform practice and intervention design. In particular the content will relate to models of health behaviour change, segmentation and logic modelling and their applicability to interventions aimed at impacting upon individual level behaviours as well as defined (sub) populations, e.g. by locale, those with high need or at high risk
Assessment	100% coursework in three parts. Part 1: Reflective report: Designing, evaluating and implementing a behavioural intervention (50%) – maximum 3000 words Part 2: Report: Designing a public health intervention plan (45%) – maximum 2500 words Part 3: Reflective summary of the experience of designing health interventions at individual vs. public health level (5%) – maximum 500 words
Marking Criteria	Marking criteria are outlined in the programme handbook (see Marking Guidelines, Moderation and Penalties section - table of contents). You should also refer to the Examples of Coursework Marksheets in this handbook.

Background

These sessions will explore the role of health psychologists in planning, developing and evaluating health interventions in "real world" settings. The sessions will provide theoretical and empirical

background and will also enable opportunities for the development of problem solving, team-work and communication skills.

Additional lecture information

Session 1: Health Psychology in practice (CD)
In this session, we will discuss the different routes to becoming a health psychologist and the types of work that health psychologists do it practice. This will include the areas that are important to develop as part of your continuing professional development including professional practice, psychological interventions, research, consultancy and teaching and training. In particular, we will focus on why reflective practice is recommended for health psychologists.

Gibbs, G. 1988. Learning by doing: A guide to teaching and learning methods. London. FEU

Bolton, G. 2010. Reflective practice: writing and professional development. 3rd Ed. London: SAGE.

Monash University Language and Learning Online – Reflective Writing and Critical Incidents https://www.monash.edu/rlo/assignment-samples/medicine-nursing-and-health-sciences/reflective-writing-and-critical-incidents

Session 2: What is good communication? (SA)
In this session we will explore what constitutes *(good) communication?* We will examine communication as a two-way process, verbal and non-verbal communication, factors that influence communication (e.g. setting, gender, emotion) and barriers to good communication.

Rao JK, Anderson LA, Inui TS, Frankel RM (2007) Communication interventions make a difference in conversations between physicians and patients: a systematic review of the evidence. *Med Care.* 45(4):340-9.

Cegala DJ, Lenzmeier Broz S. (2002) Physician communication skills training: a review of theoretical backgrounds, objectives and skills. *Ed Educ.* 36(11):1004-16.

Developing Effective Communication Skills. *J Oncol Pract.* Nov 2007; 3(6): 314–317. http://www.ncbi.nlm.nih.gov/pmc/articles/PMC2793758/

Session 3: Communication in health care settings (SA)
In this session, we explore communication between healthcare professionals and patients. Healthcare professionals talk and listen to patients more often than they perform any other single procedure and here we will examine both patient factors (Worry, anxiety, hope, self-efficacy, pessimism) and physician factors (expectations, status) that may influence communication. We will also explore provision of important information about diagnosis, treatment and condition in different healthcare settings and contexts.

Bernhardt JM (2004) Communication at the Core of Effective Public Health. *Am J Public Health.* 94(12): 2051–2053. http://www.ncbi.nlm.nih.gov/pmc/articles/PMC1448586/

Rimal RN, Lapinski MK (2009) Why health communication is important in public health. *Bull World Health Organ.* 247 87-247. http://www.who.int/bulletin/volumes/87/4/08-056713.pdf

Session 4: Introduction to Health Psychology Interventions (CD)
How can we encourage individuals to adopt health-enhancing behaviours or stop health-damaging ones? In this session we will consider and evaluate the different approaches to health promotion and behaviour change.

NICE Public Health Guidance on Behaviour Change: Individual Approaches (PH49). Accessed 10th September 2019. https://www.nice.org.uk/guidance/ph49

Session 5: Designing Interventions: Understanding behaviour (CD)
In this session we will discuss previous attempts to systematically apply theory and evidence to design and evaluate behaviour change interventions. We will look at two different frameworks to design and evaluate health interventions focusing on how to define the problem in behavioural terms: the 'Behaviour Change Wheel' and the 'Person-based Approach'. We will explore how to select and specify the target behaviour(s) and how to identify what needs to change.

Bartholomew, L. K., Parcel, G. S., & Kok, G. (1998). Intervention mapping: A process for developing theory- and evidence-based health education programs. Health Education and Behavior, 25, 545–563. doi:10.1177/109019819802500502

Craig, P. et al., (2008) Developing and evaluating complex interventions: the new Medical Research Council guidance. BMJ, 337:a1655

Michie et al (2011). The Behaviour Change Wheel: a new method for characterising and designing behaviour change interventions. Implementation Science, 6:42

Yardley, L., Morrison, L., Bradbury, K., & Muller, I. (2015). The person-based approach to intervention development: application to digital health-related behavior change interventions. Journal of medical Internet research, 17(1).

Session 6: Designing Interventions: Identifying intervention options, content and delivery (CD)
How can we use evidence and practical factors to identify individual Behaviour Change Techniques and the best modes of intervention delivery? In this session we will continue using the Behaviour Change Wheel and the Person-based Approach to identify intervention functions and content.

Abraham C, Michie S. A taxonomy of behavior change techniques used in interventions. Health Psychology. 2008;27(3):379-87

Cane, J. et al. (2010) Validation of the theoretical domains framework for use in behaviour change and implementation research. Implementation Science, 27:37

Michie, S., Johnston, M., Abraham, C., Francis, J., Eccles, MP. The behavior change technique taxonomy (v1) of 93 hierarchically clustered techniques: Building an international consensus for the reporting of behavior change interventions. Annals of Behavioral Medicine 2013;1-15.

Session 7 & 8: Evaluating and Implementing Health Psychology Interventions (BA)
How are different kinds of behaviour change interventions evaluated? How can we assess the success of these interventions? In these sessions we explore the ways to plan how health interventions will be evaluated and discuss some of the barriers and facilitators to intervention implementation.
Atkins, L., Francis, J., Islam, R., O'Connor, D., Patey, A., Ivers, N., … Michie, S. (2017). A guide to using the Theoretical Domains Framework of behaviour change to investigate implementation problems. Implementation Science, 12(1), 77.

Bradbury et al. (2015). Using mixed methods to develop and evaluate an online weight management intervention. British Journal of Health Psychology, 20, 45–55

Michie, Abraham, et al (2009) Effective techniques in healthy eating and physical activity interventions: A meta-regression. Health Psychology, 28, 690-701

Reynolds, J., DiLiberto, D., Mangham-Jefferies. L., Ansah, E.K., Lal, S., Mbakilwa, H., Bruxvoort, K., Webster, J., Vestergaard, L.S., Yeung, S., Leslie, T., Hutchinson, E., Reyburn, H., Lalloo, D.G., Schellenberg, D., Cundill, B., Staedke, S.G., Wiseman, V., Goodman, C., & Chandler, C. I. (2014). The practice of 'doing' evaluation: lessons learned from nine complex intervention trials in action. Implementation Science, 9:75 doi:10.1186/1748-5908-9-75

Yardley, L., Ainsworth, B., Arden-Close, E., & Muller, I. (2015). The person-based approach to enhancing the acceptability and feasibility of interventions. Pilot and Feasibility Studies, 1(1), 37.

Session 9: Guest lecture (CD)

Session 10: Motivational Interviewing (CD)
Motivational interviewing is a patient-centred approach that is gathering increased interest in health settings. It provides a way of working with patients who may not seem ready to make behaviour changes that are considered necessary by the health practitioner. In this session we will explore and practice the five key communication skills that have been identified as being important within Motivational interviewing.

