

MRES

Clinical Psychology

UNIVERSITY OF  
BIRMINGHAM

School of Psychology



2020/2021

School of Psychology  
Clinical MRes Handbook

Programme Codes: 6864/6700

**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

Welcome to the University of Birmingham and many congratulations on gaining a place on the MRes Clinical Psychology Programme. We trust you will have an enjoyable and rewarding year with us and that it strengthens your interest in many areas of applied psychology. On the MRes programme you will be an autonomous postgraduate student with on-going support from members of the MRes team. There are structures in place to support you with your academic work, placements and research, as well as with your general well-being throughout your year with us, the details of which are contained within this handbook and on our Canvas pages.

We recognise that the way in which we deliver the programme has been significantly affected since the start of the Covid-19 pandemic in January 2020. We have adapted the programme to fit the current Government and University of Birmingham guidelines. It is anticipated that things will evolve over the time you are with us on the programme. Therefore, details contained within the handbook may change in response to changes in the way we are required to deliver the programme and as the University continues its campus re-opening plan. We will keep you informed and will update Canvas as and when changes occur.

This MRes handbook contains all the information you will need during your year with us, and supplements the information contained within Canvas. Please use this as your first reference point. Sections include aims of the programme, support structures and student progress and the structure and content of the programme. There are sections on teaching and placement, and some supplementary materials on expectations, careers and student liaison.

We are a supportive and approachable team on the programme and are looking forward very much to working with you and hope that you have a rewarding and enjoyable time with us.

Dr Ruth Howard  
Senior Lecturer in Clinical Psychology  
Programme Director, MRes Clinical Psychology

## Aims of the Programme and Learning Outcomes

The central aim of the MRes Clinical Psychology is to help students develop their knowledge and skills in the application of research methods in applied psychology settings, and their underpinning knowledge of applied psychology. Alongside this, we aim to develop competencies in professional skills, presentation skills and reflective practice. 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 Classification

The MRes Clinical Psychology is a research degree, with both postgraduate research (PGR) and postgraduate taught (PGT) elements. Students will be graded on all PGT modules and receive a pass/fail on the PGR element, the 15,000 word thesis. To be awarded the MRes degree, students must successfully complete the taught component of the programme, and submit and pass the thesis.

### Canvas

Canvas is the university's "Virtual Learning Environment" and is the first port of call for all general course information. Every trainee and staff member will have access to this system, as will some of our clinical placement supervisors and the programme external examiner. Material on Canvas includes: this Handbook and appendices; teaching materials from your taught modules; assessment portals to place your assessments; some helpful reading lists and other guides to 'Good Academic Writing'; information about student support; a who's who? and importantly the timetable (amongst other things). In addition, there are easy to use discussion boards and chat-rooms which trainees can use at any time either to communicate with each other or to request guidance on the completion of academic work.

We have aimed to create programme pages that allow you to find what you need quickly and efficiently. You may find, as the year progresses, that we add additional sections. If we do we will notify you of these.

We will also aim to communicate with you as much as possible through canvas, using the notifications and announcement functions.

#### You can log into Canvas:

1. By going to <https://www.my.bham.ac.uk> and select Canvas from here.
2. You will need your username and password to gain access to the my.bham site.
3. Click on 'courses' and select 'MRes Clinical Psychology FT (2020/21)'. The picture below is the first page you should see:

2020/21

# MRes Clinical Psychology

Edit ⋮

Home

Announcements 

Assignments

Chat

Collaborations

Conferences

Discussions

Grades

Modules

Outcomes 

Panopto

PebblePad

Quizzes 

Rubrics



6864/6700: MRes Clinical Psychology

College of Life and Environmental Sciences | School of Psychology

<a href="#">Programme Overview</a>	<a href="#">Taught Modules (Teaching Materials)</a>	<a href="#">Assessment Details</a>
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If you have any problems with logging in or passwords, contact the IT Computing Helpdesk in the library, online at: <https://universityofbirmingham.service-now.com/itportal/> or on telephone extension 47171 (0121 414 7171).

## Student Attendance and Tier 4 status

We will be monitoring student attendance at each teaching session, so you will be asked to complete an online form with your name and email address and submit it. This is to ensure that students are engaging with the programme academically, and progression through the programme is not impacted by absence. It also means we become aware of any wellbeing issues quickly.

