



**Faculty/School of Health and Social Sciences
Department of Psychology**

**Msc Applied Forensic Psychology with
Counselling
Programme Handbook
2020/21**

This Handbook is available online or in alternative formats. Please contact Simone Osborn
so402@bath.ac.uk if required.

October 2020

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ABOUT THIS HANDBOOK

This is the 2020-21 Handbook for students on the MSc Applied Psychology with Counselling programme.

The contents of this Handbook are accurate at the time of publication 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.

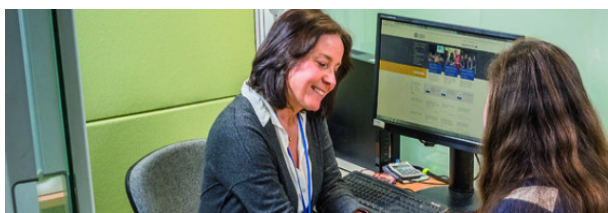
If in doubt about what applies to you, or if your circumstances change, please contact your Director of Studies Catherine Hamilton-Giachritsis chg26@bath.ac.uk for advice.

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 Simone Osborn so402@bath.ac.uk in the first instance.



SUPPORTING YOU

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/>

CORE UNIVERSITY SERVICES/INFORMATION

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)

<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

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>

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

Data Protection

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

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

Assessment

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

Assessment processes

Understanding your results

External examiners

Supplementary assessment

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

DIRECTOR OF STUDIES WELCOME 2020/21

Welcome! We are very pleased to welcome you to the University of Bath and hope you enjoy your two years as a postgraduate student here.

We appreciate that you are joining us under unique circumstances, but we would like to reassure you that we are committed to ensuring you have the best possible student experience whether you are on or away from our campus.

At the University of Bath, we have developed a blended approach to learning, enabling you to access teaching both remotely and in-person. As such, we look forward to working with you in both environments to deliver the programme effectively, and in line with health and safety requirements.

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

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

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

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

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

ABOUT THE DEPARTMENT 2020/21

The Department of Psychology has been based in 10 West (10W) since May 2016. This £30M building was purpose-built and houses teaching rooms, study spaces and ten thousand square feet of laboratory space.

Changes to the learning environment in 2020/21

In light of the current pandemic, the University of Bath has moved to a blended learning approach (the Bath Blend). You will have received details of this prior to your arrival at the University and during your induction. Details specific to your programme are outlined in the section 'ABOUT YOUR PROGRAMME' below.

Student Mailboxes

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

Your name
c/o The Department of Psychology
MSc Applied Forensic Psychology
University of Bath
Claverton Down
Bath BA2 7AY

Contacting Staff

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

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

The best way to contact staff is by email. When 10W is open, if you want to send hardcopy mail to a member of staff, you can hand this to the administrator in the 10 West programme office who will place it in the appropriate 'pigeon-hole' (mail box). However, in the current pandemic, in-person access to administrators is restricted and email is recommended.

Should you have any queries or problems (that you have not been able to resolve using the various sources of information in this handbook and elsewhere) we strongly recommend you talk to us. For any issues relating to your work then please contact either the lecturer concerned or the Director of Studies.

Contact times

Most academic staff are available at specific times of the week (some work part-time at the University). Please note, that due to their working patterns it is possible that your

programme team may send emails out of normal working hours; this does not mean that you are expected to read or respond to those emails outside of working hours. Similarly, please do not expect staff to routinely respond outside their normal working hours. Administrators are available in office hours (typically 10.00 to 12.00, 14.00 to 16.00, Monday to Friday).

KEY CONTACTS/STAFF LIST

Director of Studies

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

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

ABOUT YOUR PROGRAMME

The Masters in Applied Forensic Psychology with Counselling is a two-year programme including a one year placement. In academic year 2020/21, we have adopted a blended learning approach; the key elements of this include:

1. The University has adopted a 2 metre social distancing approach for all in-person contact.
2. Therefore, all 'core' teaching (i.e., unit workshops and lectures) has moved to an online forum, since it is not possible to fit as many students into lecture rooms as was possible pre-Covid.
3. On this programme, all our core unit teaching will be in the form of Live Online Interactive Learning (LOIL), in that we will be teaching 'live' and not pre-recorded. At the end of last year, we found this worked well with the previous cohort.