Brit, E., Hudson, S. M. & Blamptied, N. M. (2004). Motivational interviewing in health settings: a review. *Patient Education and Counseling*, 53(2), 147-155

Rollnick, S., Butler, C.C., Kinnersley, P., Gregory. J. & Mash, B. (2010). Motivational interviewing. *BMJ* 2010, 340:c1900

Session 11: Cognitive Behavioural Therapy and Acceptance and Commitment Therapy in Health Psychology (CD + BA)

In this session, we will discuss some of the cognitive and behavioural strategies that are not easily classified within the Behaviour Change Taxonomy that may be useful to consider when developing behaviour change interventions.

Butryn, M. L., Forman, E., Hoffman, K., Shaw, J. & Juarascio, A. (2011). A Pilot Study of Acceptance and Commitment Therapy for Promotion of Physical Activity. *Journal of Physical Activity and Health*, 8, 516 -522

Lillis, J., & Kendra, K. E. (2014). Acceptance and Commitment Therapy for weight control: Model, evidence, and future directions. Journal of contextual behavioral science, 3(1), 1–7. doi:10.1016/j.jcbs.2013.11.005

CHRISTMAS VACATION & INTER SEMESTER BREAK

Session 12: What is Public Health (AW)

History of public health and the role of the State and competing philosophies (classical, neo-classical and neo-liberal). We will consider the role and contribution of health psychologists in maintaining and enhancing public health. Definitions of public health will lead us to identify and articulate the approach that is taken to public health by the current government and where this fits in the new structures of health care provision. Illustrated with examples from current and recent public health issues.

Davis, EP. & Sanchez-Martinez, M. (2015) Economic theories of poverty. Joseph Rowntree Foundation. https://www.jrf.org.uk/report/economic-theories-poverty

Hepworth, J. (2004). Public health psychology: A conceptual and practical framework. *Journal of Health Psychology* **9**(1): 41-54

Johnston, M., Weinman,J., & Chater, A. (2011) A healthy contribution, *The Psychologist*, 24, 12, 890-902

Von Lengerke, T., et al. (2004). Health Policy Perception and Health Behaviours: A Multilevel Analysis and Implications for Public Health Psychology. *Journal of Health Psychology* 9(1): 157-175.

Session 13: Contemporary perspectives on behaviour change (AW)

The use of social science insights to effect behaviour change represents a key component of contemporary public policy perspectives on managing public health, particularly in the area of lifestyle choices. This session will provide an overview of influential models and perspective on behaviour change, with examples of their application.

Dolan P, Hallsworth, M; Halpern, D; King,D and Vlaev, I. 'Mindspace Influencing behaviour through public policy' Institute for Government.
http://www.instituteforgovernment.org.uk/sites/default/files/publications/MINDSPACE.pdf

Thaler, R.H. Sunstein, C. (2008) Nudge Yale University Press
Weyman. A; Wainwright, D; O'Hara, R; Jones, P. Buckingham, A. 'Extending working life Behaviour change interventions'. Department for Work and Pensions 2012.
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/193404/rrep809.pdf

Oullier, I (2013) Behavioural insights are vital to policy-making
http://www.nature.com/news/behavioural-insights-are-vital-to-policy-making-1.13807

Session 14: Case studies of behaviour change approaches and the role of mass media (BA + CD)

We will consider and discuss some practical examples of behaviour change initiatives that have been conducted and evaluated in relation to health – not simply looking at the usual suspects of diet and exercise but also around issues like prescribing behaviour and vaccination. We will consider how to influence behaviour change within communities and organisations and in particular the effectiveness of mass media as a mode of delivering public health messages.

Hallsworth, M., et al. "Provision of social norm feedback to high prescribers of antibiotics in general practice: a pragmatic national randomised controlled trial." The Lancet 387(10029): 1743-1752. http://www.thelancet.com/pdfs/journals/lancet/PIIS0140-6736(16)00215-4.pdf

Milkman, K. L., et al. (2011). "Using implementation intentions prompts to enhance influenza vaccination rates." Proceedings of the National Academy of Sciences 108(26): 10415-10420. http://www.pnas.org/content/108/26/10415.full.pdf

Noar, S.M. (2006) A 10-year retrospective of research in health mass media campaigns: Where do we go from here? *Journal of Health Communication*, 11, 21-42.

Wakefield, M.A., Loken, B. & Hornlik, R.C. (2010) Use of mass media campaigns to change health behaviour. *Lancet*, 376, 1261-1271.

Sessions 15 & 16: The use of evidence to inform practice 1 & 2 (AW)
Evidence-based practice has become a philosophical cornerstone of public health policy configuration and delivery. These sessions will provide a critical overview of the nature of evidence and the manner in which evidence and data should be used in contemporary public policy contexts.

Black, C. Frost, D. (2011) *Health at work* – an independent review of sickness absence in Great Britain. https://www.gov.uk/government/publications/review-of-the-sickness-absence-system-ingreat-britain

Evaluation of the Statement of Fitness for Work (fit note): quantitative survey of fit notes Department for Work and Pensions (RR 841) https://www.gov.uk/government/publications/evaluation-of-the-statement-of-fitness-for-work-fitnote-quantitative-survey-of-fit-notes-rr-841

The Magenta Book – H.M. Treasury Guidance on what to consider when designing an evaluation. https://www.gov.uk/government/publications/the-magenta-book

Session 17: Critical perspectives on communication in public health (AW + BA)
The communication of health-related risk is an important and often difficult aspect of clinical practice and public health. We will examine the principles of risk communication and the different methods of putting this into practice. What is health risk communication? Why is it important? Who should communicate health risks? How good (or bad) are we at communicating health risk? We will also discuss some of the barriers to effective risk communication as well as some strategies that contribute to effective health risk communication.

Ahmed, H., Nail, G., Willoughby, H., & Edwards, K. (2012). Communicating risk. *British Medical Journal*, 344: e3996

Rothman, A. J., & Kiviniemi, M. (1999). ''Treating people with health information'': An analysis and review of approaches to communicating health risk information. *Journal of the National Cancer Institute Monographs*, 25, 44–51.

Session 18: Guest Lecture (TBC)

Session 19: Small group tutorials – Designing and evaluating public health interventions (AW + CD +BA)

PS50188 Advanced Research Methods for Applied Psychology

UNIT CONVENOR: Dr Esther Walton

Unit Description

Aims	• To give students an appreciation of the uses of qualitative and quantitative methods and how their application in applied psychology research and evaluation. • To develop knowledge and skills in designing research studies. • To provide students with an appreciation of the conduct and analysis of different qualitative approaches in applied psychology research. • To undertake and present qualitative data analysis. • To equip students with the skills to use and interpret statistics using software packages • To appreciate the applications of statistical analysis in an applied context. • To equip students with the skills to use and interpret advanced statistics • To provide an appreciation of the applications of advanced statistical analysis in applied psychology. • To develop knowledge and understanding of evidence based practice in relation to applied psychological research
Learning Outcomes	By the end of the unit, the students should be able: • Understand epistemological foundations of applied research • Be able to consider the links between research strategy, design and methods • Be familiar with the different methods of collecting/eliciting data and their implications for analysis and interpretation • Understand the distinctions between quantitative and qualitative data and to be familiar with a range of data collection and processing techniques. • To have understood the different means of measuring psychological constructs • Be able to design their own research using an appropriate design and selecting suitable analysis procedures. • Demonstrate their ability to undertake qualitative research data collection and analysis. • Appreciate the different type of data produced by qualitative research approaches. • Be able to assess different analytical approaches to qualitative data analysis. • To appreciate the practical and theoretical issues involved in undertaking qualitative research. • Have refreshed their knowledge of statistics; • Learn how to use software packages to analyse data and to handle data sets; • Be able to interpret the answers to statistical analyses and report them within an applied context. • Learn and understand how and why selected advanced statistical analyses are computed. • Practice conducting, interpreting and reporting analyses.
Skills	**Intellectual Skills** • To think creatively and analytically • To work independently • To synthesise information from a number of sources in order to gain a coherent understanding • To critically evaluate and assess research and evidence as well as a variety of other information • To utilise problem solving skills

