



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

**MSc Applied Clinical Psychology
Programme Handbook
2020/21**

This Handbook is available online or in alternative formats. Please contact psy-pg-clinical@bath.ac.uk if required.

October 2020

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ABOUT THIS HANDBOOK

This is the 2020-21 Handbook for postgraduate students on the MSc Applied Clinical Psychology programme

The contents of this Handbook are accurate at the time of publication in October 2020 but information contained within may sometimes be subject to change after this Handbook has been issued.

The Important Links and Information section of this Handbook includes links to information online about both the topics covered in this Handbook and other key topics. It is important that you familiarise yourself with the online information as well as the contents of this Handbook.

In August 2020 we wrote to you to explain how your programme has been adapted in response to COVID-19 safety measures and our 'Bath Blend' approach to learning and teaching for academic year 2020/21.

Information about the structure of your programme (which units you take when, which units are compulsory etc), as well as key unit information (including learning outcomes, synopsis and assessment), for the upcoming academic year can be found online in the Unit and Programme Catalogues (see **Unit and Programme Catalogues** in this Handbook and www.bath.ac.uk/catalogues). You will also receive details about unit content and assessment via the University's online learning environment, Moodle.

You will be informed, normally by your Director of Studies or Unit Convenor, of any further changes that will affect your programme or a unit. See also **Unit and programme changes 2020/21** in this Handbook.

You will be informed via announcements if any services offered by the University will need to be changed as a result of changing circumstances during 2020/21.

While this Handbook signposts information about regulations for students, it does not have regulatory status itself, and the Regulations available online (Regulations for Students: <http://go.bath.ac.uk/regulations> and Assessment Regulations: www.bath.ac.uk/corporate-information/new-framework-for-assessment) are the most up-to-date and take precedence over the contents of this Handbook. It is your responsibility to take the time to familiarise yourself with the Regulations.

If in doubt about what applies to you, or if your circumstances change, please contact your Director of Studies, Dr Ailsa Russell ajr39@bath.ac.uk, for advice.

IMPORTANT LINKS AND INFORMATION

UNIVERSITY INFORMATION ONLINE

This Handbook is an accompaniment to important information available to all students on the University's website. It is expected that you will familiarise yourself with the online information signposted below.

If you cannot find the information you are looking for in this Handbook or on the web please contact your programme administrator, in the first instance.



Student Support Services
<https://www.bath.ac.uk/professional-services/student-services/>

SU Advice and Support Service
www.thesubath.com/advice

Equality, Diversity and Inclusion
<https://www.bath.ac.uk/professional-services/equality-diversity-and-inclusion/>

Advice for specific groups of students:

International students

www.bath.ac.uk/topics/visas
www.bath.ac.uk/guides/student-immigration-appointments-and-drop-in-sessions
www.bath.ac.uk/campaigns/studying-at-bath-as-an-erasmus-exchange-or-visiting-student
www.bath.ac.uk/guides/academic-engagement-monitoring-for-tier-4-students

Care-leavers

<https://www.bath.ac.uk/publications/university-and-leaving-care/>

Estranged students

<https://www.bath.ac.uk/publications/university-and-estranged-students/>

Refugees

<https://www.bath.ac.uk/publications/university-and-refugees/>

Students with caring responsibilities

<https://www.bath.ac.uk/publications/university-and-young-adult-carers/>

Pregnancy and maternity

<https://www.bath.ac.uk/guides/getting-advice-if-you-are-pregnant-while-studying-or-have-a-young-child/>

Disabilities, long-term illness, and specific learning difficulties

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

Dissatisfaction with a University service or facility (Complaints)

www.bath.ac.uk/guides/student-complaints-policy-and-procedure

Health and Safety

www.bath.ac.uk/guides/student-health-and-safety

Be Safe on Campus information (COVID-19)

Bullying, harassment and victimisation
<https://www.bath.ac.uk/campaigns/report-and-support/>

SU Code of Practice and membership
www.bath.ac.uk/corporate-information/code-of-practice-for-the-students-union-su

