



Institute for Policy Research

(Department of Social and Policy Sciences)

Professional Doctorate in Policy Research and Practice (DPRP)

Research Student Handbook

2016/17

Online Version of Handbook

This handbook is available in alternative formats. Please contact the programme administrator if required.

As the DPRP is a programme of research, students should read this handbook in conjunction with Regulation 16: <http://www.bath.ac.uk/regulations/Regulation16.pdf> and the Quality Assurance Code of Practice statement QA7 Research Degrees: <http://www.bath.ac.uk/quality/cop/statements.html>

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A quick introduction from James Copestake, Director of Studies
**University of Bath, Institute for Policy Research
Professional Doctorate in Policy Research and Practice (DPRP)**

This handbook is intended to help guide you through the programme by being a repository of useful information and a signpost to where you can find out more. There is a single live version of this handbook. This is updated in August each year, applies to all students regardless of when they first registered, and supplants any previous versions.

I would like to be able to say that it is a definitive compilation of every morsel of necessary, important and interesting information you might need to sustain you through your doctorate, but I fear that would be an exaggeration! Nevertheless it does contain a lot of useful and important material and with your help we can add to it and improve it over time. Information specific to your own cohort (rather than to the programme in general) will be e-mailed to you and/or posted up on the DPRP Moodle site separately (<http://moodle.bath.ac.uk/course/view.php?id=56571>).

A quick reminder of the structure of the whole programme. This starts each year with a residential workshop on the Bath campus in the first half of September. For those starting, this is an important opportunity to get to know both staff and fellow students, and to learn about the diverse policy experiences and expertise they have to offer. It should also help you gear up quickly to further academic study, and for this reason attendance is compulsory (as it is also for the second year). The annual programme fee includes the cost of University accommodation for all the September residential workshops you choose to attend during your period of registration. *First Year*

The first workshop will also jump starts the twin compulsory units (modules) of the programme:

- Transformative Policy and Practice (TPP) will review theory and evidence on how policy is made, implemented and evolves.
- Research Policy Methodology (RPM) will focus on the skills, methods and techniques required for conducting successful policy research and evaluation, covering both research for policy and research into the policy process itself.

Between October and May you will face the not inconsiderable challenge of continuing with these two units away from the campus and alongside your other work and domestic commitments. The unit convenors will help you with this by organising virtual seminars (or webinars) and with tutorial support. Do also seek help from your personal tutor, from me as Director of Studies and from each other. We suggest you will need to find around ten to twelve hours per week for reading and preparation across both units. It is up to you how you organise this, but I expect you will increasingly need to focus on your unit assignments. These are formally due on the last day in May (nine months after the start of the residential).

Subsequent years

The second year (and indeed all subsequent years) will again be launched by a two week residential workshop in Bath in September. This will introduce optional units into policy research and practice in at least four of the following fields: education, health, international development, science and technology policy and digital governance. There is also an optional 'reading' unit that you can tailor more closely to your own needs. These will also be organised over nine months of study starting with the residential workshop. The preferred pattern will be for you to do one optional unit a year for two years, meaning a lower weekly workload compared to the first year. But if you can find the time and progressed smoothly through the first year there is also the option to do two optional units in parallel again, and thereby progress onto the thesis stage of the programme more quickly. Your thesis topic and lead supervisor will be finalised only when you are nearing completion of the taught part of the programme.

University-Student partnership

The University and the Students' Union (SU) have a longstanding commitment and culture of working in partnership to deliver the highest possible quality of student experience. The University-Student Partnership Statement has been developed collaboratively by the Students' Union (SU) and University to set out the mutual commitment of staff and students and our collective expectations.

Read the University-Student Partnership Statement:

http://www.bath.ac.uk/quality/documents/University-Student_Partnership_Statement.pdf

Professional Doctorate in Policy Research and Practice (DPRP)

Institute for Policy Research

The Institute for Policy Research, (IPR), brings together many of the University's research strengths to foster inter-disciplinary research of international excellence and impact. It bridges the worlds of research, policy and professional practice to enable us to address some of the major policy challenges we face on a local, national and global scale. IPR has a remit to promote policy relevant research across the whole University. Hence it is directly accountable to the Vice-Chancellor's Group, rather than belonging to a particular School or Faculty. However, administration of the DPRP has been delegated to the Graduate School of the Faculty of Humanities and Social Sciences (see below). For more information about IPR and those who are affiliated to it please consult its website at <http://www.bath.ac.uk/ipr/about/index.html>

DPRP and IPR core teaching staff

The Institute for Policy Research interacts with staff across the University to draw upon the best possible range and depth of policy relevant expertise and experience. The list below gives you an indication of those staff likely to be most closely involved in supporting the core units of the professional doctorate.

Directors and Unit Convenors

- [Professor James Copestake](#) (Director of Studies), Department of Social and Policy Sciences (international development policy and practice)
- [Dr Severine Deneulin](#), Department of Social and Policy Sciences (public policy and ethics)
- [Professor Hugh Lauder](#) Department of Education (international educational policy)
- [Professor David Miller](#), Department of Social and Policy Sciences (policy analysis)
- [Dr Theodoros Papadopoulos](#), Department of Social and Policy Sciences (policy analysis)
- [Professor Nick Pearce](#), Director of the Institute for Policy Research (public policy)
- [Dr Robin Shields](#), School of Management (higher education policy)
- [Dr Phil Tomlinson](#), School of Management (industrial policy)

Other core Academic Staff

- [Professor Julie Barnett](#) (IPR Management team), Department of Psychology (risk, health policy and public engagement)
- [Professor Rob Briner](#), School of Management (evidence-based practice and systematic review methods)
- [Dr Aurelie Charles](#), Department of Social and Policy Sciences (global political economy)
- [Dr Hannah Durrant](#) (IPR Co-ordinator), Institute for Policy Research (public policy analysis)
- [Lord John Eatwell](#) (IPR Chair of the Advisory Board), University of Cambridge (economic policy)
- [Dr Maria Garcia](#), Department of Politics, Languages and International Studies (international trade and economic governance)
- [Professor Anna Gilmore](#), Department of Health (public health policy)
- [Dr Margaret Greenwood](#), School of Management (financial regulation of public services)
- [Professor Paul Gregg](#), Department of Social and Policy Sciences (social policy and evaluation)
- [Dr Susan Harkness](#), Department of Social and Policy Sciences (policy analysis)
- [Dr Jenny Hatchard](#), Department of Health (public health policy)
- [Dr Alistair Hunt](#), Department of Economics (environmental economics)
- [Dr Susan Johnson](#), Department of Social and Policy Sciences (international development)
- [Professor Charlie Lees](#), Department of Politics, Languages and International Studies (environmental politics and policy)

- [Dr Roy Maconachie](#), Department of Social and Policy Sciences (international development)
- [Professor Jane Millar](#), Department of Social and Policy Sciences (social policy)
- [Dr Lizzi Milligan](#), Department of Education (international education)
- [Professor Graham Room](#), Department of Social and Policy Sciences (social policy)
- [Professor Ammon Salter](#), School of Management (technology, innovation and social networks)
- [Professor John Sessions](#), Department of Economics (labour economics and industrial organisation)
- [Dr Christos Vasilakis](#), School of Management (operations and supply management in health care)
- [Dr Oliver Walton](#), Department of Social and Policy Sciences (international development)
- [Dr Sarah White](#), Department of Social and Policy Sciences (international development)
- [Professor Chick Wilson](#), Department of Chemistry (science and technology policy)

The HSS Graduate Social Administration Team.

Whilst departmental postgraduate programmes are delivered by academic staff in departments, DPRP is supported by the Faculty of Humanities and Social Sciences **Graduate School** (<http://www.bath.ac.uk/hss/graduate-school/>) which comprises the postgraduate and research administrators. By bringing all administrators together in the Graduate School this enables us to provide you with an improved service, through sharing of best practice and the provision of cover when colleagues are away from the office.

It is important that you get to know the research administrator who looks after your particular programme, as (s)he can often provide invaluable guidance on various aspects of the programme. If you have any problems then please feel free to contact the Graduate School Manager or Deputy.

The Graduate School is responsible for managing in excess of 1,800 postgraduate students (taught and research) across the Faculty, equating to approximately 40% of the total number of postgraduate students in the University as a whole.

