INSTITUTE OF PSYCHIATRY, PSYCHOLOGY & NEUROSCIENCE

MSc Health Psychology

Academic year 2016/17
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Programme-level Information
Welcome to KCL and your Masters degree in Health Psychology. I hope you find your course stimulating and enjoyable and that it provides a platform to launch your future professional career. This handbook contains details of the course and describes the assessment process and the regulations governing the successful completion of your MSc. It should be the first point of reference that addresses most of the likely queries you have as a new postgraduate student. The information will also be available on KEATS; the Virtual Learning Environment. We do our best to provide the course content at the times specified. However, sometimes there are circumstances, such as illness, that may mean we have to change the timetable or course content. We will endeavour to notify you of any alterations as far as this is practicable but retain the right to maintain some flexibility as contingencies demand. There are a couple of points worth emphasising. Being a postgraduate does represent a different level of study both in terms of intellectual challenge and your way of working. This involves operating at advanced levels theoretically, methodologically and professionally. Your course directors and the lecturing staff will provide the framework but you are responsible for your own learning and you are encouraged to develop independence of thinking and confidence in making your own interpretation of evidence. Together with the course organisers, support staff and academic contributors to the course, I wish you well as you embark on your MSc in Health Psychology. As we undertake to do our best, we expect commitment from you to ensure you get the best from this opportunity.

Best wishes

Professor Rona Moss-Morris
Programme Co-director

Dr Joseph Chilcot
Programme Co-director

The Department of Psychology

http://www.kcl.ac.uk/ioppn/depts/psychology/about/index.aspx

Founded in 1950, the Department of Psychology at the Institute of Psychiatry, Psychology and Neuroscience has grown to become one of the world’s largest grouping of psychologists undertaking research and education in the areas of clinical and health psychology, in neuropsychology and neuroscience, developmental psychology and forensic psychology. From 2014 the Department the breadth of expertise will be expanding further with new appointments to support the new BSc Psychology degree due to start in 2015. The new BSc will join the range of established courses already offered by the Department. These include our Doctorate in Clinical Psychology (the UK’s oldest training programme which helped to establish the scientist/practitioner model that is now almost universal in the field), our MSc in Health Psychology, and a range of Postgraduate Certificates and Diplomas for mental health professionals, and degrees for medical undergraduates. These courses are made possible by the expertise of the staff within the Department and elsewhere within the Institute of Psychiatry, and our close ties with our NHS partners, the South London and Maudsley NHS Foundation Trust, Guy’s and St Thomas’ NHS Foundation Trust, and King’s College London NHS Foundation Trust. Many members of academic staff are qualified Clinical and Health Psychologists providing expert psychological services to our NHS partners are part of their work.

All academic staff within the department undertake research. The major focus is translational and applied research in the areas of mental health and physical health, taking full advantage of the opportunities offered by close collaborations with NHS clinicians and clinical researchers. The department has pioneered new approaches to psychological treatments and continues undertake basic research, treatment development and evaluation across a range of mental health and physical conditions. Our research academics in the Psychology Department work closely and collaboratively with researchers from wide range of disciplines in other Departments of the Institute of Psychiatry, Psychology & Neuroscience and more widely across KCL.
Communication and Key Contacts

Programme Office
Health Psychology Section, Department of Psychology, Institute of Psychiatry, Psychology & Neuroscience, 5th floor Bermondsey Wing, Guy’s Hospital
London, SE1 9RT
Tel: 020 7188 0196
Office hours: 9am-5pm

Programme Key Contacts

<table>
<thead>
<tr>
<th>Name</th>
<th>Job Title</th>
<th>Contact Details</th>
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<tbody>
<tr>
<td><strong>Teaching Staff</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prof Rona Moss-Morris</td>
<td>Programme Director</td>
<td><a href="mailto:rona.moss-morris@kcl.ac.uk">rona.moss-morris@kcl.ac.uk</a></td>
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</tr>
<tr>
<td>Dr Joseph Chilcot</td>
<td>Programme Director - Module leader</td>
<td><a href="mailto:joseph.chilcot@kcl.ac.uk">joseph.chilcot@kcl.ac.uk</a></td>
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<td></td>
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<td><a href="https://kclpure.kcl.ac.uk/portal/joseph.chilcot.html">https://kclpure.kcl.ac.uk/portal/joseph.chilcot.html</a></td>
</tr>
<tr>
<td>Dr Lyndsay Hughes</td>
<td>Module leader</td>
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<td><a href="https://kclpure.kcl.ac.uk/portal/lyndsay.hughes.html">https://kclpure.kcl.ac.uk/portal/lyndsay.hughes.html</a></td>
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<tr>
<td><strong>Programme Office Staff</strong></td>
<td></td>
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<tr>
<td>Ms Jacqueline Szczerbinski</td>
<td>Programmes Manager</td>
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<tr>
<td>Ms Rosa Davila</td>
<td>Programme Administrator</td>
<td><a href="mailto:rosa.davila@kcl.ac.uk">rosa.davila@kcl.ac.uk</a></td>
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Key Academics in the Department

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<tr>
<th>Name</th>
<th>Job Title</th>
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<tr>
<td>Prof Richard Brown</td>
<td>Head of the Psychology Department</td>
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<td></td>
<td><a href="https://kclpure.kcl.ac.uk/portal/richard.g.brown.html">https://kclpure.kcl.ac.uk/portal/richard.g.brown.html</a></td>
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<tr>
<td>Prof John Weinman</td>
<td>Professor of Psychology as Applied to Medicines</td>
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<tr>
<td></td>
<td><a href="https://kclpure.kcl.ac.uk/portal/john.weinman.html">https://kclpure.kcl.ac.uk/portal/john.weinman.html</a></td>
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<tr>
<td>Prof Lance McCracken</td>
<td>Professor of Behavioural Medicine</td>
</tr>
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<td></td>
<td><a href="https://kclpure.kcl.ac.uk/portal/lance.mccracken.html">https://kclpure.kcl.ac.uk/portal/lance.mccracken.html</a></td>
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<tr>
<td>Dr Emma Godfrey</td>
<td>Senior Lecturer in Psychology</td>
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<td><a href="https://kclpure.kcl.ac.uk/portal/emma.l.godfrey.html">https://kclpure.kcl.ac.uk/portal/emma.l.godfrey.html</a></td>
</tr>
<tr>
<td>Dr Qazi Rahman</td>
<td>Senior Lecturer in Cognitive Neuropsychology</td>
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<td><a href="https://kclpure.kcl.ac.uk/portal/qazi.rahman.html">https://kclpure.kcl.ac.uk/portal/qazi.rahman.html</a></td>
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<tr>
<td>Dr Benjamin Gardner</td>
<td>Senior Lecturer in Psychology</td>
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<td><a href="https://kclpure.kcl.ac.uk/portal/benjamin.gardner.html">https://kclpure.kcl.ac.uk/portal/benjamin.gardner.html</a></td>
</tr>
<tr>
<td>Dr Jennifer Lau</td>
<td>Reader in Psychology</td>
</tr>
<tr>
<td></td>
<td><a href="https://kclpure.kcl.ac.uk/portal/jennifer.lau.html">https://kclpure.kcl.ac.uk/portal/jennifer.lau.html</a></td>
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Notes regarding communication and staff availability

a) Following enrolment, you will be given a King’s IT account with a username and password, and a King’s email address will be generated for you. It is very important that you use and check your King’s email account, as this is the email address that your Programme, the Faculty and the College will use to send you important
information. Please check this email at least once per day and aim to respond, when necessary, within a few days.

b) If a student email is sent to the Programme Administrator or Programme Leader/Director, we aim to respond within three working days; however, this may not always be possible during exceptionally busy periods, and during periods of leave.

c) Staff directly involved in your teaching (including supervisors) will normally be available, during term time, between the hours of 9am-5pm on weekdays. You can contact them using email, their office telephone, or arrange a meeting in person. Senior staff (e.g. Professors) will often have a PA or academic assistant to manage their diary, in which case it can sometimes be best to contact this person to find a time when the staff member is available to speak to you. Should you have any difficulty contacting staff, please raise this with your Programme administrator and/or Programme Leader, who will be able to advise and assist.