SUPPORTING YOUR LEARNING

Your Learning

www.bath.ac.uk/guides/your-learning

Bath Blend

Glossary

Year Dates and Timetables

Regulations for students

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

Registration

www.bath.ac.uk/guides/registering-with-the-university

Withdrawing from or suspending your studies

www.bath.ac.uk/guides/suspending-your-studies-or-leaving-the-university

Placements

<http://go.bath.ac.uk/placements-information-for-students>

Personal Tutoring

www.bath.ac.uk/guides/personal-tutoring

Units and Programmes

www.bath.ac.uk/guides/about-units-and-programmes

Catalogues

Option choices

How your programme is reviewed and monitored

Student Representation and Engagement

www.bath.ac.uk/campaigns/student-engagement-shape-your-university

Assessment

www.bath.ac.uk/guides/assessment-guidance-for-students

Assessment processes

Understanding your results

External examiners

Supplementary assessment

<https://www.bath.ac.uk/campaigns/be-safe-on-campus-and-in-bath-during-the-covid-19-pandemic/>

Library and Study Spaces

<https://library.bath.ac.uk/home>
www.bath.ac.uk/campaigns/where-you-can-study-on-campus-and-in-the-city

Skills Support and Development

<http://go.bath.ac.uk/my-skills>
www.bath.ac.uk/campaigns/get-ahead-with-skills-at-bath

Learning Technologies & IT Support

<https://www.bath.ac.uk/professional-services/digital-data-and-technology/>

Careers Service

www.bath.ac.uk/professional-services/careers-service

Data Protection

www.bath.ac.uk/guides/data-protection-guidance

Academic Integrity

www.bath.ac.uk/campaigns/academic-integrity-training-and-test

Assessment Regulations

www.bath.ac.uk/corporate-information/new-framework-for-assessment

Definitions of assessment terms

Individual Mitigating Circumstances

www.bath.ac.uk/guides/reporting-individual-mitigating-circumstances-to-the-university

Academic Appeals

www.bath.ac.uk/guides/appealing-against-an-academic-decision

ABOUT THE DEPARTMENT 2020/21

This new academic year presents additional challenges for students and staff in the department. Everyone will need to adapt to working, teaching and researching in a digital space. We will all need to be patient with each other and with technology.

As students you will find learning activities will be a blend of independent, online and as much as permitted, some in-person teaching. The in-person teaching will be very different to any you have previously experienced. Face coverings and social distancing will be required along with other arrangements which are about keeping everyone safe during the pandemic. Opportunities for interaction and learning with and from each other may be easier online, and we strongly encourage you to make use of these.

The Department of Psychology at the University of Bath has a breadth in terms of expertise and focus of research. As students you are an important member of the community and while it may be less straightforward to integrate with the department when we are not physically in the Psychology building, there will be spaces where the department gets together and shares practice and work. The Psychology department seminar series is an important activity for the department and students are very much encouraged to attend these. Departmental research groups are also open to students and you can find out about these opportunities on the **Research** tab of the Psychology Department page of the university website <https://www.bath.ac.uk/departments/department-of-psychology>

Welcome from the Director of Studies

We are really pleased that you have chosen to study the MSc Applied Clinical Psychology at the University of Bath. We hope that you will feel welcome, and that you will enjoy your course of study and the learning process. We also hope that the programme will serve you well in your educational and career aspirations.

At the core of the discipline of Clinical Psychology is the application of psychological theory to problems and issues occurring in clinical contexts. Clinical refers to the 'clinical', non-laboratory environment where people are the focus of study with health, community and social settings amongst the relevant contexts. Clinical Psychology has a broad reach and scope with significant impact.

Clinical Psychology is not a stand-alone discipline and is just one strand of the application of psychological theory. You will be learning alongside postgraduate students completing other applied psychology programmes. In choosing to study this topic at the University of Bath, you will also benefit from the excellent research and work being carried out in the Psychology Department as a whole, work which directly feeds the development of clinical psychology. Thus, we will encourage and support you to take advantage of the wider learning opportunities including Psychology Department seminars, PhD and Doctorate in Clinical Psychology student research conferences and other relevant events.

We will try to help you in learning the principles of applied clinical psychology. One year is not such a long time however and it will not be possible to cover much of what is known. Instead we will try to instil what we consider to be important conceptual and

methodological approaches to what is a large and growing discipline, giving you the tools for ongoing learning.

This programme does not confer any license to practice in clinical contexts or any professional accreditation. You will not be trained in any way to work with people. However as far as is possible, we will try to use the classroom and other educational experiences to confer some important professional practice skills that may help you on your way.

