



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

**Psychology BSc (Hons)  
Psychology MSci (Hons)  
Programme Handbook  
2022/23**

This Handbook is available online or in alternative formats. Please contact [psychology-ug@bath.ac.uk](mailto:psychology-ug@bath.ac.uk) if required.

[Issue Date: 26 September 2022]



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## ABOUT THIS HANDBOOK

This is the 2022-23 Handbook for Psychology students on the BSc & MSci programme(s).

The contents of this Handbook are accurate at the time of publication [26 September 2022] 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 contain links to information about the topics 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.**

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](http://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** in this Handbook.

While this Handbook signposts information about regulations for students, it does not have regulatory status itself, and the Regulations available online (Regulations for Students: <http://go.bath.ac.uk/regulations> and Assessment Regulations: [www.bath.ac.uk/corporate-information/new-framework-for-assessment](http://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, Ian Fairholm [[pssif@bath.ac.uk](mailto:pssif@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 the Programmes Administrators at [psychology-ug@bath.ac.uk](mailto:psychology-ug@bath.ac.uk) in the first instance.



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### CORE UNIVERSITY SERVICES AND INFORMATION

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#### Student Support Services

<https://www.bath.ac.uk/professional-services/student-support/>

#### Students' Union Advice and Support Service

[www.thesubath.com/advice/](http://www.thesubath.com/advice/)

#### Personal Tutoring

[www.bath.ac.uk/guides/personal-tutoring/](http://www.bath.ac.uk/guides/personal-tutoring/)

#### Student wellbeing

<https://www.bath.ac.uk/guides/engagement-monitoring-for-student-wellbeing/>

#### 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](http://www.bath.ac.uk/campaigns/where-you-can-study-on-campus-and-in-the-city)

#### IT advice, guidance, and support

[www.bath.ac.uk/professional-services/digital-data-and-technology/](http://www.bath.ac.uk/professional-services/digital-data-and-technology/)

#### Careers Service

[www.bath.ac.uk/professional-services/careers-service](http://www.bath.ac.uk/professional-services/careers-service)

#### Health and Safety

[www.bath.ac.uk/guides/student-health-and-safety](http://www.bath.ac.uk/guides/student-health-and-safety)  
[www.bath.ac.uk/guides/be-safe-on-campus-and-in-bath/](http://www.bath.ac.uk/guides/be-safe-on-campus-and-in-bath/)

#### Equality, Diversity, and Inclusion

[www.bath.ac.uk/professional-services/equality-diversity-and-inclusion/](http://www.bath.ac.uk/professional-services/equality-diversity-and-inclusion/)

#### Updating your personal details

[www.bath.ac.uk/guides/keep-your-contact-details-up-to-date/](http://www.bath.ac.uk/guides/keep-your-contact-details-up-to-date/)  
[www.bath.ac.uk/guides/change-your-name-gender-and-pronouns-as-a-current-student/](http://www.bath.ac.uk/guides/change-your-name-gender-and-pronouns-as-a-current-student/)

#### Data Protection

[www.bath.ac.uk/guides/data-protection-guidance](http://www.bath.ac.uk/guides/data-protection-guidance)

#### Tackling harassment: support and report

[www.bath.ac.uk/campaigns/support-and-report/](http://www.bath.ac.uk/campaigns/support-and-report/)

#### SU Code of Practice and membership

[www.bath.ac.uk/corporate-information/code-of-practice-for-the-students-union-su](http://www.bath.ac.uk/corporate-information/code-of-practice-for-the-students-union-su)

#### Climate Action Framework

<https://www.bath.ac.uk/campaigns/climate-action/>

#### Dissatisfaction with a University service or facility (Complaints)

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

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## ADVICE AND SUPPORT FOR SPECIFIC GROUPS OF STUDENTS

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### International students

<https://www.bath.ac.uk/professional-services/international-support-service/>  
<https://www.bath.ac.uk/professional-services/student-immigration-service/>  
[www.bath.ac.uk/topics/visas](http://www.bath.ac.uk/topics/visas)  
<https://www.bath.ac.uk/publications/student-tier-4-visa-handbook/>  
[www.bath.ac.uk/campaigns/studying-at-bath-as-an-erasmus-exchange-or-visiting-student](http://www.bath.ac.uk/campaigns/studying-at-bath-as-an-erasmus-exchange-or-visiting-student)

### Care-leavers

[www.bath.ac.uk/publications/university-and-leaving-care/](http://www.bath.ac.uk/publications/university-and-leaving-care/)

### Estranged students

[www.bath.ac.uk/publications/university-and-estranged-students/](http://www.bath.ac.uk/publications/university-and-estranged-students/)

### Disabilities, long-term illness, and specific learning difficulties

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

### Refugees

[www.bath.ac.uk/publications/university-and-refugees/](http://www.bath.ac.uk/publications/university-and-refugees/)

### Students with caring responsibilities

[www.bath.ac.uk/publications/university-and-young-adult-carers/](http://www.bath.ac.uk/publications/university-and-young-adult-carers/)

### Pregnancy and maternity

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

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## SUPPORTING YOUR LEARNING

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### Your Programme

[www.bath.ac.uk/guides/your-programme](http://www.bath.ac.uk/guides/your-programme)

*Year Dates and Timetables*

*Changes to programmes and units*

*How your programme and learning experience are enhanced*

### Registration

[www.bath.ac.uk/guides/registering-with-the-university](http://www.bath.ac.uk/guides/registering-with-the-university)

### Timetabling

[www.bath.ac.uk/professional-services/timetabling-and-room-bookings/](http://www.bath.ac.uk/professional-services/timetabling-and-room-bookings/)

### Programme and unit catalogue

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

### Student Representation and Engagement

[www.bath.ac.uk/campaigns/student-engagement-shape-your-university](http://www.bath.ac.uk/campaigns/student-engagement-shape-your-university)

### Regulations for students

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

### Exams and assessments

[www.bath.ac.uk/topics/exams-and-assessments/](http://www.bath.ac.uk/topics/exams-and-assessments/)

### Assessment guidance for students

<https://www.bath.ac.uk/guides/assessment-guidance-for-students/>

### Skills Support and Development

<https://www.bath.ac.uk/professional-services/skills-centre/>

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

[www.bath.ac.uk/campaigns/get-ahead-with-skills-at-bath](http://www.bath.ac.uk/campaigns/get-ahead-with-skills-at-bath)

### Placement handbook (for students on a placement)

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

### Withdrawing from or suspending your studies

[www.bath.ac.uk/guides/suspending-your-studies-or-leaving-the-university](http://www.bath.ac.uk/guides/suspending-your-studies-or-leaving-the-university)

# HEAD OF DEPARTMENT WELCOME 2022/23

## ABOUT THE DEPARTMENT 2022/23

Welcome back to the University of Bath! It's great to have you back with us for another exciting year. All of the staff and I look forward to helping you toward meeting the challenges provided by our ambitious programmes of study, with learning outcomes second to none. Along the way, we'll continue to strive toward promoting the values we hold dear: innovation, impact, inclusivity, and integrity.

You should already know that we are expecting teaching to be provided on campus this academic year. As per usual, there will be a mixture of lectures, seminars and tutorials, with some elements provided online, but a majority of the teaching this year will be timetabled and delivered in-person on campus. All units will be supported by material provided on Moodle, which is where you will be able to find out more about how each of your units will be delivered this year. In addition, some units will use Teams or Zoom to provide some or all of their teaching and material and to communicate with students.