4. All In-Person Teaching (IPT) will occur within the normal weekday timetable; for this programme, IPT will be on Tuesday afternoons. Specific details about the four-hour IPT session will be made available to you during the programme induction and via Moodle.
5. We will endeavour to enable individuals who are unable to attend the IPT (e.g., due to travel restrictions, isolation) to join the IPT sessions remotely.
6. If there is a need to revert to a period of further lockdown, we will put all in-person activities online immediately.
7. However, if social distancing measures are relaxed to the extent that teaching can operate on a business as usual basis, there will be much greater opportunity for using space that will make maximum use of the increased flexibility.

Platforms

The following platforms will be used to support this teaching approach:

- **Moodle:** this is the space where all the details about your programme, units, slides, etc are available. Discussion forums are also a useful source of information.
- **Microsoft Teams:** all students are part of an online classroom in Microsoft Teams. This may be used for workshops or for small group activity. Within the 'classroom', each tutor group will have a separate channel, accessible only to those students and their academic tutor plus the DoS (Director of Studies). Each tutor group can use this forum to chat within their group and to work collaboratively, including uploading files to work on together. Within the 'general' space in the classroom, chat and files can be used in the same way but will be accessible to all of the cohort.
- **Zoom (Bath):** the University of Bath has a zoom license (bath-ac-uk.zoom.us). This links well with Moodle so recently has been selected as the main platform for our Live Online Interactive Learning (LOIL) sessions.
- In both platforms, we will make use of breakout rooms, interactive whiteboards, chats, online quizzes or interactive questions (e.g., Mentimeter, Polly) and there is likely to be a mix of pre-session work (e.g., short videos to watch, slides or papers to read) that will feed into those sessions.

Therefore, although this may be subject to change it is most likely that the following platforms will be used in the following ways:

- LOIL (workshops): Zoom
- Tutorials (individual or group): Teams
- Remote access for IPT: Teams
- Collaborative work: Teams tutor channels
- Material for workshops, including links to Zoom teaching sessions: Moodle

PROGRAMME AIMS AND LEARNING OUTCOMES

The following link is to the programme specification, including aims and learning outcomes.



AFP programme
spec 2020-21.pdf

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

The programme is in the process of seeking accreditation for Stage 1 of the British Psychological Society (BPS) Division of Forensic Psychology (DFP) progression towards becoming a Forensic Psychologist. The programme was developed based on the BPS criteria for programmes. The application was submitted to the DFP in December 2019; despite delays due to Covid 19, we hope to have a response soon. The cohort will be kept updated with any developments in this as the year progresses.

Information on routes into Forensic Psychology can be found at <https://www.bps.org.uk/psychologists/society-qualifications/qualification-forensic-psychology>.

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.

You will be informed of any changes to the timetable via email and/or Moodle discussion forums.

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.

RESEARCH ETHICS

Details of the research ethics procedures are covered in your Student Placement Handbook. It is important that you read this information thoroughly.

STUDENT EXCHANGE/STUDY ABROAD

This is not an available option on our programme.

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

You are required to provide a satisfactory [Enhanced](#) DBS check. If the DBS check subsequently returned proves to be unsatisfactory, the University reserves the right to terminate your registration and require you to withdraw.

Please note that forensic psychology as a profession is exempt from the Rehabilitation of Offenders Act; hence, no conviction is ever considered Spent. You **must disclose any convictions** to the course supervisor and placement provider. If you do not satisfy any of the required checks, then your placement opportunities may be limited. Overseas applicants and UK applicants who have lived abroad for a period of six months or more, within the last five years, will also be required to produce a criminal records check, or "certificate of good character" from those countries that they have lived in.

Further information

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

<https://www.gov.uk/government/publications/criminal-records-checks-for-overseas-applicants>

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 assessments. Please refer to assessment deadline dates in Moodle – they are provided in date format and according to unit.

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. Please refer to the Assignment Handbook in Moodle - [Assignment handbook](#)

All items of assessed coursework have a **stated word limit** and the Department of Psychology policy is that all coursework (including the Dissertation) **should not exceed this word limit**. It is fine to submit work under the stated limit but any coursework which exceeds the stated word limit will be subject to penalties. The ability to submit a piece of work which is within the stated word limit is one of the criteria taken into account when a piece of work is being marked. **Students must state the number of words at the end of each piece of work.**

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

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

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

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

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.

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, unless informed that there will be an additional time requirement.
- 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

The University has a wide range of resources available to you to help you understand academic integrity and enhance your academic writing and practice.

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.

Academic integrity test

This will be discussed in induction week, with the slides available on Moodle. The link to the training and test is also on Moodle.

