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

MA International Relations
MA International Security
MA International Relations and European Politics
Programme Handbook
2020/21

This Handbook is available online or in alternative formats. Please contact Lisa Snowdon-Harris (lsh46@bath.ac.uk) if required.

08/10/2020

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ABOUT THIS HANDBOOK

This is the 2020-21 Handbook for MA students on the International Relations, International Security and International Relations and European Politics programme(s).

The contents of this Handbook are accurate at the time of publication 08/10/2020 but information contained within may sometimes be subject to change after this Handbook has been issued.

The Important Links and Information section of this Handbook includes links to information online about both the topics covered in this Handbook and other key topics. It is important that you familiarise yourself with the online information as well as the contents of this Handbook.

In August 2020 we wrote to you to explain how your programme has been adapted in response to COVID-19 safety measures and our 'Bath Blend' approach to learning and teaching for academic year 2020/21.

Information about the structure of your programme (which units you take when, which units are compulsory etc), as well as key unit information (including learning outcomes, synopsis and assessment), for the upcoming academic year can be found online in the Unit and Programme Catalogues (see **Unit and Programme Catalogues** in this Handbook and www.bath.ac.uk/catalogues). You will also receive details about unit content and assessment via the University's online learning environment, Moodle.

You will be informed, normally by your Director of Studies or Unit Convenor, of any further changes that will affect your programme or a unit. See also **Unit and programme changes 2020/21** in this Handbook.

You will be informed via announcements if any services offered by the University will need to be changed as a result of changing circumstances during 2020/21.

While this Handbook signposts information about regulations for students, it does not have regulatory status itself, and the Regulations available online (Regulations for Students: http://go.bath.ac.uk/regulations and Assessment Regulations: www.bath.ac.uk/corporate-information/new-framework-for-assessment) are the most up-to-date and take precedence over the contents of this Handbook. It is your responsibility to take the time to familiarise yourself with the Regulations.

If in doubt about what applies to you, or if your circumstances change, please contact your Director of Studies Dr Mattia Cacciatori (M.Cacciatori@bath.ac.uk) for advice.

IMPORTANT LINKS AND INFORMATION

UNIVERSITY INFORMATION ONLINE

This Handbook is an accompaniment to important information available to all students on the University's website. It is expected that you will familiarise yourself with the online information signposted below.

If you cannot find the information you are looking for in this Handbook or on the web please contact Lisa Snowdon-Harris (lsh46@bath.ac.uk) in the first instance.

SUPPORTING YOU

Student Support Services
https://www.bath.ac.uk/professional-services/student-services/

SU Advice and Support Service
www.thesubath.com/advice

Equality, Diversity and Inclusion
https://www.bath.ac.uk/professional-services/equality-diversity-and-inclusion/

Advice for specific groups of students:
International students
www.bath.ac.uk/topics/visas
www.bath.ac.uk/guides/student-immigration-appointments-and-drop-in-sessions
www.bath.ac.uk/campaigns/studying-at-bath-as-an-erasmus-exchange-or-visiting-student
www.bath.ac.uk/guides/academic-engagement-monitoring-for-tier-4-students
Care-leavers
https://www.bath.ac.uk/publications/university-and-leaving-care/
Estranged students
https://www.bath.ac.uk/publications/university-and-estranged-students/
Refugees
https://www.bath.ac.uk/publications/university-and-refugees/
Students with caring responsibilities
https://www.bath.ac.uk/publications/university-and-young-adult-carers/

Pregnancy and maternity

CORE UNIVERSITY SERVICES / INFORMATION

Dissatisfaction with a University service or facility (Complaints)
www.bath.ac.uk/guides/student-complaints-policy-and-procedure

Health and Safety
www.bath/ac/uk/guides/student-health-and-safety
Be Safe on Campus information (COVID-19)
https://www.bath.ac.uk/campaigns/be-safe-on-campus-and-in-bath-during-the-covid-19-pandemic/

Library and Study Spaces
https://library.bath.ac.uk/home
www.bath.ac.uk/campaigns/where-you-can-study-on-campus-and-in-the-city

Skills Support and Development
http://go.bath.ac.uk/my-skills
www.bath.ac.uk/campaigns/get-ahead-with-skills-at-bath