For units that have seminars, students will be assigned to groups and you will receive more information about these from your unit convenors, usually via the Moodle page for each unit.

The academic year has been developed to be flexible in the face of possible changes in public health advice. If the UK government restricts how we can deliver your course, though social distancing or a lockdown, then we will be able to move all your learning online. The department will keep you up to date on plans for this if it becomes necessary.

With luck, your year will progress fantastically, including the usual challenges and successes, in collaboration with staff and your peers. We all look forward to the exciting year ahead.

Best wishes,  
Professor Greg Maio  
Head of Department of Psychology

## KEY CONTACTS/STAFF LIST

The key people that you would likely need to contact throughout your degree are:

Mr Ian Fairholm, Director of Studies for the Undergraduate Programmes, who can help you if you have ongoing concerns about your tuition or supervision, or if you wish to change your programme of study or are thinking of suspending or withdrawing from your studies.

Your Year Tutor:

Year 1 Tutor – Dr Richard Hamshaw [rjth20@bath.ac.uk](mailto:rjth20@bath.ac.uk)

Year 2 Tutor – Dr Rachael Bedford [rb2246@bath.ac.uk](mailto:rb2246@bath.ac.uk)

Placement Year Tutor – Dr Gosia Goclowska [mag86@bath.ac.uk](mailto:mag86@bath.ac.uk)

Final Year Tutor – Dr Karin Petrini [kp504@bath.ac.uk](mailto:kp504@bath.ac.uk)

MSci Tutor – Dr Adam Hahn [ah2763@bath.ac.uk](mailto:ah2763@bath.ac.uk)

Your Year Tutor can help you if you have concerns about meeting a deadline or if you think you might need to apply for mitigating circumstances. They can also help you if you would like to discuss aspects about your current year of study.



## **Taught Programme Administrators Team Hub office, Psychology located in 10 West 1.02**

The Psychology Taught Programmes Team can help with any administrative queries regarding your programme.

### **How to contact us in person**

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. The hatch is open during our opening times.

We are currently operating 'hybrid working' within the wider team which means that we will work some of our time on campus in the office and some of it from home each week.

### **How to contact us remotely**

You can contact us using our shared mailbox 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.

<b>Programmes</b>	<b>Administrators + Teams call/Phone</b>	<b>Mailbox</b>
<b>All undergraduate Psychology Programmes</b>	Charlie Long 01225 383253  Kim Pounsberry 01225 387881	<a href="mailto:psychology-ug@bath.ac.uk">psychology-ug@bath.ac.uk</a>

### **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**.

If you have any immediate concerns about your own (or another student's) health or welfare, call 999 or Security on 01225 383999 (email [security-office@bath.ac.uk](mailto:security-office@bath.ac.uk)) Security will be able to contact Student Support if needed.

Our Wellbeing Advisors are available online and in the 4 West Student Centre. Call them on 01225 383838 or email on [wellbeing@bath.ac.uk](mailto:wellbeing@bath.ac.uk) and they will provide a confidential space for you to talk through any concerns that you have. They can also point you in the direction of further support or practical help (<https://www.bath.ac.uk/guides/welfare-and-wellbeing-advice/>)

You can also use our [Be Well-Talk Now](#) service which offers immediate 24/7 support via phone, live chat, or video call from wherever you are in the world.

Health advice is available online from the NHS 111 Service

Confidential emotional phone support is available 24/7 from Samaritans: 116 123

## ABOUT YOUR PROGRAMME

Our programmes in the psychology department will provide you with a solid grounding across the psychology discipline, with a strong focus on areas where we have particular research strengths, for example, cognitive, health, social and clinical psychology.

The student learning experience this year will, as noted before, be primarily in-person and on campus. This will be complemented by the provision of peer mentoring (in first year), our award-winning Peer Assisted Learning schemes (in first & second year), dissertation supervision (final & MSci years), personal tutor meetings (all years), and a range of other activities and opportunities offered by the department. By engaging with the department and its staff, we hope you will find this year to be a successful, stimulating and fulfilling one.

## PROGRAMME AIMS AND LEARNING OUTCOMES FOR EACH OF THE FOLLOWING PROGRAMMES

BSc Psychology - 3 Year  
BSc Psychology - 4 Year  
MSci Psychology - 4 Year  
MSci Psychology - 5 Year

### Synopsis and academic coherence of programme – BSc Psychology – 3 Year

The 3 year full time Undergraduate Psychology Degree is currently accredited by the British Psychological Society. The Psychology degree programme follows a semester-based structure with 60 credits of study in each year. The programme consists of a core of about 80% psychology and psychology research methods units. The other 20% of the units in the first and second year are optional units. These units allow students to broaden their focus. In addition to optional psychology units, the programmes offers the opportunity to follow additional units in Languages, Sociology/Social Policy, Education, Sports Science, Neuroscience, Biology and Management. In the first year, the foundations are laid for understanding basic concepts, methods and theories in psychology. In the second year the degree covers the core areas of psychology, and introduces more research methods, including project work. The final year for students on the BSc (Hons) Psychology programmes consists of a research dissertation and a range of psychology optional units, which reflect the active research interests of the Department and an individual research project.

The degree is studied as a three-year full-time programme. The programme is arranged on a semester basis (6 x 15 weeks). The programme is divided into study modules called units. Each unit has a credit value of 6 - 18, depending on the length of study and academic content, and according to subject and nature of learning. Each 6-credit unit represents 100 hours of student learning made up of lectures, tutorials, seminars, practical classes and workshops.

### Educational aims of the programme

1. Offer students an education in psychology that reflects the highest academic standards and is supported by high quality teaching;
2. Offer a high-technology learning environment with access to information and communication technology (ICT), well-equipped laboratories and specialist equipment;

<p>3. A commitment to the integration of the strong research profile into teaching;</p> <p>4. A commitment to appropriate diversity of entry and approaches to learning, teaching and assessment.</p> <p>5. To educate undergraduate students to the required level in psychology for them to be able to pursue professional training and careers in psychology or related fields.</p>	
<ul style="list-style-type: none"> <li>Knowledge &amp; Understanding:</li> </ul>	<ul style="list-style-type: none"> <li>Understands the scientific underpinnings of psychology as a discipline, its historical origins, development and limitations.</li> <li>Recognises the inherent variability and diversity of psychological functioning and its significance.</li> <li>Can demonstrate systematic knowledge and critical understanding of a range of influences on psychological functioning, how they are conceptualised across the core areas, and how they interrelate. The core knowledge domains within psychology include (i) research methods, (ii) biological psychology, (iii) cognitive psychology, (iv) individual differences, (v) developmental psychology and (vi) social psychology. In addition to these core areas it is expected that students will gain knowledge of conceptual and historical perspectives in psychology.</li> <li>Has detailed knowledge of several specialised areas and/or applications, some of which are at the cutting edge of research in the discipline.</li> <li>Can demonstrate a systematic knowledge of a range of research paradigms, research methods and measurement techniques, including statistical analysis, and be aware of their limitations.</li> </ul>
<ul style="list-style-type: none"> <li>Intellectual Skills:</li> </ul>	<ul style="list-style-type: none"> <li>Can reason scientifically, understand the role of evidence and make critical judgements about arguments in psychology.</li> <li>Can adopt multiple perspectives and systematically analyse the relationships between them.</li> <li>Can detect meaningful patterns in behaviour and experience and evaluate their significance.</li> <li>Can pose, operationalise and critically evaluate research questions.</li> <li>Can demonstrate substantial competence in research skills through practical activities.</li> </ul>

