Faculty of Humanities & Social Sciences
Department of Education

MA Teaching English to Speakers of Other Languages (TESOL)

Programme Handbook

2019/20

updated on 17/10/2019

WELCOME

Welcome to the University of Bath. Your programme is delivered by the **Department of Education** within the **Faculty of Humanities & Social Sciences (HSS)**. The Faculty is one of three Faculties and one School in the University (see below) and comprises six academic **Departments**.

Economics, Education, Health, Politics, Languages & International Politics, Psychology and Social & Policy Sciences.

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| Dept. of Economics | Dept. of Education | Dept. for Health | Dept. of Politics, Languages & Int. Studies (POLIS) | Dept. of Psychology | Dept. of Social & Policy Sciences (SPS) |
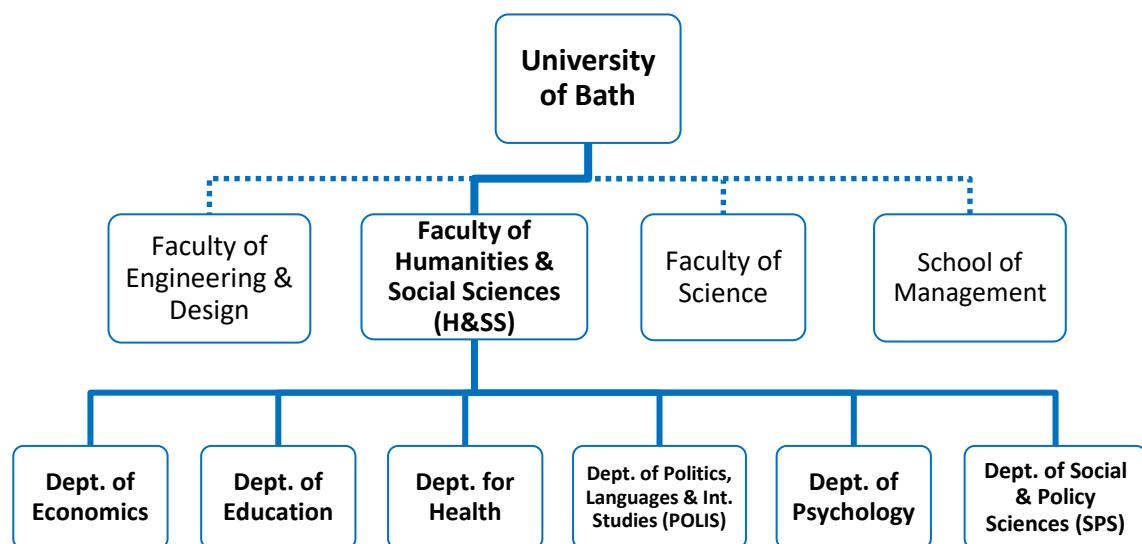
Faculty H&SS Taught Programmes administration

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.

Welcome to the MA TESOL

Welcome to the MA TESOL (Teaching English to Speakers of Other Languages) at the University of Bath. We hope that you will have a very happy and successful time on the programme.

The MA TESOL is a specialist degree designed to meet the needs of those wishing to enhance their career prospects in the teaching of English as an international language.

The MA TESOL is not an initial teacher training course. But it will provide you with the tools and resources that you will need in order to develop your teaching skills, reflect upon your professional practice and conduct your own research. The programme places particular emphasis on helping you to develop appropriate methods and materials to suit your social and cultural context.

Although the programme is very demanding, we will do all we can to support you in your studies. This handbook aims to provide you with some basic information that we think you will need in order to help you on the programme. Please read it and familiarise yourself with its content.

This handbook is available in electronic format via our Moodle e-learning portal at: https://moodle.bath.ac.uk/course/view.php?id=55753

Additional information about assignment and dissertation writing is available in various guides. These can be found on Moodle and on the University of Bath website.

With very best wishes,

Dr Reka Ratkaine Jablonkai
Director of Studies, MA TESOL
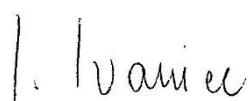
Dr Janina Iwaniec
Deputy Director of Studies, MA TESOL

ABOUT THIS HANDBOOK

This Handbook is intended for all students commencing the MA TESOL in the academic year 2019/20.

Please note that the contents of this Handbook are accurate at 10th 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 Deputy Director of Studies Janina Iwaniec (ji283@bath.ac.uk) for advice.

YOUR PROGRAMME

CALENDAR FOR THE MA TESOL 2019-20

Please put these dates in your diary. They will help you to organise and plan your work, and to set personal targets throughout the year. Some precise dates are yet to be confirmed (TBC).

