



The British
Psychological Society
Accredited



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

**MSc Health Psychology
Programme Handbook
2021/22**

This Handbook is available online or in alternative formats. Please contact [psy-pg-health@bath.ac.uk](mailto:psy-<u>pg</u>-health@bath.ac.uk) if required.

October 2021

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ABOUT THIS HANDBOOK

This is the 2021-22 Handbook for postgraduate students on the MSc Health Psychology programme.

The contents of this Handbook are accurate at the time of publication (October 2021) 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.

Earlier this summer 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 2021/22.

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](#)[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.

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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](#)[Unit and programme changes](#) in this Handbook.

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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 2021/22.

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 Abbie Jordan, pssalj@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 programmes administrator in the first instance.



SUPPORTING YOU

Student Support Services
<https://www.bath.ac.uk/professional-services/student-services/>
[Counselling and mental health support](https://www.bath.ac.uk/counselling-and-mental-health-support/)
[Disability Service](https://www.bath.ac.uk/disability-service/)
[Student Money Advice](https://www.bath.ac.uk/student-money-advice/)
[Welfare and Wellbeing Advice](https://www.bath.ac.uk/welfare-and-wellbeing-advice/)

Students' Union Advice and Support Service
www.thesubath.com/advice

Equality, Diversity and Inclusion
<https://www.thesubath.com/diversity-support/>

LGBTQ+ students
<https://www.bath.ac.uk/campaigns/lgbtq-student-support-at-bath/>

International Students
[https://www.thesubath.com/international/](http://www.thesubath.com/international/)
<https://www.bath.ac.uk/guides/money-advice-for-international-and-eu-students/>

Disabilities, long-term illness, and specific learning difficulties
<http://go.bath.ac.uk/disability-service>

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

Care-leavers, Estranged students and Foyer Residents

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
<https://www.bath.ac.uk/topics/covid-19-information-for-students/>
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/>

Student Immigration Service
www.bath.ac.uk/topics/visas
Visa Extension Service
Academic Engagement rules for Tier 4 students

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

Academic Skills Support and Development
www.bath.ac.uk/campaigns/get-ahead-with-skills-at-bath
<http://go.bath.ac.uk/my-skills>

Learning Technologies & IT Support
<https://www.bath.ac.uk/professional-services/digital-data-and-technology/>

Careers Service

<https://www.bath.ac.uk/guides/additional-support-and-funding-for-care-leavers-foyer-residents-and-estranged-students/>

Students from a refugee background

<https://www.bath.ac.uk/guides/financial-support-for-refugees/>
<https://www.bath.ac.uk/publications/university-and-refugees/>

Student parents (including expectant parents)

<https://www.bath.ac.uk/guides/student-parents/>

Erasmus and Visiting students

<https://www.thesubath.com/erasmus/>

SUPPORTING YOUR LEARNING

Your Learning

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

Year dates and timetables

Blended learning (setting yourself up)
How we ensure the quality of your course, including making changes.

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

Student Representation and Engagement

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

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

Data Protection

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

Bullying, harassment and victimisation

<https://www.bath.ac.uk/forms/be-the-change-reporting-form/>
<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

Important assessment information

Coursework submission (deadlines, word counts)

Assessment processes (marking, anonymous marking, moderation, scaling)

External examiners

Understanding your results

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

ABOUT THE DEPARTMENT 2021/22

The MSc Health Psychology programme is delivered by the Department of Psychology. The Department is located in building 10 West – see the campus map at [University of Bath, Claverton Down campus](#)

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

DIRECTOR OF STUDIES WELCOME

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

We look forward to meeting you all and getting to know you through teaching, tutoring, placement and various other activities throughout the year. We are here to support your efforts to develop as thoughtful, critical and independent researchers in Health Psychology. We are immensely proud of our highly rated course and are confident that the many challenges and rewards it brings will equip you for a range of future careers in health related contexts.