Key contacts include:

- Emily Austin – Programme’s Officer (tel: +44 (0)1225 383142, email: hss-pgr-ipr@bath.ac.uk)
- Fiona Jackson - Postgraduate Admissions Officer (tel: +44 (0)1225 384528, email: f.jackson@bath.ac.uk)

University email account (Important Information)

The University will often communicate to you a range of important matters including registration, unit-enrolment, assessment, and degree ceremonies, via your University email account. To ensure that you do not miss out on (and as a consequence fail to act on) important information, it is a University regulation that you **access your University email account regularly**, even if you are out on placement or study abroad. You should make a point of checking your account every day.

You can access your account via the internet by typing <https://mail.bath.ac.uk/>. **You must ensure that your email box does not become full otherwise emails cannot be sent to you and you therefore run the risk of missing important information.** Information on how to re-direct your University of Bath e-mail to an off-campus account can be found here: <http://www.bath.ac.uk/bucs/email/tools/forwardyouremail/> Further information on how to manage your Bath e-mail can be found here: <http://www.bath.ac.uk/bucs/email/>

Changes to Personal Circumstances

You must ensure that the University holds your correct, up-to-date, personal and academic details. The Student Records’ database (SAMIS) needs to be kept up-to-date. If you change your address – either your

semester-time or home address – please ensure that you update your details online at www.bath.ac.uk/registration-on-line/.

If during your studies you change your name, you will need to complete form CC1 (*Notification of Change of Student's Personal Circumstances*) and to provide proof of change (for example, a marriage certificate). Please submit the form to the Department or the Student Records & Examinations Office.

You should change their own address information via [registration on-line](#). Address changes can be made via ROL throughout the year.

Programme Description: Structure of the programme

The professional doctorate is built on a 'hub and spoke' model where students undertake a total of four units in Years 1 to 3 comprising two core policy analysis units and two specialist units. This is followed by supervised Research Enquiry in the final three years leading to submission of a thesis. The overall structure of the programme is summarised below.

Please note that the content of the programme description is correct at the time of publication and that units are subject to reasonable change. Up-to-date versions of the units are available via the programme and unit catalogues: <http://www.bath.ac.uk/catalogues/>

Students who exit with an intermediate award (namely either the PG Cert or the PG Dip) may re-apply to take the next stage of their studies. However: (i) their return will be subject to agreement by the Admissions Tutor; (ii) their return must be within 5 years of their initial registration; (iii) the payment of additional fees will be required; (iv) the student must return their original certificate and (v) the student cannot have broken NFA regulations which resulted in exiting with an intermediate award.

Programme code	RHSP-APD04
Programme title	Professional Doctorate in Policy Research and Practice
Award type	Doctoral
Award title	Professional Doctorate in Policy Research and Practice PG Certificate in Policy Research & Practice - exit award only PG Diploma in Policy Research & Practice – exit award only
Mode of Attendance	Distance Learning (non-semesterised)
Length	Typically 6 years
Approving body and date of approval	PAPAC, 05/11/14, FLTQC update 02/12/15, FLTQC update 01/02/16

Year 1 (for implementation with effect from September 2015 onwards)						
Students must attend the residential and take the two core units						
Normal period of study for this Mode	Unit code	Unit title	Unit status	Credits	Weighting for degree classification	Notes
September (2 weeks)	-	Residential	C	0	None	
9 months	SP60290	Transformational Policy & Practice	C	18	None	8,000 word assessment
9 months	SP60291	Policy Research Methodology	C	18	None	8,000 word assessment

Years 2 & 3 (for implementation with effect from September 2015 onwards)						
Students must attend the residential and take a total of 2 optional units, in exceptional cases both units may be taken in Year 2						
Normal period of study for this Mode	Unit code	Unit title	Unit status	Credits	Weighting for degree classification	Notes
September (2 weeks)	-	Residential with Research Design Workshop	C	0	None	
9 months	ED60273	Educational Policy: Theory and Practice	O	18	None	
9 months	HL60498	Policy Specialism: Health Policy	O	18	None	
9 months	SP60292	Policy Specialism: International Development	O	18	None	
9 months	MN60622	Policy Specialism: The Political Economy of Technology Policy	O	18	None	
9 months	SP60295	Networks, governance and citizenship in a digital world	O	18	None	
9 months	TBC	Reading Paper	O	18	None	Normally only available to students who have completed both core units and one optional unit, subject to Director of Studies and a unit tutor approval. For more information, please see "Choices of Specialist Units" section below.

Years 3 & 4 onwards (for implementation with effect from September 2015 onwards)						
In exceptional cases students may progress to the Research Enquiry Stage in Year 3 upon satisfactory completion of the taught component of the programme (having passed four units including the two core policy analysis units) and the following would apply						
Normal period of study for this Mode	Unit code	Unit title	Unit status	Credits	Weighting for degree classification	Notes
September (2 weeks)	-	Residential	O	0	-	
Multiple years	TBC	Research Enquiry (Thesis)	C	n/a	n/a	Thesis (up to 45,000 words) + viva voce

Programme Aims and Learning Outcomes

Full details can be found within the [Professional Doctorate in Policy Research and Practice Programme Specification](#)

Educational aims of the programme	
<ul style="list-style-type: none"> • The Professional Doctorate in Policy Research and Practice is designed to: • give particular priority to the beneficial transfer of multidisciplinary research and learning to the workplace, to enhance the academic and professional contribution which policy makers can make to theory and practice in their field • engage current policy makers with knowledge, awareness and understanding of the philosophical, organisational, political, social, managerial, interpersonal, and technical dimensions of policy • develop the capability to broaden an understanding of critical issues facing policymakers today, through the lens of contemporary and historical research and philosophy • provide students with a broad foundation from which they can hone their specific interests towards the conduct of supervised research and make an original contribution to their field • support students in publishing and disseminating their research 	
Intended learning outcomes (including teaching, learning and assessment methods, specifying those applicable for interim awards where appropriate)	
<p>Knowledge & Understanding:</p>	<p>Students completing the PG Certificate will be able to:</p> <ul style="list-style-type: none"> • Select, value and appreciate a range of research methods, techniques and approaches in different contexts, as appropriate, and evaluate their appropriateness, reliability and representativeness (assessed by coursework). • Understand the principles of academic integrity and ethical research practice and apply these principles to the processes of research and scholarship. • Make informed judgements on complex issues of practice and policy, and qualify these judgements appropriately in relation to the extent and nature of data available (assessed by coursework). • Design a piece of small scale research according to the principles of academic integrity and ethical research practice (assessed by coursework). <p>In addition, students completing the PG Diploma will be able to:</p> <ul style="list-style-type: none"> • Have a comprehensive understanding of the techniques and methodologies of policy research and have theoretical and empirical knowledge in their select field at the forefront of the discipline. <p>In addition, students completing the MPhil or DPRP will be able to:</p> <ul style="list-style-type: none"> • Make informed and innovative judgements on complex issues of policy and practice, often in the absence of complete information and be able to communicate ideas and conclusions clearly and effectively to specialist and non-specialist audiences (assessed by coursework and the Research Enquiry).

<p>Intellectual Skills:</p>	<p>Students completing the PG Certificate and PG Diploma will be able to:</p> <ul style="list-style-type: none"> • Apply a systematic and coherent approach to critical analysis, evaluation and synthesis of ideas, information and issues that is well-grounded in existing policy research and literature (assessed by coursework). • Identify, conceptualise and communicate original and well-grounded insights and responses to important issues of policy and practice that demonstrate advanced scholarship of a quality to satisfy peer review, extend the forefront of practice and merit publication developed through unit assignments and assessed by coursework and the Research Enquiry if applicable. <p>In addition, students completing the MPhil or DPRP will be able to:</p> <ul style="list-style-type: none"> • Develop or adapt, and implement theoretical discourse or methodologies that have coherent and justified philosophical foundations, are valid for particular research questions and are appropriate to particular settings (assessed by coursework and the Research Enquiry, and critically analyse their development and application).
<p>Professional Practical Skills:</p>	<p>Students completing the PG Certificate or PG Diploma will be able to:</p> <ul style="list-style-type: none"> • Recognise and judge the value, relevance and reliability of information drawn from multiple sources (theory, research, policy and emerging practice) (assessed by coursework). • Continually develop and enhance participant’s own practice through critical reflection and practical action with the aim of improving conditions for the development of all involved in the policy context (assessed in unit assignment coursework and the Research Enquiry if applicable). <p>In addition, students completing the MPhil or DPRP will be able to:</p> <ul style="list-style-type: none"> • Identify and address complex and/or emerging issues in policy and make informed judgements in the absence of complete or consistent information (assessed in the coursework). • Recognise and judge the value, relevance and reliability of information drawn from multiple sources (theory, research, policy and emerging practice) and interpret that information in ways that cultivate improvements to practical activity and decision-making (assessed through coursework and the Research Enquiry). Work through ideas and potential solutions to wicked policy problems (assessed through coursework and the Research Enquiry), including managing complexity, incompleteness of data, or contradictions in areas of knowledge. • Reflect on own and others’ functioning in order to improve practice.
<p>Transferable/Key Skills:</p>	<ul style="list-style-type: none"> • Present complex and novel ideas effectively, as demonstrated in the 8,000 word assignment and informally in seminars, in a range of ways to communicate developments in policy, theory, and/or practice to a range of different audiences, including conference presentations, lectures, policy documents, and professional peer-reviewed publications (assessed by performance in the Upgrading Interview and participation in required postgraduate skills development).

