

**Faculty/School of Humanities and Social
Sciences**
**Department of Politics, Languages and
International Studies**

**MA International Relations, MA
International Security, MA
International Relations and
European Politics.**

**Programme Handbook
2019/20**

This Handbook is available online or in alternative formats.
Please contact Lisa Snowdon-Harris (l.snowdon-harris@bath.ac.uk) if required.

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WELCOME

Welcome to the University of Bath and to the MA in International Relations, MA in International Relations and European Politics and the MA in International Security. The programmes are delivered by the Department of Politics, Languages and International Studies within the **Faculty of Humanities & Social Sciences (HSS)** (<http://www.bath.ac.uk/hss/>). The Faculty (one of three Faculties and one School in the university – see below and <http://www.bath.ac.uk/departments/>) comprises six departments

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

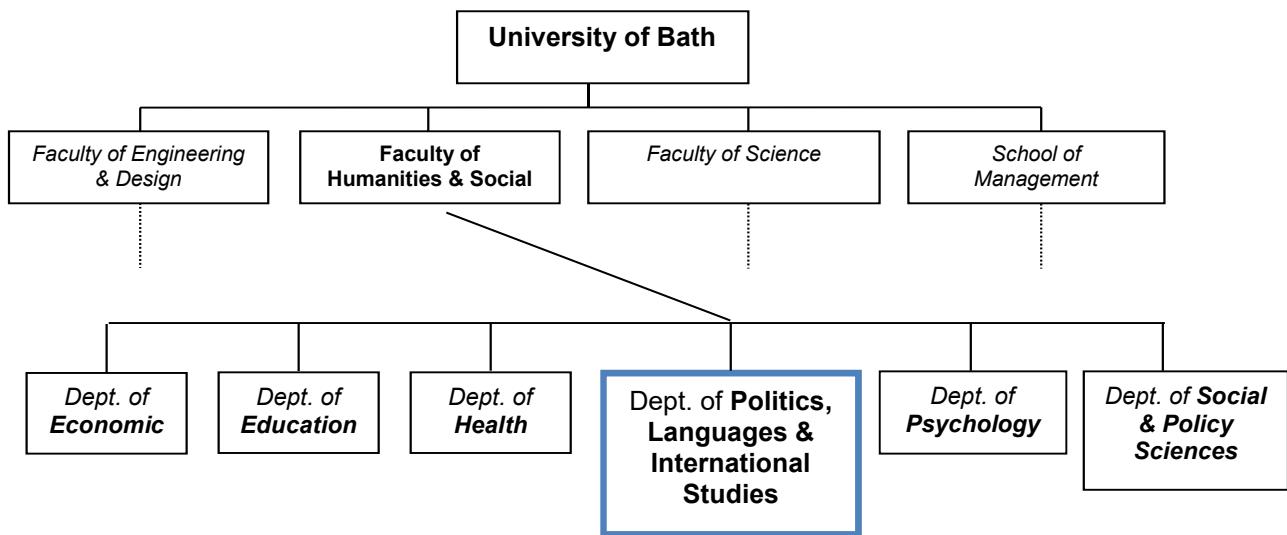
Education <http://www.bath.ac.uk/education/>

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

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

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

Social & Policy Sciences <http://www.bath.ac.uk/sps/>



Faculty H&SS Taught Programmes administration

Undergraduate and Postgraduate Taught (Masters) 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 Hub Offices 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 speak to any other of our other administrators listed on our wiki page [here](#), all of whom will be very happy to help you.

If you have any problems then please contact one of the Programmes Officers or Managers.

Emails are managed via shared mailboxes to deal with enquiries from students and academic staff and these are regularly monitored by designated members of the team.

ABOUT THIS HANDBOOK

This Handbook is intended for all students commencing the MA International Relations, MA International Security and MA International Relations and European Politics in the academic year 2019/20.

Please note that the contents of this Handbook are accurate at 12th September 2019, 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.

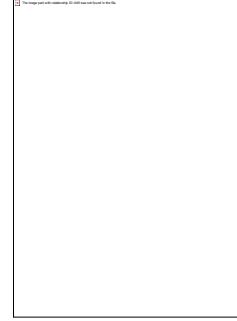
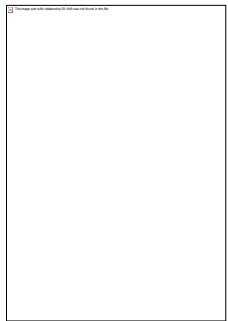
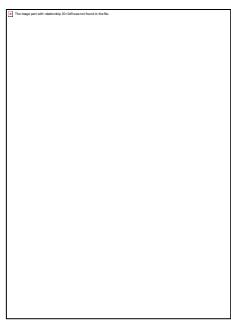
If in doubt about what applies to you, or if your circumstances change (for example if you are returning from a suspension of study, or transferring to a different programme) please contact your Director of Studies, Dr Leslie Wehner (L.Wehner@bath.ac.uk) for advice.

YOUR PROGRAMME

The programmes are delivered by the Department of Department of Politics, Languages and International Studies. The Department is located in 1WN and 10W at present but your administrator is in 1WN 2.06 – see the campus map [here](#).

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 by linking from <http://www.bath.ac.uk/hss/>.

KEY CONTACTS/STAFF LIST



Acting Head of Department

[Prof David Galbreath](#)
1W 3.24

Deputy Head of Department (Politics)

[Dr Maria Garcia](#)
1WN 2.23

Director of Studies for Postgraduate Taught (Politics programmes)

[Dr Leslie Wehner](#)
1WN 4.24, ext. 5460

DEPARTMENTAL INFORMATION

Internal messages are usually sent by **email** and you should make a point of checking your account every day. You can also access your account by clicking on “email” on the University’s internal home page. **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.**

The best way to **contact staff** is by email. If you want to send hard copy mail to a member of staff, you can hand this to the administrator who will place it in the appropriate ‘pigeon hole’ (mail box).

Should you have any **queries or 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. Any issues relating to your work then please contact either the Unit Convenor concerned or your Director of Studies (most academic staff are available at specific times of the week). Administrators are available in office hours (typically 10.00 to 12.00, 14.00 to 16.00, Monday to Friday). If you can’t find anybody, or you have not had your queries answered, please contact the Programme Officer or Deputy Head of Department.

You can collect your **post** from the pigeon holes located in the foyer on level 4 of building 1 West North. Any mail addressed to you care of the University or the Department, internal mail, and messages from members of staff will be placed there, and you can also leave messages for other students. You should check your pigeon-hole as soon as you arrive at the University and at least once a week thereafter. The Department cannot accept responsibility for mail not collected by students.

Any post should be addressed as follows:

*The Department of Politics, Languages and International Studies
MAIR MIREP & MAIS
University of Bath
Claverton Down
Bath
BA2 7AY*

EXPECTATIONS

It is a University Regulation that you attend regularly. If you are not able to do so, or will be absent for longer than three days due to ill health, then you must contact your Director of Studies to discuss your situation and an appropriate course of action.

Further information

See Regulation 3: www.bath.ac.uk/publications/regulations-for-students

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, and then making presentations to the class as a whole. Sometimes these presentations might be formal. This rich learning environment, be it in lectures or in group activities, obviously relies on students attending and participating in all activities.

In deciding to take a unit, we would expect you to attend all lectures and participate in any group-work activities (unless mitigating circumstances dictate otherwise). Non-attendance would not only reduce your own learning experience but could potentially reduce that of others in the group. In order to reinforce this principle, in **some units, students who have not attended timetabled group activities (even if non-assessed) may have some unit marks deducted.**

We hope that you will appreciate the importance of this issue, in that students are partners in a collective learning experience.

PROGRAMME AIMS AND LEARNING OUTCOMES

MA International Relations – Learning Objectives

Synopsis and academic coherence of programme

The overall goal of the programme is to develop fully trained and competent MA holders with a broad knowledge:

- of contemporary international relations and the dimensions of political interactions between states and non-state entities in the contemporary world,
- of the role of state and non-state actors and of governmental and non-governmental international organisations in the current international order, and
- of the relationship between its different component parts and an ability to critically discuss and write about them.

In its design and implementation, the programme reflects a commitment to the integration of staff members' strong research profiles into teaching, to the application of learning and to a diversity of approaches to learning, teaching and assessment (as set out in the University's Learning and Teaching Strategy).

Educational aims of the programme

The Programme has four broad aims:

1. To develop a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of the study of contemporary international relations;
2. To develop a comprehensive understanding of techniques applicable to the students' own research and to advanced scholarship in the field of contemporary international relations;
3. To enable students to be original in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline of contemporary international relations;
4. To develop conceptual understanding:
 - To evaluate critically current research and advanced scholarship in contemporary International relations; and
 - To evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses for the explanation of a wide range of diverse phenomena in contemporary International relations.

The PG Certificate focuses principally on aim (1), but offers students scope for some specialist application of what they are studying (aim 2) and, through the assessment mode in individual units (e.g., essay), the opportunity to undertake a research enquiry on a modest scale (aim 3).

The PG Diploma gives additional scope for appreciation and application of different methodologies of research in the study of contemporary international relations (aim 2); and since more units are completed by the student, it gives a more substantial opportunity to undertake research of the student's choosing (aim 3).

The MA involves a dissertation which meets aim (3) on a still more substantial scale.

The PG Certificate involves some attention to aim (4), but this progressively increases with the PG Diploma and the MA, as a wider range of research methodologies and their applications in contemporary international relations is critically reviewed.