Your contribution to and participation in this programme is very important and will help you to get the most out of it. You can also help to shape and improve the programme. You will be asked to reflect on your own experience of the programme and what changes might have improved that experience. We ask you to do this generously, constructively and in the spirit of collaboration. We will respect and take your views seriously.

A final note about assessment. This is a postgraduate taught programme and hence you will be evaluated within the Higher Education System. However, our experience has been that there are no subtle grading systems in the clinical world. The aim is to try and do as best you can for people, to the best of your knowledge and ability, within the limits of your competence. There are ordinarily a range of other factors outside our control in clinical psychology research and practice which have an important bearing on the final outcome. Although we will want you to demonstrate a certain level of knowledge, we are also interested in what you bring to that knowledge in respect of critical thinking and reflection as part of your assignments. Beyond the academic assignments, we hope that there will be learning only you can evaluate.

A handwritten signature in black ink, appearing to read 'Ailsa Russell', with a horizontal line extending from the end.

Dr Ailsa Russell

Director of Studies, MSc Applied Clinical Psychology

KEY CONTACTS/STAFF LIST

Name	Role	Room	Ext. No.	email
Dr Melissa Atkinson	Lecturer Deputy Director of Studies	10 West 2.12	6197	ma2293@bath.ac.uk
Dr Eleanor Chatburn	Lecturer	10 West 3.15		ec824@bath.ac.uk
Dr Afsana Faheem	Lecturer	10 West tbc		af890@bath.ac.uk
Dr Falguni Nathwani	Lecturer	10 West		fn256@bath.ac.uk
Dr Ailsa Russell	Director of Studies, Reader	10 West 2.36	5517	ajr39@bath.ac.uk
Dr George Stothart	Lecturer	10 West 2.22	6580	gs744@bath.ac.uk
Dr Esther Walton	Lecturer	10 West 3.33	6563	ew685@bath.ac.uk
Caroline Chapman	Programme Administrator	10 West 1.02	5597	cc2274@bath.ac.uk

ABOUT YOUR PROGRAMME

Dr Ailsa Russell is the Director of Studies and Dr Melissa Atkinson is the Deputy Director of Studies for the MSc in Applied Clinical Psychology. Ailsa and Melissa are responsible for the overall running of the course and ensuring students' welfare. Should you have any questions or queries you can contact them directly by email.

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). However, please be advised that staff may not check hard copy mail for weeks (or longer) if not on campus due to the pandemic situation. We strongly advise you contact staff via email for these reasons. A pdf of a document can be attached to the email if needed.

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.

PROGRAMME AIMS AND LEARNING OUTCOMES

The MSc Applied Clinical Psychology programme 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 Applied Clinical Psychology programme Moodle page](#)

Details of programme and individual units can be found in the [Programme & Unit Catalogue](#)

Synopsis and academic coherence of programme
<p>The MSc Applied Clinical Psychology aims to provide students with the background knowledge and professional skills relevant for progressing into health service or research careers with a significant applied psychology component. The Masters programme equips students with an up to date knowledge of theory and practice issues relevant to UK mental health care settings. Students develop the knowledge and skills necessary to undertake research and development in healthcare settings, including research design, governance, ethical and organisational issues. They are introduced to the foundation skills of clinical psychology practice including interviewing, observation and psychometric assessment. This Masters programme is intended for graduates in Psychology, who are interested in progressing to careers in the health professions as practitioners, researchers or managers, and current health service professionals with a degree in Psychology or related disciplines who wish to enhance skills and knowledge in the areas covered by the programme. Relevant posts for graduates from this programme may include assistant psychologist or research assistant positions and these are general preparatory employment for doctoral training in clinical psychology.</p>
Educational aims of the programme
<p>The Masters in Applied Clinical Psychology will enable students:</p> <ul style="list-style-type: none">• To develop knowledge and understanding of the principles of psychology applied to clinical/healthcare settings• To develop general skills of Clinical Psychology Practice in context• To develop general critical and analytical powers• To develop critical, analytical problem-based learning skills and the transferable skills in preparation for postgraduate employment or further study• To enhance the development of interpersonal skills• To develop research skills• To experience opportunities for collaborative learning with others• To develop an awareness of the importance of Service User and Carer involvement in service development and research.
<p>Intended learning outcomes (including teaching, learning and assessment methods, specifying those applicable for interim awards where appropriate)</p> <p>Learning outcomes</p> <p>Dependent upon individual units successfully completed, students gaining an award from this programme should be able to:</p>