Lecture cancellations

During your studies there may be times when for unavoidable reasons lectures are cancelled. We will communicate any changes or cancellations to you by email as soon as we are made aware, using your King’s email address.

There may be occasions when a lecture is cancelled on the day and we are unable to warn you before you arrive for the class. In such cases, contingency plans include the following:

a) The module leader is asked to intervene and cover the lecture with the scheduled lecture slides or with alternative material.
b) The module leader arranges to reschedule the lecture on a date and time convenient to students, and different to that on which the module is normally taught.
c) In the event that the lecture is cancelled altogether and it has not been possible to rearrange, the material will not be included in summative assessments.
About the MSc Health Psychology

http://www.kcl.ac.uk/study/postgraduate/taught-courses/health-psychology-msc.aspx

Programme Aims and Objectives

The core philosophy underlying the MSc in Health Psychology is guided by the goal of training students in the informed and systematic application of the research-practitioner model involving problem analysis and formulation, intervention design and evaluation. The MSc Health Psychology (Stage 1) aims to lay the foundations for students to become a Chartered Member of the British Psychological Society, and to provide students with a thorough and critical understanding of the knowledge base, theories, findings and research methods relevant to health psychology. These include an understanding of evidence based science, the ability to design, conduct and analyse empirical psychological research, and analytical and problem solving skills. Each of the MSc modules has a strong academic emphasis and within which, each student is encouraged to act as data gatherer, synthesiser and presenter. Teaching is delivered in both traditional lecture format and by the less formal workshop style, by internal and external professionals. The development of research skills is an important facet of the programme. The course is intellectually challenging and requires students to demonstrate a range of subject specific and transferable skills and knowledge, including competence in report writing, group working skills, and ability to think critically. This philosophy can be traced throughout all constituent parts of the programme.

The programme’s main education aims are to:

▪ Provide students with advanced knowledge and understanding of theory and practice in Health psychology in accordance with the 15 competence requirements pertaining to Stage 1 of the British Psychological Society criteria for becoming a Chartered Member;
▪ Train students in the informed and systematic application of the research-practitioner involving problem analysis and formulation, intervention design and evaluation;
▪ To enable students to harness relevant theory and evidence in the integrated formulation of a wide range of commonly encountered health problems and issues;
▪ Produce students equipped with interpersonal, technical and creative skills required for the effective analysis and formulation of health problems, and for the effective design, implementation and evaluation of health interventions;
▪ Prepare students for professional work pursued in a highly responsible, self-regulated, self-efficacious and politically sensitive fashion
▪ To facilitate self-reflection in support of personal and professional development via constructive feedback

Programme Outcomes

The course provides opportunities for students to achieve and demonstrate the following learning and educational outcomes:

Knowledge and Understanding:

▪ Of health psychology as an applied science;
▪ Of the relevance of theory to professional practice;
▪ Of theory and evidence pertaining to the core areas as detailed by the British Psychological Society; context and perspectives in health psychology; epidemiology of health and illness; biological mechanisms of health and disease, health-related behaviour, health-related cognitions, individual differences in health and illness, stress, health and illness, long-term conditions/disability, lifespan, gender and cross-cultural perspectives in health psychology, health care in professional settings, applications of health psychology, research methods, empirical research project, measurement issues and professional issues;
Of basic and advanced research design and methods of investigation (qualitative and quantitative), data analysis principles and techniques;
Of the contemporary economic and political context of health care work;
Of place and value of health psychology within an interdisciplinary framework.

Teaching and Learning Strategies and Methods
- Core knowledge outcomes (1-6) are acquired through lectures, seminars, project meetings, course forums and research supervision.

Assessment
- Knowledge and understanding is assessed by both informal (i.e. classroom exercises, class presentations and assignments) and by formal means (i.e. examination, coursework and dissertations).

Cognitive (Thinking) Skills – able to:
- Critically assess and comment on both published and unpublished sources of research and commentary on health psychology issues;
- Critically weigh up the contributions and limitations of health psychology in addressing various problems and issues;
- Analyse and theoretically formulate various problem scenarios and issues pertinent to the practice of health psychology using a range of models and theories consistent with the principle of ‘integrative’ practice;
- Design, conduct and evaluate health psychology research and research-based health psychology interventions;
- Analyse and take into consideration the economic and political context of a health problem or issue in the process of designing and implementing tailor-made interventions;
- Reflect on particular case examples (hypothetical and real) with a view to informing theory development/elaboration in an iterative fashion.

Teaching and Learning Strategies and Methods
- Cognitive skills (7-12) are promoted by lectures, seminars, class exercises, assignments, project work, training workshops and dissertations.

Assessment
- Assessment is via informal (e.g. class exercises, assignments, class presentation) and formal means (examination, project work, essays, dissertations). Examination and essay work affords students the opportunity to demonstrate their ability to consider and formulate problems/issues and how they might be addressed at an advanced analytical level. Project and dissertation work affords students the opportunity to demonstrate their application of the research practitioner model to a range of problem scenarios that they are likely to encounter in their professional practice.

Practical Skills – able to:
- Select, design, implement and evaluate a wide range of research techniques pertinent to research and research-based practice in health psychology;
- Acquire some preliminary skill in designing research-based health interventions;
- Analyse and interpret quantitative and qualitative data in a competent and critical manner;
- Present/communicate their work in a professional manner for academic, non-academic and business audiences, in both written and verbal (one-to-one, group) formats;
- Apply problem-solving strategies and techniques;
- Prioritise work, multi-task and manage time under pressure.

Teaching and Learning Strategies and Methods
- Outcomes 13-18 are promoted through practical exercises, project work for assignments and dissertations.
Assessment

- Assessment is both informal (e.g. class exercises, class presentations, forums) and formal (project assignments and dissertations). A summary of assessments is provided later on in this handbook.

Transferable Skills – able to:

- Communicate ideas, principles, theories and problem formulations by oral, written and visual means;
- Elicit high quality information and data from field sources;
- Operate within a problem-solving research-based practitioner framework;
- Conduct oneself in a professional (accountable, responsible), self-regulated and constructively critical fashions;
- Use interpersonal and social skills as appropriate;
- Apply analytical skill in a problem solving context;
- Use information technology (e.g. www, CD ROM databases, word processors, statistics packages);
- Pursue continuous improvement via self-reflection and other forms of professional and personal development activity

Teaching and Learning Strategies and Methods

- Outcomes 19-26 are promoted via practical work in lectures, seminars, forums, project work and dissertations. Students are explicitly expected to be increasingly self-regulating throughout the duration of the course and to demonstrate self-initiative, self-efficacy and personal responsibility/accountability in the way they conduct themselves in relation to members of staff as well as in the pursuit of their academic and practical tasks.

Assessment

- Outcomes 19-26 are assessed through practical work pursued in class, in the completion of project based assignments, coursework and dissertations.

Knowledge Transfer

The programme provides opportunities for students to develop and demonstrate knowledge, understanding and skills in the following areas:

Knowledge and understanding

<table>
<thead>
<tr>
<th>The programme provides knowledge and understanding of the following:</th>
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<tbody>
<tr>
<td>- Knowledge of the key theories, concepts, methods and empirical findings in all the main areas of health psychology.</td>
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<tr>
<td>- Understanding of the main psychological factors which influence health, illness and health care delivery.</td>
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<tr>
<td>- Knowledge of the main quantitative and qualitative methods for conducting health psychology research and for understanding the contexts in which they can be applied.</td>
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<tr>
<td>- Knowledge of the data management and multivariate statistical methods for the analysis of research data.</td>
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These are achieved through the following teaching/learning methods and strategies:

- Seminars and lecturers on all the key topic areas.
- Preparation for seminars from recommended reading.
- Active involvement in seminars.
- Feedback on written work.
- Hands-on, computer-based teaching on statistical analysis techniques.
- Conduct and supervision of systematic review and research project.

