

MRes

Clinical Psychology

UNIVERSITY OF  
BIRMINGHAM

School of Psychology



THE  TIMES  
THE SUNDAY TIMES

GOOD  
UNIVERSITY  
GUIDE  
2016

UNIVERSITY  
OF THE YEAR  
FOR GRADUATE  
EMPLOYMENT

2018 - 2019

School of Psychology  
Year 4 Handbook  
Programme Code: 6864

**Note:** While we have taken every care to ensure that the information in this Handbook is accurate and complete, we cannot guarantee this. Please note that all details contained in this document are subject to final approval by the relevant Boards of the University of Birmingham and do not constitute a binding contract nor imply any legal obligations.

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## Introduction

Many congratulations on gaining a place on the MRes Clinical Psychology. We trust you will have an enjoyable and rewarding year on the course and that it strengthens your interest in many areas of applied psychology.

This MRes handbook contains course-specific information for students and placement supervisors to help you understand the process by which it is run.

## Aims of the Programme and Learning Outcomes

The central aim of the MRes Clinical Psychology is to help students develop both their knowledge and skills in the application of research in applied psychology settings, and their underpinning knowledge of applied psychology. Alongside this, we aim to develop competencies in 'professional' skills, such as interviewing and presenting. These competencies will be achieved, in part, through teaching and seminars – some of which are shared with other postgraduate students – and also during research placements.

## Degree Classifications

As the MRes Clinical Psychology is a research degree, the qualification is not graded, rather, you will be awarded either a pass or a fail. To be awarded the MRes degree, students must successfully complete the taught component of the programme (modules), and submit and pass a 15,000 word thesis.

## Tutors, Support, and Student Progress

The Programme Director, the Research Director, and Programme Administrator are the staff that run and support the MRes programme. They are keen to help students in whatever way they can, and enable you to maximise your learning during the year.

The Programme Director is Dr. George Johnson:

- Email: g.a.johnson@bham.ac.uk
- Telephone: 0121 414 6296
- University days: Monday, Tuesday, and Friday

The Research Director is Dr. Kate Woodcock:

- Email: k.a.woodcock@bham.ac.uk
- Telephone: 0121 414 6036
- University days: Monday to Friday

The Programme Administrator is Rupy Kahlon:

- Email: r.kahlon@bham.ac.uk
- Telephone: 0121 414 4915
- University days: Monday to Friday

## Studies Advisors and Academic Support

You will be assigned a studies advisor (either Kate Woodcock or George Johnson) depending on whether your research is in a University or a Clinical setting. Studies advisors can offer support both in terms of the academic process and as a personal tutor, and there is further guidance on the MRes Canvas page.

There are also several services available to you at the University of Birmingham, designed to support your learning, including:

- Library Services: <https://intranet.birmingham.ac.uk/as/libraryservices/library/index.aspx>
- IT Services: <https://intranet.birmingham.ac.uk/it/index.aspx>
- Student academic support: <https://intranet.birmingham.ac.uk/student/academic-support/index.aspx>

## Student Support and Counselling Service

As well as academic support, there are also sources of personal support should you need them.

Please see the following:

- <https://intranet.birmingham.ac.uk/student/taking-care-of-yourself/index.aspx>

The college also has a welfare officer: Dr. Yolanda Martinez Her details are as follows:

- Email: psych-sportxwelfare@contacts.bham.ac.uk
- Telephone: 0121 414 3822

More details on how your welfare officer can assist you can be found here:

- <https://intranet.birmingham.ac.uk/student/welfare/welfare-tutors.aspx>

## MRes Drop-In Sessions

Monthly meetings are held, usually on the last Monday of every month; these are placement research clinics which are designed to support you with the research you will be conducting throughout the course. The dates and venues for these meetings will be listed on the MRes Canvas page at the beginning of each term.

## Progress Reviews

During the MRes year, aside from regular supervision with your placement supervisor, you will meet with them to conduct a formal progress review in the middle and at the end of each placement. The review will be completed on the University form (the template of which can be found in Appendix 1).

## Extenuating Circumstances and Leaves of Absence

If there are circumstances which means it will be difficult for you to meet a deadline, we are happy to discuss extensions to deadlines, or how to access additional support. Further information on extenuating circumstances can be found here:

- <https://intranet.birmingham.ac.uk/as/registry/exams/extenuating-circumstances.aspx>

There may be circumstances where it is necessary for you to take a leave of absence. Information on the process of taking a leave of absence can be found here:

- <https://intranet.birmingham.ac.uk/as/student services/graduateschool/rsa/leaveofabsence.aspx>

## Course Structure and Content

The programme provides you with the opportunity to develop understanding and experience of research methods and techniques appropriate for applied settings. The course involves two aspects: a taught component, and a placement component. The taught component focuses on the specialist skills and methods required to conduct and evaluate psychological research in clinical settings, underpinning psychological principles, and professional development competencies.

Taught components cover issues such as:

- Practical, ethical, and professional issues in applied research;
- Audit, evaluation, and research for service-planning;
- Qualitative research;
- Outcome research;
- Single case and small  $n$  designs;
- Writing a literature review;
- Developing a CV;
- Presentation skills;
- Interview skills.

The placement component involves completing two research placements and a final research project placement. These are supervised by staff affiliated to the Doctorate in Clinical Psychology programme or working in related clinical areas. Successful students graduate with skills and experience which strengthen their applications for PhD research, D.Clin.Psy training, clinical research, and/or assistant psychologist posts.

Credit is split between taught (module) and placement components; please see the 'Grading System' section below.

## MRes Timeline

The MRes course will run from the beginning of October 2018 until the end of September 2019. The key dates for the course are as follows:

WORK	DATE	TASK
<b>AUTUMN TERM: 1<sup>ST</sup> OCTOBER 2018 – 14<sup>TH</sup> DECEMBER 2018</b>		
<b>Autumn term teaching block: 1<sup>st</sup> October 2018 – 12<sup>th</sup> December 2018</b>		
Optional Modules	05.10.18	Students are required to choose between Design & Analysis 1 (D&A 1) or Principles of Applied Psychology (PoAP) as their assessed module
Plagiarism Agreement	31.10.18	Students are required to sign a plagiarism contract
Extenuating Circumstances Agreement	31.10.18	Students are required to sign an extenuating circumstances agreement
1 <sup>st</sup> Placement	02.11.18	Placement 1 contract submission
PRiCS 1	12.11.18	Group-based research proposal (presentation) (100%)
1 <sup>st</sup> Placement	26.11.18	Mid-placement review form submission
D&A 1	03.12.18*	Workshop-based exam (dates tbc)
<b>SPRING TERM: 14<sup>TH</sup> JANUARY 2019 – 29<sup>TH</sup> MARCH 2019</b>		
<b>Spring term teaching block: 14<sup>th</sup> January 2019 – 18<sup>th</sup> March 2019</b>		
Foundations in Critical Thinking Presentations	07.01-18.02.19	Group oral presentation of a critique of a published research report (40%)
PoAP	11.01.19	1000-word critical review, e.g. of a published case study, making links between assessment, formulation and intervention strategies; situating these in theoretical and professional context
Foundations in Critical Thinking Written Review	21.01.19	Critical analysis of selected journal articles (60%)
2 <sup>nd</sup> Placement	08.02.19	Placement 2 contract submission
1 <sup>st</sup> Placement	11.02.19	End of placement documents deadline
2 <sup>nd</sup> Placement	25.02.19	Mid-placement review form submission
Thesis	04.03.19	Formative feedback from supervisors on Chapter 1 of thesis
2 <sup>nd</sup> Placement	15.04.19	End of placement documents deadline
2 <sup>nd</sup> Placement	15-16.04.19 (morning)	Oral presentation on placement 2 – all students required to attend and feedback given on the day with video copies
PRiCS 2 QDA	10.05.19	Written report: description, evaluation, and reflection upon, data analysis exercise (50%)
PRiCS 2 Group Presentation	13.05.19	• Group-based critical evaluation of published research (presentation; 50%)
Transferable Skills CV Submission and Interviews	03-04.06.19	Depending on career interest, students will produce either a written CV and job interview, a written PhD application and academic interview, or a D.Clin.Psy draft application and related interview: <ul style="list-style-type: none"> <li>• Staff-assessed interview (50%);</li> <li>• Staff-assessed CV (50%)</li> </ul>
Thesis	24.06.19	Mid-placement supervision
<b>SUMMER TERM: 29<sup>TH</sup> APRIL 2019 – 21<sup>ST</sup> JUNE 2019</b>		
Thesis	08.07.19	End of placement documents deadline
Thesis	(Date tbc)	Formative feedback from supervisors on Chapter 3 of thesis
Thesis	30.09.19	Thesis submission date

## Submission Information

Taught (module) submissions need to be submitted through the MRes Canvas assignment page which will trigger Turnitin (the University of Birmingham's plagiarism software – see below for further details). Deadlines are always at 12 noon on the specified hand-in date.

The process of submitting and receiving feedback on work that will be bound in your thesis is slightly different – this work is emailed to the Programme Administrator, and it will be checked by Turnitin when the thesis is submitted. This means the work bound in the thesis (placement 1 report, ethics application, literature review, audit etc., and placement 2 slides and notes) will not be checked by Turnitin in any earlier submissions. Please see the 'submitting your thesis' section for further details.

If you require an extension on any of the assignments, please see the information above on extenuating circumstances. (If you require an extension for your thesis as your data collection is incomplete, please see below for further details on how to request this.)

## Grading System

The grading system is as follows:

Work	Credits	Pass mark	Additional scoring
<b>TAUGHT ELEMENTS</b>			
Design & Analysis 1 OR Principles of Applied Psychology	10	Pass / fail: 50%	D&A 1 is graded as pass (50%), merit (60%), and distinction (70%) (PoAP is pass/fail)
Foundations in Critical Thinking	10	Pass / fail: 50%	Graded as pass (50%), merit (60%), and distinction (70%)
Transferable Skills	10	Pass / fail: 50%	n/a
Psychological Research in Clinical Settings I	10	Pass / fail: 50%	n/a
Psychological Research in Clinical Settings II	20	Pass / fail: 50%	n/a
<b>PLACEMENT ELEMENTS</b>			
1 <sup>st</sup> placement – written exercise	40	n/a	n/a
2 <sup>nd</sup> placement – presentation	40	n/a	n/a
3 <sup>rd</sup> placement – research project	40	Pass / fail: 50%	(Students may be asked to modify or resubmit as required)
<b>TOTAL</b>	<b>180</b>	<b>Pass / fail: 50%</b>	<b>n/a</b>

As noted above, because the MRes Clinical Psychology is a research degree, most of the modules are graded as either pass or fail – the equivalent of obtaining a grade of 50% or higher. You will also receive formative feedback which will give you further understanding of the strengths/weaknesses of your work. For two of the taught modules (D&A 1 and Foundations in Critical Thinking) you will also receive a grading of pass (50%), merit (60%), or distinction (70%), although these gradings will not contribute to your overall mark. You will need to pass all modules in order to pass the programme.