Intended learning outcomes (including teaching, learning and assessment methods, specifying those applicable for interim awards where appropriate)

➤ Knowledge & Understanding:	<p>Students will</p> <ol style="list-style-type: none">1. Understand the key concepts and theories of international relations and the dimensions of political interactions between states and non-state entities in the contemporary world, of the role of state and non-state actors and of governmental and non-governmental international organisations in the new world order, and the relationship between its different component parts;
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	<p>2. Understand the origins, development, current activity and organisation of the institutions of the international system;</p> <p>3. Have knowledge of contemporary international political problems and how they emerge at sub-national, national and supra-national levels and between them;</p> <p>4. Have a comparative understanding of international political issues, both in historical and contemporary terms.</p> <p>The PG Certificate will particularly focus on learning outcomes 1 and 2; the PG Diploma will have an additional focus on learning outcome 3 and provide a moderate focus on learning outcome 4, while the MA will ensure that students achieve all four learning outcomes.</p> <p>Teaching and Learning Methods:</p> <ul style="list-style-type: none"> • Lectures and guided reading. • Student seminar presentations (individual or group) with tutorial guidance and peer feedback • Active participation in research seminar programmes of the Department of Politics, Languages and International Studies, the Faculty of Humanities and Social Sciences and its research centres • Monitoring of individual academic development with personal tutor. <p>Assessment Methods:</p> <ul style="list-style-type: none"> • Coursework essays of normally 4,000 words length (in some units this may vary). • Problem-orientated group assignments for seminars. • A supervised MA dissertation of 15,000 words in length on a topic agreed between supervisor and supervisee. • Unseen examinations may be used to test knowledge of more narrowly defined concepts and issues.
<p>➤ Intellectual Skills:</p>	<p>Students will be able to</p> <p>1. Deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate their conclusions clearly to specialist and non-specialist audiences;</p> <p>2. Continue to advance their knowledge and understanding, and to develop new skills to a high level.</p>

	<p>3. Demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level;</p> <p>The PG Certificate will particularly focus on learning outcome 1 and, to a lesser extent on learning outcome 2; the PG Diploma will have an additional moderate focus on learning outcome 3, while the MA will ensure that students achieve all three learning outcomes.</p> <p>They will also</p> <ol style="list-style-type: none"> 1. Be familiar with quantitative and qualitative methods in political studies; 2. Be able to apply problem-solving skills in seeking solutions to international political problems in a supra-national as well as national and sub-national context; 3. Be able to undertake investigations of political questions, issues and problems in an international context; 4. Be able to distinguish between the normative and pragmatic differences that affect policies and their consequences. 5. Be able to assess the outcomes of interventions by governments and other organisations to solve international political problems; <p>The PG Certificate will particularly focus on learning outcomes 1 to 3; the PG Diploma will have an additional focus on learning outcome 4 and provide a moderate focus on learning outcome 5, while the MA will ensure that students achieve all five learning outcomes.</p> <p>Teaching and Learning Methods:</p> <ul style="list-style-type: none"> • Lectures and guided reading. • Student seminar presentations with tutorial guidance and peer feedback • Active participation in research seminar programmes of the Department of Politics, Languages and International Studies, the Faculty of Humanities and Social Sciences and its research centres. • Monitoring of personal development with personal tutor. • Supervised dissertation. <p>Assessment Methods:</p> <ul style="list-style-type: none"> • Coursework essays of normally 4,000 words length (in some units this may vary).
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	<ul style="list-style-type: none"> • Problem-orientated group assignments for seminars. • A supervised MA dissertation of 15,000 words in length on a topic agreed between supervisor and supervisee. • Unseen examinations may be used to test knowledge of more narrowly defined concepts and issues.
<p>➤ Professional Practical Skills:</p>	<p>Students will</p> <ol style="list-style-type: none"> 1. Acquire bibliographic skills, enabling them to identify and use library and other bibliographic resources and maintain a personal research bibliography; 2. Be able to evaluate research, including undertaking refereeing and book reviews; 3. Understand issues posed by political science research in relation to ethics, confidentiality and legality (including IPR), and acquire the skills needed in order to respect, consider and attend to the rights of other researchers and research participants; 4. Where appropriate, have begun to develop a working knowledge of a relevant language for a chosen geographical area(s) of study. 5. Be familiar with the format and mechanisms for the dissemination of political science and IR research through professional bodies, including conference papers, posters and journal articles, and the process of peer review. <p>The PG Certificate will particularly focus on learning outcomes 1 and 2; the PG Diploma will have an additional focus on learning outcomes 3 and 4 and provide a moderate focus on learning outcome 5, while the MA will ensure that students achieve all six learning outcomes.</p> <p>Teaching and Learning Methods</p> <ul style="list-style-type: none"> • Induction course in bibliographic, IT and research skills, with particular reference to resources that can be accessed through the University • Lectures and guided reading. • Explicit attention to the afore-mentioned professional practical skills within all taught units, as appropriate. • Applying, testing and honing the afore-mentioned professional practical skills, by writing essays and giving presentations and receiving appropriate feedback from peers and faculty, and by undertaking a fully supervised dissertation.

	<ul style="list-style-type: none"> • Active participation in research seminar programmes of the Department, the Faculty and its research centres, with students preparing reflective and critical evaluations of the research presented in the seminars during the course of each semester. • Use where appropriate of the University's wide range of language programmes, and University-accredited language tutors. • Monitoring of personal development with personal tutor. <p>Assessment Methods:</p> <ul style="list-style-type: none"> • Coursework essays of normally 4,000 words length. • Problem-orientated group assignments for seminars. • A supervised MA dissertation of 15,000 words in length on a topic agreed between supervisor and supervisee.
<p>➤ Transferable/Key Skills:</p>	<p>Students will</p> <ol style="list-style-type: none"> 1. Develop writing, presentation and dissemination skills, including Internet-based tools; 2. Develop career management skills, including skills in using new technologies for obtaining information about new career opportunities, skills in networking and negotiation, evaluation of personal and career development needs, self-promotion and marketing; 3. Have the qualities and transferable skills necessary for employment requiring: <ul style="list-style-type: none"> • The exercise of initiative and personal responsibility; • Decision-making in complex and unpredictable situations; and • The independent learning ability required for continuing professional development; 4. Develop skills in effective team working through collaboration in projects; 5. Develop competency in the presentation of research findings to practitioners and lay audiences; 6. Develop an understanding of how the media communicates specialist material to lay audiences, and the skills required to engage with the media, such as writing press releases and being interviewed. 7. Develop research management skills, including the development of research proposals for external funding, time

	<p>and resource planning and monitoring, archiving of data and completion of end-of-award reports to sponsors.</p> <p>The PG Certificate will particularly focus on learning outcomes 1 to 4, but also provide a moderate focus on learning outcome 5; the PG Diploma will have an additional focus on learning outcome 6 and provide a moderate focus on learning outcome 6, while the MA will ensure that students achieve all seven learning outcomes.</p> <p>Teaching and Learning Methods:</p> <ul style="list-style-type: none"> • Seminars by MA programme assistant in writing, presentation and dissemination skills, including Internet-based tools. • Explicit attention to the afore-mentioned transferable/key skills within all taught units, as appropriate. • Applying, testing and honing the afore-mentioned transferable/key skills, by writing essays and giving presentations and receiving appropriate feedback from peers and faculty, and by undertaking a fully supervised dissertation. • Active participation in research seminar programmes of the Department, the Faculty and its research centres, with students reflecting critically on the research presented in the seminars during the course of each semester. • Monitoring of personal development with personal tutor. <p>Assessment Methods:</p> <ul style="list-style-type: none"> • Problem-oriented group assignments which can demonstrate the acquisition and application of these skills. • Coursework essays and the Dissertation, involve exercise of some of the afore-mentioned professional practical skills, and are assessed in part by reference to them. • In connection with their participation in the research seminar programmes of the Department, the Faculty and its research centres, students present critical appreciations for non-expert audiences of the research presented in the seminars during the course of each semester.
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Structure and content of the programme (including potential stopping off points)

See Annex 1 for the detailed Programme Description. Details of unit contents can be found from the

Unit Catalogue from <http://www.bath.ac.uk/catalogues/2018-2019/index.html>- please note that these are updated in July of each year to list units for the following academic year.

The Programme includes three potential stopping off points: a PG Certificate, a PG Diploma and the MA. While in principle any of these qualifications may be targeted by a student who enters the programme, experience shows that the large majority of applicants opt for the MA.

A student who targets the **PG Diploma** or the **MA** and who fails, even after opportunities for re-sits, to meet the full requirements for those qualifications, may under certain conditions (see below) be awarded the **PG Certificate** or the **PG Diploma** respectively.

Part-time Study

MA in International Relations

Part-time students will be expected to complete at least one of the compulsory units of Semesters 1 and 2 within the first year of study.

PG Diploma in International Relations

Part-time students will be expected to complete at least one of the compulsory units of Semesters 1 and 2 within the first year of study.

PG Certificate in International Relations

Part-time students will be expected to complete at least one of the compulsory units of Semesters 1 and 2 in the course of their study.

Details of work placements / work-based learning / industrial training / study abroad requirements

N/A

MA International Security – Learning Objectives

Synopsis and academic coherence of programme

The overall goal of the programme is to equip students with a broad knowledge of contemporary international security and the dimensions

- of political and military interactions between states and non-state entities in the contemporary world,
- of the role of state and non-state actors and of governmental and non-governmental international organisations in the new international security environment, and
- of the relationship between its different component parts and an ability to critically discuss and write about them. In its design and implementation, the programme reflects a commitment to the integration of staff members' strong research profiles into teaching, to the application of learning and to a diversity of approaches to learning, teaching and assessment (as set out in the University's Learning and Teaching Strategy).

Educational aims of the programme

The Programme has four broad aims:

1. To develop a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of the study of contemporary international security;

2. To develop a comprehensive understanding of techniques applicable to the students' own research and to advanced scholarship in the field of contemporary international security;

3. To enable students to be original in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline of contemporary international security;

4. To develop conceptual understanding:

- To evaluate critically current research and advanced scholarship in contemporary international security; and
- To evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses for the explanation of a wide range of diverse phenomena in contemporary international security.

The PG Certificate focuses principally on aim (1), but offers students scope for some specialist application of what they are studying (aim 2) and, through the assessment mode in individual units (e.g., essay), the opportunity to undertake a research enquiry on a modest scale (aim 3).

The PG Diploma gives additional scope for appreciation and application of different methodologies of research in the study of contemporary international politics (aim 2); and since more units are completed by the student, it gives a more substantial opportunity to undertake research of the student's choosing (aim 3).