	<ul style="list-style-type: none"> <li>• Can demonstrate competence in a range of qualitative research methods</li> <li>• Can reason statistically and use a range of statistical methods with confidence.</li> <li>• Can competently initiate, design, conduct and report an empirically-based research project under appropriate supervision, and can recognise its theoretical, practical and methodological implications and limitations.</li> <li>• Is aware of the ethical context of psychology as a discipline and can demonstrate this in relation to personal study, particularly with regard to the research project.</li> </ul>
<ul style="list-style-type: none"> <li>• Professional Practical Skills:</li> </ul>	<ul style="list-style-type: none"> <li>• To reflect upon new technology and innovation within psychology and to make decisions regarding legitimacy, reliability and effectiveness.</li> <li>• To effectively and efficiently apply principles of psychological analysis within a variety of environments.</li> <li>• To develop sensitivity to the values and interests of others.</li> </ul>
<ul style="list-style-type: none"> <li>• Transferable/Key Skills:</li> </ul>	<ul style="list-style-type: none"> <li>• Can communicate ideas and research findings both effectively and fluently by written, oral and visual means.</li> <li>• Can comprehend and use numerical, statistical and other forms of data, particularly in the context of presenting and analysing complex data sets.</li> <li>• Is computer literate and is confident in using word processing, database and statistical software.</li> <li>• Can solve problems by clarifying questions, considering alternative solutions and evaluating outcomes.</li> <li>• Is sensitive to and can react appropriately to contextual and interpersonal factors in groups and teams.</li> <li>• Can undertake self-directed study and project management in order to meet desired objectives.</li> <li>• Is able to take charge of their own learning, and can reflect and evaluate personal strengths and weaknesses for the purposes of future learning.</li> </ul>
<b>Summary of assessment and progression regulations – NFA fully compliant</b>	

## Progression Regulations and Awards

UHPS-AFB03

The rules for progression from one stage to another and grading of assessed work and examinations conform to the University's framework for assessment and assessment regulations (NFAAR), see <http://www.bath.ac.uk/registry/nfa/nfaar.pdf>

## Details of Professional Accreditation

**This programme is accredited by the British Psychological Society. They require particular standards and content in our programmes so that students exit able to claim graduate membership of the British Psychological Society, enabling them to progress successfully in their subsequent careers. Current professional accreditations are reviewed periodically by the bodies concerned.**

## Admissions Criteria including APL/APEL arrangements

Candidates must be able to satisfy the general admissions requirements of the University of Bath and Department of Psychology. The criteria for entry in 2012 were:

### ***School/College leavers who are at least 17 years on the 1<sup>st</sup> October in the year of admission***

- Grade A in English and Mathematics at GCSE level or equivalent (unless subject taken at a higher level)
- Plus one of the following:
- AS and A2 requirements - "standard entry" offer is A\*AA in three A2s with Grade B in one extra A2 or AS if taken in the final year.
- BTEC National Diploma at least three units at distinction level with all other unit at merit level (usually DDD overall)
- Irish Leaving Certificate: AAAAAB (AAAABB may be accepted)
- Scottish Advanced Highers – at least AA from two Advanced Highers
- International Baccalaureate – at least 38 points overall, with at least grade 6 in all subjects (no preference for which Mathematics subject is taken).
- European baccalaureate - total score of at least 8 or 80%.
- French baccalaureate – at least 14 overall
- German Abitur – an overall score of 1.3.
- Greece Apolytirion - an average of at least 19/20 plus either one A Level or a UK foundation course
- USA - high school diploma minimum overall score of. 3.3; SAT of 1200.
- Access Course – Students should take the Higher Maths units as part of their Access course. Applicants are expected to demonstrate a high academic standard and will be asked to submit one piece of their marked coursework for consideration.
- Open University – at least 70% in a 60 credit unit

- Foundation degree – Foundation Degrees from a good university. Applicants are expected to demonstrate a high academic standard.

#### Additional Requirements

IELTS level of at least 7 overall (academic strand) if English is not first language with at least 6.5 in all parts.

The current prospectus gives admission information at

<http://www.bath.ac.uk/study/ug/prospectus/subject/psychology/entry-requirements>

#### Details of Support Available to Students

University of Bath students attending programmes of study at the Claverton Campus are usually encouraged to stay in University halls of residence during their first year and will be supported in their transition into University life and study by Resident Tutors. These are postgraduate students or staff who live in the halls of residence and are responsible for the general welfare, health and safety and discipline of student residents.

Undergraduate students will be allocated a Personal Tutor, postgraduate taught students a course manager and postgraduate research students a supervisor who are responsible for monitoring and supporting the academic progress and general welfare of their students.

Staff in these roles will be able to respond to many of the questions and concerns raised by their students. However, there is also a range of specialist student support services that will offer both information and advice to support these staff working with their students, as well as take referrals to work more directly with the students. Students can also self-refer to these services.

These services can provide information, advice and support in relation to accommodation, emotional difficulties, assessment of needs and provision of support relating to disability, student funding, general welfare, academic problems, student discipline and complaints, careers, international students, spiritual matters, part time work, security and personal safety. The Students' Union can also provide advocacy for students. More information about these services can be accessed via: <http://www.bath.ac.uk/students/support/>.

There are also Medical and Dental Centres, and a Chaplaincy on campus that are very experienced in meeting the needs of a student population, as well as a University nursery and vacation play scheme to provide childcare for older children during the school holidays

### **BSc Psychology – 4 Year programme**

#### **Synopsis and academic coherence of programme**

The Undergraduate Psychology Degree is currently accredited by the British Psychological Society. It has a core of about 80% psychology and research methods units and about 20% other units. It is possible to follow a language option throughout the degree, or to study Sociology/Social Policy, Education, Neuroscience, Biology or Management. In the first year, the foundations are laid for understanding basic concepts, methods and theories in psychology. In the second year the degree covers the core areas of psychology, and introduces more research methods, including project work. The third year is a compulsory

placement year. In the final year, there is a range of units, many of which reflect the research interests of the Department.

The degree is studied as a four-year full-time programme. A one-year placement is taken in the third year of study. The programme is arranged on a semester basis (6 x 15 weeks). The programme is divided into study modules called units. Each unit has a credit value of 6 - 12, depending on the length of study and academic content, and according to subject and nature of learning. Each 6-credit unit represents 100 hours of student learning made up of lectures, tutorials, seminars, practical classes and workshops.

### **Educational aims of the programme**

1. Offer students an education in psychology that reflects the highest academic standards and is supported by high quality teaching;
2. Offer a high-technology learning environment with access to information and communication technology (ICT), well-equipped laboratories and specialist equipment;
3. A commitment to the integration of the strong research profile into teaching;
4. A commitment to the application of learning, in placements and applied and professional knowledge;
5. A commitment to appropriate diversity of entry and approaches to learning, teaching and assessment.
6. To educate undergraduate students to the required level in psychology for them to be able to pursue professional training and careers in psychology or related fields.

#### **• Knowledge & Understanding:**

*Teaching, learning and assessment methods used to enable outcomes to be achieved and demonstrated include:*

Lead lectures, tutor-led seminars and tutorials, student-led seminars, IT practical sessions, practical workshops and problem-based learning scenarios.