## The Examination Process and Submitting Your Thesis

The MRes examination process begins with our External Exam Board, which is held annually in July. During this meeting our External Examiner (see below) reviews all of the marks for all of your cohort's taught modules. All students who have passed all of the components are then 'progressed on the University's 'BIRMS' system. This means that when you hand in your thesis in September, the system will show that you only have the research component to complete.

The next step is to complete an 'intention to submit' form (see Appendix 2). This allows us to allocate your examiners. Your thesis is both externally examined by an independent colleague from another University, and internally by an examiner from within the School of Psychology here at Birmingham.

The process of submission is to give two paper copies (soft bound) to staff at the student hub, as well as sending an electronic copy of your thesis to the Programme Administrator via Canvas (this step is required in order for a Turnitin plagiarism check to be made). We are then able to confirm that each thesis is able to be examined in order that Registry can mail copies to the examiners.

Links to information regarding presenting your thesis (including the additional forms required as part of the submission process) and the overall process are as follows:

- <https://intranet.birmingham.ac.uk/as/studentservices/graduateschool/rsa/presentingyourthesis.aspx>
- <https://intranet.birmingham.ac.uk/as/studentservices/graduateschool/rsa/thesissubmission.aspx>

If you have all of your data collected by the end of your minimum period of registration (usually September, unless you've had a leave of absence), but are unable to submit, then you don't need to apply for an extension as you can progress to 'thesis awaited' status, which is effectively a 'writing up' period of up to one year. This incurs a fee (currently around £200) rather than a full registration fee, and gives you leeway should you require this time to complete your thesis. If it has not been possible to complete your data collection by the end of your minimum period of registration, it is possible to apply for an extension.

For further information on your writing up period and how to request an extension, please see the following:

- <https://intranet.birmingham.ac.uk/as/studentservices/graduateschool/rsa/writingup.aspx>
- <https://intranet.birmingham.ac.uk/as/studentservices/graduateschool/rsa/extensions.aspx>

Once your examiners have read your thesis, there are a range of recommendations that they can make: Pass; Pass with Minor corrections; Pass with Major corrections; Revise and Resubmit; and Reject. A *viva voce* exam would not normally be required at MRes level, but if examiners felt that there were serious concerns (e.g. if they were considering Revise and Resubmit or Reject), or if they could not agree on a decision, or if they thought that there were some potential irregularities, then they could request a viva before making a recommendation.

If the recommendation is 'Pass' then your letter from Registry will mark the completion of your degree. If it is 'Pass with Minor corrections', then you will have up to four weeks to make the changes requested by the examiners, before resubmitting another version of the thesis. In this case the Internal Examiner alone would review the list of changes, and then inform Registry that the requirements had been met. Registry would then send you a congratulatory letter. A 'Pass with

Minor corrections would be recommended if the examiners felt that there were minor issues of clarity and detail which needed to be rectified, even though the basic scope and argument of the thesis was sound.

If it is 'Pass with Major corrections', then you will have up to six months to make the changes requested by the examiners, before resubmitting another version of the thesis. In this case both Examiners would review the list of changes, and then inform Registry whether the requirements had been met. If they have been, then Registry would send you a congratulatory letter. A 'Pass with Major corrections could be recommended if the examiners feel that some substantive additional material or some substantive re-writing is required, even though the basic scope and argument of the thesis is sound. Note that you don't need to take 6 months - you can hand it back in sooner, if you and your supervisor are happy that you've done everything that you've been asked to do.

Note that *all three* Pass outcomes are *good outcomes*. The difference between the three is not necessarily difference in the quality of the research – it is a difference in the amount of work required to bring the written thesis up to a consistent standard, and to function as a coherent whole.

If it is 'Revise and Resubmit', then you will have up to a year to make the changes requested by the examiners. In this case both Examiners would review the revised thesis, and then inform Registry whether the requirements had been met. If they have been, then Registry would send you a congratulatory letter. A 'Revise and Resubmit' could be recommended if the examiners feel that substantive additional work (e.g. further data collection, or major re-analysis) is required.

A straight 'Rejection' of a research degree is *extremely* rare – it can happen after a 'Revise and Resubmit' if the candidate hasn't been able to meet the required standard, but it is highly unusual for this to be recommended without an opportunity to meet the required standard, unless serious irregularities had occurred. I can't imagine how any of you would find yourselves in this situation, having got as far as you already have!

## Completing the Course and Graduation

Once you have completed all of your modules and submitted your thesis, your examiners will have up to eight weeks, once they have received your thesis from registry, to return a report and a suggested outcome. Unfortunately, it is not possible to be completely definitive about when you will finish the course; some students may be examined by a pair of examiners who turn in reports early, while others will be examined by a pair of examiners who take the full eight weeks. If you have corrections to make to your thesis, this will extend the time it takes for you to complete the course. At the earliest, you could receive confirmation of your degree in November 2019; additional time will be added to this for any modifications/corrections you need to make and that will need to be reviewed.

If you wish to graduate in December, there is a date around mid-November which is the deadline by which any modifications/corrections must be signed off (for the previous cohort this is the 14<sup>th</sup> November 2018). It is important to note, however, that you don't have to wait for the award ceremony to report your degree as completed on applications (e.g. for jobs or training courses), as long as you have confirmation from the board that you have passed all of the required elements. Equally, even if you are offered the chance to graduate in December, you are able to delay the confirmation of your degree if you wish. Further information on deferring your graduation can be found here:

- <https://intranet.birmingham.ac.uk/as/studentservices/graduation/confirming/responding/deferring.aspx>

## The External Examiner

The external examiner for 2018-19 is Dr. Richard De Visser from the University of Sussex:

- <http://www.sussex.ac.uk/profiles/169775>

## PART A: Teaching Section

The teaching section of the course involves the completion of four compulsory modules, as well as the completion of a further optional module. The four compulsory modules are:

- 03 14418 – Foundations in Critical Thinking;
- 03 26845 – Transferable Skills;
- 03 20274 – Psychological Research in Clinical Settings I;
- 03 20275 – Psychological Research in Clinical Settings II,

The optional modules (from which you must choose one) are:

- 03 14416 – Design & Analysis 1;
- 03 23046 – Principles of Applied Psychology.

An overview and details of these modules are provided below. Teaching will take place during term time. As lectures and workshops will often take the form of discussions, it is important that students read any handouts that are provided in advance of the teaching, and prepare questions and comments. Teaching materials will usually be uploaded to the MRes Canvas webpage ahead of each teaching session. A timetable detailing when teaching will take place will also be uploaded to the Canvas page at the beginning of each term.

### Teaching – Key Dates

The key dates for the teaching section of the MRes course are as follows:

MODULE	DATE	TASK
Optional Modules	05.10.18	Students are required to choose between D&A 1 or PoAP as their assessed module
Plagiarism Agreement	31.10.18	Students are required to sign a plagiarism contract.
Extenuating Circumstances Agreement	31.10.18	Students are required to sign an extenuating circumstances agreement
PRiCS 1	12.11.18	Group-based research proposal (presentation) (100%)
D&A 1 (OR PoAP)	03.12.18*	Workshop-based exam (dates tbc)
Foundations in Critical Thinking Presentations	07.01-18.02.19	Group oral presentation of a critique of a published research report (40%)
PoAP (OR D&A 1)	11.01.19	1000-word critical review, e.g. of a published case study, making links between assessment, formulation and intervention strategies; situating these in theoretical and professional context
Foundations in Critical Thinking Written Review	21.01.19	Critical analysis of selected journal articles (60%)
PRiCS 2 QDA	10.05.19	Written report: description, evaluation, and reflection upon, data analysis exercise (50%)
PRiCS 2 Group Presentation	13.05.19	Group-based critical evaluation of published research (presentation; 50%)
Transferable Skills CV Submission and Interviews	03-04.06.19	Depending on career interest, students will produce either a written CV and job interview, or written PhD application and academic interview, or a D.Clin draft application and related interview: <ul style="list-style-type: none"> <li>• Staff-assessed interview (50%);</li> <li>• Staff-assessed CV (50%)</li> </ul>

## MRes Module Overview

The overview of each module, including recommended reading, assessment methods and weightings, and learning outcomes, is listed here. The assessment instructions and marking criteria for these modules can be found in Appendix 3, and examples of previous students' submissions can be found on the MRes Canvas webpage.