Assessment:

- Wide range of in-course assignments which assess critical/evaluative skills,
### Skills and other attributes

**Intellectual skills:**
- Know the range of research designs and methods and the ways in which they are best applied.
- Know the range of statistical methods and how they should be used.
- Critically evaluate research within its methodological context.
- Critically evaluate the usefulness of the key theories and models of health-related behaviour.
- Know how to design theory based interventions
- Know how to evaluate the efficacy of health psychology interventions
- Be able to review and critically discuss the applicability of key psychological concepts and models applied to chronic illness/disability
- Have a critical understanding of the nature and assessment of the main psychological factors which influence the processes of help-seeking, healthcare delivery and response to treatment.
- Appreciate the importance of a developmental/lifespan perspective and of socio-demographic factors in health psychology research.
- Have a basic grasp of other related disciplines (e.g. public health, epidemiology, medical sociology and anthropology)

**These are achieved through the following teaching/learning methods and strategies:**
- Seminars, lectures and problem based cases on all the key topics.
- Hands-on, computer-based teaching on statistical analysis techniques.
- Essential Readings.

**Assessment:**
- In-course assignments, which assess critical/evaluative skills, ability to produce a research protocol and a mini systematic review.
- Exam papers which assess all the main taught areas, including research methods/statistics.
MSc Health Psychology Programme
2016/17

Programme Structure (TMSC1PTHPC)

The course is only offered full time. Students are required to complete six compulsory modules (see below). Students are required to complete a dissertation within the general area of Health Psychology. The dissertation will take the form of a 8,000 (±10%) word empirical study written in APA format and bound.

<table>
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<th>Module title &amp; code</th>
<th>Basic and Advanced Research Methods and Statistics (7PAHHRMS)</th>
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<tbody>
<tr>
<td>Module Leader</td>
<td>Dr. Joe Chilcot</td>
</tr>
<tr>
<td>Day of delivery</td>
<td>Tuesday – Semester 1,2</td>
</tr>
</tbody>
</table>

| Module title & code | Health Related Behaviours, Cognitions & Emotions (7PAHHHRB) |

Practical skills:
- Be able to use the windows based version of SPSS for creating and editing data files, data management, and all basic univariate and multivariate statistical analyses in health psychology research.
- Be able to write a research proposal using a health psychology intervention.
- Be able to complete and write up a mini systematic review.
- Be able to design, conduct and write up an empirical health psychology research project.

These are achieved through the following teaching/learning methods and strategies:
- Hands-on, computer-based teaching on statistical analysis techniques.
- Specific teaching sessions and handouts on writing research proposals and conducting systematic reviews.
- Teaching on research methods, feedback sessions on research plans and 1:1 research project supervision.

Assessment:
- In-course assignments which assess ability to produce a research protocol and a mini systematic review.
- Exam paper to assesses methodological and statistical skills.
- Research project dissertation.

Generic/transferable skills:
- Ability to summarise and critically evaluate published research.
- Group work and problem solving.
- Presentation skills
- Generating and writing a research protocol.
- Methods for systematic reviewing and developing theory based interventions
- Applying for ethics permission.
- Methodological and statistical skills.
- Basic Clinical Skills (e.g. basic listening and communication skills, motivational interviewing)

These are achieved through the following teaching/learning methods and strategies:
- Group tasks in seminars and roleplaying.
- Learning on in-course reading and assignments.
- Presentations of papers and project plans.
- Computer-based teaching on statistical analysis techniques
- Assessment:
- In-course assignments
- End of course examinations.
- Research project dissertation
- Placement Report and Presentation
Module title & code | Psychosocial factors in Chronic Illness and Disability (7PAHHCID)
Module Leader | Dr. Lyndsay Hughes
Day of delivery | Thursday – Semester 1

Module title & code | Psychology and Health Care Delivery (7PAHHCD)
Module Leader | Dr. Lyndsay Hughes
Day of delivery | Thursday – Semester 2

Module title & code | Health Psychology in Action & Professional Development (7PAHHLIN)
Module Leader | Dr. Lyndsay Hughes
Day of delivery | Thursday – Semester 2

Module title & code | Research Project (7PAHHRES)
Module Leader | Dr. Joe Chilcot

*Details will be given in individual Syllabus of the Modules

Calendar 2016/17

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<th>TERM DATES</th>
<th>WEEK COMMENCING TO WEEK ENDING</th>
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<tbody>
<tr>
<td>Autumn Term</td>
<td>26th September 2016 – 16th December 2016</td>
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<tr>
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<td>READING WEEK: 24th - 28th October 2016</td>
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<tr>
<td>Spring Term</td>
<td>9th January 2017 – 31st March 2017</td>
</tr>
<tr>
<td></td>
<td>READING WEEK: 13th – 17th February 2017</td>
</tr>
<tr>
<td>Summer Term</td>
<td>24th April 2017 – September 2017</td>
</tr>
</tbody>
</table>

College Closures

Christmas
CLOSE – Friday 23rd December 2016 at 4:00pm
RE-OPEN – Tuesday 3rd January 2017

Easter
CLOSE - Thursday 13th April 2017 at 5pm
RE-OPEN - Tuesday 18th April 2017

Bank Holidays
CLOSED - Monday 1st May 2017
CLOSED - Monday 29th May 2017
CLOSED - Monday 28th August 2017

Timetable 2016/17

Teaching will happen on Tuesdays and Thursdays, typically between 9:00-13.00 and 14.00-17.00 (Finalised timetable will be provided on the first day of classes). Tutorials will be held on Wednesday mornings.

Seminars

The health psychology section hosts departmental seminars, approximately 3 per semester (on Tuesdays). The seminar series attracts internationally recognised speakers. A list of seminars will be provided at the start of term and also displayed on the student notice board. ALL students are required to attend.
## Submission deadlines and Examination Dates 2016/17

### Assessment Timetable

<table>
<thead>
<tr>
<th>Deadline</th>
<th>Type</th>
<th>Assessment</th>
<th>% of module grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>20 Oct 16</td>
<td>Essay</td>
<td>Psychosocial Factors in Chronic Illness and Disability</td>
<td>50%</td>
</tr>
<tr>
<td>24 Nov 16</td>
<td>Essay</td>
<td>Health Related Behaviours, Cognitions &amp; Emotions</td>
<td>50%</td>
</tr>
<tr>
<td>08 Dec 16</td>
<td>Quantitative Assignment</td>
<td>Basic and Advanced Research Methods &amp; Statistics</td>
<td>20%</td>
</tr>
<tr>
<td>02 Feb 17</td>
<td>Protocol</td>
<td>Basic and Advanced Research Methods &amp; Statistics</td>
<td>30%</td>
</tr>
<tr>
<td>02 Mar 17</td>
<td>Systematic review</td>
<td>Psychology and Health Care Delivery</td>
<td>30%</td>
</tr>
<tr>
<td>23 Mar 17</td>
<td>Qualitative Assignment</td>
<td>Basic and Advanced Research Methods &amp; Statistics</td>
<td>20%</td>
</tr>
<tr>
<td>04 May 17</td>
<td>Systematic Review</td>
<td>Psychology and Health Care Delivery</td>
<td>70%</td>
</tr>
<tr>
<td>01 Jun 17</td>
<td>Placement Report</td>
<td>Health Psychology in Action &amp; Professional Development</td>
<td>70%</td>
</tr>
<tr>
<td>01 Jun 17</td>
<td>Reflective Report</td>
<td>Health Psychology in Action &amp; Professional Development</td>
<td>10%</td>
</tr>
<tr>
<td>22 Jun 17</td>
<td>Placement Presentation</td>
<td>Health Psychology in Action &amp; Professional Development</td>
<td>20%</td>
</tr>
<tr>
<td>05 Sep 16</td>
<td>Dissertation</td>
<td>Research Project</td>
<td>100%</td>
</tr>
</tbody>
</table>