For our overseas students, attendance monitoring is a legal requirement. There are 12 'contact points' throughout the year, and for each monthly point, Michelle will collate evidence of your engagement, so she will use your attendance registers, or confirmation of the submission of an assessment to prove this. However, if no such evidence exists, she will get in contact with you so that you can provide 3<sup>rd</sup> party evidence, such as a signed and dated supervisor/mentor report, which discusses your progress.

# Tutors, Support, and Student Progress

## Who's Who (the MRes team)

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 Ruth Howard:

- Email: [r.a.howard.20@bham.ac.uk](mailto:r.a.howard.20@bham.ac.uk)
- Telephone: 0121 414 4921
- University days: Monday, Tuesday, and Friday

The Research Lead is Dr Kate Woodcock:

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

The Curriculum Lead is Dr Louise Earley:

- Email: [L.Earley@bham.ac.uk](mailto:L.Earley@bham.ac.uk)
- Telephone: 0121 414 6296
- University days: Monday, Tuesday, and Friday

The Programme Administrator is Ms Michelle Cullen:

- Email: [pgr-clin-psych-staff@contacts.bham.ac.uk](mailto:pgr-clin-psych-staff@contacts.bham.ac.uk)
- Telephone: 0121 414 4915
- University days: Monday to Friday

**N.B. The academics are based in 52 Pritchatt's Road, with Michelle based in the Postgraduate Hub in the Old Gym. However, during the continuing period of partial campus closure, the team are working mostly from home. Time on campus is likely to increase during semester 1.**

## College Wellbeing Services

- **Signposting to information & guidance**

We have lots of updated information & guidance on the canvas page, including information about [what the College Wellbeing team do and how to contact us](#), as well as other support available at the University. Find out more on the [LES Wellbeing Support Service](#) canvas course. All students should be auto-enrolled.

- **How to access a Wellbeing Officer – online appointment system**

At present, we are not running drop-in Wellbeing Officer sessions. However, we are offering 1:1 appointments with students, these will mostly take place on Zoom. If you are aware of a student who you feel would benefit from talking to us, you can ask them complete our [online form](#) to request an appointment. We typically respond to students within 48 hours, and we are offering appointment slots daily, Monday to Friday. If a student has a query that they do not need an appointment for, they may also email the Wellbeing Officers for Psychology & Sportex - [psych-sportxwelfare@contacts.bham.ac.uk](mailto:psych-sportxwelfare@contacts.bham.ac.uk)

## Studies Advisors and Academic Support

You will be assigned a studies advisor (either Kate Woodcock, Louise Earley, or Ruth Howard). Studies advisors can offer support both in terms of the academic process and as a personal tutor.

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 wellbeing officers:

- <https://intranet.birmingham.ac.uk/student/Your-Wellbeing/wellbeing-officers.aspx>

## Aston Webb Student Hub – Student Help

We have a whole 'central admin' team who support Schools and Colleges in the management of the academic curriculum. As you can imagine they have a wealth of knowledge, so this is a great resource to use. There is plenty of advice and guidance for all students under various headers, but you can search for help on topics such as help with 'council tax exemption' (to check if you are eligible), to an explanation regarding the difference between the end of minimum and maximum registration periods. All to be found here: <https://intranet.birmingham.ac.uk/student/student-hub/homepage.aspx>

## My Proof of Study

All students who require a proof of registration letter, bank letter, or council tax letter can view, download and print these letters themselves by going to this website: [verify.bham.ac.uk](http://verify.bham.ac.uk). Supporting information can be found on [this Student Help page](#).

## MRes Drop-In Sessions

Monthly meetings are held which are research placement clinics designed to support you with the research you will be conducting throughout the programme. The dates and venues for these meetings will be listed on the MRes Canvas pages.

## 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 Canvas).

We would also like you to keep a portfolio record of your work on placement and reflections on your learning, throughout the year. We are planning to introduce the use of the portfolio platform PebblePad for future cohorts. If you would like to pilot the use of PebblePad, please talk to your studies adviser. PebblePad can be accessed through Canvas.