Dr Abbie Jordan
Director of Studies, MSc Health Psychology

KEY CONTACTS/STAFF LIST

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

<u>Academic Team</u>	Role	Room	Ext. No.	email
		10 West		
Dr Ben Ainsworth	Senior Lecturer	10 West 3.28	3114	ba548@bath.ac.uk
Dr Charlotte Dack	Lecturer	10 West 3.14	3658	cnd31@bath.ac.uk
Dr Fatemeh Sani Pour	Lecturer	10 West		fsp24@bath.ac.uk
Dr Abbie Jordan	Director of Studies, Reader	10 West 3.10	6982	pssalj@bath.ac.uk
Dr Paula Smith	Senior Lecturer	10 West 3.18	4844	pcs21@bath.ac.uk
Dr Sian Smith	Lecturer	10 West 4.36	3346	skl54@bath.ac.uk
Dr Andrew Weyman	Reader	10 West 4.31	5279	aw290@bath.ac.uk

<u>Administration</u>				
Caroline Chapman	Programmes Administrator	10 West 1.02	5597	cc2274@bath.ac.uk
<u>Placements Team</u>				
Dr Charlotte Dack	Lecturer, Placement Tutor	10 West 3.14	3658	cnd31@bath.ac.uk
Laurie Stewart	Placements Officer	1 West 3.06	4926	les51@bath.ac.uk

Taught Programmes Team Office – Psychology, 10W 1.02

From Monday 27 September 2021, the Taught Programmes Team hub office is open from Monday to Friday between 10am and 12pm and between 2pm and 4pm for in-person enquiries. We ask that students and staff do not enter the office unless you are invited in. Please use our hatch for student and staff enquiries. We are currently operating 'hybrid working' in the team which means that we will work some of our time on campus in the office and some of it from home each week. You can access our [rota](#) on the Faculty Sharepoint site.

How to contact us remotely

You can contact us using our shared mailboxes with your enquiries. We are happy to take your calls on Teams if you would like to talk to us, however we may not be able to answer immediately if, for example, we are in a meeting. You can use our shared mailboxes to email us and book in a time when we can call you back.

Do you have an urgent enquiry?

If your enquiry is urgent, we advise sending an email to the relevant shared mailbox which will be monitored between 9am and 5pm from Monday to Friday.

Programme	Administrator + Teams call/Phone	Mailbox
MSc Health Psychology	Caroline Chapman: 01225 38 5597 (part-time, Tues to Fri)	psychology-pgt@bath.ac.uk

ABOUT YOUR PROGRAMME

Dr Abbie Jordan is the Director of Studies for the MSc in Health Psychology. Abbie is responsible for the overall running of the course and ensuring students' welfare. Should you have any questions or queries you can contact her at the above email address.

Internal messages are usually sent by email and you should make a point of checking your account every day. You can also access your account via the internet by typing <https://mail.bath.ac.uk> or clicking on 'Webmail' on the University's internal home page. **You must ensure that your email inbox does not become full otherwise emails cannot be sent to you and you therefore run the risk of missing important information.**

The best way to contact staff is by email. If you want to send hard copy mail to a member of staff, you can hand this to the administrator in the 10 West programme office (1.02) who will place it in the appropriate 'pigeonhole' (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.

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

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

Synopsis and academic coherence of programme

The programme is the responsibility of the Department of Psychology and was established in 1996. We have built an excellent track record for the training of health psychologists since it began. Our programme was one of the first in Britain to be accredited by the British Psychological Society (BPS) in 1999. The content of the programme adheres to the skills and curriculum requirements of the BPS.

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

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

CORE PHILOSOPHY OF THE MASTERS IN HEALTH PSYCHOLOGY PROGRAMME

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

Educational aims of the programme

The Masters in Health Psychology will enable students:

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

Learning outcomes

Students gaining an award from this programme should be able to:

- Identify and engage critically with appropriate and representative literature in the field of health psychology
- Understand current contributions to health psychology
- Demonstrate clarity of thought and quality of argument in health psychology theory and application
- Have the ability to conduct appropriate statistical analysis
- Appreciate the uses of qualitative and quantitative methods and their application
- Locate issues and concerns of health psychology in the wider health sciences research context
- Understand the psychological processes involved in the consultation and provision of treatment
- Appreciate how ill people cope with chronic and acute health conditions

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

- Select and justify the focus, scope and methodology of a study in health psychology
- Carry out independent research in health psychology
- Critically review, employ and engage with the appropriate literature on the study area
- Draw appropriate conclusions from the research study, being aware of its strengths and limitations
- Work independently and as part of a multidisciplinary team
- Effectively and efficiently apply principles of health psychology within a variety of health contexts

Knowledge and Understanding	<ul style="list-style-type: none"> • Knowledge of the theoretical basis of learning processes and effective learning. • Fundamental concepts of health psychology relevant to the student becoming an effective practitioner. • Theoretical basis of health psychology. • Current developments in practice and research in health psychology • To understand how these knowledge outcomes apply in work based situations.
Intellectual Skills	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • To reflect upon new technology and innovation within social sciences and to make decisions regarding legitimacy, reliability and effectiveness. • To effectively and efficiently apply principles of health psychology within a variety of health contexts. • To develop sensitivity to the values and interests of others.
Transferable/Key Skills	<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. • Revision and examination skills.