### Examination Timetable

<table>
<thead>
<tr>
<th>Date</th>
<th>Examination</th>
<th>% of module grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 Jan 17</td>
<td>Health Related Behaviours, Cognitions &amp; Emotions</td>
<td>50%</td>
</tr>
<tr>
<td>12 Jan 17</td>
<td>Psychosocial Factors in Chronic Illness and Disability</td>
<td>50%</td>
</tr>
<tr>
<td>27 Apr 17</td>
<td>Basic and Advanced Research Methods &amp; Statistics</td>
<td>30%</td>
</tr>
</tbody>
</table>
Programme Committee

The Programme Committee has overall responsibility for overseeing the programme, including syllabus and assessment criteria. The membership of the Programme Committee is:

| Programme Co-directors          | Professor Rona Moss-Morris
|                                | Dr Joseph Chilcot
| Programme Team                 | Dr Lyndsay Hughes
| Student Representatives        | To be confirmed
| Education Support Team         | Steve Ward

The responsibilities of the Programme Committee are:

1. To ensure that the programme is academically sound and compares favourably with other similar programmes.
2. To enhance and develop the curriculum in line with current trends in the subject.
3. To ensure the programme falls within the remit of the Institute's academic profile.
4. To guarantee that entry requirements, teaching methods, assessment procedures and provision of support are suitable for both the programme and students.
5. To ensure that assessment procedures are fair and consistent and that the award conferred is appropriate to both programme and student performance.
6. To make sure adequate resources are made available to the programme.
7. To consider feedback from students on the programme.
8. Minutes of the Programme Committee will go to the Divisional Education Committee (DEC). The recommended months for Programmes to hold their meetings are: November, March, May. The Chair of the Programme may be required to liaise with the DEC and consider any business required by that committee.

Staff Profiles

Professor Rona Moss-Morris PhD CPsychol AFBPsS HPC registered psychologist
I grew up in South Africa and completed a BSc in occupational therapy at the University of Cape Town in 1984. After working for three years as an occupational therapist in mental health I immigrated to New Zealand in 1988. New Zealand brought fresh opportunities including setting up a new school and curriculum for training occupational therapists in Auckland. My clinical work in psychosomatic medicine inspired me to complete a Masters and PhD in health psychology at the University of Auckland before taking up a position as a lecturer, than senior lecturer, at the same University. I worked as part of a team setting up and running an MSc in Health Psychology and restructured the first year behavioural medicine teaching for the medical students. After 18 years in New Zealand, I moved to the UK to join the School of Psychology at the University of Southampton, first as a Reader and from 2007 as a Professor of Health Psychology. In October 2011, I joined the IOPPN Department of Psychology as the Head of Health Psychology.

My research interests include:
Models which help us conceptualise and treat medically unexplained conditions such as chronic fatigue syndrome (CFS), irritable bowel syndrome (IBS) and post concussion syndrome.
Understanding adjustment to chronic illness from both the patient and family perspectives.
Developing and evaluating self-management and CBT based interventions for people with chronic illnesses such as multiple sclerosis, IBS and CFS.
Developing ways to measure people’s perceptions and responses to their symptoms and illnesses.
Dr Joseph Chilcot PhD CPsychol AFBPsS
After completing my BSc in Psychology from the University of Hertfordshire (2006), I went on to complete a PhD funded by a joint Kidney Research UK/British Renal Society fellowship. My PhD investigated depression and illness perceptions in End-Stage Renal Disease, receiving the Chancellor’s medal for outstanding doctoral research (University of Hertfordshire, 2010). Following this I was appointed Lecturer in Psychology at UH (2010) moving to the Institute of Psychiatry, King’s College London in 2011. I have particular expertise surrounding the psychological factors associated with chronic illnesses, including illness representations, psychological distress, health behaviour and outcomes (non-adherence and survival). My current research is focused on developing and evaluating psychological interventions in dialysis patients designed to improve psychosocial and clinical outcomes.

Dr Lyndsay Hughes PhD CPsychol MBPsS
Having completed my BSc in Psychology at the University of Hertfordshire in 2007, I was awarded a 1+3 ESRC-CASE studentship in collaboration with the Early Rheumatoid Arthritis Network (ERAN). This allowed me to complete a masters in research methods in psychology before embarking on my PhD investigating the psychosocial aspects of medication non-adherence in rheumatoid arthritis. After completing my PhD in 2011, I undertook a post-doctoral research fellowship at the Diabetes and Nutritional Sciences Division at King’s College London to develop a new food related quality of life measure for patients with Inflammatory Bowel Disease, a project funded by Crohn's and Colitis UK. I moved to the Health Psychology section of the IoPPN in 2012 as a Lecturer in Health Psychology.

My research to date has focussed on treatment adherence with a particular emphasis on medication taking in Rheumatoid Arthritis and Haemophilia and breast cancer. This includes identifying the differences between intentional and unintentional non-adherence and developing interventions to improve medication taking behaviour. I am also interested in the process of adaptation to the diagnosis of a chronic illness and the changing illness and treatment perceptions from being newly diagnosed to worsening illness in long term conditions such as rheumatology and Inflammatory Bowel Disease. To complement this work, I also have a keen interest in the health economics associated with patient self-management and potential psychological interventions.

Ms Rosa Davila (MBA)
After completing my BSc in Educational Psychology in Peru I came to the UK to do a MBA in Further Education Management in King’s College London. Eventually I came to the Health Psychology section to be the Programme Administrator of the MSc in Health Psychology and I’ve been supporting the programme since it was approved.

I have a very strong commitment to education and I will make sure that the programme runs smoothly so that you can make the most of your academic experience. If you have any queries about the programme I can be your first point of contact.
Clinical Placements

In addition to the taught modules, the Master’s Programme has a volunteer clinical placements programme allowing suitable students the opportunity of spending time working with patients with mental illnesses. This component is facilitated by Christine Cheung, the Institute’s clinical placements co-coordinator, and provides voluntary opportunities for clinical exposure in our local Mental Health Trust (SLaM) and other similar trusts. For detailed information about the clinical placements programme, please refer to the Clinical Placements Handbook available through the Education Support Team (EST) or the Programme office.

Please insert content on:

- Expecting start date of placement and duration: 16th January 2017 for 12 weeks
- Expected hours per week: 8hrs (1 day)

Clearance Processes

In order to take up a placement you must have DBS and OH clearances in place. You should receive information about how to apply for both clearances in your offer information or in your enrolment pack, depending on when your placement is due to begin.

For placements within the South London and Maudsley (SLaM) NHS Trust, please note the below process:

- Disclosure and Barring Service (DBS)
  If you were not asked to apply for DBS clearance by the King’s Admissions team soon after your application to the Programme, please contact the Education Support Team on ioppn.educationsupport@kcl.ac.uk soon after your enrolment to enquire about the process of applying.
  You can expect to receive notification of your DBS outcome (i.e. whether or not you are cleared) within 2 weeks of completing your clearance application.

- Occupational Health (OH)
  You will also need to be cleared to commence duties on your placement by the Occupational Health team. Please contact your Programme Office or the Education Support Team (ioppn.educationsupport@kcl.ac.uk) to obtain the correct form for your application.
  You can expect to receive a reply to your initial screening form within one week of sending, and an interview appointment with Occupational Health (if needed) within two weeks of the date you first request it.
  Please keep your own copies of both clearance certificates, as placement providers may require to see them. Sometimes clearance processing can become delayed. It is worth keeping an eye on these times and if there appears to be a delay you can contact the Programme Office and explain that your clearances are taking a long time to complete. They will be able to investigate and help you find out what is causing the delay.