## Programme 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 modules 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. These are supervised by staff within the Centre for Applied Psychology, affiliated to the Doctorate in Clinical Psychology or working in related clinical areas within the West Midlands. Successful students graduate with skills and experience which strengthen their applications for PhD research, Clinical Psychology doctorate training, clinical research, and/or assistant psychology posts.

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

Remember that as well as having taught elements to your MRes, you are also a postgraduate researcher and details about the process and the PGR team who look after the submission of your thesis can be found here:

<https://intranet.birmingham.ac.uk/as/studentervices/graduateschool/rsa/index.aspx>

We will refer to these guidelines when discussing the 'research' or 'thesis' element of your degree programme.

## MRes Key Dates

The MRes course will run from the end of September 2020 until the end of September 2021. The key dates for the course are as follows:

KEY DATES
<b>SEMESTER 1: 21<sup>ST</sup> SEPTEMBER 2020 – 22<sup>ND</sup> JANUARY 2021</b> <b>Autumn term teaching block: 5<sup>th</sup> October 2020 – 9<sup>th</sup> October 2020</b>
<b>UoBe FESTIVAL*: 25<sup>TH</sup> JANUARY 2021 – 29<sup>TH</sup> JANUARY 2021</b>
<b>SEMESTER 2: 1<sup>ST</sup> FEBRUARY 2021 – 25<sup>TH</sup> JUNE 2021</b> <b>Spring term teaching block: 13<sup>th</sup> January 2020 – 17<sup>th</sup> January 2020</b>
<b>Thesis Submission: 24.09.21</b>

\* UoBe Festival will fall between the end of Semester 1 and the beginning of Semester 2. Formerly named Enrichment Week, UoBe Festival aims to provide students with the space and time within the academic year, to participate in a wide range of exciting and unique opportunities, that personally interest them at that particular point in their lives.

## Academic Integrity (including Plagiarism)

You will find these codes of practice online at:

<https://intranet.birmingham.ac.uk/as/registry/legislation/documents/public/Cohort-Legislation-2020-21/CoP-Academic-Integrity-20-21.pdf>

**We ask that you read this document. A form will be emailed to you, so you can confirm that you have read the statement and that you understand it and the implications. Page**

All assignments 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>

## Submission Information

### Module Assignments

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.**

### Thesis submissions

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.

There are standard University thesis format guidelines which can be found here:

<https://intranet.birmingham.ac.uk/as/libraryservices/library/research/thesis/Presenting-your-thesis.aspx> You have to follow these guidelines and use current APA style for everything not covered specifically in here.

### Seeking an Extension

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).

### Extensions, Extenuating Circumstances and Leave of Absence (LOA)

If you need extra time (up to 2 weeks) to complete a taught module assignment you should discuss this with your studies adviser and then you should request an extension. To do so please complete a School 'Extenuating Circumstances' (EC) form (see canvas 'assessment details' section), and note that you simply require more time.

Once completed, return this form to the admin team for consideration: [pgr-clinical-psych-staff@contacts.bham.ac.uk](mailto:pgr-clinical-psych-staff@contacts.bham.ac.uk). Please allow 3 working days before the deadline (if possible). The programme director will be asked to approve this application and you will be notified of your new submission deadline via email.

If you need to apply for an extension to the submission of your thesis please read the next section (there is a different process for this).

If there are external circumstances which are impacting on your ability to meet a deadline or complete work for an assignment, and you require longer than two weeks to submit your work, and you can provide 3<sup>rd</sup> party evidence to support this, you should make this clear on your EC form. Please go to 'assessment details' section in canvas for a student guide and details of the University procedure.

If external circumstances necessitate that you 'suspend your registration' with the University for up to 12 months, you should consider applying for a leave of absence (LOA). Details regarding this process can be found below:

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

Please note that the EC and LOA processes are evidence based, and as such all applications must be accompanied by third party evidence to support your request. This could be a medical certificate, a letter from your doctor, or your landlord; whatever the reason for your application, relevant evidence must be provided. All documentation will be considered in the strictest confidence.

### Grading System

The taught element of the MRes programme operates under the University general regulations for 'Taught Postgraduate Degree Programmes' (PGT), and as such uses a numerical marking scheme for all assignments.