Deadline 9th October 2020

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 for your programme is Dr Teresa Ferraz-da-Silva, University of Coventry.

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 a 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 there may also be *optional units* (i.e. those units students may choose from a range of options). On this programme, all units are compulsory.

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.

A1. 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.

A2. 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.

A3. 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.

A4. 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).

A5. 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.

- If you fail any non-DEU units badly (i.e. achieve less than 35%), 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 fail only non-DEU units marginally (i.e. achieve 35%-39%), you might be able to progress without supplementary assessment. Whether you do progress will depend on the total credit value of the failed units.

A6. Dissertation/Project units have their own special rule on failure: only cases of marginal failure (i.e. 35%-39%) 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.

A7. 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 50% 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.

APPENDIX 1: MARKING GUIDELINES

Marking Guidelines with a 50% pass mark

Marking Scheme

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

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

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

Indicative Marking Guidelines for Coursework, Exams and Dissertations

Marking range and overall category assessment		(1) Knowledge and understanding of relevant ideas and methods	(2) Ability to apply relevant ideas and methods to specific problems or issues	(3) Originality, including ability to reflect critically on relevant knowledge and methods, and to develop clear and original arguments	(4) Clarity of expression, presentation of material and overall structure (including referencing)
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.
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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 2: DISSERTATION GUIDELINES

DISSERTATION OVERVIEW

Developing your Dissertation

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

Also:

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

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

Writing your Dissertation

Your dissertation's main body of text will be produced in the style of a journal article. You, together with your supervisor, will choose a journal and write in the style of that journal and according to the published author guidelines. E.g. if you were asked to write in the style of *Neuropsychologia* you would follow the author guidelines on the journals website, i.e. <https://www.elsevier.com/journals/neuropsychologia/0028-3932/guide-for-authors>

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

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

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

Dissertation Submission Notes

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

Quick check list:

1	<p>Title page with copyright* and (if applicable) restrictions** on use</p> <p>*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.</p>
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	<p>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'.)</p> <p>**Select the statement of restriction on use of the dissertation, as detailed in the template (see below).</p> <p>The statement of restrictions must be signed by the author.</p> <p>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.</p> <p>An example title page is included at the end of this section</p>
2	Abstract
3	Acknowledgements <p>Include the people who contributed to the work and were indispensable in some way.</p>
4	Declaration of contributions <p>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. If you have carried out the research as part of a team, it is particularly important that you state your unique contribution to the research. This statement must be inserted at the front of the dissertation after the Acknowledgements. The Dissertation will NOT be accepted as submitted, until it contains this statement.</p>
5	Table of Contents & Figures <p>This includes a list of contents and figures in your dissertation with appropriate page numbers.</p>
6	Main body of dissertation <p>The main body of the dissertation will be in the format of a research paper prepared in accordance with the author requirements for publication in a specified journal. The journal will be specified during the Research Apprenticeship unit (PS50183)</p>
7	References <p>References should be in the format defined by the author guidelines of the journal in whose style you are writing. If they are not defined, then use APA. Guidance is also available on the Library website at: http://www.bath.ac.uk/library/infoskills/referencing-plagiarism</p>
8	Appendices <p>There are a range of appendices that you may choose to include in your dissertation. Some are compulsory and some are optional, this is indicated below. They will not count towards your word count, but they may help you to include information that will complement the main body of your dissertation. Below are some examples of the type of appendices that you may choose to include:</p>

	<p>AUTHOR GUIDELINES (COMPULSORY) The author guidelines for the journal in whose style you have written your dissertation must be included as an appendix.</p> <p>RESEARCH PROTOCOL (COMPULSORY) You must also include your research protocol that you submitted for PS50183 assessment as an appendix.</p> <p>SUPPLEMENTARY INFORMATION (OPTIONAL) This can include extra analyses that, while not critical to the main results section, can be referred to in the text. E.g. post-hoc unplanned analyses or sample quotes from qualitative interviews.</p> <p>EXPERIMENTAL MATERIALS (OPTIONAL) This can include participant information sheets, questionnaires used, examples of stimuli used, recruitment flow diagrams, etc.</p>
9	<p>Ethical Approval You will need to include a copy of your ethical approval letter/email as relevant.</p>

The pass mark for all assessments (coursework, exams and dissertations) is 50%, while marks of 60% to 69% indicate Merit-level work and ≥70% indicate Distinction level work.