- Clinical Placement Agreement Form
  Finally, you will need to complete the above letter – available through your Programme Office - in liaison with your placement’s supervisor and submit it to your Programme Office, together with your DBS and OH clearance certificates. Once all documents are fully in place, you will be issued with a Clinical Placement Letter which will allow you to commence your placement.
  For placements outside SLaM and within different Trusts, there is one further procedure which is usually (but not always) required before commencing, namely to obtain an honorary contract with the NHS Trust in which the placement is based. Details of how to obtain this vary from one Trust to another, but usually you must provide your DBS and OH clearance certificates, complete an accompanying form and provide two references. Further guidance on honorary contracts and how to obtain them is available from your programme team, and is given under the Clinical Placements section of the Programme’s e-learning resources.
Assessment Boards

Structure and Functions

There are three levels of assessment boards:

- The **College Assessment Board** is responsible for both undergraduate and postgraduate programmes throughout the College. Its role is to co-ordinate, regulate, advise and to maintain consistent standards throughout the College, ensuring that procedures and regulations in relation to examinations are properly carried out.

- At Institute level, there is a **Faculty Assessment Board (FAB)**, which is responsible for all postgraduate programmes within the IoPPN. The **Faculty Board** reports to the College Assessment Board, and membership includes the Chairs of each individual Programme Assessment Sub-Board (see below). It is responsible for the approval and co-ordination of marking schemes. The Faculty Assessment Board meets a number of times a year to discuss and decide on matters relating to assessment. It approves the recommendations of the Programme Assessment Sub-Boards with regard to all results including the classification of degree awarded to each student. In this way, the Faculty Assessment Board ensures that comparable standards are applied across the various fields of study within the Institute.

- Individual **Programme Assessment Sub-Boards** are responsible for one or several related programmes. The Programme Boards consider and agree upon the content of examination papers, make recommendations on the appointment of Visiting Examiners and on the assessment results for individual students on their degree programmes. The Programme Boards make recommendations to the Faculty Assessment Board on awards to individual students. Programme Boards may also recommend that individual students be permitted to resit failed examinations.

Membership of Programme Assessment Sub-Board

<table>
<thead>
<tr>
<th>Role</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chair</td>
<td>Prof Rona Moss-Morris</td>
</tr>
<tr>
<td>Deputy Chair</td>
<td>Dr Joseph Chilcot</td>
</tr>
<tr>
<td>Internal Examiners</td>
<td>Dr Lyndsay Hughes</td>
</tr>
<tr>
<td>External (Visiting) Examiner</td>
<td>Prof Neil Coulson</td>
</tr>
<tr>
<td>Education Support Team rep</td>
<td>Mr Steve Ward</td>
</tr>
</tbody>
</table>

Terms of reference

1. To ensure that assessment procedures are fair and consistent and that the award conferred is both appropriate to both programme and student performance.
2. To ensure that marked components are clear and unambiguous and comprise a fair and appropriate reflection of the programme itself.
3. To ensure comparability of standards with similar postgraduate programmes.
4. To recommend final degree classification to the Faculty Assessment Board.
5. To report recommendations of the External Examiners to the Programme Committee.
External (Visiting) Examiners

The main functions of External Examiners are to ensure that the programmes offered at the College and the Institute, and the grades of degrees awarded, are of a standard comparable with those at other universities in the UK, and that the examination system is fair and equitably run. They also act as adjudicators in individual cases. External Examiners are therefore experts (often Professors) in particular fields of study and are drawn from other Higher Education institutions in the UK. Essentially, they are asked to comment on the following:

- confirmation that the programme(s) being examined maintains the threshold academic standards set for its awards in accordance with the frameworks for higher education qualifications and applicable Subject Benchmark Statements;
- the assessment process measures student achievement rigorously and fairly against the intended outcomes of the programme(s) and is conducted in line with the degree awarding body’s policies and regulations;
- the academic standards and the achievements of students are comparable with those in other UK degree-awarding bodies of which the external examiners have experience;
- confirmation that sufficient evidence was received to enable the role to be fulfilled (where evidence was insufficient, they give details);
- state whether issues raised in the previous report(s) have been, or are being, addressed to their satisfaction;
- address any issues as specifically required by any relevant professional body;
- give an overview of their term of office (when concluded).

In addition, external examiners are asked to provide informative comment and recommendations on:

- good practice and innovation relating to learning, teaching and assessment observed by the external examiners.

You can access past reports submitted by External Examiners on your programme here:

https://internal.kcl.ac.uk/student/external-examiner-reports/index.aspx

If you have a query in relation to one of these reports, then please contact your Assessment Sub-board Chair, or the Education Support Team.

PLEASE NOTE: students are not to make direct contact with external examiners, in particular regarding their individual performance in assessments. Other mechanisms are available, such as an appeal or a complaint. Please refer to relevant sections later on in this handbook.

Exit Awards

Students that achieve a total of 180 credits exit with a MSc qualification (Stage 1, BPS approved MSc). Students that are unable to graduate with the Master’s qualification but have achieved a total of 120 credits on any combination of modules can exit with a Postgraduate Diploma*.

Students that are unable to graduate with the Master’s qualification but have achieved a total of 60 credits on any combination of modules can exit with a Postgraduate Certificate.

*these exit awards are not BPS accredited since completion of stage 1 requires an MSc level qualification.
Assessment: Coursework and Examinations

Marking Process and Framework

The College Marking Framework can be found at: http://www.kcl.ac.uk/governancezone/Assets/Assessment/Marking%20College%20Framework.pdf

This Programme implements a Double Marking policy (Model 2 of the College Marking Framework) for all unseen examinations and dissertations. Double blind marking (not to be confused with ‘Blind Double Marking’ ~ Model 1) means that all examination scripts and dissertations are marked by two Internal Examiners (or by one Assessor and one Internal Examiner). Both markers are blind to the individual whose work they are assessing, and both usually mark the work independently. Both markers record their marks and a final mark is determined. The final mark for each assessed item is scrutinised by External (Visiting) Examiners and approved by the Programme Assessment Sub-Board.

The programme also implements Double marking by Retrospective Sampling (Model 3 of the College Marking Framework) to all other assignments. Double marking by sampling means that all assignment scripts are marked by an Internal Examiner and a second marker then double marks a sample of the work already first marked, the sample being randomly selected from across the range of marks.

All examined work for all programmes is normally marked by two internal examiners. Before any marks are provisionally awarded, the essay (or other assessed item) is judged against a set of criteria to decide the appropriate grade. The final mark for each assessed item is scrutinised by External (Visiting) Examiners and approved by the Programme Board (see below).

As part of a standard teaching practice for the purposes of fair assessment, moderation of marks on either coursework or examination scripts may take place following marking, if deemed necessary. Moderation involves comparing the standard of all pieces of work given the same grade (or similar %) across the cohort to ensure the criteria for marking have been applied in a fair and consistent manner across different pieces of work.

Please note, a candidate who does not attend an examination, or who does not submit a piece of assessed coursework, will normally fail that examination with a mark of zero, unless the candidate is affected by mitigating circumstances. Refer to Appendix 1 for the Mitigating Circumstances form and relevant guidance.

Feedback on your work

At King’s and the IoPPN we are very keen to give prompt and meaningful feedback on each piece of work that you submit. Please click on the link below to access the College’s Guidelines for Students on Feedback:

College Policy on Student Feedback: Students
[http://www.kcl.ac.uk/governancezone/Assets/Students/Feedback-Policy.pdf]

Coursework: The Programme is required to adhere to College policy for the return of feedback and marks on coursework within 4 weeks following submission by students. You will receive a marksheet which contains qualitative feedback by both first and second markers and your final mark.

Examinations: The Programme is required to adhere to College policy for the return of marks on examination scripts within 4 weeks following examinations sat by students. All marks will be uploaded onto KEATS and you will be able to view your results by going into each folder of the modules you are attending.
Access to examination scripts

To request access to your examination scripts, please contact your Programme Administrator by sending them an email from your KCL email address specifying exactly what scripts you would like to get access to. If the exams you sat were handwritten, the relevant scripts will be scanned and emailed back to you on the same KCL email address or, if too big, through the KCL File Transfer Service, within 14 days of making the request. Please note that you are not entitled to request copies of examination question papers under this process and that your examination scripts will not necessarily be annotated.

After receiving your scripts, you may want to discuss them with an academic member of staff. Email your Programme Administrator to book an appointment with the relevant Module Leader. You may also want to speak to your Personal Tutor, but please note that they may not possess the relevant specialist knowledge.