The MA involves a dissertation which meets aim (3) on a still more substantial scale.

The PG Certificate involves some attention to aim (4), but this progressively increases with the PG Diploma and the MA, as a wider range of research methodologies and their applications in contemporary international security is critically reviewed.

Intended learning outcomes (including teaching, learning and assessment methods, specifying those applicable for interim awards where appropriate)

<p>➤ Knowledge & Understanding:</p>	<p>Students will</p> <ol style="list-style-type: none"> 1. Understand the key concepts and theories of international security and the dimensions of political and military interactions between states and non-state entities in the contemporary world, of the role of state and non-state actors and of governmental and non-governmental international organisations in the new international security order, and the relationship between its different component parts; 2. Understand the origins, development, current activity and organisation of the institutions of the international security system; 3. Have knowledge of contemporary international security problems and how they emerge at sub-national, national and supra-national levels and between them; 4. Have a comparative understanding of international security issues, both in historical and contemporary terms. <p>The PG Certificate will particularly focus on learning outcomes 1 and 2; the PG Diploma will have an additional focus on learning outcome 3 and provide a moderate focus on learning outcome 4, while the MA will ensure that students achieve all four learning outcomes.</p> <p>Teaching and Learning Methods:</p> <ul style="list-style-type: none"> • Lectures and guided reading. • Student seminar presentations with tutorial guidance and peer feedback • Group-based practice in identifying and analysing contemporary international security problems and
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	<p>the policy responses developed for them by state and non-state actors.</p> <ul style="list-style-type: none"> • Active participation in research seminar programmes of the Department of Politics, Languages and International Studies, the Faculty of Humanities and Social Sciences and its research centres • Monitoring of individual academic development with personal tutor. <p>Assessment Methods:</p> <ul style="list-style-type: none"> • Coursework essays of combined length of 4,000 words (some pre-set, others self-defined), with a progression towards more student defined work as the programme proceeds. • A supervised MA dissertation of 15,000 words in length on a topic agreed between supervisor and supervisee.
<p>➤ Intellectual Skills:</p>	<p>Students will be able to</p> <ol style="list-style-type: none"> 1. Deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate their conclusions clearly to specialist and non-specialist audiences; 2. Continue to advance their knowledge and understanding, and to develop new skills to a high level. 3. Demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level; <p>The PG Certificate will particularly focus on learning outcome 1 and, to a lesser extent on learning outcome 2; the PG Diploma will have an additional moderate focus on learning outcome 3, while the MA will ensure that students achieve all three learning outcomes.</p> <p>They will also</p> <ol style="list-style-type: none"> 1. Be able to familiarize themselves with research methods in political studies and international security; 2. Be able to apply problem-solving skills in seeking solutions to international political problems in a supra-national as well as national and sub-national context; 3. Be able to undertake investigations of political questions, issues and problems in an international context; 4. Be able to distinguish between the normative and pragmatic differences that affect policies and their consequences. 5. Be able to assess the outcomes of interventions by governments and other organisations to solve international security problems; <p>The PG Certificate will particularly focus on learning outcomes 1 to 3; the PG Diploma will have an additional focus on learning outcome 4 and provide a moderate focus on learning outcome 5, while the MA will ensure that students achieve all five learning outcomes.</p> <p>Teaching and Learning Methods:</p>

	<ul style="list-style-type: none"> • Lectures and guided reading. • Student seminar presentations with tutorial guidance and peer feedback • Group-based practice in identifying and analysing contemporary international security problems and the policy responses developed for them by state and non-state actors. • Active participation in research seminar programmes of the Department of Politics, Languages and International Studies, the Faculty of Humanities and Social Sciences and its research centres. • Monitoring of personal development with personal tutor. • Supervised dissertation. <p>Assessment Methods:</p> <ul style="list-style-type: none"> • Coursework essays of a combined length of 4,000 words (some pre-set, others self-defined), with a progression towards more student defined work as the programme proceeds. • A supervised MA dissertation of 15,000 words in length on a topic agreed between supervisor and supervisee.
<p>➤ Professional Practical Skills:</p>	<p>Students will</p> <ol style="list-style-type: none"> 1. Acquire bibliographic and IT skills, enabling them to identify and use library and other bibliographic resources and maintain a personal research bibliography; 2. Be able to critically evaluate research; 3. Understand issues posed by international security research in relation to ethics, confidentiality and legality (including IPR), and acquire the skills needed in order to respect, consider and attend to the rights of other researchers and research participants; 4. Where appropriate, have begun to develop a working knowledge of a relevant language for a chosen geographical area(s) of study. 5. Be familiar with the format and mechanisms for the dissemination of research on international security issues through professional bodies, including conference papers, posters and journal articles, and the process of peer review. <p>The PG Certificate will particularly focus on learning outcomes 1 and 2; the PG Diploma will have an additional focus on learning outcomes 3 and 4, while the MA will provide students opportunities to achieve all five learning outcomes.</p> <p>Teaching and Learning Methods</p> <ul style="list-style-type: none"> • Induction course in bibliographic, IT and research skills, with particular reference to resources that can be accessed through the University • Lectures and guided reading.

	<ul style="list-style-type: none"> • Attention to the afore-mentioned professional practical skills within all taught units, as appropriate. • Applying, testing and honing the afore-mentioned professional practical skills, by writing essays and giving presentations and receiving appropriate feedback from peers and faculty, and by undertaking a fully supervised dissertation. • Active participation in research seminar programmes of the Department, the Faculty and its research centres. • Use where appropriate of the University's wide range of language programmes, and University-accredited language tutors. • Monitoring of personal development with personal tutor. <p>Assessment Methods:</p> <ul style="list-style-type: none"> • Coursework essays of a combined length of 4,000 words (some pre-set, others self-defined), with a progression towards more student defined work as the programme proceeds. • A supervised MA dissertation of 15,000 words in length on a topic agreed between supervisor and supervisee.
<p>➤ Transferable/Key Skills:</p>	<p>Students will</p> <ol style="list-style-type: none"> 1. Develop writing, presentation and dissemination skills; 2. Develop skills in effective team working through collaboration in projects; 3. Develop competency in the presentation of research findings to practitioners and lay audiences; 4. Develop an understanding of how the media communicates specialist material to lay audiences, and the skills required to engage with the media, such as writing press releases and being interviewed. <p>The PG Certificate will particularly focus on learning outcomes 1 and 2, but also provide a moderate focus on learning outcome 3; the PG Diploma will have an additional focus on learning outcome 3 and provide a moderate focus on learning outcome 4, while the MA will ensure that students achieve all four learning outcomes.</p> <p>Teaching and Learning Methods:</p> <ul style="list-style-type: none"> • Attention to the afore-mentioned transferable/key skills within all taught units, as appropriate. • Applying, testing and honing the afore-mentioned transferable/key skills, by writing essays and giving presentations and receiving appropriate feedback from peers and faculty, and by undertaking a fully supervised dissertation. • Active participation in research seminar programmes of the Department, the Faculty and its research centres. • Monitoring of personal development with personal tutor.

	<p>Assessment Methods:</p> <ul style="list-style-type: none"> • Problem-oriented group assignments which can demonstrate the acquisition and application of these skills. • Coursework essays and the Dissertation, involve exercise of some of the afore-mentioned professional practical skills, and are assessed in part by reference to them.
<p>Structure and content of the programme (including potential stopping off points)</p> <p>See Annex 1 for the detailed Programme Description. Details of unit contents can be found from the Unit Catalogue from http://www.bath.ac.uk/catalogues/2018-2019/index.html - please note that these are updated in July of each year to list units for the following academic year.</p> <p>The programme will be delivered in two taught semesters plus a dissertation, each worth 30 credits. In both of the taught semesters students have to complete three compulsory plus two optional units. For an up to date list of available compulsory and optional units please consult the MA International Security programme description.</p> <p>The programme includes two potential intermediate stopping off points before the MA: a PG Certificate and a PG Diploma in International Security.</p> <p><i>Part-time Study</i></p> <p>All part-time students are expected to discuss and obtain approval for their selection of units at the beginning of each semester of study.</p> <p>MA in International Security</p> <p>Part-time students will be expected to complete three of the six compulsory units of the programme during each of their two years of study.</p> <p>Part-time students either opting for the PG Diploma instead of the MA or not in a position to proceed to dissertation writing stage will be expected to complete all six compulsory units of the programme during the course of their study.</p> <p>Part-time students either opting for the PG Certificate in International Security or not in a position to proceed to PG Diploma stage will be expected to complete at least three of the six compulsory units during the course of their study.</p>	
<p>Details of work placements / work-based learning / industrial training / study abroad requirements</p> <p>n/a</p>	

MA International Relations and European Politics – Learning Objectives

<p>Synopsis and academic coherence of programme</p>
<p>The overall goal of the programme is to develop fully trained and competent MA holders with a broad knowledge of</p> <ul style="list-style-type: none"> • contemporary international relations and European politics and the dimensions of political interactions between states and non-state entities in the contemporary world,

- the role of state and non-state actors and of governmental and non-governmental international organisations in the current international order, and
- the relationship between its different component parts with particular reference to European states' politics, policies and societies and of the politics and policies of the European Union and an ability to critically discuss and write about them.

In its design and implementation, the programme reflects a commitment to the integration of staff members' strong research profiles into teaching, to the application of learning and to a diversity of approaches to learning, teaching and assessment (as set out in the University's Learning and Teaching Strategy).

Educational aims of the programme

The Programme has four broad aims:

1. To develop a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of the study of international relations and European politics;
2. To develop a comprehensive understanding of techniques applicable to the students' own research and to advanced scholarship in the field of international relations and European politics;
3. To enable students to be original in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline of international relations and European politics;
4. To develop conceptual understanding:
 - To evaluate critically current research and advanced scholarship in international relations and European politics; and
 - To evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses for the explanation of a wide range of diverse phenomena in international relations and European politics

The PG Certificate focuses principally on aim (1), but offers students scope for some specialist application of what they are studying (aim 2) and, through the assessment mode in individual units (e.g., essay), the opportunity to undertake a research enquiry on a modest scale (aim 3).

