

Description



MSc Health Psychology Student Handbook

Faculty of Biology, Medicine and Health

School of Health Sciences, Division of Psychology and Mental Health

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Website: <https://www.bmh.manchester.ac.uk/psychology/>

Introduction to MSc Health Psychology

Welcome to the Division of Psychology and Mental Health at the University of Manchester and to your MSc in Health Psychology.

This handbook provides details of the University of Manchester Programme leading to the MSc in Health Psychology and the diploma (exit award only). It includes information about the aims and learning outcomes, structure, content, admissions, assessment and programme management. It should be read alongside related University documentation.

In **Part A**, there is a summary of how the course is structured while, in **Part B**, each of the course units is described.

We hope that your time here in Manchester will be productive and enjoyable and we look forward to getting to know you.

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School of Health Sciences Student Handbook

[Click here to access.](#)

You will need your University of Manchester login.

The student handbook has been developed as a resource for Undergraduate and Postgraduate Taught students completing degree programmes within the School of Health Sciences (SHS).

This resource should be used as the first point of reference for questions concerning your programme, support and advice, or academic policies and procedures.

The University of Manchester is a large and complex organisation, and we want to ensure that you know how to access the information, support, and guidance you need to succeed in your studies. It is therefore designed to guide you through many aspects of your time as a student and provides useful links to information available through the University's website, as well as summarising the facilities and support services that are available across the University and how you can access them. It also outlines what you should expect of the School and what they can expect from you, and clarifies the policies and procedures relevant to your area of study.

Introduction to the British Psychological Society (BPS)

The BPS is the UK's representative body for psychology. It promotes excellence and ethical practice in the science, education and practical applications of psychology.

This MSc Health Psychology is accredited by the British Psychological Society (BPS). As such, it forms stage one of the training route to achieving Chartered Health Psychologist status for students who also hold BPS Graduate Basis for Chartered membership (GBC). The final step towards Chartership, Stage 2, consists of the

BPS's Qualification in Health Psychology (minimum of two years of supervised practice) or completing a Doctorate in Health Psychology. On completion of Stage 2 you can use the title Chartered Psychologist (CPsychol) and also apply for registration with the Health and Care Professions Council (HCPC). You need to be registered with the HCPC in order to use the title 'Health Psychologist'.

As a postgraduate student, you are entitled to apply for Graduate membership of the BPS. Membership provides psychologists with a stronger voice in demonstrating the contributions that psychology can make to society. The BPS supports members by providing guidance, career development and networking opportunities.

Benefits of Graduate Membership include:

MBPsS – your designation as a Graduate Member in recognition of your academic achievement and professional status.

Receipt of the monthly publication *The Psychologist* – to keep you up-to-date with the latest research, news and views.

Access to Member Networks: a web contacts that enable you stay informed with, and contribute to, your areas of interest and expertise. For example, the local North West of England Branch and the national Division of Health Psychology.

Preferential rates on professional development opportunities, conferences and events.

PsychSource, a single access point to the 11 BPS journals and 32 other titles published by Wiley. This facility also includes full-text journals articles, journal abstracts, BPS Blackwell books and multimedia content. PsychSource is fully searchable and personalisable according to Member interests.

A wide range of guidelines, guidance documents and support in professional practice and ethical decision-making.

For more information on membership, see www.bps.org.uk/membership, or contact the membership team on membership@bps.org.uk or 0116 252 911. There is also a video about student membership at: www.bps.org.uk/careers.

For information on careers in psychology, see www.bps.org.uk/careers. This web page also contains a video about benefits of BPS membership.

SECTION A: Programme Structure

Rationale and General Description

Health Psychologists are interested in psychological processes underlying health, illness and healthcare. They seek to understand these processes and to develop interventions which enable people to maintain good health, avoid illness, and improve outcomes for people with health conditions. The MSc in Health Psychology is designed to provide students with the thorough grounding in health psychology that they will need to progress into careers in the area of health psychology. The course is designed in accordance with the British Psychological Society (BPS) curriculum for MSc Health Psychology programmes and provides the BPS-accredited basis for further training to become a Health Psychologist (i.e. the BPS's Qualification in Health Psychology or a Doctorate in Health Psychology). The programme also provides the knowledge, understanding and research skills for students who plan to embark on a research career, for example by continuing on to a PhD.

