



**Faculty of Humanities & Social Sciences
Department of Social & Policy Sciences**

MSc Humanitarianism, Conflict & Development

Programme Handbook 2018/19

This Handbook is available online on the [HCD programme hub](#) or in alternative formats. Please contact hcd@bath.ac.uk if required.

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WELCOME FROM THE HUMANITARIANISM, CONFLICT AND DEVELOPMENT TEAM

Welcome to the MSc Humanitarianism, Conflict and Development! This is a critical time to be studying humanitarianism, conflict and development.

Over recent years, there has been a sharp rise in the total number of people displaced or in acute need of humanitarian assistance. Across a variety of contexts – from South Sudan to Yemen, from Syria to Myanmar – we have seen widespread human suffering caused by wars or humanitarian crisis.

There is a tendency in the academic world and in policy to treat development, humanitarian response, peacebuilding and human rights as separate domains. Our approach is different – we want to explore first of all how these different fields of intervention and issues are inter-linked, and in order to do that we emphasise the importance of context and exploring how these issues play out in different ways in particular places. This need is even greater given the significant environmental, geo-political and technological challenges that characterise today's environment for humanitarian action.

Case studies are central to the course. The programme case studies are designed to provide an empirical thread that runs throughout the programme, helping us to make connections between the themes covered in the 4 units of the programme (Conflict, Development and Peacebuilding; Humanitarianism; Human Rights in context; and Negotiating the Field).

We believe that in order to understand issues of conflict, humanitarian response, human rights and development, we need to explore how they play out in particular contexts. In much of the academic research and policy work in these areas, there is a tendency to explore these topics in the abstract and in isolation from one another. By working with country case studies, we seek to foreground an analysis of the intersections between these different kinds of interventions, and how these interactions vary across contexts. By providing four in-depth studies, we seek to develop a more granular picture of how theoretical questions about humanitarian ethics, or the causes of conflict play out in practice. The case studies help to challenge the ahistorical character of much international policymaking and research in this area but allowing us to explore how historical factors (colonial interventions, the evolution of institutions, historical relations between social groups) shape the contemporary landscape.

Doing a blended learning masters programme is very much a collaborative exercise. We all have a lot to learn from each other and the programme will work best when students participate fully. If you face problems which prevent you from participating regularly – please contact your personal tutor in first instance. In addition, your Director of Studies or Unit Convenor can provide help.

The purpose of this Handbook is to provide information and guidance to help you with your studies. It covers the ethos of the programme and a large amount of specific information about University and programme-level regulations. It is really important that you understand this information and how the programme works, so please read it carefully as it should answer many of the queries that you have throughout your time on the programme.

We are sure that being a student again will be a challenge at times, but hopefully a fun and rewarding one!

We look forward to working with you.

Dr Oliver Walton,



Director of Studies

ABOUT THIS HANDBOOK

This Handbook is intended for all students commencing the MSc Humanitarianism, Conflict and Development programme in the academic year 2018/19.

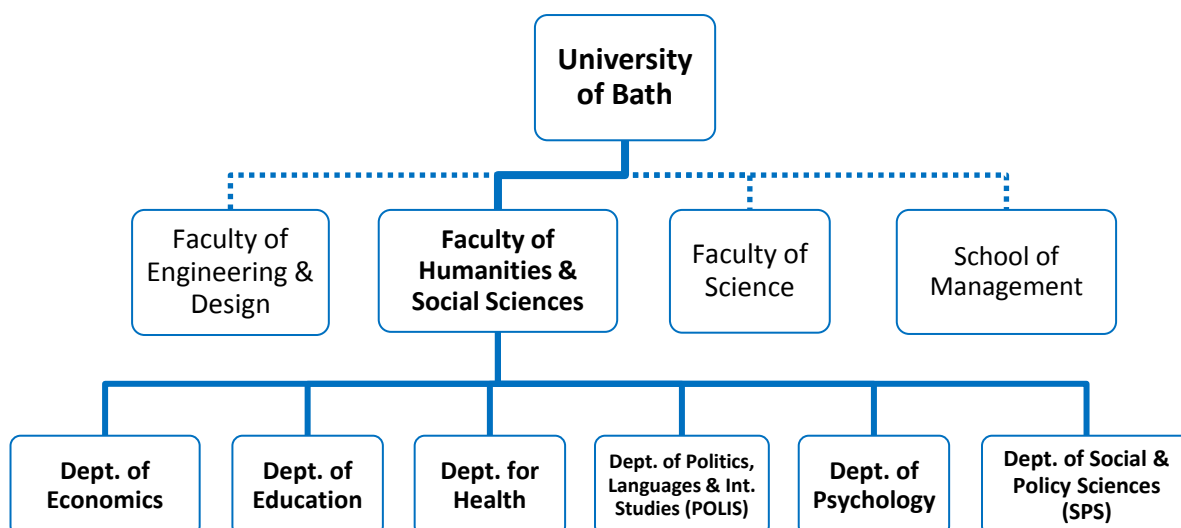
Please note that the contents of this Handbook are accurate as of September 2018 but that information may sometimes be subject to change after this Handbook has been issued. Your Director of Studies or Unit Convenor will inform you of any changes that will affect your programme or a particular unit. For further information about unit and programme changes, see the **Unit and programme changes** section in this Handbook.

While this Handbook signposts information about **regulations for students**, it does not have regulatory status itself, and the Regulations available online (Regulations for Students: www.bath.ac.uk/publications/regulations-for-students and Assessment Regulations: www.bath.ac.uk/registry/nfa) are the most up-to-date and take precedence over the contents of this Handbook.

If in doubt about what applies to you, or if your circumstances change (for example if you are returning from a suspension of study, or transferring to a different programme) please contact your Director of Studies – Dr Oliver Walton (o.e.walton@bath.ac.uk) for advice.

YOUR PROGRAMME

Welcome to the University of Bath. Your programme is delivered by the Department of Social Policy Sciences within the **Faculty of Humanities & Social Sciences (HSS)** (<http://www.bath.ac.uk/hss>). The Faculty is one of three Faculties and one School in the University shown below and comprises six departments. <http://www.bath.ac.uk/departments>.



FACULTY TAUGHT PROGRAMMES - UNDERGRADUATE AND POSTGRADUATE

Undergraduate and Postgraduate taught programmes are delivered by academic staff in departments, with administrative support provided by our Taught Programmes Team. Our Taught Programmes Team consist of expert managers, officers, administrators and administrative assistants, located in office hubs across our Faculty buildings – 3 East, 1 West North, 1 West and 10 West.

Our Taught Programmes Team is responsible for all aspects of administrative support for all taught programmes in the Faculty, ensuring that services are efficient, effective and adapt to changing circumstances. We provide students with support and advice from registration to graduation, and support academic teaching staff in our departments.

Our duties include:

- managing administrative processes of the Faculty's taught programmes
- acting as a central point of contact for staff and students seeking advice
- offering programme-related operational support for academic teaching staff in departments

It is important that you get to know the administrators who look after your particular programme, as they can often provide invaluable guidance on various aspects of the programme. If your administrator is unavailable then please feel free to speak to any other of our other administrators listed below, all of whom will be very happy to help you. If you have any problems then please feel free to contact one of the Programmes Officers or Managers.

Programme specific email addresses are used to manage enquiries from students and academic staff and these are regularly monitored by designated members of the team.

Our Taught Programmes Team members are based in Taught Programmes Support Hubs across the Faculty.

Taught Programmes Support Hub

Location: 1 West (office 3.04)

Faculty: Postgraduate Distance Learning programmes

Programmes Officers:

- [Jo Wright](#) PGT Distance Learning in Health and Education
- [Sharon Firkins](#) MRes Programmes Coordinator (including programme administration for the MRes in Health and Wellbeing)

MSc Humanitarianism, conflict and development: hcd@bath.ac.uk

YOUR DEPARTMENT

The MSc Humanitarianism, Conflict and Development is delivered by the Department of Social and Policy Sciences. The Department is located in 3 East – see the campus map at www.bath.ac.uk/travel-advice/location-maps

Information regarding the department, including a list of academic staff, their individual research interests, departmental research activities, events (including seminars to which you may be able to attend) and news items can be found at www.bath.ac.uk/departments/department-of-social-policy-sciences

About CDS and the international development group at Bath

The Humanitarianism, Conflict and Development programme is run by academics based on the [Department for Social and Policy Sciences](#). We are a group of around 15 academic members of staff who work on development and humanitarian issues, from a range of disciplinary perspectives (including, but not limited to, economics, anthropology, and politics and international relations). Many of the group are actively involved in policy debates and many of our team are directly involved in advising or collaborating with development, humanitarian and peacebuilding organisations as part of our research.

The academic staff who are running the HCD programme are also affiliated with the [Centre for Development Studies \(CDS\)](#), which is an interdisciplinary collaborative research centre

critically engaging with international development policy and practice, also based at the University of Bath. CDS is one of the most long-standing research institutes for the study of international development in the UK and its members conduct research across the world: across Asia, Africa, Latin America, and the Middle East. CDS runs regular events and has a [blog](#) where you can keep up to date with the work of academic staff from across the university working on issues relating to international development.

KEY CONTACTS/STAFF LIST

	Responsibilities	Room	Telephone	Email
Director(s) of Studies				
Director of Studies: Dr Oliver Walton	All aspects of your study on the programme, including problems and requests for suspensions or deferral of units. (Any questions about specific units of the programme should be directed in the first instance to the unit convenor.)	3 East 3.21	+44 (0)1225 386137	o.e.walton@bath.ac.uk

Unit Convenors	A key person in the programme with responsibility for the content and operation of a unit of study. The key areas of responsibility are: unit design and ongoing development or content, leading students through a unit and communicating information about content, activities and assessment, facilitating discussion and ensuring that student queries are answered, co-ordination of assignment marking and provision of feedback, liaison with other tutors and administration staff.		
	Room	Number	Email
Unit 1 Oliver Walton	3 East 3.21	+44 (0)1225 386137	o.e.walton@bath.ac.uk
Unit 2. Jason Hart	3 East 3.31	+44 (0)1225 384156	Jh462@bath.ac.uk
Unit 3. Peter Manning	3 East 4.2	+44 (0)1225 385285	p.manning@bath.ac.uk

Unit 4. Luisa Enria	3 East 4.8	+44 (0)1225 383160	l.enira@bath.ac.uk
Dissertation Supervisors	Dissertation supervisors will be appointed when you have progressed to the research phase of the programme. Supervision of dissertations will be provided throughout the research phase.		

Internal messages are usually sent by **email** and you should make a point of checking your account every day. The best way to **contact staff** with individual queries is by email (see above contact list). If you have queries related to a specific unit of study you can post these on the discussions of the unit Moodle page where your tutors or fellow students will be able to respond. It is likely that your fellow students may also have the same query and therefore you will all benefit from posting queries through these discussion boards.

Programme staff will post announcements relevant to all students on the programme hub Moodle page. These announcements will be emailed to the email address that you register in Moodle, the online learning environment, so please make sure that your registered email address is one you frequently check. If we need to contact you directly we will do so via your email address registered on SAMIS. **To update your email address registered on SAMIS please go to: www.bath.ac.uk/samis**

University messages (such as requirements for your registration, or messages from the Computing Services team for example) are usually send by email to your email address registered in SAMIS and you should make a point of checking your account regularly. You can also access your University account online by typing mail.bath.ac.uk. **You must ensure that your email inbox does not become full otherwise emails cannot be sent to you and you therefore run the risk of missing important information.**

Should you have any queries of problems (that you have not been able to resolve using the various sources of information in this handbook and elsewhere) we strongly recommend you talk to us. For any issues relating to your studies please contact your Director of Studies or the Unit Convenor of the specific unit you are studying, if the query relates to just that unit. The programme administrator is also available during office hours (typically 10:00-12:00 or 12:00-14:00 Monday to Friday). If you can't find anybody to speak to or you have not had your queries answered, pleased contact the Faculty Taught Programme Management Team (details above).