- the University pass mark for PGT modules is 50%;
- If you fail a module you have an opportunity to resubmit the work to achieve a pass mark. Please note that the maximum mark you can achieve upon resubmission is 50%;
- If you fail a module upon resubmission, the highest of the failing marks will appear on your transcript.

### Marking conventions for examination and other assessments

All marks will be returned to students as a numerical mark. If you would like to know the grade conversion please see column 2 and 3 below.

Description	Grade	Mark
<b>Distinction</b>	A*	100
	A+	90
	A	80
	A-	74
<b>Merit</b>	B+	68
	B	65
	B-	62
<b>Pass</b>	C+	58
	C	55
	C-	52
<b>Fail Marginal</b>	D+	48
	D	45
	D-	42

<b>Fail</b>	F+	35
	F	30
	F-	10
	X	0

### Assessment Criteria for Examinations and Coursework

The following descriptions provide just an outline of the features that examiners will be considering when marking examinations and coursework. There are no hard and fast rules, these are guidelines only. The range of marks within any category will reflect the extent to which the examiners feel that the answer contains features included in the guidelines.

Please note that module leads may provide more specific criteria for individual assignments.

#### **A\*, A+, A, A- : 74 - 100      Distinction**

There is clear evidence of original thought, deep analysis of the question, or clear theoretical or practical insight and that reading and understanding have gone well beyond lectures or seminars.

The answer is pertinent to the question and is well structured, easy to read and maintains a good flow of ideas; is selective in what is included and what is not; deals appropriately with methodological and theoretical issues; and where appropriate, integrates material from other courses.

#### **B+, B, B- : 62 - 68      Merit**

There is evidence: that original papers have been read and are quoted where relevant and that reading and thinking have gone beyond the lectures or seminars given.

The answer is generally accurate and well-informed; contains considerable relevant detail; includes material from other courses where appropriate; shows concern with methodological and theoretical issues; and is concise and clearly presented.

#### **C+, C, C- : 52 - 58      Pass**

There is some evidence of thinking and reading beyond the structure of the lecture/seminar notes and standard text. The answer is fairly well structured; shows an adequate understanding of the concepts involved; provides some synthesis and analysis; provides adequate detail of relevant studies and methodologies; and quotes references as evidence where appropriate.

#### **D+, D, D- : 42 - 48      Marginal Fail**

There is some evidence of thinking and reading relevant to the questions, but little evidence of work beyond the structure of the lecture notes and standard text books. The answer contains inaccuracies and/or serious omissions; addresses the questions superficially or indirectly or answers a near related question; shows shallow understanding of the concepts involved; provides little detail about relevant studies or methodologies; has some structure but is not well organised; and demonstrates poor command of language.

#### **F+, F, F- : 10 – 35      Fail**

Evidence of thinking and reading does not go beyond the structure of the lecture notes and standard text books. There is little evidence of understanding of the concepts. The answer is

thin and unstructured; provides very little evidence to support assertions; gives only a cursory coverage of the basic information; and some of it inaccurate.

At the lower end of this category, there is no evidence of understanding the concepts involved. The answer does not address the question at all; has little content; is generally inaccurate both conceptually and in use of language; lacks argument; and is disorganised.

### **A mark of X (0) is given where no answer is attempted**

As noted above, because the MRes Clinical Psychology is a research degree, however, you will be registered for these modules and they and the marks you achieve will be evident on your degree transcript. You will also receive formative feedback which will give you further understanding of the strengths/weaknesses of your work. You will need to pass all modules in order to pass the programme.

### Penalties for Late Submission:

The deadline for all coursework is 'midnight' of the date of submission. The portal will close at midnight so will not allow you to submit a 'late' submission. A second 'late' portal will be set up and you must submit to this portal. Note that for every 24 hours 'over' the deadline you will receive a 5 mark penalty from your final examiners mark.

If there are circumstances preventing you from submitting on time, please refer to the Extenuating Circumstance (EC) process. Note: all EC applications must be submitted with 3rd party evidence. Problems with WIFI or computer access are not deemed as an extenuating circumstance.

### Word Count

The University introduced a 'Specified Maximum Word Limit (SMWL)' for all assessed written work. This means if the word limit for your assessment is 1,000 words, you MUST NOT exceed this word limit.