<b>03 14416 – Design &amp; Analysis 1</b>	
<b>Module leader</b>	Dr. Dietmar Heinke
<b>Credits</b>	10
<b>Delivery method</b>	Lectures
<b>Assessment method</b>	Workshop-based exam
<b>Marks required to pass module</b>	50%
<b>Recommended reading</b>	Howell, D. C. 1999. <i>Statistical methods for Psychology</i> . (4 <sup>th</sup> ed). Belmont, CA: Duxbury Press.
<b>Module description</b>	Topics typically include: questionnaire design and analysis; discriminant function analysis; descriptive statistics; hypothesis testing: z-scores; t-tests and ANOVAs with factorial, repeated measures and mixed designs; planned and post-hoc comparisons; correlation, linear and non-linear regression; multiple regression; tuition in SPSS.
<b>Learning outcomes</b>	Students should be able to: <ul style="list-style-type: none"> <li>• Choose an appropriate statistical test for a given type of data and research question;</li> <li>• Enter data into SPSS in an appropriate format;</li> <li>• Carry out the statistical tests covered in the course using calculators and statistical, or SPSS as appropriate;</li> <li>• Interpret the results of the statistical tests covered in the course.</li> </ul>

<b>03 23046 – Principles of Applied Psychology</b>	
<b>Module leader</b>	Dr. Gary Law
<b>Credits</b>	10
<b>Delivery method</b>	Lecture and workshop
<b>Assessment method</b>	1000-word critical review, e.g. of a published case study, making links between assessment, formulation and intervention strategies; situating these in theoretical and professional context.
<b>Marks required to pass module</b>	50%
<b>Recommended reading list</b>	Bayne, R. & Horton, I. (2003). Applied psychology: current issues and new directions. London: Sage. Johnstone, L. & Dallos, R. (Eds.), Formulation in psychology and psychotherapy: Making sense of people's problems. London: Routledge
<b>Module description</b>	This module will contribute to preparing students for their external research and practical placements, where they will work under the supervision of applied psychologists in the NHS, schools, forensic settings, and other services. Sessions will introduce some key concepts in Applied Psychology: <ul style="list-style-type: none"> <li>• Contexts of delivery: e.g. professional models (scientist-practitioner/reflective practice/ consultancy), working with organisations and systems;</li> <li>• Core practice: e.g. communication and supervision;</li> <li>• Core concepts: e.g. theoretical models;</li> <li>• Understanding difficulties: e.g. assessment, formulation &amp; DSM;</li> <li>• Facilitating change: e.g. formulation &amp; intervention.</li> </ul>
<b>Learning outcomes</b>	<ul style="list-style-type: none"> <li>• Make appropriate use of supervision;</li> <li>• Understand the generic principles underlying the applied work done by clinical, educational and forensic psychologists;</li> <li>• Identify links between assessment, formulation and intervention strategies;</li> <li>• Identify the distinctive contributions of the main theoretical models in applied psychology;</li> <li>• Identify some of the differences between psychology and other disciplines which work alongside it (e.g. psychiatry, social work).</li> </ul>

<b>03 14418 – Foundations in Critical Thinking</b>	
<b>Module leader</b>	Dr. Robin Thompson
<b>Credits</b>	10
<b>Delivery method</b>	Tutor/student-led discussion seminars
<b>Assessment method</b>	Critical analysis of selected journal articles (60%) and group oral presentation of a critique of a published research report (40%)
<b>Marks required to pass module</b>	50%
<b>Recommended reading</b>	Bell, P., Staines, P. & Mitchell, J. 2001. Evaluating, doing and writing research in Psychology. London: Sage
<b>Module description</b>	Lectures discuss current research techniques and develop critical approaches to reading and evaluating research articles. The module includes small group discussions where students target critique of specific research approaches.
<b>Learning outcomes</b>	By the end of the module students should be able to: <ul style="list-style-type: none"> <li>• Discuss and identify different research approaches;</li> <li>• Identify current and emerging research topics and techniques;</li> <li>• Critically assess and review journal articles.</li> </ul>

<b>03 26845 – Transferable Skills</b>	
<b>Module leader</b>	Dr. George Johnson and Dr. Kate Woodcock
<b>Credits</b>	10
<b>Delivery method</b>	Lectures and seminars (including student-led discussion)
<b>Assessment method</b>	Depending on career interest, students will produce either a written CV and job interview, or written PhD application and academic interview: <ul style="list-style-type: none"> <li>• Staff-assessed interview (50%);</li> <li>• Staff-assessed CV (50%).</li> </ul>
<b>Marks required to pass module</b>	50%
<b>Module description</b>	Topics will typically include working with organisations, working in teams, disseminating research, writing skills (including for the broader public), presentation skills, CV preparation, and interview skills.
<b>Learning outcomes</b>	By the end of the module students should be able to: <ul style="list-style-type: none"> <li>• Demonstrate a working knowledge of the issues relevant to communicating research about applied research;</li> <li>• Write a CV and apply for job in applied psychology or for a PhD position;</li> <li>• Orally present research in a concise and clear manner;</li> <li>• Write a succinct summary of a research project in an accessible style for public understanding.</li> </ul>

<b>03 20274 - Psychological Research in Clinical Settings I</b>	
<b>Module leader</b>	Dr. George Johnson and Dr. Kate Woodcock
<b>Credits</b>	10
<b>Delivery method</b>	Lectures
<b>Assessment method</b>	Group-based research proposal (presentation) (100%)
<b>Marks required to pass module</b>	50%
<b>Recommended reading list</b>	Marks, D.F. & Yardley, L (2003) Research Methods for Clinical and Health Psychology. London: Sage. Course Supplement available on Canvas
<b>Module description</b>	<p>Sample topics include:</p> <ul style="list-style-type: none"> <li>• Research in a Professional Context: the rewards and challenges of applied research;</li> <li>• The Status of Psychological Knowledge: epistemology and ontology;</li> <li>• Aims &amp; Objectives: framing a research question;</li> <li>• Constructing a Research Proposal;</li> <li>• User involvement;</li> <li>• Writing a Literature Review;</li> <li>• Seeking Ethical Approval for Applied Research;</li> <li>• Audit and Research for Service Planning;</li> <li>• Intervention Research &amp; RCTs.</li> </ul>
<b>Learning outcomes</b>	<p>Students should be able to:</p> <ul style="list-style-type: none"> <li>• Write a literature review;</li> <li>• Identify a suitable topic for applied research;</li> <li>• Present a practical, ethical and useful research proposal;</li> <li>• Apply for ethical approval;</li> <li>• Evaluate applied research.</li> </ul>

<b>03 20275 - Psychological Research in Clinical Settings II</b>	
<b>Module leader</b>	Dr. George Johnson and Dr. Kate Woodcock
<b>Credits</b>	20
<b>Delivery method</b>	Lectures
<b>Assessment method</b>	Group-based critical evaluation of published research (presentation; 50%). Written report: description, evaluation, and reflection upon, data analysis exercise (50%).
<b>Marks required to pass module</b>	50%
<b>Recommended reading list</b>	Barker, C., Pistrang, N., & Elliott, R. (2002) <i>Research Methods in Clinical Psychology: An Introduction for Students and Practitioners</i> . London: Wiley. Smith. J.A. (Ed.) (2002) <i>Qualitative Psychology: A Practical Guide to Research Methods</i> . London: Sage.
<b>Module description</b>	Sample topics: <ul style="list-style-type: none"> <li>• Neuropsychological research and psychometric testing;</li> <li>• Qualitative research: interviewing;</li> <li>• Qualitative research: methods of textual analysis;</li> <li>• Qualitative research: ethnography and action research;</li> <li>• Qualitative research: writing and reflecting;</li> <li>• Outcome research / critical review / meta-analysis;</li> <li>• Questionnaire design, survey Methods, correlational research designs;</li> <li>• Analysing survey data;</li> <li>• Single case experiments: data analysis;</li> <li>• Single case design: structured observational research.</li> </ul>
<b>Learning outcomes</b>	Students should be able to: <ul style="list-style-type: none"> <li>• Choose and apply a suitable method of data collection;</li> <li>• Choose and apply a suitable method of data analysis;</li> <li>• Evaluate and reflect upon the process and outcomes of a piece of research.</li> </ul>

## PART B: Placement Section

During the MRes course you will undertake three placements of approximately 10 weeks duration each. There is some flexibility as to how these are organised; for instance, conducting two separate pieces of work within the same setting, as opposed to conducting placements in different settings.

Prior to the start of the programme, the research director collates placement and research proposals, so it is likely that you will already have been 'matched' to a study prior to the start of the programme. Please contact the Research Director with any queries you have about your placement.

On average, you will spend three days on placement per week and this is negotiable with your supervisor (usually Tuesdays, Wednesdays, and Thursdays), but these should not get in the way of attendance at University lectures and workshops. On non-placement days, students are expected to attend University as normal or spend time working on academic assignments related to the MRes.

Once you are on placement, you will also be able to negotiate some mutually beneficial aims and objectives with your placement supervisor. A placement contract will be developed (see Appendix 4 for a template of this document), and this will be reviewed by your Studies Advisor. You will also be expected to submit progress reports both midway through and at the end of placement, and to keep supervision logs and records. Templates of these documents can be found in Appendices 5 and 6 respectively (see below for further details).

### Placement – Key Dates

The key dates for the MRes placements are as follows:

PLACEMENT	DATE	TASK
1 <sup>st</sup> Placement	02.11.18	Placement 1 contract submission
1 <sup>st</sup> Placement	26.11.18	Mid-placement review form submission
1 <sup>st</sup> Placement	11.02.19	End of placement documents deadline
Thesis	04.03.19	Formative feedback from supervisors on Chapter 1 of thesis
2 <sup>nd</sup> Placement	08.02.19	Placement 2 contract submission
2 <sup>nd</sup> Placement	25.02.19	Mid-placement review form submission
2 <sup>nd</sup> Placement	15.04.19	End of placement documents deadline
2 <sup>nd</sup> Placement	15-16.04.19 (morning)	Oral presentation on placement 2 – all students required to attend, and feedback given on the day with video copies
Thesis	24.06.19	Mid-placement supervision
Thesis	08.07.19	End of placement documents deadline
Thesis	(Date to be agreed)	Formative feedback from supervisors on Chapter 3 of thesis
Thesis	30.09.19	Thesis submission date

## Placement Details

The typical working days across most applied settings is 7.5 hours, but your actual hours of start and finish (and which days you will be on placement) will need to 1) be negotiated with your placement supervisor; 2) map onto the aims, goals, and objectives you will set at the beginning of the placement; and 3) match the requirements of the placement/service.

Your first placement will start in October, after the teaching block, and run for around 10 weeks until mid-December. You will prepare for the empirical research you will conduct later in the year, including developing an in-depth understanding of relevant literature and making relevant research ethics and governance applications. At the end of this placement you will be required to submit to your supervisor, for formative feedback, a written summary of your work during placement. This will form the first chapter of your thesis, and usually comprises a copy of an ethics application with an extended background section, or a systematic literature review.

Your second placement will start after the second teaching block, in mid-January, and run for around 10 weeks until the end of March. You should aim to be involved in the wider activities of the placement organisation, in issues not directly required for your empirical research. At the end of this placement you will be required to give a presentation of your learning to the rest of your MRes cohort, the output from which will form the second chapter of your thesis.

Your third placement is when you conduct and write up your research study, which will form the third chapter of your thesis. During this placement you will be required to submit the 'intention to submit your thesis' form (see Appendix 2). You will then have until the end of September to complete and submit your research thesis.