The MSc programme is delivered full-time (across three semesters over a one-year period) or part-time (across six semesters over a two-year period). Students also have the option to take one 70 hour placement as part of their programme (please see [PSYC 66660 Health Psychology Placement](#))

During the first two semesters of the course, students attend a number of course units covering a wide range of research issues and methodologies, as well as topics on health, illness and behaviour change. This taught element of the course comprises seminars, workshops and several forms of independent learning. Throughout the programme, students will also work on a dissertation, which involves a substantial piece of empirical work. After completion of the course unit assessments, including examinations in May/June, students work on their dissertation exclusively, and submit a thesis in September. Dissertation topics are chosen and developed by students in consultation with their supervisor.

Programme Learning Aims

As an MSc student you will become a member of a Division that leads research and development in areas of health psychology. The ethos fosters excellence in pure and applied research and in developing intervention approaches. The educational aims of the programme are to provide students with an understanding of core principles and features of psychological and health interventions and work in clinical and health settings, and prepare students for higher research degrees or professional training.

The course aims:

To provide an in-depth knowledge and understanding of key theoretical and methodological issues in the application of health psychology.

To examine the role of psychological processes and states in disease and illness and understand the inter-relationships between emotion, behaviour, cognition, personality and well-being.

To provide experience and training in a range of qualitative and quantitative research methods.

To develop the skills to be able to conduct original research in health psychology

To provide knowledge of core principles and features of interventions within health psychology at the level of individual, groups and populations

To develop a range of transferrable skills including: effective oral and written communication suitable for both lay and professional audiences; familiarity with electronic databases; use of a range of software and analysis tools commonly used in health psychology settings.

To consider the careers routes open to students following on from this MSc and to support the development of skills to make strong applications for further training or employment.

To provide an understanding of the ways in which psychologists work within healthcare and related services at the level of individuals, groups and populations.

To meet British Psychological Society standards for Masters programmes in Health Psychology, and to meet regional and national demand for highly qualified psychologists with an understanding of theoretical and methodological applications of health psychology.

To develop a strong understanding of social responsibility in research and practice, for example in following ethical guidelines, professional regulations and engaging patients and members of the public in research design and dissemination.

To enable students to become independent in organising their time, solving problems (as appropriate), and in taking responsibility for their learning.

Programme Learning Outcomes

On successful completion of the programme students should be able to:

Understand key theories in health psychology and be able to apply them to the issues of concern to health psychology.

Understand current approaches to changing health-related behaviour at individual, group and population levels.

Critically evaluate key theories related to health behaviour change.

Evaluate the impact of psychological processes and states in disease and illness and understand the inter-relationships between emotion, behaviour, cognition, personality and well-being.

Understand the ways in which social-cultural factors contribute to health and illness.
Understand the rationale behind a range of research methodologies and have a comprehensive understanding of research techniques applied in health psychology.
Demonstrate the application of an appropriate methodological approach and research skills to address a specific research question.
Critically appraise current scientific research and methodologies used in the area of health psychology.
Demonstrate effective communication in a range of styles and formats including: oral and written communication; communications designed for lay and professional audiences; essay, journal, portfolio and exam formats.
Demonstrate independence and originality in solving problems as appropriate.
Demonstrate independence in planning and implementing tasks as appropriate.
Develop the independent learning ability to reflect on learning and practice and to be able to continue their professional development beyond the MSc.
Understand and apply current ethical guidance to research within the MSc and to future professional practice.
Write a strong research career / job application and CV.
Understand the role and scope of health psychology within health care practice and academia.

Details of the aims and learning outcomes associated with specific course units are found under the appropriate headings in **section B**.

Dissertation

The dissertation involves a student working closely with their supervisor to develop and implement an empirical research project. Details of what is involved, and of how and when to submit the dissertation are provided in the dissertation booklet

Please note: For those students progressing to a 3-year PhD following completion of this MSc, the data collected for this dissertation cannot be used in the PhD. However, it is perfectly proper to use the MSc dissertation research as a pilot study for the PhD.

The minimum requirements for progressing to the third semester to complete the dissertation module are as follows:

Students must have accrued 120 credits at MSc level (50% or higher for each module).

Further information of the process and supervisory arrangement for the dissertation is provided in the Dissertation Handbook that students will receive when they commence

the unit.

Supervisory Arrangements

All students are allocated a Supervisor. Supervision is governed by the University Manual of Academic Procedures, which outlines in more detail the responsibilities of the Supervisor and the Student. Briefly, the responsibilities of the Supervisor include: giving guidance about the nature of research and the standard expected; the planning of the research programme; and pointing the Student towards relevant literature and other sources of information.