Learning Technologies & IT Support
https://www.bath.ac.uk/professional-services/digital-data-and-technology/

Careers Service
www.bath.ac.uk/professional-services/careers-service

Data Protection
www.bath.ac.uk/guides/data-protection-guidance

Bullying, harassment and victimisation

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

Disabilities, long-term illness, and specific learning difficulties
http://go.bath.ac.uk/disability-service

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

SU Code of Practice and membership
www.bath.ac.uk/corporate-information/code-of-practice-for-the-students-union-su

SUPPORTING YOUR LEARNING

Your Learning
www.bath.ac.uk/guides/your-learning
Bath Blend
Glossary
Year Dates and Timetables

Regulations for students
http://go.bath.ac.uk/regulations

Registration
www.bath.ac.uk/guides/registering-with-the-university

Withdrawing from or suspending your studies
www.bath.ac.uk/guides/suspending-your-studies-or-leaving-the-university

Placements
http://go.bath.ac.uk/placements-information-for-students

Personal Tutoring
www.bath.ac.uk/guides/personal-tutoring

Units and Programmes
www.bath.ac.uk/guides/about-units-and-programmes
Catalogues
Option choices
How your programme is reviewed and monitored

Student Representation and Engagement
www.bath.ac.uk/campaigns/student-engagement-shape-your-university

Assessment
www.bath.ac.uk/guides/assessment-guidance-for-students
Assessment processes
Understanding your results
External examiners
Supplementary assessment

Academic Integrity
www.bath.ac.uk/campaigns/academic-integrity-training-and-test

Assessment Regulations
www.bath.ac.uk/corporate-information/new-framework-for-assessment
Definitions of assessment terms

Individual Mitigating Circumstances
www.bath.ac.uk/guides/reporting-individual-mitigating-circumstances-to-the-university

Academic Appeals
www.bath.ac.uk/guides/appealing-against-an-academic-decision

HEAD OF DEPARTMENT WELCOME 2020/21

It is a pleasure to welcome you to PoLIS. In whatever format you have chosen to study this year, rest assure that we are always here to support you and ensure your success.
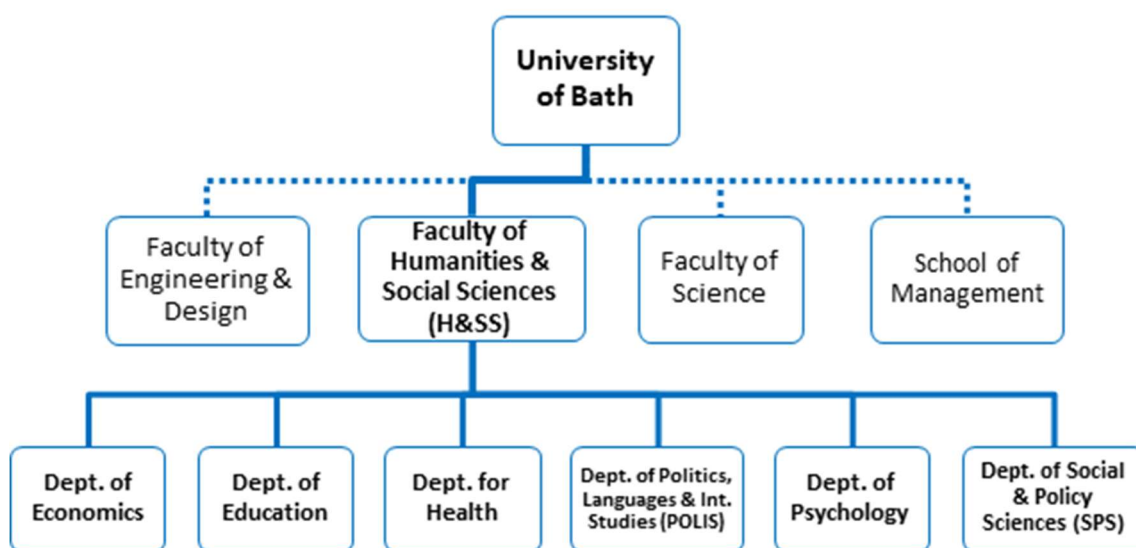
We've adapted our programme this year to comply with health and safety restrictions, and to give us flexibility throughout the year in case restrictions are tightened temporarily and then relaxed again, whilst ensuring the programme's learning outcomes are met. We've incorporated more peer-to-peer sessions in the programme to encourage you to interact with one another and hone your team work skills that are so important beyond University. We've also incorporated some careers sessions into the programme to facilitate access to support developing your career beyond your MA. My advice to you is to try to keep up-to-date with your recorded lectures, activities and recommended readings and to make full use of all the possibilities for contact that we have provided: the in-person session when available, the live online interactive sessions, and also staff's office hours.