Students should seek to use a range of opportunities on placement to their advantage; it might also be possible to do more hours to achieve a broader range of experiences and competencies. We can be flexible to work with changes to the typical structure where these make more sense given the demands of the placement, or when needed for part time students.

## Placement Contracts and Supervision Records

At the start of each of your placement, you will need to negotiate a contract with your placement supervisor, setting out the aims and objectives of the placement. A template for these contracts can be found in Appendix 4. The draft of each contract should be submitted to your Studies Advisor by the dates stated. Once a contract has been finalised it will be returned to you, whereupon you will need to email it to the Programme Administrator. Examples of placement contracts can be found on the MRes Canvas webpage.

Students will be required to complete an MRes supervision log, and to submit supervision records midway and at the end of placement. Templates for both of these documents can be found in Appendices 5 and 6.

Monthly meetings will be held on the last Monday of every month, which will act as placement research clinics to support you with your work during your placements. The dates and venues for these meetings will be listed on the MRes Canvas page at the beginning of each term.

## Responsibilities of a Placement Supervisor to the Student

Placement supervisors have a range of responsibilities to help ensure that students are kept safe, supervised, and exposed to a range of balanced and varied opportunities that will help to develop and strengthen their knowledge and skills in the areas of applied psychology. The work undertaken by an MRes student must be professionally accountable to a qualified applied psychologist.

Placement supervisors must:

- Ensure that an appropriate formal induction is provided at the start of the placement;
- Negotiate placement goals and plan appropriate experiences with the MRes student in relation to the aims of the placement (in accordance to those expected of a new/first-time Assistant Psychologist and appropriate to the skill level of the MRes psychology student);
- Support the student to devise a weekly plan for supervision, administration, personal study, and networking opportunities;
- Provide adequate and regular supervision = a minimum of four hours of supervision a month, with the advisory being one hour of supervision per week (1.5 hours of joint supervision for two students) and informal contact time. Students will be required to review their supervision log with their supervisor, as well as submitting regular supervision records to the University;
- Take overall responsibility for the management and supervision of work conducted by the student within the School;
- Evaluate the student's performance on placement in relation to the placement-specific goals and domains of the Review Guide:
- Review the student's progress on a on-going basis, and provide feedback during and at the end of the placement;
- Arrange formal cover for supervision when off on leave, off sick, or away from placement.

Adapted from the BPS (2007) *Guidelines for the Employment of Assistant Psychologists*, The Psychological Society of Ireland's (2014) *Guidelines for the Employment of Assistant Psychologists in Ireland*, and, more recently, the BPS/DCP (2016) *Applied Practitioner Psychologist Internship Programmes and Unpaid Voluntary Assistant Psychologist Posts* good practice guidelines (all available on the MRes Canvas webpage), the following roles (not an exhaustive list) for MRes students as honorary assistant psychologists should be considered:

- Assist qualified psychologist supervisors to carry out prescribed interventions with individuals or groups;
- Contribute to the assessment of individuals or groups, which might include direct observations, formal psychometric testing and questionnaire administration and scoring, semi-structured interviews and report writing;
- To be involved in supportive work as required with carers, family members and professionals/staff;
- Assist supervisors with the development, delivery and evaluation of training packages for individuals, carers and staff;
- Contribute to research, audit and service evaluations;
- Contribute to the promotion of the role of psychology in psychological services through the communication/provision of information to relevant stakeholders;
- Maintenance of equipment / data necessary to the running of the psychological service, such as training and assessment equipment (e.g., manuals, CDs), datasets, information packs and library resources;
- Conduct literature searches, developing and delivering presentations, and contributing to articles for publication.

In addition, MRes students should **not** be used to:

- Replace or substitute for the presence / work of qualified psychologist staff;
- Undertake work for which there is no appropriate supervision;
- Complete solely administrative and clerical duties or perform the role of a care assistant or support worker;
- Work in a capacity beyond their level of competency, but they should be supported to develop themselves both professionally and personally (as entry-level honorary assistant psychologists), in relation to the core competencies of applied psychology work;
- Provide specialist therapies for which they are not qualified;
- Write highly complex, specialist reports (e.g., court reports or other legal reports), but students can contribute to more routine and standard service / psychology reports with the qualified psychologist supervisor as the main author and report signatory;
- Work alone on complex cases or in any type of emergency service.

## Guidance for Supervisors in the Event of Difficulties on Placement

A placement supervisor may become concerned about a student's progress on placement. This might be for a variety of reasons, including the student's own well-being, competence, or professional behaviour. Any supervisor who has concerns is strongly advised to contact the relevant Personal Tutor straight away, rather than wait for the formal placement visit. If there are substantial difficulties or concerns the MRes Programme Director will become involved.

## Reimbursement for Travel and Car Parking Expenses

Students should note that, in order to gain relevant applied psychological experience, they need to travel to, and usually within, placement. Payment of travel expenses does not include travel between home and University, which is considered ordinary commuting. The University will, however, cover all travel to and from placement, with the University designated the permanent base. Overall, travel expenses for placement will be paid that are the lower of the cost from home or the cost from University, and students should travel to placement by the most cost effective (economical) mode of transport (claims may not be reimbursed where this is not the case). The following conditions apply:

- The University is considered your permanent base for the duration of the MRes and for travel claims;
- Travel claims only cover travel to and from placement (i.e. placement days). Expenses incurred for travelling from home to University (i.e. for teaching, workshops, meetings etc.) are not covered;
- If you travel direct from University and to and from placement by public transport, then this expense can be claimed. Additionally, if you travel from home to placement by public transport, the claim should be the lower of 1) the public transport cost from home to placement, or 2) the public transport cost that would have been incurred if the journey start from the University (base).

Travel for placement related activities (e.g. visiting a school or clinic on behalf of the host organisation) – 'within placement travel' – will be reimbursed at the £0.40/mile rate or public transport cost. If you need to pay for reasonable parking costs at your placement site this can also be reimbursed.

There is a £250 limit on the amount of expenses you can claim. If you are unsure about whether you can claim for an expense, please contact the Programme Director. In order to claim your expenses, you will need to submit a paper copy of a FIN 7N non-staff expenses claim form to the course administration team (this form can be found on the MRes Canvas page). Please ensure that all original receipts are attached with your claim form when you submit it. It is up to you how frequently you want to claim (e.g. weekly, fortnightly, monthly), but once claims have been submitted you can expect payment into your bank account usually within 14 days. Claims must be submitted within three months of the expenses begin incurred. Claims older than three months will not be paid unless exceptional circumstances apply.

## Placement Assessment Details

There are three placements scheduled during this course (details of which can be found above). You will be expected to produce outputs for all three of these placements, which will together make up your final thesis.

### Placement 1

The output for placement 1 will be a written report. Placement reports can cover a range of topics, and it might take the form of, for example, an ethics application, research report, or literature review. Three examples are given in the placement marking criteria. Please note that all three cover similar aspects of the placement. If your placement requires a different set of marking criteria, please discuss this with your studies advisor. See Appendix 7 for placement 1 and 2 marking criteria, and the following link for the examiners' guidance notes for marking a research thesis:

- <https://intranet.birmingham.ac.uk/as/studentservices/graduateschool/documents/public/examguid.pdf>.

Your placement report will have two functions. *Firstly*, it should fulfil some sort of useful function within the terms of the wider placement contract. That is, it will be the 'deliverable' element on your contract. It might involve producing an audit or service evaluation, a literature review, a webpage, a dissemination document, a short journal paper, an ethics application, or a research proposal. This part of the report, therefore, will obviously vary considerably, according to the aims of the placement, but in it you will be given feedback on the *content* of the report. The *second* function of your placement report should be to reflect upon the *process* of the work, on what you have learned, and on its implications for ongoing work (either your own work, or the work of the placement supervisors). Depending on the format of the document that you have produced, you may choose to integrate this into your report, or to attach a short reflective commentary (probably no more than 1,000 words of the total 4,000). It may help to frame these reflections in the context of the placement goals. This will help you to situate the report in the wider context of your final thesis, when you come to rework it. Note also that there is a word limit of 4,000 words for the placement report. If the document that you have produced as a 'deliverable' for your placement needs to be longer than this, please look carefully to see whether you can meet your assessment criteria within the constraints of a shorter version of the original document.

Your supervisor may need to help you quite directly with some of the technical and bureaucratic elements of your placement work (e.g. in ethics applications). In preparing your report, you should still take academic responsibility for the explicit content of the report, and for describing (possibly in a supplementary document) the process that you have been through, because this is how you will be assessed. For example, if you have completed an ethics application for your first assessment, you will be assessed against the clarity and coherence of your research rationale, and against the ethical

suitability of your intended design, and your ability to identify and reflect upon what you have learned from the process, rather than against, say, the likelihood that the application is approved.

### Placement 2

The output for Placement 2 will be a presentation to your cohort, detailing the experiences and skills you have gained on this placement. We are aware that your placement activities will have been many and varied, and that you will all have contributed a tremendous amount to the projects you've been working on. So please note that the feedback that you get for Placement 2 is based upon the *presentation that you give* about what you did and what you learned! Again, this document will be formatively marked at the time of the presentation. A written document incorporating your reflections on the placement, the presentation, and the formative feedback received will form part of your thesis. Remember that you will only have a modest word count with which to add further commentary to your presentation when you rework it for inclusion in your thesis.

### Placement 3

Placement 3 is less structured than the first two placements, in that you may not be conducting a third independent placement as such, if you have already collected the data you need to conduct the research for your thesis. This '3<sup>rd</sup> placement' time is for you to conduct and write up this research, so while you may not be on placement, this is time you will need for independent study. Similarly, while you may not be required to submit formal progress reviews (although this will be necessary if you conduct a third placement separate from placements 1 and 2), you will be required to attend regular supervision sessions to discuss the progress of your research. The research project that you complete during this period will form the final part of your thesis, which you will receive formative feedback on before you are due to submit the final document. Please note that your thesis will not be summatively marked until you have completed all three sections, at which point you will be given final feedback on the document as a whole. For information on how to submit your thesis, please see the section above on 'The Examination Process and Submitting Your Thesis'.

Examples of submissions for all three placements can be found on the MRes Canvas webpage.