23rd – 29th September 2019	Welcome Week
30th September 2019	**Semester 1 teaching begins**
22nd November 2019	Deadline for Academic Integrity Initiative Test (online)
13th December 2019	**SLA final assignment to be submitted**
16th Dec 2019 – 3rd Jan 2020	Semester 1 vacation
6th January 2020	**RMSLE1 and LA final assignments to be submitted**
3rd February 2020	**Semester 2 teaching begins**
February 2020	MA TESOL Boards of Examiners
24th March 2020	**Dissertation outlines & registration forms to be submitted**
6th April 2020 – 17th April 2020	Semester 2 vacation
22nd April 2020	**RMSLE2 final assignment to be submitted**
4th May 2020	**LPCM, TAEIL final assignments to be submitted**
June 2020	MA TESOL Boards of Examiners
13th August 2020	**Any supplementary assessment (reassessment) to be submitted**
11th September 2020	**MA TESOL dissertations to be submitted**
November 2020	MA TESOL Boards of Examiners (for 2019-20 students)
November/December 2020	Formal notification of results of Dissertation
December 2020	Winter graduation

KEY CONTACTS/STAFF LIST

Member of staff	Responsibility	Room	Ext. No.	Email
<u>Director of Studies</u>				
Dr Reka Ratkaine Jablonkai	Academic aspects of your study on the programme	1WN 3.23	5795	rirj20@bath.ac.uk
Dr Janina Iwaniec	Student issues (including requests for extensions, SSLC)	1WN 3.17	5166	ji283@bath.ac.uk
<u>Programme Administrator</u>				
Heather Kubiak	MA TESOL administrative responsibilities	1 WN 3.02	3237	education-tesol@bath.ac.uk
Department of Education 1 West North University of Bath Claverton Down Bath BA2 7AY				

The MA TESOL teaching team

Dr Reka Ratkaine Jablonkai	Director of Studies Unit convenor for the Dissertation and TAEIL Unit tutor	rirj20@bath.ac.uk
Dr Janina Iwaniec	Deputy Director of Studies Unit convenor for SLA Unit tutor	ji283@bath.ac.uk
Dr Gail Forey	Unit convenor for LA Unit tutor	gf370@bath.ac.uk
Dr Samantha Curle	Unit convenor for RMSLE1 Unit tutor	smc20@bath.ac.uk
Dr Trevor Grimshaw	Unit convenor for LPCM Unit tutor	edstg@bath.ac.uk
Prof Xiao Lan Curdt-Christiansen	Unit tutor	xlcc20@bath.ac.uk
Dr Hugo Santiago Sanchez	Unit tutor	hss30@bath.ac.uk
Dr Adem Soruç	Unit convenor for RMSLE2 Unit tutor	as3762@bath.ac.uk
Mr David Busby (Skills Centre)	Unit convenor and tutor for Critical Reading & Writing for the MA TESOL (CRWT)	drb45@bath.ac.uk

| Mr Ben Van Praag | Cambridge English for MA TESOL | bvp20@bath.ac.uk |

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 MA TESOL Programme Administrator, who will place it in the appropriate 'pigeonhole' (mail box) for that member of staff.

Unit tutors
For each unit of study you will have several unit tutors. Any questions that you have about your units of study should be directed in the first instance to your unit tutors. They should be your first point of contact for any matters regarding the unit, including feedback on final assignments. Each unit of study also has a Unit Convenor who coordinates the unit overall. This person usually also contributes to teaching on the unit.

Personal tutors
Personal tutors are available to support you in pastoral (i.e. non-academic) matters. All new students on the MA TESOL programme are assigned a personal tutor during Welcome Week. You will meet with your personal tutor at regular times throughout the year. Also, please feel free to contact your personal tutor at any other time. There is a Senior Personal Tutor who coordinates the team of personal tutors.

Director of Studies for the MA TESOL programme
The Director of Studies, Dr Reka Ratkaine Jablonkai (rirj20@bath.ac.uk), has responsibility for academic matters relating to the MA TESOL programme. The Deputy Director of Studies, Janina Iwaniec (ji283@bath.ac.uk) is responsible for student issues. This includes SSLC, requests for extensions, etc.

Dissertation supervisors
Dissertation supervisors will be appointed in Semester 2, after you have submitted your Dissertation Registration and Outline Form usually by the end of April. Supervision of MA TESOL dissertations will be provided throughout the summer months.

DEPARTMENTAL INFORMATION

The Department of Education administrative offices are located in 1 West North. See the campus map at http://www.bath.ac.uk/travel-advice/location-maps/

Information regarding the Department, including a list of academic staff, departmental research activities and news items can be found at: http://www.bath.ac.uk/education/

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 Deputy 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

PROGRAMME AIMS AND LEARNING OUTCOMES

Educational Aims of the Programme

The educational aims of the programme are to:

- Develop students' understanding of relevant current issues in English language teaching in order to help them build a solid foundation for their professional practice;
- Provide participants with the theoretical foundations for good English language teaching practice;
- Improve students' critical thinking and analytical skills;
- Enable students to have a systematic and conceptual understanding of issues concerning teaching and learning a foreign language for all age ranges;
- Enable students to use research to inform their daily practice and decision-making as language educators;
- Enable students to critically analyse the role of English as the world's major international language;
- Enable students to develop reflective skills with which to examine their pre-existing beliefs and knowledge about language learning and teaching;
- Enable students to analyse the social and cultural factors which influence English language teaching in specific contexts.