In this Handbook you'll find all the relevant links to University services designated to support you with everything from health to finances to careers advice, as well as the key contacts with PoLIS here to support you. Remember to let us, and especially your personal tutors, know how you are getting on throughout the year. This will be a different year, but I have no doubt that together we'll make a success of it, and that with your enthusiasm, and a little work every week you'll do very well. I hope those of you in Bath will also be able to take advantage of some of the adapted activities that the Student Union, societies and sports clubs have been working on all summer. I wish you all a productive an exciting year.

Dr Maria Garcia
Head of Department

ABOUT THE DEPARTMENT 2020/21

Your programme is delivered by the Department of Politics, Languages & International Studies within the [Faculty of Humanities & Social Sciences](#) (HSS). The Faculty is one of three Faculties and one School in the University and comprises six academic Departments: Economics, Education, Health, Politics, Languages & International Politics, Psychology and Social & Policy Sciences.

University of Bath
- Faculty of Engineering & Design
- Faculty of Humanities & Social Sciences (H&SS)
- Faculty of Science
- School of Management

Faculty of Humanities & Social Sciences (H&SS):
- 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)

Undergraduate and Postgraduate Taught (Masters) programmes are delivered by academic staff in departments, with administrative support provided by the Taught Programmes Team. If your administrator is unavailable then please speak to any 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. You can contact the administration office for your programme by email at politics-pg-admin@bath.ac.uk.

The department has incorporated digital spaces as part of teaching and learning and lecture and seminars will largely take place via Zoom or Microsoft Teams. Students will have access to a programme Moodle and Teams page to communicate with staff and students.

Meeting between students and staff will usually be held virtually. If you wish to arrange a meeting with a member of staff then please email in advance to organise a suitable time, unless the staff member has notified you of alternative office hours.

From time to time rooms on campus will be used for teaching and other activities; students will be informed via email of how campus spaces within the department may be used.

Please refer to the department website for more information: https://www.bath.ac.uk/departments/department-of-politics-languages-international-studies/

KEY CONTACTS/STAFF LIST

Director of Studies

Dr M Cacciatori – M.Cacciatori@bath.ac.uk

Please contact your Director of Studies for academic issues such as extension requests, changes to your study arrangements or to discuss teaching and learning.

Programme Administrator

Lisa Snowdon-Harris – L.Snowdon-Harris@bath.ac.uk

Please contact your Programme Administrator for day to day queries such as timetabling issues, Moodle access and unit selections.

ABOUT YOUR PROGRAMME

The MA International Relations, MA International Security, and MA International Relations and European Politics Programmes offer a unique possibility for students to engage with a variety of issues in international politics. The Units offered at the University of Bath will cover a vast array of controversies relating to international relations, international security, international law, and more.

The programme benefits from staff with an in-depth expertise on a variety of fields that are applied directly to the learning environment. This is understood as a space for staff and students to engage actively with literature and data on specific subjects, but also as a forum where both lecturers and students engage in lively debates and continuously exchange research to stimulate progress in the study of international politics.

PROGRAMME AIMS AND LEARNING OUTCOMES

MA International Relations – Learning Objectives

Synopsis and academic coherence of programme

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

- of contemporary international relations and the dimensions of political interactions between states and non-state entities in the contemporary world,

- of the role of state and non-state actors and of governmental and non-governmental international organisations in the current international order, and

- of the relationship between its different component parts and an ability to critically discuss and write about them.

In its design and implementation, the programme reflects a commitment to the integration of staff members' strong research profiles into teaching, to the application of learning and to a diversity of

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approaches to learning, teaching and assessment (as set out in the University's Learning and Teaching Strategy).

