THE UNIVERSITY *of* EDINBURGH

NHS SCOTLAND

UNIVERSITY OF EDINBURGH / NHS SCOTLAND
CLINICAL PSYCHOLOGY TRAINING PROGRAMME

Doctorate in Clinical Psychology

Academic Handbook

2023 / 2024

This handbook is for the academic session 2023-24. Information in this Handbook reflects the hybrid delivery of teaching and learning activities for 2023/24 at the University of Edinburgh and may be subject to change in response to Covid-19 measures.

The date of publication for this handbook is October 2023.

If you require this document or any of the internal University of Edinburgh online resources mentioned in this document in an alternative format please contact Tim Abbot on tim.abbot@ed.ac.uk or 0131 650 3889.

Contents

A.1 Introduction

The academic handbook gives you the information you need to know about the academic aspects of the Programme. It provides an overview of the structure of teaching, teaching methods, assessment, timing of assessments, guidance on submitted pieces of academic work, sources of support, types of support available, adjustments for trainees with disabilities and more. It also contains links to more formal regulatory documents, frameworks, policies and codes of practice, such as the University regulations, appeals procedures, and guidance on plagiarism and cheating.

A.2 Academic Regulations, Codes of Practice and Guidance

The Programme is a taught degree and is governed by the University of Edinburgh's Taught Assessment Regulations. However, there is also a substantial research element that underpins the degree. These research elements are governed by the codes of practice and policies relating to the university's Postgraduate Assessment Regulations for Research Degrees. These codes of practice relate to best practice for teaching delivery, assessment, student support, Programme and Course information, marking and feedback, and quality assurance and enhancement procedures. Trainees are strongly advised to familiarise themselves with the information contained on the Academic Services website, which contains information about student conduct, appeals and Taught Assessment Regulations.

The Degree Regulations and Programmes of Study and specific sections for the DClinPsychol Programme set out general regulations for postgraduate degrees as well as specific regulations for the DClinPsychol and the official structure of the Programme.

Trainees should also be aware of the Code of Practice for Supervisors and Research Students.

Please visit the Academic Life website, which has information about every aspect of support available you whilst you are a student at the University of Edinburgh. The School of Health in Social Science Student Support website also has key information to guide you to the right form of support, including providing advice about extensions, interruptions and special circumstances applications.

In addition, this Academic Handbook sets out many programme specific details, (e.g. marking criteria, submission dates, confidentiality, teaching, etc.). These documents (Regulations, Codes of Practice, Handbook and ITDP) form an agreement between you (the postgraduate student) and the Programme. The handbook is updated each year and posted on the Programme's website near the beginning of October. Minor amendments are made to the Regulations and to the handbook each year and these documents become the new regulatory framework within which your degree operates. Trainees should

always use the online version of the handbook and regulations as they are the most up to date.

A2.1 Academic Appeals
An academic appeal is a request for a decision made by a Board of Examiners to be reconsidered in relation to: marks, progression, degree classification or degree award. If you are considering lodging an appeal, it is important that you act promptly. Detailed guidance, including what is considered grounds for appeal, is given on the Academic Services website.

A2.2 Student Complaints Procedures
The University recognises that there will be occasions when trainees will wish to raise more serious concerns about issues relating to their experience at the University. The student complaint procedure is operated by the University Secretary's Group.

A2.3 Disciplinary Procedures
Every student of the University is required to adhere at all times to those University regulations, policies and codes of practice which relate to student behaviour, and are expected to ensure that they are aware of these. When a student fails to observe University rules and regulations, disciplinary action may be taken against them through the procedures set out in the University Code of Student Conduct.

A2.4 Guidance on Academic Misconduct (including Plagiarism)
Academic misconduct is any type of cheating that occurs in relation to a formal academic exercise. This includes plagiarism, collusion, falsification, deceit, cheating and personation. The University takes all reported incidences of academic misconduct seriously and seeks to ensure that they are dealt with efficiently and appropriately. Further guidance is available from the Academic Services website.

The University takes plagiarism very seriously and is committed to ensuring that so far as possible it is detected and dealt with appropriately. Plagiarism is the act of including in one's work the work of another person without providing adequate acknowledgement of having done so, either deliberately or unintentionally. At whatever stage of a student's course, whether discovered before or after graduation, plagiarism will be investigated and dealt with. Further guidance on ways to ensure you avoid unwitting plagiarism is available from the Academic Services website.