	• To gather information, data, research and literature from a number of different sources • To be able to communicate a sound rationale and justification for research • To communicate research findings **Professional and Personal Skills** • To effectively and efficiently apply principles of quantitative and qualitative methods within applied psychology research • To develop interpersonal communication skills in relation to research dissemination • Study and learning skills. • Independent working skills • Advanced numeracy skills. • Advanced information technology and computing technology • To be sensitive to the ethical issues in carrying out research and the legal and statutory responsibilities of the researcher. • Time management and administration skills • Effective use of research supervision **Transferable Skills** • To be aware of ethical issues in carrying out research. • Inter-personal and communication skills. • Research preparation and writing skills. • Time management and administration skills. • Presentation skills and verbal communication. • Advanced information technology and computing technology • To solve problems in a variety of situations. • To prioritise workloads • Independent and group working skills • Advanced oral communication skills • Advanced numeracy skills
Content	This unit will focus on the methodological issues relating to the development of an applied psychology research study or evaluation and will include issues such as: • Epistemology underpinning research design and methods; methodological issues in quantitative and qualitative approaches • Justification and types of research design; the place of literature in developing the research; • Development of research questions; matching research questions to appropriate methodologies and methods • Integrating quantitative and qualitative approaches • Ethical considerations and good practice in applied psychology research; • Development of a research proposal and protocol. • Provide students with the knowledge and skills to be able to undertake qualitative data collection and analysis. • Discussion of data collection approaches including interviews, focus groups, online data, and non-verbal data. • There will also be consideration of the practical and methodological issues relating to qualitative approaches including different types of analysis procedures and approaches. • Refresher sessions in parametric and non-parametric statistics using software packages to support the analysis of different types of data. • Introduction to power and sample size and advanced statistical analysis • Evidence synthesis (eg systematic review)
Assessment	The unit will have three assessments: 1. Research design and apprenticeship assessment: 100% coursework in one part; 60% of the overall grade 2. Qualitative assessment: 100% coursework in two parts; 20% of the overall grade

	3. Quantitative assessment: 100% coursework in two parts; 20% of the overall grade
Marking Criteria	Marking criteria are outlined in the programme handbook (see Marking Guidelines, Moderation and Penalties section - table of contents). You should also refer to the Examples of Coursework Marksheets in this handbook.

The aim of this year long 18-credit unit is to help the students to develop an understanding of the knowledge and skills required to design research studies in applied psychology settings such as clinical, health and forensic psychology research. Students will have the opportunity to develop an appreciation of philosophical and epistemological foundation of applied research, different approaches to research design, qualitative and quantitative methods and analysis, which they will apply to the final unit assessment. The student will also learn to critically evaluate research, gain an understanding of the importance of research governance, ethics and patient and public involvement (PPI).

The unit consists of three core teaching components with the following aims:
1. Research design and apprenticeship:
   a. To develop knowledge of the epistemology underpinning of research design and methods and learn skills in designing research studies;
   b. To understand and implement ethical considerations and good practice in applied psychology research;
   c. To identify an original research question or research aim in the field of applied psychology and design a research study to investigate that question.

2. Quantitative methods and analysis: To provide an appreciation of the applications of advanced quantitative statistical analyses in applied psychology;

3. Qualitative methods and analysis: To provide students with an appreciation of the conduct and analysis of different qualitative approaches in applied psychology research.

Suggested reading:

Jane Ogden, Thinking Critically about Research: A Step by Step Approach. Taylor and Francis

Field, A. (2018). Discovering Statistics Using IBM SPSS Statistics (5th ed). London, UK: Sage

Robson C. 2016. *Real World Research: a resource for users of social research methods in applied settings*.4th Ed. Chichester, Wiley.

PS50081: Graduate Diploma in Health Psychology

UNIT CONVENOR: Dr Paula Smith

Unit description

Aims	• To allow students the opportunity to develop a more in depth understanding of a key health psychology issue of their own choice.
Learning Outcomes	On completion of the unit students will have: • Identified (through consultation with a supervisor) and examined in considerable depth a specialist topic in health psychology of their own choosing. • Have a deeper, more coherent and more analytical understanding of health psychology theory, methods and practice.
Skills	**Intellectual** • To think and write creatively and analytically • To communicate a debate • To critically assess and evaluate research carried out by others. **Professional / Practical** • Study and learning skills • Ability to communicate and work well with an advisor. • Essay research, preparation and writing skills • Independent/autonomous working skills • Ability to formulate a research question and present a coherent answer.
Content	Any area of health psychology for which an adequate level of supervision can be offered.
Assessment	This Unit is assessed through coursework 1 x 4000 word essay (100%) Progress monitored by private tutorial
Marking criteria	Marking criteria are outlined in the Marking Scheme (see Appendix 3: Marking Guidelines, Moderation and Penalties). You should also refer to the Examples of Coursework Mark sheets in this handbook.

Background

In the latter part of Semester 2 part 1, if a student wishes to be considered for a postgraduate diploma, they will be required to take this unit which will allow them to accrue a further 6 credits, thus reaching the number of credits (60) required to qualify for a Diploma award.

Students are not permitted to defer to the Diploma option once they have commenced the placement and dissertation stage.

PS50051: Placement

UNIT CONVENOR: Dr Abbie Jordan

Unit Description

Aims	To provide students with the opportunity to develop skills as a scientist-practitioner by working closely with a psychologist working in a health-related setting.
Learning Outcomes	On completion of the placement, students will: • Develop the skills required as autonomous researchers and for team work. • Develop transferable skills that will prepare them for postgraduate employment or further study.
Skills	**Intellectual** • To gather information, data, research and literature from a broad range of sources relevant to health psychology. • To synthesise information from different sources of health psychology in order to gain a coherent understanding of the application of health psychology in practice. **Professional / Practical** • To be aware of ethical and professional issues in carrying out research and to put them into practice. • Time management, organisation and administration skills. • Presentation skills and verbal communication. • To reflect on her/his academic performance and take responsibility for personal and professional learning and development. • To develop sensitivity to the values and interests of other professionals and clients.
Assessment	1. Poster and oral presentation of the research dissertation (PS50055) completed whilst on placement (50% = 3 Credits). 2. A 2,000 word written report critically reflecting their placement (50% = 3 Credits).
Marking criteria	For more information on the poster presentation, placement report and marking criteria you should refer to the Placement Handbook. Marksheets for the Placement presentation and Placement report can be found in 'Examples of Coursework Marksheets' in this handbook.

GUIDELINES FOR THE PLACEMENT

Full details about placement meeting dates, the placement organisation, setting, supervision, documentation and assessment can be found in the Placement Handbook and on the Moodle page: PS50051 MSc Health Psychology Placement - http://moodle.bath.ac.uk/course/view.php?id=1037

PS50055: Dissertation

UNIT CONVENOR: Dr Abbie Jordan

Unit Description

Aims	To provide students with the opportunity to carry out an independent research project by putting into practice some of the methods, theories and skills that they have learned during the taught units.
Learning Outcomes	On completion of the dissertation, students will: • Have developed their research skills. • Developed the skills required for both autonomous and team working. • Developed transferable skills that will prepare them for postgraduate employment or further study. • Developed their critical, analytical problem-based learning skills.
Skills	**Intellectual** • To communicate an argument. • To critically evaluate and assess research and evidence. • To gather information from a number of sources. • To synthesise information from a number of sources in order to gain a coherent understanding. **Professional / Practical** • To effectively and efficiently apply principles of health psychology within a health context. • To be aware of ethical and professional issues in carrying out research. • Time management and administration skills. • Presentation skills and verbal communication. • To reflect on his/her academic performance and take responsibility for personal and professional learning and development.
Assessment	This unit is 100% course work, and assessed through the submission of a 12,000 word research dissertation (excluding references).
Marking criteria	Marking criteria are outlined in the Marking Scheme (see Marking Guidelines, Moderation and Penalties section – table of contents). You should also refer to the sample Dissertation Mark sheet in Examples of Coursework Marksheets in this handbook.