## Expectations

### Work Ethos

It is important to remember that, to a large degree, students represent the University whilst on placement, thus we expect you to be punctual when attending placement (and associated meetings) and let your supervisor know about your whereabouts. It will be useful to develop a general weekly job plan with your placement supervisor, so that both are clear as to what days students are expected to be on placement and what will be done where on the various placement days.

Students are expected to be present during normal working hours and should know how and with whom they should liaise if they are off sick or absent from placement for any reason. On placement, students must adhere to the expected dress code, behave professionally, and maintain appropriate boundaries with colleagues, other professionals, and clients.

The maintenance of professional behaviour applies when corresponding with University staff and in attending and contributing to lectures/teaching and meetings; students are expected to behave professionally always (University and placement) which is in keeping with the University's Code of Practice on Student Attendance and Reasonable Diligence. If you are unable to attend a teaching session, then you should email the MRes Programme Administrator and relevant lecturer to inform them of your absence, preferably in advance of the teaching session if possible.

In addition, students should be extremely mindful of professional behaviour when engaging in social media (e.g. see *e-Professionalism: Guidance on the use of social media by clinical psychologists*; BPS, 2012).

MRes students are neither paid assistant psychologists, trainee psychologists, nor qualified psychological/health professionals. We fully expect, however, that students adhere to the principles and spirit of both regulatory and professional body guidelines. There are several professional practice documents on the MRes Canvas page that you should read through carefully, including:

- *Guidance on conduct and ethics for students (2016)* (Health and Care Professions Council (HCPC) – Regulatory Body)
- *Code of ethics and conduct: Guidance published by the Ethics Committee of the British Psychological Society* (The British Psychological Society (BPS) – Professional Body)

Students should always:

- Promote and protect the interests of service users, carers, and research participants;
- Communicate appropriately and effectively;
- Work within the limits of their knowledge and skills;
- Delegate appropriately;
- Respect confidentiality;
- Manage risk;
- Report concerns about safety;
- Be open when things go wrong;
- Be honest and trustworthy; and
- Keep appropriate records of their work with service users and carers (HCPC, 2016).

## Disclosure and Barring Service (DBS) Check

It is likely that you will be required to have an up-to-date DBS check (usually Enhanced), formally the CRB check; this is usually carried out through the University. If a DBS check is necessary the Programme Administrator will advise you of the process.

## Plagiarism

Assignments submitted in both the taught and placement components will be submitted through Turnitin, the software the University uses to check students' work for signs of plagiarism. Students are required to adhere to the University's policy on plagiarism and to sign a contract to this effect. For more details on the University's plagiarism policy, please use the following link:

- <https://intranet.birmingham.ac.uk/as/registry/policy/conduct/plagiarism/index.aspx>

## Careers Network

### Postgraduate taught students – useful information by Careers Network

Developing your personal and professional skills is a vital component of your studies. Your Masters year will go quickly, so you need to start thinking about how you can gain experiences and achievements that are of increasing importance to employers. Support is available to you from the moment you arrive at the University of Birmingham from a variety of sources.

### Looking for jobs of graduate internships?

Search the online vacancy database to access hundreds of vacancies, work experience opportunities, internships and more. Careers Connect includes roles open to postgraduate students.

### Considering further study?

Take a look at the information on the University of Birmingham's website on considering postgraduate study options and funding (for UK or overseas). Other good starting points for research are also [www.prospects.ac.uk](http://www.prospects.ac.uk) or [www.findaphd.com](http://www.findaphd.com). You can also enrol onto the Further Study Canvas Course (<https://canvas.bham.ac.uk/courses/33471>).

### Need advice?

- Register for our Career Action Planning for Masters Students (CAPMS) Canvas course, for support with making the most of your Masters year and planning for your next steps (<https://canvas.bham.ac.uk/enroll/J368CF>).
- Book an appointment with a Careers Adviser in your College to discuss your strategy for 'what next' after your Masters.
- Update or review your CV or application forms – book an appointment or send us a request for feedback via a Student Help query.
- Mock interviews are ideal for building confidence in your interview preparation and technique if you have an interview coming up. If you wish to apply for a practice interview, please complete our practice interview request form.

### Increase your confidence with recruitment

Careers Network also run a series of interactive workshops designed to give you the confidence and tools to succeed in all aspects of the recruitment process. Take a look at our Quick Guides to get you started:

- Preparing an application
- Preparing for an interview
- A great CV
- A successful covering letter
- Our Masters Summer Careers Series is a week of careers events especially designed for Masters students. The Series usually takes place in the last week of the Summer Term, and

brings you a range of workshops, panel events, and networking opportunities to help you plan for life beyond your Masters degree.

### International students

Take a look at specialist resources and events for international Masters students and all students who want to develop a global career:

- [www.intranet.birmingham.ac.uk/careers/international](http://www.intranet.birmingham.ac.uk/careers/international);
- [www.intranet.birmingham.ac.uk/globalcareers](http://www.intranet.birmingham.ac.uk/globalcareers).

### Keep informed and inspired

- There is a wealth of career resources and inspiration on the Masters Canvas page.
- Keep motivated with Postgraduate Careers Clubs: peer-led round-table discussions that enable students to explore and develop career-based topics in the company of others who are in a similar position.
- Careers events and seminars are held throughout the year, both within your School and centrally. Careers fairs, employer presentations, and workshops are open to all University of Birmingham students. Check on the events pages for information and to book a place. You can also find a separate list of events especially relevant to postgraduates.
- Our popular student blog has lots of interesting articles and personal insights into our work.
- Sign up with us on Facebook and Twitter.

We do hope you will make the most of Careers Network services during the year. If you have any questions, please do not hesitate to get in touch with a member of the Careers Network team.

- [www.intranet.birmingham.ac.uk/careers](http://www.intranet.birmingham.ac.uk/careers)

## Student Liaison

### MRes Clinical Staff Student Liaison Committee (MRes SSLC) – Terms of reference

The course team will provide the opportunity to attend a Course Consultation Committee, once per term. Students will be asked to send at least two nominated representatives, and to confirm attendance in advance. If you wish for any items to be discussed at these meetings you should let the course administrator know or the School Representatives. MRes students will be asked to select their representatives for the committee in early October. Meetings will be held in each semester. Dates will be sent out by the course administrator.

1. Membership
  - Programme Leads
  - MRes student representatives
  - Postgraduate programme administrator
2. Quoracy Requirements
  - At least one person from each of the constituencies (course team, student reps, admin)
3. Timing and Frequency of Meetings
  - The MRes SSLC will meet once per semester
4. Reporting Relationship
  - The MRes SSLC reports to the Postgraduate Research Committee, which reports to the School Committee
  - The Course Leader attends the Postgraduate Research Committee
5. Authority of the Committee
  - The Committee shall:
    - a) Provide a forum for students to report on experiences relating to learning, teaching and research on the programme, and where staff and students can discuss
    - b) Where possible, provide quick responses on matters relating to learning, teaching and research for MRes students
    - c) Where necessary, feed-back any matters relating to the students' to learning, teaching and research which require responses from students
    - d) Where necessary, report any matters to the PGR Committee (or other relevant Committees) which require a response elsewhere
    - e) Feedback information and outcomes on issues discussed and actions agreed at previous SSLC meetings for dissemination of relevant information to the MRes cohort
    - f) Consider and implement any agreed College and University level actions and monitor to ensure compliance with University regulations
    - g) Consider any issues relevant to the annual programme review

## Appendices

All of these appendices can be found as individual documents on the MRes Canvas webpage. They have been uploaded on Canvas as Word documents (where available) so that you can add information as appropriate. Please use these templates when submitting documents for your course.

Appendix 1: Placement Progress Review Form

MRes Clinical Psychology - Placement Progress Review Form

Please complete jointly with your placement supervisor and return to your studies advisor. If you have both a clinical and an academic supervisor please complete with your clinical supervisor.

Completed form also need to be submitted to the PG Admin Office: [colles-c-pg-psg-off@adf.bham.ac.uk](mailto:colles-c-pg-psg-off@adf.bham.ac.uk)

Student Name	
Placement supervisor	
Academic supervisor if allocated	
Study Advisor	AF / RH (please delete as appropriate)
Overall aim or title of the placement	

<b>Objectives (please copy from placement contract)</b>	<b>Progress against objectives</b> - please categorise as either: a) on course to achieve b) behind but plans in place to enable catch up c) changed objective (please add to list)	<b>Comments</b>

Appendix 1: Placement Progress Review Form

**On how many occasions have the student and supervisor met since the start of the placement or the last progress review?**

**Is this frequency sufficient for good progress?**

Student: Y/ N

**Please confirm that there are appropriate ethical approvals in place (or under development) for any research outputs intended for the thesis.**

Student: Y/ N

**Having discussed the above points, what actions have you agreed to carry out (supervisor and/or student), and by what time?**

Student:

Supervisor:

For the **supervisor** - Overall, do you have any concerns that the student will not achieve the overall aim of the placement?

For the **student** - Overall, do you have any concerns that you might not achieve the overall aim of the placement?

For the **student** - Have you been in contact with your Spring placement supervisor?

For the **student** - At present, where do you anticipate that your Summer project will be?

Any other comments:

Student signature:

Supervisor/Study Advisor signature:

Date

NOTICE OF INTENTION TO SUBMIT/RESUBMIT A RESEARCH DEGREE THESIS  
**This form should be submitted three months before your proposed submission date.**

**PART A - FOR COMPLETION BY PGR**

Title: ..... ID Number: .....

Surname(\*) .....

Other name(s)\* (in full) .....

*\*The spelling of your name as entered above will be used on your Degree Certificate. The name on your Degree Certificate should match that shown on other official documentation, such as your birth/marriage certificate and passport.*

Address: IT IS YOUR RESPONSIBILITY TO UPDATE YOUR CONTACT DETAILS (home and term-time address) VIA THE ON-LINE REGISTRATION FACILITY AT [WWW.MY.BHAM.AC.UK](http://WWW.MY.BHAM.AC.UK).

Degree & Programme Title: .....

School/Department: .....

Supervisor(s): .....

Title of thesis (in CAPITAL LETTERS): .....

Proposed date of submission/resubmission: .....