All work submitted for assessment should be your own original work. It is not acceptable to misrepresent AI generated content as your own work. The technology, ethics and use of AI is a fast moving area. You are strongly advised to consult the University webpages on Generative Artificial Intelligence for the most up-to-date guidance.

A.3 Overview of Academic Teaching

The DClinPsychol programme is fortunate in having its base in a large University with links to several teaching hospitals and high-quality community services. A wide range of people contribute to teaching, including colleagues from various NHS departments, from other university departments, from a variety of voluntary and statutory organisations, from people with lived experience and their carers.

The Programme Team believe that teaching is likely to be most clinically relevant if a substantial proportion of it is taught by practising Clinical Psychologists. Accordingly, many clinical supervisors participate in formal teaching as well as in the practical training on placements.

In addition to the teaching designed specifically for the DClinPsychol, trainees have the opportunity to participate in other academic activities within the University, such as lunchtime, evening and online seminars organised by departments or courses arranged by computing services and the [Institute for Academic Development](#).

The academic teaching day can be officially scheduled from 09:00 to 17:30, with breaks mid-morning, lunch and mid-afternoon. Trainees should arrive promptly for the beginning of sessions and not leave prior to the end of sessions, without a good reason and without permission from the lecturer. It is not acceptable to arrive late or leave early due to train times. If this causes difficulty for trainees in geographically distant boards, you should contact the Programme Director, Clinical Practice Director and your line-manager who will look at the individual circumstances and agree a position. In the case of severe travel disruption, trainees should check their university email for any announcements about changes to the teaching arrangements. The employing health board may also have guidance on weather disruption which might apply. If trainees are not notified of any changes, they are expected to make every effort to arrive before the beginning of the session. It is discourteous to presenters and to other trainees if you are not punctual around beginnings and returning after breaks. In practice, we tend to schedule teaching from 09:30 – 17:15, though you should look carefully at the timetables to make sure you are in teaching when required.

Please also see the Programme Handbook for information on attendance requirements.

A3.1 Academic Teaching Structure

The programme is structured to enhance the learning of concepts and competencies that transfer between specialist populations (e.g. child, intellectual disabilities, adults, older adults, neuropsychology, forensic). The result is a curriculum that emphasises the common psychological processes and skills that will be useful to you in your work as a clinical psychologist. The academic component of the programme combines workshops in therapy skills with seminars, trainee-led discussions and lectures. On placement, which

are whenever possible synchronised with academic teaching, the trainee learns to deal with problems across the life span, including children, people with intellectual disability, adults of working age and older adults. The proportion of time devoted to academic teaching over the three years is approximately 20%, placements approximately 60% and private study approximately 20%.

All trainees begin with a weeklong induction in their NHS base. They then begin five weeks in teaching. Teaching delivery on the programme has for a number of years taken place via a mix of on-campus, in person teaching at the University of Edinburgh and distance participation via digital delivery. The first five weeks of teaching (Block 1) has a number of important functions: it orients you to the kinds of work you will be doing on placement in first year but, more than this, it orients you to the academic subject matter of the profession.

During Years 1 and 2, teaching will be delivered in teaching blocks and in teaching days, which sit alongside placement activity. The Academic Year Planner outlines the timing and intended delivery format for the next academic year, although delivery plans (i.e. digital vs on campus) may change due to the ongoing impact of COVID-19. The timing of teaching is less likely to change.

Teaching is organised around a number of cross cutting themes, which will appear repeatedly throughout the programme. These themes are Fundamentals of Clinical Psychology, Assessment, Formulation, Intervention, Professionalism and Practice, and Research. Population-specific teaching is also provided throughout the programme.

Within the themes of Fundamentals, you will be introduced to aspects of the history of the profession, assumptions, concepts such as balancing between theory and humanity, science and reflection and the notion of 'Lifespan Development'. You will learn about theoretical lenses that underpin different approaches to treatment, such as systemic thinking, relational and attachment based perspectives, the behavioural paradigm, and cognitive approaches.

You will also learn about the theories and concepts underpinning assessment practice, test standardisation, and have the chance to practice the skills of interviewing, test administration etc. There are theoretical and practical sessions on formulating, on understanding different presentations, and skills workshops offering sessions on practicing different ways of intervening, with different types of clients as examples.