- Identify and engage critically with appropriate and representative literature in the field of clinical psychology
- Critically evaluate current contributions of clinical psychology in both mental and physical health settings
- Demonstrate clarity of thought and quality of argument in clinical psychology theory and application
- Demonstrate fundamental clinical skills
- Have the ability to choose appropriate research designs and conduct appropriate statistical analysis
- Appreciate the uses of qualitative and quantitative methods and their application
- Locate issues and concerns of clinical psychology in the wider health sciences research context
- Demonstrate understanding of the psychological processes involved in the consultation and provision of treatment
- Appreciate how people cope with chronic and acute mental and physical health conditions
- Demonstrate understanding of the importance of the therapeutic alliance
- Demonstrate understanding of the impact of power imbalance in the context of engaging service users in assessment and treatment

In addition to the above, students successfully completing the dissertation and therefore who are awarded the Masters in Applied Clinical Psychology should be able to demonstrate the ability to:

- Select and justify the focus, scope and methodology of a study in clinical psychology
- Carry out independent research in clinical psychology
- Conduct appropriately focussed assessments in the context of clinical presentations
- 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
- Effectively and efficiently apply principles of clinical psychology.

Teaching and learning methods

The programme will be taught through lectures, tutor-led seminars and tutorials, student-led seminars, practical workshops, guided reading, group work, active participation in research seminar programmes, monitoring of personal development with personal tutor and problem-based scenarios.

Assessment

The programme will be assessed through, coursework, practical presentations, skill based assessments and a dissertation.

Progression and exit awards

A student who achieves at least 30 credits in the taught stage but has been unable to achieve 60 credits may be eligible for the award of a Postgraduate Certificate in Applied Clinical Psychology. A student who has successfully completed the 60 credit taught stage but who does not wish to, or is unable to, progress to the Dissertation stage may be awarded the

Postgraduate Diploma in Applied Clinical Psychology. Students graduating with a Postgraduate Certificate in Applied Clinical Psychology will have successfully completed less of the taught stage than students graduating with a Postgraduate Diploma in Applied Clinical Psychology.

The taught stage of the programme provides students with the opportunity to study the fundamental concepts of clinical psychology and to gain an understanding of the theoretical basis of clinical psychology. It provides the opportunity to explore concepts of clinical psychology and develops students' knowledge and skills necessary for practicing clinical psychology in healthcare settings, including governance, ethical and organisational issues. Furthermore, students develop their statistical and research skills.

A student who successfully completes the Dissertation stage of the programme will be eligible for the award of a Masters in Applied Clinical Psychology. It provides students with the opportunity to develop their research skills and put into practice some of the methods, theories and skills that they have learnt in the first two semesters.

Dependent upon which units have been successfully completed, graduates will have acquired some or all of the following skills:

➤ Knowledge & Understanding:

- Knowledge of the theoretical basis of clinical psychology.
- Fundamental concepts of clinical psychology relevant to the student becoming an effective practitioner.
- Theoretical basis of clinical psychology.
- Current developments in practice and research in clinical psychology
- To understand how these knowledge outcomes apply in work based situations.
- The importance of the therapeutic relationship and power imbalances inherent in it
- The range and scope of service user/carer involvement

➤ 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 effectively and efficiently apply principles of clinical psychology.
- To be able to identify and deploy appropriate assessment strategies
- To have a sound knowledge of the principles and practice of psychological assessment
- To develop writing skills for clinical and research reports
- To have a sound knowledge of methods of clinical case study design.
- To demonstrate understanding of research governance issues in health care settings.

<ul style="list-style-type: none"> • To develop the knowledge of the governance, ethical and organisational issues of working in a mental health context.
<p>➤ Transferable/Key Skills:</p> <ul style="list-style-type: none"> • 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. • 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 YOUR PROGRAMME

The structure for your programme year for 2020/21 can be found in the 2020/21 Unit and Programme Catalogues (see below). This is where you find important information on which units you are taking in which semester and if any units are 'designated essential units' (DEUs) that you must pass.