The relationship between the Student and his/her Supervisor is of central importance. Both the Student and the Supervisor have a responsibility to ensure that the dissertation is completed within the prescribed period of the programme. Supervisors and students should establish at their initial meeting clear and explicit expectations of each other in order to minimise the risks and problems of misunderstanding, personality clashes, inadequate supervision and unsatisfactory work. Timetables for Progress Monitoring meetings must be closely observed. It should be noted that in some instances students may be jointly supervised by staff, and be assigned a principal and second supervisor.

During induction, you will be provided with a project handbook and asked to rank projects from the selection. The Dissertation Unit Lead will then allocate a supervisor and project. Whilst it is not always possible to allocate students to the supervisor of choice, every attempt will be made to match students to the top ranked projects.

The supervisor will assist in the monitoring a student's progress and will act as a point of contact to discuss academic and other matters.

Supervisor Availability

It is the responsibility of the student to liaise with their research project supervisor to arrange supervision meetings, and to agree on deadlines around reading drafts. We recommend discussing availability and other practical aspects of meeting (when, where, how supervision will take place) in the first supervisory meeting, and booking in supervision meeting dates in advance.

Supervisors sometimes become unavailable unexpectedly, for example due to illness. Where a supervisor is unavailable and you have an urgent issue that needs resolution, you can contact your academic advisor for further advice or support. If they are also unavailable you can also contact the programme directors, or the dissertation lead (Lynsey Gregg) for further advice or support.

Distressing Material

This programme will inevitably contain information that is potentially distressing for a number of reasons.

First, the topic of health psychology entail distress, in that the people who see health psychologists are often in distress, sometimes at a severe and urgent level. Whilst it is not necessary to reproduce this level of distress in the teaching materials, it is necessary to refer to it and describe the topics and concerns that clients experience.

Second, it is often critical to know the experiences of people who have mental or physical health problems in order to understand why they have the symptoms that they experience and how this impacts on their lives.

Third, learning about the distress experienced by other people can bring about empathy and a willingness to try to provide the most appropriate help.

Fourth, this programme involves some involvement by people with lived experience of health problems. We have made sure to select people with substantial experience speaking to groups, and have who have experienced a substantial recovery since the most distressing periods of their lives. Nonetheless, they may describe personal experiences or have personal opinions that could be distressing. We regard this as a necessary minimal risk to weigh against the huge potential benefits of their involvement, but we do value your feedback on this.

Despite the above reasons for providing potentially distressing material in the teaching, it is also essential that, as a student, you feel in control and fully informed about the potential for distress in sessions. For this reason, we have made great efforts not to include material that might be distressing unless it is directly relevant to the learning aims of the session. Also, the introduction to each lecture will include information about potentially distressing material. We would also like to advise the following:

1. Please contact your academic advisor if you have been significantly distressed by any material in the lecture. They can help to address any issues for yourself or any other students who might be affected.
2. If you wish to miss a specific session because of the potentially distressing material in that session, you may do so without having to give any more details. However, you will need to contact the lecturer or unit lead at least 48 hours in advance to inform them that you will not be attending for this reason.
3. If you are attending a session and you feel that you need to leave owing to your level of distress, you can leave immediately without giving any reason or explanation. It is not uncommon for students to leave a session early for a wide

range of reasons and lectures are informed not to draw attention to or comment on this.

To summarise, all teaching staff have attempted to balance the requirement for clinically relevant material and accounts of lived experience against the potential for producing distress, by providing the necessary information in advance and the option for you, as students, to make your own decisions about how and whether to engage with the material.

Chatham House Rule

We recognise that students may have lived experience and/or work experience of issues that are covered in the MSc. Students may choose to share their experiences in classes although they should not feel compelled to if they do not want to. We ask students to follow the Chatham House Rule

“When a meeting, or part thereof, is held under the Chatham House Rule, participants are free to use the information received, but neither the identity nor the affiliation of the speaker(s), nor that of any other participant, may be revealed.” This is to encourage inclusive and open dialogue but protect the identity of those who are speaking.

Programme Exemptions to PGT Degree Regulations

The MSc Clinical and Health Psychology/ MSc Health Psychology programme applies the University PGT Degree Regulations with the following exemption: The following course unit has two weighted components: PSYC 60010 (Dissertation) The overall pass mark for this unit is 50% (Masters).