Accessing and discussing examination scripts can support your learning and help you understand the marks that you have received. In no circumstances should you use this process to dispute your mark or associated feedback. Academic judgement cannot be challenged and, according to KCL academic regulations: “Under no circumstances may examination marks be raised due to illness or other good cause in relation to a student’s performance in an examination” (A3 17.11).

What to do if you have questions about your mark or feedback

At the IoPPN there are processes in place to ensure that the marks and feedback returned to you are accurate and helpful. We therefore hope that you will have no further questions about your mark or feedback, once these are returned to you. However, if you have questions about a specific mark or piece of feedback on a coursework essay, in the first instance please approach the marker by e-mail to arrange a meeting.

If you still have queries about the feedback you have received, you should arrange a meeting with the relevant Module Leader. If you continue to have queries and wish to discuss your coursework further following these meetings, or if you have a query about a series of marks, you may e-mail your Programme Leader to arrange an appointment. Please do not contact the Head of Department about any of these issues.

Although you may receive further feedback and guidance, please note that your mark will not be changed. The marks received for compulsory pieces of assessment, such as coursework essays, are not negotiable and the academic regulations do not permit appeals on the basis of academic judgement. If you think there is the possibility that an administrative error has occurred, however, please approach your Programme Administrator and the necessary checks will be made.

Full details of the complaints and appeals procedure are available on the Student Conduct & Appeals Office webpages:

http://www.kcl.ac.uk/aboutkings/orgstructure/ps/acservices/conduct/appeals/index.aspx

Final Confirmed Marks

Results of examinations and coursework undertaken during the 2016/17 academic year will be agreed at the Programme Assessment Sub-Board. The marks indicated will be provisional and subject to ratification by the Faculty Assessment Board, which meets in November 2017. Confirmation of degree results will be sent to students via email by the Education Support Team after this meeting, while full results will be released electronically on Student Records by 1st December 2017.

PLEASE NOTE: Programmes release unconfirmed ‘raw’ marks to students prior to their ratification by the Programme Assessment Sub-Board and Faculty Assessment Board meetings. However, please note that these remain provisional until final ratification.

Late Submission

Material for assessment, including essays and dissertations, must be submitted by the dates specified in this handbook. Work submitted late but within 24 hours of the stated deadline will be capped at the Pass mark (50%). Work submitted more than 24 hours late will score zero. Exceptions can be made if the candidate has suffered illness or other cause found acceptable by the Assessment Sub-Board (Please refer to Appendix 1 for the Mitigating Circumstances form and relevant guidance.).
Re-assessment

A candidate who fails an examination at the first attempt may, at the discretion of the Programme Assessment Sub-Board, be reassessed on the failed element on one further occasion. This applies to both coursework and written examination components of a module. In terms of coursework, resubmission will be done at the first earliest occasion while a written examination will normally be offered during the September replacement examination period. Please note that results for retakes are capped at 50%.

Assessment Criteria

The College’s generic marking criteria for both undergraduate and postgraduate programmes can be found at the following webpages:

**Generic Marking Criteria: Taught Postgraduate**

[http://www.kcl.ac.uk/governancezone/Assets/Assessment/Marking%20Criteria,%20Taught%20Postgraduate.pdf](http://www.kcl.ac.uk/governancezone/Assets/Assessment/Marking%20Criteria,%20Taught%20Postgraduate.pdf)

Examinations and other forms of assessment are marked numerically out of 100. The College marking criteria for Level 7 degrees set out below should be read in conjunction with programme-specific criteria as appropriate and should be viewed as a starting point. The College marking criteria provide guidance on the overall standards expected at different grade bands but programme-specific criteria may be needed in order to ensure that marking decisions are consistent, fair and transparent to both staff and students: these criteria will appear on the feedback marksheet you will receive for the modules you are attending.

<table>
<thead>
<tr>
<th>Understanding</th>
<th>Depth of knowledge</th>
<th>Structure</th>
<th>General</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced, in-depth, authoritative, full understanding of key issues with evidence of originality</td>
<td>Complex work and key issues analysed Wide range of sources used selectively to support argument/discussion Strong evidence of critical approach to key issues and ability to evaluate arguments</td>
<td>Coherent and compelling work, logically presented</td>
<td>A++ (90-100) Insightful work displaying in-depth knowledge. For research dissertation/project: publishable quality, outstanding research potential, originality and/or independent thought, ability to make informed judgments. Highest standards of presentation.</td>
</tr>
</tbody>
</table>

A coherent answer that demonstrates critical evaluation ~ Merit 60-69

<table>
<thead>
<tr>
<th>Understanding</th>
<th>Depth of knowledge</th>
<th>Structure</th>
<th>General</th>
</tr>
</thead>
<tbody>
<tr>
<td>In-depth understanding of key issues with evidence of some originality</td>
<td>Key issues analysed. Relevant sources used effectively to support argument/discussion Clear evidence of critical approach to key issues and some ability to evaluate arguments</td>
<td>Coherent work logically presented</td>
<td>B+ (65-69) Thoughtful work displaying good knowledge and accuracy. For research dissertation/project: some evidence of research potential, clear thinking and/or ability to make informed judgments. Good standards of presentation.</td>
</tr>
</tbody>
</table>

A coherent and logical answer which shows understanding of the basic principles ~ Pass 50 - 59

<table>
<thead>
<tr>
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<th>Depth of knowledge</th>
<th>Structure</th>
<th>General</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>
Understanding of some key issues with evidence of ability to reflect critically | Some key issues addressed. Relevant sources used to support argument/discussion | Some evidence of critical approach to key issues and ability to evaluate arguments | C+ (55-59) Work displays knowledge and understanding in most areas but the standard of work is variable. For research dissertation/project: evidence of clear thinking in places but lacks insight. Satisfactory standards of presentation.  
C (50-54) Work displays knowledge and understanding in some areas but some key issues are not addressed. For research dissertation/project: some evidence of clear thinking but lacks insight and fluency. Satisfactory standards of presentation.

| A superficial answer with limited knowledge of core material and limited critical ability ~ Fail 40 – 49¹ |
|---|---|---|---|
| Understanding | Depth of knowledge | Structure | General |
| Superficial understanding of some key issues, lack of focus | Key issues not always understood or addressed, gaps in the use of relevant sources used to support work | Weakness in structure, fluency and/or coherence | F+ (40-49) Work displays patchy knowledge and understanding and some key issues are not addressed. For the research dissertation/project: limited evidence of clear thinking, insight and/or fluency. Presentational weaknesses. |
| | Limited evidence of a critical approach to key issues and ability to evaluate arguments |  |

| An answer almost entirely lacking in evidence of knowledge and understanding ~ Fail 0-39 |
|---|---|---|---|
| Understanding | Depth of knowledge | Structure | General |
| Lack of understanding of, or focus on key issues | Key issues misunderstood or not addressed Limited or no use of relevant sources to support work | Work is confused and incoherent | F (33-39) Incomplete answers with only peripheral knowledge relevant to the questions. Displays poor, disorganized presentation.  
FF (20-32) Some attempt to write something relevant but with many flaws; nothing of substance,  
FFF (0 -19) Serious errors, largely irrelevant material or unacceptably brief. |
| | No evidence of a critical |  |

Approved CASC March 2015

¹ A mark ≥40 - <49 is condonable where programme specific regulations permit
Coursework preparation & submission

Please ensure you familiarise yourself with the following:

Format and Word Length

- Students are required to submit 1 electronic copy via KEATS or by email to the Programme Office. To submit your electronic copy, log onto KEATS on http://keats.kcl.ac.uk using your KCL login & password and follow the instructions provided in the relevant module folder.
- Work should be typed on A4 white paper.
- Size 12 font.
- At least 1.5 lines spacing.
- Pages numbered.
- The title page should contain:
  o Your ID number (NOT your name: work is marked anonymously, in accordance with the policy of King’s College London).
  o The full title of the essay.
  o Module title & code (if applicable).
  o Number of words.
- Referencing: the Harvard, APA or Vancouver referencing systems are recommended. Please ensure you maintain consistency in the system you decide to choose. The prescribed word length must be adhered to (+/- 10%).