The content of the Programme Catalogues is correct at the time of publication. Programmes and units may be subject to reasonable change (see also **Unit and programme changes 2020/21** in this Handbook).

UNIT AND PROGRAMME CATALOGUES

This is where you will find details about all years of your programme as well as details about individual units for the current academic year.

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

For the online Catalogues, please refer to **Important Links and Information** in this Handbook. See also the section in this Handbook on **Assessment**.

PROFESSIONAL BODY ACCREDITATION

This course is not professionally accredited and will not provide you with a licence to practise.

YOUR LEARNING

For 2020/21, the University has developed a blended learning approach called 'The Bath Blend' which combines in-person activities on campus, live interactive learning, and structured independent study.

The Bath Blend approach to programme delivery has been developed to be flexible in the face of possible changes in law, including measures on social distancing, which may occur through the course of this academic year.

Information on IT support and key software for this academic year is available online. Please refer to **Important Links and Information** in this Handbook.

YOUR TIMETABLE

Using MyTimetable, you can access your personal timetable and download it into an electronic calendar.

Your In-Person Teaching (IPT) day and Live Online Interactive Learning (LOIL) sessions will show in your timetable. Links to LOIL sessions can also be accessed through the relevant unit page on the University's online learning environment, Moodle.

When you start your units, you will be able to access associated online material at a time that suits your schedule.

MyTimetable updates regularly, so should there be a change to your timetable, it will be reflected in MyTimetable.

Full information is available online. Please refer to **Important Links and Information** in this Handbook.

PHYSICAL STUDY SPACE – 2020/21

As in previous years, you will be able to book study space on campus and in the city for individual or group study. Information on how to book, and the COVID-19 requirements, is available online. Please refer to **Important Links and Information** in this Handbook.

OPTION CHOICES

If your programme has option choice then information about how and when to choose your option units can be found online (please refer to **Important Links and Information**). If applicable, you will receive an email notification at the relevant point in the year when online unit selection is available and if you need to discuss option choices, please contact your Director of Studies.

UNIT AND PROGRAMME CHANGES 2020/21

All programme and unit changes are managed through formal University processes. This is to ensure that changes are academically appropriate, properly supported and are done in a way that safeguards the interests of students.

In addition to the Bath Blend approach to delivery of your programme in 2020/21, which has already been put in place, it is possible that further changes to your programme may be

required. These are more likely to be part of continual development aimed at enhancing your learning experience and maintaining high academic standards and quality. Such changes could be, for example, to update content to reflect latest developments in a particular field of study, or to respond to student feedback on delivery and/or assessment. 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.

As we have already experienced, it is sometimes necessary to make changes due to unforeseen or unavoidable circumstances. Outside of the global pandemic, this could be for reasons such as:

- the accrediting body requiring changes to be made to the course, or,
- being unable to run an option unit because too few students selected it.

When this happens, we always try to ensure that the impact on students is minimised and that those affected are informed of the changes at the earliest opportunity.

Information on how we assure the quality and standards of your programme of study is available online. Please refer to **Important Links and Information** in this Handbook.

GIVING FEEDBACK ON YOUR PROGRAMME TO THE UNIVERSITY

The University is committed to continually improving its practice and aims to engage students as active partners in their education (Education Strategy 2016-21). The three main ways in which your feedback will be sought will be through:

- Staff / Student Liaison Committees (SSLCs)
- surveys and evaluations
- the Students' Union.

Full information is available online. Please refer to **Important Links and Information** in this Handbook.

DISCLOSURE AND BARRING SERVICE (DBS) CHECKS

The MSc in Applied Clinical Psychology is a taught post-graduate programme and clinical placements are not part of the programme. Sometimes, opportunities arise for students during the research apprenticeship and dissertation units to carry out research in clinical settings with patients or vulnerable populations. A DBS check will be necessary in these circumstances. You can find further information here

<http://www.bath.ac.uk/study/pg/apply/info/dbs-check> It is a good idea to make an application well in advance of the conduct of the research. Please note that it is the student's responsibility to pay for the DBS check if one is necessary.

ASSESSMENT

Full information is available online. For signposts to important information on many aspects of assessment, please refer to **Important Links and Information** in this Handbook.

Any exam-based assessment during the 2020/21 academic year will be online. More information on assessment arrangements for this year, including online assessment, will be provided via the University webpages and updated as necessary.