	<ul style="list-style-type: none"> • Use networked learning technologies as a means of developing one's own professional practice and scholarship (developed by contributions throughout the programme). • Additional criteria for the award of the PDRP are set down in Regulation 16.17 and for the MPhil in Regulation 16.3 at http://www.bath.ac.uk/regulations/Regulation16.pdf
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Choices of Specialist Units

Students select two specialised units relevant to their field of practice. These choices should enable students to develop and hone specific interests towards the conduct of supervised research. Current optional units are listed below. Further specialist units will be developed in the light of student demand.

- Educational Policy: theory and practice
- Policy Specialism: Health Policy
- Policy Specialism: International Development
- Policy Specialism: The Political Economy of Technology Policy
- Networks, governance and citizenship in a digital world
- Reading Paper

The 'Reading Paper' offers the opportunity for a student to work individually with a member of staff to focus on an aspect of their work not covered by other specialist units. This Reading Paper unit is normally only available to students who have completed both core units and one optional unit and who have demonstrated sufficient capability for independent work as judged by the Director of Studies and at least one unit tutor, taking into account both their assessed performance and the nature of their proposal.

Each specialist unit carries 18 credits and is assessed by an 8,000 word assignment. Successful completion of the two core generic units and the two specialist units constitutes sufficient credit for candidate to exit with a PG Diploma.

Students are asked to choose a **specialist unit in the first year**, while undertaking their core modules so that teaching resources can be planned for the following year. NB in cases where Accredited Prior Learning or Accredited Experiential Learning has been applied, there may be a restriction on the optional units that can be selected.

In Year 2, after successfully taking the two core policy units, students will be expected to utilise the learning involved in the two core units to reflect critically on their practice. Case study examples will be given in the second policy unit where means for such reflection will be discussed. In Year 3 students will be asked to choose a topic for their Research Enquiry. This will be facilitated by their tutor through online discussions and e-mail, and during their time at Bath while taking the 4th unit and when a topic has been found a supervisory team will be appointed.

Subsequent to the two-week residential course, students will be in contact through e-mail, Skype discussions with their tutors, webinars on key policy topics and they will have internet access to the public lectures and seminars held by the IPR.

Attendance of units

In our units, we seek to create an interactive rather than a didactic teaching environment, with students actively contributing to the educational experience of the group as a whole. This rich learning environment,

be it in lectures or in group activities at Summer School, or through directed learning units provided online obviously relies on students attending and participating in all activities.

In deciding to take a unit, we would expect you to attend any online learning activities and participate in any group-work activities (as relevant) (unless mitigating circumstances dictate otherwise). Non-attendance would not only reduce your own learning experience but could potentially reduce that of others in the group. Non-attendance to more than one session may result in you not being allowed to submit your assignment for the unit, unless you have previously obtained authorisation from the unit tutor and the Director of Studies.

The Research Enquiry (thesis)

The Research Enquiry refers to the process of producing an original 'short' doctoral thesis (around 45,000 words) and constitutes the second part of the programme. It official starts only once you have successfully completed four taught units.

You may already have an idea what the topic for the Research Enquiry will be. However, this need not be the case and either way we hope and expect your ideas to evolve considerably during the first part of the programme. For this reason we will not finalise who your supervisor will be until you have completed at least two units and are well advanced with the other two. This decision will be made by the Director of Studies, in consultation with you, and convenors of the taught units.

Research design workshops will be incorporated into the third and subsequent residential workshops in September to help in guiding you through the Research Enquiry stage. While supervision during the Research Enquiry stage is mostly provided virtually you are encouraged to continue to attend the annual residential, and to find other opportunities for face-to-face contact with your supervisor. This is likely to start with conversations (in person, by email, phone or Skype) with your supervisor over key elements of the written report: research questions, methodology, theoretical orientation, scope of the literature review, sources of data and so on. Once the overall direction has been agreed, supervision takes place through responsive feedback. You should aim to submit well developed drafts to you supervisor, and expect to receive feedback (written or by phone, Skype or in person) within three weeks. Drafts submitted should be proof-read and as close as possible to the final version. Supervisors will normally give feedback only once on each chapter, so the submitted draft should be of the highest quality possible.

Approximately three months before the written report is submitted, you should submit form HD1 (available on Moodle) so that preparations for examination of thesis can be made. Once this has been submitted, your supervisors and the Director of Studies will agree on an appropriate examination panel.

All written reports are examined *viva voce*, meaning a live defence involving questions and answers. The examination panel will be composed of:

- Internal Examiner: A faculty member at University of Bath who has not been involved in the supervision of your research.
- External Examiner: An academic from another university who has research experience in your research topic or methods.

Both examiners must be nominated and approved by the Research Students Committee. If you request this then your supervisor can also be present in the examination, but he or she cannot participate in any way. Immediately following the examination, the two examiners will inform the candidate of the outcome, which can be:

- Pass with no corrections
- Minor Corrections (trivial or typographical) – must be submitted in 30 days
- Minor Corrections (substantial) – must be submitted in 12 weeks
- Revised Thesis (major revisions) – must be submitted in 6 months, and may require a second viva voce examination
- Failure of the thesis

It is important to accept that being required to make corrections or revisions does not constitute failure: rather it is an opportunity to draw on feedback provided to improve the final product. The outcome will reflect the examiners judgement of the amount of time they judge necessary to make these. Once corrections have been completed, students must submit bound versions of the written report with form HD3 (available on Moodle), to proceed to graduation.

Research Ethics

All research potentially has ethical implications. University regulations require that ethical approval is obtained before any research that involves collecting or analysing data from human participants. This requires that you complete ethical approval forms and get them approved by the Department before any data collection takes place. This regulation may apply to unit assignments as well as the Research Enquiry. Before completing the necessary ethical approval forms, students should discuss any potential issues with their supervisor and read guidelines on research ethics. The following webpages contain more information on research ethics:

The University of Bath Research Integrity and Ethics

<http://www.bath.ac.uk/research/governance/ethics/>

The ESRC Framework for research ethics

<http://www.esrc.ac.uk/about-esrc/information/framework-for-research-ethics/>

The Social Research Association Ethics Guidelines

<http://the-sra.org.uk/research-ethics/ethics-guidelines/>

Academic Integrity Training and Test

All students registered on an award at the University are required to undertake training and a test aimed at providing a common baseline of knowledge and understanding of good academic writing practice. This includes an understanding of plagiarism and other assessment offences, and the skills necessary to reference your work appropriately.

You will find an online tutorial and test, for this purpose, on Moodle at <http://moodle.bath.ac.uk/>. Once you have accessed Moodle using your BUCS username and ID, clicking on the link entitled Academic Integrity Initiative will take you to the training module and test. The training can also be accessed directly at: <http://www.bath.ac.uk/learningandteaching/BathEpigeum/epigeum2011.bho/index.html>

If you do not have access to your own Department / School's online test in Moodle, please contact your Programme Administrator via your Faculty / School Office, and they will be able to add you to the appropriate SAMIS unit and the linked Moodle course for your Department/ School.

When you have completed the training tutorial – perhaps a couple of times - and are confident that you have understood it, you should undertake the mandatory test of understanding.