The PG Diploma gives additional scope for appreciation and application of different methodologies of research in the study of contemporary international relations and European politics (aim 2); and since more units are completed by the student, it gives a more substantial opportunity to undertake research of the student's choosing (aim 3).

The MA involves a dissertation which meets aim (3) on a still more substantial scale.

The PG Certificate involves some attention to aim (4), but this progressively increases with the PG Diploma and the MA, as a wider range of research methodologies and their applications in contemporary international relations and European politics is critically reviewed.

Intended learning outcomes (including teaching, learning and assessment methods, specifying those applicable for interim awards where appropriate)

➤ Knowledge & Understanding:	Students will
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	<ol style="list-style-type: none"> 1. Understand the key concepts and theories of international relations and the dimensions of political interactions between states and non-state entities in the contemporary world, of the role of state and non-state actors and of governmental and non-governmental international organisations in the new world order, and the relationship between its different component parts; 2. Understand the origins, development, current activity and organisation of the institutions of the international system with particular reference to the European Union; 3. Have knowledge of contemporary European political problems and how they emerge at sub-national, national and supra-national levels and between them; 4. Have an in depth understanding of selected topics in IR and European politics, both in conceptual and empirical terms. <p>The PG Certificate will particularly focus on learning outcomes 1 and 2; the PG Diploma will have an additional focus on learning outcome 3 and provide a moderate focus on learning outcome 4, while the MA will ensure that students achieve all four learning outcomes.</p> <p>Teaching and learning methods:</p> <ul style="list-style-type: none"> • Lectures and guided reading. • Student seminar presentations (individual or small group) with tutorial guidance and feedback • Active participation in research seminar programmes of the department and the Faculty of Humanities and Social Sciences. • Monitoring of individual academic development with personal tutor. <p>Assessment Methods:</p> <ul style="list-style-type: none"> • Coursework essays of normally 4,000 words length (in some units this may vary). • Problem-orientated group assignments for seminars. • A supervised MA dissertation of 15,000 words in length on a topic agreed between supervisor and supervisee. • Unseen examinations may be used to test knowledge of more narrowly defined concepts and issues.
<p>➤ Intellectual Skills:</p>	<p>Students will be able to</p> <ol style="list-style-type: none"> 1. Deal with complex issues both systematically and creatively, make sound judgements in the absence of

	<p>complete data, and communicate their conclusions clearly to specialist and non-specialist audiences;</p> <ol style="list-style-type: none"> 2. Continue to advance their knowledge and understanding, and to develop new skills to a high level. 3. Demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level; <p>The PG Certificate will particularly focus on learning outcome 1 and, to a lesser extent on learning outcome 2; the PG Diploma will have an additional moderate focus on learning outcome 3, while the MA will ensure that students achieve all three learning outcomes.</p> <p>They will also</p> <ol style="list-style-type: none"> 1. Be familiar with scopes and methods in politics and international relations; 2. Be able to apply problem-solving skills in seeking solutions to political problems in a supra-national as well as national and sub-national contexts; 3. Be able to undertake investigations of political questions, issues and problems in a comparative and European setting; 4. Be able to distinguish between the normative and pragmatic differences that affect policies and their consequences. 5. Be able to assess the outcomes of interventions by governments and other organisations to solve political problems. <p>The PG Certificate will particularly focus on learning outcomes 1 to 3; the PG Diploma will have an additional focus on learning outcome 4 and provide a moderate focus on learning outcome 5, while the MA will ensure that students achieve all five learning outcomes.</p> <p>Teaching and Learning Methods:</p> <ul style="list-style-type: none"> • Lectures and guided reading. • Student seminar presentations with tutorial guidance and peer feedback • Active participation in research seminar programmes of the Department of Politics, Languages and International Studies, the Faculty of Humanities and Social Sciences and its research centres. • Monitoring of personal development with personal tutor. • Supervised dissertation. <p>Assessment Methods:</p> <ul style="list-style-type: none"> • Coursework essays of normally 4,000 words length (in some units this may vary).
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	<ul style="list-style-type: none"> • Problem-orientated group assignments for seminars. • A supervised MA dissertation of 15,000 words in length on a topic agreed between supervisor and supervisee. • Unseen examinations may be used to test knowledge of more narrowly defined concepts and issues. •
<p>➤ Professional Practical Skills:</p>	<p>Students will</p> <ol style="list-style-type: none"> 1. Acquire bibliographic skills, enabling them to identify and use library and other bibliographic resources and maintain a personal research bibliography; 2. Be able to evaluate research, including undertaking refereeing and book reviews; 3. Understand issues posed by political science research in relation to ethics, confidentiality and legality (including IPR), and acquire the skills needed in order to respect, consider and attend to the rights of other researchers and research participants; 4. Where appropriate, have begun to develop a working knowledge of a relevant language for a chosen geographical area(s) of study. 5. Be familiar with the format and mechanisms for the dissemination of political science research through professional bodies, including conference papers, posters and journal articles, and the process of peer review. <p>The PG Certificate will particularly focus on learning outcomes 1 and 2; the PG Diploma will have an additional focus on learning outcomes 3 and 4 and provide a moderate focus on learning outcome 5, while the MA will ensure that students fully achieve all learning outcomes.</p> <p>Teaching and Learning Methods:</p> <ul style="list-style-type: none"> • Induction course in bibliographic, IT and research skills, with particular reference to resources that can be accessed through the University • Lectures and guided reading. • Explicit attention to the afore-mentioned professional practical skills within all taught units, as appropriate. • Applying, testing and honing the afore-mentioned professional practical skills, by writing essays and giving presentations and receiving appropriate feedback from peers and faculty, and by undertaking a fully supervised dissertation. • Active participation in research seminar programmes of the Department, the ERI and the Faculty, with students preparing reflective and critical evaluations of the research presented in the seminars during the course of each semester. • Use where appropriate of the University's wide range of language programmes, and University-accredited language tutors.

	<ul style="list-style-type: none"> • Monitoring of personal development with personal tutor. <p>Assessment Methods:</p> <ul style="list-style-type: none"> • Coursework essays of normally 4,000 words. • Problem-orientated group assignments for seminars. • A supervised MA dissertation of 15,000 words in length on a topic agreed between supervisor and supervisee.
<p>➤ Transferable/Key Skills:</p>	<p>Students will</p> <ol style="list-style-type: none"> 1. Develop writing, presentation and dissemination skills, including Internet-based tools; 2. Develop career management skills, including skills in using new technologies for obtaining information about new career opportunities, skills in networking and negotiation, evaluation of personal and career development needs, self-promotion and marketing; 3. Have the qualities and transferable skills necessary for employment requiring: <ul style="list-style-type: none"> ○ The exercise of initiative and personal responsibility; ○ Decision-making in complex and unpredictable situations; and ○ The independent learning ability required for continuing professional development; 4. Develop skills in effective team working through collaboration in projects; 5. Develop competency in the presentation of research findings to practitioners and lay audiences; 6. Develop an understanding of how the media communicates specialist material to lay audiences, and the skills required to engage with the media, such as writing press releases and being interviewed. 7. Develop research management skills, including the development of research proposals for external funding, time and resource planning and monitoring, archiving of data and completion of end-of-award reports to sponsors. <p>The PG Certificate will particularly focus on learning outcomes 1 to 4, but also provide a moderate focus on learning outcome 5; the PG Diploma will have an additional focus on learning outcome 6 and provide a moderate focus on learning outcome 6, while the MA will ensure that students achieve all seven learning outcomes.</p> <p>Teaching and Learning Methods:</p> <ul style="list-style-type: none"> • Seminars by MA programme assistant in writing, presentation and dissemination skills, including Internet-

	<p>based tools.</p> <ul style="list-style-type: none"> • Explicit attention to the afore-mentioned transferable/key skills within all taught units, as appropriate. • Applying, testing and honing the afore-mentioned transferable/key skills, by writing essays and giving presentations and receiving appropriate feedback from peers and faculty, and by undertaking a fully supervised dissertation. • Active participation in research seminar programmes of the Department, and the Faculty, with students reflecting critically on the research presented in the seminars during the course of each semester. • Monitoring of personal development with personal tutor. <p>Assessment Methods:</p> <ul style="list-style-type: none"> • Problem-oriented group assignments which can demonstrate the acquisition and application of these skills. • Coursework essays and the Dissertation, involve exercise of some of the afore-mentioned professional practical skills, and are assessed in part by reference to them. <p>In connection with their participation in the research seminar programmes of the Department, and the Faculty, students present critical appreciations for non-expert audiences of the research presented in the seminars during the course of each semester.</p>
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Structure and content of the programme (including potential stopping off points)

See the Programme Description in Annex 1. Details of unit contents can be found from the Unit Catalogue from <http://www.bath.ac.uk/catalogues/2018-2019/index.html>- please note that these are updated in July of each year to list units for the following academic year.

The Programme includes three potential stopping off points: a PG Certificate, a PG Diploma and the MA. While in principle any of these qualifications may be targeted by a student who enters the programme, experience shows that the large majority of applicants opt for the MA.

A student who targets the **PG Diploma** or the **MA** and who fails, even after opportunities for re-sits, to meet the full requirements for those qualifications, may under certain conditions (see below) be awarded the **PG Certificate** or the **PG Diploma** respectively.

Part-time Study

For PG Certificate, PG Diploma and MA in International Relations and European Politics part-time students will be expected to complete at least two of the compulsory units of Semester 1 within the first year of study.