*Assessment:* written unseen examinations, coursework, practical presentations, research reports, dissertation

- Understands the scientific underpinnings of psychology as a discipline, its historical origins, development and limitations.
- Recognises the inherent variability and diversity of psychological functioning and its significance.
- Can demonstrate systematic knowledge and critical understanding of a range of influences on psychological functioning, how they are conceptualised across the core areas, and how they interrelate. The core knowledge domains within psychology include (i) research methods, (ii) biological psychology, (iii) cognitive psychology, (iv) individual differences, (v) developmental psychology and (vi) social

	<p>psychology. In addition to these core areas it is expected that students will gain knowledge of conceptual and historical perspectives in psychology.</p> <ul style="list-style-type: none"> <li>• Has detailed knowledge of several specialised areas and/or applications, some of which are at the cutting edge of research in the discipline.</li> <li>• Can demonstrate a systematic knowledge of a range of research paradigms, research methods and measurement techniques, including statistical analysis, and be aware of their limitations.</li> <li>• Has detailed knowledge and experience of a practical application of research in the discipline, while on placement.</li> </ul>
<ul style="list-style-type: none"> <li>• Intellectual Skills:</li> </ul>	<ul style="list-style-type: none"> <li>• Can reason scientifically, understand the role of evidence and make critical judgements about arguments in psychology.</li> <li>• Can adopt multiple perspectives and systematically analyse the relationships between them.</li> <li>• Can detect meaningful patterns in behaviour and experience and evaluate their significance.</li> <li>• Can pose, operationalise and critically evaluate research questions.</li> <li>• Can demonstrate substantial competence in research skills through practical activities.</li> <li>• Can demonstrate competence in a range of qualitative research methods</li> <li>• Can reason statistically and use a range of statistical methods with confidence.</li> <li>• Can competently initiate, design, conduct and report an empirically-based research project under appropriate supervision, and can recognise its theoretical, practical and methodological implications and limitations.</li> <li>• Is aware of the ethical context of psychology as a discipline and can demonstrate this in relation to personal study, particularly with regard to the research project.</li> <li>• Can demonstrate intellectual, psychological and scientific skills in a practical context. Whilst on placement</li> </ul>



<ul style="list-style-type: none"> <li>Professional Practical Skills:</li> </ul>	<ul style="list-style-type: none"> <li>To reflect upon new technology and innovation within psychology and to make decisions regarding legitimacy, reliability and effectiveness.</li> <li>To effectively and efficiently apply principles of psychological analysis within a variety of environments.</li> <li>To develop sensitivity to the values and interests of others.</li> <li>To effectively and efficiently apply principles of psychological analysis in a practical context while on placement</li> </ul>
<ul style="list-style-type: none"> <li>Transferable/Key Skills:</li> </ul>	<ul style="list-style-type: none"> <li>Can communicate ideas and research findings both effectively and fluently by written, oral and visual means.</li> <li>Can comprehend and use numerical, statistical and other forms of data, particularly in the context of presenting and analysing complex data sets.</li> <li>Is computer literate and is confident in using word processing, database and statistical software.</li> <li>Can solve problems by clarifying questions, considering alternative solutions and evaluating outcomes.</li> <li>Is sensitive to and can react appropriately to contextual and interpersonal factors in groups and teams.</li> <li>Can undertake self-directed study and project management in order to meet desired objectives.</li> <li>Is able to take charge of their own learning, and can reflect and evaluate personal strengths and weaknesses for the purposes of future learning.</li> <li>Is sensitive to and can react appropriately to contextual and interpersonal factors in a professional context</li> </ul>
<b>Summary of assessment and progression regulations – NFA fully compliant</b>	
<b>Progression Regulations and Awards</b> <hr/> BSc (Hons) Psychology (Placement) 4yr - UHPS-AKB03 <p>The rules for progression from one stage to another and grading of assessed work and examinations conform to the University's framework for assessment and assessment regulations (NFAAR), see <a href="http://www.bath.ac.uk/registry/nfa/nfaar.pdf">http://www.bath.ac.uk/registry/nfa/nfaar.pdf</a></p>	

### **Details of Work Placements Requirements / Work Based Learning / Industrial Training Requirements**

A full-time work placement is required. In most cases this will be a placement in external organisations. In some cases the placement can be undertaken in the University with the student taking a research topic under the close supervision by a member of academic staff. In all cases the content of the year should provide experiential and practical learning opportunities related to the key themes raised by the Undergraduate Psychology Degree. The placement is assessed in various ways (including placement visits, a ten-week placement report, a paper presented to the mid-year placement conference, and a final placement report). These are required for the successful completion of the placement and they contribute 8% to the final degree classification.

### **Details of Professional Accreditation**

**This programme is accredited by the British Psychological Society. They require particular standards and content in our programme s so that students exit able to claim graduate membership of the British Psychological Society, enabling them to progress successfully in their subsequent careers.**

Current professional accreditations are reviewed periodically by the bodies concerned.

**Professional or industrial placements** for a year or a semester are particularly supported at Bath by specialised staff and these arrangements are demonstrably effective for improving degree grade and employability within six months of graduation.

### **Admissions Criteria including APL/APEL arrangements**

Candidates must be able to satisfy the general admissions requirements of the University of Bath and Department of Psychology. The criteria for entry in 2012 were:

#### ***School/College leavers who are at least 17 years on the 1<sup>st</sup> October in the year of admission***

- Grade A in English and Mathematics (unless subject taken at a higher level)
- Plus one of the following:
- AS and A2 requirements - "standard entry" offer is A\*AA in three A2s with Grade B in one extra A2 or AS if taken in the final year.
- BTEC National Diploma at least three units at distinction level with all other unit at merit level (usually DDD overall)
- Irish Leaving Certificate: AAAAAB (AAAABB may be accepted)
- Scottish Advanced Highers – at least AA from two Advanced Highers
- International Baccalaureate – at least 38 points overall, with at least grade 6 in all subjects (no preference for which Mathematics subject is taken.
- European baccalaureate - total score of at least 8 or 80%.
- French baccalaureate – at least 14 overall
- German Abitur – an overall score of 1.3.

- Greece Apolytirion - an average of at least 19/20 plus either one A Level or a UK foundation course
- USA - high school diploma minimum overall score of. 3.3; SAT of 1200.
- Access Course – Students should take the Higher Maths units as part of their Access course. Applicants are expected to demonstrate a high academic standard and will be asked to submit one piece of their marked coursework for consideration.
- Open University – at least 70% in a 60 credit unit
- Foundation degree – Foundation Degrees from a good university. Applicants are expected to demonstrate a high academic standard.

#### Additional Requirements

IELTS level of at least 7 overall (academic strand) if English is not first language with at least 6.5 in all parts.

The current prospectus gives admission information at

<http://www.bath.ac.uk/study/ug/prospectus/subject/psychology/entry-requirements>

#### Details of Support Available to Students

University of Bath students attending programmes of study at the Claverton Campus are usually encouraged to stay in University halls of residence during their first year and will be supported in their transition into University life and study by Resident Tutors. These are postgraduate students or staff who live in the halls of residence and are responsible for the general welfare, health and safety and discipline of student residents.

Undergraduate students will be allocated a Personal Tutor, postgraduate taught students a course manager and postgraduate research students a supervisor who are responsible for monitoring and supporting the academic progress and general welfare of their students.