Dissertation overview

Dissertations, compared to coursework that you may have produced previously, test your ability to develop a more sustained argument, as well as providing you with the opportunity to analyse a chosen question in more detail. The dissertation accounts for one third of the whole MSc programme - being a 30-credit unit, this equates to approximately 500 hours work**.**

The importance of the dissertation cannot therefore be over emphasised
– given that it is worth one third of the programme, it should equate to the TOTAL amount of work undertaken in one of the taught semesters (contact time *and* private study). Students must therefore expect to be fully occupied on their dissertation over the whole of the summer.

The dissertation allows you to study a subject in depth. You are expected to include empirical work in the dissertation that tests hypotheses or explores a research question as part of a research investigation. You may use any appropriate research method subject to approval from your academic supervisor. Through your dissertation you will gain experience in the planning, conducting, analysing and reporting of a piece of research. The dissertation is completed whilst students are on placement (PS50051), which occurs over the summer period (May – August) and together will constitute
36 hours per week full time or 18 hours part time (over 2 years).

EXAMPLES OF COURSEWORK MARK SHEETS
Coursework Mark sheet

PS50195 Part 1.
Candidate Number:
Word count:
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	45	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					
Evidence of reflection					
Relevance to a lay audience					
Synthesis of supporting evidence					
Critique of supporting evidence					
Use of original sources (not just text books)					
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)

EXAMPLES OF COURSEWORK MARK SHEETS
Coursework Mark sheet

PS50195 Part 1.
Candidate Number:
Word count:
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	45	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					
Evidence of reflection					
Relevance to a lay audience					
Synthesis of supporting evidence					
Critique of supporting evidence					
Use of original sources (not just text books)					
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)

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Coursework Mark sheet

PS50196 Part 1 and Part 2
Candidate Number:
Word count:
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	45	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					
Relevance to the question set					
Use of supporting evidence					
Adherence to instructions for task					
Evaluation of theories / arguments					
Breadth of relevant reading					
Use of original sources (not just text books)					
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)

Coursework Mark sheet

PS50188 Advanced Research Methods
Qualitative Methods Pt 1 Coursework (Interview Schedule)

Candidate Number:
Word count:
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	45	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					
Introductory statement					
Clarity of research question/aims					
Flow of questions					
Length of interview schedule					
Structure of schedule					
Appropriate use of prompts					
Writing style / syntax					
Presentation					

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

Examples of Coursework Mark sheets

Coursework Mark sheet

PS50188 Advanced Research Methods
Qualitative Methods Pt 2 Coursework (Results section)

Candidate Number:
Word count:
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	45	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					
Clarity of abstract					
Adherence to instructions for task					
Quality of interview					
Strength of argument					
Use of evidence					
Originality of answer					
Flow of argument					
Coding of interview					
Writing style / syntax					
Presentation					
	Poor	Needs Improvement		Excellent
References (accuracy & appropriateness)					

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

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Coursework Mark sheet

PS50188 Quant Assignment Part 1

Candidate Number:
Word count:
(the word limit for this coursework is 800 words)
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	45	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					
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

PS50188 Quant Assignment Part 2

Candidate Number:
Word count:
(the word limit for this coursework is 800 words)
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	45	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 and assumption testing implemented (as appropriate)					
Use of appropriate method of data analysis					
Clear presentation of data in an appropriate format (e.g. tabular or graphical format)					
Accurate reporting of results					
Use of APA format for reporting statistics					
Correct interpretation of the results					
Clarity of writing					
	Poor	Needs Improvement			Excellent
References (accuracy & appropriateness) (if used but not required)					

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

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Coursework Marksheet

PS50188 Advanced Research Methods
Research Apprenticeship

Student name: …………………………….. **Date of submission:** ………..........….…

Word count: ……………………………. **Date assignment due:** …………....…..

(the word limit for this coursework is 2000 words)

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	45	52	55	58	62	65	68	72	75	80	85	95

Ratings:

		Very Poor	Poor	Fair	Good	Very Good
	Clear title given					
Introduction	Rationale and justification for undertaking the study					
	Use of supporting literature, including search methods, for putting research into context					
	Research question/Aim/Hypothesis/Objectives given					
Methods	Suitability of the study design to address research question or aim					
	Appropriateness and feasibility of methods for participant recruitment/ sampling strategy, inclusion/exclusion criteria, sample size justification					
	Appropriateness and clarity of data collection methods, materials and study procedure					
Data	Comprehensiveness of data analysis plan and coherence with research question / study constructs / hypotheses					
	Comprehensiveness of data management plan, compliance with GDPR					
Ethics	Appropriateness of ethical considerations					
	Consideration of PPI					
		Poor	Needs Improvement			Excellent
	References (accuracy & appropriateness)					

Comments:

Coursework Mark sheet

PS50081

Candidate Number:
Word count:

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	45	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					
Relevance to the question set					
Use of supporting evidence					
Evaluation of theories / arguments					
Breadth of relevant reading					
Use of original sources (not just text books)					
Originality of answer					
Flow of argument					
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)

Placement Report Mark sheet

Department of Psychology | **UNIVERSITY OF BATH**

PS50051

Student Name:

Placement Location and Title:

Placement Supervisor:

Academic Supervisor:

Word count:

Markers:

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	45	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
Detailed critical appraisal of placement aims and objectives					
Inclusion of additional learning experiences from the placement					
Critical reflection on what you have learned about health psychology as a result of completing your placement.					
Consideration of the relevance of placement experience for your future career development.					
Critical reflection on the professional experience of the placement					
Evidence based support for your reflections on the placement and your learning.					

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

Dissertation Mark sheet

PS50055

Student Name:
1st Marker/2nd Marker:

Dissertation Title:

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	45	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
Abstract					
- Contain appropriate level of detail					
- Is it structured?					
Introduction/literature review					
- Adequate use of source material					
- Inclusion of theory					
- Is there critical appraisal?					
- Does it develop an argument?					
- Aims, objectives & hypothesis					
Methods section					
- Is the sample adequately described?					
- Are ethical issues considered?					
- Are the methods related to the research aims?					
- Are the methods justified?					
- Is there enough detail to allow for replication?					
Results section					
- Are the results credible?					
- Are the results clearly described?					
- Are they appropriately presented?					
Discussion					
- Does it describe the main findings?					
- Have the findings been appropriately interpreted?					
- Are limitations considered?					
-Does it draw out wider implications and/or applications?					
General comments					
- Is it generally clear?					
- Is it concise?					
- Is it well presented?					
	Poor	Needs Improvement		Excellent	
References (accuracy & appropriateness)					

Comments:

TIMETABLES

Programme and unit timetable information can be found online at: www.bath.ac.uk/timetable

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

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.

PLACEMENTS

The Placement is a compulsory part of this Masters programme. Full details of the aims and learning outcomes are available in the PS50051 Unit description, information on how the placement fits into the programme can be seen on the Programme Description. Details of the placement organisation, setting, supervision, documentation and assessment can be found in the Placement Handbook.

SUBMISSION DEADLINES

It is the responsibility of the student to submit their work correctly by the deadline. For details of coursework deadlines 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.

You are advised to aim to submit thirty minutes before the deadline, at the very least, and, preferably, one hour beforehand. Doing so means that you will have time to cope with any last-minute issues that may arise with submission. **You must also check your documents after submitting them.** It is your responsibility to make sure that the files you submit are readable. It only takes a few moments to check that the documents that you have submitted are appropriate. Submission of incorrect or non-readable documents, for example, will mean that the submission is classed as late and would accrue a penalty.