Details of work placements / work-based learning / industrial training / study abroad requirements

N/A

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

MA International Security

Programme code	THPL-AFM15 MA International Security (Full-time) THPL-APM15 MA International Security (Part-time)
Programme title	MA in INTERNATIONAL SECURITY (MAIS)
Award type	Masters
Award title	MA in International Security, with the following intermediate qualifications: THPL-AFC16 PG Certificate in International Security (full-time) comprising any 30 TSC. THPL-APC16 PG Certificate in International Security (part-time) comprising any 30 TSC. THPL-AFL16 PG Diploma in International Security (full-time) THPL-APL16 PG Diploma in International Security (part-time)
Mode of Attendance	FULL TIME / PART TIME
Length	12 months F/T; 24 months P/T
State any designated alternative programme(s)	PG Certificate in International Security (DAP for PG Dip and MA) comprising any 30 TSC PG Diploma in International Security (DAP for MA)
Approving body and date of approval	Updated 13.11.13 FLTQC, Updated 29.8.14 FLTQC, Updated 23.9.14 FLTQC, Updated 15.4.15 FLTQC, Updated 15.8.16 FLTQC, Updated Feb 17 FLTQC, Updated Sept 2017 Chairs Action

Year 1 (for implementation with effect from 2016-17)

Part	Stage	Normal period of study for this Mode	Unit code	Unit title	Unit status	Credits	DEU status	SRU status	Taught, or Dissertation n/ project credits	Notes
4	1	S1	PL50763	International security: theories & concepts	C	6	DE U	Non SRU	TSC	
		S1	PL50869	Scopes and methods of politics and international relations	C	6	DE U	Non SRU	TSC	
		Select three from the following:								
		S1	PL50437	Societal modernisation and the transformation of democracy	O	6	-	Non SRU	TSC	
		S1	PL50751	International relations theories	O	6	-	Non SRU	TSC	

S1	PL50763	International security, theories & concepts	O	6	-	Non SRU	TSC	
S1	PL50785	Memory cultures – memory politics	O	6	-	Non SRU	TSC	
S1	PL50866	Foreign policy analysis	O	6	-	Non SRU	TSC	
S1	PL50905	Governance, Security and Development in East and Southeast Asia	O	6	-	Non SRU	TSC	
S1	PL50750	International Terrorism and Counter-Terrorism	O	6	-	Non SRU	TSC	
S1	PL50978	The Cultures of Globalisation	O	6	-	Non SRU	TSC	
S1	PL50979	Politics of Russia in Comparative Perspective	O	6	-	Non SRU	TSC	
S1	ZZ5001	Director of Studies approved unit	O	6	-	Non SRU	TSC	
S1	PL51014	The global politics of cyberspace	O	6	-	Non SRU	TSC	
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S2	PL50764	International security: the contemporary agenda	C	6	DE U	Non SRU	TSC	
Select four from the following:								
S2	PL50663	Organised crime in Europe: threats and challenges	O	6	-	Non SRU	TSC	
S2	PL50768	Britain and Europe	O	6	-	Non SRU	TSC	
S2	PL50868	International organisations in world politics	O	6	-	Non SRU	TSC	
S2	PL50884	International Relations of South and Central Asia	O	6	-	Non SRU	TSC	
S2	PL50893	Economic Foreign Policy and the International Trade Regime	O	6	-	Non SRU	TSC	
S2	PL50982	Politics of Risk	O	6	-	Non SRU	TSC	
S2	PL50894	Theories of Conflict and Conflict-Resolution	O	6	-	Non SRU	TSC	
S2	ZZ5001	Director of Studies approved unit	O	6	-	Non SRU	TSC	

Assessment weightings and decision references		
Stage	Weighting within programme	NFAAR-PGT decisions reference See: http://www.bath.ac.uk/registry/nfa/index.htm
1	67%	All assessment
2	33%	All assessment

MA International Relations

Programme code	THPL-AFM20 MA International Relations (Full-time) THPL-APM20 MA International Relations (Part-time)
Programme title	MA in INTERNATIONAL RELATIONS (MAIR)
Award type	Masters
Award title	MA in International Relations, with the following intermediate qualifications: THPL-AFC20 PG Certificate in International Relations (full-time) comprising any 30 TSC. THPL-APC20 PG Certificate in International Relations (part-time) comprising any 30 TSC. THPL-AFL20 PG Diploma in International Relations (full-time) THPL-APL20 PG Diploma in International Relations (part-time)
Mode of Attendance	FULL TIME / PART TIME
Length	12 months F/T; 24 months P/T
State any designated alternative programme(s)	PG Certificate in International Relations (DAP for PG Dip and MA) comprising any 30 TSC PG Diploma in International Relations (DAP for MA)
Approving body and date of approval	Updated 13.11.13 FLTQC, Updated 29.8.14 FLTQC, Updated 23.9.14 FLTQC, Updated 15.4.15 FLTQC, Updated 15.8.16 FLTQC; Updated Sept 2017 Chairs action;

Year 1 (for implementation with effect from 2016-17)										
Part	Stage	Normal period of study for this Mode	Unit code	Unit title	Unit status	Credits	DEU status	SRU status	Taught, or Dissertation/ project credits	Notes
4	1	S1	PL50751	International relations theories	C	6	DE U	Non SRU	TSC	
		S1	PL50866	Foreign policy analysis	C	6	DE U	Non SRU	TSC	
		S1	PL50869	Scopes and methods of politics and international relations	C	6	DE U	Non SRU	TSC	
Two of the following must be taken:										

S1	PL50435	Comparative European politics	O	6	-	Non SRU	TSC	
S1	PL50437	Societal modernisation and the transformation of democracy	O	6	-	Non SRU	TSC	
S1	PL50763	International security, theories & concepts	O	6	-	Non SRU	TSC	
S1	PL50785	Memory cultures – memory politics	O	6	-	Non SRU	TSC	
S1	PL50905	Governance, Security and Development in East and South East Asia	O	6	-	Non SRU	TSC	
S1	PL50750	International Terrorism and Counter-Terrorism	O	6	-	Non SRU	TSC	
S1	PL50978	Politics of Russia in Comparative Perspective	O	6	-	Non SRU	TSC	
S1	PL5979	The Cultures of Globalisation	O	6	-	Non SRU	TSC	
S1	ZZ5001	Director of Studies approved unit	O	6	-	Non SRU	TSC	
S1	PL51014	The global politics of cyberspace	O	6	-	Non SRU	TSC	
S2	PL50868	International Organisations in world politics	C	6	DE U	Non SRU	TSC	
Four of the following must be taken:								
S2	PL50764	International security: the contemporary agenda	O	6	-	Non SRU	TSC	
S2	PL50768	Britain and Europe	O	6	-	Non SRU	TSC	
S2	PL50884	International Relations of South and Central Asia	O	6	-	Non SRU	TSC	
S2	PL50893	Economic Foreign Policy and the International Trade Regime	O	6	-	Non SRU	TSC	
S2	PL50894	Theories of Conflict and Conflict-Resolution	O	6	-	Non SRU	TSC	
S2	PL50892	The politics of risk	O	6	-	Non SRU	TSC	
S2	ZZ5001	Director of Studies approved unit	O	6	-	Non SRU	TSC	

2	DIS	PL50685	MA in International Relations dissertation	C	30	n/a	n/a	DPC	
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Assessment weightings and decision references									
Stage	Weighting within programme		NFAAR-PGT decisions reference See: http://www.bath.ac.uk/registry/nfa/index.htm						
1	67%		All assessment						
2	33%		All assessment						

MA International Relations and European Politics

Programme code	THPL-AFM22 MA International Relations and European Politics (Full-time) THPL-APM22 MA International Relations and European Politics (Part-time)
Programme title	MA INTERNATIONAL RELATIONS AND EUROPEAN POLITICS (MIREP)
Award type	Masters
Award title	MA International Relations and European Politics, with the following intermediate qualifications: THPL-AFC22 PG Certificate in International Relations and European Politics (full-time) comprising any 30 TSC. THPL-APC22 PG Certificate in International Relations and European Politics (part-time) comprising any 30 TSC. THPL-AFL22 PG Diploma in International Relations and European Politics (full-time) THPL-APL22 PG Diploma in International Relations and European Politics (part-time)
Mode of Attendance	FULL TIME / PART TIME
Length	12 months F/T; 24 months P/T
State any designated alternative programme(s)	PG Certificate in International Relations and European Politics (DAP for PG Dip and MA) comprising any 30 TSC PG Diploma in International Relations and European Politics (DAP for MA)
Approving body and date of approval	Updated 13.11.13 FLTQC, Updated 29.8.14 FLTQC, Updated 15.4.15 FLTQC Updated 09.09.15 FLTQC Chairs Action, Updated 15.8.16 FLTQC, Updated Feb 17 FLTQC

Year 1 (for implementation with effect from 2016-17)

Part	Stage	Normal period of study for this Mode	Unit code	Unit title	Unit status	Credits	DEU status	SRU status	Taught, or Dissertation/ project credits	Notes
4	1	S1	PL50435	Comparative European politics	C	6	DEU	Non SRU	TSC	
		S1	PL50751	International relations theories	C	6	DEU	Non SRU	TSC	
		S1	PL50869	Scopes and methods of politics and international relations	C	6	DEU	Non SRU	TSC	
		Two of the following must be taken:								
		S1	PL50436	European Union politics and policy-making	O	6	-	Non SRU	TSC	
		S1	PL50437	Societal modernisation and the transformation of democracy	O	6	-	Non SRU	TSC	
		S1	PL50763	International security, theories & concepts	O	6	-	Non SRU	TSC	
		S1	PL50785	Memory cultures – memory politics	O	6	-	Non SRU	TSC	
		S1	PL50866	Foreign policy analysis	O	6	-	Non SRU	TSC	
		S1	PL50905	Governance, Security and Development in East and South East Asia	O	6	-	Non SRU	TSC	
		S1	PL50750	International Terrorism and Counter-Terrorism	O	6	-	Non SRU	TSC	
		S1	PL50978	Politics of Russia in Comparative Perspective	O	6	-	Non SRU	TSC	
		S1	PL50979	The Cultures of Globalisation	O	6	-	Non SRU	TSC	
		S1	ZZ5001	Director of Studies approved unit	O	6	-	Non SRU	TSC	
		S1	PL51014	The global politics of cyberspace	O	6	-	Non SRU	TSC	
		Five of the following must be taken:								
		S2	PL50663	Organised crime in Europe: threats and challenges	O	6	-	Non SRU	TSC	
		S2	PL50764	International security: the contemporary agenda	O	6	-	Non SRU	TSC	
		S2	PL50768	Britain and Europe	O	6	-	Non SRU	TSC	

	S2	PL50868	International organisations in world politics	O	6	-	Non SRU	TSC	
	S2	PL50884	International relations of South and Central Asia	O	6	-	Non SRU	TSC	
	S2	PL50893	Foreign Economic Policy and the International Trade Regime	O	6	-	Non SRU	TSC	
	S2	PL50982	Politics of Risk	O	6	-	Non SRU	TSC	
	S2	PL50894	Theories of Conflict and Conflict-Resolution	O	6	-	Non SRU	TSC	
	S2	ZZ5001	Director of Studies approved unit	O	6	-	Non SRU	TSC	
2	DIS	PL50665	MA in International Relations and European Politics dissertation	C	30	n/a	n/a	DPC	

Assessment weightings and decision references			
Stage	Weighting within programme	NFAAR-PGT decisions reference See: http://www.bath.ac.uk/registry/nfa/index.htm	
1	67%	All assessment:	
2	33%	All assessment:	

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.