Educational aims of the programme

The Programme has four broad aims:

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

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

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

4. To develop conceptual understanding:

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

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

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

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

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

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

➢ Knowledge & Understanding:	Students will
	1. Understand the key concepts and theories of international relations and the dimensions of political interactions between states and non-state entities in the contemporary world, of the role of state and non-state actors and of governmental and non-governmental international organisations in the new

	world order, and the relationship between its different component parts;
	2. Understand the origins, development, current activity and organisation of the institutions of the international system;
	3. Have knowledge of contemporary international political problems and how they emerge at sub-national, national and supra-national levels and between them;
	4. Have a comparative understanding of international political issues, both in historical and contemporary terms.
	The **PG Certificate** will particularly focus on learning outcomes 1 and 2; the **PG Diploma** will have an additional focus on learning outcome 3 and provide a moderate focus on learning outcome 4, while the **MA** will ensure that students achieve all four learning outcomes.
	Teaching and Learning Methods:
	• Lectures and guided reading. • Student seminar presentations (individual or group) with tutorial guidance and peer feedback • Active participation in research seminar programmes of the Department of Politics, Languages and International Studies, the Faculty of Humanities and Social Sciences and its research centres • Monitoring of individual academic development with personal tutor.
	Assessment Methods:
	• Coursework essays of normally 4,000 words length (in some units this may vary). • Problem-orientated group assignments for seminars. • A supervised MA dissertation of 15,000 words in length on a topic agreed between supervisor and supervisee. • Unseen examinations may be used to test knowledge of more narrowly defined concepts and issues.
➢ Intellectual Skills:	Students will be able to
	1. Deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate their conclusions clearly to specialist and non-specialist audiences;

| | 2. Continue to advance their knowledge and understanding, and to develop new skills to a high level.

3. Demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level;

The **PG Certificate** will particularly focus on learning outcome 1 and, to a lesser extent on learning outcome 2; the **PG Diploma** will have an additional moderate focus on learning outcome 3, while the **MA** will ensure that students achieve all three learning outcomes.

They will also

1. Be familiar with quantitative and qualitative methods in political studies;

2. Be able to apply problem-solving skills in seeking solutions to international political problems in a supra-national as well as national and sub-national context;

3. Be able to undertake investigations of political questions, issues and problems in an in international context;

4. Be able to distinguish between the normative and pragmatic differences that affect policies and their consequences.

5. Be able to assess the outcomes of interventions by governments and other organisations to solve international political problems;

The **PG Certificate** will particularly focus on learning outcomes 1 to 3; the **PG Diploma** will have an additional focus on learning outcome 4 and provide a moderate focus on learning outcome 5, while the **MA** will ensure that students achieve all five learning outcomes.

Teaching and Learning Methods:

- Lectures and guided reading.
- Student seminar presentations with tutorial guidance and peer feedback
- Active participation in research seminar programmes of the Department of Politics, Languages and International Studies, the Faculty of Humanities and Social Sciences and its research centres.
- Monitoring of personal development with personal tutor.
- Supervised dissertation. |

	Assessment Methods: • Coursework essays of normally 4,000 words length (in some units this may vary). • Problem-orientated group assignments for seminars. • A supervised MA dissertation of 15,000 words in length on a topic agreed between supervisor and supervisee. • Unseen examinations may be used to test knowledge of more narrowly defined concepts and issues.
➢ Professional Practical Skills:	Students will 1. Acquire bibliographic skills, enabling them to identify and use library and other bibliographic resources and maintain a personal research bibliography; 2. Be able to evaluate research, including undertaking refereeing and book reviews; 3. Understand issues posed by political science research in relation to ethics, confidentiality and legality (including IPR), and acquire the skills needed in order to respect, consider and attend to the rights of other researchers and research participants; 4. Where appropriate, have begun to develop a working knowledge of a relevant language for a chosen geographical area(s) of study. 5. Be familiar with the format and mechanisms for the dissemination of political science and IR research through professional bodies, including conference papers, posters and journal articles, and the process of peer review. The **PG Certificate** will particularly focus on learning outcomes 1 and 2; the **PG Diploma** will have an additional focus on learning outcomes 3 and 4 and provide a moderate focus on learning outcome 5, while the **MA** will ensure that students achieve all six learning outcomes. Teaching and Learning Methods • Induction course in bibliographic, IT and research skills, with particular reference to resources that can be accessed through the University • Lectures and guided reading. • Explicit attention to the afore-mentioned professional practical skills within all taught units, as appropriate.