Any post should be addressed as follows:

*Faculty of Humanities and Social Science
Department of Social and Policy Sciences
MSc Humanitarianism, Conflict and Development
University of Bath
Claverton Down
Bath BA2 7AY*

PROGRAMME AIMS AND LEARNING OUTCOMES

The MSc in Humanitarianism, Conflict and Development has a number of aims and learning outcomes which are listed below. Key information (including this Handbook, various forms and other links) can be found on Programme Hub Moodle [page](#).

Details of programmes and individual units can also be found in the Programme & Unit Catalogue at [insert link to catalogue]

This comprehensive and flexible programme provides:

- An outstanding educational experience that combines in-depth knowledge, critical reflection, and orientation to humanitarian aid and development practice, conflict response and development, structured to enhance part-time students' learning and professional career development.
- Critical and in-depth knowledge, understanding and analytical skills to tackle the political, ethical and practical tensions and challenges involved in humanitarian and conflict response
- Enhancement and deepening of students' skills in reviewing, analysing, applying and evaluating a range of conceptual perspectives and analytical tools for conflict response and humanitarian action across diverse settings/contexts.
- Enhancement and deepening of students' practical knowledge of issues and challenges in humanitarian and development policy and practice and the elaboration of durable professional networks for continued knowledge exchange and career development.

These aims are addressed through the following learning objectives:

Learning Objectives:

Knowledge and Understanding	<p>By the end of the PG Certificate stage of the MSc Humanitarianism, Conflict and Development, students will have the following skills:</p> <ul style="list-style-type: none">• Comprehensive knowledge and advanced understanding of key concepts and theories that underpin interdisciplinary perspectives on humanitarianism, conflict and development• In-depth knowledge of contemporary humanitarian, conflict and development problems and how these emerge at sub-national, national and supra-national levels, and how these levels are linked• Critical understanding of contemporary humanitarian, peacebuilding and development policy and practice.• Critical understanding of the complex linkages between processes of violent conflict, and development, and how this relationship plays out across a range of contexts.
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<p>Intellectual Skills</p>	<p>By the end of the PG Certificate stage of the MSc Humanitarianism, Conflict and Development, students will have the following skills:</p> <ul style="list-style-type: none"> • Critically interpreting and evaluating research information, evidence, outcomes and debate on topics related to humanitarianism, conflict and development. • Systematically reviewing, interpreting and deploying research to identify a problem in humanitarian aid and development policy and practice, and developing problem-based recommendations/interventions in response. <p>By the end of the PG Diploma stage of the MSc Humanitarianism, Conflict and Development, students will have the following skills (in addition to the above):</p> <ul style="list-style-type: none"> • Designing and undertaking a research project, including specifying strengths and weaknesses of data sources, and selection and application of appropriate methods.
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<p>Professional Practical Skills</p>	<p>By the end of the PG Certificate stage of the MSc Humanitarianism, Conflict and Development, students will have the following skills (in addition to the above):</p> <ul style="list-style-type: none"> • Plan, design, and evaluate humanitarian, peacebuilding and development interventions and strategies for effective practice in complex real-world contexts. • Select, apply and assess a diverse range of tools and methods used in humanitarian, peacebuilding interventions and strategies. • Use, interpret and challenge research from diverse sources, perspectives and paradigms to make a persuasive case. <p>By the end of the PG Diploma stage of the MSc Humanitarianism, Conflict and Development, students will have the following skills (in addition to the above):</p> <ul style="list-style-type: none"> • Apply enhanced skills in the integration of research and systematic argumentation to critically review peacebuilding and humanitarian policy and practice.
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<p>Transferable/Key Skills</p>	<p>By the end of the PG Certificate stage of the MSc Humanitarianism, Conflict and Development, students will have the following skills (in addition to the above):</p> <ul style="list-style-type: none"> • Synthesise a wide range of conceptual and empirical material in a coherent and structured way in a range of formats. • Clearly communicate complex evidence and arguments in an ethical, rigorous and critically reflective way for a variety of professional audiences. • Critically interpret different sources of research and evaluate their relevance, strengths and weaknesses in relation to policies and practice <p>By the end of the MSc stage of the MSc Humanitarianism, Conflict and Development, students will have the following skills (in addition to all of the above):</p> <ul style="list-style-type: none"> • Plan, timetable and undertake an independent project of research relating to interventions, policy or practice.
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PROGRAMME DESCRIPTION: STRUCTURE OF THE PROGRAMME

Please note that the content of the programme description below is correct at the time of production of this Handbook and that programmes and units may be subject to reasonable change (see **Unit and Programme Changes** below).

Current versions of unit and programme descriptions are available via the online Unit and Programme Catalogues: www.bath.ac.uk/catalogues

Each programme comprises a number of units, some of which may be compulsory others may be optional (see *Assessments* below for further details and other definitions). Each unit is defined by their own learning outcomes and assessment requirements.

The size of each unit is defined by its **credit tariff** which relates to the approximate amount of study required (for example, a 6-credit unit equates to approximately 120 hours of study, split between resource review, online activities, private study and assessment). The academic attainment demonstrated by successful completion of a unit is defined by its **level** – in the case of a taught Masters degree, at least 75% of the units studied must be at Masters **M level**. For a description of Masters-level study see *Framework for Higher Education Qualifications, Section 4 'Qualification Descriptors', published by the QAA*. The standard size for taught Masters units other than dissertations and the large Apprenticeship Research Project, is 6 credits. Other sizes tend to be multiples of 6 credits (e.g. 12 or 30 credits).

Each Unit Convenor will produce a Unit Outline at the beginning of the unit (and will be added to the unit page on Moodle as soon as possible) – these outlines comprise the basic unit details plus reading lists, unit schedule and assessment guidance etc.

Below is the programme description for your programme; unit descriptions are available via the [online catalogues](http://www.bath.ac.uk/catalogues):

PROGRAMME STRUCTURE

Year 1

Unit 1: Conflict,
Development and
Peacebuilding (18
credits)

Unit 2:
Humanitarianism in
Principle and
Practice (18 credits)

Year 2

Unit 3: Approaches
to Human Rights in
Context (12 credits)

Unit 4: Negotiating
the Field (12 credits)

Dissertation
(30 credits)

ASSESSMENT OVERVIEW

MSc in Humanitarianism, Conflict and Development

Year of Study	Status	Unit Code	Unit Title	Assessment Type	Assessment Description	% Weighting
1	AY – compulsory unit	SP50313	Conflict, Development & Peacebuilding	Assessed coursework	1 x 1,500 word essay (after part 1)	10
				Assessed coursework	1 x 1,500 word essay (after part 2)	10
				Assessed coursework	1 x 3,500 word essay (at the end of the unit)	80
1	AY - compulsory unit	SP50314	Humanitarianism in Principle and Practice	Assessed coursework	1 x 2,500 word essay (after part 1)	40
				Assessed coursework	1 x policy brief of 2,000 words	40
				Other (please specify)	Contributions to course wiki/forums	20
2	AY - compulsory unit	SP50315	Approaches to Human Rights in Context	Assessed coursework	1 x 3,000 word report	80
				Other (please specify)	2 x online interventions in course web-discussions	20
2	AY - compulsory unit	SP50316	Negotiating the Field: response to conflict, humanitarianism and development in practice	Assessed coursework	1 x 2,000 word critical case review	60
				Oral examination	In-person group presentations	20
				Other (please specify)	Expert commentary (blog post) and peer-to-peer online commentary	20
2	AY - compulsory unit	SP50317	Humanitarianism Conflict & Development Dissertation	Assessed coursework	1 x 2,000 word synopsis (due 2 weeks after 2nd Bath residential)	25
				Assessed coursework	12,500 word dissertation	75

DURATION OF STUDY

Candidates normally conclude the taught part of their studies within two years. However, the programme includes sufficient flexibility to allow for different rates of study, with a normal minimum registration period of two years and maximum period of [four] years for the MSc. There are two compulsory residentials in Bath and one optional residential in Amman, Jordan.

UNIT TIMETABLES

The diagram below details the delivery schedule of the units of study and you should bear this in mind if you request to suspend your studies. It is the student's responsibility to ensure that you are aware of the unit you are currently studying.

week starting	topic number	topic title	webinar	residential	assessment	staff
UNIT ONE Unit convenor Emma Carmel						
9.9	Pre-induction B1/T1 B1/T2	Activity/task pre-arrival & residential Values, ideas and ideologies (3 lectures) Theorising public policy & state (3 sessions)		All week.		NP/EC NP EC/TP
17.9, 24.9 & 1.10	B1	Post-residential reading & assessment preparation	Block 1: Theories of public policy review & revision for exam 28 Sept (EC)		Seen 'exam' (report) Deadline 7.10	EC/TP
8.10 & 15.10	B2/T1	Structural conditions I: Understanding global politics and political economy				TP
22.10 & 29.10	B2/T2	Structural conditions II: Trade regimes, labour standards & constraints on states				MG
5.11 & 12.11	B2/T3	Policy actors I: private governance & corporate actors	Block 2/T1&2: Structural conditions for public policy 9 Nov (TP)			MB
19.11 & 26.11	B2/T4	Policy actors II: Political parties				PA
3.12 & 10.12	B2/T5	Policy actors III: populist politics & problematising 'the people'	Block 2/T1-5 : Policy actors & structural conditions: Detroit case study 14 Dec (EC)			AM
17.12	B3/T1	From the top-down: market based approaches			Essay titles released 21 Dec	EC
24.12-1.1	UNIVERSITY CLOSED 25 December-1 January inclusive					
2.1	B3/T1	Cont./				-
7.1 & 14.1	B3/T2	From the bottom-up: governance based approaches				EC

21.1 & 28.1	B3/T3	From the inside-out: governmental power approaches	Block 3: Do we need new policy tools? 2 Feb 2019 (EC)			EC
4.2, 11.2, 18.2, 25.2		Assessment preparation for unit one essay	Essay clinic 15 Feb (KL/TP)		Essay plans 10.2.19 Essay deadline 3.3.19	KL/TP
UNIT TWO (12 credits) Unit convenor: Matteo de Tina						
4.3, 11.3, 18.3	B1/T1	The economy (i) Capitalism: affluence, inequality, and the environment (ii) social interactions and economic outcomes: fairness & efficiency (iii) work, wellbeing and scarcity: power & inequality	Block 1: Core Economic Concepts 15 March (MdT)			MdT
25.3 & 1.4	B2/T1	Institutions and markets (i) firms and workers: the labour market (ii) firms and consumers: the goods market			Online test Released 5.4 Deadline 7.4	MdT
8.4 & 15.4	B2/T2	Market failures (i) externalities and asymmetric information (ii) unemployment				MdT
22.4 & 29.4	B2/T3	Government intervention (i) taxation and public goods (ii) Wages, benefits and productivity	Block 2: Government Finance and Intervention: 26 April (MdT)			MdT
6.5	B2/T4, T5 & T6	Introductory lecture (MdT) Lectures on topics 4, 5 and 6. (EF, PG, MD) Guest talks Group-work & presentation		8-10 May inclusive	Group-work presentation	MdT EF PG MD