During third year, there are compulsory Professionalism and Practice sessions as well as thesis preparation sessions, which are attended by all third year trainees.
The remainder of third year teaching consists of electives, comprising of Advanced Practice Seminars (APS). Further details about the APS are provided below.

Teaching is either provided on campus or via distance participation. We do not have a hybrid teaching option. Trainees are expected to attend on campus or remotely as scheduled on the timetable. On occasion, we recognise that this might cause difficulty because of individual circumstances. In those situations, you should contact the Programme Director, Clinical Practice Director and your line-manager who will jointly look at the individual circumstances and agree a position.

Distance participation may mean attending a video conferenced lecture, Q&A session, or it may mean self-directed learning, participation in online discussion boards, or a wide variety of other activities and formats. It is expected that trainees will have access to up to date computing facilities and internet access. Some of these sessions have a deal of flexibility about the trainee's own learning, where they undertake them, etc., subject to approval by their line manager. However, where 'live' sessions are scheduled (e.g. a lecture, teaching session, seminar or workshop that takes place via Teams or similar platform), trainees are expected to attend at the scheduled time. For any teaching, whether it is synchronous or asynchronous, you should be mindful that the teaching content may be sensitive. You should ensure that you are working in an appropriate space where you have privacy. Active participation is required for synchronous teaching, so your work setting must also facilitate this. For further information on distance participation, please see section A3.4 below.

A3.2 Professionalism and Practice

A fundamental tenet to our programme is to support our trainees to practise in accordance with the Health and Care Professions Council's (HCPC) Standards of Conduct, Performance and Ethics and the British Psychological Society's (2018) Code of Ethics and Conduct. The HCPC have also published another document, 'Guidance on conduct and ethics for students', which sets out what the standards mean for trainees.
We also aim to help trainees develop competencies consistent with the Division of Clinical Psychology's Leadership Framework.

All teaching input implicitly helps support trainees to develop their professional practice, whilst NHS Placements are crucial in supporting trainees and monitoring their progress in this regard. Furthermore, the Professionalism and Practice vertical stream of teaching has five main strands, which explicitly support this process:

- Professional / regulatory matters
- Ethical practice / diversity / lived experience
- Reflective practice
- Supervision, consultancy and teaching / training others
- Teamwork / leadership / management / strategic skills

We encourage trainees from day 1 of training to recognise the experience and skills they already have in terms of influence and to notice the opportunities they have throughout training to use their influence to bring psychological concepts to their work. We adopt a developmental approach to this – focusing first on influences within one to one relationships – e.g. with clients and supervisors and quickly broadening this out to team and group work and then to influence at a systemic / service / political level.

A3.3 Study Time during Teaching Weeks

When trainees in years 1 and 2 attend block teaching (i.e. a week or more of consecutive teaching days), the allocation of study days is either indicated on the LEARN timetable or there is no study day.

When trainees attend Advanced Practice Seminars, or the mandatory teaching days in Year 3, they do not receive a private study day on that week, but keep their allocated thesis time <u>except</u> when an APS runs for the whole week. More information is available on the APS Learn Space, which you should consult.

A3.4 Distance Participation

Since 2012 we have been providing a proportion of teaching at a distance. This is a requirement of our contract with the commissioning body. This reduces travel and increases convenience for those trainees in more distant health boards. The use of online and distance participation technology fits well with contemporary pedagogy, informed by models of adult learning.

Course organisers and contributors are creative in how they use these distance participation sessions, with increasing emphasis on self-directed learning, trainees organising themselves into small study groups, provision of materials and tasks via eLearning and occasionally seminars run in each locality.

We frequently employ a 'Flipped Classroom' approach to learning, whether this is delivered on-campus or digitally. In a traditional classroom, the teacher imparts knowledge and conceptual information, which the student takes away for further reading, reflection or other homework. In a flipped classroom, some of the information transmission occurs outside of the classroom, *before* the face to face session, so that students come to class already informed about a topic. In the classroom, time is spent engaging in greater depth of discussion and reflection on the topic, as well as engaging in practical applications of the knowledge and concepts. This flipped classroom philosophy is therefore particularly apt for the training of applied psychology skills.