Staff in these roles will be able to respond to many of the questions and concerns raised by their students. However, there is also a range of specialist student support services that will offer both information and advice to support these staff working with their students, as well as take referrals to work more directly with the students. Students can also self-refer to these services.

These services can provide information, advice and support in relation to accommodation, emotional difficulties, assessment of needs and provision of support relating to disability, student funding, general welfare, academic problems, student discipline and complaints, careers, international students, spiritual matters, part time work, security and personal safety. The Students' Union can also provide advocacy for students. More information about these services can be accessed via: <http://www.bath.ac.uk/students/support/>.

There are also Medical and Dental Centres, and a Chaplaincy on campus that are very experienced in meeting the needs of a student population, as well as a University nursery and vacation play scheme to provide childcare for older children during the school holidays.

Further information from the online prospectus at

<http://www.bath.ac.uk/study/ug/prospectus/subject/psychology>

## **MSci Psychology – 4 Year Programme**

### **Synopsis and academic coherence of programme**

The 4 year full-time Undergraduate Master's in Psychology has a core of about 80% psychology and research methods units and about 20% other units. It is possible to follow a language option throughout the degree, or to study Sociology/Social Policy, Education, Neuroscience, Biology or Management. In the first year, the foundations are laid for understanding basic concepts, methods and theories in psychology. In the second year the degree covers the core areas of psychology, and introduces more research methods, including project work. In the third year, there is a range of units, reflecting the research interests of the Department, some advanced methods units and a research dissertation. The fourth year has some advanced applied psychology units and an advanced dissertation.

The degree is studied as a four-year full-time programme. The programme is arranged on a semester basis (8 x 15 weeks). The programme is divided into study modules called units. Each unit has a credit value of 6 – 18, depending on the length of study and academic content, and according to subject and nature of learning. Each 6-credit unit represents 100 hours of student learning made up of lectures, tutorials, seminars, practical classes and workshops.

### **Educational aims of the programme**

1. Offer students an education in psychology that reflects the highest academic standards and is supported by high quality teaching;
2. Offer a high-technology learning environment with access to information and communication technology (ICT), well-equipped laboratories and specialist equipment;
3. A commitment to the integration of the strong research profile into teaching;
4. A commitment to appropriate diversity of entry and approaches to learning, teaching and assessment.
5. To educate undergraduate students to the required level in psychology for them to be able to pursue professional training and careers in psychology or related fields.
6. To develop critical, analytical problem-based learning skills and the transferable skills to prepare the student for postgraduate employment or further study

#### **• Knowledge & Understanding:**

- Understands the scientific underpinnings of psychology as a discipline, its historical origins, development and limitations.
- Recognises the inherent variability and diversity of psychological functioning and its significance.
- Can demonstrate a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of Psychology, of a range of influences on psychological functioning, how they are conceptualised across the core areas, and how they interrelate. The core knowledge domains within psychology include (i) research methods, (ii) biological psychology, (iii) cognitive psychology, (iv) individual differences, (v) developmental psychology and (vi)

	<p>social psychology. In addition to these core areas it is expected that students will gain knowledge of conceptual and historical perspectives in psychology.</p> <ul style="list-style-type: none"> <li>• Has detailed knowledge of several specialised areas and/or applications, some of which are at the cutting edge of research in the discipline.</li> <li>• Can demonstrate a systematic knowledge of a range of research paradigms, research methods and measurement techniques, including statistical analysis, and be aware of their limitations.</li> <li>• Demonstrates originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the psychology</li> <li>• Can evaluate critically current research and advanced scholarship in Psychology</li> <li>• Can evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses.</li> </ul>
<ul style="list-style-type: none"> <li>• Intellectual Skills:</li> </ul>	<ul style="list-style-type: none"> <li>• Can reason scientifically, understand the role of evidence and make critical judgements about arguments in psychology.</li> <li>• Can adopt multiple perspectives and systematically analyse the relationships between them.</li> <li>• Can detect meaningful patterns in behaviour and experience and evaluate their significance.</li> <li>• Can pose, operationalize and critically evaluate research questions.</li> <li>• Can demonstrate substantial competence in research skills through practical activities.</li> <li>• Can demonstrate competence in a range of qualitative research methods</li> <li>• Can reason statistically and use a range of statistical methods with confidence.</li> <li>• Can competently initiate, design, conduct and report an empirically-based research project under appropriate supervision, and can recognise its theoretical, practical and methodological implications and limitations.</li> <li>• Is aware of the ethical context of psychology as a discipline and can demonstrate this in relation to personal study, particularly with regard to the research project.</li> <li>• Can deal with complex issues both systematically and creatively, make sound judgements in the absence of</li> </ul>

	<p>complete data, and communicate their conclusions clearly to specialist and non-specialist audiences</p> <ul style="list-style-type: none"> <li>• Can demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level</li> <li>• Can continue to advance their knowledge and understanding, and to develop new skills to a high level.</li> </ul>
<ul style="list-style-type: none"> <li>• Professional Practical Skills:</li> </ul>	<ul style="list-style-type: none"> <li>• To reflect upon new technology and innovation within psychology and to make decisions regarding legitimacy, reliability and effectiveness.</li> <li>• To effectively and efficiently apply principles of psychological analysis within a variety of environments.</li> <li>• To develop sensitivity to the values and interests of others.</li> </ul>
<ul style="list-style-type: none"> <li>• Transferable/Key Skills:</li> </ul>	<ul style="list-style-type: none"> <li>• Can undertake self-directed study and project management in order to meet desired objectives.</li> <li>• Can take charge of their own learning, and can reflect and evaluate personal strengths and weaknesses for the purposes of future learning.</li> <li>• Can communicate ideas and research findings both effectively and fluently by written, oral and visual means.</li> <li>• Can comprehend and use numerical, statistical and other forms of data, particularly in the context of presenting and analysing complex data sets.</li> <li>• Is computer literate and is confident in using word processing, database and statistical software.</li> <li>• Can solve problems by clarifying questions, considering alternative solutions and evaluating outcomes.</li> <li>• Is sensitive to and can react appropriately to contextual and interpersonal factors in groups and teams.</li> <li>• Is able to take charge of their own learning, and can reflect and evaluate personal strengths and weaknesses for the purposes of future learning.</li> <li>• Can exercise initiative and personal responsibility</li> <li>• Can undertake decision-making in complex and unpredictable situations</li> <li>• Can engage in independent learning ability required for continuing professional development.</li> </ul>
<b>Summary of assessment and progression regulations – NFA – fully compliant</b>	
<b>Progression Regulations and Awards</b>	

UHPS-AFM03

The rules for progression from one stage to another and grading of assessed work and examinations conform to the University's framework for assessment and assessment regulations (NFAAR), see <http://www.bath.ac.uk/registry/nfa/nfaar.pdf>

#### **Details of Work Placements Requirements / Work Based Learning / Industrial Training Requirements**

#### **Details of Professional Accreditation**

**This programme is accredited by the British Psychological Society. They require particular standards and content in our programme s so that students exit able to claim graduate membership of the British Psychological Society, enabling them to progress successfully in their subsequent careers. Current professional accreditations are reviewed periodically by the bodies concerned.**

#### **Admissions Criteria including APL/APEL arrangements**

Candidates must be able to satisfy the general admissions requirements of the University of Bath and Department of Psychology. The criteria for entry in 2012 were:

##### ***School/College leavers who are at least 17 years on the 1<sup>st</sup> October in the year of admission***

- Grade A in English and Mathematics at GCSE level or equivalent (unless subject taken at a higher level)
- Plus one of the following:
- AS and A2 requirements – "standard entry" offer is A\*AA in three A2s with Grade B in one extra A2 or AS if taken in the final year.
- BTEC National Diploma at least three units at distinction level with all other unit at merit level (usually DDD overall)
- Irish Leaving Certificate: AAAAAB (AAAABB may be accepted)
- Scottish Advanced Highers – at least AA from two Advanced Highers
- International Baccalaureate – at least 38 points overall, with at least grade 6 in all subjects (no preference for which Mathematics subject is taken).
- European baccalaureate – total score of at least 8 or 80%.
- French baccalaureate – at least 14 overall
- German Abitur – an overall score of 1.3.
- Greece Apolytirion – an average of at least 19/20 plus either one A Level or a UK foundation course
- USA – high school diploma minimum overall score of. 3.3; SAT of 1200.
- Access Course – Students should take the Higher Maths units as part of their Access course. Applicants are expected to demonstrate a high academic standard

and will be asked to submit one piece of their marked coursework for consideration.