To pass the test you will need to achieve a mark of 85%. If you do not pass the test, you will need to re-visit the training and/or look at the other guidance available to you via the Student Skills site - www.bath.ac.uk/students/support/academic/index.html - or as required by your Director of Studies, and then re-take the test.

You can take the test as many times as necessary until you pass.

Please complete the test as soon as possible, preferably before you submit your first assignment. You will not be able to progress beyond the next progression point in your studies, irrespective of your programme marks, until you pass this test. Ultimately this means that, if you have not passed the test, you will not be able to receive your award. Your Director of Studies will be able to confirm when the next progression point occurs for your stage of your programme.

The University's QA Code of Practice, QA53 Examination and Assessment Offences, sets out the consequences of committing an offence and the penalties that might be applied.

Further information

<http://www.bath.ac.uk/students/support/academic/academic-integrity/index.html>
<http://www.bath.ac.uk/quality/documents/QA53.pdf>

Changes in Academic Circumstances:

All changes of academic circumstances other than changes of name and address must be approved by the Board of Studies or the Faculty Research Students Committee acting under powers delegated from the Board of Studies. Examples of possible changes are listed below. Should you wish to make any of these changes, you should discuss it with your Director of Studies and Lead Supervisor so that the appropriate form can be completed and approved.

- [A suspension of registration](#)
- [An extension of registration](#)
- [A change in mode of study \(eg full-time to part time\)](#)
- [Discontinuation of registration](#)

If you are considering withdrawing from your degree programme you should speak with either your supervisor(s) or the Director of Studies. They will be able to give you advice and support.

All forms are also available [online](#) and should be submitted to the DPRP Course Administrator for consideration by the Director of Studies and processing after completion.

Further information

<http://www.bath.ac.uk/studentsservices/policy/suspendstudy.html>
<http://www.bath.ac.uk/regulations>

Unit assessment

Each unit will normally be assessed by a single piece of written work on a topic that is agreed by the unit convenor. The deadline for submission of unit assignments is nine months after commencement of the unit (which is generally taken to be the first day of the September residential).

Unit convenors are responsible for advising students about assessment under their unit, unless an alternative tutor has been agreed with the Director of Studies. Exemplar assignments are not available, but unit convenors may furnish information to students on the specific criteria against which assignments for their units will be assessed. Students should also refer to general guidelines of the Faculty of Humanities and Social Sciences for postgraduate dissertations (see below)

The normal unit assignment length is 8,000 words with a maximum 10% variation either way, although this may be configured differently for some units. You will negotiate the details of each with the convenor of the relevant unit. The word count must be included on the cover sheet of your assignment. Each unit assignment should include a 200 word (max) abstract (not included in overall word length).

The word length pertains to the body of the text of the assignment, including all quotations, i.e. immediately following the title up to, but not including, the references. Appendices should not be included in assignments unless specifically requested and if included, should not be included in the word count. Original diagrams, graphs, images etc. do not count towards the word count (however text within text boxes does count). You will be penalised if you attempt to circumvent the word count by putting material in the appendices that should be in the main body of the report e.g. implementation plans. Word count will be assessed using the "Tools-word count" feature in Microsoft Word.

Assignments will be submitted electronically, with a designated cover sheet attached. They will automatically be subject to a rigorous process of screening for plagiarism. They will then be independently assessed by two members of academic staff. The first internal examiner is usually the unit convenor, and the second is another member of staff appointed by the Director of Studies. Both internal examiners will then confer and agree a provisional grade. In the event of a major discrepancy in the two marks then a third internal marker will be identified by the Director of Studies, to deliberate between the two marks. Once this process is complete students will be provided with feedback comprising both an agreed (but still provisional) mark and a synthesis of written comments. The University policy is that this should be received within three weeks of submission.

A sample of marked assignments will be subject to scrutiny by an External Examiner, and grades will be confirmed at an Annual Board of Examiners meeting in September. The Board of Examiners will also review your overall progress on the programme, and confirm options and decisions for continuation, suspension, termination and/or transfer to other programmes.

Submission procedures and presentation

Outline

The first item to be submitted should be an outline of your assignment. This should be emailed directly to your unit convenor or an assigned tutor within three months of the start of the unit. Unit convenors will advise you on what form these should take and what feedback to expect on them.

Draft

It is at the discretion of unit convenors whether to read further drafts of your assignment, in what form and at what stage. However, convenors are not expected to read full drafts or material in the month immediately prior to the submission deadline.

Layout

Both draft and final assignments should adhere to the following presentation conventions:

- *Referencing*: The Harvard system of referencing should be used.
- *Paper and layout*: The assignment should be typed on single sides of A4-sized white paper. The margins should not be less than 15mm.
- *Typeface and spacing*: The main text of the assignment should ordinarily be printed in black ink in an easily-legible font of point-size 11 or 12. (Serif fonts such as Times Roman are traditionally used, but Arial is considered by some to be easier to read.) One-and-a-half line spacing should be used, with extra spacing or indentation to separate paragraphs clearly.
- *Numbering of the pages*: All pages must be numbered, including introductory pages, appendices, etc. A single sequence of Arabic numerals should be used.
- *Pictures, diagrams and other figures*: Pictures, diagrams, and other figures should wherever possible be included within the electronic manuscript.

Final version

The final submission must be uploaded to Moodle using the correct unit link. The Assignment Cover sheet should then be emailed to the PGR Administrator. There is no need to post hard copies to the unit convenor or the administrator unless directed to do so.

If you have any questions about the quality and/or timeliness of feedback, please contact your unit convenor or designated tutor in the first instance, and then if necessary the Director of Studies.

THE FINAL VERSION MUST BE SUBMITTED WITHIN NINE MONTHS OF COMMENCEMENT OF THE RESIDENTIAL COMPONENT OF THE UNIT

Naming your final assignment for submission via Moodle

When saving your assignment file on your computer it is important that you use the correct naming convention. This is so that individual assignments can be identified, once they are uploaded and submitted to the online environment. Please use the following three part naming convention:

- Unit name_
- Your name_
- Month and Year you started the unit_
- Final or Draft

For example this is an appropriately named Educational Policy assignment file for student Anna Black who began studying 1 in October 2015 submitting her final would be:

Educational Policy_ AnnaBlack_0415_FINAL.doc

Late submissions and extensions

Coursework should be submitted by the deadline, unless your Director of Studies has agreed an extension. Deadlines are important to ensure equity amongst students and to enable staff to mark efficiently and fairly. Coursework submitted after the due date (or the date agreed with Director of Studies) may be penalised if no extension has been agreed in writing or by e-mail. In line with QA16 8.4 - Coursework that is handed in after five working days, without prior approval, will normally receive a mark of zero and noted at the Board of Examiners as a non-submission.

Extensions are only granted in exceptional circumstances at the discretion of the Director of Studies and in consultation with your unit tutor. Extensions will normally be granted for a **maximum of three calendar months only**. To request an extension, a student must submit a Unit Assignment Extension Request form to the Director of Studies and programme administrator well **before the date on which the assignment is**

due. A further extension will not normally be granted, except under very exceptional circumstances, at the discretion of the Director of Studies, who may consult with the unit assignment tutor. The Unit Assignment Extension Request form appears in Moodle or may be obtained from the DPRP Course Administrator. You will need to provide a description of the circumstances which you feel support your request. The Director of Studies may ask you to produce supporting evidence.

Supplementary assessment

The regulations allow for one resubmission of a failed assignment, within a period of 9 months from the Board of Examiners' decision. If a core unit is failed and the resubmitted assignment also fails, the unit may not be retaken and the student will be required to withdraw from the programme. If an optional unit is failed and the resubmitted assignment also fails, the student is not permitted to retake the same unit but may select another optional unit. In the case of a subsequent fail in that optional unit or any other unit, the student will be required to withdraw from the programme. Under no circumstances students are allowed to take more than five units.

Students are expected to have limited contact with their unit tutors during the preparation of a resubmission of a failing assignment (including those failed due to a non-submission). This may entail, for instance, clarification of specific aspects of the feedback received in relation to a failed assignment or reading of the re-drafting of parts of a failed assignment.