The digital experience requires adaptation from both contributors and trainees. When using video-conferencing e.g. using LEARN Collaborate or Office Teams, trainees must be more active participants, using the raised hand or chat function if they need to ask questions, responding to a lecturers request for questions or posing questions to the class

etc. We encourage you to take a very active approach to your own learning and engagement in this way. Individual contributors may make specific requests as to how you engage during specific sessions.

For sessions delivered via Teams or similar platform, trainees are expected to keep their cameras on. For all distance participation sessions, bear in mind that a virtual/online classroom is still a classroom.

A3.5 Advanced Practice Seminars
Information on the Advanced Practice Seminars (APS), including the timetable, can be found in the Doctorate in Clinical Psychology Learn space.

A3.6 Feedback on Teaching

We really value the constructive feedback trainees provide on teaching and we use it to develop the curriculum, provide more or less of certain topics, give feedback to contributors to help them develop their teaching effectiveness and ensure the quality of the content. If we do not receive sufficient volumes of feedback, it is hard for us to know whether to make changes. We therefore ask that all trainees make time to provide feedback on all teaching, consistently throughout the programme and including the APS.

To facilitate this, and in response to requests from trainees, you will find a teaching feedback comments card under the teaching resources tab on the LEARN site. This allows you to make comments on teaching throughout the year.   In addition, theme/module organisers will arrange face-to-face meetings with the class in which you can give feedback. Individual contributors may also request feedback on a specific session. Other ways in which you can provide feedback on training that are not teaching-related are described in the Programme Handbook.

A3.7 Helping and Welcoming Contributors
The programme uses a lot of external contributors for teaching, giving you the best available hands on expertise and special interest in particular topics. Many of our contributors have taught with us before, but some may be new. One of the roles of Class Reps is therefore to welcome contributors, offer assistance with technology and trouble shoot problems. The class rep can nominate another trainee to perform this role as needed.

A.4 Academic Assessment
Trainees must submit and pass four academic course assignments in order to progress through the programme in addition to placements and the thesis component (please see

information for RPL trainees below). Please see the assessed work calendar for the submission deadlines. You will receive marks and feedback on these academic assignments. All assessed work is submitted electronically via Turnitin.

Academic assignment marks will go towards the overall mark, used to award the class prizes (more information can be found in the Programme Handbook).

During training, candidates are required to satisfactorily complete:
- Two case conceptualisations (Clinical Psychology 1 and 2). The first of these will be submitted during the first year of training. The second will be submitted in second year. Due to the timing of the submission deadlines, your first case conceptualisation should be based on clinical work undertaken during placement 1, whilst the second case conceptualisation should be based on clinical work undertaken during placement 3.
- A detailed research proposal (Research 1), submitted during first year.
- A small-scale research project based on work conducted on any of placements 1 to 4. This is submitted after the end of second year. RPL trainees are not required to complete a small scale research project.
- A thesis, submitted in May of third year for full time trainees and March of third year for RPL trainees.

Further information about each of the above assessments can be found in the relevant Learn spaces and/or handbooks (CP1, CP2, R1, R2 & Research and Thesis Handbook). Remember that education at the Doctoral level is about critical thinking and scholarship, rather than simply 'knowing facts'. In Clinical Psychology training, it is not enough to know the evidence base and to be able to skilfully apply evidence based treatments for psychological disorders. You must also be able to critically analyse the theoretical understanding(s) of psychological problems, the interventions and therapies, the theories themselves and to critically evaluate the quality and assumptions behind the evidence base. In each of the course Learn spaces we provide the marking scheme for each assignment. You should study these in detail before beginning assignments. The highest marks can be gained by critically analysing material in depth. This may mean that drilling into a slightly narrower range of literature in depth may get better marks than simply describing a broader range of literature at a surface level.

Trainees are also required to pass clinical placements and the thesis requirements. Information about placements and their assessment can be found in the NHS and Clinical Practice Placement Handbook. Information about the thesis can be found in the Research and Thesis Handbook.

A4.1 Assistance with Academic Work
Doctoral level students should be self-directing in terms of setting their own goals, monitoring their own progress as well as identifying when they need help and asking for

this. At every stage of training, guidance and assistance is offered to trainees. There are a number of sources of help. It is considered a sign of competency to be aware of the need for help and to seek appropriate guidance.