Footnotes, endnotes, words on the title page and reference lists do not contribute to an assessment's word count. However, references in the text do count towards an assessment's word count. So, for example, the reference (Sartre, 1943: 62) will add three words to the word count. Quotations contribute to the word count. The content of tables and figures does not contribute to the word count, but labels for tables and figures do.

The penalty for overlength essays is as follows: being 1-49 words over the SMWL will cost 1 mark - this is the penalty for breaking the SMWL. Being 50-99 words over will cost 2 marks – i.e. 1 mark docked for breaking the limit, and 1 further mark docked for the first 50 words by which the assessment has exceeded the SMWL. Being 500-549 words over will cost 11 marks – i.e. 1 mark docked for exceeding the SMWL, and 10 marks docked for the 500 words by which the assessment has exceeded the SMWL (10 lots of 50 words). Please see the quick reference guide below for more illustrations.

No penalties are applied for under length work, but it is unlikely that work significantly shorter than 1,000 words will constitute an adequate answer to the question, and may therefore receive low marks. Please also note that the same policy applies to dissertations (which has a word limit of 15,000 words).

## Guidelines in the event of assignment failure

If you fail to achieve a pass mark at 1st attempt you are entitled to re-submit this for examination. Please note, if you 'pass' at re-submission, the maximum mark that can be awarded is 50%. If you fail upon re-submission, the highest failing mark will appear on your transcript.

## Prior to submitting your thesis

The University will send students emails in August asking them to 're-register' for the next academic year, or to pay an invoice for the continuation fee. If you are going to submit at the end of your first year of registration (i.e. September 2021) please ignore these requests.

## The Examination Process and Submitting Your Thesis

The MRes examination process begins with our External Exam Board, which is held annually in July and September. Prior to these boards, the External Examiner (see below) has access to a random selection of student submissions and staff feedback per module. This is to ensure that the marking processes are fair and equitable across all modules. This gives her an opportunity to review the programme as a whole, and make recommendations for improvement.

Students who have passed all taught modules (60 credits) 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 (form online and in Canvas). 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.

Students should submit their final thesis in canvas. This will be checked for plagiarism before being submitted to the registry, so that the examination process can begin. If there is an issue regarding plagiarism, you will be contacted via email.

Links to information regarding the presentation of 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/student services/graduateschool/rsa/presenting yourthesis.aspx>
- <https://intranet.birmingham.ac.uk/as/student services/graduateschool/rsa/thesis submission.aspx>

## Extension to Thesis deadline

If you are unable to submit your thesis by the September deadline, at the end of your first year of registration, you have two choices:

- if you have collated your research and are 'writing up' your thesis, you can enter the 'thesis awaited' period which will incur a 'continuation fee' (£240 for 19/20). This fee allows you to continue to use the University facilities (library etc), but you do not receive substantive supervision during this period.

Information from the registry about your 'thesis awaited status' can be found here: <https://intranet.birmingham.ac.uk/as/studentervices/graduateschool/rsa/writingup.aspx>

- if you are still collating your research, and require continued supervisory support, you may need to consider extending your minimum period of registration (so for full-time students this would be after 12 months).

Information from the registry about 'extensions' (in addition to the relevant application form) can be found here:

<https://intranet.birmingham.ac.uk/as/studentervices/graduateschool/rsa/extensions.aspx>

Please remember that the examination of your thesis takes approx. 3 months, which means, once successfully completed, you will be invited to graduate in July, not December. So for students joining the programme in 2020/2021 and submitting in September 2021, you will graduate in July 2022.

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 December 2021; additional time will be added to this for any modifications/corrections you need to make and that will need to be reviewed.

Upon the successful completion of your thesis, you will be invited to attend the July 2022 graduation ceremony. However, it is important to note, 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 Chief External Examiner

The chief external examiner for this programme is Dr Shirley Thomas who is an Associate Professor in Rehabilitation Psychology at the University of Nottingham. She is an HCPC Registered Health Psychologist, Chartered Psychologist (Health) and an Associate Fellow of the British Psychological Society (AFBPsS).