	• Applying, testing and honing the afore-mentioned professional practical skills, by writing essays and giving presentations and receiving appropriate feedback from peers and faculty, and by undertaking a fully supervised dissertation. • Active participation in research seminar programmes of the Department, the Faculty and its research centres, with students preparing reflective and critical evaluations of the research presented in the seminars during the course of each semester. • Use where appropriate of the University's wide range of language programmes, and University-accredited language tutors. • Monitoring of personal development with personal tutor. Assessment Methods: • Coursework essays of normally 4,000 words length. • Problem-orientated group assignments for seminars. • A supervised MA dissertation of 15,000 words in length on a topic agreed between supervisor and supervisee.
➢ Transferable/Key Skills:	Students will 1. Develop writing, presentation and dissemination skills, including Internet-based tools; 2. Develop career management skills, including skills in using new technologies for obtaining information about new career opportunities, skills in networking and negotiation, evaluation of personal and career development needs, self-promotion and marketing; 3. Have the qualities and transferable skills necessary for employment requiring: · The exercise of initiative and personal responsibility; · Decision-making in complex and unpredictable situations; and · The independent learning ability required for continuing professional development; 4. Develop skills in effective team working through collaboration in projects; 5. Develop competency in the presentation of research findings to practitioners and lay audiences; 6. Develop an understanding of how the media communicates specialist material to lay audiences, and the

skills required to engage with the media, such as writing press releases and being interviewed.

7. Develop research management skills, including the development of research proposals for external funding, time and resource planning and monitoring, archiving of data and completion of end-of-award reports to sponsors.

The **PG Certificate** will particularly focus on learning outcomes 1 to 4, but also provide a moderate focus on learning outcome 5; the **PG Diploma** will have an additional focus on learning outcome 6 and provide a moderate focus on learning outcome 6, while the **MA** will ensure that students achieve all seven learning outcomes.

Teaching and Learning Methods:

- Seminars by MA programme assistant in writing, presentation and dissemination skills, including Internet-based tools.
- Explicit attention to the afore-mentioned transferable/key skills within all taught units, as appropriate.
- Applying, testing and honing the afore-mentioned transferable/key skills, by writing essays and giving presentations and receiving appropriate feedback from peers and faculty, and by undertaking a fully supervised dissertation.
- Active participation in research seminar programmes of the Department, the Faculty and its research centres, with students reflecting critically on the research presented in the seminars during the course of each semester.
- Monitoring of personal development with personal tutor.

Assessment Methods:

- Problem-oriented group assignments which can demonstrate the acquisition and application of these skills.
- Coursework essays and the Dissertation, involve exercise of some of the afore-mentioned professional practical skills, and are assessed in part by reference to them.
- In connection with their participation in the research seminar programmes of the Department, the Faculty and its research centres, students present critical appreciations for non-expert audiences of the research presented in the seminars during the course of each semester.

Structure and content of the programme (including potential stopping off points)

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

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

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

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

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

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

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

N/A

MA International Security – Learning Objectives

Synopsis and academic coherence of programme

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

- of political and military interactions between states and non-state entities in the contemporary world,

- of the role of state and non-state actors and of governmental and non-governmental international organisations in the new international security environment, and

- of the relationship between its different component parts and an ability to critically discuss and write about them. In its design and implementation, the programme reflects a commitment to the integration of staff members' strong research profiles into teaching, to the application of

learning and to a diversity of approaches to learning, teaching and assessment (as set out in the University's Learning and Teaching Strategy).

Educational aims of the programme

The Programme has four broad aims:

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

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

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

4. To develop conceptual understanding:

· To evaluate critically current research and advanced scholarship in contemporary international security; and

· To evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses for the explanation of a wide range of diverse phenomena in contemporary international security.