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

PROGRAMME DESCRIPTION: STRUCTURE OF YOUR PROGRAMME

The structure of your programme year for 2021/22 can be found in the 2021/22 Unit and Programme Catalogues (see below). The content of the Programme Catalogues is correct at the time of publication. Programmes and units may be subject to reasonable change (see **Unit and programme changes** in this Handbook).

Part-time students can find the up-to-date Programme Specification and Programme Description here <https://www.bath.ac.uk/catalogues/2021-2022/ps/THPS-APM01.html>

UNIT AND PROGRAMME CATALOGUES

This is where you will find details about all 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 MSc Health Psychology programme is accredited by the British Psychological Society and meets their requirements for Stage 1 training towards Chartered Health Psychology status. For more information please see <https://www.bps.org.uk/>.

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

Health Psychology Research in the Department

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

YOUR LEARNING

Having received feedback from our current students and teaching staff about their experience of blended learning in 2020/21, our approach in 2021/22 aims to keep the best of what we've put in place successfully over the last academic year. We are committed to providing a high-quality learning experience that is rich and varied, whilst ensuring we can be flexible if required by government restrictions.

Your learning will consist of structured activities – both in person teaching on campus, and structured online learning delivered through the University's virtual learning environment – as well as independent learning.

Online activities may include following a recorded lecture, or other learning materials, or joining a timetabled live interactive session through Teams or Zoom.

If the UK government restricts how we can deliver your course through social distancing measures or a lockdown, we are able to move all your learning online.

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 teaching on campus and any Live Online Interactive Learning (LOIL) sessions you may have 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 – 2021/22

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.

RESEARCH ETHICS

Please see the Moodle page for the Dissertation unit PS50055 for information on research ethics.

PLACEMENT SUPPORT

The University is committed to enhancing students' vocational outcomes and learning experiences by supporting placements. We have a dedicated placements team to support and guide you through the process of applying for, securing and successfully completing a placement.

The contact details for your Placements Manager and Placement Tutor can be found under the 'key contacts' section at the start of this handbook.

If you have any COVID-related concerns then please contact the placements team.

UNIT AND PROGRAMME CHANGES 2021/22

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

We continually look for ways to develop and improve our programmes, 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.

In addition, it is sometimes necessary to make changes due to unforeseen or unavoidable circumstances. The need to adapt to circumstances created by the global pandemic was a significant example of this.

This could also 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

Whilst you are not required to provide a satisfactory DBS check prior to commencing your programme it may be required for your placement. Further information can be found in your placement handbook which is available on the Moodle page for the Placement unit PS50051.

A DBS check will cost approximately £50 and it is not paid by the University of Bath. If you need a DBS for your placement, you will need to arrange this months prior to the start of your placement.

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.

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.

Unless you have been granted an extension by your Director of Studies work submitted after the submission date and time will be assessed at a maximum mark of 50%, coursework submitted more than five days after the submission date will normally receive a mark of zero (0).

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 even 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 up to 15% over the word limit, 10 marks will be docked;
- if it is between 15 - 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 a maximum of 49%.

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

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 Ouriginal), 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 Examiners for your programme are:

Professor Lucie Byrne-Davis, University of Manchester

Dr Georgina Charlesworth, University College London (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 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).

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 has Designated Essential Units (DEUs) which you must pass to gain the award you seek; even marginal failure in these units cannot be condoned.
- Your programme is a single-stage programme, so your eligibility for the award you seek will only be judged at the end of the programme. You must also never break one of the persistent generic rules.
- 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.
- Should you fail to qualify for the award of the degree of Master, you may be considered for the award of a related Postgraduate Diploma or Postgraduate Certificate (subject to your having met the requirements for one of those awards).

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

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

- If you fail any non-DEU 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 fail only non-DEU 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 50% for them if there are more than one) for satisfactory completion of the requirements for Dissertation/Project elements.

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

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

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

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

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

Supplementary assessment

'Supplementary assessment' is the term normally used for an opportunity given to a student to retrieve failure before starting the next stage of a programme, or by the end of the programme if it is a single-stage programme or the failed units are not Stage Required Units (SRUs).

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 2021/22 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 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 STUDENT AND TIER 4 HOLDERS

Guidance and requirements on academic engagement for students who are Student and Tier 4 visa holders, including the University's **Academic Engagement Monitoring Policy for Student and 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 Student or 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.