SUBMISSION DEADLINES

You will be informed of the deadline to submit your assessment. This information is on your Moodle unit pages and also in the 'Important Dates' document on your Moodle programme page.

LATE SUBMISSION OF COURSEWORK

To ensure fairness to all students, you will be expected to hand in all assessed coursework and dissertations/projects by a specified date and time, and there are penalties for submitting work after the specified deadline. 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 the Department.

WORD COUNTS

Coursework tasks will normally have a word limit or word range. This, and the penalty for non-compliance, will be confirmed when you receive an assignment.

Word counts are applied 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.

It is the student's responsibility to check the word count and students should note that there can be discrepancies across different word processors (e.g. Google docs). As a rule students should use the word count checker in Microsoft Word

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), and tables are included in the word count. The title, contents pages, executive summaries, figures, appendices and reference lists/bibliographies are excluded. This is however general guidance. Individual assignments may have different specifications when calculating the word count. For example, tables are not included in the word count for the dissertation. Students should ensure that they check the individual guidance regarding the format for each assignment separately. Guidance can be found on each unit Moodle page.

FEEDBACK ON ASSESSMENT

During your course, you will receive feedback on your assessed work. This feedback may take different forms, depending on the subject and 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 exam-type assessment, you may receive general feedback relevant to all who took the assessment 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.

ACADEMIC INTEGRITY

The University has a wide range of resources available to you to help you understand academic integrity and ethical scholarship and enhance your academic writing and practice <https://www.bath.ac.uk/campaigns/academic-integrity-training-and-test/>.

It also has in place an Academic Integrity Test you are required to take and pass (the pass mark is 85% but you can take the test as many times as you need to). You will not be able to progress beyond the next progression point in your studies until you pass this test.

When you submit assessment, 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 (currently Urkund), which searches the web and databases of reference material and content submitted by other students, to identify duplicated work. Where practical, all summative assessment is submitted to this service to check for similarities as an initial indicator of whether work has been plagiarised and an assessment offence committed.

Submission of your assessment to the Plagiarism Detection Service - Data Protection statement

The Plagiarism Detection Service complies with European Data Protection legislation. When you registered with the University, you gave 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 the Plagiarism Detection Service (in accordance with Regulation 15.3e) and may make, or authorise third parties to make, copies of any such work for the purposes of:

- 1) assessment of the work
- 2) comparison with databases of earlier work or previously available works to confirm the work is original
- 3) 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 the 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 the 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.

Assessment offences – penalties

Any student who is found to have used unfair means in an assessment procedure will be penalised. 'Unfair means' here include cheating, fabrication, falsification, plagiarism, unfair collaboration or collusion. Penalties for use of unfair means 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.

Important information on academic integrity, the Plagiarism Detection Service, assessment offences and penalties, and support, as well as the Academic Integrity Test itself, is available online. Please refer to **Important Links and Information** in this Handbook.

IF CIRCUMSTANCES IMPACT ON YOUR ASSESSMENT ATTEMPT

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 about IMCs is available online. Please refer to **Important Links and Information** in this Handbook. **It is strongly advised that you become familiar with the available guidance and related regulations.**

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 assessment where practicable. 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 **Academic Appeals**).

Scaling: 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. A Board of Examiners can decide to recommend a change to the provisional marks, based on evidence that there was a problem with the assessment which means the initial marks do not reflect the standards achieved by students. This adjustment is known as scaling and under these circumstances the marks of all affected students will be changed.

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

Once a year, the External Examiners will provide a written report. 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. External Examiner reports and responses are made available to students. Staff/Student Liaison Committees (SSLCs) also discuss External Examiner reports as part of routine monitoring activity.

The External Examiner(s) for your programme are:

Dr Emily Taylor, University of Edinburgh

Dr Heather Semper, Sheffield Hallam University (for shared unit PS50188)

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 **Academic Appeals** and **Dissatisfaction with a University Service or Facility (Complaints)** give some more information about the University's procedures for student complaints and academic appeals. The University's mechanisms for student representation are designed to enable students to engage with the quality management process through which the University considers and responds to External Examiners' comments and suggestions.

Full information is available online. Please refer to **Important Links and Information** in this Handbook.

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 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.

The full NFAAR-PGT, and definitions of terms used in it, are available online. Please refer to **Important Links and Information** in this Handbook.