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

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

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

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

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

➢ Knowledge & Understanding:	Students will
	1. Understand the key concepts and theories of international security and the dimensions of political and military interactions between states and non-state entities in the contemporary world, of the role of state and non-state actors and of governmental and non-governmental international organisations in the new international security order, and the relationship between its different component parts;
	2. Understand the origins, development, current activity and organisation of the institutions of the international security system;
	3. Have knowledge of contemporary international security problems and how they emerge at sub-national, national and supra-national levels and between them;
	4. Have a comparative understanding of international security issues, both in historical and contemporary terms.
	The **PG Certificate** will particularly focus on learning outcomes 1 and 2; the **PG Diploma** will have an additional focus on learning outcome 3 and provide a moderate focus

	on learning outcome 4, while the **MA** will ensure that students achieve all four learning outcomes. Teaching and Learning Methods: • Lectures and guided reading. • Student seminar presentations with tutorial guidance and peer feedback • Group-based practice in identifying and analysing contemporary international security problems and the policy responses developed for them by state and non-state actors. • Active participation in research seminar programmes of the Department of Politics, Languages and International Studies, the Faculty of Humanities and Social Sciences and its research centres • Monitoring of individual academic development with personal tutor. Assessment Methods: • Coursework essays of combined length of 4,000 words (some pre-set, others self-defined), with a progression towards more student defined work as the programme proceeds. • A supervised MA dissertation of 15,000 words in length on a topic agreed between supervisor and supervisee.
➢ Intellectual Skills:	Students will be able to 1. Deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate their conclusions clearly to specialist and non-specialist audiences; 2. Continue to advance their knowledge and understanding, and to develop new skills to a high level. 3. Demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level; The **PG Certificate** will particularly focus on learning outcome 1 and, to a lesser extent on learning outcome 2; the **PG Diploma** will have an additional moderate focus on learning outcome 3, while the **MA** will ensure that students achieve all three learning outcomes. They will also 1. Be able to familiarize themselves with research methods in political studies and international security; 2. Be able to apply problem-solving skills in seeking solutions to international political problems in a supra-national as well as national and sub-national context; 3. Be able to undertake investigations of political questions, issues and problems in an in international context; 4. Be able to distinguish between the normative and pragmatic differences that affect policies and their consequences.

	5. Be able to assess the outcomes of interventions by governments and other organisations to solve international security problems; The **PG Certificate** will particularly focus on learning outcomes 1 to 3; the **PG Diploma** will have an additional focus on learning outcome 4 and provide a moderate focus on learning outcome 5, while the **MA** will ensure that students achieve all five learning outcomes. Teaching and Learning Methods: • Lectures and guided reading. • Student seminar presentations with tutorial guidance and peer feedback • Group-based practice in identifying and analysing contemporary international security problems and the policy responses developed for them by state and non-state actors. • Active participation in research seminar programmes of the Department of Politics, Languages and International Studies, the Faculty of Humanities and Social Sciences and its research centres. • Monitoring of personal development with personal tutor. • Supervised dissertation. Assessment Methods: • Coursework essays of a combined length of 4,000 words (some pre-set, others self-defined), with a progression towards more student defined work as the programme proceeds. • A supervised MA dissertation of 15,000 words in length on a topic agreed between supervisor and supervisee.
➤ Professional Practical Skills:	Students will 1. Acquire bibliographic and IT skills, enabling them to identify and use library and other bibliographic resources and maintain a personal research bibliography; 2. Be able to critically evaluate research; 3. Understand issues posed by international security research in relation to ethics, confidentiality and legality (including IPR), and acquire the skills needed in order to respect, consider and attend to the rights of other researchers and research participants; 4. Where appropriate, have begun to develop a working knowledge of a relevant language for a chosen geographical area(s) of study. 5. Be familiar with the format and mechanisms for the dissemination of research on international security issues through professional bodies, including conference papers, posters and journal articles, and the process of peer review.