Academic Advisers and academic staff will offer assistance at a level that would normally be expected for a postgraduate student. Please consult the School's [Academic Adviser website](#) and the University of Edinburgh's [Code of Practice for Supervisors and Research Students](#). In all cases trainees should keep in mind that staff will require some time to read material given to them and immediate or last minute help may not be possible.

Trainees are responsible for ensuring that they are aware of and meet Course and Programme requirements in terms of submission dates, format and style of written work.

Clinical supervisors are responsible for monitoring the clinical work undertaken by the trainees. They usually offer assistance with case conceptualisations and small scale research as part of the normal supervision process. The final piece of work submitted by the trainee should be primarily his/her own work and its final quality and content are his/her responsibility. Clinical supervisors are often interested to hear how trainees get on with their submitted work and thus trainees are encouraged to send copies of feedback they receive from the course to the corresponding clinical supervisor. Please see section A4.14 Feedback to Supervisors for further information.

A4.2 Approximate Submission Dates for Assessed Work
The following are approximate submission dates for all assessed work. Note that some deadlines are at the start of the following academic year, and some deadlines occur close together. Trainees should plan their time accordingly. Approximate dates are given to facilitate clarity and planning, though these are subject to change. Submission dates for all assignments can be found in the relevant course Learn spaces.

Trainees are required to submit all work electronically by 12:00pm noon on the due dates. An electronic copy of all the assessed work should be submitted through Turnitin on Learn.

Year	Course Work	Approx. Submission Dates (see course handbooks for actual submission dates)
1	Clinical Psychology 1 – Case Conceptualisation	1st Year, April
	Research 1 – Thesis Research Proposal	1st year, May
2	Clinical Psychology 2 – Case Conceptualisation	2nd Year, April

	Research 2 – Small Scale Research Project	3rd Year, October
3	Thesis	3rd Year, May (March for RPL Trainees)

A4.3 Extensions to Assessed Work

It is the responsibility of individual trainees to submit work on time. **Any requests for an extension to assessment submission dates must be made in advance of the published deadline for the coursework.** The University will consider accepting a request for an extension of **up to four calendar days**.

If there are any circumstances that may result in work not being completed in time, then trainees must discuss this with their Academic Adviser at the earliest opportunity and before requesting the extension. Further guidance on making a coursework extension request, including examples of circumstances that would, and would not be considered good reasons, and information on how to apply for a coursework extension can be found on the Student Support website.

Trainees may be eligible to request an additional 7 days if they have this as an approved learning adjustment through the Disability and Learning Support Service. This can be independent of or in addition to the coursework extension. **Requests must be made for each individual assessment in advance of the published deadline for coursework.** Information on how to apply for a Learning Adjustment can be found on the Student Support website.

Please note, as the submission date for the Research 2 assignment is not in the same year as the course enrolment, Research 2 may not appear in the online extensions application system. Therefore, trainees must apply for extensions by emailing the central Extensions and Special Circumstances Team on escteam@ed.ac.uk

A4.4 Special Circumstances

If circumstances require a submission date beyond than four calendar days, you should consider applying for Special Circumstances.

You should discuss your circumstances with your Academic Adviser in the first instance and then apply for Special Circumstances through the Extensions and Special Circumstances (ESC) website.

Your Student Adviser is also available if you have any queries.

The Special Circumstances Team will advise you whether your Special Circumstances have been accepted/validated. Please see below about outcome of your application.

Please note, as the submission date for the Research 2 assignment is not in the same year as the course enrolment, Research 2 will not appear in the online Special Circumstances application system. Therefore, trainees must apply by emailing the central Extensions and Special Circumstances Team on escteam@ed.ac.uk

If your Special Circumstances application is approved by the Special Circumstances Team, the next step is to establish your revised submission date. In order to minimise disruption to your progress through training, you should always try to submit as soon as possible after the original submission date. There are three possible scenarios:
1. A submission drop box will be available to submit to with a deadline of 2 calendar weeks after the standard submission date
2. If you do not submit by the deadline in 1) above, a new submission date must be agreed with your Academic Adviser taking into account your overall training plan. Once you have confirmed your revised submission deadline, you must notify the Programme Administrator (tim.abbot@ed.ac.uk) immediately so a new Turnitin submission drop box can be created and copy in your Academic Adviser. The latest possible submission deadline is 2 weeks after the next Board of Examiners and a submission drop box will be available to submit for this deadline.