MARKING CRITERIA

Moderation
All assessed work will be marked by the Lecturer and a sample of work will be moderated by the internal moderator and then this same sample will be sent to the External Examiner. The sample selected is based on the criteria listed below:

Selection of scripts/essays for Moderation:

- all fails;
- a sample of borderline classifications (49/50, 59/60, 69/70);
- a further representative sample of work from each classification (Pass, Merit, Distinction).

Note: we do not operate a percentage system. However, as a guideline, we might expect a minimum of the following number of marked scripts/coursework (excluding fails) to be selected according to the number of students enrolled on a unit:

10 students: 5
20 students: 7
30 students: 8
40 students: 10

Marking of Dissertations
All dissertations are 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 (see above) are used for guidance, along with any additional programme-specific criteria, as illustrated in the Postgraduate Dissertation Mark Sheet.

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 (see Assessment section). Marks may also be adjusted (upwards as well as downwards) at the discretion of the Board of Examiners for Units.

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.

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).

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
> Regulation 1.3: 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=2415

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

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

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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/

Further information
Computing Services: 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
IT shop: www.bath.ac.uk/locations/it-shop
Computing Services Twitter feed: @UniofBathIT

RESEARCH HUB - POSTGRADUATE TAUGHT

The Research Hub Support Team is formed of Dr Susanna Martin (Experimental Officer), Dr Maria Nikolaidou (Technician) and Peter C Moore (Research Technician).

Susanna and Mary completed their PhDs in the psychology department, Mary's focused on internet addiction, while Susie explored technology in secondary education.

Most of our information is hosted on our wiki:
https://wiki.bath.ac.uk/pages/viewpage.action?title=Research+Hub&spaceKey=EO

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

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
Disability Service: 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

Departmental level:	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.
	The SU and the Centre for Learning & 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.
	There is also provision for student membership of the Department Learning, Teaching and Quality Committee: normally one undergraduate and one postgraduate (taught) representative.
	Academic Reps attend SU Academic Council meetings. These take place regularly during semester time in order to:
	- keep SU Officers and fellow Academic Reps informed of academic developments throughout the University - discuss common problems and interests affecting Departments - gather student opinions and views to be used by the University and The SU - update Academic Reps on key issues.
	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.
Faculty/ School level:	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.
University level:	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

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
Election of Academic Reps: 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: https://www.bath.ac.uk/publications/qa48-student-engagement-with-quality-assurance-and-enhancement/.

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

STUDENT SUPPORT

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

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

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)

The Advice and Support Service also supports the SU Diversity and Support groups – details of which can be found at: thesubath.com/diversity-support

For the full range of services see: 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 and the Students' Union website: thesubath.com

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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

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

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

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
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
 https://www.bath.ac.uk/professional-services/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

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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
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

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
The web site includes the *Myfuture* vacancies portal.

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

ASSESSMENT

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.

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

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
www.bath.ac.uk/professional-services/academic-skills-programme-asp
Regulation 3.7: 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
Regulation 15, Assessment of undergraduate and taught postgraduate programmes: www.bath.ac.uk/publications/regulations-for-students
University's Data Protection Officer: dataprotection-queries@lists.bath.ac.uk

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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
Appealing a decision about an assessment offence:
https://www.bath.ac.uk/guides/appeal-against-a-decision-about-an-assessment-offence/
Students' Union advice and support: thesubath.com/advice

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 49%.

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 <u>included</u> in the word count. The title, contents pages, executive summaries, appendices and reference lists/bibliographies are excluded.

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**.

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

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) or the Students' Union Advice and Support Centre (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

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.

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).

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.

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
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
Regulation 15: www.bath.ac.uk/publications/regulations-for-students
Rule 2: https://www.bath.ac.uk/corporate-information/rule-2-conduct-of-examinations/
Disabiliy Service: 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(s) for your programme are:

Dr Margaret Husted, University of Winchester

Dr Heather Semper, Sheffield Hallam University (External Examiner for shared units)

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.

ASSESSMENT REGULATIONS

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 highlights areas of the University's assessment framework for the type of programme you are undertaking. It explains the regulations that govern your assessment and outlines how the University makes decisions concerning your progression through your programme and award. Complete information is available in the NFAAR-PGT document.

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
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

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Your programme and how you are assessed
Within your programme of study, there are *compulsory units*, (i.e. those units in a programme which must be taken by every student registered on the programme), and *optional units* (i.e. those units you may choose from a range of options).

The **Programme Description: Structure of the programme** section in this Handbook shows the structure of your programme. In the table, compulsory and optional units are labelled 'C' and 'O' respectively.

Please note that 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

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.

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.)

The criteria for making awards with distinction or with merit are described in the relevant NFAAR-PGT rules (paras. 78-80).

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 2019-20 academic year, this period will be 12 August to 21 August 2020.
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

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/

Independent advice about academic appeals is offered by the Students' Union Advice and Support Centre: 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:
https://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

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

GENERAL INFORMATION

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

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

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

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
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

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

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

Whilst you are not required to provide a satisfactory DBS check prior to commencing your programme it may be required for your placement. Further information can be found in your placement handbook which is available on the Placement Moodle page. http://moodle.bath.ac.uk/course/view.php?id=1037

A DBS check will cost approximately £50 and it is not paid by the University of Bath.

Further information
www.gov.uk/government/organisations/disclosure-and-barring-service

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HEALTH AND SAFETY

The University's Health and Safety Policy Statement is available at: 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
Current University guidance on fieldwork, work placements and overseas travel:
www.bath.ac.uk/corporate-information/fieldwork-safety-standard
https://www.bath.ac.uk/publications/placements-and-study-abroad-programmes-safety-standard/
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

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 the **Assessment** section of 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 https://www.bath.ac.uk/campaigns/develop-your-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.

Submission of Coursework

The MSc Health Psychology programme does not require a paper copy of coursework submission. (The Dissertation is an exception to this – please see the Dissertation Submission section in <u>Appendix 2</u>).

Submission is done via a link on the Unit Moodle page and will be subject to the Plagiarism Detection Service 'Urkund'.

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 <u>not</u> 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
2. In the STUDENT TASKS container click on View my Candidate Number
3. Your candidate number is a 5 figure number.
   Please note: 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 **13:00** 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 and probable exam dates see the relevant unit Moodle page or the Lecture Overview section of this handbook. Where no extension has been granted penalties will be applied for late submission of coursework. Please see the section Late Submission of Coursework in the Assessment section.

APPENDIX 2: DISSERTATION AND PLACEMENT CONFERENCE GUIDELINES

DISSERTATION OVERVIEW

Dissertations, compared to coursework that you may have produced previously, test your ability to develop a more sustained argument, as well as providing you with the opportunity to analyse a chosen question in more detail. The dissertation accounts for one third of the whole MSc programme - being a 30-credit unit, this equates to approximately **500 hours work.**

> **<u>The importance of the dissertation cannot therefore be over emphasised</u>**
> – given that it is worth one third of the programme, it should equate to the TOTAL amount of work undertaken in one of the taught semesters (contact time *and* private study). Students must therefore expect to be fully occupied on their dissertation over the whole of the summer.

The dissertation allows you to study a subject in depth. You are expected to include empirical work in the dissertation that tests hypotheses or explores a research question as part of a research investigation. You may use any appropriate research method subject to approval from your academic supervisor. Through your dissertation you will gain experience in the planning, conducting, analysing and reporting of a piece of research. The dissertation is completed whilst students are on placement (PS50051), which occurs over the summer period (May – August) and together will constitute 36 hours per week full time or 18 hours part time (over 2 years).

A well designed dissertation should comprise a clear, original, interesting and answerable research question or problem which is:
Focussed and clear;
Answerable;
Addressing one main question, not many;
Related to a topic which has sufficient existing material i.e. a literature;
Interesting and challenging;
Draws from, and relates to, issues raised in the taught component of the degree programme;
Original in the evidence brought to bear on a particular debate.