		Looking forward (MdT, TP)				TP
13.5 & 20.5	B3/T1	Public policy application: public policy and food choices				EF
27.5 & 3.6	B3/T2	Public policy application: minimum wage policy				PG
10.6 & 17.6	B3/T3	Public policy application: markets in education	Assessment clinic 21 June (MdT)			MD
24.6		Assessment preparation for unit two policy brief			Policy brief deadline 30.6.19	MdT
UNIT THREE: Knowledge, data, evidence & public policy (18 credits) Unit convenor: Jordan Tchilingirian						
1.7 & 7.7	B1/T1	Politicising knowledge in public policy: Part 1 Context <i>Science systems and Knowledge Regimes</i>				JT
14.7 & 21.7	B1/T2	Politicising knowledge in public policy Part 2. Actors <i>Experts and intellectuals</i>				JT
28.7	B1/T3	Politicising knowledge in public policy: Part 3. Producing policy knowledge <i>Data, documents, tools, devices, and methods</i>	Block 1: 31 July (JT)			JT
5.8, 12.8, 19.8 & 26.8	PROGRAMME VACATION- NO FORMAL TEACHING					
2.9	B1	Pre-residential task				JT
8.9-13.9	B1/ B2	Residential task & assessment prep B2 techniques & approaches		residential Bath all week		TP/JT /RK/P G/MC EC IPR
15.9 & 22.9	Research pathway	Choosing your research pathway IPR symposium			Expert commentary Deadline 28.9	JT
29.9, 6.10 &	Block 2	Supplementary online learning techniques	Research pathway webinar			TP

10.10		& approaches	17 Oct (EC)			
20.10, 27.10 & 4.11		Assessment preparation for U3/B2 critical methods review	Block 2: Assessment clinic for methods review 31 Oct (TP)		Methods review Deadline 10.11	TP
11.11 & 18.11	B3/T1	Information infrastructure: The political, ethical and practical aspects of online data generation, collection and analysis.				IC
25.11 & 2.12	B3/T2	Digital methods I. Data analytics, statistical and machine learning methods applied to online data.				IC
9.12 & 16.12	B3/T3	Digital methods II. Visualizing and reporting results. Overview of data analytics software and tools	Block 3: Digital methods 20.12 (IC)			IC
23.12 - 2.1	UNIVERSITY CLOSED 25 December - 1 January inclusive					
6.1.2020		Preparation of summary notes for PP-CA				
UNIT FOUR: public policy case analysis (12 credits) Unit convenor: DoS (Emma Carmel)						
13.1		Supervision with individual supervisors this week.	Webinar re-cap on the PP-CA 17 Jan 2020 (EC)			EC
20.1, 27.1		Individual supervised work x 1 meeting with supervisor				
4.2		Digital data sprint groupwork		Residential 3 days	Data sprint groupwork during residential	IC/JT
11.2		Virtual poster/PPT (2 slides) summary of work so far. Posted on padlet	Webinar / virtual poster session 16 Feb 2020 (EC)		Formative assessment & group feedback on PP-CA	EC
18.1, 25.2 & 2.3		Individual supervised work x 2 meetings with supervisor	Research pathway webinar 7 March (EC)		Identified topic & research pathway 2 March	EC

9.3			Webinar assessment clinic 13 March (EC)		Plan of case analysis 10 March	
16.3, 23.3, 30.3		Final case analysis writing up			Public Policy Case Analysis deadline 5 April	
6.4, 13.4	PROGRAMME VACATION – NO FORMAL TEACHING					
	RESEARCH PHASE OF THE PROGRAMME Individual supervision with supported learning in residential & webinars					
20.4	Research training & writing	Pathway-based learning for research stage	Research pathway webinars 24 April (EC)		Specific topic/draft question	EC
weeks 20.4- 1.6		D: theoretical approach/research problem P: policy 'problem(s)' & empirical context	Research pathway webinars 22 May (EC)		research question & scope (map of literature)	
weeks 8.6 -22.6		D: research design & methods P: policy tools selection	Research pathway webinars 19 June (EC)		Draft protocols /plan for research	
weeks 29.6 – 10.8		D: research & writing up P: draft each element	Webinar research clinic 31 July (EC)		Draft portfolio/ dissertation	
17.8 – 31.8		Finalise writing, edit, etc			Research submission 31 August	
END OF PROGRAMME						

Further information

Section in this handbook on **Assessment**.

Definitions of assessment terms: www.bath.ac.uk/registry/nfa/nfaar-pgt-appendix-02.pdf

UNIT AND PROGRAMME CATALOGUES

This is where you will find details about all individual units for the current academic year:

www.bath.ac.uk/catalogues

The Catalogues also provide links to the University's assessment regulations, showing how these are applied to programmes of study.

KEY PROGRAMME TERMINOLOGY

Moodle pages: 'Moodle' is the name of the virtual learning environment at Bath, where all online programme information is stored. It is used by academic Departments to support learning and teaching at programme and unit level. It is a platform for the delivery of resources and online activities, and can also support student interaction and collaboration. The MSc Public Policy has a set of dedicated pages in which you can find all content, additional resources and links to further information.

Learning resources hub: programme-level repository of library/writing skills/additional guides, accessible within the programme's Moodle pages

Case study library hub: programme-level repository of public policy case study materials on specific case studies.

Unit: Basic component part of the programme, with specific learning objectives and assessments. There are four taught units in the MSc Public Policy. Each unit is divided into 3 blocks.

Block: the basic sub-division of unit content that groups topics under a common theme. Each block covers 3-6 topics and includes a webinar/online group discussion on the overall theme. Blocks may have an assessment attached.

Topic: sub-division of block. Content for the programme is mostly presented through topics & topic guides. A topic would normally cover learning and reading for two weeks.

Block guide: a pdf document introducing all the topics in a particular block, setting out key reading, and the significant questions & debates of the topic, as well as introducing additional resources, activities and links to wider reading.

Discussion forum: Each topic is completed with a discussion forum activity. This is usually structured around one or two key questions linked to reading or another resource (e.g. film). These must be completed by the set date (see programme calendar on the programme hub.) Academic staff responsible for each specialist topic will provide feedback on the forum contributions during the topic period or in the week following.

Programme case studies: These four country case studies provide an overview of 4 conflicts (Cambodia, Israel/Palestine, Sierra Leone and Sri Lanka) from different parts of the world, focusing in particular on how humanitarian, development and peacebuilding responses have played out in these different contexts. The case studies are designed to provide an empirical thread that runs throughout the programme, helping us to make connections between the themes covered in the 4 units of the programme (Conflict, Development and Peacebuilding; Humanitarianism; Human Rights in context; and Negotiating the Field).

Feedback.

Students receive feedback to enhance their learning in four main ways.

1. For **each topic**, contributions to online web-forum discussions or any alternative activities, will have formative written or oral group feedback. Brief individual written feedback may be provided.
2. For **each block**, webinar contributions, & discussions, debates & presentations during residentials will involve oral feedback to the individual and group.
3. For **each unit**, summative and formative individual written feedback will be provided on assessments.
4. For **research-based work**, formative individual feedback will be provided during supervisions for case study, dissertation or portfolio.

PARTICIPATING AND CONTRIBUTING

This programme has been structured to develop a sustained and rich interactive learning community over the lifetime of the programme. Evidence shows that knowledge and understanding are fully developed in a collective interaction, rather than a didactic teaching environment.

Actively participating in all elements of the programme will contribute to the learning and educational experience of yourself, and the group as a whole.

In many cases, as part of this collective educational experience, we have students working in groups, sometimes with formal assessment.

Whilst studying a unit, we would expect you to engage with all activities, such as discussion forums and webinars.

It is also a University Regulation that you participate regularly. If you will be unable to participate in discussion forums, webinars or residentials due to ill health, then you must contact your Director of Studies as soon as possible to discuss your situation. This will enable us to take an appropriate course of action.

Special regulations apply if illness affects your ability to complete assessments. See section three below.

STAYING IN TOUCH

Email and moodle discussion forums are the main means of staying in touch. Here are some simple guidelines:

Do you need to access programme content, or notifications of discussion forums?

Make sure you register a frequently accessed email address in Moodle, the online learning environment, as this is where all programme information is sent to students.

Do you need to access important communications from the University or teaching staff writing to you individually?

- University messages and direct message to you are sent to your email address registered in SAMIS.
- To update your email address registered on SAMIS please go to: www.bath.ac.uk/samis. You can also access your University account online by typing mail.bath.ac.uk.

- You should make a point of checking your account regularly and ensure your email inbox does not become full otherwise you run the risk of missing important information.

Do you have a query about teaching content or have a problem of understanding?

Post on the unit discussion board in moodle, so everyone can see your query, contribute to answering it, learn and participate.

Do you have a query about the programme, or any practical, technological, regulation or assessment issues (including accessing material)?

Check sections two and three of this Handbook. If you cannot find the answers you need, use the programme email address: hcd@bath.ac.uk

Do you have a confidential matter to discuss, or a problem with a staff member or fellow student?

Email your personal tutor or Director of Studies directly, O.E.Walton@bath.ac.uk

Do you have a problem that cannot be addressed by your personal tutor or Director of Studies?

Check sections two and three of this Handbook for support services, student union representatives, wellbeing advisors, as well as appeals and complaints procedures.

TIMETABLES

Programme and unit timetable information can be found online at: www.bath.ac.uk/timetable

You can also use MyTimetable to create a customised programme timetable that can be downloaded into an electronic calendar: www.bath.ac.uk/timetable/MyTimetable

UNIT AND PROGRAMME CHANGES

We continually look for ways to develop and improve our programmes. For example:

- it might be desirable to make some updates to the content of the curriculum to reflect the latest developments in a particular field of study
- a review of the assessments across a programme (including feedback received) might identify that changes to an assessment would better support student learning.

Students who would be affected by proposed changes are consulted about them, either via their Staff/Student Liaison Committee or directly, depending on the nature of the change.

In addition, it is sometimes necessary to make changes due to unforeseen or unavoidable circumstances. For example:

- the accrediting body for a programme may require changes to be made to it
- it may not be possible to run a particular unit because a member of teaching staff with specialist expertise leaves the University and we are unable to find a suitable replacement
- it may not be viable to run a particular optional unit in a given year because very few students select it.

In such cases, the University will always try to ensure that any impact on students is minimised and that students are informed of the changes at the earliest opportunity.

All programme and unit changes are managed through a formal process set out by the University. The aim of this is to ensure that changes are academically appropriate and properly supported, take place in a timely manner, and safeguard the interests of students.

HOW YOUR PROGRAMME IS REVIEWED AND MONITORED

The University has in place a number of ways to ensure that programmes remain up-to-date, issues are dealt with and improvements made.

All programmes and units are monitored annually, looking at evidence for what is working well and identifying any actions that need to be taken. Taking account of student feedback, including feedback given through unit evaluation and other student surveys, is a key part of unit and programme monitoring.

Departments also conduct periodic reviews of their programmes. These provide an opportunity for in-depth review and development, involving input from students and from an adviser(s) external to the University.

CALENDAR FOR THE PROGRAMME

Please put these dates in your diary. They will help you to organise and plan your work, and to set personal targets throughout the year.