TIMETABLES

Programme and unit timetable information can be found online at: www.bath.ac.uk/timetable. Since these are subject to change we recommend that you check these regularly (whilst the programme team will endeavour to inform people of changes, it is the student's responsibility to check for changes).

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

Semester 1 timetables will be available from 13th September 2019
Semester 2 timetables will be available from 13th December 2019

OPTION CHOICES

Information about how and when to choose your option units can be found at:
www.bath.ac.uk/catalogues/information/students/online-unit-selection

You will receive an email notification at the relevant point in the year when online unit selection is available. If you want to discuss your option choices, please contact your Director of Studies.

SUBMISSION DEADLINES

Please check the Moodle Page and Unit Handbooks for deadline dates.

You will be expected to hand in all assessed coursework by a specified date. All deadlines are specified on your programme page. This is to ensure equality amongst students and also to enable staff to mark efficiently.

Departure from this pattern in the case of split assessments will be detailed in the unit hand-outs, which can be found on the Moodle Unit Page.

If you take units from outside the department you must comply with their deadlines. Please ensure you use the appropriate coversheet from that department for any assignments.

It is the responsibility of the student to submit their work correctly by the deadline. Information on how to do this is on your Moodle programme page.

If you do not submit your assessment correctly, you can be given a penalty mark of zero.

You are required to submit all essays to the submission point on the relevant Moodle page. You will also need to check with the Unit Convener to confirm if a hard copy is also required. Students can find detailed information on how to upload their essays onto Moodle by following the link below
<https://wiki.bath.ac.uk/display/moodle/Student+Support>

All coursework submitted should have a 'coursework essay template' as the cover page of the essay (available on your Moodle programme page to download).

The department aims to return feedback within 3 working weeks of submission. In exceptional circumstances this is not always possible. In these cases you will be contacted by the programme administrator or unit convener.

MARKING CRITERIA

PLEASE SEE ANNEX 4

PRIZES

There are 2 prizes available for PGT Politics Students:

The PGT Politics Prize for Best Overall Performance- 1 Prize of £250 per year

The PGT Politics Prize for Best Dissertation – 1 Prize of £250 per year.

These prizes will be awarded by the Board of Examiners for Programmes in November 2020. The prizes will be awarded at the graduation ceremony in December.

RESEARCH ETHICS

You must make sure that your interviewees really want to participate in your research, understand why you are doing it and how the data will be used. Where appropriate, you must ensure anonymity and confidentiality. The respondent must be free to withdraw at any time. He or she should have your contact details and is entitled to feedback.

You will need: a brief description of your research project for participants to read before they begin the interview; their consent to recording the interview; their confirmation that they are happy to continue with the interview (either by recording their agreement on your tape, or with a written consent form). Ensuring confidentiality should include (a) offering to give the interviewees pseudonyms; (b) careful data storage, in accordance with the Data Protection Act. You should check with the respondent whether he or she would like to see interview transcripts and/or your final dissertation.

Please contact your administrator for an ethics form.

FURTHER STUDY

If you are interested in further study please contact your Director of Studies to discuss.

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.

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://outlook.office.com/>

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.

Further information

<https://moodle-ro.bath.ac.uk/course/view.php?id=53981>

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 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.

You can choose from classes, tutorials, drop-in sessions, workshops and online resources, to develop a range of skills, including how to:

- 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
- enhance your use of mathematical tools
- 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 500 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, 516,000 electronic books, 100 databases for information, literature and data searching, the University's exam papers database, and digital versions of the University's academic publications. The Library's electronic services, resources and support materials are all available directly from the Library's web pages (<https://library.bath.ac.uk/home>). The Library's copy and print service provides access to black and white and colour photocopying, laser printing and scanning.

Information specialists, our Subject, School and Faculty Librarians are responsible for services to individual Departments and the School. You will find their contact details, and subject specific guidance on the dedicated web pages they have created. These pages include a large range of recommended resources and support materials and are listed under 'Resources for your Subject' on the Library homepage (<https://library.bath.ac.uk/home>).

Our Subject, School and Faculty Librarians 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: <https://library.bath.ac.uk/polis>
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 services. You will also be able to get access to a range of free software, including Office 365 and antivirus. You can 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 would like to know more about these services, and how to access them, please visit: <http://www.bath.ac.uk/campaigns/setting-up-your-it-as-a-student/>

IT Support is available from the IT Service Desk on Level 2 of the Library or online at: <https://www.bath.ac.uk/guides/getting-it-support-and-advice/>

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. Find out more at <https://www.bath.ac.uk/professional-services/assistive-technology/>

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.

The Audio-Visual Unit also provides a range of equipment and facilities that can be used in support of learning. Find out more at <https://www.bath.ac.uk/professional-services/audio-visual/>

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 University aims to engage students as active partners in their education (Education Strategy 2016/21). Three key ways in which we seek feedback are through:

- a) Staff / Student Liaison Committees (SSLCS)
- b) Surveys and evaluations
- c) the Students' Union.

We also use focus groups, Departmental working parties, 'Lets' Talk' events, in-class opportunities and various kinds of feedback sessions.

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

academic department and across other services at the University to co-creation solutions to improve the learning and teaching, and wider student experience.

On top of the informal mechanisms like talking with your Unit Convenor and your Director of Studies, 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 from time to time 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. 'We' doesn't just mean the University but students and their elected representatives too! Evaluation and survey data are always encouraged to be looked at in partnership between students and staff, so that solutions to the issues raised can be co-created together. 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 into any action plans developed in response to the issues raised.

Your feedback is important to both the University and the Students' Union. Please keep telling us what is going well and what needs to get better. Try not to store issues up for a future SSLC meeting or the Unit Evaluations. Talking early to your Unit Convenor and Director of Studies will mean that any potential issues can be solved sooner thus enhancing your own experience on a particular Unit. 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 Students' Union (although you have a right to opt out - see section below on **Students' Union membership**). Officers of the Students' Union represent students' interests on University decision-making bodies. In addition, numerous elected student representatives play important roles on various Departmental, Faculty/School and University committees. All student representatives are elected through online elections facilitated by the Students' Union.

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:	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.
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	<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 contact 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>
Faculty/ School level:	<p>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 Students' Union Academic Exec Committee.</p>
University level:	<p>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.</p>

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

The Students' Union, with support from the University, runs a full training programme for student representatives which includes initial training at the beginning of the academic year and ongoing support and development opportunities.

If you need to raise a concern, remember there are various routes open to you. You can discuss issues directly with a lecturer, your Personal Tutor, or the Director of Studies.

Individual problems are often more readily resolved in this way. The Students' Union Advice and Support Service, described below, also provides students with information and confidential advice.

Further information

Your SSLC: <https://moodle-ro.bath.ac.uk/course/view.php?id=56642>

Students' Union Academic Representation including contact details for Academic Reps: thesubath.com/academicreps

Election of Academic Reps: thesubath.com/elections

Student Engagement: shape your University: <https://www.bath.ac.uk/campaigns/student-engagement-shape-your-university/>

Outline election procedures are included in QA48 Student Engagement with Quality Assurance and Enhancement, Annex A: Staff/Student Liaison Committees:
<https://www.bath.ac.uk/publications/qa48-student-engagement-with-quality-assurance-and-enhancement/>

STUDENTS' UNION MEMBERSHIP

All students registered with the University are automatically given membership of the Students' Union; 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 Students' Union: www.bath.ac.uk/university-secretary/guidance-policies/codeofpracticebusu.html

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 a 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: www.bath.ac.uk/services/register-as-a-student-of-the-university-and-update-your-details

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 provides information and advice for students on a range of topics affecting their education and wellbeing. This includes academic issues such as Individual Mitigating Circumstances (see the section in this Handbook on **Assessment**), changing course or assessment offences. They also provide Housing Advice on topics such as contract checks, landlord issues and council tax.

In addition, The SU Advice & Support team is one of the four departments at University of Bath that students can report Harassment, Discrimination or Bullying incidents to as part of the [#NeverOK Report & Support](#) campaign.

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 SU Diversity and Support groups – details of which can be found at: thesubath.com/diversity-support

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 over Christmas and Easter for students who remain in Bath.

Further information

<http://go.bath.ac.uk/wellbeing-service>

ADVICE FOR INTERNATIONAL STUDENTS

The Student Immigration Service provides immigration advice and support for all international students, including a Tier 4 extension service if you need to extend your visa. 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 at the start 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

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

This policy and procedure applies to all staff, students and third parties (e.g. contractors to the University). University of Bath launched an online Report and Support tool, where all staff, students, and visitors can report discrimination, misconduct, harassment or assault by using this tool. You can report anonymously or get support from an adviser.