Are you a member of University staff/honorary staff YES/NO

Have you ever been a member of University staff YES/NO

Have you ever held an honorary University appointment YES/NO

If you have answered yes to any of the above, please give job title, school/department and appointment dates:

Please confirm if you have been employed as a Clinical Research Fellow or on EU-ITN funding and the dates:

If you have a disability and require documents in an alternative format or have any other support requirements for your thesis examination, please contact [pgrstudentrecords@contacts.bham.ac.uk](mailto:pgrstudentrecords@contacts.bham.ac.uk).

I am aware that my thesis will be checked through Turnitin.

I have ensured that any contractual obligations to funders, collaborators and sponsors, and all ethical requirements have been fulfilled with respect to this thesis (eg citation and acknowledgement of third party material and the appropriate treatment of confidential information).

PGR Signature:

Date:

**PART B – FOR COMPLETION BY SUPERVISOR**

I acknowledge the proposed submission date and will commence discussions with the PGR regarding archiving of data generated for the thesis, and post-award access to the final thesis and related data.

Signature: ..... Date: .....

**Module: Principles of Applied Psychology**  
**Assessment: Reflecting on a psychological case study ASSESSMENT INSTRUCTIONS**

This assessment is designed to help you explore, review, evaluate, and reflect upon the principles underpinning applied psychological practice. You should produce a succinct, yet comprehensive-enough, critique of a case study using the domains on the marking grid as a guide to your write-up. Your critique must be no more than 1000-words, plus 250 words for a 'Reflections' section at the end.

**Justification of your choice of case study**

Your choice of case should be justified in your report because that allows you to demonstrate that it is appropriate. The case study may relate to an aspect of your current placement, but it is also essential that the case study includes enough psychological content for you to fulfil the objectives of the assignment (see tips below). Since your personal placement experience is relevant to your justification, you can put the justification in a footnote<sup>1</sup>, to avoid having to jump between a more personal and a more academic style of writing. However, please avoid extensive use of footnotes.

**Critical evaluation of the scientific method of the case study**

One domain you must cover in your report is a critical evaluation of the case study, with reference to appropriate criteria. As discussed in the teaching, several guideline documents have been published around writing case studies, along with some critical appraisal checklists. Importantly, these relate primarily to the scientific rigour of the study and write up, they do not in general relate to the quality of the psychological content. As such, this domain of your report relates to the scientific rigour of the study and write up. You are advised to make reference to one of the published frameworks against which the case study is being judged – judgements about quality, strengths and weaknesses have to be made in relation to something.

Thus, links between your critique and whichever framework you choose for review (and to quality assess) should be clear. If your chosen framework lends itself to scoring using a grid or Table, then you might decide to include the scores as an Appendix. You may find it necessary to amend a published framework that you are applying in order to make it appropriate for the case you have chosen (amendments might include selecting only relevant sections of a framework). It is important to remember that the purpose of quality assessment tools is to facilitate systematic critical evaluation of research. Thus, a reader of your report should be able to see exactly how you have come to your decisions about quality, in a way that would allow them to come to corresponding decisions about a different piece of research in exactly the same way.

**Critical evaluation of the links between assessment, formulation and intervention in the case study**

Another domain your report must cover is a critique of the links between assessment, formulation, intervention, and evaluation. These links are a core feature of psychological case studies. Although the frameworks mentioned above make limited/ no direct reference to such links, your evaluation of the links should make an important contribution to your overall assessment of the quality of the case study. You may find it helpful to refer to published guidelines on formulation, such as those published by the BPS.

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<sup>1</sup> Be mindful of APA guidance on the use of footnotes, such that they are meant to offer information on a topic that is not directly related to the text, should be concise, and should not include lengthy paragraphs of text or extraneous information.

### **Understanding of relevant theoretical / psychological models**

Your submission should demonstrate some understanding of the theoretical / psychological models used in the case study, with some narrative to evidence an understanding of the basic premise(s) of the model(s) used. The relevance, suitability and/or appropriateness of the theoretical / psychological model used for assessment, formulation and intervention is open for exploration. Your critical analysis of this can feed into your evaluation of the links between assessment, formulation, intervention and evaluation.

### **Critical evaluation of the author's selection of outcome / evaluation**

In your critical evaluation of the scientific method of the case study, you will cover the validity of the outcome measures, since valid measurement of outcomes is essential for high quality research. However, the author's selection of outcome / evaluation method applied should link to the psychological models underpinning the case study. In your report, you should also include a critical evaluation of the appropriateness of the outcome / evaluation method selected by the authors, considering the psychological theory / models at play.

### **Reflections**

Following the academic part of your write-up, which should cover the sections above (please also refer to the marking criteria), your report should include a dedicated section for your personal reflections. You will have had to reflect on the case study and associated psychological theory throughout your work and apply this to your critical evaluation. However, the reflections section is your opportunity to tell the marker about your reflections linked to your own personal development. You should include a description of what you have learned by engaging with this assignment and – importantly – how you may apply this learning in future in a specific way to further your own professional or personal development. The reflections section has its own additional word limit (250 words).

#### Additional tips for the case study assignment:

- Discuss this assignment with your placement supervisor who might be able to help you link this assignment with your placement work with regards to finding a suitable case study. Try to choose a more recent case study (e.g. in the last 10 years), if possible, and make sure it's got some psychological content for you to evaluate.
- Consider your case as if you were to re-write it: What aspects would you focus on and discuss? Those are the aspects that you should reflect on in the assignment.
- Do look at the marking grid for this assignment, so that you can anticipate the criteria for a good piece of work.
- Do link to your reading on other topics and discuss this in your evaluation of the case study.
- Think carefully about the structure of your report. You may find it helpful to take a linear approach, addressing each of the assessment criteria in turn. Although you will be critically reflecting on the material throughout, you must include a dedicated "Reflections" section at the end of your report for your personal reflections (maximum of 250 words).

#### Some references to get you started:

- Rolls, G. (2010) Classic case studies in Psychology (2<sup>nd</sup> Ed.). Hodder Education, UK
- Oltmanns, T., Martin, M., Neale, J., & Davison, G. (2007). Case studies in Abnormal Psychology. John Wiley, USA.

**Hand-in date: 11<sup>th</sup> January, 2019: upload onto CANVAS.**

**Module: Principles of Applied Psychology**  
**Assessment: Reflecting on a psychological case study MARKING CRITERIA**

Student's Name: \_\_\_\_\_

Overall grade (pass/fail): \_\_\_\_\_

Marker's Name: \_\_\_\_\_

Markers should provide **typed** comments for each criterion and general feedback in the final box. Markers should focus on constructive comments where room for improvement is identified.

Criterion	Pass/Fail	Formative Feedback
Justifies choice of a good and useful case study based on appropriate criteria with an explicit rationale given. This rationale may be provided in a footnote, though footnotes should be concise as per APA guidelines.		
Evidences systematic critical evaluation of the case study focusing on appropriate criteria for evaluating case studies. Use of a published quality assessment tool is advised. If such a tool is not used, a bespoke framework for systematic evaluation should be applied and justified appropriately.		
Demonstrates understanding of theoretical models of psychology in student's evaluation of case study.		
Able to discuss and critically evaluate the procedure of and links between assessment, formulation and intervention in the case study. The student's evaluation of these links should contribute to the student's overall quality judgement of the paper.		
Able to discuss and critically evaluate the selection of outcome / evaluation method in the case study in terms of the psychological models involved.		
Appropriate structure and clarity, including written presentation and formatting.		
Reflections on learning that include reference to the student's learning experience during the case study critique assignment, and how they will apply that learning in future.		

**General Comments:**

**\*\*New\*\*** for 2018/19, the purpose of this comments box is to ensure that all students receive summarised feedback, in a consistent format, that explains the mark awarded and supports future learning. Please complete all 3 sections. Do look at the comments made by the student on the Student Template Feedback Cover Sheet (at the start of the assignment) to help guide and focus your comments.

1. The main strengths of this assignment are (3 bullet points):
2. The main weakness / missing areas / concerns are (3 bullet points):
3. In future assignments, you may find it particularly helpful to focus on the following (3 bullet point):

**Module: Transferable Skills**  
**Assessment 1: Mock Interviews ASSESSMENT INSTRUCTIONS**

You have three options:

- Psychology Assistant – CV tailored to this
- Applied Research: PhD – CV tailored to this
- Clinical Training – Completed Clinical Application form - <https://www.leeds.ac.uk/chpccp/SampleApplication.pdf>

Interviews will be 15 minutes long and there will be up to 10 minutes for feedback and discussion.

Interviewer[s]:  
Grade agreed:

**Module: Transferable Skills**  
**Assessment 1: Mock Interviews MARKING CRITERIA**

***Does the candidate demonstrate the expected range of qualities / skills to carry out the work?***

Q1 [qualities]

***Does the candidate summarise his/her experience such that links can be seen between his/her previous experience and new tasks?***

Q2 [learning from an experience]

Q3 [drawing from experience and applying it to the post]

***Ability to apply / express relevant interests and knowledge in an accessible manner.***

Q4 [learning from recent training]

Q5 [supervision or ethical conduct]

***Ability to communicate clearly.***

[Overall strengths and any areas for improvement]

***Non-verbal presentation.***

[Overall strengths and any areas for improvement]

**Module: Transferable Skills  
Assessment 2: CV MARKING CRITERIA**

Assessor:  
Grade agreed:

***Appropriately tailored to post? Key information accessible and clear?***

Comments:

***Highlights the breadth of candidate's experience and knowledge? All relevant information included?***

Comments:

***Appropriate layout and level of detail?***

Comments:

***Areas for improvement?***

Comments:

**Module: Psychological Research in Clinical Settings I**  
**Assessment: Group presentation of a research proposal ASSESSMENT INSTRUCTIONS**

For this task, you are asked to imagine that you have applied to a large governmental funding organisation, in the hope of receiving money to fund a psychological research project. This money might be to pay for research assistants, experimental materials, laboratory space, psychometric tests, electrical equipment, or your own time.

The funding panel at this organisation have a very large sum of money to distribute, but they also have many groups of researchers who have lodged bids for that money. On purely financial criteria, the panel have already decided that they could afford to fund any one of the many applications which they have received, and possibly more than one. Thus, they have decided that they would like all of the bidding teams to make their case in person, and to do so on the grounds that their proposed research would make *an ethical, theoretically-valuable, and clinically-useful contribution to existing knowledge*.