Intended Learning Outcomes

Teaching methods include tutor-led lectures, student-led seminars, workshops, individual tutorials, and electronically mediated communications.

Students gaining the award of Postgraduate Certificate in Educational Studies will have demonstrated their ability to:

- identify and engage critically with appropriate and representative literature in the field of education;
- understand current educational theories and apply them to their own professional practice;
- demonstrate clarity of thought and quality of argument in educational issues.
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Students gaining the award of Postgraduate Diploma in Education will have demonstrated their ability to:

- identify and engage critically with a wide range of appropriate and representative literature in the field of education;
- understand a broad range of current educational theories and apply them to their own professional practice;
- demonstrate clarity of thought and quality of argument in a wide variety of educational issues.
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Students gaining the award of MA TESOL will have demonstrated their ability to:

- identify and engage critically with a wide range of appropriate and representative literature in the field of education;
- understand a broad range of current educational theories and apply them to their own professional practice;
- demonstrate clarity of thought and quality of argument in a wide variety of educational issues;

	• design and systematically undertake an educational research study; • select and justify the focus, scope and methodology of an educational research study; • review, employ and engage critically with an appropriate literature through the design, conduct and evaluation of an educational research study.
Knowledge and Understanding	A systematic and conceptual understanding of: • linguistics, which enables them to evaluate theories and methodologies relating to linguistics and TESOL, and to develop critiques of these and, when appropriate, develop new hypotheses; • a conceptual understanding that enables students to evaluate critically current TESOL research and advanced scholarship; • a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the TESOL and Second Language Acquisition fields; • a comprehensive understanding of techniques applicable to their own research or advanced scholarship; • a critical awareness of current problems and/or new insights, at the forefront of, or informed by, applied linguistics and TESOL research and practice; • originality in the application of this knowledge.
Intellectual Skills	The programme enables students to: • address complex and academic issues both systematically and creatively; • evaluate research and a variety of types of information and evidence critically, also making informed judgements in the absence of complete data; • synthesise information from a number of sources in order to gain a coherent understanding of theory and practice; • apply strategies for appropriate selection of relevant information from a wide source and large body of knowledge; • demonstrate self-direction and originality in tackling and solving problems; • analyse, evaluate and interpret the evidence underpinning practice critically and initiate change in practice appropriately; • design and carry out a research project related to their area of study.
Professional Practical Skills	The programme enables students to: • be informed and competent TESOL practitioners; • be able to contribute professionally to the world of TESOL; • act autonomously in planning and implementing tasks at a professional level.
Transferable/ Key Skills	The programme enables students to: • make critical use of the literature of the field of Education; • make critical use of professional experience in the field of Education; • undertake an educational study in an appropriately critical, original and balanced fashion; • analyse, interpret and critique findings and arguments;

	• collect, analyse and interpret data appropriately;
	• draw appropriate conclusions from an education research study, taking account of its strengths and limitations;
	• select and justify the focus, scope and methodology of an educational research study;
	• review, employ, and engage critically with an appropriate literature through the design, conduct and evaluation of an educational research study;
	• demonstrate self-direction and originality in tackling and solving problems;
	• evaluate research and variety of types of information and evidence critically, also making informed judgements in the absence of complete data;
	• initiate change in practice appropriately;
	• contribute to professional debate in the field of education;
	• act autonomously in planning and implementing tasks at a professional level;
	• communicate their conclusions clearly to specialist and non-specialist audiences(T/F/A);
	• evaluate their own academic and professional performance;
	• manage change effectively and respond to changing demands;
	• manage time, prioritise workloads and recognise and manage personal emotions and stress;
	• utilise problem-solving skills in a variety of theoretical and practical situations;
	• develop new or higher level skill, for example in information technology;
	• understand career opportunities and challenges ahead and begin to plan a career path.

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

Programme code	THED-AFM27
Programme title	MA in Teaching English to Speakers of Other Languages (MA in TESOL)
Award type	Masters
Award title	MA in Teaching English to Speakers of Other Languages (MA TESOL)
Mode of Attendance	FULL-TIME
Length	12 MONTHS FULL-TIME
State any designated alternative programme (s)	PG Diploma in Education comprising any 60 TSC (ED50492 and ED50493 are compulsory) DAP for MA PG Cert in Educational Studies comprising of any 30 TSC (ED50492 and ED50493 are not compulsory) DAP for PGDip and MA.
Approving body and date of approval	02/04/14