Academic supervision

Your dissertation should arise out of work completed on placement. Your Placement Supervisor (the person responsible for you on your placement) will probably have an important role in guiding your data gathering. However, in terms of the dissertation you will be supervised by a member of the Health Psychology team at the University of Bath who will be your academic supervisor. Each student will be allocated an academic supervisor prior to the start of the placement. The academic supervisor will be able to guide students with respect to various aspects of the dissertation.

Ten hours are formally assigned to each student for their MSc dissertation supervision with the academic supervisor. Supervision will include face to face supervision as well as time spent reviewing and responding to written work, email and telephone discussion about the study development, conduct, analysis and writing up. The distribution of this time and the supervision provided will be unique for each student and dependent upon a multitude of factors such as: the nature of the project, how far the student has progressed, the supervisor's preferred methods of supervision etc. Some students may require a lot of supervision in the early stages and little supervision later on whereas others may require alternative arrangements. Supervision can be seen as an apprenticeship and the uniqueness of each supervisor and their supervisory practice should contribute to a positive

experience. The supervisor is there to provide guidance only; they will not undertake or write the dissertation for you. The supervisor will provide advice on structuring your dissertation.

All academic supervisors will read a **maximum** of two draft chapters of the dissertation for each student. These chapters will need to be submitted at two separate deadlines which are set by the academic supervisor. Chapters can be submitted individually (one chapter per deadline). It will <u>not</u> be possible to submit two chapters for a single deadline. Deadlines will be set by the academic supervisor and unique to supervisors due to their commitments (e.g. leave, conference attendance). Academic supervisors will communicate these deadlines to their students once the placement has begun. It is your responsibility to discuss submission of draft chapters with your academic supervisor.

Your supervisor may provide advice on data analysis but will not undertake that analysis for you. Your supervisor will want you to be clear about your research question i.e., aims, objectives and rationale. At your first meeting with your academic supervisor you should discuss the issues above and the timescales involved so that you know what to expect. Your supervisor will usually be the first marker of your dissertation, and a second marker will assess the dissertation without knowing what mark the first marker has awarded.

Students should be aware that over the summer, academic supervisors may be away (holidays/conferences etc.) and that it is the students' responsibility to ensure that they have regular contact with their academic supervisor and/or keep them appraised of progress. Given the great variety in research projects, as well as student needs, the type of supervision will vary from student to student, and will be tailored through negotiation with supervisors.

Planning and carrying out research
Planning your research should begin as soon as possible once your placement has been agreed. Your placement is likely to yield a large number of research ideas and approaches. In many cases it will provide you with the opportunity to collect data directly associated with the project on which you are working (i.e. testing a particular sample, going into detail on a particular variable etc.). This can be used for your dissertation with the permission of your placement and academic supervisors.

Whilst the topic and research approach for your study will be a joint decision between you, your academic supervisor and your placement supervisor you are expected to take a lead in developing your research ideas and in undertaking the necessary preparatory work to ensure you have an appropriate research proposal in good time before you commence your placement. This is likely to incur you undertaking some work on your research ideas in the second semester, and over the Easter break.

Types of research
Ideally, you should choose a topic on which there is an adequate body of existing literature and for which the research work is manageable within the time and opportunities available. For instance some types of sample or recruitment of potential participants may not be easily available during your placement period and this can affect your ability to undertake enough data collection for your study. Financial support is not available for students on placement, and so should be considered when thinking about any costs that may be incurred as part of the research process, for example if you are intending to pay participants for their time or need to travel to meet participants. These are things to discuss with your placement and academic supervisors to ensure that your research study is achievable.

When the broad area of interest has been decided you should reduce the project to manageable proportions. The dissertation is as much a test of your ability to select relevant material and exclude the peripheral as it is a test of your knowledge of the field chosen. You should draft out your aims and objectives early on, and only when this has been approved

should the topic be finally defined. A broad range of methodologies are acceptable, qualitative, quantitative or mixed methods. Qualitative and quantitative dissertations are conceptually and methodologically different from each other. Conceptually qualitative research seeks to understand human behaviour at the individual level and explores the experiences of research participants in depth. In contrast quantitative research aims to provide measurable evidence of human behaviour. Methodologically these approaches are very different and the methods of data collection, data analysis and write-up of qualitative and quantitative dissertations will differ in the following aspects;

	QUANTITATIVE	QUALITATIVE
DATA COLLECTION	Numerical data; experimental studies, secondary data analysis, meta analyses. In general data reflect measurable units of behaviour	Non-numerical data; diaries, open-ended questionnaires, individual/group interviews
DATA ANALYSIS	Analysis typically involves statistical analysis, but can also include descriptive analysis of data	Analysis of descriptive data that requires coding participant responses into themes, categories dependent on analysis approach. Often a lengthy process that requires in depth analysis of participant responses
WRITE-UP	Data is usually presented in graphs and tables. Measures reflect outcomes stated in aims and hypotheses made at the start of the research project.	Transcription and coding of interviews, diaries etc. Discussion of themes emerging throughout data. Use of quotes from participants to illustrate points of analysis.

These guidelines are a brief summary of differences between the two types of dissertation. Dissertations may also use mixed methods including both methodology. For further details on types of dissertation access the link below or discuss with your academic supervisor.

McLeod, S. A. (2008). Qualitative Quantitative. Retrieved from www.simplypsychology.org/qualitative-quantitative.html

Research Ethics
All dissertation research projects must obtain approval from the University of Bath Psychology Department Ethics Committee. Some projects may also require approval from external ethics boards (e.g. HRA, R&D if you are planning a study that involves staff or patients or staff from an NHS or social care setting). The application process to external ethics bodies can take between three to six months before approval is received, and may involve revisions to the original application and a resubmission if the ethics committee is not satisfied with the original proposal. Planning ahead is therefore particularly important if you are considering working with patients or staff in health and social care settings. This is something that you must discuss with your placement and academic supervisors as soon as you have been assigned a placement.

The university is not able to support student led NHS ethical applications, and therefore if your study requires NHS ethical approval it will need to be submitted by your placement supervisor, although you may be asked to assist with this process. For this reason it is strongly advised that you have **submitted your proposal for NHS ethical and R&D approval** to an appropriate committee **by February 2020** in order to be sure that you will be

able to commence your data collection when you begin your placement in May 2020. If you are unable to submit your ethics application by this time it is unlikely that you will be able to undertake a study requiring NHS ethical approval and will therefore need to undertake a different type of research study. This should be discussed with your placement and academic supervisor as early as possible.

Applying for ethical approval
Once you have discussed your project with your academic supervisor and they have agreed that it is a sound and achievable project, you will need to complete the Psychology Research Ethics Committee (PREC) Ethical Approval Form, or for any other external ethical approval that may be required. Please do check with your supervisor as to whetherthe project already has approval. Even if the project has the relevant ethical approval, you will still need to complete a PREC form as part of the learning process and have this signed off by your supervisor.

It is your responsibility to plan your time in order to obtain approval for your ethics application prior to commencing your placement, and this is seen as an important training skill. Academic and Placement Supervisors can provide advice on local procedures of ethical approval and timing. If you are applying for NHS ethical approval you will need to be familiar with the Research Ethics and Health Research Authority (HRA) websites see http://www.hra.nhs.uk/

A letter or email of approval from the relevant Ethics Board(s) and HRA must be shown to the academic supervisor before any data is collected. Additionally, this approval document should be sent to the placements officer. A copy of this document should be included in the dissertation.

No fieldwork can begin until full approval is obtained in writing. Any subsequent alterations to the study protocol will require submission of an amended protocol to the appropriate Ethics Committee(s), which will necessarily incur a delay in your ability to continue to data collect until approval has been granted for the amendment.

Information on how to apply to the Psychology Research Ethics Committee can be found on the departmental wiki page: : https://wiki.bath.ac.uk/display/PEC/Psychology+Research+Ethics+Committee+Home

You should submit:
- A signed completed Ethical Approval Form (downloadable from the above PREC wiki page) and associated documentation (e.g. information sheet, consent form, debrief sheet, questionnaires, interview schedule).