Students will be sent notification of their results via e-mail and details of any supplementary assessment requirements in writing. However, in cases where this written notification is not received, for whatever reason, **it is the student's responsibility to ensure that s/he is aware of details of supplementary assessment requirements.** It is strongly recommended that as soon as students are aware of having failed a unit (e.g. when marks are released on SAMIS or via e-mail) that they contact their Research Administrator, Unit Convenor or their Director of Studies to determine any retrieval requirements.

Individual Mitigating Circumstances

Individual Mitigating Circumstances (IMCs) refer to conditions or circumstances that either prevent temporarily a student from undertaking assessment or significantly impair a student's performance in assessment. Note that the criterion for IMCs is the impact on the *assessment*, rather than the impact on the student.

IMCs are distinct from longer-term conditions or circumstances that affect your ability to study, of the type that might be better supported through, for instance, disability support or special assessment arrangements.

Definitions of IMCs can be found in "What are Individual Mitigating Circumstances" - www.bath.ac.uk/registry/imc/documents/what-are-imcs.pdf. You should make yourself familiar with these definitions, in addition to any IMC guidance offered by your Department and support and guidance offered through the Student Disability Advice Team or the Students' Union Advice and Representation Centre, so that you are prepared should such circumstances arise.

Your Department will be able to advise you on how to submit an IMC claim. Should you wish any IMCs to be taken into account by the Board of Examiners for Programmes, notify your Director of Studies within three working days of completion of the relevant assessment. The form you should use to do this is available from your Department or from www.bath.ac.uk/registry/imc/documents/imc-report-form.doc. You will need to submit evidence of your claim – for example, in the case of illness or injury, a medical certificate. If you know of an IMC before you begin an assessment period, please notify your Director of Studies in advance.

The information given here is a summary for your general guidance. Full information and guidance on the University's principles governing Individual Mitigating Circumstances and Assessment is available at www.bath.ac.uk/registry/imc/.

Plagiarism detection and personal data

When you hand in a piece of assessed coursework, you will be expected to make a declaration that the work is your own and indicate that you have referenced the material appropriately.

The University uses the JISC Plagiarism Detection Service, Turnitin. This service checks electronic, text-based submissions against a large database of material from other sources and for each submission, produces an 'originality report'. It makes no judgement on the intention behind the inclusion of unoriginal work; it simply highlights its presence and links to the original source.

The service complies with European Data Protection legislation. When you registered with the University, you gave it permission to process your personal data for a variety of legitimate purposes. This includes allowing the University to disclose such data to third parties for purposes relating to your studies. The University, at its sole discretion, may submit the work of any student to the Plagiarism Detection Service (in accordance with Regulation 15.3e) and may make, or authorise third parties to make, copies of any such work for the purposes of:

- i. assessment of the work;
- ii. comparison with databases of earlier work or previously available works to confirm the work is original;
- iii. addition to databases of works used to ensure that future works submitted at this institution and others do not contain content from the work submitted.

The University will not make any more copies of your work than are necessary, and will only retain these for so long as remains necessary, for these purposes.

Please note that, if at any time the University submits any of your work to the JISC Plagiarism Detection Service, the service will be provided with, and will retain, certain personal data relating to you – for example, your name, email address, programme details and the work submitted. Such data may be transferred by the Plagiarism Detection Service to countries worldwide (some of which may not be governed by EU Data legislation) in order for the work to be checked and an originality report generated in accordance with the proper workings of the Plagiarism Detection Service. Personal data is retained indefinitely by the JISC Plagiarism Service upon submission of work. You may ask for your personal data to be removed by contacting the University's Data Protection Officer.

Further information

The University's procedures on Examination and Assessment Offences (QA53) are described at www.bath.ac.uk/learningandteaching/cop/qastatements/QAX/QA53.pdf

Feedback on assessed work

We are committed to providing timely and appropriate feedback to you on your academic progress and achievement. Feedback will normally include a written statement that identifies the main strengths of the work and areas for improvement. You will also be presented with a mark on a scale of 0 to 100%. This assessment will be made against explicit marking criteria, and it is the responsibility of unit convenors to set these out for you in advance, adapting them as appropriate to the aims of the unit. However, the grid below

provides a general set of criteria relevant to postgraduate work across the Faculty of Humanities and Social Sciences.

Marking range	(1) Knowledge and understanding of relevant ideas and methods	(2) Ability to apply relevant ideas and methods to specific problems or issues	(3) Originality, including ability to reflect critically on relevant knowledge and methods, and to develop clear and original arguments.	(4) Clarity of expression, presentation of material and overall structure (including referencing)
80% or more. Outstanding performance that fulfils and exceeds designated learning outcomes	Knowledge and understanding of material beyond that stipulated in the unit	Near perfect application of relevant ideas and methods. Incisive analysis of empirical material, leading to strong and accurate conclusions.	Original and insightful. Potentially publishable as a University working paper. Worthy of sharing with a wider readership.	Potentially publishable as a University working paper.
70-79% Excellent performance relative to designated learning outcomes	Unusually high level of knowledge and understanding of material stipulated in the unit.	Relevant ideas and methods applied clearly and correctly, with appropriate inferences drawn.	A high degree of analytical and critical ability, originality and insight.	Fully meets formal criteria.
60-69% Very good performance relative to designated learning outcomes	Good understanding of relevant knowledge, with evidence of relevant wider reading	Clear understanding of relevant ideas and methods, with mostly correct application. Good use of empirical material to illustrate points and to justify arguments. No significant weaknesses in competence in the subject	Strongly argued, with critical thought, independent analysis, argument, and/or application of theory.	Has met the criteria well. Generally shows good writing ability.
50-59% Good performance relative to designated learning outcomes	Identifies key issues and demonstrates some understanding of relevant concepts, with some evidence of relevant reading.	Competent application of relevant ideas and methods to empirical material. Provides examples to illustrate points and justify arguments. Conclusions arrived at through analysis, rather than just a statement of a position. Case studies have a clear purpose and message.	Well argued. Some critical thought. Logical organisation to the answer, Clear evidence of some “value-added” through application to empirical data, critique and/or logical exercise of independent judgement.	Has met the formal criteria. Reveals an ability to set out an argument or answer clearly and logically.

40-49% Satisfactory performance in designated learning outcomes	Some knowledge of the material provided and identifies relevant issues, but without evidence of wider reading. May reveal some gaps in knowledge and understanding.	Knowledge of relevant ideas and methods, but weaknesses in their use. Evidence used is relevant. Addresses the question set or proposed. Some ability to argue logically and to organise an answer.	Evidence of basic analytical ability or appreciation of the subject.	The candidate has met basic criteria but there are weaknesses. Generally shows adequate writing ability, and appropriate standards of English.
30-39% Fail – no credits awarded.	Only partial knowledge and understanding of key concepts and ideas. Shows poor comprehension of the basic facts and principles. Prone to inaccuracy and tendency to irrelevance.	Failure to identify and use appropriate ideas and methods. Arguments lack adequate illustration or empirical support, or empirical material is purely decorative. Failure to address the question clearly enough.	Little original thought.	Weak presentational skills, inadequate or improper referencing. Fails to meet formal criteria in one or more ways.
<30% Fail - no credits awarded	There may be some relevant knowledge, but it is muddled and demonstrates a poor understanding of the subject.	The answer may be totally or largely irrelevant to the question. Empirical material incorrect or incorrectly used.	No evidence of original thought.	Fails to meet formal criteria in numerous ways

The Faculty of Humanities & Social Sciences Graduate School

The Faculty of Humanities and Social Sciences (one of three Faculties and one School in the university – see below and <http://www.bath.ac.uk/departments/>) - comprises six departments:

Economics <http://www.bath.ac.uk/economics/>

Education <http://www.bath.ac.uk/education/>

Health <http://www.bath.ac.uk/health/>

Politics, Languages & International Studies <http://www.bath.ac.uk/esml/>

Psychology <http://www.bath.ac.uk/psychology>

Social & Policy Sciences <http://www.bath.ac.uk/soc-pol/>

The Graduate School in the Faculty is the home for postgraduate students engaged in research or taking taught courses within the humanities and social sciences. The Faculty has several interdisciplinary and disciplinary Research Centres. We are also part of the [South West Doctoral Training Centre](#), one of the UK's largest units of postgraduate research training for social sciences that has been established in collaboration with the Universities of Bristol and Exeter.