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
Year 1 (for implementation with effect from 2018-19)										
1		S1	ED50492	**Research Methods for Second Language Education 1**	**C**	6	DEU	Non SRU	*TSC*	**All must be grounded in TESOL**
		S1	ED50327	**Second Language Acquisition**	**C**	12	-	Non SRU	*TSC*	
		S1	ED50479	**Language Awareness**	**C**	12	-	Non SRU	*TSC*	
		S2	ED50493	**Research Methods for Second Language Education 2**	**C**	6	DEU	Non SRU	*TSC*	
		S2	ED50317	**Language Policy, Curriculum and Methodology**	**C**	12	-	Non SRU	*TSC*	
		S2	ED50480	**Teaching and Assessing English as an International Language**	**C**	12	-	Non SRU	*TSC*	
	2	(Summer)	ED50484	**Dissertation for the MA TESOL**	**C**	30		Non SRU	*DPC*	

Assessment weightings and decision references		
Stage	**Weighting within programme**	**NFAAR-PGT decisions reference See NFAAR-PGT information at: https://www.bath.ac.uk/publications/nfaar-pgt-and-appendices/attachments/nfaar-pgt.pdf**
1	60 / 90 credits	All assessment: Appendix 11 Programme progression requirement (PPR): Not applicable
2	30 / 90 credits	All assessment: Appendix 11

where: **C** Compulsory; **O** Optional; **OA** Optional Audit

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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

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

Since timetables are subject to change, we recommend that you check your timetable regularly. Whilst the programme team will endeavour to inform students of changes, it is the student's responsibility to check for changes.

On the timetable, each entry indicates the unit code (for example, Language Awareness is ED50479), the type of activity (for example: Lec – Lecture, Sem – Seminar, Comp – Computer), the room and the week number. Week 1 commences on 30th September 2019. See the academic year chart for 2019-20: https://www.bath.ac.uk/publications/academic-year-charts/attachments/academic-year-chart-2019-20.pdf

A standard lecture runs from **15 minutes past the hour to 5 minutes past the hour**, allowing a 10-minute gap between lectures. For example, a '2-hour' lecture scheduled to commence at 10.15 will end at 12.05 (i.e. 1 hour, 50 minutes).

The semester 1 timetable will be provided during Welcome Week.
The semester 2 timetable will be circulated after the Christmas vacation.

SUBMISSION DEADLINES

Coursework for the MA TESOL programme is assessed through written assignments or oral presentation. The submission of students' work and the provision of tutor feedback are administered via the Moodle virtual learning environment. Instructions on how to submit assignments can be found in the submission area for each individual Moodle course.

In order to complete your MA TESOL programme you will need to write a 15,000-word dissertation. This must be based within the field of TESOL. For information about Dissertation Writing, see the 'Dissertation for the MA TESOL' Moodle site.

Your dissertation supervisor will provide you with a general schedule for supervision and feedback, but you can negotiate the details, depending on the characteristics of your study (e.g. when you will be collecting your data). You are allocated 12 hours of supervision including face-to-face, skype and e-mail communication and formative feedback.

Dissertation supervisors will provide formative feedback on one 500-word outline of each individual chapter of a dissertation. This feedback may be written (including email correspondence) and/or verbal.

When you submit an assignment or dissertation, make sure that you include a front Cover and Feedback Sheet. You can find a copy of this on Moodle.

Please submit all your assignments and your dissertation before the relevant submission deadlines. Penalties will be applied to late submissions. See the Calendar for the MA TESOL (at the beginning of this Programme Handbook) for the submission deadlines, i.e. the dates by which you must submit your assignments.

MARKING CRITERIA

Appendix 1 of this Programme Handbook contains the Assessment Criteria and Level Descriptors for your programme of study. These contain the criteria by which your assignments and your dissertation will be graded.

PRIZES

The MA TESOL Prize will be awarded to the student with the highest overall programme average. If on any occasion two or more students share the highest overall programme average, other aspects of the students' work (e.g. the dissertation mark) will be taken into account in deciding the overall winner.

RESEARCH ETHICS

The research that you do for your MA TESOL Dissertation will almost certainly have ethical implications. For this reason we require you to obtain ethical approval for your research before you collect any data.

The MA TESOL Ethical Approval Form can be downloaded from the 'Dissertation for the MA TESOL' Moodle site. Once you have been allocated a dissertation supervisor, he/she will ask you to complete a draft of this form. Your supervisor may ask you to make some revisions to the form. Once you have both agreed on the statements in your MA TESOL Ethical Approval Form, you will both sign the form. You should then upload the signed form to Moodle. We also suggest that you put a copy of the form in an appendix at the end of your dissertation.

FURTHER STUDY

Every year a number of graduates from our Education PGT programmes go on to study at Doctoral level. If you would like to know more about continuing your studies at doctoral level (EdD or PhD) you can get more information from our website.

PhD: http://www.bath.ac.uk/study/pg/programmes/educ-mphi/
EdD: http://www.bath.ac.uk/study/pg/programmes/doct-of-educ/

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.bath.ac.uk/course/view.php?id=55753

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

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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.

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.