Unit 3 assessment due	15 th Sept 2019
Unit 4 begins	18 th Nov 2019
Residential 2	Week of 27 th Jan 2020
Dissertation synopsis due	21 st Feb 2020
Unit 4 assessment due	24 th April 2020
Dissertation due	31 st August 2020

Unit 1 Assessment 2 due 8th Mar 2019

ENGAGEMENT WITH UNITS

In our postgraduate taught 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. In many cases, as part of this collective educational experience, we have students working in groups. Sometimes assessment of which might be formal. This rich learning environment relies on students attending and participating in all activities (online or on campus).

Whilst studying a unit, we would expect you to engage with all activities (unless mitigating circumstances dictate otherwise). Non-engagement will not only reduce your own learning experience but could potentially reduce that of others in the group. We hope that you will appreciate the importance of this issue, in that students are partners in a collective learning experience.

FEES AND REGISTRATION

The tuition fees paid (see [Tuition Fees](#)) cover you for the expected duration of the programme, namely, for a part-time Postgraduate Diploma or Masters Degree programme (4 years max

PG Dip, 5 years max MSc). University regulations covering payment of fees can be found [here](#).

Occasionally, students have to continue their studies beyond the expected end of the programme, into the following year. This could be due to a variety of reasons, including; an extension to the dissertation, or a student may be given the chance to resubmit a failed dissertation. The need to undertake supplementary work does not automatically guarantee that an extension is appropriate – in all cases this subject to agreement by your Director of Studies.

If an extension is granted, a further fee will need to be paid should you have to continue your studies into the following year.

Important: as soon as you reach the end of your registration, you will automatically lose your email account as well as access to the Library and other facilities. It is therefore essential that, if the above applies to you, you are re-registered for that year.

UNIT AND PROGRAMME CATALOGUES

The online Unit and Programme Catalogues provide details of the structure of taught programmes offered by the University and of the content of their component units, for the current academic year and for previous years. Please see the website for dates when the Catalogue for the next academic year will be available online. The Catalogues also provide links to the University's assessment regulations, showing how these are applied to programmes of study.

Unit and Programme Catalogues: <http://www.bath.ac.uk/catalogues/2017-2018/index.html>

ACCREDITATION OF PRIOR LEARNING AND EXPERIENTIAL LEARNING

Accreditation of Prior Learning (APL) and **Accreditation of Prior Experiential Learning (APEL)** are the processes by which the University recognises that a student has *either* completed a formal course of education in an area related to their programme of study which has enabled them to demonstrate achievement of the learning outcomes of one or more of its units, *or* has demonstrated achievement of the learning outcomes of one or more of its units through experience and practice. Specific details, including the maximum credits that can be awarded, can be found at:

<http://www.bath.ac.uk/learningandteaching/cop/gastatements/QAX/QA45.pdf>

Specifically, and **subject to agreement by the Director of Studies/Admissions Tutor** responsible for the particular programme of study, APL and APEL can **ONLY be arranged at the beginning of the semester** in which the specified units run – under no circumstances can these be considered once any form or assessment has been taken.

STUDY AND SUPPORT: GETTING THE MOST OUT OF YOUR STUDIES

ACCESSING UNIVERSITY EMAIL

You will need to use your University username and password to access your University email account. You are able to access your email by going to <http://mail.bath.ac.uk>. Your username also forms your email address (username@bath.ac.uk).

The University will often communicate with you about a range of important matters requiring action from you, including registration, unit enrolment, assessment, degree ceremonies, and matters such as tuition fees, via your University email account. It is a University requirement (Regulation 1.3) that you access your University email account regularly, even if you are out on placement or study abroad.

You therefore have a responsibility to ensure that your University email account can receive incoming mail and that you read your email regularly.

Once you graduate or withdraw from your course, you will receive an email stating exactly when your account will be closed. The email will give at least 30 days' notice.

Further information

Email guidance: www.bath.ac.uk/guides/accessing-your-university-email-and-calendar
Regulation 1.3: www.bath.ac.uk/publications/regulations-for-students

YOUR STUDENT RECORD: SAMIS

SAMIS is the University's student records database. It provides an online portal where you can view details about your registration, update your contact details, and do other things such as viewing exam information, viewing your confirmed assessment results, and (where applicable) choosing optional units.

Further information

<https://samis.bath.ac.uk>

MOODLE

Moodle is the Virtual Learning Environment (VLE) used at the University of Bath. It is used by academic Departments to support learning and teaching at programme and unit level. It provides a platform for the delivery of resources and online activities, and can also support student interaction and collaboration. This is the primary learning platform for the HCD programme.

The information contained on Moodle is **extremely important** and you are strongly recommended to check these pages regularly for updates. Moodle can be accessed by anyone with a University of Bath username and password without the need for training. You can access this information from any PC at the University or elsewhere.

Programme-specific pages including forms, instructions for coursework submissions, dissertation requirements, dissertation supervision guidelines, marking guidelines and links to other resources can be found at HCD online.

Induction: The online **Induction Unit** and the associated **Induction Event** aim to prepare students for the academic, technical and social demands of their programme of study. We recommend that all students participate in the Induction Unit prior to beginning their programme of study, and that students make every effort to attend the on-campus Induction Event.

To get started, go to: <https://moodle.bath.ac.uk/course/view.php?id=57927>

Watch the animation 'A brief introduction to Moodle and this unit', and have a look at the Moodle pages for one of your first units.

Key Programme Materials and links to other resources can be found on the Programme's Moodle Home page.

Each unit Moodle page includes information about the unit outline, unit materials, unit schedule, presentations, reading lists and assessment information.

Further information

MSc Humanitarianism, Conflict & Development Moodle [page](#)

PERSONAL TUTORING

When you join the University, you will be assigned a Personal Tutor who will help you to get the best out of your university experience. Your Personal Tutor will:

- support you in your academic progress and personal development
- discuss with you programme choices, placement opportunities and future career plans
- provide you with a reference for your placement or career
- guide you to sources of expert help with any personal/welfare issues.

Your Personal Tutor should arrange to meet with you on at least three occasions in your first semester and at least once per semester thereafter. This enables you both to get to know each other, such that you can raise any issues with your tutor and your tutor can support you fully through your programme. It is important that you attend scheduled meetings with your Personal Tutor and let them know in advance if you cannot attend. Many of these meetings may be in small groups but you can also request a one-to-one meeting.

If you should have reason to wish to change your Personal Tutor, please contact your Director of Studies to discuss the matter.

LANGUAGE AND ACADEMIC SKILLS SUPPORT AND DEVELOPMENT

To help you get the best out of your studies and your future employability, we offer all our students a comprehensive range of free, year-round skills and personal development opportunities designed to complement your academic programme.

These opportunities have been designed to give you choice and flexibility to help you get the support and development you need at the time you most need it.

To develop your academic skills, you can choose from classes, tutorials, drop-in sessions, workshops and online resources, for example:

- create well-written, clearly structured essays, reports and dissertations
- think critically in order to enhance your writing
- manage information sources and literature effectively
- give polished and effective academic presentations
- manage and analyse numbers, data and statistics
- use IT tools and resources effectively
- enhance your existing language proficiency, or learn a new language.

There are many opportunities available to you through our Careers Service and Students' Union to help you develop your skills and prepare for the workplace. For example:

- writing an effective job application and CV
- succeeding at interview or assessment centre
- leading and managing projects
- chairing meetings
- running a club or society.

Further information

Find out more about the skills support and development opportunities available here:
<http://go.bath.ac.uk/skills>

RECOGNITION FOR EXTRA-CURRICULAR ACTIVITIES: THE BATH AWARD

The Bath Award is open to all undergraduate and postgraduate students. It recognises the experiences, skills and strengths you have gained through participation in extra-curricular activities, volunteering, work experience, part-time work, global opportunities and more. The Award enables you to reflect on your personal development as a student and future employee. Completing the Award will enhance your employability, increase self-awareness of your skills and enable you to articulate these effectively to future employers.

Further information

thesubath.com/bathaward

THE LIBRARY

The Library is open 24 hours a day, all year round and provides print and electronic materials and information services to support study and research across the University. It houses over 520 PCs, wireless networking throughout, and provides areas for both quiet

individual study and group work. Alongside 360,000 printed books, it offers over 26,000 electronic journals, 440,000 electronic books, 90 databases for information, literature and data searching, and digital versions of the University's academic publications, all available across the University and beyond. The Library's copy and print service includes black and white and colour photocopying, laser printing and scanning.

Information specialists, our Subject, School and Faculty Librarians (see the Department's library resources page below), are responsible for services to individual Departments/the School. They provide individual help to students and staff, as well as teaching information skills in Department and School programmes and through general University skills provision. All new students receive library introduction sessions during the induction period.

Further information

This Department's library resources page is: <http://www.bath.ac.uk/library/subjects/soc-pol/index.html>

For information on all library services and resources: www.bath.ac.uk/library

COMPUTING SERVICES AND FACILITIES

Using your University username and password, you will be able connect to University computers, University email, the internet, file storage and printing. You will also be able to get access to a range of free software, including Office 365 and antivirus. You can also work from any location using our UniDesk and UniApps service, which gives you access to your files as if you were on campus.

If you'd like to know more about these services and how to access them, visit <http://go.bath.ac.uk/it-new-students>

IT Support is available from the IT Service Desk on Level 2 of the Library or online at: <http://go.bath.ac.uk/it-help-form>

If you require learning assistance, Computing Services can support you with your computing needs. The Assistive Technology Team is available to provide advice and support. Additional resources are available, which include the Assistive Technology 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.

You can also borrow technology from the Service Desk in support of your studies, for example audio recorders, video cameras and projectors.

Further information

Computing Services: www.bath.ac.uk/professional-services/computing-services

Information for new users: <http://go.bath.ac.uk/it-new-students>

Information for users requiring learning assistance: www.bath.ac.uk/professional-services/assistive-technology

IT shop: www.bath.ac.uk/locations/it-shop

Computing Services Twitter feed: [@UniofBathIT](https://twitter.com/UniofBathIT)

RECORDING OF LECTURES

'Lecture capture' technology is widely used on campus to record lectures. Lecturers on your units will inform you if lectures will be recorded and the recordings made available for you to view again online. Where provided, lecture recordings are made available as an additional resource for personal study and revision purposes, and you can pause and rewind recordings when you re-watch them. The University cannot guarantee recordings (for example in the event of a technical fault) and recordings are not made available indefinitely.

As set out in Ordinance 22.4, students are not permitted to copy or redistribute lecture recordings, or to make their own recordings of lectures. However, the University may permit students with a disability to record lectures where this is a reasonable adjustment under the provisions of the Equality Act, in order to give these students equal access to educational opportunities. In such circumstances the lecturer will be informed that the lecture is being recorded and the student may use the recording for their own personal study purposes only. Students with a disability should contact the Disability Service for further advice.

Further information

Ordinance 22: www.bath.ac.uk/corporate-information/ordinances

Disability Service: www.bath.ac.uk/groups/disability-service

STUDENT REPRESENTATION

Feeding back your views to the University

The University is committed to reviewing and continually improving its practice. The main ways in which we seek feedback are through:

- Staff / Student Liaison Committees (SSLCs)
- Surveys
- The SU (Students' Union).

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 SU or by letting your Department know that you are interested in contributing.

Every Department has a formal system so that all students can comment routinely, in confidence and anonymously on the learning experience 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 teaching is effective and stimulating
- the advice and feedback we provide on your work is helpful
- our resources are suitable.