Study and support:

Moodle

The University uses a virtual learning environment, open to students, called "Moodle". The Faculty Graduate School and associated departments use this environment to host all relevant information on processes, procedures and activities for all research students and supervisors. You must sign on to view the research student Moodle pages within the first week of arriving, and should familiarise yourself with the information held in these pages.

Moodle can be accessed at <http://moodle.bath.ac.uk> with your user name and password.

Key Programme Materials for DPRP, including forms, instructions coursework cover sheets, and links to others resources, can be found on the 'DPRP Hub' information page at:

<http://moodle.bath.ac.uk/course/view.php?id=56571>

For online directed learning units, this virtual learning environment provides a gateway to activities and assignments, communication and discussion with tutors and fellow learners, as well as a wide range of resources relevant to your studies. Moodle pages may contain:

- Unit outlines
- Key Resource texts and recommended/additional reading lists
- Audio and/or video files
- Journal articles
- References to books
- Web links
- Discussion forum activities
- Chat facilities
- Tutor support
- Assessment information

The Moodle pages for the first two DPRP Units can be found at:

SP60290 - Transformational Policy and Practice: <http://moodle.bath.ac.uk/course/view.php?id=56585>

SP60291 - Policy Research Methods: <http://moodle.bath.ac.uk/course/view.php?id=56586>

Registration at the University

SAMIS online provides an online portal to the university's student database where you can view details about your registration. For PGR students this includes the various milestones or 'events' that take place during your time here. It will show the expected dates of these and whether or not any of these have been

completed. It will also provide details of who your supervisors are and is the system used for 6 monthly progress reports that you will complete in conjunction with your supervisor.

Further information (including instruction manuals) is available at:

https://www.bath.ac.uk/samis/urd/sits.urd/run/siw_lgn

Note that only registered students may use the University's facilities, such as email and the Library. You will be asked to register online at the start of your programme of study and then to re-register at the start of every academic year thereafter until you have completed your programme. It is a requirement of University Regulations that you register when asked to do so. Tuition fees for each academic year are payable at registration in full or in instalments. (Note that failure to pay your fees at the appropriate time may ultimately result in you being withdrawn from the University, or your degree certificate being withheld.)

To register on-line (ROL) go to <http://www.bath.ac.uk/registration-on-line/>

In case of any difficulty with this procedure, please contact:

Student Records & Examinations Office, University of Bath, Bath BA2 7AY

Tel: +44 (0) 1225 38 3127 Fax: +44 (0) 1225 38 6366

E-mail: sreo@bath.ac.uk

All students are issued with a username and password to enable them to complete registration on-line. Once you have completed registration, you will be allowed to use the BUCS (Bath University Computing Service) machines anywhere on campus. These will give you access to electronic mail and the World Wide Web, as well as to word processing. The machines print to laser-printers in the Library and around campus. There is a BUCS User Support Help Desk on level 2 of the Library and Learning Centre (☎ 3535).

NB In order to ensure that your registration is kept in force, you MUST register online at the beginning of each academic year. <http://www.bath.ac.uk/registration-on-line/>

Library Card

Once registration online has been successfully completed, students can obtain a library card from the library Issue Desk. A library induction session will be given to students in their first two week residential by the librarian with responsibility for Social and Policy Sciences, Mr Peter Bradley. He will also offer individual assistance either in person or in response to email requests.

Personal tutors and student welfare

All students are allocated a Personal Tutor during the taught stages of the programme, and a lead supervisor for the Research Enquiry stage. Personal tutors and supervisors are responsible for monitoring and supporting the academic progress and general welfare of their students, and should maintain regular contact with them throughout the year, whether through face-to-face meetings, Skype, e-mail or phone.

Tutors should be able to respond to many of the questions and concerns raised by their students. However, a wide range of specialist student support is also available to offer information, advice and support. These cover accommodation, emotional difficulties, assessment of needs and provision of support relating to disability, student funding, general welfare, academic problems, student discipline and complaints, careers, international students, spiritual matters, security and personal safety. Students can also self-refer to these services.

The Students' Union can also provide advocacy for students. More information about these services can be accessed via: <http://www.bath.ac.uk/students/support/>

Academic study skills support and development

To succeed in your studies, you will need not only to develop subject specific knowledge, but also to enhance your existing skills and develop new ones for academic study. Effective development of these skills will help you to become an independent learner. Many of these skills are transferable to the workplace, so they will also benefit you in your future career.

Doctoral students are expected to undertake 10 days skills training per year (pro-rata if part-time). The range of courses available from Bath's PGSkills catalogue can help doctoral students to develop their skills, and are mapped against the UK National Researcher Development Framework.

Both the University and the Students' Union provide a range of resources and other learning opportunities for academic and wider skills development. You can visit the Study Skills and PGSkills web pages - <http://www.bath.ac.uk/students/support/> and <http://www.bath.ac.uk/learningandteaching/rdu/courses/pgskills/az.html> to find further information about the skills development available.

The Careers Advisory Service provides specific support on employability skills such as producing curriculum vitae (CV) and interview techniques – <http://www.bath.ac.uk/careers/>

Recognising the importance of effective academic writing, communication skills and clear English, for both native and non-native speakers, the English Language Centre offers a range of courses for all students at every level during term time. Note that they can schedule sessions for students who do not live in Bath. You can visit these web pages for further information and how to register:

<http://www.bath.ac.uk/elc/for-current-students/>

There are also full-time pre-sessional courses available to prepare you for your studies at Bath, designed specifically for non-native speakers. These preparation courses include a full social programme, with trips to local places of interest and a range of leisure activities. You can find out more from these web pages:

<http://www.bath.ac.uk/elc/for-future-students/>

We also have a well-resourced Self Access Language Centre (SALC) offering you a variety of material to support the study of English and other languages.

<http://www.bath.ac.uk/salc>

Other opportunities for your skills training may come from employment-related training or external conference or workshop attendance, for instance. You can find a full list of activities that count as skills development activities here:

<http://www.bath.ac.uk/learningandteaching/rdu/tna/developmentactivities.pdf>

Building on your skills using Personal Development Planning

Personal Development Planning (PDP) is a process of recording and reflecting on your skills and experience which will help you to plan for your personal, educational, and career development. The University provides information and tools to guide you through the process.

Further information <http://www.bath.ac.uk/learningandteaching/enhance-learning-experiences/personal-development-planning.html>

English Language Centre

The English Language Centre (ELC) offers a range of English courses during term time to support undergraduates and postgraduates in their studies and to improve their English. The ELC's in-sessional programme includes classes that will help students with academic writing, giving presentations and taking part in seminars, as well as Cambridge examination classes.

While most of its units are for non-native speakers of English, it also offers an academic writing unit for students whose first language is English.

The ELC also runs full-time pre-sessional courses to prepare students for their studies at Bath. These preparation courses include a full social programme, with trips to places of interest, and evening and weekend activities.

Note that they can schedule sessions/ tutorials for students who do not live in Bath.

Further information

English Language Centre <http://www.bath.ac.uk/elc>

Self-Access Language Centre (SALC) (www.bath.ac.uk/salc/) provides students with a variety of material to study English and other languages.

The Library

The Library is open 24 hours a day and provides print and electronic materials and information services to support study and research across the University. It houses over 520 networked workstations, wireless networking and laptop docking points and provides areas for both quiet individual study and group work. The Library's copy and print service includes black and white and colour photocopying, laser printing and scanning. Charges are kept as low as possible.

Information specialists, known as Subject Librarians (see the Department's Library resources page below), are responsible for services to individual Departments and Schools. They provide individual help to students and staff, as well as teaching information skills. All new students receive library introduction sessions during the induction period.

Further information

A list of the Library Subject Area pages and information on all library services and resources is at <http://www.bath.ac.uk/library/>

For Postgraduate Library space <http://unibathlibrary.wordpress.com/2014/04/03/enhanced-postgraduate-workroom-and-library-study-spaces/>

Computing facilities and IT skills

You will have been issued with a unique username and password to register online. This forms your email address (username@bath.ac.uk) and once registered, you can use one of the thousand or so Computing Services student access workstations anywhere on campus. These enable you to use email, the internet, file storage, Office programs such as word processing and often give access to the more complex software used on your programme. The machines print to laser-printers in the library for which there is a charge per page.

All full-time students are entitled to access to a working computer. In case of problems with these computers, you should contact Computing Services (<http://www.bath.ac.uk/bucs/help/>). If your research requires the use of specialist software, you should discuss this with your supervisor in the first instance.