YOUR PROGRAMME AND HOW YOU ARE ASSESSED

Within this 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).

In the Programme and Unit Catalogues, there are links to the relevant appendices of the NFAAR-PGT which state exactly how the assessment rules operate for each stage of your programme.

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 does not have any Designated Essential Units (DEUs).
- 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.
- Since your programme has just one stage comprising both the units that constitute the Taught Stage(s) Credits and the Dissertation/Project type unit(s), there is no Programme Progression Requirement to get from the taught phase to the Dissertation/Project phase. The status of the different units is indicated in the table showing the structure of your programme.
- 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 units badly (i.e. achieve less than 45%), you will have to undertake supplementary assessment – unless you have failed so many units that you fail outright or the attempted retrieval would break the rule on how much failure can be retrieved.
- If you only fail units marginally (i.e. achieve 45%-49%), you might be able to progress without supplementary assessment. Whether you do progress will depend on the total credit value of the failed units.

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 40% 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).

Academic year dates, including the supplementary assessment period, can be found online. See **Important Links and Information** in this Handbook.

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

More information on arrangements for the 2020/21 academic year will be provided via the University webpages and updated as necessary.

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 40% will be awarded and used in the Overall Stage Average, the Overall Programme Average, the Taught Stage(s) Average, and any award calculation.

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).

ACADEMIC APPEALS

If you wish to submit a request for an academic appeal you should refer to Regulation 17 (Conduct of Student Academic Reviews and Appeals), which outlines the process and grounds for an appeal against formal Board of Studies decisions.

You are also strongly advised to read the online guidance on Appeals provided by the Academic Registry.

Independent advice about academic appeals is offered by the Students’ Union Advice and Support Centre.

Full information is available online. Please refer to **Important Links and Information** in this Handbook.

CORE UNIVERSITY INFORMATION

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 are strongly advised to read them carefully as they contain a lot of important information.**

For a link to the full Regulations for Students, see **Important Links and Information** in this Handbook.

ACCESSING UNIVERSITY EMAIL

You will need to use your University username and password to access your University email account. 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, assessment, degree ceremonies, and matters such as tuition fees, via your University email account. It is a University regulation 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.

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. Information on opting out of this membership, and the Code of Practice for the Students' Union, are available online. Please refer to **Important Links and Information** in this Handbook.

DATA PROTECTION

The University's Data Protection Policy and Guidelines on Data Protection may be accessed via the data protection website (see **Important Links and Information** in this Handbook).

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.

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

ACADEMIC ENGAGEMENT MONITORING FOR TIER 4 STUDENTS

Guidance and requirements on academic engagement for students who are Tier 4 visa holders, including the University's **Academic Engagement Monitoring Policy for Tier 4 visa holders**, and information on when and how to request an authorised absence, are available online. Please refer to **Important Links and Information** in this Handbook.

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 (see **Important Links and Information** in this Handbook).

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, 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.

The financial implications of withdrawing from the University or suspending your studies can be significant. See **Important Links and Information** in this Handbook.

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. See **Important Links and Information** in this Handbook.

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.

DISSATISFACTION WITH A UNIVERSITY SERVICE OR FACILITY (COMPLAINTS)

We want to ensure that, if you have a problem concerning the University, it is resolved as quickly as possible. The University is committed to continuing review and improvement, and seeks regular feedback from students. There are student representatives on the University's formal decision-making committees who can raise issues so that they can be dealt with promptly. The University is also committed to providing an environment within which students are encouraged to raise any matters of concern in an informal manner as soon as they arise. This often removes the need for formal complaints.

It is expected that most complaints can be resolved at an early stage by discussing the matter informally at a local level. If you have a problem concerning the University, you should bring the matter to the attention of an appropriate member of staff, who will aim to resolve it by informal discussion. If you have attempted to resolve matters informally but are not satisfied with the outcome, you may elect to proceed to the next stage by submitting a formal complaint. You may also submit a formal complaint if the issue involved is too complex or serious for informal resolution.

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**. 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.

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

The University recognises that making a complaint can be stressful. Students are therefore advised to seek advice and support before making a complaint, from Student Services, or from the Students' Union Advice and Support Centre, whose advice is independent of the University.

Full information is available online. Please refer to **Important Links and Information** in this Handbook.