Coursework submissions affected by Placement:

Submissions for Clinical Psychology 1, Clinical Psychology 2 and Research 2 (not Research 1) may be impacted by an extension to the connected placement. Your assessment deadline will then be recalculated based on your placement end date plus **2 weeks**. Please contact your Clinical Tutor to confirm the new placement end date. The new submission date must then be agreed with your Academic Adviser using this guidance. Once you have confirmed your revised submission deadline, you must notify the Programme Administrator (tim.abbot@ed.ac.uk) immediately so a new Turnitin submission inbox can be created, if needed. Please copy in your Academic Adviser to this email.

Board of Examiners outcomes:

Any mark and feedback you receive is provisional until the Board of Examiners has met and decided the outcome of any special circumstances application accepted/validated by the ESC (see Programme Handbook). There outcomes are set out in the Special Circumstances Policy. Once the Board of Examiners has made a decision, you will be able to view the outcome through 'My Applications' in the Assessment Support tool in MyEd. Outcomes will not be visible until the mark has been published after the Board of Examiners have met.

Where Special Circumstances are required for placements, the procedures are set out in the Programme Handbook. Section 4.2.

A4.5 Interruptions of Study:

An authorised Interruption of Study (IoS) may impact an assessment deadline. In these situations, the assessment deadline will EITHER be adjusted by the length of the interruption (e.g. if a trainee interrupts for 2 months the deadline will be 2 months later than the published deadline) OR, if the placement following the return to study is extended (e.g. to accommodate a phased return to work), then the process set out for setting a revised submission date following approved Special Circumstances will be followed. You should notify the Programme Administrator (tim.abbot@ed.ac.uk) if an assessment deadline has been impacted by an Interruption of Study. You must subsequently notify the Programme Administrator (tim.abbot@ed.ac.uk) of the new submission deadline that has been agreed with your Academic Adviser immediately so a new Turnitin submission inbox can be created. Please copy in your Academic Adviser to this email. The Programme Administrator will contact to you to confirm that your new Turnitin inbox has been created.

A4.6 Avoidance / Detection of Plagiarism and Declaration of Own Work

We collate electronic copies of all submitted work in order for them to be processed using software that checks for potential plagiarism (Turnitin). Trainees are directed to the advice on plagiarism in section A.2 of this document, and the associated web links. All academic work should be submitted to Turnitin through Learn.

Before submitting to Turnitin, trainees are asked to read and accept an online Declaration of Own Work form. The intention of this form is to reduce the occurrence of plagiarism (deliberate or unintentional). It only takes a few moments to complete and giving some consideration to avoiding unintended plagiarism may save you a lot of difficulty later on.

A4.7 Word Limits

Writing concisely, paying attention to presentation and giving due consideration to the reader are important skills and essential when communicating written material. To encourage concise writing and ensure that no benefit is gained by adding excess information, all submitted work must include a word count towards the start of the assignment. Guidance and word limits for all submitted work are given in the corresponding course Learn spaces or relevant handbooks.

No specific penalty will be applied for submissions with fewer than the recommended number of words.

A4.8 Reasonable Adjustments for Trainees with Disabilities

Reasonable adjustments for assessed work will be made where required for trainees with disabilities. These adjustments come from the Disability and Learning Support Service and not simply from a conversation with the trainee. As these adjustments need to be approved well in advance of assessment dates, trainees with disabilities that may require adjustments should contact the Disability and Learning Support Service at the earliest

opportunity. Adjustments may also need to be made in employment settings, please see NHS and Clinical Practice Handbook for information.

Advice about seeking a reasonable adjustment may also be sought from Academic Advisers, the Student Adviser or the Programme Director.

Trainees who have a Learning Profile from the Disability Service allowing the potential for flexibility over coursework deadlines must still make a formal extension request for each coursework submission for such flexibility to be taken into account. (See guidance on seeking an extension).

A4.9 Feedback and Provisional Marks

Feedback and provisional marks will be returned to trainees through Learn once all work has been returned from markers and the results collated. All coursework will be returned with detailed feedback and comments. Samples of each of the assignments are reviewed by External Examiners. All marks returned via Learn are provisional until they have been ratified by the Board of Examiners.