Support is available from the IT Service Desk on level 2 of the Library or online (see the above link). Tutorials are provided in the self-help section.

With your username and password you can also register your own laptop, smart phone or similar for connection to the campus wireless network (which covers communal areas, the Library, cafes and similar) or to around 150 student docking ports. A list of on-campus locations with wireless connectivity is available at <http://www.bath.ac.uk/bucs/networking/wireless/wirelesscoverage/>

Support is available from the IT Service Desk on level 2 of the Library or online at <http://go.bath.ac.uk/computing-services> . Tutorials and FAQs are provided in the self-help section.

If you have a disability or learning difficulty, Computing Services can support you with your computing needs. An Assistive Technologist is available to provide advice and support. Additional resources available include a purpose-built room, specialist software, and computer hardware, including laptops for loan.

The IT shop in the Library stocks popular products such as academic software, DVDs, network cables and headsets. You can order many further IT products through the shop. Prices are often lower than in high street shops.

Further information

Computing Services: <http://go.bath.ac.uk/computing-services>

E-learning: www.bath.ac.uk/e-learning/

Information for new users: <http://go.bath.ac.uk/newusers>

Information for users with a disability or learning difficulty: <http://go.bath.ac.uk/assistive-technologies>

IT shop: <http://go.bath.ac.uk/ITshop>

Student Support and Representation

Feeding back your views to the University

The University is committed to reviewing and improving its practice. The main ways in which we seek feedback are through (a) surveys and (b) Staff / Student Liaison Committees (SSLCs). We also use focus groups, Departmental working parties, and various kinds of feedback session.

You can get actively involved in determining how your educational and student experiences are organised by becoming active in the Students' Union or by letting the Department know that you are interested in contributing.

Every Department has a formal systems so that all students can comment routinely, in confidence and anonymously on the teaching they have received. Such comments help us to check that:

- you have a clear idea of the aims and requirements of each unit you study;
- our classroom teaching is effective and stimulating;
- the advice and feedback we provide on your work is helpful;
- our resources are adequate.

The main method by which we seek your feedback is through short questionnaires. As a minimum, you will be asked to complete a questionnaire for each unit you have studied, and a survey on your whole programme at the end of each year. Please complete each questionnaire fully, thoughtfully, and candidly. In particular, please tell us, not only your opinion on the unit and programme you have studied, but also the *reasons* behind your opinion.

When we receive responses to questionnaires, we analyse them – especially positive suggestions for change and concerns voiced. The Director of Studies will then present the results of questionnaires to the SSLC, and to the wider student body. The results will also be discussed at Department Learning, Teaching and Quality Committees so that appropriate action can be taken. Summaries of the feedback and the actions taken will be included in Director of Studies' Annual Monitoring Reports. Each report is presented to the Faculty/School Learning, Teaching and Quality Committee, which will make sure that the actions taken are adequate, appropriate, and properly implemented and summaries are presented to University committees.

Your feedback is important to both the University and the Students' Union. Please keep telling us what is going well and what needs to get better and we shall make clear how your comments on your units and the wider student experience have been acted upon. The Better@Bath web pages (<http://www.bath.ac.uk/students/betteratbath/>) provide a central source of information on why we are "better at Bath". The Students' Union has an initiative called Ideas to Action which you can use to put forward ideas to improve your Students' Union or the University, and enables you to work with the Students' Union on the changes you want to see. The Ideas to Action web page (<http://www.bathstudent.com/ideastoaction/>) provides more information.

Student Union Membership and Student representation

As a student of the University you are automatically a member of the Students' Union (although you have a right to opt out - see below). Officers of the Students' Union represent students' interests on University decision-making bodies. In addition, numerous elected student representatives play important roles on various Departmental, Faculty/School and University committees. All student representatives are elected through Students' Union online elections.

There are many opportunities for elected student representatives. If you are elected by fellow students to serve on Departmental, Faculty/School or University committees you will be expected to represent the views of your fellow students and provide feedback following meetings.

For further information on opting out of Student Union membership, please go to the Code of Practice for the Students' Union:

<http://www.bath.ac.uk/university-secretary/guidance-policies/codeofpracticebusu.html>

Departmental level representation

Each Department has at least one Departmental SSLC. These comprise six or more elected student members, known as Academic Reps and an equal or smaller number of staff members. Academic Reps are elected at the beginning of every year through online elections. Their role involves collecting the views of the students on their programme, attending SSLCs where they represent these views to their Department.

Each SSLC produces an Annual Overview Report briefly outlining their work and highlighting good practice, the key themes explored and the actions that have been taken as a result. The Students' Union reviews all these reports and prepares a summary report for the University highlighting issues which need to be addressed by the institution as a whole.

There is also provision for student membership of the Department Learning, Teaching and Quality Committee: normally one undergraduate and one postgraduate taught representative.

As well as going to the ULTQC annual reports from PGR SSLCs are also circulated to the University Research Students Committee (URSC).

Academic Reps attend the Academic Council, as well as Faculty / School Forums, of the Students' Union. These meet, alternatively, every three weeks during semester time in order to:

- keep Students' Union Officers and fellow Academic Reps informed of academic developments throughout the University
- discuss common problems and interests affecting Departments
- gather student opinions and views to be used by the University and the Students' Union
- update Academic Reps on key issues.

Do feel free to approach your student Academic Reps at any time to inform them of good practice or areas for enhancement in your units and programme. This is normally the person who represents your year or degree scheme on the Departmental SSLC.

Faculty/School level

Four student representatives (two undergraduates, one postgraduate taught and one postgraduate research) are elected as Faculty Reps to sit on a number of Faculty/School level committees such as the Faculty/School Board of Studies, Learning and Teaching Quality Committees, and Research Students Committees. The Board makes most decisions in relation to teaching and research and reports to Senate. The Faculty/School Learning, Teaching and Quality Committee considers all matters relating to taught programmes across the Departments within the Faculty and makes recommendations to the Faculty/School Board of Studies. Faculty Reps are also members of the Students' Union Academic Exec Committee.

University level

University committees with student representation include the Council/Senate/Students' Union, the University Learning, Teaching and Quality Committee, University Research Students' Committee; the Programmes and Partnership Approval Committee and Senate. Elections to many of these posts take place at the start of the academic year.

If you are interested in representing student views at Faculty/School or University level, please contact the Students' Union: email: academicreps@bath.ac.uk. The Students' Union runs a full training programme for student representatives including an online course in Moodle and additional sessions through the Skills-training programme.

If you need to raise a concern, remember there are various routes open to you. You can discuss issues directly with a lecturer, your Personal Tutor, or the Director of Studies. Individual problems are often more readily resolved in this way. The Students' Union Advice and Representation Centre, described below, also provides students with information and confidential advice.

Further information

Better@Bath: <http://go.bath.ac.uk/betteratbath>

Your SSLC: <http://moodle.bath.ac.uk/course/view.php?id=52538#sslc>

Students' Union Academic Representation: <http://www.bathstudent.com/education/>

Contact details of Academic Reps: <http://www.bathstudent.com/education/mydepartment/>

Election of Academic Reps: <http://www.bathstudent.com/elections/>

Student Engagement with Quality Assurance and Enhancement, Annex A: Staff/Student Liaison Committees at http://www.bath.ac.uk/quality/documents/QA48_Annex_A.pdf

Students' Union Skills Training programme: <http://www.bathstudent.com/skills-training/>

Student Support

Most students find there are occasions when it can help to talk to someone about a personal problem or issue. In many cases your Personal Tutor, Director of Studies, or Resident Tutor will be able to help. However, there is also a range of specialist University support services that you may be referred to, or can approach directly. Your two main contact points are the Student Services Centre in 4W and the Advice and Representation Centre in the Students' Union.

The Roper Student Services Centre

Student Services can provide advice and support on a range of issues including disability, funding, counselling and well-being, and visa queries. Individual appointments and "drop-in" sessions are available.

Student Services can also provide letters confirming student status for a variety of purposes, which can be requested by logging onto Registration on-line (<http://www.bath.ac.uk/registration-on-line/>).

The Roper Student Services Centre in 4W is open from 09:30 to 16:30 throughout the year (10.00 to 16.00 in vacations): tel: 01225 385538.

The Helpdesk can also be contacted via the Student Services Helpdesk tab on your personal student record 'SAMIS' page.