- Open University – at least 70% in a 60 credit unit
- Foundation degree – Foundation Degrees from a good university. Applicants are expected to demonstrate a high academic standard.

#### Additional Requirements

IELTS level of at least 7 overall (academic strand) if English is not first language with at least 6.5 in all parts.

The current prospectus gives admission information at

<http://www.bath.ac.uk/study/ug/prospectus/subject/psychology/entry-requirements>

#### Details of Support Available to Students

University of Bath students attending programmes of study at the Claverton Campus are usually encouraged to stay in University halls of residence during their first year and will be supported in their transition into University life and study by Resident Tutors. These are postgraduate students or staff who live in the halls of residence and are responsible for the general welfare, health and safety and discipline of student residents.

Undergraduate students will be allocated a Personal Tutor, postgraduate taught students a course manager and postgraduate research students a supervisor who are responsible for monitoring and supporting the academic progress and general welfare of their students.

Staff in these roles will be able to respond to many of the questions and concerns raised by their students. However, there is also a range of specialist student support services that will offer both information and advice to support these staff working with their students, as well as take referrals to work more directly with the students. Students can also self-refer to these services.

These services can provide information, advice and support in relation to accommodation, emotional difficulties, assessment of needs and provision of support relating to disability, student funding, general welfare, academic problems, student discipline and complaints, careers, international students, spiritual matters, part time work, security and personal safety. The Students' Union can also provide advocacy for students. More information about these services can be accessed via: <http://www.bath.ac.uk/students/support/>.

There are also Medical and Dental Centres, and a Chaplaincy on campus that are very experienced in meeting the needs of a student population, as well as a University nursery and vacation play scheme to provide childcare for older children during the school holidays

#### **MSci Psychology – 5 Year Programme**

The 5 year full-time Undergraduate Master's in Psychology has a core of about 80% psychology and research methods units and about 20% other units. It is possible to follow a language option throughout the degree, or to study Sociology/Social Policy, Education, Neuroscience, Biology or Management. In the first year, the foundations are laid for understanding basic concepts, methods and theories in psychology. In the second year the degree covers the core areas of psychology, and introduces more research methods, including project work. The third year is a compulsory placement year. In the fourth year, there is a range of units, reflecting the research interests of the Department, some



advanced methods units and a research dissertation. The final year has some advanced applied psychology units and an advanced dissertation.

The degree is studied as a five-year full-time programme. The programme is arranged on a semester basis (10 x 15 weeks). The programme is divided into study modules called units. Each unit has a credit value of 6 – 18, depending on the length of study and academic content, and according to subject and nature of learning. Each 6-credit unit represents 100 hours of student learning made up of lectures, tutorials, seminars, practical classes and workshops.

### **Educational aims of the programme**

1. Offer students an education in psychology that reflects the highest academic standards and is supported by high quality teaching;
2. Offer a high-technology learning environment with access to information and communication technology (ICT), well-equipped laboratories and specialist equipment;
3. A commitment to the integration of the strong research profile into teaching;
4. A commitment to the application of learning, in placements and applied and professional knowledge;
5. A commitment to appropriate diversity of entry and approaches to learning, teaching and assessment.
6. To educate undergraduate students to the required level in psychology for them to be able to pursue professional training and careers in psychology or related fields.
7. To develop critical, analytical problem-based learning skills and the transferable skills to prepare the student for postgraduate employment or further study
8. To develop students' knowledge and understanding of a number of specialised areas psychology (i.e. clinical, health and forensic)

#### **• Knowledge & Understanding:**

- Understands the scientific underpinnings of psychology as a discipline, its historical origins, development and limitations.
- Recognises the inherent variability and diversity of psychological functioning and its significance.
- Can demonstrate a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of Psychology, of a range of influences on psychological functioning, how they are conceptualised across the core areas, and how they interrelate. The core knowledge domains within psychology include (i) research methods, (ii) biological psychology, (iii) cognitive psychology, (iv) individual differences, (v) developmental psychology and (vi) social psychology. In addition to these core areas it is expected that students will gain knowledge of conceptual and historical perspectives in psychology.
- Has detailed knowledge of several specialised areas and/or applications, some of which are at the cutting edge of research in the discipline.

	<ul style="list-style-type: none"> <li>• Can demonstrate a systematic knowledge of a range of research paradigms, research methods and measurement techniques, including statistical analysis, and be aware of their limitations.</li> <li>• Demonstrates originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the psychology</li> <li>• Can evaluate critically current research and advanced scholarship in Psychology</li> <li>• Can evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses.</li> </ul>
<ul style="list-style-type: none"> <li>• Intellectual Skills:</li> </ul>	<ul style="list-style-type: none"> <li>• Can reason scientifically, understand the role of evidence and make critical judgements about arguments in psychology.</li> <li>• Can adopt multiple perspectives and systematically analyse the relationships between them.</li> <li>• Can detect meaningful patterns in behaviour and experience and evaluate their significance.</li> <li>• Can pose, operationalize and critically evaluate research questions.</li> <li>• Can demonstrate substantial competence in research skills through practical activities.</li> <li>• Can demonstrate competence in a range of qualitative research methods</li> <li>• Can reason statistically and use a range of statistical methods with confidence.</li> <li>• Can competently initiate, design, conduct and report an empirically-based research project under appropriate supervision, and can recognise its theoretical, practical and methodological implications and limitations.</li> <li>• Is aware of the ethical context of psychology as a discipline and can demonstrate this in relation to personal study, particularly with regard to the research project.</li> <li>• Can deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate their conclusions clearly to specialist and non-specialist audiences</li> <li>• Can demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level</li> <li>• Can continue to advance their knowledge and understanding, and to develop new skills to a high level.</li> </ul>