You will be asked to complete a short online unit evaluation for units you have studied. You will also be asked to complete surveys periodically on your experience of the programme as a whole. Please complete each evaluation fully, thoughtfully, and candidly. In particular, please tell us not only your opinion but also the *reasons* behind your opinion.

When we receive responses to evaluations, we analyse them – especially the positive suggestions for change and concerns that are voiced. Student feedback and the resulting actions are taken into consideration in annual monitoring of units and programmes. Survey results are discussed at committees where student representatives have the opportunity to input to any action plans developed in response to the issues raised.

Your feedback is important to both the University and The SU. Please keep telling us what is going well and what needs to get better. We will communicate how feedback on units and programmes, and the wider student experience, has been acted upon.

Student representatives

As a student of the University you are automatically a member of The SU (although you have a right to opt out - see section below on **Students' Union membership**). Officers of The SU 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 online elections facilitated by The SU.

There are many opportunities for elected student representatives. If you are elected 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.

Student representation on Committees

Departmental level:	<p>Each Department has at least one Departmental Staff / Student Liaison Committee (SSLC). These comprise several 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 and attending SSLCs where they represent these views to their Department.</p> <p>The SU and the Centre for Learning & Teaching receive minutes of SSLC meetings in order to gain an overview of key themes explored, good practice identified and actions taken. This information helps to inform student engagement activity and summary reports prepared by The SU for the University.</p> <p>There is also provision for student membership of the Department Learning, Teaching and Quality Committee: normally one undergraduate and one postgraduate (taught) representative.</p> <p>Academic Reps attend SU Academic Council meetings. These take place regularly during semester time in order to:</p> <ul style="list-style-type: none"> • keep SU 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 SU • update Academic Reps on key issues. <p>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.</p>
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Faculty/ School level:	Student representatives are also elected as Faculty Reps to sit on a number of Faculty/School level committees such as the Faculty/School Board of Studies and the Faculty/School Learning, Teaching and Quality Committee. Faculty Reps are also members of The SU Academic Exec Committee.
University level:	University committees with student representation include the Council/Senate/Students' Union, the University Learning, Teaching and Quality Committee, the Programmes and Partnerships Approval Committee, and Senate.

If you are interested in opportunities to represent student views, please contact The SU: academicreps@bath.ac.uk

The SU runs a full training programme for student representatives including an online course in Moodle, a conference 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 SU Advice and Support Service, described below, also provides students with information and confidential advice.

Further information

Your SSLC: <https://moodle.bath.ac.uk/course/view.php?id=57930>
 SU Academic Representation including contact details for Academic Reps: thesubath.com/academicreps
 Election of Academic Reps: thesubath.com/elections
 SU Skills Training programme: thesubath.com/skills-training
 Outline election procedures are included in QA48 Student Engagement with Quality Assurance and Enhancement, Annex A: Staff/Student Liaison Committees:
www.bath.ac.uk/quality/documents/QA48_Annex_A.pdf

STUDENTS' UNION MEMBERSHIP

All students registered with the University are automatically given membership of The SU. However, you have the right not to be a member. For further information on opting out of this membership, please go to the Code of Practice for The SU:
www.bath.ac.uk/corporate-information/code-of-practice-for-the-students-union-su

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 Wellbeing Adviser (see the **Wellbeing Service** section below) will be able to help. However, sometimes more specialist help is needed. The University has a range of professional support services that you can approach directly. Your two main contact points are Student Services at the Roper Centre in 4 West and the Advice and Support Service in the Students' Union.

Student Services

Student Services can provide advice and support on a range of issues including:

- counselling and mental health
- disability issues

- money and funding
- wellbeing and welfare.

You can make an individual appointment or just pop in to our daily drop-in sessions.

Student Services can also provide letters confirming student status for a variety of purposes, which can be requested by logging on to SAMIS: <https://samis.bath.ac.uk>

The Roper Student Services Centre in 4 West is open from 9.30am to 4.30pm throughout the year (tel: 01225 383838). Services are also available from the Virgil Building in Bath city centre.

For the full range of Student Services, see: <http://go.bath.ac.uk/student-services> or email: studentservices@bath.ac.uk

The Students' Union Advice and Support Service

The Students' Union Advice and Support Service can guide and support you with any problems you may have during your time at Bath. Their professional advisers offer confidential and non-judgemental information, advice and support, and are fully trained to give assistance and empower you to find the best resolution for your issue.

They can advise on a range of topics affecting your education and welfare. They provide academic advice for students wanting to submit Individual Mitigating Circumstances claims (see the section in this Handbook on **Assessment**), support for academic appeals, changing course, placements and more.

The Advice and Support Service can also support students with their housing situations. They can advise students on landlord issues, council tax, contract checking and more. They also offer support with personal issues such as harassment and stress, and offer cost-price condoms and free pregnancy tests.

The Students' Union Advice and Support Service is open Monday to Friday 9.00am to 5.00pm in term time (from 10.00am on Fridays) and 10.00am to 4.00pm during vacations (tel: 01225 386906, email: suadvice@bath.ac.uk)

The Advice and Support Service also supports the Diversity and Support groups – details of which can be found at: thesubath.com/diversity-support

The Students' Union webpage provides the facility for students to report incidents of harassment, discrimination or bullying. Incidents can be reported anonymously if preferred. Details of how to report an incident are available at: thesubath.com/report-an-incident

For the full range of services see: thesubath.com/advice

Further information

A guide to the wide variety of support and information available to students can be found at: www.bath.ac.uk/students and the Students' Union website: thesubath.com

Wellbeing Service

The University's professionally qualified Wellbeing Advisers provide a welfare and wellbeing service to all our students. You can talk to a Wellbeing Adviser about anything and we are also available evenings and weekends.

We hold daily drop-in sessions on campus, including weekends and University vacations. Drop-in sessions are also held at the Virgil Building in Bath city centre and we run activities during vacations for students who remain in Bath.

Further information

www.bath.ac.uk/groups/wellbeing-service

ADVICE FOR INTERNATIONAL STUDENTS

The Student Immigration Service provides immigration advice and support for all international students, including a 'check and send' service if you need to send a Tier 4 visa application to the Home Office. The Service offers workshops, a daily 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

www.bath.ac.uk/topics/visas

Student Services organise University-wide induction and welcome events in September. Events are also organised for incoming exchange students in the first week of each semester.

Further information

www.bath.ac.uk/campaigns/studying-at-bath-as-an-erasmus-exchange-or-visiting-student

For students who join outside of the standard semester dates, induction and welcome events are organised by the relevant Department.

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 Departmental, Faculty/School and University level. Student representatives help to anticipate potential problems and, when problems occur, to raise them so that they can be dealt with promptly. As a result we can often resolve problems *before* they get to the stage where a formal complaint might be necessary.

The Students' Union offers advice for students on a range of issues through its Advice and Support Service. Its advice is independent of the University. See the section above on **Student Support**.

Complaints

If you do need to make a complaint, there are procedures in place to deal with it, outlined in the University's Student Complaints Procedure (see 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.

There are separate procedures for requesting a review of progression or award classification decisions. See the section in this Handbook on **Procedures for Academic Appeals**.

Further information

Student Complaints: www.bath.ac.uk/guides/student-complaints-procedure

Bullying, harassment and victimisation

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*. This policy and procedure applies to all staff, students and third parties (e.g. contractors to the University).

Further information

www.bath.ac.uk/equalities

See also the section in this Handbook on **Student Support** for information on reporting incidents of bullying or harassment.

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 to the Mediation Service Manager.

Further information and contacts

Mediation Service: www.bath.ac.uk/guides/mediation

Mediation Service Manager: 01225 383098 or equalsdiv@bath.ac.uk

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 speak to the Disability Service team, your Personal Tutor or Director of Studies as soon as possible and preferably before your programme begins. Referral to the Disability Service will enable us to assess your needs and make arrangements to support you.

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*. If you don't disclose your disability it may be difficult for the University to provide suitable support to help you during your studies. 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
- health conditions such as epilepsy, HIV, diabetes or chronic fatigue.

A screening process is available if you think you may have a specific learning difficulty/dyslexia.

Disability Advisers are also 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) please discuss this with a Disability Adviser without delay.

Further information

www.bath.ac.uk/groups/disability-service

PREGNANCY AND MATERNITY

The University is committed to being as flexible as possible in supporting students who become pregnant, decide to terminate a pregnancy or have a very young child. You can seek advice, guidance and support via your Director of Studies, Personal Tutor and the University's Student Services. This will enable us to put in place arrangements that will assist you in undertaking your programme of study.

If you anticipate that you will need an absence from the University, talk to your department. They will offer you an appointment to discuss your options for continuing your studies and how the University can support you.

Further information

www.bath.ac.uk/guides/getting-advice-if-you-are-pregnant-while-studying-or-have-a-young-child

CARE-LEAVERS, ESTRANGED STUDENTS, REFUGEES AND YOUNG ADULT CARERS

The University is committed to supporting students from a wide range of backgrounds and circumstances including those who are care leavers, from a Foyer or are estranged from their family. We are aware of the challenges students may face when starting university and we want you to get the best out of your programme and university experience. We are able to offer you advice and guidance about settling in, academic studies, funding, accommodation, wellbeing and careers. The service we provide is confidential and entirely optional in relation to the level of support you feel that you may need.

Further information

www.bath.ac.uk/guides/additional-support-and-funding-for-care-leavers-foyer-residents-and-estranged-students
www.bath.ac.uk/guides/financial-support-for-refugees
www.bath.ac.uk/guides/students-with-caring-responsibilities

EQUALITY, DIVERSITY AND INCLUSION

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 (this means colour, nationality including citizenship, ethnic or national origins), religion or belief, sexual orientation, or

transgender status. The new equality duty also covers marriage and civil partnership with regards to eliminating discrimination in employment.

Further information

There is a range of information and resources available at www.bath.ac.uk/equalities or email: equalsdiv@bath.ac.uk

Accessibility

An access guide is available which outlines the disabled access features and route plans at the University of Bath:

www.disabledgo.com/organisations/university-of-bath/main-2

CAREERS SERVICE

The University Careers Service can support you through the career planning process, whatever your career aspirations. In addition to providing support with developing your employability, and guidance on how to make informed career decisions, Careers Advisers can help you by providing feedback on your CV and applications, and your interview technique. The Careers Service also provides a wealth of careers information, and access to resources such as online aptitude tests. Being in regular contact with several hundred major employers, the Careers Service is also a fantastic source for graduate job vacancies for Bath students, as well as the organiser of several major careers fairs each year.

Further information

The Careers Service is open throughout the year, including the vacations.

Check the web site for opening times: www.bath.ac.uk/students/careers

The web site includes the *Myfuture* vacancies portal.

Contact careers@bath.ac.uk or 01225 386009 or follow the Careers Service on Twitter @CareersatBath or Facebook (search for BathUniCareers).

ASSESSMENT

Programme Assessment

Formal assessment of the Programme is made through written assignments and the dissertation project.

Unit Assessment

Each unit is assessed individually. The assignments are delivered and must be submitted online and the formative assessment includes moderated online discussions and feedback on essay plans.

Summative assessment will vary between units but will typically include some of the following:

- Essays
- Case studies
- Group presentations
- Blog posts
- Contribution to web discussion forums

In order to successfully complete the unit, you must gain 40% or above in each summative assessment, unless otherwise stated.

Students are reminded that it is the student's responsibility to submit their assignments online in the appropriate location by the due date, unless an extension has been discussed with the unit convenor prior to the due date.