For the full range of Student Services see go.bath.ac.uk/student-services

The Students' Union Advice and Representation Centre

The Students' Union Advice and Representation Centre deals with academic and welfare issues, ranging from representation at academic reviews and appeals to housing and welfare issues. It also provides information for students, including those wanting to submit individual mitigating circumstances, change their programme or experiencing problems with their programme.

The Students' Union Advice and Representation Centre is open Monday to Friday 09:00 to 17:00 in term time (From 10:00 on Fridays) and 10:00 to 16:00 during vacations; tel: 01225 386906; email at suadvice@bath.ac.uk

Further information and contacts

A guide to the wide variety of support and information available to students can be found at <http://www.bath.ac.uk/student> and the Students' Union website <http://www.bathstudent.com>. This includes essential information on medical services and security and other facilities such as the Chaplaincy

International student advice

The International Student Advice Team provide a tailored pre-arrival and induction programme and advice and support for all international students, including a 'check and send' service if you need to send a Tier 4 visa applications to the Home Office. The team offers workshops, a 'drop in' service, advice via email, phone and web based platforms or individual appointments can be made through the Helpdesk in The Roper Student Services Centre, 4 West.

Further information: <http://www.bath.ac.uk/students/services/centre/international-advice/index.html>

Orientation and welcome events are organised for incoming exchange students in the first week of each semester.

Further information: <http://www.bath.ac.uk/study/exchange-visiting/>

Dealing with a problem involving the University

We want to ensure that, if you have a problem concerning the University, it is resolved as quickly as possible. As described above, there are student representatives on all formal decision-making committees – at Programme, Departmental, and University level. Student representatives help to anticipate problems and, when problems occur, to deal with them promptly. As a result we can often resolve problems *before* they get to the stage where a formal complaint might be necessary.

Complaints

If you do need to make a complaint, there are procedures in place to deal with it, outlined in the Student Complaints Procedure (below). These procedures are designed to ensure that your complaint will be dealt with in good faith and that you will not be penalised for complaining. When we receive a complaint, we will first seek to deal with it through informal discussion. If this fails to resolve the issue at hand, you can raise the complaint formally.

In addition, there are procedures for requesting a review of progression or award classification decisions, or of the level of attainment. For information on these procedures, please see [section 6.5](#).

Further information:

Student Complaints Procedure: <http://www.bath.ac.uk/regulations/Appendix1.pdf>

Bullying, harassment and victimisation

We believe that all our students and employees are entitled to be treated with dignity and respect and to be free from unlawful discrimination, victimisation, bullying, or any form of harassment. This is set out in the University's policy, Dignity and Respect for Students and Staff of the University of Bath: Policy and Procedure for Dealing with Complaints (below). This policy and procedure applies to all staff, students and third parties (e.g. contractors to the University).

Mediation

If you are involved in a disagreement or dispute, you can seek help from the University's Mediation Service. This service is impartial, non-judgemental, and confidential. Requests for mediation support should in the first instance be made either to the Mediation Service Manager, or the Students' Union Advice and Community Manager.

Further information and contacts

Mediation Service: <http://www.bath.ac.uk/equalities/activities/mediation/index.html>

Mediation Service Manager: Marlene Bertrand, M.Bertrand@bath.ac.uk (01225 383098) or

Students' Union Advice and Community Manager: Carol Lacey, C.Lacey@bath.ac.uk (01225 385863)

Advice for students with disabilities, long-term illness, and specific learning difficulties

If you have a disability and/or specific learning difficulty (such as dyslexia), we strongly advise you to disclose this. This will enable us to assess your needs and make arrangements to support you.

Please speak to the Disability Service team, your Personal Tutor or Director of Studies, as soon as possible – preferably before your course begins. Any personal information you give when disclosing your disability will be treated in confidence and made available *only* to relevant members of staff and only *with your permission*.

Please recognise that if you don't disclose your disability – or if you withhold permission to forward information to the relevant members of staff – you may make it difficult for the University to provide suitable support to help you achieve your academic targets. Disclosure will not disadvantage you in any way.

The Disability Service provides advice, guidance, information and support for a range of needs including:

- Autism Spectrum Disorders/Asperger's Syndrome;
- dyslexia and other specific learning difficulties;
- mental health;
- mobility impairments;
- sensory impairments;
- unseen disabilities like Epilepsy/HIV/AIDS/Chronic Fatigue

Disability advisers can advise students about support available and putting support into practice. A screening process is available if you feel you may have a specific learning difficulty / dyslexia. Disability Advisers are responsible for making applications for alternative arrangements for exams and assessments. Therefore, if you think that, because of a disability, you need alternative exam arrangements (such as extra time or the use of a computer) discuss this with a Disability Adviser without delay.

Further information

Disability Service: <http://www.bath.ac.uk/students/services/centre/disability-service/>

Student Disability Advice: www.bath.ac.uk/disabilityadvice

Pregnancy and Maternity

The University of Bath believes that being or becoming pregnant, terminating a pregnancy or having a very young child should not, in itself, be a barrier to applying for, starting, or succeeding in, or completing a

programme of study. The University is committed to being as flexible as possible in supporting students in these circumstances to ensure they have access to their programme of study.

You are not under any obligation to inform the University if you become pregnant, have a child, or decide to terminate a pregnancy while you are a Bath student. However, staff will not be able to take a flexible approach to an individual's programme of study or offer specific support, unless informed of the situation.

You can seek advice, guidance and support via your Directors of Study, Personal Tutors and the University's Student Services.

Further information:

Student Services: <http://www.bath.ac.uk/studentservices/policy/maternityindex>

Careers Service

The University Careers Service can support you through the career planning process. In addition to providing support with developing your employability, and guidance on how to make informed career decisions, Careers Advisers will provide help with writing your CV, practising aptitude tests, and improving your interview skills. Being in regular contact with several hundred major employers, the Service is also the best source of summer internships and graduate vacancies for Bath students.

Further information

The **Careers Service** (<http://www.bath.ac.uk/careers/>) is open throughout the year from 9.15am to 4.30pm, with lunch time closure from 1-2pm in vacations. Contact careers@bath.ac.uk or 01225 386009
<http://www.bath.ac.uk/careers/> includes the *Myfuture* vacancies portal

Disclosure and Barring Service (DBS) Checks

You are required to provide a satisfactory DBS check prior to commencing your programme. If the check is pending at registration, you will be permitted to register provided the application process for the relevant check has been completed. Should the DBS check subsequently returned prove to be unsatisfactory the University reserves the right to terminate your registration and require you to withdraw.

Health and safety

The University's Health and Safety Policy is available at <http://www.bath.ac.uk/hr/stayingsafewell/hs-policy/index.html> and is also displayed throughout the campus. Staff within the University Health, Safety and Environment Service (WH3.26) monitor the health and safety performance of the University and provide professional advice on health and safety issues.

Further information

<http://www.bath.ac.uk/hr/stayingsafewell/index.html> or email safety@lists.bath.ac.uk.

Policies relating to students undertaking fieldwork [see section 6.4.8](#)

Current University policy and guidance on fieldwork: <http://www.bath.ac.uk/hr/stayingsafewell/working-off-site/index.html>

Data protection

The University's Policy and Guidelines on Data Protection may be accessed via the data protection website - <http://www.bath.ac.uk/internal/data-protection/>

Further **information for students and academics undertaking research** can be accessed at <http://www.bath.ac.uk/data-protection/guidance/academic-research/index.html>

Equality and Diversity

Everyone at the University of Bath has a responsibility for promoting equality and fostering good relations between all members of the community, students and staff, and also for eliminating unlawful discrimination, harassment and victimisation against anyone for reasons of age, disability, gender, pregnancy and maternity, race (means colour, nationality (including citizenship) ethnic or national origins), religion or belief, sexual orientation, transgender status. The new equality duty also covers marriage and civil partnership with regards to eliminating discrimination in employment. Follow this web link to an important document which explains the practices in the University:

<http://www.bath.ac.uk/equalities/policiesandpractices/EqualityObjectives.pdf>

Also available is an access guide which outlines the disabled access features and route plans at the University of Bath <http://www.disabledgo.com/organisations/university-of-bath/main-2>

Further information: <http://www.bath.ac.uk/equalities/> or email equalsdiv@bath.ac.uk