You will have 15 minutes in which to outline your project proposal, and to persuade the panel *why* it should be funded. You will then be asked to answer questions about your proposal for a further 5 minutes. In developing your proposal you may *wish* to consider the following issues:

- Existing research and practice
- Rationale
- Research question (and any hypotheses)
- Opportunities for service-user involvement in the design and implementation of the project
- Design
- Where your study will take place
- Who will collect your data
- Any variables which you want to measure, and how you will operationalise them
- Sampling: your participants (and controls), and how you will obtain them
- Any materials which you will need
- The procedure which you will follow
- How you will analyse your data
- The ethical implications of your study, and your plans for addressing any issues of concern
- What your findings will mean (N.B this is not what you expect them to *be*)

You may not be able to cover all of these in your presentation – and certainly not in detail. Decide which aspects are most important for the task criteria described above, and concentrate on those.

**Getting started:**

Don't try to come up with your actual research idea in the first 15 minutes of your first meeting - there will be time for this later!

- a. *Make sure everyone understands what the project involves* (i.e. as a *group*, work together to identify the outcome, purpose, stages, and assessment criteria for the task in hand).
- b. *Discuss what you think you will need to do in order to complete the task*. Try to identify things which *each* of you *can* contribute - and would feel most able to contribute, and at what stage.
- c. *Allocate team roles*. You may want to divide up responsibility for tasks such as organising meetings, chairing those meetings, researching information in the library, preparing visual aids for the presentation, passing messages around the group, or communicating with the tutors, for example. For the most part, this is up to you, but it is a requirement of the assignment that you make a record of your meetings (so someone will have to take some procedural notes at each meeting - although it may not necessarily be the same person each

time you meet). It is important that you all agree a distribution of workload which is *fair*, however, and which everyone *agrees* is fair.

- d. *Now brainstorm ideas and topics for your research proposal.* It is a good idea to settle on one by the end of the first meeting, so that you can spend the rest of your time on fleshing out the rationale and working out the details of your proposal.

#### **Useful tips for presentations**

- Plan it carefully, and rehearse it
- Don't forget your audience
- Don't include too much content
- Manage your time carefully
- Say where you're going...
- ...and let your audience know where you've got to
- Give your audience something to look at which allows them to follow your points without getting lost in extraneous detail
- Speak to the barest notes you can – don't read
- Manage your time carefully
- Make contact
- Invite questions
- Ask questions
- Summarise
- Respond, and be flexible
- Manage your time carefully
- Work as a team
- Did we mention about managing your time?

#### ***Elements of the task:***

- Developing an idea
- Solving the problem: what sort of project would meet these criteria?
- Preparing the presentation
- Giving the presentation

#### ***Planning your presentation:***

- One or two overheads each?
- Five to ten overheads altogether

#### ***N.B.:***

- Everybody must contribute to the process
- Everybody must contribute to the presentation
- But you can decide *how* to distribute tasks and roles

*Please keep basic minutes of your meetings and submit these to us on the day of your presentation.*

**Module: Psychological Research in Clinical Settings I**  
**Assessment: Group presentation of a research proposal MARKING CRITERIA**

	Yes	No	Comments
<b>PRESENTATION</b>			
Steady pace: adhering to time limit			
Clear and audible commentary			
Clear and legible visual aids			
Engaging with audience			
Well-structured			
<b>PROPOSAL</b>			
Research question is theoretically-valuable / clinically-useful			
Proposed study would answer this question			
Proposal is practical / ethical			
<b>GROUP</b>			
Questions handled well			
Evidence of group work			
Minutes submitted			

**Module: Psychological Research in Clinical Settings II**  
**Assessment 1: Group presentation of published research evidence evaluation ASSESSMENT**  
**INSTRUCTIONS**

This assessment is worth 50% of the module total. It requires you to develop and build upon some of the skills established during the previous module. Clinical psychologists need to be able to work in teams, to present realistic accounts of the relative benefits of the skills and interventions that they can offer, and to ground their evaluations in evidence.

For this task we would like you to work together as a team, firstly to evaluate the relative contributions made by 5 selected research papers (all on a common theme: e.g. empirical investigations of psychological interventions for psychosis), and secondly, to present your conclusions about these studies in the form of a presentation. Your evaluation should consider *methodological*, *theoretical* and *practical* aspects of the papers. You should consider what they contribute *collectively*, as well as individually.

You will have 15 minutes in which to introduce the area, and to evaluate the 5 papers. You will then be asked to answer questions about your evaluation for a further 5 minutes.

Appendix 3: Assessment Instructions and Marking Criteria for Each Teaching Module

**Module: Psychological Research in Clinical Settings II**  
**Assessment 1: Group presentation of published research evidence evaluation MARKING CRITERIA**

**Theme:**

**Group Members:**

**Markers:**

**Agreed Grade Awarded:**

	Yes	No	Comments
<b><i>PRESENTATION</i></b>			
Steady pace: adhering to time limit			
Clear and audible commentary			
Clear and legible visual aids			
Engaging with audience			
Well-structured			

Appendix 3: Assessment Instructions and Marking Criteria for Each Teaching Module

<b>EVALUATION</b>			
The area is introduced, and the contribution of each paper is clearly identified			
These are clearly situated in terms of appropriate methodological, theoretical and practical strengths and weaknesses			
Evidence of integration / synthesis across papers and/or within group			
<b>GROUP</b>			
Questions handled well			
Evidence of group work			
Minutes submitted			

**Module: Psychological Research in Clinical Settings II**  
**Assessment 2: Qualitative Data Analysis exercise ASSESSMENT INSTRUCTIONS**

Alongside these instructions you will receive an extract of qualitative data. For this exercise, you are asked to produce analyses of these data from *two* different perspectives. You can choose your analytic perspectives from these four traditions:

1. Phenomenology [any version];
2. Discursive action [aka discursive psychology];
3. Foucauldian discourse analysis;
4. Narrative psychology [any version].

[Note that the transcript is not suitable for conversation analysis].

Your assignment should be completed in three sections:

- *Part 1:* A brief description of the epistemological and methodological choices that you made, showing the practical implications (i.e. what you ended up 'doing to' the data in each case). [500 words].
- *Part 2:* Summaries of, and illustrations from, the most important areas of each analysis. You can present them separately, or side-by-side, but the reader should be able to tell which one is which. [1000 words – not including disembedded data extracts].
- *Part 3:* A brief synthesis and comparison of the two analyses, reflecting on the relative merits of each approach, and your experience of using them to understand these data. [500 words].

**General sources:**

- Kidder, L. & Fine, M. (1997) Qualitative inquiry in psychology: a radical tradition. In Fox, D. & Prilleltensky, I. (Eds.) *Critical Psychology*. London: Sage.
- Harper, D. & Thompson, A. (2011). Qualitative research methods in mental health and psychotherapy: An introduction for students and practitioners. *Oxford: Wiley*.
- Rohleder, P. & Lyons, A. (2014). Qualitative Research in Clinical and Health Psychology. London: Palgrave.
- Lyons, E. & Coyle, A. (2016). *Analysing Qualitative Data in Psychology*. London: Sage.
- Smith, J.A, Harre, R, & Van Langenhove, L (1995) *Rethinking Methods in Psychology*. London: Sage.
- Smith. J.A. (Ed.) (2002) *Qualitative Psychology: A Practical Guide to Research Methods*. London: Sage.
- Willig, C. (2001) *Introducing Qualitative Research in Psychology*. Buckingham: Open University Press.

**Narrative approaches:**

- Crossley, M. (2000) *An Introduction to Narrative Psychology*. Buckingham: Open University Press.
- Gergen, K.J & Gergen, M.M (1988) 'Narrative and the Self as Relationship.' *Advances In Experimental Social Psychology* 21, 17-56.
- Mishler, E.G. (1986). *Research interviewing: context and narrative*. Boston: Harvard University Press.
- Murray, M. (2002) Narrative Psychology. In Smith. J.A. (Ed.) *Qualitative Psychology: A Practical Guide to Research Methods*. London: Sage.

**Discursive action / discursive psychology approaches:**

### Appendix 3: Assessment Instructions and Marking Criteria for Each Teaching Module

- Potter, J. & Wetherell, M. (1994) *Analysing discourse*. In Bryman, A., & Burgess, R.G. (Eds) *Analysing Qualitative Data*. London: Routledge.
- Potter, J. (1997) *Discourse analysis as a way of analysing naturally occurring talk*. In Silverman, D (Ed). *Qualitative Research*. London: Sage.
- Wetherell, M., Taylor, S., & Yates, S..J (Eds.) (2001) *Discourse as data*. London: Sage.
- Wetherell, M., Taylor, S., Yates, S. (2001) *Discourse: Theory and Practice*. Open University Press, Buckingham.

#### **Foucauldian Discourse Analytic approaches:**

- Lyons, E. & Coyle, A. (2008). *Analysing Qualitative Data in Psychology*. London: Sage.
- Parker, I. (1994) *Discourse analysis*. In Banister, P., Burman, E., Parker, I., Taylor, M. & Tindall, C. (Eds.) *Qualitative Research Methods in Psychology*. Buckingham: Open University Press.
- Parker, I. & The Bolton Discourse Network (1999) *Critical Textwork*. Buckingham: Open University Press.
- Willig, C. (2001) *Introducing Qualitative Research in Psychology*. Buckingham: Open University Press. [Also see 2<sup>nd</sup> edition].

#### **Phenomenological approaches:**

- Giorgi, A (1995) 'Phenomenological psychology.' In Smith, J.A, Harré, R & Van Langenhove, L (Eds.) *Rethinking Psychology*. Sage: London.
- Larkin, M. & Thompson, A. (2011). *Interpretative Phenomenological Analysis*. In *Qualitative research methods in mental health and psychotherapy: An introduction for students and practitioners*. Eds. Harper, D. & Thompson, A. Oxford: Wiley.
- Larkin, M. (2014) *Phenomenological psychology*. In Rohleder, P. & Lyons, A. (2014). *Qualitative Research in Clinica; and Health Psychology*. London: Palgrave.
- Smith, J.A., Osborn, M. and Jarman, M. (1999) *Doing Interpretative phenomenological analysis*. In: M. Murray and K. Chamberlain (eds) *Qualitative Health Psychology: Theories and Methods*. London: Sage (pp. 218-240).
- Smith, J.A., Flowers, P., Larkin, M. (2009). *Interpretative Phenomenological Analysis*. London: Sage.