<ul style="list-style-type: none"> <li>Professional Practical Skills:</li> </ul>	<ul style="list-style-type: none"> <li>To reflect upon new technology and innovation within psychology and to make decisions regarding legitimacy, reliability and effectiveness.</li> <li>To effectively and efficiently apply principles of psychological analysis within a variety of environments.</li> <li>To develop sensitivity to the values and interests of others.</li> </ul> <p>Placement</p> <ul style="list-style-type: none"> <li>To effectively and efficiently apply principles of psychological analysis in a practical context while on placement</li> </ul>
<ul style="list-style-type: none"> <li>Transferable/Key Skills:</li> </ul>	<ul style="list-style-type: none"> <li>Can undertake self-directed study and project management in order to meet desired objectives.</li> <li>Can take charge of their own learning, and can reflect and evaluate personal strengths and weaknesses for the purposes of future learning.</li> <li>Can communicate ideas and research findings both effectively and fluently by written, oral and visual means.</li> <li>Can comprehend and use numerical, statistical and other forms of data, particularly in the context of presenting and analysing complex data sets.</li> <li>Is computer literate and is confident in using word processing, database and statistical software.</li> <li>Can solve problems by clarifying questions, considering alternative solutions and evaluating outcomes.</li> <li>Is sensitive to and can react appropriately to contextual and interpersonal factors in groups and teams.</li> <li>Is able to take charge of their own learning, and can reflect and evaluate personal strengths and weaknesses for the purposes of future learning.</li> <li>Is sensitive to and can react appropriately to contextual and interpersonal factors in a professional context</li> <li>Can exercise initiative and personal responsibility</li> <li>Can undertake decision-making in complex and unpredictable situations</li> <li>Can engage in independent learning ability required for continuing professional development.</li> </ul>

<b>Summary of assessment and progression regulations – NFA – fully compliant</b>
<b>Progression Regulations and Awards</b> <hr/> <b>UHPS-AKM03</b> <p>The rules for progression from one stage to another and grading of assessed work and examinations conform to the University's framework for assessment and assessment regulations (NFAAR), see <a href="http://www.bath.ac.uk/registry/nfa/nfaar.pdf">http://www.bath.ac.uk/registry/nfa/nfaar.pdf</a></p>
<b>Details of Work Placements Requirements / Work Based Learning / Industrial Training Requirements</b> <hr/> <p>In most cases the placement will be in an external organisation. In some cases the placement can be undertaken in the University with the student taking a research topic under the close supervision by a member of academic staff. In all cases the content of the year should provide experiential and practical learning opportunities related to the key themes raised by the Undergraduate Psychology Degree. The placement is assessed in various ways (including placement visits, a ten-week placement report, a paper presented to the mid-year placement conference, and a final placement report). These are required for the successful completion of the placement and they contribute 8% to the final degree classification.</p>
<b>Details of Professional Accreditation</b> <hr/> <p><b>This programme is accredited by the British Psychological Society. They require particular standards and content in our programmes so that students exit able to claim graduate membership of the British Psychological Society, enabling them to progress successfully in their subsequent careers. Current professional accreditations are reviewed periodically by the bodies concerned.</b></p>
<b>Admissions Criteria including APL/APEL arrangements</b> <hr/> <p>Candidates must be able to satisfy the general admissions requirements of the University of Bath and Department of Psychology. The criteria for entry in 2012 were:</p> <p><b><i>School/College leavers who are at least 17 years on the 1<sup>st</sup> October in the year of admission</i></b></p> <ul style="list-style-type: none"> <li>• Grade A in English and Mathematics at GCSE level or equivalent (unless subject taken at a higher level)</li> <li>• Plus one of the following:</li> <li>• AS and A2 requirements – "standard entry" offer is A*AA in three A2s with Grade B in one extra A2 or AS if taken in the final year.</li> <li>• BTEC National Diploma at least three units at distinction level with all other unit at merit level (usually DDD overall)</li> <li>• Irish Leaving Certificate: AAAAAB (AAAABB may be accepted)</li> <li>• Scottish Advanced Highers – at least AA from two Advanced Highers</li> <li>• International Baccalaureate – at least 38 points overall, with at least grade 6 in all subjects (no preference for which Mathematics subject is taken).</li> <li>• European baccalaureate – total score of at least 8 or 80%.</li> <li>• French baccalaureate – at least 14 overall</li> <li>• German Abitur – an overall score of 1.3.</li> <li>• Greece Apolytirion – an average of at least 19/20 plus either one A Level or a UK foundation course</li> <li>• USA – high school diploma minimum overall score of. 3.3; SAT of 1200.</li> </ul>

- Access Course – Students should take the Higher Maths units as part of their Access course. Applicants are expected to demonstrate a high academic standard and will be asked to submit one piece of their marked coursework for consideration.
- Open University – at least 70% in a 60 credit unit
- Foundation degree – Foundation Degrees from a good university. Applicants are expected to demonstrate a high academic standard.

#### Additional Requirements

IELTS level of at least 7 overall (academic strand) if English is not first language with at least 6.5 in all parts.

The current prospectus gives admission information at

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#### Details of Support Available to Students

University of Bath students attending programmes of study at the Claverton Campus are usually encouraged to stay in University halls of residence during their first year and will be supported in their transition into University life and study by Resident Tutors. These are postgraduate students or staff who live in the halls of residence and are responsible for the general welfare, health and safety and discipline of student residents.

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These services can provide information, advice and support in relation to accommodation, emotional difficulties, assessment of needs and provision of support relating to disability, student funding, general welfare, academic problems, student discipline and complaints, careers, international students, spiritual matters, part time work, security and personal safety. The Students' Union can also provide advocacy for students. More information about these services can be accessed via: <http://www.bath.ac.uk/students/support/>.

There are also Medical and Dental Centres, and a Chaplaincy on campus that are very experienced in meeting the needs of a student population, as well as a University nursery and vacation play scheme to provide childcare for older children during the school holidays

#### PROGRAMME DESCRIPTION: STRUCTURE OF YOUR PROGRAMME

The structure of your programme year for 2022/23 can be found in the 2022/23 Unit and Programme Catalogues (see below). The content of the Programme Catalogues is correct for teaching being delivered in 2022/23 at the time of publication. Programmes and units may be subject to reasonable change (see **Unit and programme changes** in this Handbook).

Information on later years of your programme will be provided separately.

## 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 your programme of study.

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

## PROFESSIONAL BODY ACCREDITATION

This programme is accredited by the British Psychological Society. The accreditation confers eligibility for Graduate Membership of the Society with the Graduate Basis for Chartered Membership (GBC), provided that the minimum standard of qualification of lower second-class honours is achieved and you have passed your Dissertation. You do not have to be a Graduate Member of the Society to have Graduate Basis for Chartered Membership.

For more information, please see

<https://www.bps.org.uk/psychologists/accreditation/students>.

## 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.

If changes are made to the programme during the year you will be informed about this via your University email address and via information provided on Moodle. For this reason, please check your University email regularly.

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

## PHYSICAL STUDY SPACE – 2022/23

As in previous years, you will have access to drop-in and bookable study space on campus and in the city for individual or group study. Information on how to book and any usage guidelines or requirements are available online. Please refer to **Important Links and Information** in this Handbook.

## OPTION CHOICES

If your programme has option choices, 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. If you want to discuss your option choices, please contact your Director of Studies.

## 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 Team can be found here: [Faculty of Humanities & Social Sciences placements team \(bath.ac.uk\)](https://www.bath.ac.uk/faculty-of-humanities-and-social-sciences/placements-team/)  
Your Placement Tutor is Dr Gosia Goclowska [mag86@bath.ac.uk](mailto:mag86@bath.ac.uk)

**If you have any queries or concerns then please contact the Placements team.**

For some placements, there is a requirement for a Disclosure and Barring Service (DBS) check and you should liaise with the placement support team for further guidance.

Before going on placement you should consult the University Placements Handbook containing generic advice and information for whilst you are on placement. Please refer to **Important Links and Information** in this Handbook. You will receive programme specific information directly from your Department.