Research Dissertation preparation

A key component of programme assessment is designing, executing and writing-up a small scale research project which is submitted by the end of the first year (F/T) or second year (P/T). To support you in this, you are allocated a research supervisor who is available for a minimum of ten hours of supervision, which is generally spread across the three terms. The supervisor’s role is to provide topic-specific or methodological advice and feedback regarding your project.

For full details on the preparation of your research dissertation, please refer to the separate ‘Research Guidelines for Students’ provided by the Programme Office and available on KEATS.

For support with ethical approval applications, research passports and any other information for research within the IoPPN or SLaM, please visit the Research & Development Office pages at:

http://www.kcl.ac.uk/ioppn/research/office/index.aspx

For further information at College level, please visit the Research Ethics office webpages at:

http://www.kcl.ac.uk/innovation/research/support/ethics/index.aspx

Student Feedback & Representation

Students have the opportunity to provide their views on their programme, facilities, the Institute and King’s through student representatives on the Programme Committee and in person at Student Forum meetings. We are very keen to receive students’ comments and ideas for improving the programme, and incorporate these into programme delivery where feasible. There are several ways in which you can make your views known:
Programme Committee/ Student Representatives

Early in the academic year, we will ask for volunteers who would like to become student representatives. This is a chance to represent your fellow students at regular programme committee meetings, where you can give feedback to the programme team. The Programme Committee should meet three times a year.

Being a student representative is a very rewarding experience. However, it does require a good deal of commitment, as you will need to prepare for each meeting that you attend, and you may sometimes have to prepare written reports detailing the feedback that you have gathered from your fellow course mates. You will be the key contact to whom a group of two or more students who raise queries or concerns about their Programme of study will be redirected in order to represent their views at a Programme Committee meeting.

Student Forum

[https://internal.kcl.ac.uk/ioppn/stu/stu-forum/](https://internal.kcl.ac.uk/ioppn/stu/stu-forum/)

The IoPPN Student Forum was set up as an umbrella organisation to represent all those studying at the IoPPN, automatically open to anyone joining this growing community.

The primary objective of the Forum is to facilitate links, social and business, between students from every department. The Forum aims to foster a supportive and collaborative student body, which enables all those to get involved who want to, and to offer an accessible point of social entry to those less sure.

If you have been elected as student representative for your programme, you will have the opportunity to represent your programme at meetings of the Student Forum where you will be able to raise School-wide issues, which cannot be resolved by your programme alone. The Student Forum usually meets about 3 or 4 times a year and you will be expected to attend each of these meetings.

Module evaluation

This Programme implements a policy of collecting feedback from students by module. Links to electronic questionnaires on KEATS are circulated upon completion of each module and students are asked to complete them. Feedback is considered by the Programme team and action is taken where possible. Responses to feedback by module leaders are emailed to students on each module.

Postgraduate Taught Experience Survey (PTES)

Kings College London invites all students once a year on taught postgraduate programmes to take part in the Postgraduate Taught Experience Survey (PTES) which is a survey voluntarily undertaken by British Universities seeking information from students about their study experience.

The survey is an online questionnaire and consists of multiple choice questions about different aspects of life on a graduate programmes at King’s. Respondents to PTES provide important benchmarks for individual programmes against anonymous, aggregated results in comparator institutions, while maintaining confidentiality and anonymity.

- Why should I take part?

This survey gives you an unprecedented opportunity to have your say about studying at King’s: to note areas of strength and good practice as well as identify areas where improvements can be made. The information you provide will be taken very seriously and considered at the highest level in the College. Your input will make a valuable contribution to both the local and the collegiate picture of the postgraduate provision at King’s. PTES enables your views to be given in a safe, secure manner. Your
survey results will not be tracked back to identify you in any way and all survey results will be presented in an aggregated and anonymised form. The results of PTES are not made public but are available for departments and Schools to consider within the College.

○ **What do I need to do?**

  Around March, you will receive an email (from your KCL account) inviting you to complete this survey. A unique user name and password will be included in the email, along with a direct link to the online questionnaire. You will be asked to feedback on five key areas: ‘Teaching and Learning’; ‘Career and Professional Development’; ‘Learning Resources’; ‘Organisation and Management’ and; ‘Assessment and Feedback’. Completing the survey will take about 30 minutes.

○ **What happens to the results?**

  Survey results will be disseminated to all areas of the College during the summer. We take these results seriously. Positive feedback about your experience will help future cohorts enrolling onto your programme of study and will provide useful material for internal comparative analysis across the discipline and programmes. Collective responses about the need for improvement will also help the College and the IoPPN to work strategically and practically to make things better. For further information about what the IoPPN has done in action to previous surveys please visit the following webpage:

  [http://www.kcl.ac.uk/ioppn/study/Postgraduate-Study/ptes/yousaidwedid.aspx](http://www.kcl.ac.uk/ioppn/study/Postgraduate-Study/ptes/yousaidwedid.aspx)
Appendix 1 – Mitigating Circumstances Guidance and Form

Mitigating Circumstances Information

To be submitted as soon as possible either in advance of any assessment or normally within 7 days of the first affected assessment. Please note that the College will only accept a Mitigating Circumstances Form ('MCF') which is signed by the student who is submitting mitigating circumstances and/or where it has been submitted via their King’s College London email account.

<table>
<thead>
<tr>
<th>1. Your Details</th>
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<tbody>
<tr>
<td>Full Name</td>
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<tr>
<td>Student Number</td>
</tr>
<tr>
<td>Programme of Study</td>
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<td>Department and Faculty</td>
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<tr>
<td>Year of Study</td>
</tr>
<tr>
<td>Personal Tutor/Supervisor</td>
</tr>
<tr>
<td>Contact Address</td>
</tr>
<tr>
<td>KCL Email</td>
</tr>
<tr>
<td>Alternative Email</td>
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If you have supplied contact information which is different to the details currently held by the College please update your Student Record as soon as possible by following this link: [http://mykcl.kcl.ac.uk](http://mykcl.kcl.ac.uk)

<table>
<thead>
<tr>
<th>2. Your Application</th>
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<tbody>
<tr>
<td>Absence from summative assessments, including timed examinations, in-course assessments and coursework, owing to mitigating circumstances</td>
</tr>
<tr>
<td>Please indicate below which modules your claim relates to.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Module Code and Title</th>
<th>Type of Assessment</th>
<th>Date of Assessment</th>
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**Inability to meet an assessment submission deadline, owing to mitigating circumstances**

Please indicate below which modules your claim relates to.

<table>
<thead>
<tr>
<th>Module Code and Title</th>
<th>Submission Deadline</th>
<th>Submitted Late (Y/N)</th>
<th>Not Yet Submitted (Y/N)</th>
<th>If not yet submitted, indicate the submission date being requested</th>
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3. Your Circumstances

Please provide the full details of your circumstances, including key dates, and explain how these meet the definition of mitigating circumstances (on page 1 of this form), explaining how they would impact or have impacted on your academic performance. If you need more space, continue on a separate sheet of paper, which should be securely attached to this form, and clearly marked with your name and student number.
## 4. Supporting Evidence

Please list below each piece of documentary evidence you have submitted with this form. If you do not have your evidence, you should submit this form regardless; you will have 21 days from the date of your first affected assessment in which to submit your evidence.

### 5. Retrospective Submission

If you have attempted your assessment(s), please state why you did not follow the mitigating circumstances procedure before presenting yourself for your assessment(s). Please list any supporting evidence.

### 6. Declaration

I have read and understood the information accompanying this MCF.

All information and documentation provided in/with this form is complete and represents an accurate and true reflection of my mitigating circumstances. I understand that the submission of a falsified claim or documentation constitutes an offence under the B3 Misconduct regulations and/or the B5 Fitness for registration and fitness to practise regulations.