Further information

Dignity and Respect Policy:

www.bath.ac.uk/equalities/policiesandpractices/dignityandrespectpolicy.pdf

Report and Support tool:

<https://www.bath.ac.uk/campaigns/report-and-support/>

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

<http://go.bath.ac.uk/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 are not under any obligation to inform the University of these circumstances, but doing so will enable us to put in place arrangements that will assist you in undertaking your programme of study.

You can seek advice, guidance and support via your Director of Studies, Personal Tutor and the University's Student Services.

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.

We also offer eligible undergraduate students a non-repayable bursary of £1,000 per academic year plus £1,000 to help with start-up costs and a further £1,000 on graduation – a maximum of £7,000 over a 5-year programme including placement.

Further information

www.bath.ac.uk/guides/additional-support-and-funding-for-care-leavers-foyer-residents-and-estranged-students/

EQUALITY, DIVERSITY AND INCLUSION

The University of Bath is fully committed to fostering an inclusive and supportive working and learning environment, where difference is celebrated and seen as a strength and where all members of the University community (including students, staff, visitors and third parties) have mutual respect for each other. Instances of bullying, harassment and discrimination hinder the development of such an environment and negatively impact on the individual's

self-worth and wellbeing, as well as on our wider community. At University of Bath, we value, promote and celebrate inclusion, challenging discrimination and putting equality, diversity and belonging at the heart of everything we do.

Further information

There is a range of information and resources available at

<https://www.bath.ac.uk/professional-services/equality-diversity-and-inclusion/> or email: equalsdiv@bath.ac.uk

Protected Groups

There are nine protected characteristics identified in the Equality Act 2010:

<https://www.bath.ac.uk/guides/protected-groups/>

Resources

Equality and Diversity Policies, Practices and resources can be found on this page:

<https://www.bath.ac.uk/corporate-information/equality-and-diversity-policies-practices-and-resources/>

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, members of the Careers team will provide help with perfecting your CV, practising aptitude tests, and improving your interview skills. Being in regular contact with several hundred major employers, the Careers Service is also a fantastic source for internship and 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

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, you may receive general feedback relevant to all who sat the exam 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.

Most units will be assessed by one final essay but this may vary in some units. You should check each Moodle page or with the Unit Convenor for details on how you will be assessed. There may also be some compulsory elements which do not contribute to the final overall mark.

The department aims to return feedback, via a feedback file on Moodle, within 3 working weeks of the deadline date. In some circumstances this is not always possible, in which case, you will be informed by the Unit Convenor.

If you are unhappy with the feedback provided please speak to the unit convenor in the first instance.

Publication of marks

A few weeks after the end of each semester, you will be able to discover the marks you have been awarded in each unit by logging into SAMIS and should then discuss them with your personal tutor. You can print out a transcript of your marks from your SAMIS page but if you need a formal certified transcript, eg for a job application, you should ask in the PoLIS Office.

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 Lisa Snowdon-Harris 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 a plagiarism detection service. 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.

This service complies with the European General Data Protection Regulation (Regulation (EU) 2016/679) (GDPR). When you register with the University, you give 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 a 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 a 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 a 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

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).

The PoLIS Department applies the University policy regarding Word Counts and Penalties (QA16. 9 <http://www.bath.ac.uk/quality/documents/QA16.pdf>)

9. Word counts and penalties for exceeding the word count

9.1 Written coursework tasks should normally have a word limit or a word range, and require students to declare a word count with their submitted work.

9.2 Where a word limit or word range applies then the penalty for non-compliance with the word limit or word range should be clearly stated in writing when the assignment task is distributed.

9.3 Where a policy on penalising non-compliance with word limits and word ranges is not stated in accordance with 9.2 then the following default policy will apply:

- 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.

9.4 Word count penalty policies should be consistently applied as stated.

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

Word limits are normally indicated on the unit handout. Work submitted should be within 10% of this figure: this includes quotations, footnotes and references, but not the bibliography. The ability to keep to the limit is one of the criteria taken into account in assessment and overlength work will be penalised: markers will stop reading once the limit is exceeded by 10%. In language assignments the number of words specified should be regarded as a minimum: work which is underlength will be penalised pro rata.

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.

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.

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 review draft examination papers and samples of assessed work, and attend Boards of Examiners. They are members of relevant Boards of Examiners.

Once a year, the External Examiners will provide a written report on each programme. University staff, including the Head of Department and Director of Studies 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: <https://www.bath.ac.uk/publications/external-examiner-annual-reports/>

The External Examiner(s) for your programme is (are):

Prof Amelia Hadfield, Head of Department of Politics, University of Surrey
Dr Ryan Beasley, Senior Lecturer, University of St Andrews

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: <https://www.bath.ac.uk/publications/nfaar-pgt-and-appendices/attachments/nfaar-pgt.pdf>

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, but does NOT have Stage Required Units (SRUs) that must be passed before being permitted to progress to the next stage. This means that, if you are required to undertake supplementary assessment, it will only have to be completed before the end of the programme. 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.

- 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.
- If you fail any non-DEU units badly (i.e. achieve less than 35%), you will have to undertake supplementary assessment – unless you have failed so many units that you fail outright or the attempted retrieval would break the rule on how much failure can be retrieved.
- If you fail only non-DEU units marginally (i.e. achieve 35%-39%), you might be able to progress without supplementary assessment. Whether you do progress will depend on the total credit value of the failed units.

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).

PROCEDURES FOR 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/guides/appealing-against-an-academic-decision/

Independent advice about academic appeals is offered by the Students' Union Advice and Support Centre: www.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. You 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/guides/appealing-against-an-academic-decision/

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 2019-20

Semester 1

Event	Dates
New student arrivals	Saturday 21 September 2019 - Sunday 22 September 2019
Welcome Week	Monday 23 September 2019 - Sunday 29 September 2019
Semester 1	Monday 30 September 2019 - Friday 13 December 2019
Semester 1 vacation	Monday 16 December 2019 - Friday 3 January 2020
Semester 1	Monday 6 January 2020 - Friday 24 January 2020

Semester 2

Event	Dates
Semester 2	Monday 3 February 2020 - Friday 3 April 2020
Semester 2 vacation	Monday 6 April 2020 - Friday 17 April 2020
Semester 2	Monday 20 April 2020 - Friday 29 May 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.

<https://www.bath.ac.uk/guides/registering-with-the-university/>

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

<https://www.bath.ac.uk/publications/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.

Masters degree (for full details please see: <http://www.bath.ac.uk/registry/nfa/nfaar-pgt-appendix-11.pdf>) and also <http://www.bath.ac.uk/registry/registry.bho/assessment/nfa-briefing-030.pdf>

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 achieve:

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

Masters degree with Distinction - a student must achieve:

(i) an overall programme average (OPA) of at least 70.00%, (ii) a dissertation/project average (DPA) of at least 70.00%, and (iii) 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)).

Dissertation/project credits (DPC) cannot be condoned.

Retrieval (supplementary assessment)

Taught-stage credits (TSC) – maximum of 18 credits for taught units (TSC) may be retrieved after failure by supplementary assessment.

Dissertation/project credits (DPC) - can only be retrieved if the fail mark is in 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.

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

Awards

PG Diploma - a student must achieve:

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

PG Diploma with Merit - a student must achieve:

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

PG Diploma with Distinction - a student must 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 Diploma Check does this apply to your programme

Programme Progression Requirement (PPR):

This programme does not have a programme progression requirement

Postgraduate Certificate (for full details please see: <http://www.bath.ac.uk/registry/nfa/nfaar-pgt-appendix-13.pdf>)

Awards

Although normally comprising semester 1 units, units can be selected from either semester unless specific units are required under the specific programme regulations. Important: This needs to be clarified with each DoS.

PG Certificate a student must achieve:

at least **30 credits** with at least 24 of these credits being gained at M level;
overall programme average (OPA) of at least 40.00%.

PG Certificate with Merit

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

PG Certificate with Distinction

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 6 credits (20% of the award) can be condoned.

Retrieval (supplementary assessment)

Maximum of 12 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.

ANNEX 2 GUIDELINES FOR THE SUPERVISION OF MA POLITICS DISSERTATIONS IN POLIS

Introduction

Dissertations, compared to coursework that you may have produced previously, test your ability to develop a more sustained argument, as well as providing you with the opportunity to analyse a chosen question in more detail. Students are advised to commence thinking about possible dissertation topics early in the programme, but to then develop these ideas as the programme develops.

The dissertation accounts for one third of the whole MA programme - being a 30-credit unit, this equates to approximately **500 hours work**. The importance of the dissertation cannot therefore be over emphasised – given that it is worth one third of the programme, it should equate to the TOTAL amount of work undertaken in one of the taught semesters (contact time *and* private study). Students must therefore expect to be fully occupied on their dissertation over the whole of the summer.

A well designed dissertation should comprise a clear, original, interesting and answerable research question or problem which is:

- Focused and clear;
- Answerable;
- Addressing one main question, not many;
- Related to a topic which has sufficient existing material i.e. a literature;
- Interesting and challenging;
- Draws from, and relates to, issues raised in the taught component of the degree programme;
- Original in the evidence brought to bear on a particular debate.

CHOOSING YOUR TOPIC AND SUPERVISOR

All students will be emailed a 'Dissertation Information Sheet' and must return this form to the Programme Administrator Lisa Snowdon-Harris, via email at l.snowdon-harris@bath.ac.uk by the deadline given.

SUBMISSION

You are required to submit two hard copies and upload a copy to Moodle by the same deadline.

Full instructions will be available on the Programme Moodle Page closer to the deadline.

The deadline for the dissertation is Thursday 10th September 2020, at 3pm.

Hard copies of your dissertation should be submitted, either by person or posted by the deadline to:

Lisa Snowdon-Harris
1WN 2.6
POLIS Dept
University of Bath
Bath
BA2 7AY

This should be typed in 1.5 spacing on A4 paper and should be submitted **bound**, with the standard title page copyright declaration as found on the Programme Moodle Page. The Print Services: <http://www.bath.ac.uk/design-print-photography/print-services/index.html> at the University of Bath can print and bind your work, and thermal binding is recommended.