Full details regarding the rules of assessment can be found in the Programme Regulations.

FEEDBACK TO STUDENTS ON ASSESSMENT

During your programme, you will receive feedback on assessed work. Feedback on assessments may take different forms, depending on your subject and the type of assessment. You will be informed of the timing and nature of the feedback you will receive on each assessment, including whether the piece of work itself will be returned to you. For formal written examinations, students may receive general feedback to the group rather than individual feedback. You can discuss feedback you receive on assessments alongside your performance and progress in your studies at meetings with your Personal Tutor.

Students will receive formal feedback after submission of each summative assessment. This is normally received within three weeks of the assessment submission deadline. Informal feedback and guidance is provided by unit convenors and students should also contact unit convenors in the first instance if they have any concerns regarding feedback for an assignment. Students are also encouraged to discuss feedback received on written assignments with their personal tutor or Director of Studies.

ACADEMIC INTEGRITY: REFERENCING AND PLAGIARISM

Plagiarism is the use of any published or unpublished work without proper acknowledgement in your references. Plagiarism occurs when a student 'borrows' or copies information, data, or results from an unacknowledged source, without quotation marks or any indication that the presenter is not the original author or researcher.

Another form of plagiarism (and hence cheating) is auto-plagiarism or self-plagiarism. This occurs when a student submits work (whether a whole piece or part of a piece) without acknowledging that they have used this material for a previous assessment.

If you use someone else's work – say, by summarising it or quoting from it – you must reference the original author. This applies to all types of material: not only text, but also diagrams, maps, tables, charts, and so on. Be sure to use quotation marks when quoting from any source (whether original or secondary). Fully reference not only quotations, but also paraphrases and summaries. Such references should then be included in a bibliography or reference list at the end of the piece of work. Note that the need for referencing also applies to web-based material; appropriate references according to the type of work or image should always be given.

There are several acceptable styles for referencing material, within two general systems: Name/date (e.g. Harvard) and Numeric. **Ask your Director of Studies or Personal Tutor for further information and advice on the referencing style used on your programme.**

Guidance on referencing and plagiarism is available through skills training run by the University and the Students' Union, as well as online resources. Information guides and style sheets are available from the Library, and your Subject Librarian will be able to help with any questions.

Further information

For a range of skills and development opportunities see: <http://go.bath.ac.uk/skills>
Library referencing resources, including style sheets:
www.bath.ac.uk/library/infoskills/referencing-plagiarism
Students' Union Skills Training: thesubath.com/skills-training

ACADEMIC INTEGRITY: TRAINING AND TEST

As a student registered on a University of Bath award, you are required to undertake the academic integrity training and pass the associated test.

The academic integrity training aims to provide all students with a basic knowledge and understanding of good academic practice. This includes an understanding of plagiarism and other assessment offences, and skills necessary to reference your work appropriately.

The training and test are accessed from Moodle by clicking on the link entitled '**Academic Integrity Initiative**': <http://moodle.bath.ac.uk>

If you have any access problems, then please contact your Director of Studies in the first instance.

When you have completed the training tutorial and are confident that you have understood it, you should undertake the test.

To pass the test you will need to achieve a mark of 85%. You can take the test as many times as necessary until you pass.

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 or as required by your Director of Studies, and then take the test again.

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.

Further information

Academic and information skills:

www.bath.ac.uk/library/infoskills

www.bath.ac.uk/professional-services/academic-skills-programme.asp

Regulation 3.7: www.bath.ac.uk/publications/regulations-for-students

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, where you have re-used your own work and/or used other sources of information, that you have referenced the material appropriately.

The University uses the 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.

Turnitin complies with the European General Data Protection Regulation (Regulation (EU) 2016/679) (GDPR). 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 – see below) 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 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 Plagiarism Detection 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/quality/documents/QA53.pdf

Regulation 15, Assessment of undergraduate and taught postgraduate programmes:

www.bath.ac.uk/publications/regulations-for-students

University's Data Protection Officer: dataprotection-queries@lists.bath.ac.uk

Further information on Turnitin:

https://guides.turnitin.com/Privacy_and_Security#EU_Data_Protection_Compliance

ACADEMIC INTEGRITY: PENALTIES

Any student who is found to have used unfair means in an examination or assessment procedure will be penalised. 'Unfair means' here include:

- cheating - for example, unauthorised use of notes or course material in an examination
- fabrication - for example, reporting on experiments that were never performed
- falsification - for example, misrepresentation of the results of experimentation
- plagiarism, including self-plagiarism (see above)
- unfair collaboration or collusion - representation of work produced in collaboration with another person or persons as the work of a single candidate.

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

Penalties for unfair practice will be determined by the Department or by the Faculty/School Board of Studies in line with the procedures set out in QA53. They may include failure of the assessment unit or part of a degree, with no provision for reassessment or retrieval of that failure. Proven cases of plagiarism or cheating can also lead to an Inquiry Hearing or disciplinary proceedings. Claims of inadvertence or ignorance will not be accepted as a basis for mitigation of a penalty.

If you are accused of an offence, the Students' Union's welfare services are available to support you. You have the right to appeal against the outcome of the investigation.

Further information

Examination and assessment offences: www.bath.ac.uk/quality/documents/QA53.pdf

Appealing a decision about an assessment offence:

www.bath.ac.uk/guides/appeal-against-a-decision-about-an-assessment-offence

Students' Union advice and support: thesubath.com/advice

WORD COUNTS

Written coursework tasks will normally have a word range or limit. This is in order to give an indication of the depth and detail of work required, and to ensure that students' submitted work is comparable. You will be required to declare the word count for your work when submitting it for assessment.

If you do not observe the given word range or limit for the coursework task, for example if you exceed the word limit, then a penalty will be applied. The penalty that would apply should be stated in writing when the assignment task is distributed. You should take note of what is included when calculating the total word count (e.g. whether or not contents pages, appendices, footnotes, bibliographies and other elements that are not part of the main text are included).

You should check with your Director of Studies if you have questions about word counts and penalties.

Word limits will be published with each assessment and must be adhered to.

Your programme has adopted the University's default policy for non-compliance with the word limit or word range in accordance with QA16 (www.bath.ac.uk/quality/documents/QA16.pdf) as below:

- The marker(s) will stop reading the work once the student has exceeded a word limit (or the upper figure of a word range) by 10%. If a student writes less than the word limit (or the lower figure of a word range) they risk not maximising their potential mark;
- For the purpose of calculating the word count, footnotes are included, whereas contents pages, executive summaries, tables, figures, appendices and reference lists/bibliographies are excluded.

LATE SUBMISSION OF COURSEWORK

You will be expected to hand in all assessed coursework and dissertations/projects by a specified date and time. This is to ensure fairness to all students who are submitting work.

If there are valid circumstances preventing you from meeting a deadline, your Director of Studies may grant you an extension to the specified submission date. Forms to request an extension are available from your Department. You will need to provide a description of the circumstances which you feel support your request. Your Director of Studies may ask you to produce supporting evidence.

Please note that:

- if you submit a piece of work after the submission date, and no extension has been granted, the maximum mark possible will be the pass mark
- if you submit work more than five working days after the submission date, you will normally receive a mark of 0 (zero), unless you have been granted an extension.

It is not usually possible to mark coursework anonymously if it is submitted after the deadline.

It is important that you speak to your Director of Studies as soon as possible if you become concerned about your submission deadlines.

See also the section in this Handbook on **Submission deadlines**.

INDIVIDUAL MITIGATING CIRCUMSTANCES

Individual Mitigating Circumstances (IMCs) are the conditions which temporarily prevent you from undertaking assessment or significantly impair your performance in assessment. As such, the measure of their severity is not about impact on you, but the impact on your affected assessment.

Full information and guidance on Individual Mitigating Circumstances and Assessment (including definitions of IMCs, in the document "What are Individual Mitigating Circumstances?") is available at: www.bath.ac.uk/registry/imc/imc-students.html

It is strongly advised that you become familiar with the available guidance so that you understand the process and timescales should such circumstances arise.

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 Disability Service

(www.bath.ac.uk/groups/disability-service) or the Students' Union Advice and Support Centre (thesubath.com/advice).

Your Department/School will be able to advise you on how to submit an IMC claim, and your Director of Studies can help you to understand the potential implications of your IMC claim on your overall progress and/or award, in light of your academic achievement to date and the assessment regulations for your programme.

Your IMC claim must be submitted no more than three days after the affected assessment. The IMC form is available at: www.bath.ac.uk/registry/imc/imc-students.html

You will also need to submit evidence of how your circumstances affected the relevant assessment(s), for example, a medical certificate in the case of illness or injury.

If you know of a potential IMC that may affect your assessment before you begin an examination period or before a submission date, it is important that you speak to your Director of Studies as soon as possible. After speaking to your Director of Studies, if you do intend to submit a formal IMC claim for the assessment(s) you feel were affected, you will still need to complete the form and follow procedures.

ASSESSMENT PROCESSES

Assessment and marking processes at the University are designed to ensure that assessment of your work is fair and consistent, and that academic standards are appropriate and comparable between the University and other higher education institutions. This is achieved in a number of ways.

Marking: Assessments you will complete during your programme are marked according to:

- *marking criteria (or assessment criteria)* - these are the knowledge, understanding and skills which it has been identified that students should demonstrate in the assessment and which are taken into account during marking. They are based on the learning outcomes being assessed
- *marking schemes* - these are detailed descriptions of how specific numbers of marks should be assigned against individual components of an answer within the assessment task
- *grade descriptors* - these are descriptions of the levels of achievement required in order to get a result within a given band of marks (e.g. 70% or more).

Anonymous marking: The University has adopted a principle of anonymous marking in order to protect students and staff from bias, and the perception of bias, in the marking process. It applies to all examinations and, where practical, other assessment. It is not possible to mark all coursework anonymously as in some types of assessment the student can be easily identified by the marker (e.g. presentations, group work, laboratory work) or it might not be practical, or in the student interest, to do so. You will be informed when your coursework is to be marked anonymously.

Moderation: Both the setting and the marking of assessments are independently checked through a process known as moderation to ensure that questions test the learning outcomes and are set at the right standard, and that marking is consistent and fair. Moderation is conducted by internal examiners and also by your External Examiner (see below).

Boards of Examiners: Assessment decision-making at the University is the responsibility of Boards of Examiners established at three levels: assessment outcomes go first to *Boards of Examiners for Units*, then *Boards of Examiners for Programmes*, then finally to *Boards of Studies*. Boards of Studies confirm decisions relating to student progression from one stage of the programme to the next and the final award. **The assessment marks you are given initially by markers are therefore provisional up until the point when they have been confirmed by the Board of Studies for your programme.** An official release date is set when your confirmed results will be made available to you via SAMIS (the University's student records system). An academic appeal can only be made in relation to a confirmed result (see the section in this Handbook on **Procedures for Academic Appeals**).

All marks for a unit are reviewed at a meeting of a Board of Examiners for Units which will verify that the assessment process has been conducted appropriately and that the marks are an accurate reflection of the standards achieved. On rare occasions a Board of Examiners may decide to recommend a change to the provisional marks assigned initially, based on evidence that there was a problem with the assessment (for instance, disruption during an examination, or an exam paper that was too easy or difficult) which means that the marks assigned initially do not accurately reflect the standards achieved by the candidates. This adjustment is known as scaling and under these circumstances the marks of all affected students will be changed.