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

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.
	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.
	There is also provision for student membership of the Department Learning, Teaching and Quality Committee: normally one undergraduate and one postgraduate (taught) representative.
	Academic Reps attend SU Academic Council meetings. These take place regularly during semester time in order to:
	- 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.
	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.
Faculty/ School level:	Student representatives are also elected as Faculty Reps to sit on a number of Faculty/School level committees such as the Faculty/School Board of Studies and the Faculty/School Learning, Teaching and Quality Committee. Faculty Reps are also members of the Students' Union Academic Exec Committee.
University level:	University committees with student representation include the Council/Senate/Students' Union, the University Learning, Teaching and Quality Committee, the Programmes and Partnerships Approval Committee, and Senate.

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

The 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.bath.ac.uk/course/view.php?id=55753
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: www.bath.ac.uk/quality/documents/QA48_Annex_A.pdf

STUDENTS' UNION MEMBERSHIP

All students registered with the University are automatically given membership of the 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

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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

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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.

MA TESOL Feedback Policy

Coursework for the MA TESOL programme is assessed through written assignments or oral presentation. The submission of students' work is administered via the Moodle virtual learning environment.

What students can expect
Formative feedback on taught unit assignments will be provided in a variety of ways which may include Question & Answer sessions, individual or group tutorials, email correspondence, Moodle forums and class discussions. Students are encouraged to seek advice from unit tutors, peers and other relevant sources of support such as English language tutors and the subject librarian. It is the responsibility of students to take advantage of these opportunities to receive feedback before submitting their final assignments.

Dissertation supervisors will provide 12 hours of supervision and formative feedback on one outline (max. 500 words) of each individual chapter of a dissertation. This feedback may be written (including email correspondence) and/or verbal.

The nature of the feedback provided
Formative feedback will provide students with an indication of how to refine the focus of the assignments, the range of sources being used, the ways in which the assignments could be structured, and the extent to which the assignments address the assessment criteria. In no case will the tutor give an indication of the mark that might be awarded for the assignments.

Feedback on final assignments will be provided in word-processed format on the MA TESOL Assignment Feedback Form. This form contains information on 'Overall', 'Content', 'Structure', 'Presentation', 'Analysis', 'Use of sources', 'Suggestions for improvement' in the form of achieved levels and verbal comments. Feedback on oral presentations will be both written and audio-recorded. All feedback on final assignments will be uploaded to Moodle. The feedback will:
- Be both summative and formative.
- Recognise the focus of the assignment and the issues that it seeks to address.
- Refer to the Assessment Criteria.

Important: Tutors will not edit the language used in assignments but will provide feedback on language use in line with the marking criteria.

After the marks and grades have been released on SAMIS students are encouraged to contact their tutors to have an opportunity to ask questions and comment on the feedback that they have received.

Provision of marks and grades
Each assignment will be marked by one unit tutor.

In addition, a second unit tutor will 'moderate' the grades for each unit of study. The sample for moderation will be as follows:
- all failed assignments;
- a further representative sample of passing assignments from each classification (pass, merit, distinction).

The moderator will view the final assignments as well as the MA TESOL Assignment Feedback Forms and the marks from the tutor(s). The moderator will then complete a Moderation of Unit Assignments form for each of the assignments in the sample. The moderator's sample will be the same as that which is sent to the External Examiners.

Students will receive a mark and a grade which indicates the overall quality of the final version of their assignment. The marks and grades will be uploaded to SAMIS.

The marks and grades provided to students will remain provisional until the Department of Education's MA TESOL Board of Examiners for Units (BEU) and the Faculty Board of Studies. Following this, students will receive confirmation of their final marks and grades. See Appendix 1 for the 'Assessment criteria & level descriptors for the assessment of units of the MA Programmes in the Department of Education'.

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 or your own work in previous assignments – 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.

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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

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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 education-tesol@bath.ac.uk 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

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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

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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

WORD COUNTS

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

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

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

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

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

LATE SUBMISSION OF COURSEWORK

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

If there are valid circumstances preventing you from meeting a deadline, your Deputy 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 Deputy 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 Deputy Director of Studies as soon as possible if you become concerned about your submission deadlines.

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

INDIVIDUAL MITIGATING CIRCUMSTANCES

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

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

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

You should make yourself familiar with these definitions, in addition to any IMC guidance offered by your Department, and support and guidance offered through the Disability Service (www.bath.ac.uk/groups/disability-service) or the Students' Union Advice and Support Centre (thesubath.com/advice).

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

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

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

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

ASSESSMENT PROCESSES

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

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

- *marking criteria (or assessment criteria)* - these are the knowledge, understanding and skills which it has been identified that students should demonstrate in the assessment and which are taken into account during marking. They are based on the learning outcomes being assessed
- *marking schemes* - these are detailed descriptions of how specific numbers of marks should be assigned against individual components of an answer within the assessment task

- *grade descriptors* - these are descriptions of the levels of achievement required in order to get a result within a given band of marks (e.g. 70% or more).