If you are on a placement of one semester or longer you can normally expect to be visited by staff, in person or remotely, at least once during your placement.

A re-induction activity will be conducted to welcome you back from placement and update you on any changes that may have occurred at the University during your time away.

## UNIT AND PROGRAMME CHANGES 2022/23

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 (The University of Bath Strategy 2021 to 2026). 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.



## **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.

### **SUBMISSION DEADLINES**

You will be informed of the deadlines to submit each of your assessments. These will be provided on the Moodle page for each individual unit, plus the full list of assessments is also available on the UG Psychology Programme Moodle page. Work will usually be returned to students via the unit Moodle, though in a small number of cases work will be returned via email.

### **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. You can request an extension through the SAMIS portal.

### **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.

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. These limits/ranges will give an indication of the depth and detail of work required and 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. You should take note of what is included when calculating the total word count (e.g. whether or not contents pages, appendices, footnotes, reference sections & other elements that are not part of the main text are included). 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.

You will be penalised if you are even 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 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 39%.

## **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.

All summative assessments (i.e., assessments which count towards your final degree classification) are first marked and then a selection of assessments from each degree class are moderated independently by a second member of staff (with expertise in the area). You will then receive a provisional percentage (%) mark. First year work is also addressed in this way but doesn't contribute to the final average upon which the degree classification is based. You should normally be informed of the mark awarded for assessed work and comments on it within 15 working days of the deadline. If you have not received your work back within this time you should inform the Year Tutor.

Any student with an informal query about marks or comments on a Unit Feedback sheet should contact the Unit Convenor.

What you should expect from us:

- Students should be provided with details of any assessment on the Moodle page for a given unit 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 will normally be informed of the mark awarded for assessed work and receive feedback within 15 working days.
- If you have any concerns or questions surrounding these procedures, please contact the Director of Studies.

## **ACADEMIC INTEGRITY**

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

All students will be unable to progress beyond the next progression point in their studies until they pass the University's Academic Integrity Test. The test has a pass mark of 85% but you can take the test as many times as you need to.

When you submit your 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 text. 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.

### **PENALTIES FOR ASSESSMENT OFFENCES**

Academic misconduct can be described as 'the use of unfair means in any examination or assessment procedure'. Any student who is found to have used unfair means and therefore committed an assessment offence will be penalised. Potential types of assessment offence include plagiarism, self-plagiarism, collusion or unauthorised collaboration, contract cheating (including impersonation), fabrication or falsification, or breaching of examination regulations. Penalties for assessment offences depend upon the severity of the offence but may include failure of the assessment, unit or part of a degree, with no provision for reassessment or retrieval of that failure. Severe cases of academic misconduct, for example, contract cheating could 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 assessment 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.

First year students will receive more guidance and advice about academic integrity within the first-year unit, Controversies in Psychology. Resources will be provided as part of that unit.

### **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 several 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 that students should demonstrate in the assessment. 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, re-assessment, 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 (BoS) 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:  
Prof Gijsbert Stoet, Professor, University of Essex  
& TBC.

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: Phase 1 for first-degree programmes ('NFAAR-UG') 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.

Your programme is covered by the NFAAR-UG, so your work will be assessed according to its rules. If at any time you are in doubt about how NFAAR-UG 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-UG document.

The full NFAAR-UG, a student introduction to it, 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).

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

There are some units that you must pass in order to progress to the next stage of your programme and to achieve the normal award for the programme at the end. Such units are called Designated Essential Units (DEUs). Failure in a DEU – even marginal failure – will prevent you from progressing (or completing) your programme.

Programmes are divided into a number of parts and stages. For full-time students, stages usually correspond to the year of study (so, for example, most first-year students will be in Stage 1 of their programmes).

Within each stage of a programme, the contribution of each unit's assessment to the calculation of the Overall Stage Average (OSA) is normally directly proportional to the credit-values of the unit concerned. Placement units form part of a stage and have a credit weighting. Some placement units carry marks and some are just pass/fail. Only enhanced placement units contribute to the Overall Programme Average (OPA) however.

The normal pass mark for a unit is 40%. In some units, you might need to achieve a threshold mark in one or more component assessments in order to pass the unit overall.

If you fail a stage, you will be required either to repeat the entire stage or to transfer to a Designated Alternative Programme (DAP), if one exists, or if you fail very badly, to withdraw from the University. Where stage repeats are possible within the set limits, the repeating of any stage will be permitted once only.

At the end of each stage a Board of Examiners will decide whether you have passed the stage. The outcome will depend on both (1) your average mark in the stage and (2) the marks you obtain for each unit. Generally, if you pass each of your units, you will progress (or, after the final stage, be recommended for an award).

If you fail a large number of units, you might fail the stage outright without any opportunity for supplementary assessment. (Further information on supplementary assessment is provided below.)

Particular rules apply to failure of units. 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 the stage outright

if you fail any non-DEUs badly (i.e. achieve less than 35%), you will have to undertake supplementary assessment - unless you have failed so many units that you fail the stage outright

if you fail only non-DEUs 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 and also on your OSA.

## **CALCULATING YOUR DEGREE OUTCOME**

Your degree result is based on the calculation of your Overall Programme Average (OPA) based on the stages in Parts 2 and 3 of your programme. The contribution of each stage of the programme is set out in the Programme and Unit Catalogues. Stages in Part 1 are not included in the OPA calculation.

## **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.

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.

If you pass all your supplementary assessments, you will be able to progress onto the next stage of your programme.

The outcomes of failing a supplementary assessment are as follows:

- if you fail supplementary assessment in a DEU, you will fail the stage
- if you fail supplementary assessment in a non-DEU badly, you will fail the stage

- if you fail supplementary assessment in a non-DEU marginally, you might be able to progress; whether you may do so will depend on how many units you have failed (and in some cases also on your Overall Stage Average).

### **EXIT AWARDS – CERTHE AND DIPLHE**

If you leave your programme early you may be eligible for a generic exit award, either a Certificate of Higher Education (CertHE) or a Diploma of Higher Education (DiplHE).

### **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.**

*To increase the security of your University account you will need to set up Multi Factor Authentication (MFA) so you can authenticate your identity and access your email.*

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

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, and failure to do so

may impact on your access to certain University facilities such as Moodle. Tuition fees for each academic year are payable at registration in full or in instalments.

Regulation 1.1 explains the requirement to register, regulation 1.5 explains that the University reserves the right to terminate the registration of continuing students who do not complete registration in accordance with Regulation 1.1. Regulations 2.4 and 2.10 explain the consequences of non-payment of tuition fees. Please refer to **Important Links and Information** in this Handbook.

### **ACADEMIC ENGAGEMENT MONITORING FOR STUDENT VISA HOLDERS**

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

You can make changes to the data that we hold about your identity including your name, gender, title, and the pronouns you use. Please refer to **Important Links and Information** in this Handbook.

If you develop or if there is a change to your disability, impairment, long-term health condition or specific learning difficulty, please get in touch with our Disability Service for advice on the support you may be entitled to.

If you are ill or are likely to be ill for more than three days, you must notify your Head of Department. Where you have a planned absence to undergo medical or surgical procedures that requires time off for more than three days, you can apply for a leave of absence from your Head of Department. Your department can arrange in advance for time off study and may be able to consider other options.

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 Support and Safeguarding 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 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 Support and Safeguarding, 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.