EXAMINATIONS – INFORMATION AND GUIDANCE

Rules and procedures for examinations are set out in the University's Regulation 15 and Rule 2. The dates of the University's formal assessment periods are found on the academic year charts: www.bath.ac.uk/publications/academic-year-charts

You will have access to your personal examination timetable via SAMIS approximately seven weeks before the assessment period begins.

If you have learning or support needs and think you may require alternative examination arrangements please seek advice from the Disability Service and inform your Director of Studies as early as possible.

Further information

www.bath.ac.uk/student-records/examinations/examinations-information

Regulation 15: www.bath.ac.uk/publications/regulations-for-students

Rule 2: www.bath.ac.uk/rules/exam

Disability Service: www.bath.ac.uk/groups/disability-service

EXTERNAL EXAMINERS

An External Examiner is someone from another University or a professional organisation who is suitably qualified and experienced in the relevant field of study. At least one External Examiner is appointed for each taught programme or group of programmes. The role of External Examiner is an important one in assuring that assessment processes are fair and academic standards are appropriate, and supporting the development of your programme. External Examiners look at draft examination papers and samples of assessed work, and attend Boards of Examiners.

Once a year, External Examiners provide a written report on each taught programme. University staff will look at these reports and a response will be made to the External Examiner's comments. Staff/Student Liaison Committees (SSLCs) also discuss External Examiner reports as part of annual monitoring activity.

You can read the latest External Examiner report for your programme, and the University's response to it. See: <http://go.bath.ac.uk/external-examiners-reports>

The External Examiner for your programme is: Dr. Tom Hewitt, University of Birmingham
<https://www.birmingham.ac.uk/schools/government-society/departments/international-development/staff/profiles/hewitt-tom.aspx>

It is not appropriate for students to make direct contact with External Examiners. If you are dissatisfied with the process or outcome of an assessment, and are considering whether to raise this either informally or formally, the sections of this Handbook on **Procedures for Academic Appeals** and **Dealing with a problem involving the University: Complaints** give some more information about the University's procedures for student complaints and academic appeals. The section on **Student representation** sets out how students can engage with the quality management process through which the University considers and responds to External Examiners' comments and suggestions.

ASSESSMENT REGULATIONS

The University's **New Framework for Assessment: Assessment Regulations: Phases 2 & 3 for postgraduate taught programmes ('NFAAR-PGT')** specifies the rules governing students' progression from one stage of their programme to the next as well as for the award of degrees. The rules cover all areas of assessment, including supplementary assessment and the extent to which failure may be condoned. If you began the first stage of your programme in or after the 2011/12 academic year, NFAAR-PGT applies to you. (If you began before then, please ask your Director of Studies for guidance on assessment).

If at any time you are in doubt about how NFAAR-PGT provisions apply to your work, please consult your Director of Studies.

This section highlights areas of the University's assessment framework for the type of programme you are undertaking. It explains the regulations that govern your assessment and outlines how the University makes decisions concerning your progression through your programme and award. Complete information is available in the NFAAR-PGT document.

Important information

This section may contain terms unfamiliar to you. In addition to the explanations we give below you can find full definitions at:

www.bath.ac.uk/registry/nfa/nfaar-pgt-appendix-02.pdf

For full details of the NFAAR-PGT, visit: www.bath.ac.uk/registry/nfa

For information relating to your programme, visit: www.bath.ac.uk/catalogues

Your programme and how you are assessed

Within your programme of study, there are *compulsory units*, (i.e. those units in a programme which must be taken by every student registered on the programme), and *optional units* (i.e. those units you may choose from a range of options).

The **Programme Description: Structure of the programme** section in this handbook shows the structure of your programme. In the table, compulsory and optional units are labelled 'C' and 'O' respectively. Please note that you can also access this information via links in your programme's description in the Programme and Unit Catalogues available at: www.bath.ac.uk/catalogues

At the end of the table, there is a link to the relevant appendix of the NFAAR-PGT which states exactly how the assessment rules operate.

The following points will help you to understand how the assessment rules relate to your specific programme, such as pass marks, averaging of marks and dealing with any failures:

Firstly, there are several references below to the persistent generic rules on the extent of any failures of units permitted overall. The rules are that you can only (1) fail and retrieve units, or (2) marginally fail units and have them condoned, **within set limits**. Breaking these rules results in failure of the programme.

- Your programme has Designated Essential Units (DEUs) which you must pass to gain the award you seek; even marginal failure in these units cannot be condoned.
- Your programme is divided into stages and follows the general principle that all stage assessment must be successfully completed before progression to the next stage is permitted. This means that, if you are required to undertake supplementary assessment, you will have to do so before you can progress further. You must also never break one of the persistent generic rules.
- Your programme has units that constitute the Taught Stage(s) Credits in a separate phase before the period in which you will do the Dissertation/Project type unit(s), as indicated in the table showing the structure of your programme. The Programme Progression Requirement to get from the taught phase to the Dissertation/Project phase is 50%.
- Should you fail to qualify for the award of the degree of Master, you may be considered for the award of a related Postgraduate Diploma or Postgraduate Certificate (subject to your having met the requirements for one of those awards).

The normal pass mark for a unit is 40%. In some units, you might need to achieve a threshold mark in one or more component assessments in order to pass the unit overall. Particular rules apply to failure of units of the 'Taught type', or in the 'taught' stages. They are as follows:

- If you fail any DEUs, you will have to undertake supplementary assessment – unless you have failed so many DEUs that you fail outright or the attempted retrieval would break the rule on how much failure can be retrieved.

Dissertation/Project units have their own special rule on failure: only cases of marginal failure (i.e. 35%-39%) will be given permission for attempted retrieval through supplementary assessment, and any resubmission that is permitted for marginal failure must be made within a specified period. Ultimately, you must pass a Dissertation/Project unit (or have an average of at least 40% for them if there are more than one) for satisfactory completion of the requirements for Dissertation/Project elements.

Your unit results are combined as follows to make overall assessment/award decisions:

- The Taught Stage(s) Average (TSA) will be calculated by taking the credit-weighted average of marks for all units required to contribute to the taught stage(s), or by taking the credit-weighted average of marks for all units defined as of 'Taught type' required to contribute to the programme.
- The Dissertation/Project Average (DPA) will be calculated by taking the credit-weighted average of marks for the unit(s) required to contribute to the

Dissertation/Project stage(s), or by taking the credit-weighted average of marks for the unit(s) defined as of 'Dissertation/Project type' required to contribute to the programme.

- The Overall Programme Average (OPA) will be calculated by taking the credit-weighted average of marks for all units required to contribute to the programme.

A Board of Examiners will decide at appropriate points whether you are continuing to meet the requirements for the programme (including not breaking persistent generic rules whereby you can only fail and retrieve, or marginally fail and have condoned, units within set limits), and/or whether you have met all the requirements for your target award or any alternative that might be available. The outcomes will depend on both your performance in individual units and your overall performance. Generally, if you pass each of your units, you will progress and, in due course, be recommended for an award.

If you fail units beyond certain credit values, or you fail some too badly, you might break one of the persistent generic rules whereby you can only fail and retrieve, or marginally fail and have condoned, units within set limits, and this will result in failure of the programme - without any opportunity for supplementary assessment. (Further information on supplementary assessment is provided below.)

The criteria for making awards with distinction or with merit are described in the relevant NFAAR-PGT rules (paras. 78-80).

Supplementary assessment

'Supplementary assessment' is the term normally used for an opportunity given to a student to retrieve failure before starting the next stage of a programme, or by the end of the programme if it is a single-stage programme or the failed units are not Stage Required Units (SRUs). It generally involves re-doing coursework or re-sitting an examination. Students undertaking supplementary assessments are likely to have to do so at the University in the summer re-sit examinations.

For the 2018–19 academic year, this period will be 14 August to 23 August 2019.

Each unit's method of supplementary assessment is shown in the online Unit Catalogue.

At supplementary assessment, students will normally have the opportunity to gain credit for units then successfully passed and to have the mark gained reported to them for feedback purposes, but a maximum mark of 40% will be awarded and used in the Overall Stage Average, the Overall Programme Average, the Taught Stage(s) Average, and any award calculation.

In units where the original assessment is a written examination, supplementary assessment may sometimes take the form of reworking an examination paper, known as 'mandatory extra work', rather than re-sitting the examination. In such cases the pass mark is 70% and a mark below 60% is considered a bad fail.

If you pass all your supplementary assessments, you will be able to progress onto the next stage of your programme and/or, as appropriate, be considered for an award. If you do not pass them all, the outcome will depend on your overall performance including consideration of the rules about passing particular types of units and the persistent generic rules (as set out above).

ACADEMIC APPEALS

Students wishing to submit a request for an academic appeal should refer to Regulation 17 (Conduct of Student Academic Appeals and Reviews):
www.bath.ac.uk/publications/regulations-for-students

You are also strongly advised to read the online guidance provided by the Academic Registry: www.bath.ac.uk/registry/appeals

Independent advice about academic appeals is offered by the Students' Union Advice and Support Centre: thesubath.com/advice

Regulation 17.16 outlines how you may appeal against formal Board of Studies decisions in respect of one or more of the following:

- i) the student's suitability to progress from one stage of the programme of study to the next
- ii) the student's suitability to remain on the programme of study
- iii) the marks/grades, degrees, certificates or diplomas, and the classifications/grades awarded to the student.

The regulation also sets out the grounds on which an appeal can be based (Regulation 17.16). Please note that:

- dissatisfaction with a mark or set of marks, or any other aspect of the properly exercised academic judgement of the examiners, will not of itself be acceptable as a valid ground for an academic appeal (Regulation 17.1)
- students who have concerns about assessment outcomes that have not yet been approved by a Board of Studies should seek advice in the first instance from their Director of Studies. This may include matters such as suspecting errors in the totalling or transcription of marks/grades, or wishing to seek clarification about the marking process (Regulation 17.2).

All academic appeals must be submitted within the timescales set out in Regulation 17. Students must provide the required information and evidence, including a completed AA1 form. The form and further academic appeals guidance are available at:
www.bath.ac.uk/registry/appeals

Student Complaints are dealt with under separate procedures. For more information, see:
www.bath.ac.uk/guides/student-complaints-procedure

If you are uncertain as to whether your concerns are a potential academic appeal or a student complaint, please refer to the guidance at:
www.bath.ac.uk/students/support/complaints

GENERAL INFORMATION

THE ACADEMIC YEAR 2018-19

‘Further information about the University’s academic year dates can be found here: www.bath.ac.uk/publications/academic-year-charts

This may be useful to you in identifying University vacations and other key dates.’]

Residential 1	9 Sep 2018 – 14 Sep 2020
Unit 1 teaching	9 Sept 2018 – 14 Dec 2019
Christmas vacation	17 Dec 2019 – 6 Jan 2019
Unit 1 teaching	7 Jan 2019 - 8 Mar 2019
Break/Optional Amman Residential	Week of 28 th Jan 2019
Unit 2 teaching	11 Mar 2019 – 19 Apr 2019
Easter vacation	20 Apr 2019 – 3 May 2019
Unit 2 teaching	3 May 2019 - 9 Aug 2019
Summer break	10 Aug 2019 – 1 Sep 2019
Unit 3 teaching	2 Sep 2019 – 6 Sep 2019
Break	9 Sep 2019 – 13 Sep 2019
Unit 3 teaching	16 Sep 2019 – 15 Nov 2019
Unit 4 teaching	18 Nov 2019 – 13 Dec 2019
Christmas vacation	16 Dec 2019 – 5 Jan 2020
Unit 4 teaching	6 Jan 2020 – 17 Jan 2020
Break	20 Jan 2020 – 25 Jan 2020
Residential 2	Week of 27 Jan 2020
Unit 4 teaching	3 Feb 2020 – 3 Apr 2020
Easter vacation	6 Apr 2020 – 17 Apr 2020
Unit 4 teaching	20 Apr 2020 – 25 Apr 2020
Dissertation work	27 Apr 2020 – 31 Aug 2020

UNIVERSITY REGULATIONS FOR STUDENTS

All registered students of the University are subject to the University’s Regulations for Students. The Regulations contain rules and other important information about being a student at the University of Bath, including regulations governing the payment of fees due to the University, student discipline, fitness to study and those governing attendance, conduct and progress in studies. They also form part of the formal contract between you and the University. You will find references to the requirements of the Regulations for Students throughout this Handbook. You are advised to download a copy of the Regulations and read them carefully as they contain a lot of important information.