## PART A: Teaching Section

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

<b>MODULE</b>	<b>DATE</b>	<b>TASK</b>
<b>Plagiarism Agreement</b>	<b>02.10.21</b>	Students are required to sign a plagiarism contract.
<b>Extenuating Circumstances Agreement</b>	<b>02.10.21</b>	Students are required to sign an extenuating circumstances agreement
<b>PRiCS 1</b>	<b>13.11.20</b>	Group-based research proposal (presentation) (100%)
<b>Foundations in Critical Thinking Presentations</b>	<b>Date allocated in class 09.11.20-07.12.20</b>	Group oral presentation of a critique of a published research report (40%)
<b>PoAP</b>	<b>Jan 2021 (P1), May 2021 (P2)</b>	Submission of supervision logs (optional use of PebblePad as pilot)
<b>Foundations in Critical Thinking Written Review</b>	<b>18.01.20</b>	Critical analysis of selected journal articles (60%)
<b>PRiCS 2</b>	<b>10.05.21</b>	Written report: Qualitative Methods Assignment: group evaluation, and 500 word thematic description. (50%)

<b>PRiCS 2 Group Presentation</b>	<b>14.05.21</b>	Group-based critical evaluation of published research (presentation; 50%)
<b>Transferable Skills CV Submission and Interviews</b>	<b>24 – 25.05.21</b>	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 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 can be found below. The assessment instructions and marking criteria for these modules can be found as separate documents in Canvas.

In summary:

<b>Module code</b>	<b>Title</b>	<b>Module leader</b>
03 23046	Principles in Applied Psychology	Ruth Howard
03 14418	Foundations in Critical Thinking	Robin Thompson
03 26845	Transferable Skills	Ruth Howard
03 20274	Psychological Research in Clinical Settings 1	Ruth Howard
03 20275	Psychological Research in Clinical Settings II	Ruth Howard

<b>03 23046 – Principles of Applied Psychology</b>	
<b>Module leader</b>	Dr. Ruth Howard
<b>Credits</b>	10
<b>Delivery method</b>	Lecture and workshop
<b>Assessment method</b>	Submission of supervision logs to evidence reflective practise and key concepts in applied psychology for example use of models, assessment formulation and intervention and/or psychologist role as appropriate to the placement.
<b>Marks required to pass module</b>	50%
<b>Recommended reading list</b>	<p>Bayne, R. &amp; Horton, I. (2003). Applied psychology: current issues and new directions. London: Sage.</p> <p>Johnstone, L. &amp; Dallos, R. (Eds.), Formulation in psychology and psychotherapy: Making sense of people's problems. London: Routledge</p> <p>Hawkins, P. and McMahon. (Eds.) Supervision in the Helping Professions. Open University Press.</p> <p>The British Psychological Society (2017) BPS Practise Guidelines. Leicester: Author.</p>
<b>Module description</b>	<p>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.</p> <p>Sessions will introduce some key concepts in Applied Psychology:</p> <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 and educational 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> </ul>

	<ul style="list-style-type: none"> <li>Identify some of the differences between psychology and other disciplines which work alongside it (e.g. psychiatry, social work).</li> </ul>
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<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 Ruth Howard
<b>Credits</b>	10
<b>Delivery method</b>	Lectures, seminars and discussion
<b>Assessment method</b>	Depending on career interest, students will produce either a written CV, written PhD application or written ClinPsyD application.  All students will undergo an appropriate mock interview to correspond with their chosen application.

	<ul style="list-style-type: none"> <li>• Staff-assessed CV or application (50%).</li> <li>• Staff-assessed interview (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>	<p>By the end of the module students should be able to:</p> <ul style="list-style-type: none"> <li>• Demonstrate a working knowledge of the issues relevant to communicating about applied research;</li> <li>• Write a CV and apply for job in applied psychology, for a PhD position or for the doctorate in clinical psychology.</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, e.g. as part of CV.</li> </ul>

<b>03 20274 - Psychological Research in Clinical Settings I</b>	
<b>Module leader</b>	Dr Ruth Howard
<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>	<p>Marks, D.F. &amp; Yardley, L (2003) Research Methods for Clinical and Health Psychology. London: Sage.</p> <p>Course Supplement available on Canvas</p>
<b>Module description</b>	<p>Sample topics include the following, some of which are delivered in Pia Rotshtein's module, Research Review :</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> </ul>