Word limits for Assessed Work (including dissertations)

With the exception of examination answers, all assessed work is subject to a word limit. There are reasons for this. It is one of our objectives to encourage students to acquire the skill of expressing ideas clearly and concisely. Writing within a word limit imposes a discipline on your work. Additionally, for any given type of work we can only apply fair and consistent marking standards when everyone is writing within the same constraints. Finally, imposing word limits communicates clear expectations.

In accordance with the University [Policy on Marking](#):

Each written assignment has a word limit which you must state at the top of your first page.

Please note that all assignments on the MSc Health Psychology adhere to a strict word count policy and are therefore exempt from the 10% leeway stated in the standard policy. If you present an assignment with a word limit exceeding the upper banding, the assignment will be marked but the marker will stop reading when the word limit is reached.

In accordance with accepted academic practice, when submitting any written assignment for summative assessment, the notion of a word count includes the following without exception:

All titles or headings that form part of the actual text. This does not include the fly page or reference list.

All words that form the actual essay.

All words forming the titles for figures, tables and boxes, are included but this does not include boxes or tables or figures themselves.

All in-text (that is bracketed) references. All directly quoted material.

We trust you to be honest that your assignments are within the word limit. However, we do check the word count within TurnitinUK and staff are good at recognising overlength work.

The word limits for assessed work are provided in the Syllabus Booklet

Format of all submitted work

All Assignments **MUST** be submitted in the following format:

Font: Arial

Font Size: 12

Line Spacing: 1.5

Reference Format Style in Assignments

The programme requires students to use APA 7th formatting for references in any submitted work, unless stated otherwise.

Teaching

The teaching will take a blended approach, involving both synchronous (i.e., live) sessions and asynchronous (i.e., pre-prepared) teaching materials. Synchronous sessions may be online (e.g. delivered via a video conference like Teams) or face to face. There is an expectation that students engage with asynchronous materials prior to the corresponding live sessions, and manage their own time and learning needs in engaging with this material. Academic advisors are available to discuss self-directed learning with students and any challenges they may be experiencing with this.

During online teaching sessions (e.g. those conducted via Teams or other video conference platform), including group activities, we expect all students to have their cameras turned on. This is important in ensuring an interactive and engaging sessions. Where practical or personal issues prevent this from being possible, students should raise this in advance of the session with the lecturer.

Recording Teaching Sessions

Please do not assume you can record Teaching Sessions with a voice recorder or other device. If you wish to record a lecture or other teaching session, **ensure you obtain the prior permission of the lecturer**. You may not share any recordings with any other person (including by electronic media) without first being given specific permission by the lecturer.

Academic Advisors

You will be allocated an Academic Advisor who you will be expected to meet with (either in person or online) as follows

Meeting 1: Full-time and Year 1 Part time students in October. This will be a group meeting to help you orient to the course and ask any questions you have.

Meeting 2: Full-time and Year 1 Part time students in November. This will be individual meetings to discuss any issues, progress with the dissertation and career ideas

Meeting 3: Full-time and Year 1 Part time students in February. This will be timed to follow exam board and to discuss your progress with taught content of the course.

Meeting 4: Full-time and Year 1 Part time students end of semester 2. This is to review progress and discuss career plans.

In addition, students may request meetings with the Programme Director/s at any point throughout their studies if there are additional matters they wish to discuss.

Additional Progression Meetings Following Exam Board

Occasionally students have more than one failed assessment in Semester 1. This becomes clear after the Semester 1 progression and moderation exam Board (held in February, Semester 2).

Multiple problems with assessments is usually indicative of wider problems which may be academic or personal, so we invite students in this position a support and academic progression meeting with the Programme Director of their degree programme, an Academic Advisor and a Wellbeing Officer.

In this meeting, the student, Advisor, Officer, and Director can discuss the assessments, what support may be offered, and decide on an appropriate plan of action.

External Examiner

The External Examiner for this programme is: **Dr Gillian Shorter**

Name of Institution: **Queen's University Belfast**

Position at current Institution: **Psychologist; Reader**

Please note that this is for information only and it is inappropriate for students to make direct contact with External Examiners under any circumstances, in particular with regards to a student's individual performance in assessments. Other appropriate mechanisms are available for students, including the University's appeals or complaints procedures and the UMSU Advice Centre. In cases where a student does contact an External Examiner directly, External Examiners have been requested not to respond to direct queries. Instead, External Examiners should report the matter to their School contact who will then contact the student to remind them of the other methods available for students. If students have any queries concerning this, they should contact their Programme Office (or equivalent).