If you do not receive your provisional mark at the same time as other trainees, this does not mean there is a problem with your assignment. As all work is double marked blind, it is sometimes necessary for markers to meet to discuss and agree a mark. Please contact the Programme Administrator if you are worried that you have not received your mark.

Once course marks have been ratified by the Board of Examiners they will be updated on your student record.

A4.10 Submission Process for Assessed Work

As all coursework is marked anonymously you must ensure that your paper has been fully anonymised and that you have not included your name or student number or other identifier (e.g. health board) anywhere in your paper. The only identifier that should be included in your paper is your exam number (this can be found on your student card and usually starts with "B"). Trainees should also see the relevant course Learn spaces or relevant handbooks for advice on confidentiality in relation to both case conceptualisations and the research assignments.

All academic work is submitted electronically through Turnitin, which can be accessed from the relevant course page on Learn. Detailed guidance for submitting your work electronically can be found in the Induction Materials section of the programme Learn space.

It is a trainee's responsibility to submit their assignment to the correct submission box. The Programme Administrator will email any trainee who has failed to submit for the deadline (and does not have an agreed coursework extension in place) and it is your responsibility

to respond to these emails as soon as possible. Failure to do so will result in the relevant late penalty being applied once the submission is made to the correct submission box.

A4.11 Late Penalties

If assessed coursework is submitted late without an agreed extension to the deadline for an accepted good reason, it will be recorded as late and a penalty will be applied at the Board of Examiners. The penalty is a reduction of the mark by 5% per calendar day (e.g. a mark of 65% would be reduced to 60% if submitted late up to 24 hours later). This applies for up to seven calendar days (or to the time when feedback is given, if this is sooner), after which a mark of zero will be given. See Regulation 28 from the [Taught Assessment Regulations](#).

A4.12 Confidentiality in Published Work

You are expected to make every effort to disseminate your research work in the form of journal articles and submissions, and there is an expectation that your supervisor will assist you to do this, including after you have completed the programme. Under these circumstances the requirement to remove details of where a piece of research was carried out are waived. These elements only need to be removed from R1 and R2 assignments in order for the work to be marked anonymously. As the thesis is not marked blind, there is no requirement to conceal the location of the research, unless (in rare circumstances) this breaches an individual client's confidentiality.

A4.13 Portfolio of Assessed Work

Trainees wishing to keep a copy of their academic assessments and feedback should download and store it securely before they complete their training. LEARN is no longer accessible once trainees leave the University, so you should ensure you store a downloaded copy securely for future reference.

For information about placement paperwork, please see the NHS and Clinical Practice Placement Handbook.

A4.14 Feedback to Supervisors

Trainees are expected to provide the relevant supervisors with a copy of case conceptualisations, R1 proposals and R2 small scale research projects and to give some feedback about their appraisal. Preferably a copy of the feedback from the marker should be sent to supervisors, though at minimum, an email, video or telephone call conveying the general feedback should be provided.

A.5 Passing or Failing the Academic Component

Marking information about each of the academic course work assignments, including criteria for passing or failing, is provided in each of the course Learn space or relevant handbooks. All academic work is double marked blind by academic staff, and marks are

reviewed by an External Examiner. Passing academic work depends upon the joint decision of the Board of Examiners. Written feedback is provided on all academic assignments. Trainees should contact their Academic Advisers if they require further individual feedback concerning their performance.

When an assignment does not meet the assessment criteria, a fail mark will be awarded. In Clinical Psychology, one resubmission opportunity is allowed for each assignment for professional accreditation purposes only. The markers will determine whether the work is capable of being remedied to meet the pass mark, or whether a new assignment should be submitted. Assignments that are assessed as a fail will be returned to the trainee for resubmission with specific recommendations for further work. In such cases, trainees may be invited to meet with the first marker to discuss the further work required and to agree the new submission date. This date will be set by the first marker depending on the extent of submissions or whether a new submission is required. For simple resubmissions this is likely to be within two weeks of the meeting date, unless special circumstances apply. For resubmissions requiring more extensive work, or submissions of new assignments, this may be more. Resubmissions are assessed according to the same marking criteria as first submissions; no penalty cap is enforced. However, only the original fail mark is recorded on the trainee's academic transcript. For the purposes of adding and averaging marks, only the first submission mark is counted, not the resubmission mark.

For further information on passing and failing aspects of the programme, please refer to the Programme Handbook.