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

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

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

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

EXAMINATIONS – INFORMATION AND GUIDANCE

Rules and procedures for examinations are set out in the University's Regulation 15 and Rule 2. The dates of the University's formal assessment periods are found on the academic year charts: www.bath.ac.uk/publications/academic-year-charts
You will have access to your personal examination timetable via SAMIS approximately seven weeks before the assessment period begins.

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

Further information
www.bath.ac.uk/student-records/examinations/examinations-information
Regulation 15: www.bath.ac.uk/publications/regulations-for-students
Rule 2: www.bath.ac.uk/rules/exam
Disability Service: www.bath.ac.uk/groups/disability-service

EXTERNAL EXAMINERS

An External Examiner is someone from another University or a professional organisation who is suitably qualified and experienced in the relevant field of study. At least one External Examiner is appointed for each taught programme or group of programmes. The role of External Examiner is an important one in assuring that assessment processes are fair and academic standards are appropriate, and supporting the development of your programme. External Examiners 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 Examiners for your programme are:
Dr Richard Badger, Senior Lecturer, University of Leeds
Vacancy – External Examiner to be confirmed

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:

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 2019-20 academic year, this period will be 12 August to 21 August 2020.
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

APPENDIX 1: ASSESSMENT CRITERIA AND LEVEL DESCRIPTORS FOR THE ASSESSMENT OF UNITS IN THE MA PROGRAMMES IN THE DEPARTMENT OF EDUCATION

ASSESSMENT CRITERIA

Overall:
Scholarship: The extent of knowledge and depth of analysis.
Perspective: The breadth of view, critical perception and insight.
Coherence: The synthesis and control of material and the persuasiveness of arguments.

Content: The relevance of the topic to the content of the unit and the participant's experience.

Structure: The structure and the way it enables arguments to develop logically and lead to reasoned conclusion.

Presentation:
Clarity: Communication of ideas, use of syntax and typographical presentation.
Style: Use of language.
Appearance: Visual impression and clarity of layout.
Length: Number of words specified for the assignment.
Referencing: Accuracy in citation and attribution, and the application of academic conventions.

Analysis:
Argument: The line of argument within an appropriate conceptual framework.
Interpretation: The development of a perspective through a reflective consideration within an appropriate conceptual framework.
Evaluation: The weighing of evidence, exploration of other options, and the basis of judgements.
Application: Where appropriate, the application of findings and arguments in a reflective manner to the improvement of educational practices.

Use of sources:
Scope and number: Familiarity with a range of literature germane to the topic.
Types of sources: The range of different types of sources used.

Methodology, methods and ethics: (For dissertations and assignments based on empirical study)
Methodology: The explanation of the kind of study undertaken and the justification of the methodology.
Design: The explanation and justification of the chosen methods, including ethical procedures, and the overall design.
Critique: The consideration of the strengths and weaknesses of methodology, design and underpinning theories.

MA LEVEL DESCRIPTORS

	70% -100% (Distinction) [72 75 78 82 85 88 95 100]	60% - 69% (Merit) [62 65 68]	50% - 59% (Good Pass) [52 55 58]	40% - 49% (Pass) [42 45 48]
Overall Scholarship Perspective Coherence	The assignment shows extensive knowledge and considerable depth of analysis. It clearly demonstrates breadth of view and shows significant insight. Material is controlled well and is synthesised effectively and creatively. Arguments are sound and persuasive. Shows originality.	The assignment shows a broad knowledge and considerable depth of analysis. It clearly demonstrates breadth of view and shows considerable insight. Material is synthesised effectively and controlled well. Arguments are sound.	The assignment shows knowledge and a depth of analysis. It demonstrates a breadth of view and shows insight. Material is controlled well. Arguments are sound.	The assignment displays sufficient knowledge and an adequate depth of analysis. It shows sufficient breadth of view and insight. Material is generally controlled adequately. Arguments are generally sound.
Content	The topic identified is clearly and directly relevant to the content of the unit and the student's experience. An appropriate and well-grounded conceptual framework is securely established. A sophisticated discussion takes place within the conceptual framework and, in the better assignments, the discussion develops the framework.	The topic identified is relevant to the content of the unit and the student's experience. An appropriate and well-grounded conceptual framework is established. A thoughtful discussion takes place within the conceptual framework.	The topic identified is relevant to the content of the unit and the student's experience. An appropriate conceptual framework is established that is adequately grounded. A discussion takes place within the conceptual framework.	The topic identified is relevant to the content of the unit and to the student's experience. A conceptual framework is established that is in the main adequately grounded. The discussion draws upon the conceptual framework.
Structure	The assignment is well structured so that arguments develop logically and lead to a well-reasoned and original conclusion.	The assignment is well structured so that arguments develop logically and lead to a well-reasoned conclusion.	The assignment is adequately structured and arguments develop logically and lead to a reasoned conclusion.	The assignment is generally soundly structured. Arguments develop and there is an appropriate conclusion.
Presentation Clarity Style Appearance Length Referencing	Ideas are communicated exceptionally clearly. Appropriate syntax is consistently used. There are very few, if any, typographical errors. The writing is fluent and succinct which, together with the prudent use of language, gives scholarly style. The length of the assignment is acceptable. The visual presentation is of a high	Ideas are communicated clearly. Appropriate syntax is consistently used. There are very few typographical errors. The writing is fluent and succinct and has a scholarly style. The length of the assignment is acceptable. The visual presentation is of a high standard and the layout is clear. Referencing is accurate in citation and	Ideas are communicated clearly. Appropriate syntax is generally consistently used with very few typographical errors. There are only a small number of typographical errors. The writing is fluent and succinct and generally has an appropriately scholarly style. The length of the assignment is acceptable. The visual	Generally, ideas are communicated clearly. Appropriate syntax is generally used. There are some typographical errors but not a significant number. The writing is generally fluent and succinct and the style is appropriate. The length of the assignment is acceptable. The visual presentation is adequate. The layout is sufficiently