I authorise the reviewer(s) of this claim to consider this MCF and any relevant information held by the College to the extent necessary for the consideration of my submission.

I give permission for the College to seek verification of the authenticity of any statements or evidence provided with this claim.

I understand that my MCF and supporting documentation will remain confidential to the Assessment Sub Board members and other staff members as appropriate.

Student signature: __________________________________________

Date: ________________________________
## 1. Decision

Please set out below the following actions to be taken in respect of this claim; if the claim is declined, please provide the reasons for this decision.

<table>
<thead>
<tr>
<th>Action</th>
<th>Details</th>
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<tbody>
<tr>
<td><strong>Verification</strong></td>
<td><strong>Assessment Sub Board Chair Name:</strong></td>
</tr>
<tr>
<td><strong>Assessment Sub Board Chair Signature:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Date:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Office use</strong></td>
<td><strong>The student has been notified by KCL email of the outcome of the MCF claim</strong></td>
</tr>
<tr>
<td><strong>Date:</strong></td>
<td><strong>Initials:</strong></td>
</tr>
<tr>
<td><strong>The relevant module leader(s)/Assessment Centre(s) have been notified</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Date:</strong></td>
<td><strong>Initials:</strong></td>
</tr>
<tr>
<td><strong>The opinion of a second Assessment Sub Board Chair was sought (applicable for declined outcomes or for acceptance of retrospective MCFs)</strong></td>
<td><strong>Date:</strong> <strong>Initials:</strong></td>
</tr>
</tbody>
</table>
Appendix 2 – College Statement on Plagiarism and related forms of cheating

The following information forms part of the College’s Academic Honesty & Integrity guidance: [http://www.kcl.ac.uk/governancezone/Assets/Assessment/Academic-Honesty-and-Integrity.pdf]

Plagiarism is the taking of another person’s thoughts, words, results, judgements, ideas, images etc., and presenting them as your own. All work submitted as part of the requirements for any examination or assessment of the College must be expressed in the student’s own words and incorporate their own ideas and judgments. Direct quotations from the published or unpublished work of others, including that of other students, must always be identified as such by being placed inside quotation marks with a full reference to the source provided in the proper form. Paraphrasing – using other words to express another person’s ideas or judgments – must also be acknowledged and referenced in the appropriate manner. In the same way, the authors of images and audiovisual presentations must be acknowledged.

Plagiarism is the most common form of academic misconduct, and may arise intentionally or otherwise (e.g. through negligence, poor scholarship or lack of understanding). The College is committed to ensuring that students have appropriate guidance and opportunities to familiarise themselves with this concept and the measures which students should take to avoid plagiarism in their work. However, there is also a requirement for students to take responsibility for their academic work and to comply with the College's standards and requirements.

Examples of plagiarism include but are not limited to:

- Copying ~ a student should not copy someone else’s work or thoughts and pass this off as their own, even if s/he has their permission;
- Copying ~ a student should not insert the writing or thoughts of others into their written work without the correct referencing;
- Copy and paste ~ a student may not copy text verbatim and pass this off as their own, without using quotation marks and citing the original source;
- Paraphrasing ~ avoid closely paraphrasing someone else’s work (e.g. by changing the order of the words slightly); either quote the work directly using quotation marks or put the ideas completely in your own words. Remember either way you must acknowledge the source using the appropriate citation conventions1;
- Self-plagiarism ~ when students submit the same piece of work (or a significant part thereof) for different assessments – students can only be given credit once for any given piece of work;
- Essay banks ~ when students submit an assessment that has been written by a third party or obtained from a professional writing ‘service’.

Collusion

Collusion is when two or more students collaborate, without permission from the programme of study, to produce individual assessments that when compared significantly overlap in content, order, structure and format. Collusion is an issue of personal integrity and ethics; students who collude are acting dishonestly.

Examples of collusion include but are not limited to:

- Unauthorised collaboration between students to produce the same or substantially similar pieces of work which they then claim as their own;
- Essay banks ~ when a student submits an assessment that has been written by a third party or obtained from a professional writing ‘service’;
- Allowing another student to submit your work (in part or as a whole) as their own.
Cheating
Acting in a dishonest way to gain an unfair advantage is cheating. Examples include but are not limited to:

- making up or falsifying data for an assignment such as a research project;
- falsifying medical conditions or evidence to gain an advantage (e.g. deadline extension);
- taking unauthorised material into an examination;
- not complying with the instructions on an examination paper;
- not complying with the instructions of an invigilator;
- copying someone else’s work during an examination;
- talking to other students whilst under examination conditions;
- using unauthorised aids (e.g. a calculator) during an examination when not expressly permitted.
Appendix 3 – The APA Style Referencing System

APA is the American Psychological Association referencing style. The Programme has compiled a brief list of specifiers for you to follow in preparing references for your coursework and dissertation but please also check the link below for detailed guidelines.

http://www.apastyle.org/

In-Text Citations

In-text citations consist of the surname(s) of the author(s) and the year of publication.

Example: After the intervention, children increased in the number of books read per week (Smith & Wexwood, 2010).

- If there is no author, use the title (or a short form of the title, if it is lengthy) and the year. Titles that are italicized in the reference list are italicized in text; titles that are not italicized in the reference list appear in quotation marks.
- If there is no date, use “n.d.” (without quotation marks) instead.

In-Text Citations – Direct referencing

References should be indicated in the text, not in a footnote. They should be indicated by giving the author’s name, followed by the date of publication in brackets.

Example: ‘This is, as Davies & Craig (1998) and Murray (1995) have shown, often the case with ...’

When there are joint authors, name them but if there are more than three authors write ‘et al’:

Example: Silverman and Treffers (2001) and Bowden et al (1994)...

In-Text Citations – Indirect Referencing

Where you want to insert a reference without it interrupting the flow of text, then the whole reference should be in brackets. Two or more references should be separated by a semi-colon.

Example: Reports of an excess of unipolar depression in first degree relatives of patients with schizophrenia has not reliably been confirmed (Kendler et al, 1993; Parnas et al, 1993).

Secondary References

Where you use a reference that is cited by an author whose book/article you are using, you must make this clear:

Examples:
1. Hawton (2000), cited by Gelder (2001), reports that suicidal intent...
2. Studies of communication in families of schizophrenic patients have given rather conflicting results (Hirsch and Leff, 1975; cited in Gelder, 2001).

In the example above, Gelder (2001) is the source of your references. The text that is your source is listed in your bibliography, not the article/text that you have referred to (see ‘References List’ section below).

Quotations

If you want to quote directly from a text, as distinct from referring to it, then you need to indicate this by using quotation marks followed by (author, date) Quotes of more than about 25-30 words (or three lines) should be indented as a separate paragraph.

Example:
“Compared with the risk associated with alcoholism and other drug abuse, the risk associated with major mental disorders such as schizophrenia and affective disorder is modest indeed. Clearly, mental health status makes at best a trivial contribution to the overall level of violence in society.”
Multiple Authors
For author lists of 6 names or more:

- First in-text citations should be truncated to ‘et al’ after the 5th author.
- All authors should still be listed in the list of references at the end of your work.

The References List
All the texts (books, articles, reports etc) which you have used directly in researching and writing your piece of work must be listed under one heading – **References List** - at the end of your dissertation. This is a list of your sources. Texts should be listed in alphabetical order by author.

- For **books**, the name of the author comes first, followed by the author’s initial and then the date of publication in brackets, followed by the title, place of publication and publishers.


- **Journal articles** follow the same format, except that instead of place of publication and publisher, the title of the Journal and the page numbers are listed.


- **Chapters used in books** are listed in the references list as follows: author(s) of chapter, year, title of chapter (not underlined or italicised), ‘In’, name of editor ‘(Ed or Eds)’, title of book (italicised), page numbers of chapter in brackets, place of publication, publisher.


In the References List section

- book titles should be *italicised*
- titles of journals should be *italicised*
- titles of journal articles should be in neither inverted commas nor italics