#### **Useful reading on writing-up and evaluating qualitative research:**

- Elliot, R, Fischer, C.T, and Rennie, D.L (1999) 'Evolving guidelines for publication of qualitative research studies in psychology and related fields.' *British Journal of Clinical Psychology* 38, 215-229.
- Kopala, M. & Suzuki, L.A. (1999) *Using Qualitative Methods in Psychology*. Sage: London.
- Madill, A., Jordan, A. & Shirley, C. (2000) 'Objectivity and reliability in qualitative analysis: realist contextualist and radical constructionist epistemologies.' *British Journal of Psychology* 91: 1-20.
- Yardley, L. (2000) 'Dilemmas in qualitative health research.' *Psychology and Health* 15, 21-228.

**Module: Psychological Research in Clinical Settings II**  
**Assessment 2: Qualitative data analysis exercise MARKING CRITERIA**

	Yes	Maybe [comments]	No
<b>1. a.</b> Has a clear account of the process of data analysis been provided?			
<b>1. b.</b> Has credit been given to relevant sources for the analytic concepts applied here?			
<b>2. a.</b> Is there a plausible [type 1] analysis? (Directed towards appropriate object)			
<b>2. b.</b> Is there a plausible [type 2] analysis? (Directed towards appropriate object)			
<b>2. c.</b> Have these analyses been illustrated with a suitable range of data extracts?			
<b>3. a.</b> Is there an effective integrative account of the analysis?			

Appendix 3: Assessment Instructions and Marking Criteria for Each Teaching Module

<p><b>3. b.</b> Does this analysis show an awareness of the role of the analyst?</p>			
<p><b>3. c.</b> Does this analysis show awareness of differences between the two analytic approaches?</p>			
<p><b>3.e.</b> Are there appropriate reflections on methodological choices?</p>			
<p><b>3.f.</b> Are there appropriate reflections on the process of developing the analysis?</p>			
<p><b>4. a.</b> Generally, clear and reflective writing style?</p>			
<p><b>4. b.</b> Generally, good standard of referencing?</p>			
<p><b>4. c.</b> Generally, good understanding of assumptions behind qualitative research?</p>			

**MRes Placement Contract 2018-19**

Student name:	
Programme:	
Supervisor:	
Academic supervisor(s):	
Study advisor:	
Placement aim:	
Core objectives:	
Secondary objectives:	
Personal objectives:	
Contributions of supervisor:	
Signed (student):	
Signed (placement supervisor):	
Date:	

**UNIVERSITY OF BIRMINGHAM MRes CLINICAL PSYCHOLOGY  
RESEARCH SUPERVISION LOG**

This form provides a record of your supervision time with space for you to note the principle issues discussed, together with actions and date for next meeting. Please ensure that you complete the form immediately after each supervision session has ended and also that all supervision is included on the log.

Trainee name:.....

Supervisor(s) name(s):.....

Date & time	Topics discussed	Actions: what, who, when by	Time hrs/mins

Date	Topics discussed	Actions: what, who, when by	Time hrs/mins

I agree that this is an accurate record – Supervisor’s signature/initials..... Trainee’s signature.....

**UNIVERSITY OF  
BIRMINGHAM** MRes Supervision Record

Part A: To be completed by the PGR prior to the supervision meeting	
Name and Student ID:	
Placement Supervisor's Name:	Academic Advisor:
Study Advisor Name:	
Date of supervision and who with:	Date of last supervision:
(1) Objectives	
(2) Work submitted to supervisor since last supervision meeting (with date work submitted <u>and</u> returned to you):	
(3) Work undertaken since last supervision meeting:	
(4) Issues you would like to discuss in the supervision meeting:	

Part B: To be completed by the supervisor at the supervision meeting
<p><b>(5) Topics covered in supervision meeting</b> (please refer to Section (4) above):</p>
<p><b>(6) Your comments on postgraduate researcher's progress since last supervision meeting:</b></p>
<p><b>(7) Comments on postgraduate researcher's performance in taught elements of the programme</b> (to include in the discussion modules taken and marks achieved and how the remaining taught elements will be completed):</p>
<p><b>(8) Changes to project/area of research</b></p> <p>Do you envisage any changes to the project/area of research: Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p>If yes, please discuss this with the School PGR Lead as Ethical approval and new ATAS (*) clearance (for international PGRs) may be required.</p> <p>(*ATAS clearance is required for all non EEA PGRs who are researching certain subject areas. PGRs requiring a visa to study and whose research is ATAS attracting <b>MUST NOT</b> undertake any research that is not included in the statement used for their current ATAS approval.)</p>
<p><b>(8) Overall rating of postgraduate researcher's progress to date:</b></p> <p><input type="checkbox"/> Very satisfactory      <input type="checkbox"/> Satisfactory      <input type="checkbox"/> Giving cause for concern</p> <p>If "Giving cause for concern" please state clearly the steps the postgraduate researcher should take to reach a level of satisfactory progress:</p>
<p><b>(9) Work postgraduate researcher should undertake between now and next supervision:</b></p>
<p><b>(10) Work to be submitted to you before next supervision (with dates):</b></p>

Appendix 6: Supervision Record Template

Part C: Session sign off		
Date and time of next meeting:		
This form contains a good summary of our meeting		
Signatures :	Postgraduate researcher	Date:
	Supervisor	Date:

A copy of this form should be kept by the lead supervisor and by the postgraduate researcher.

**Completed form needs to be signed and passed to the PG Office, Rupy Kahlon by the submission date stated by the PG Office. This can be done by submitting a paper copy to the PG office or by email to [colles-c-pg-psg-off@adf.bham.ac.uk](mailto:colles-c-pg-psg-off@adf.bham.ac.uk)**

**Placement 1 – Written Report: Marking Criteria**

Example 1: ethics application

	Yes	No	Comments
<b>General</b>			
Are the aims of the placement clearly stated?			
Has a piece of work been carried out to adequately meet the main 'deliverable' aim?			
<b>Presentation</b>			
Does the report present the work carried out within the agreed word limit?			
Is the report clearly structured and presented, in an appropriate format?			
Is there a good standard of writing (clarity and spelling)?			
Appropriate referencing?			
<b>Content</b>			
[these criteria can be set by supervisor and student according to placement goals, but if so should be agreed with studies advisor]			
Clear rationale for study?			
Clear account of what will happen in the study?			
Appropriate plans for data analysis?			
Appropriate identification of ethical issues?			
Appropriate responses to ethical			

Appendix 7: Placement Marking Criteria

issues?			
<b>Process</b>			
	Yes	No	Comments
Is it clear how the work was carried out?			
Effective reflection on what was learned by student?			
Effective reflection on implications for ongoing work?			
Effective reflection on what might have been done differently?			

	<b>Please provide qualitative feedback:</b>
<b>Main areas for development prior to submission as part of thesis?</b>	
<b>Any areas of significant concern, regarding the suitability of this work for inclusion in final thesis?</b>	
<b>Any other comments?</b>	

Appendix 7: Placement Marking Criteria

Example 2: research report

	Yes	No	Comments
<b>General</b>			
Are the aims of the placement clearly stated?			
Has a piece of work been carried out to adequately meet the main 'deliverable' aim?			
<b>Presentation</b>			
Does the report present the work carried out within the agreed word limit?			
Is the report clearly structured and presented, in an appropriate format?			
Is there a good standard of writing (clarity and spelling)?			
Appropriate referencing?			
<b>Content</b> [these criteria can be set by supervisor and student according to placement goals, but if so should be agreed with studies advisor]			
Clear rationale for study?			
Clear account of happened in the study?			
Appropriate data collection?			
Appropriate data analysis?			
Appropriate interpretation & discussion?			
Appropriate reflection and evaluation?			
<b>Process</b>			

Appendix 7: Placement Marking Criteria

	Yes	No	Comments
Is it clear how the work was carried out?			
Effective reflection on what was learned by student?			
Effective reflection on implications for ongoing work?			
Effective reflection on what might have been done differently?			

	<b>Please provide qualitative feedback:</b>
<b>Main areas for development prior to submission as part of thesis?</b>	
<b>Any areas of significant concern, regarding the suitability of this work for inclusion in final thesis?</b>	
<b>Any other comments?</b>	

Appendix 7: Placement Marking Criteria

Example 3: literature review

	Yes	No	Comments
<b>General</b>			
Are the aims of the placement clearly stated?			
Has a piece of work been carried out to adequately meet the main 'deliverable' aim?			
<b>Presentation</b>			
Does the report present the work carried out within the agreed word limit?			
Is the report clearly structured and presented, in an appropriate format?			
Is there a good standard of writing (clarity and spelling)?			
Appropriate referencing?			
<b>Content</b>			
Clear question asked of literature?			
Clear and appropriate search strategy?			
Clear and appropriate inclusion/exclusion criteria?			
Clear synthesis of source materials?			
Critical evaluation of source materials?			
Integrative discussion of implications?			

Appendix 7: Placement Marking Criteria

<b>Process</b>			
	Yes	No	Comments
Is it clear how the work was carried out?			
Effective reflection on what was learned by student?			
Effective reflection on implications for ongoing work?			
Effective reflection on what might have been done differently?			

	<b>Please provide qualitative feedback:</b>
<b>Main areas for development prior to submission as part of thesis?</b>	
<b>Any areas of significant concern, regarding the suitability of this work for inclusion in final thesis?</b>	
<b>Any other comments?</b>	

**Placement 2 – Presentation: Marking Criteria**

	Yes	No	Comments
<b><i>PRESENTATION</i></b>			
Steady pace: adhering to time limit			
Clear and audible commentary			
Clear and legible visual aids			
Engaging with audience			
Well-structured			
<b><i>Content</i></b>			
Aim of presentations is clearly established			
Presentation meets these aims			
Substantive discussion of either process or outcome			
Reflection on learning			

Appendix 7: Placement Marking Criteria

<i>Questions</i>			
Questions handled well			
Evidence of preparation and planning			
Evidence of appropriate reading			

	<b>Please provide qualitative feedback:</b>
<b>Main areas for development prior to submission as part of thesis?</b>	
<b>Any areas of significant concern, regarding the suitability of this work for inclusion in final thesis?</b>	
<b>Any other comments?</b>	