Your ethics application form should be written in a way that could be understood by a lay population. In other words you should explain it so that someone who does not have professional qualifications, expert knowledge, or experience of research would understand.

Please note that the Psychology Research Ethics Committee considers very carefully the process(es) for obtaining consent that are outlined in your form. For all types of research, the way in which you obtain participants' consent is something which must be carefully considered and justified. This is particularly important if you will be researching groups where there may be issues with obtaining informed consent, for example, children, prisoners or individuals with learning difficulties. Therefore, please be sure to justify the rationale for your chosen approach.

Check the PREC wiki page page for details of how to submit your form electronically and who you need to send the completed electronic submission to.

In the case of students whose proposed research will require approval from an outside body (e.g. the NHS, or another university department) you will need to include a copy of this approval with your completed form.

Meetings of the Psychology Research Ethics Committee
The Department's Psychology Research Ethics Committee meets each month, except January, and August and there is a monthly deadline for submissions. Proposals that miss that deadline must wait until the Committee meet in the following month. A schedule of these meetings can be located on the PREC wiki page (see above link). Only completed and signed application forms will be considered by the Psychology Research Ethics Committee. You must ensure you meet the Psychology Research Ethics Committee's deadlines as you cannot commence your research until the proposal has been approved. Please make sure your proposal is signed by your University of Bath, Department of Psychology supervisor and if you are on placement, your placement supervisor. Unsigned forms will not be processed or passed.

When a student has received ethical approval from the Department they will be issued with a reference number and will receive an e-mail from the Chair of the Psychology Research Ethics Committee confirming approval. A copy of this e-mail should be attached to your dissertation as an appendix.

This is a summary of ethical issues addressed by the BPS guidelines. Students should consult closely with supervisors and departmental staff to ensure that they are aware of the ethical implications of their proposed work:

- The basic principle is that investigators should consider the ethical and psychological implications of their work including effects on health, well-being, values and dignity. Ethical guidelines cover the design and conduct of the study and also the reporting of it.
- Where possible, deception should be avoided (both in presenting the purposes of the study to respondents and in the actual conduct of the study). Where deception is necessary (for example to ensure that respondents are "naive") arrangements for debriefing should be made wherever possible. Your proposal should indicate how you are dealing with this.
- Informed consent should be obtained. This may mean parental consent in the case of anyone under the age of 16. It should be made clear to participants that they can withdraw from the study at any point. If circumstances preclude informed consent particular care must be exercised in the inclusion of respondents. Your proposal should describe how you will obtain consent.
- Researchers must be sensitive to possible embarrassment, distress, threats to self-esteem or values. Sensitive areas might include sexual issues or issues around mental health. Your proposal should indicate your awareness of these issues and how you will deal with them.
- Researchers are responsible for respecting the privacy and confidentiality of data. This includes the methods by which data is to be collected and the anonymity or other means of protection for individuals; the ways in which the data will be stored to prevent unauthorised or accidental access; and the reporting of results (both formally and informally). Respondents should be aware of the level of confidentiality to be expected and researchers should ensure that this is maintained. Your proposal should indicate how you will address confidentiality and privacy.
- Some special circumstances may apply; informed consent may not be possible from some categories of respondent. Observational studies involving non-volunteer respondents present particular problems that should be considered and addressed. Some areas or locations of research are particularly sensitive and extra care must be

exercised. If your work is likely to involve special circumstances you must give a full account of how you will address them.

Timing

A critical aspect of the dissertation is timing. You should consider the following stages:

- Plan the dissertation project in collaboration/consultation with your placement and academic supervisor. Prepare your proposal and ethics approval form in order to obtain permission to proceed (semesters one and two).

- Background reading, write preliminary aims and objectives. Organise materials for literature review (semester two and placement).

- Collect data (during placement).

- Complete write up of Literature Review, Methods Results, Discussion, etc (throughout placement).

- Submit Dissertation by deadline see Important Dates Table (under MSc Health Psychology in the Table of Contents) Important Dates

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
https://www.bath.ac.uk/campaigns/develop-your-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
http://moodle.bath.ac.uk/course/view.php?id=1038

Writing your Dissertation

A dissertation will usually be structured like the journal papers you have been reading and the practical reports you wrote as an undergraduate.

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.

Copies of Masters Dissertations from the past are available online from the library.

Departmental Dissertation guidance can also be found on the Dissertation Moodle page at
http://moodle.bath.ac.uk/course/view.php?id=1038

Dissertation Word Count

The maximum length for the Dissertation is 12,000 words excluding references and appendices. **The word count includes everything from the first word of the introduction section to the last word of the discussion section.** The word count includes in text citations, tables and figures if they appear in the main body of the dissertation (introduction to discussion). All other sections are not included in the word count (e.g. appendices, abstract, title page, contents page, reference list, declaration of contributions, acknowledgements). Please note that there is a separate word count for the

abstract (250 words). You can see more detail about what is and is not included in the word count on the PS50055 Moodle page, where you will find a specific document which specifies this information

The maximum word count is the same for qualitative and quantitative dissertations, however quantitative dissertations are often shorter in length. The purpose of having a word count is so that you can learn to write concisely and accurately and is an important academic skill. For this reason the health psychology team have agreed that this figure should be the absolute maximum and if you go over this limit you will be penalised (the penalty is the same as for coursework - see Appendix 1). The word count does not set a minimum figure, but if you are significantly under the word count it may be that you have not included sufficient detail for an appropriate assessment to be made of your work. While it is impossible to legislate for the length of each section (individual's projects will differ) a general guideline is that the introduction and aims together should be roughly equivalent in length to the methods and results together, and the discussion should constitute between a fifth and a quarter of the whole document.

Please also see previous section on word counts.

Citations in the text e.g. Research suggests a relationship between alcohol and mental health (Adams et al 2013) are included in the word count, however references at the end of the dissertation are not e.g. Adams, S., Ataya, A. (2013) An association between alcohol and mental health. *Psychology and Alcohol*. (3) 24; 24-28.

Dissertation Submission Notes
Students must hand in two bound copies of their dissertation at the Placement Conference: (see Important Dates section)*,* and upload an electronic copy to Moodle on or before this deadline.

Hard Copies:
The main text of the dissertation should be printed in black ink in Times New Roman font, point-size 12 with a minimum of one and a half line spacing. Printing should be single sided on white A4 paper within the range 70g to 100g. The margin on the binding edge of the page should not be less than 40 mm. Other margins should not be less than 15 mm.
All papers should be numbered, including introductory pages, appendices, reduced copies of computer print-outs, etc. using a single sequence of Arabic numerals.

You are responsible for ensuring that the printed copy is of sufficiently high quality to ensure that it is clear to read and photocopy (if necessary).

Binding of the paper copies can be done by the university Print Unit, or by any reputable printing outlet and should be THERMAL BOUND. Students are advised to check with the place they are expecting to get the binding done regarding timings and cost IN ADVANCE.

WARNING: DO NOT LEAVE IT UNTIL THE LAST MINUTE
TO HAVE YOUR DISSERTATION BOUND

Please use the Coversheet and Title page templates provided on Moodle
http://moodle.bath.ac.uk/course/view.php?id=1038 You must print the dissertation title and your name on the front cover before binding. An example of the Dissertation Cover Sheet is included at the end of this section.

Electronic Copies:
An electronic copy must also be submitted by the deadline to the link provided on Moodle
http://moodle.bath.ac.uk/course/view.php?id=1038.

Please submit only Word files (not pdf) and save using the following naming convention:

username _Name of Programme_Unit No_Year of Programme. Extension

for example: lea25_MSc HP_PS50055_2019-20.docx

The first link is for the Psychology Department and the second is for the University of Bath Library. The Library link will go to a page with explanatory information containing the link to upload your dissertation to, the library will request permission to store the file and seek confirmation about the authorship of the work and the correct referencing of any other material in the dissertation. Please note that the Library normally only keeps dissertations which have been given a merit or distinction award. In accordance with the University retention schedule, all dissertations will be removed after five years.