	standard and the layout is clear. Referencing is accurate in citation and attribution. There is consistent application of academic conventions.	attribution. There is consistent application of academic conventions.	presentation is of good standard and the layout is clear. Referencing is accurate in citation and attribution. There is consistent application of academic conventions.	clear. Referencing is generally accurate in citation and attribution. Application of academic conventions is generally consistent.
Analysis Argument Interpretation Evaluation Application	The assignment develops a well-reasoned line of argument and a perspective clearly develops through significant reflective consideration. Evidence is thoughtfully marshalled and weighed, a wide range of other options is explored, and judgements are soundly based on critical appraisal. Where appropriate, findings and arguments are applied reflectively and with considerable insight and explicit evidence is presented that shows improvement of educational practices.	The assignment develops a well-reasoned line of argument and a perspective clearly develops through substantial reflective consideration. Evidence is thoughtfully marshalled and weighed, a range of other options is explored, and judgements are based on critical appraisal. Where appropriate, findings and arguments are applied reflectively and with some insight and there is evidence showing improvement of educational practices.	The assignment develops a well-reasoned line of argument and a perspective develops through sufficient reflective consideration. Evidence is thoughtfully marshalled and weighed, some other options are explored, and judgements are based on critical appraisal. Where appropriate, findings and arguments are applied reflectively and there is evidence showing improvement of educational practices.	The assignment develops an adequately reasoned line of argument and a perspective develops through some reflective consideration. Evidence is marshalled and weighed with some thought, and some other options are explored, and judgements are generally based on critical appraisal. Where appropriate, findings and arguments are applied reflectively to the improvement of educational practices.
Use of sources Scope and number Types of sources	The assignment clearly demonstrates considerable familiarity with and uses a wide range of literature germane to the topic.	The assignment demonstrates familiarity with and uses a wide range of literature germane to the topic.	The assignment demonstrates familiarity with and uses a range of literature germane to the topic.	The assignment demonstrates sufficient familiarity with and uses of a range of literature germane to the topic.
Methodology, methods and ethics Methodology Design Critique	For dissertations and assignments based on empirical study, it is clear what kind of study was undertaken. The methodology is fully justified. There is a thorough explanation and justification of the chosen methods. There is a full consideration of the strengths and weaknesses of the methodology, design and underpinning theories. Ethical issues have been considered.	For dissertations and assignments based on empirical study, it is clear what kind of study was undertaken. The methodology is well justified. There is a sound explanation and justification of the chosen methods. There is a wide-ranging consideration of the strengths and weaknesses of the methodology, design and underpinning theories. Ethical issues have been considered.	For dissertations and assignments based on empirical study, it is clear what kind of study was undertaken. The methodology is adequately justified. The chosen methods are adequately explained and justified. There is a sound consideration of the strengths and weaknesses of the methodology, design and underpinning theories. Ethical issues have been considered.	For dissertations and assignments based on empirical study, it is more or less clear what kind of study was undertaken. The methodology is adequately justified. The chosen methods are explained and justified. The strengths and weaknesses of the methodology, design and underpinning theories are adequately considered. Ethical issues have been considered.