Literature references should follow the Harvard system, a leaflet on which is available in the Library. Detailed advice on the citing of references can be found at:

<http://www.bath.ac.uk/library/infoskills/referencing-plagiarism/index.html> The dissertation must include a table of contents and a bibliography, but no index.

DISSERTATION SUPERVISION

Dissertation Supervisors will be identified for each student and students should consult regularly with their supervisors. It is the responsibility of the student to agree a programme of work, which should include dates of appropriate consultation with supervisors, in due time. Supervisors will not chase up students for work or progress, it is the responsibility of the student to arrange meetings with the supervisor and to inform the supervisor of progress. If the student is not physically in Bath whilst they write the dissertation, it is the student's responsibility to establish contact via email. Students planning on leaving Bath, should meet and arrange a programme for supervision with supervisors, prior to leaving Bath. Students should also take into account the fact that staff will attend conferences and take annual leave during the summer months, hence the importance of agreeing a programme beforehand.

Whilst every effort will be made to identify a supervisor for your particular area of interest, it may not be possible to identify a supervisor if a topic is chosen that does not fall within the research interests of our academic staff (see Staff Research Interests on your Departmental website). Students may therefore be asked to select another topic for which supervision can be provided.

GUIDELINES

A dissertation is a piece of research which you have chosen, designed and undertaken. It carries the weight of 30 credits (out of a total of 90 for the degree). The dissertation should be around 15,000 words in length (+/- 10 per cent) Please refer to the departmental policy on word counts and penalties in Annex 2.

AIMS

A dissertation provides an opportunity for you to study one problem in depth. It may offer practical experience in the use of research methods, or in the more intensive use of library resources. It is also an exercise in the presentation of data in a form suitable for publication. Data can be of various types: information from interviews, participant observation, published statistics, primary documents, and so on.

You must show why you selected this particular topic for your research; how you selected and collected your data; how you analysed the data and how you reached your conclusions. Your supervisor will guide you, but you are in charge. A dissertation is therefore something more than a long essay. It is not sufficient simply to demonstrate that you have read the academic literature, or that you have asked a few practitioners who know the subject to give you some information.

TYPES

Dissertations usually take one of two main forms. First, the dissertation may be a critical assessment of existing secondary analyses, e.g. an intensive survey of the state of social democratic parties in Europe; an analysis of different views on the likely effects of economic and monetary union; a critical review of interpretations of progress towards a common European security policy etc. Second, the dissertation may be based on or include the results from a project involving fieldwork in order to obtain original data and experience in research methods and the processing of data: for example,

analysis of opinion poll results; extensive use of interview material; or the collection of primary documents (e.g. contemporary extreme right party literature).

THE ESSENTIAL INGREDIENTS

A well-planned programme of research for a dissertation should - broadly speaking - go through a series of stages, irrespective of what you are writing about and the sort of research methods you are using. Put at its most simple, you start by selecting a topic area and doing some general reading; then you have to decide on a research question; you select and collect data which are relevant to that question; and finally analyse the data in order to answer the original question. There must be a clear line from question to data to analysis and conclusion: a logical structure to the argument, from start to finish. You should be presenting an argument, not exploring an area, or just writing "about" something.

CHOICE OF TOPIC

Many students choose a topic related to one of the Specialist Modules, but this is not mandatory. The subject chosen should be one which reflects your interests and, perhaps, career intentions. When the broad area of interest has been decided, it is essential to reduce the project to manageable proportions: the dissertation is as much a test of the ability to select relevant material, and exclude the peripheral, as it is of knowledge of the field chosen. This will require intensive reading of available literature. Reference should be made to bibliographical guides and to footnotes in journal articles in order to construct a bibliography. Only when this has been done should the topic be finally defined. If the amount of reading is to be kept within bounds, the selection process must start early.

THE RESEARCH QUESTION

You must have a clear research question. That means a question which is carefully formulated, so that it is capable of being answered as unambiguously as possible. What exactly is it that your research is trying to find out? Make sure that you have chosen a question which, as well as being clear, is one which can be answered with the kinds of data that you are going to be able to collect within the time and resources available to you. Your supervisor can help you assess this.

You should, of course, choose a question which interests you. The dissertation will take a lot of your time and will require dedication. On the other hand, don't expect your dissertation to provide an answer to the meaning of life; you need a research question which is manageable and not over-ambitious.

Questions do not arise in a vacuum. This is one of the reasons why, early in your dissertation, you will review the existing literature on the subject you have chosen, showing its insights but also its limitations.

Your research question must refer to a puzzle, a problem or a paradox: something that isn't clearly understood. It should not be purely descriptive: for example, "What is the policy of party/government X on problem Y?" Your question should really start with "why" or "how" and not "what". A "why" question will require you to explain, to appraise, to evaluate, to build scenarios or to test theory: one that merely requires you to describe and compare descriptions is not appropriate. Use existing literature to help you identify your analytical starting point.

SELECTING AND COLLECTING THE DATA

If you have formulated your research question with sufficient precision, it should be possible to see what data are both necessary and sufficient to answer the question. Your supervisor will also advise you on this. What often happens is that as the researcher considers the data that are available, the question is itself progressively refined. The textbooks give the impression that research is straightforward. In practice, however, it involves a series of reformulations, and several stages of refinement.

Data are of two main sorts. First, you may be able to make use of data which have already been collected, e.g. primary documents or statistics from official sources, research institutes, etc. Over recent years more and more data sets (many computerized) have become available to social scientists for research purposes, and there is no point in collecting new and raw data if someone else has already done it for you! The second sort of data is those which you collect yourself, by means of interviews, questionnaires or some other form of fieldwork. (But again, before you go collecting data by these means, check that they are not already available in some form or that your own data will complement rather than duplicate previous research).

Doing fieldwork can be interesting and very valuable for your research, but don't assume that it's easy. Interviewing is hard and time consuming: it takes lots of preparation, and lots of careful thought about analysing your data, whether you are going to get worthwhile information, and whether you are going to convince the reader of your dissertation. Interviewing is not just a matter of asking the subject what they think, writing it down and quoting a little bit from what you can remember and what you can understand from your illegible notes, if it nicely illustrates what you want to say in your dissertation. It is not just decorative.

You will need to explain how and why you chose your case studies/interviewees/survey sample/secondary data. Treat methodology seriously and, if necessary, use an appendix to explain your methods in more detail.

ETHICAL CONSIDERATIONS IN CONDUCTING FIELDWORK

You must make sure that your interviewees really want to participate in your research, understand why you are doing it and how the data will be used. Where appropriate, you must ensure anonymity and confidentiality. The respondent must be free to withdraw at any time. He or she should have your contact details and is entitled to feedback.

You will need: a brief description of your research project for participants to read before they begin the interview; their consent to recording the interview; their confirmation that they are happy to continue with the interview (either by recording their agreement on your tape, or with a written consent form). Ensuring confidentiality should include (a) offering to give the interviewees pseudonyms; (b) careful data storage, in accordance with the Data Protection Act. You should check with the respondent whether he or she would like to see interview transcripts and/or your final dissertation.

THE ANALYSIS

You should comment on the quality and comparability of the data which you offer and the implications for the robustness of the conclusions which you then draw. In your dissertation/analysis remember to answer the questions you have posed and show how your findings/conclusions interrelate with the existing literature on your chosen topic.

APPENDICES/ANNEXES

Appendices/Annexes are a means of including background material which is relevant to the argument of the dissertation but which does not itself constitute part of the argument.

Appendices/Annexes do not count towards the word limit for the dissertation. You may include such material without fear of incurring penalties for length. However, this does not mean that you can include material which is of dubious relevance: you should be selective, and if the material in your Appendix is ignored within the text of the dissertation, ask yourself whether it is really necessary. On the other hand, do not put material in the Annex which is really part of the argument of the dissertation: you cannot assume that your examiner will read the Annex thoroughly.

If you have undertaken fieldwork, an Appendix could give more technical details of the fieldwork than are included in the main text of the dissertation, especially as regards the justification and application of the chosen methodology. The same goes for the detailed analysis of the data, with a report of the conclusions in the body of the dissertation. But it is worth repeating that the argument of the main body of the dissertation itself must be sufficiently detailed and compelling to demonstrate both the logical coherence of and empirical support for the central theses of your research project.

Other examples of Appendix material could be pieces of legislation which are discussed in the text, or key economic data in the form of graphs or tables.

PREPARATION OF SCRIPT

Two hard copies of your dissertation will be required. It should be typed (in 1.5 spacing on A4 paper). It should be submitted **bound**, with the standard title page and a clear indication of the full title. NB you must not use your research question as the title of the dissertation. We will also ask you to upload a copy of your dissertation to Moodle.

Literature references should follow the Harvard system, a leaflet on which is available in the Library. Detailed advice on the citing of references can be found at: <http://www.bath.ac.uk/library/infoskills/referencing-plagiarism/>. The dissertation must include a table of contents and a bibliography, but no index.

FURTHER READING

Dissertations written by previous students are held in the Library. Useful books to consult on conducting and writing your dissertation include:

Judith Bell, *Doing your Research Project: a Guide for First-time Researchers in Education and Social Science*, 4th ed. (Open University Press, Buckingham, 2007).

Patrick Dunleavy, *Studying for a Degree in the Humanities and Social Sciences* (Macmillan, London, 1986).

Keith Howard and John A Sharp, *Management of a Student Research Project*, 3rd ed. (Gower, London, 2002)

MARKING OF DISSERTATIONS

All dissertations are double marked by two members of staff who then consult together with a view to agreeing a final mark. The faculty operates a 'blind marking' procedure so the first and second marker will not know the identity of each other. They will only be given the identity of the

second marker when both have given initial feedback. Where a mark cannot be agreed then a third member of staff will be consulted. Dissertations will not necessarily be marked by the supervisor. You will only be given a final mark sheet with combined feedback and will not be told who has second or third marked your work.

The Generic Marking Guidelines (see below) are used for guidance.

ANNEX 5 MARKING GUIDELINES

Indicative Marking Guidelines for Coursework, Exams and Dissertations

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

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