Extensions to the deadline **must be approved in advance** by the Director of Studies. These may arise from major medical or personal problems.

Late submissions where no extension has been granted may be subject to a penalty.

Information on **data protection** is available at http://www.bath.ac.uk/data-protection/guidance/index.html

Order of Dissertation
Quick check list:

1	**Title page** 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).
	By submitting you are confirming the statement of restriction (a signature is <u>not</u> required).
	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
2	**Abstract** (not more than 250 words)
3	**Acknowledgements**
	Include the people who contributed to the work and were indispensable in some way. All health psychologists work in multidisciplinary teams and have other people to thank.
4	**Declaration of contributions**
	It is a **Departmental requirement** 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. All research in health psychology is necessarily teamwork. This statement must contain the typed names of the student, their placement supervisor(s) and their academic supervisor, and dated. Signatures are <u>not</u> required here. By submitting you are agreeing to the declaration of contributions. It should be inserted at the front of the dissertation after the Acknowledgements. The Dissertation will ***NOT*** be accepted as submitted, until it contains this statement.
5	**Contents & Figures**
	This includes a list of contents and figures in your dissertation with appropriate page numbers.
6	**Main body of dissertation**
	The main body of the dissertation should comprise: **Introduction** **Aims and objectives or research question** **Method** **Results** **Discussion**

	The **introduction** should include a critical review of relevant literature and explain the need for your specific study, e.g. does your study address a particular gap in the literature. You should include aims, objectives and any hypotheses at the end of the introduction. It is also important to include some theory in the introduction and explain how this is relevant to your work. Your research aims and objectives should be included at the end of this section.
	The **Method** section enables you to describe **in detail** what you did, so that an intelligent English speaking Martian could replicate what you did (!). It should contain everything essential about exactly how the study was carried out. You need to state the design of the study clearly. You should include a description of sample with information about how you selected and approached people, how many refused, what follow up procedures you used etc The procedure used during the study should be described clearly in stages and with reference to ethics. Materials/measures and equipment should be described and their use justified. If you are using scales then appraise the psychometrics of the instruments and include references to support your evaluation. You must also describe how you coded or scored your data, and the plan you used to analyse your results. You should explain how and why you chose particular statistics, qualitative methods or coding frames, and show how these will be used in concrete terms to give the answers.
	The **Results** will need to be presented in a manner that reflects the approach adopted (ie qualitative, quantitative or mixed methods).
	Quantitative results are best summarised in Tables with accompanying text, to describe and interpret what is in them. Present the main research questions first one by one, and say whether the results show what you expected (or not). If you have derived hypotheses (formal or working) then it is best to address these at the beginning. Then present any additional and/or unexpected results. Then show how your results relate to your theory.
	Qualitative results should be presented in themes that interpret and explain the theme or subtheme. Quotations should be used to support or exemplify your interpretation of the data.
	The **Discussion** section should not simply restate your results. Instead, in this section you should describe what your results mean. Results must be discussed in relation to those of other published studies and relevant theoretical models. It is also important to include a section in your discussion which describes the limitations of your study and how future research might address these limitations. Additionally, you should discuss the implications of your research for the populations that you studied. E.g. how might your study findings help a particular population? Why do your results matter?
7	**References**
	A Reference list must be provided at the end, of all materials cited in the dissertation. The references should be presented in alphabetical order and must be complete. Your literature should be up to date. The APA system of referencing should be used. Guidance is also available on the Library website at: https://library.bath.ac.uk/referencing/other-styles
8	**Appendices**
	Information, e.g. questionnaires and interview schedules, may be included in the Appendix where it is not central to understanding the results. However you must heavily edit the Appendix material and present it in concise and parsimonious tables; the entire verbatim contents of every interview, or the complete SPSS output are not acceptable.
9	**Ethical Approval**
	You will need to include a copy of your ethical approval letter/email.
10	*(Placement Report)*
	Don't forget to include your Placement Report as a separate piece of work. Two copies should be handed in at the same time as the dissertation.

PS50055 Dissertation Cover Template

Dissertation
submitted for the

Masters Degree in
Health Psychology

2019–2020

FULL TITLE OF DISSERTATION HERE

submitted by *.......(student's name)…….*
for the degree of MSc in Health Psychology
of the University of Bath
2020

Department of
Psychology

UNIVERSITY OF
BATH

PS50055 Dissertation Title Page Template

FULL TITLE OF DISSERTATION HERE

submitted by *.......(student's name)…….*
for the degree of MSc in Health Psychology
of the University of Bath
2020

PLACEMENT CONFERENCE PRESENTATION GUIDELINES

- You are expected to produce a poster outlining your dissertation study for the conference. This is good practice for taking your work to national and international conferences.

- Everyone will have a half hour informal viewing of their poster followed by a formal **3 minutes to verbally present** their dissertation findings, with additional time for questions from the audience (comprising other students on the programme and lecturing staff).

- As a general rule you need to include sufficient information about your research so that the audience will know why you did the study, what you did, what you found, and any conclusions you have drawn.

- We will be keeping strict time keeping rules. An ability to stick to the time limit is as important as sticking to the word limit in the written dissertation.

- We expect everyone to contribute to asking questions of the speakers about their research. This is again a good skill to develop for academic conferences. Questions from interested colleagues often form an important point of review for the presenter, and can impact on further development and research ideas.

- When preparing your poster think about good posters that you have seen in the past. What appealed to you as part of the audience? Use that knowledge to ensure your poster is clear. Think about what are the 'take home' messages that you really want your audience to know after they have heard about your study.

- Do practise your talk out loud to make sure you can stick to the 3 minute time, include all the information you want to share and so that you are less nervous about presenting.

- Remember you know more about your study than anyone else present (with the possible exception of your supervisor)!

Poster Guidelines

Poster preparation guidelines and a template for you to use are on the Moodle page:
PS50051 MSc Health Psychology Placement -
http://moodle.bath.ac.uk/course/view.php?id=1037

For dates and submission deadlines see Important Dates page (under MSc Health Psychology in the Table of Contents)

APPENDIX 3: MARKING GUIDELINES, MODERATION AND PENALTIES

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

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)
Distinction	**Outstanding performance that fulfils and exceeds designated learning outcomes**				
	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.
	Excellent performance relative to designated learning outcomes				
	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.	Fully meets formal criteria. Clearly structured, with excellent standard of writing, grammar and referencing.
	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. 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)
Merit	**Very good performance relative to designated learning outcomes**				
	68%	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.
	65%	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.
	62%	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)
Pass	Good performance relative to designated learning outcomes				
	58%	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.
	55%	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.
	52%	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.
	Satisfactory performance in designated learning outcomes				

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	**Poor performance - no credits awarded**				
	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.

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.

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 or use the 'Ask a Librarian' online enquiry form at http://www.bath.ac.uk/library/help/askalibrarian.html

Some Useful Internet Sites

- *The British Psychological Society (BPS) Research Interests Database* https://www.bps.org.uk/bpslegacy/rid

- *COPAC* (combined catalogues of the major UK and Ireland university and national libraries; it is now possible to simultaneously search the Library Catalogue) http://www.copac.ac.uk

- *Division of Health Psychology* (one of the divisions of the BPS) http://www.bps.org.uk/networks-and-communities/member-microsite/division-health-psychology

- *Research Councils UK* http://www.rcuk.ac.uk/default.htm

- *Office for National Statistics* (economic and social statistics for the UK) http://www.ons.gov.uk/ons/index.html

UK Clinical Research Network Study Portfolio (a database of ongoing and recently completed NHS research projects) https://www.nihr.ac.uk/research-and-impact/nihr-clinical-research-network-portfolio