	35-39% (Condonable Fail) [35 38]	30-34 % (Fail) [32]	0-29% (Fail) [0 15 25]
Overall Scholarship Perspective Coherence	The assignment is not securely at the standard required for a pass at Masters level. The assignment may display some knowledge and some analysis. However, it shows limited breadth of view and insight. There may be some effort to control material and to present an argument. Arguments may be partially convincing.	The assignment has significant weaknesses. The assignment displays limited knowledge and lacks analysis. It shows little breadth of view and does not display insight. Material is poorly used and the arguments lack persuasion. The assignment is largely descriptive.	The assignment has significant weaknesses and would need major work or rewriting to reach a passing standard. The assignment is under length and/or draft or non-scholarly in style. The assignment displays limited knowledge and lacks analysis. It shows little breadth of view and does not display insight. Material is poorly used and there is little argument; any argument lacks persuasion. The assignment is largely descriptive.
Content	The topic identified may to some extent be relevant to the content of the unit and to the student's experience. A conceptual framework may be presented, but this may not be adequately grounded. The discussion may not be adequately developed.	The topic identified may not be directly relevant to the content of the unit and to the student's experience. An appropriate conceptual framework may not be established and discussion is therefore lacking in focus.	It may not be clear how the content is related to the unit and/or the student's experience. A conceptual framework is absent or inappropriate. The discussion is weak and lacking in focus.
Structure	The assignment may not be very well structured. Arguments may be underdeveloped and may not be clearly linked to the conclusion.	The assignment may be poorly structured so that arguments fail to develop logically and there is no reasoned conclusion.	The assignment has no evident or clear structure; there may be no conclusion.
Presentation Clarity Style Appearance Length Referencing	Ideas may be communicated, although not always clearly. Syntax may not be used adequately. There may be some typographical errors. The writing may be of limited fluency and the style may be inappropriate in some places. The assignment may not be of be an acceptable length. The visual impression may be poor and the layout may be not fully clear. Referencing may be inaccurate and/or inadequate in some places.	Ideas may not be communicated clearly. The syntax may be weak and there may be a significant number of typographical errors. The writing may not flow and the style and use of language may be inappropriate. The length of the assignment may not be acceptable. The visual impression may be inadequate and the layout unclear. Referencing may be inaccurate in citation and attribution and there may be inconsistent application of academic conventions.	There are significant weaknesses in presentation to do with one or more of: Clarity (ideas not communicated clearly; writing errors evident) Style (not fluent or scholarly; inappropriate use of language) Appearance (poor visual impression and layout) Length (under length) Referencing (significant errors evident)
Analysis Argument Interpretation Evaluation Application	There is some attempt to develop a line of argument and a perspective, but this may be limited and lacking in reflective consideration. There is some limited attempt to marshal and weigh evidence, but insufficient consideration is given to other options. Judgements are based on limited critical appraisal.	The assignment may not develop a reasoned line of argument. A perspective may fail to develop because there is little or no reflective consideration. Evidence may be neither marshalled nor weighed and other options may not be explored. Judgements may not be adequately based on critical appraisal. Even	There is limited analysis or coherent argument. The assignment is largely descriptive with little or inappropriate reflective consideration and limited use of evidence. Any judgements are not justified or inappropriately justified. There are few, limited or inappropriate links to educational practice.

	Where appropriate, some limited attempt is made to reflect and apply findings and arguments to the improvement of educational practices.	where appropriate, findings and arguments may not be applied reflectively to the improvement of educational practices. The assignment may be largely descriptive.	
Use of sources Scope and number Types of sources	The assignment may demonstrate only a limited familiarity with and uses a limited range of literature germane to the topic.	Although some literature has been used the assignment may not demonstrate familiarity with a range of literature germane to the topic, or inappropriate literature may be analysed.	The assignment may inappropriately use only a narrow range of literature. There are significant weaknesses in the use of sources to do with one or both of: Scope and number (none or narrow range) Types of sources (inappropriate literature)
Methodology, methods and ethics Methodology Design Critique	For dissertations and assignments based on empirical study, it is not completely clear what kind of study was undertaken. The methodology may be justified to a limited extent. The chosen methods may not be sufficiently explained or justified. The strengths and weaknesses of the methodology, design and underpinning theories may be inadequately considered. There may be limited consideration of ethical issues.	For dissertations and assignments based on empirical study, it may not be clear what kind of study was undertaken and the methodology may not be adequately justified. The explanation and justification of the chosen methods may be inadequate. The strengths and weaknesses of the methodology, design and underpinning theories may not be considered. Ethical issues may not be considered.	There are significant weaknesses in methodology and methods to do with one or more of: Methodology (not explained justified or inappropriate) Design (not explained/justified or inappropriate) Critique (not included or inappropriate). Ethics (not considered or inappropriate).

APPENDIX 2: AWARD CLASSIFICATIONS

Masters degree *(for full details please see:* *http://www.bath.ac.uk/registry/nfa/nfaar-pgt-appendix-11.pdf)*

Awards

Masters degree - a student must achieve:

at least **90 credits**, at least 75 of these credits being gained at M level;

both an overall programme average (OPA) of at least 40.00% and a dissertation/project average (DPA) of at least 40.00%.

Masters degree with Merit - a student must achieve:

(i)   an overall programme average (OPA) of at least 60.00%,

(ii)   a dissertation/project average (DPA) of at least 60.00%,

(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%,

(iii)   a taught stage(s) average (TSA) of at least 60.00%.

Condoning

Designated Essential Units (DEU) <u>cannot</u> 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) <u>cannot</u> 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) <u>cannot</u> 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.

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 the 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) <u>cannot</u> 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.