Important information

The full Regulations for Students can be found at:
www.bath.ac.uk/publications/regulations-for-students

REGISTRATION STATUS

Note that only registered students may use the University’s facilities, such as email, Moodle 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 that you register when asked to do so. Tuition fees for each academic year are payable at registration in full or in instalments.

Regulation 1.1 explains the requirement to register. Regulations 2.4 and 2.10 explain the consequences of non-payment of tuition fees:

www.bath.ac.uk/publications/regulations-for-students

ATTENDANCE MONITORING

Guidance and requirements on attendance, including the University's Attendance Monitoring and Engagement Policy for Tier 4 students, are available at:

www.bath.ac.uk/guides/attendance-monitoring-for-tier-4-students

This page also sets out information on when and how to request an authorised absence.

CHANGE IN YOUR CIRCUMSTANCES

It is important to ensure that the University holds your correct, up-to-date, personal and academic details within SAMIS, the University's student records database. If you change your address – either your semester-time or home address – please update your details online at: <https://samis.bath.ac.uk>

If you change your name, you will need to provide valid proof of the change. Please speak to your Department or Faculty/School administration, or Student Services in the Roper Centre, for advice on how to do this.

If you are considering suspending your studies, transferring from one programme to another, or withdrawing from your programme, please discuss your situation with your Director of Studies. They will be able to advise you on an appropriate course of action.

It is a University Regulation (3.1) that you attend regularly. If circumstances are such that you are not able to do so, then please contact your Director of Studies to discuss your situation and agree an appropriate course of action.

Your Personal Tutor will also be able to provide support and guidance on matters relating to your programme.

The financial implications of withdrawing from the University or suspending your studies can be significant.

You will find general information at: www.bath.ac.uk/students/finance/changes-to-your-study/withdrawing-or-suspending-from-your-course

The Student Money Advice Team in Student Services and the Student Finance Office will be able to advise you on the implications for fees in your situation and on how to suspend any student funding you are receiving.

If you are an international student holding a Tier 4 visa, you should consult the advisers in the Student Immigration Service about the implications of suspending or withdrawing from your programme: www.bath.ac.uk/topics/visas

You will need to register any change of academic circumstance, including a change of optional units, with the University. Please speak to your Department or Faculty/School administration who will advise you on how to do this.

HEALTH AND SAFETY

The University's Health and Safety Policy Statement is available at:

www.bath.ac.uk/corporate-information/health-and-safety-policy

The Policy Statement is also displayed throughout the campus. Staff within the University Health, Safety and Environment Service (Wessex House 3.12) provide professional advice on health and safety matters and monitor the health and safety performance of the University.

Further information

email: uhse@bath.ac.uk

Current University guidance on fieldwork, work placements and overseas travel:

www.bath.ac.uk/corporate-information/fieldwork-safety-standard

www.bath.ac.uk/corporate-information/placements-and-study-abroad-programmes-safety-standard

www.bath.ac.uk/guides/overseas-travel-safety-guidance

DATA PROTECTION

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

ANNEX 1: ASSESSMENT AND PROGRESSION REGULATIONS

All Masters programmes are assessed under the New Framework for Assessment: Assessment Regulation (NFAAR), details of which can be found in '**The New Framework for Assessment: Assessment Regulations.**' The key aspects are summarised below. Please also see the links provided below for full NFAAR guidance related to each award.

Postgraduate Diploma degree

(for full details please see: <http://www.bath.ac.uk/registry/nfa/nfaar-pgt-appendix-12.pdf>)

Awards

PG Diploma degree - a student must achieve:

- at least **60 credits**, at least 48 of these credits gained at M level;
- overall programme average (OPA) of at least 40.00%.

PG Diploma with Merit – a student must also achieve:

- overall programme average (OPA) of at least 60.00%

PG Diploma with Distinction - a student must also achieve:

- overall programme average (OPA) of at least 70.00%.

Condoning

- Designated Essential Units (DEU) cannot be condoned.
- Marks of 35%-39% in non-DEU taught stage credits (TSC) can be condoned.
- Maximum of 12 credits (20% of the award) can be condoned.

Retrieval (supplementary assessment)

Maximum of 18 credits for taught units (TSC) may be retrieved after failure by supplementary assessment. A student will be permitted **one attempt only** to retrieve a failed unit. Unit marks will be capped at 40% on retrieval.

Progression to Masters from PG Diploma

Programme Progression Requirement (PPR):

A taught-stage average (TSA) of at least 50% must be achieved before a student may proceed with any Dissertation/project credits (DPC). Where a student has supplementary assessment outstanding but has achieved a TSA of at least 40% progression onto DPCs will be permitted.

Masters degree

for full details please see: www.bath.ac.uk/registry/nfa/nfaar-pgt-appendix-11.pdf and also www.bath.ac.uk/registry/registry.bho/assessment/nfa-briefing-030.pdf

Awards

Masters degree - a student must achieve:

- at least **90 credits**, at least 75 of these credits being gained at M level;
- both an overall programme average (OPA) of at least 40.00% and a dissertation/project average (DPA) of at least 40.00%.

Masters degree with Merit - a student must also achieve:

- an overall programme average (OPA) of at least 60.00%,
- a dissertation/project average (DPA) of at least 60.00%, and
- a taught stage(s) average (TSA) of at least 50.00%.

Masters degree with Distinction - a student must also achieve:

- an overall programme average (OPA) of at least 70.00%,
- a dissertation/project average of at least 70.00%, and
- a taught stage(s) average (TSA) of at least 60.00%.

Condoning

- Designated Essential Units (DEU) cannot be condoned.
- Marks of 35%-39% in non-DEU taught stage credits (TSC) can be condoned.
- Maximum of 12 taught stage credits (TSC) (20% of the award) can be condoned.
- Dissertation/project credits (DPC) cannot be condoned.

Retrieval (supplementary assessment)

- Taught-stage credits (TSC) – a maximum of 18 credits for taught units may be retrieved after failure by supplementary assessment.
- Dissertation/project credits (DPC) can only be retrieved if the fail mark is within the range 35%-39%.
- A Student will be permitted **one attempt only** to retrieve a failed unit. Unit marks will be capped at 40% on retrieval.

ANNEX 2: INDICATIVE MARKING GUIDELINES FOR COURSEWORK, EXAMS AND DISSERTATIONS

	Marking Range	Knowledge and understanding of relevant ideas and methods	Ability to apply relevant ideas and methods to specific problems or issues	Originality, including ability to reflect critically on relevant knowledge and methods, and to develop clear and original arguments	Clarity of expression, presentation of material and overall structure (including referencing)
Distinction	80% or more – outstanding performance that fulfils and exceeds designated learning outcomes.	Evidence of an exceptionally high grasp of key ideals/concepts. 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.	Highly original with evidence of exceptional critical insight.	Worthy of sharing with a wider readership.
	70-79% - excellent performance relative to designated learning outcomes.	Unusually high level of knowledge and understanding of material stipulated in the unit. Evidence of wide, independent and relevant reading.	Relevant ideas and methods applied clearly and correctly with appropriate inferences drawn. Evidence of excellent use of examples to illustrate points and to justify arguments.	A high degree of analytical and critical ability, originality and insight.	Clear, accurate, appropriate and sophisticated use of language. Bibliography and other references should be presented in a form appropriate to the exercise.
Merit	60-69% - very good performance relative to designated learning outcomes.	Evidence of the ability to identify and understand key ideas/concepts. Very good understanding of relevant knowledge, with evidence of relevant wider reading. Evidence of the ability to answer all parts of the question.	Clear understanding of the relevant ideas and methods with mostly correct application. Evidence of appropriate use of examples/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 very good writing ability with clear, accurate and appropriate use of language. Evidence of the ability to structure an essay, to select, analyse and order with some attempt to synthesise and conclude. Bibliographical and other references should be presented in a form appropriate to the exercise.

Pass	<p>50-59% - Good performance relative to the designated learning outcomes.</p>	<p>Some evidence of ability to identify key ideas and issues. Demonstrates some understanding of relevant concepts with some evidence of relevant reading.</p>	<p>Evidence of the ability to describe a subject in an organised way with some attempt at analysis. Demonstrates knowledge of the subject with limited explanation or discussion of the material presented: may indicate a narrative or cataloguing approach.</p> <p>Competent application of relevant ideas and methods to empirical material. Some evidence of ability to select appropriate examples to illustrate points and to justify arguments. Conclusions arrived at through analysis rather than just a statement of position.</p>	<p>Well argued with logical organisation of the answer. Clear evidence of some “value-added” through application of empirical data, critique and/or logical exercise of independent judgement.</p>	<p>Has met the formal criteria. Reveals an ability to set out an argument or answer clearly and logically.</p> <p>Generally clear use of language.</p> <p>Limited bibliographical and other references.</p>
	<p>40-49% - Satisfactory performance in designated learning outcomes.</p>	<p>Demonstrates some ability to communicate identifiable facts and concepts.</p> <p>Some knowledge of the material provided and identifies relevant issues, but without evidence of wider reading. May reveal some gaps in knowledge and understanding.</p>	<p>Knowledge of relevant ideas and methods, but weaknesses in their use. Evidence used is relevant and addresses the question set or proposed but limited ability to argue logically and to organise answer, or select appropriate examples to discuss points.</p>	<p>Evidence of basic analytical ability or appreciation of the subject.</p> <p>Demonstrates the ability to write descriptively about a subject but with little or no attempt to generalise or to discuss.</p>	<p>The candidate has met basic criteria but there are weaknesses. Generally shows adequate writing ability and appropriate standards of English but there may be an unreliable use of language.</p> <p>May have poor bibliographical and other references.</p>
Fail	<p>30-39% Fail – no credits awarded.</p>	<p>Only partial knowledge and understanding of key concepts and ideas.</p> <p>Shows poor comprehension of the basic facts and principles. Prone to inaccuracy and tendency to irrelevance.</p>	<p>Failure to identify and use appropriate ideas and methods. Argument lacks adequate illustration or empirical support, or empirical material is purely decorative. Failure to address the question clearly enough.</p>	<p>No critical thought.</p>	<p>Weak presentational skills, inadequate or improper referencing.</p> <p>Fails to meet formal criteria in one or more ways.</p>

	<30% Fail – no credits awarded.	Little or no evidence of the ability to communicate identifiable facts and concepts. There may be some relevant knowledge but it demonstrates a poor understanding of the subject.	The answer may be totally or largely irrelevant to the question. Empirical material is incorrect or incorrectly used.	No evidence of critical thought.	Fails to meet formal criteria in numerous ways.
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