Research Seminars

All MSc students are encouraged to attend the regular seminars held within the University.

Division of Psychology and Mental Health Research Seminars

External speakers or speakers from within the Division present their research to an audience of postgraduate students and academic members of staff. These talks are

followed by scholarly debates, and usually an informal drink or meal after the session to which all are invited. The programme of speakers is published in advance, and posters and emails advertising the week's seminar are circulated during the week. Topics for these seminars are drawn from the full range of psychology and psychiatry topics, including cognitive, social, clinical, health psychology as well as forensic and forensic mental health topics. You should attend these sessions regardless of whether you feel the topics are directly related to your coursework or research as they are a good opportunity to learn about a range of methodologies and theories and to network with other postgraduate and academic researchers.

Manchester Centre for Health Psychology Seminars

Speakers from the Manchester Centre for Health Psychology (MCHP) or invited guests will present their research to members of MCHP including staff and students. These talks are advertised in the monthly newsletter that you will be receiving. The speakers will talk about their latest research or topics of interest to health psychologists followed by a question and answer session.

You can find details here

<http://research.bmh.manchester.ac.uk/healthpsychology/events/>

SECTION B: Route through the Programme

The following summarises the core teaching in each semester for the full and part time routes.

You are referred to the **Timetable and Assignment** document which contains full details of all dates and locations for teaching sessions, as well as deadlines for all assignments for all units.

A full syllabus booklet is available on Canvas.

Timetable for Full time students

(September – September)

Full time students are required to attend / access all teaching in both semesters. Full time students attend 60 taught credits per semester. For full time students it is expected that 36 hours per week will be committed to the programme, including attending teaching sessions, undertaking dissertation research, completing assignments, and self-directed learning.

Students also have the option to take one 70 hour placement as part of their programme (please see [PSYC 66660 Health Psychology Placement](#))

Full time students are expected to come into university or attend online synchronous sessions two days a week for teaching. There may be a need to attend University or attend online meetings on other days due to supervisor or advisory meetings, depending on student and staff member availability.

All students are to commence the dissertation in semester one (worth 60 credits), discussing ideas with the supervisor and applying for ethical approval. In semester two the aim is to receive ethical approval, commence data collection, complete analysis and write up of the project. The Dissertation is submitted in the first September of your studies (Second September of your studies for part time students)

See below for a unit timetable for full time students:

Semester 1 Semester 2

September – January		February – May	
Monday		Thursday	
Critical, Creative and Comprehensive Research Methodologies PSYC60001 (15 credits)	PSYC 69741: Psychology in Clinical Practice (PiCP) 1 (15 credits)	Critical, Creative and Comprehensive Research Analyses PSYC 69802 (15credits)	PSYC 69842 Health Behaviour Change (15credits)
PSYC69851 Critical, Creative, and Comprehensive: Systematic Reviewing (15 credits)	PSYC 69831: Health and Society (15 credits)	PSYC 69822 Mind and Body (15credits)	PSYC 69942 Professional Issues: Workplace Skills (15 credits)
PSYC 69940: Professional Issues: Academic Skills			

Timetable for Part Time Students

(September Year 1 – September Year 2)

There is the option of completing the MSc part time. This is done over two years, with two teaching units taken each semester (rather than four). Part time students are taught as part of the same cohort as full time students and the same policies and procedures apply unless stated otherwise. For part time students it is expected that 18 hours per week will be committed to the programme, including attending / accessing teaching sessions, undertaking dissertation research, completing assignments, and self-directed learning.

Students also have the option to take one 70 hour placement as part of their programme (please see [PSYC 66660 Health Psychology Placement](#))

Part time students are expected to come into university at least one day a week for teaching. There may be a need to attend University or make online contact on other days due to supervisor or advisory meetings, depending on student and staff member availability.

The dissertation is completed across the two years. The timeline for identifying and being allocated a supervisor remain the same as full time students. The deadline for the initial research proposal also remains the same. This is to ensure that part time students are able to start their projects soon to maximise the time they have to work on their research.

As with the full time students, part time students begin discussing ideas with the supervisor and applying for ethical approval in semester one of their first year. In semester two the aim is to receive ethical approval, and then commence data collection. However, part time students have added flexibility in how then plan their dissertation. Whilst some students may plan to complete the bulk of the work in the first years others may wish to split the workload more evenly across the two years. It is important to discuss and agree on such plans with you project supervisor, ensuring your time line is realistic and manageable given the other demands of the programme. The Dissertation is submitted in September.