	<ul style="list-style-type: none"> <li>• User involvement;</li> <li>• Reviewing the literature- Research Review Module</li> <li>• Systemic reviews- Research Review Module</li> <li>• Metaanalysis- Research Review Module</li> <li>• Evaluating research- Research Review Module</li> <li>• Annotated bibliography- Research Review Module</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 Ruth Howard
<b>Credits</b>	20
<b>Delivery method</b>	Lectures
<b>Assessment method</b>	<p>Group-based critical evaluation of published research (presentation; 50%).</p> <p>Written report: Qualitative Methods Assignment: group evaluation, and 500 word thematic description. (50%).</p>
<b>Marks required to pass module</b>	50%
<b>Recommended reading list</b>	<p>Barker, C., Pistrang, N., &amp; Elliott, R. (2002) Research Methods in Clinical Psychology: An Introduction for Students and Practitioners. London: Wiley.</p> <p>Smith, J.A. (Ed.) (2002) Qualitative Psychology: A Practical Guide to Research Methods. London: Sage.</p>
<b>Module description</b>	<p>Sample topics:</p> <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> </ul>

	<ul style="list-style-type: none"> <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>
<p><b>Learning outcomes</b></p>	<p>Students should be able to:</p> <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 Canvas 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 Canvas (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	23/10	Placement 1 contract submission
1 <sup>st</sup> Placement	20/11	Mid-placement review form submission
1 <sup>st</sup> Placement	22/01	End of placement documents deadline
Thesis	22/02	Formative feedback from supervisors on Chapter 1 of thesis
2 <sup>nd</sup> Placement	05/02	Placement 2 contract submission
2 <sup>nd</sup> Placement	05/03	Mid-placement review form submission
2 <sup>nd</sup> Placement	23/04	End of placement documents deadline
2 <sup>nd</sup> Placement	19 <sup>th</sup> / 20 <sup>th</sup> Apr	Oral presentation on placement 2 – all students required to attend, and feedback given on the day with video copies
Thesis	28/05	Mid-placement review form submission
Thesis	25/06	End of placement documents deadline
Thesis	30/07	Formative feedback from supervisor on Chapter 3 of thesis to be agreed between student and supervisor
Thesis	27/09	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 Canvas). 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 Canvas. 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 Canvas.

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 department;
- 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 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 (see Canvas for all placement marking criteria); 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.

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 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: <https://intranet.birmingham.ac.uk/as/registry/legislation/documents/public/Cohort-Legislation-2018-19/CoP-Student-Attendance-Reasonable-Diligence-18-19.pdf>

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, <https://shop.bps.org.uk/e-professionalism-guidance-on-the-use-of-social-media-by-clinical-psychologists>

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) and Occupational Health Checks

As a condition of acceptance on the programme students are required to have an up-to-date DBS check (usually Enhanced), and to sign up to the DBS update service. An Occupational Health check will also be carried out by the University prior to commencement of the programme.

# Careers Network

## [Information from University of Birmingham Careers Network](#)

<https://intranet.birmingham.ac.uk/as/employability/careers/index.aspx>

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 or 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?](#)

- 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 the careers team 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 a practice interview request form on the careers pages on the intranet.

### [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 department 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

This committee, made up of staff and students, and chaired by student representatives, meets once per term, and can meet more frequently when necessary. At least two nominated student representatives should attend each meeting, and they are asked to confirm attendance in advance. All agenda items should be sent to the course administrator in advance of the meetings. MRes students will be asked to select their representatives for the committee at the start of semester 1. Dates are set in advance and will be sent out by the course administrator.

### 1. Membership

Programme Team  
MRes student representatives  
MRes programme administrator

### 2. Quoracy Requirements

At least one person from each of the constituencies (programme team, student reps, admin)

### 3. Timing and Frequency of Meetings

The MRes SSLC will meet 3 times a year as a minimum

### 4. Reporting Relationship

The MRes SSLC reports to the Postgraduate Research Committee (PGR Committee), which reports to the School Committee  
The Programme Director attends the PGR Committee

### 5. Authority of the Committee

The Committee shall:

- a) Provide a forum for students to report on and discuss experiences relating to learning, teaching and research on the programme
- 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 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) Feed back 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 documents to support this handbook and your programme will be listed in canvas.