See below for a unit timetable for part time students

Year 1		Year 2	
Semester 1	Semester 2	Semester 1	Semester 2

Sept -Jan Monday	Feb- May Monday	Sept -Jan Thursday	Feb-May Thursday
Critical, Creative and Comprehensive Research Methodologies PSYC 60001(15 credits)	Critical, Creative and Comprehensive Research Analyses PSYC 69802(15credits)	PSYC69831: Health and Society (15 credits)	PSYC 69842 Health Behaviour Change (15credits)
PSYC69851 Critical, Creative, and Comprehensive: Systematic Reviewing (15 credits)	PSYC 69822 Mind and Body (15 credits)	PSYC 69741:Psychology in Clinical Practice (PiCP) (15 credits)	PSYC 69942 Professional Issues: Workplace Skills (15 credits)
PSYC 69940: Professional Issues: Academic Skills			

Transfer to the MSc Clinical and Health Psychology

Students who develop a strong interest in Clinical Psychology during the first semester may be permitted to transfer from the Health Psychology Programme onto the MSc Clinical and Health Psychology at the discretion of the Programme Directors. However, Health Psychology students who have received a bursary will not be permitted to transfer programmes.

Course unit selection

One option in the student centre is the ability to select course units, please note that this facility is not open to you. If you have any questions regarding this please email **shs.programmes@manchester.ac.uk**.

As an MSc Student, the key members of staff who will guide you through your degree are your Supervisor, your Advisor and the Programme Directors.

If you have any queries or concerns at any time during your period of study, there is a range of people you can approach:

Your Student Representatives

Student Support Hub

Your Supervisor

Your Advisor

The Programme Director

The Head of Division

Any time you need to make contact with Programme Administrator or Programme Team always contact **shs.hub@manchester.ac.uk**

If you wish to raise a confidential matter at Faculty level, you should approach the Head of Academic Administration.

Progress Committee

The MSc Programme Committee, and ultimately the School Postgraduate Committee, considers issues of poor student progress, student dissatisfaction with academic supervision and other mitigating circumstances that may be influencing progress.

Failure to submit progress forms or assessments on time will result in investigation.

APPENDIX 1 – Standard marking criteria

Criteria of levels of achievement for the programme are as follows –

Marks	Boundaries	MARKING CRITERIA
90	70%-100% Distinction	EXCELLENT (allows award of distinction) Exceptional work, nearly or wholly faultless for that expected at Master's level.
80		EXCELLENT (allows award of distinction) Work of excellent quality throughout.

74		EXCELLENT (allows award of distinction) Work of very high to excellent quality showing originality, high accuracy, thorough understanding, critical appraisal, and very good presentation. Shows a wide and thorough understanding of the material studied and the relevant literature, and the ability to apply the theory and methods learned to solve unfamiliar problems
62, 65,68	60%- 69.9% Merit	GOOD PASS (allows award of Merit) Work of good to high quality showing evidence of understanding of a broad range of topics, good accuracy, good structure and presentation, and relevant conclusions. Shows a good knowledge of the material studied and the relevant literature and some ability to tackle unfamiliar problems.
52, 55,58	50%-59.9% Pass	PASS Work shows a clear grasp of relevant facts and issues and reveals an attempt to create a coherent whole. It comprises reasonably clear and attainable objectives, adequate reading and some originality
42, 45,48	40%-49.9% PGDip Pass	DIPLOMA PASS, POTENTIALLY COMPENSATABLE FOR MASTERS Work shows a satisfactory understanding of the important programme material and basic knowledge of the relevant literature but with little or no originality and limited accuracy. Shows adequate presentation skills with clear but limited objectives, and does not always reach a conclusion.
38	38 0%-39.9%	FAIL, POTENTIALLY COMPENSATABLE FOR Fail DIPLOMA Work shows some understanding of the main elements of the programme material and some knowledge of the relevant literature. Shows a limited level of accuracy with little analysis of data or attempt to discuss its significance
20-29		FAIL Little relevant material presented. Unclear or unsubstantiated arguments with very poor accuracy and understanding.
0-19		CLEAR FAIL Work of very poor quality containing little or no relevant information.

The minimum pass mark for each course unit at MSc level is 50%