	The **PG Certificate** will particularly focus on learning outcomes 1 and 2; the **PG Diploma** will have an additional focus on learning outcomes 3 and 4, while the **MA** will provide students opportunities to achieve all five learning outcomes. Teaching and Learning Methods - Induction course in bibliographic, IT and research skills, with particular reference to resources that can be accessed through the University - Lectures and guided reading. - Attention to the afore-mentioned professional practical skills within all taught units, as appropriate. - Applying, testing and honing the afore-mentioned professional practical skills, by writing essays and giving presentations and receiving appropriate feedback from peers and faculty, and by undertaking a fully supervised dissertation. - Active participation in research seminar programmes of the Department, the Faculty and its research centres. - Use where appropriate of the University's wide range of language programmes, and University-accredited language tutors. - Monitoring of personal development with personal tutor. Assessment Methods: - Coursework essays of a combined length of 4,000 words (some pre-set, others self-defined), with a progression towards more student defined work as the programme proceeds. - A supervised MA dissertation of 15,000 words in length on a topic agreed between supervisor and supervisee.
➤ Transferable/Key Skills:	Students will 1. Develop writing, presentation and dissemination skills; 2. Develop skills in effective team working through collaboration in projects; 3. Develop competency in the presentation of research findings to practitioners and lay audiences; 4. Develop an understanding of how the media communicates specialist material to lay audiences, and the skills required to engage with the media, such as writing press releases and being interviewed. The **PG Certificate** will particularly focus on learning outcomes 1 and 2, but also provide a moderate focus on learning outcome 3; the **PG Diploma** will have an additional focus on learning outcome 3 and provide a moderate focus on learning outcome 4, while the **MA** will ensure that students achieve all four learning outcomes. Teaching and Learning Methods:

	- Attention to the afore-mentioned transferable/key skills within all taught units, as appropriate. - Applying, testing and honing the afore-mentioned transferable/key skills, by writing essays and giving presentations and receiving appropriate feedback from peers and faculty, and by undertaking a fully supervised dissertation. - Active participation in research seminar programmes of the Department, the Faculty and its research centres. - Monitoring of personal development with personal tutor. Assessment Methods: - Problem-oriented group assignments which can demonstrate the acquisition and application of these skills. - Coursework essays and the Dissertation, involve exercise of some of the afore-mentioned professional practical skills, and are assessed in part by reference to them.

Structure and content of the programme (including potential stopping off points)

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

The programme will be delivered in two taught semesters plus a dissertation, each worth 30 credits. In both of the taught semesters students have to complete three compulsory plus two optional units. For an up to date list of available compulsory and optional units please consult the MA International Security programme description.

The programme includes two potential intermediate stopping off points before the MA: a PG Certificate and a PG Diploma in International Security.

Part-time Study
All part-time students are expected to discuss and obtain approval for their selection of units at the beginning of each semester of study.

MA in International Security
Part-time students will be expected to complete three of the six compulsory units of the programme during each of their two years of study.

Part-time students either opting for the PG Diploma instead of the MA or not in a position to proceed to dissertation writing stage will be expected to complete all six compulsory units of the programme during the course of their study.

Part-time students either opting for the PG Certificate in International Security or not in a position to proceed to PG Diploma stage will be expected to complete at least three of the six compulsory units during the course of their study.

MA International Relations and European Politics – Learning Objectives

Synopsis and academic coherence of programme

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

- contemporary international relations and European politics and the dimensions of political interactions between states and non-state entities in the contemporary world,

- the role of state and non-state actors and of governmental and non-governmental international organisations in the current international order, and

- the relationship between its different component parts with particular reference to European states' politics, policies and societies and of the politics and policies of the European Union and an ability to critically discuss and write about them.

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

Educational aims of the programme

The Programme has four broad aims:

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

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

The PG Diploma gives additional scope for appreciation and application of different methodologies of research in the study of contemporary international relations and European politics (aim 2); and

since more units are completed by the student, it gives a more substantial opportunity to undertake research of the student's choosing (aim 3).

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

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

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

➢ Knowledge & Understanding:	Students will
	1. Understand the key concepts and theories of international relations and the dimensions of political interactions between states and non-state entities in the contemporary world, of the role of state and non-state actors and of governmental and non-governmental international organisations in the new world order, and the relationship between its different component parts;
	2. Understand the origins, development, current activity and organisation of the institutions of the international system with particular reference to the European Union;
	3. Have knowledge of contemporary European political problems and how they emerge at sub-national, national and supra-national levels and between them;
	4. Have an in depth understanding of selected topics in IR and European politics, both in conceptual and empirical terms.
	The **PG Certificate** will particularly focus on learning outcomes 1 and 2; the **PG Diploma** will have an additional focus on learning outcome 3 and provide a moderate focus on learning outcome 4, while the **MA** will ensure that students achieve all four learning outcomes.
	Teaching and learning methods: - Lectures and guided reading. - Student seminar presentations (individual or small group)with tutorial guidance and feedback - Active participation in research seminar programmes of the department and the Faculty of Humanities and Social Sciences. - Monitoring of individual academic development with personal tutor.
	Assessment Methods:

	• Coursework essays of normally 4,000 words length (in some units this may vary). • Problem-orientated group assignments for seminars. • A supervised MA dissertation of 15,000 words in length on a topic agreed between supervisor and supervisee. • Unseen examinations may be used to test knowledge of more narrowly defined concepts and issues.
➢ Intellectual Skills:	Students will be able to 1. Deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate their conclusions clearly to specialist and non-specialist audiences; 2. Continue to advance their knowledge and understanding, and to develop new skills to a high level. 3. Demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level; The **PG Certificate** will particularly focus on learning outcome 1 and, to a lesser extent on learning outcome 2; the **PG Diploma** will have an additional moderate focus on learning outcome 3, while the **MA** will ensure that students achieve all three learning outcomes. They will also 1. Be familiar with scopes and methods in politics and international relations; 2. Be able to apply problem-solving skills in seeking solutions to political problems in a supra-national as well as national and sub-national contexts; 3. Be able to undertake investigations of political questions, issues and problems in a comparative and European setting; 4. Be able to distinguish between the normative and pragmatic differences that affect policies and their consequences. 5. Be able to assess the outcomes of interventions by governments and other organisations to solve political problems. The **PG Certificate** will particularly focus on learning outcomes 1 to 3; the **PG Diploma** will have an additional focus on learning outcome 4 and provide a moderate focus on learning outcome 5, while the **MA** will ensure that students achieve all five learning outcomes. Teaching and Learning Methods:

	• Lectures and guided reading. • Student seminar presentations with tutorial guidance and peer feedback • Active participation in research seminar programmes of the Department of Politics, Languages and International Studies, the Faculty of Humanities and Social Sciences and its research centres. • Monitoring of personal development with personal tutor. • Supervised dissertation. Assessment Methods: • Coursework essays of normally 4,000 words length (in some units this may vary). • Problem-orientated group assignments for seminars. • A supervised MA dissertation of 15,000 words in length on a topic agreed between supervisor and supervisee. • Unseen examinations may be used to test knowledge of more narrowly defined concepts and issues. •
➢ Professional Practical Skills:	Students will 1. Acquire bibliographic skills, enabling them to identify and use library and other bibliographic resources and maintain a personal research bibliography; 2. Be able to evaluate research, including undertaking refereeing and book reviews; 3. Understand issues posed by political science research in relation to ethics, confidentiality and legality (including IPR), and acquire the skills needed in order to respect, consider and attend to the rights of other researchers and research participants; 4. Where appropriate, have begun to develop a working knowledge of a relevant language for a chosen geographical area(s) of study. 5. Be familiar with the format and mechanisms for the dissemination of political science research through professional bodies, including conference papers, posters and journal articles, and the process of peer review. The **PG Certificate** will particularly focus on learning outcomes 1 and 2; the **PG Diploma** will have an additional focus on learning outcomes 3 and 4 and provide a moderate focus on learning outcome 5, while the **MA** will ensure that students fully achieve all learning outcomes. Teaching and Learning Methods: • Induction course in bibliographic, IT and research skills, with particular reference to resources that can be

	accessed through the University • Lectures and guided reading. • Explicit attention to the afore-mentioned professional practical skills within all taught units, as appropriate. • Applying, testing and honing the afore-mentioned professional practical skills, by writing essays and giving presentations and receiving appropriate feedback from peers and faculty, and by undertaking a fully supervised dissertation. • Active participation in research seminar programmes of the Department, the ERI and the Faculty, with students preparing reflective and critical evaluations of the research presented in the seminars during the course of each semester. • Use where appropriate of the University's wide range of language programmes, and University-accredited language tutors. • Monitoring of personal development with personal tutor. Assessment Methods: • Coursework essays of normally 4,000 words. • Problem-orientated group assignments for seminars. • A supervised MA dissertation of 15,000 words in length on a topic agreed between supervisor and supervisee.

➢ Transferable/Key Skills:	Students will
	
	1. Develop writing, presentation and dissemination skills, including Internet-based tools;
	
	2. Develop career management skills, including skills in using new technologies for obtaining information about new career opportunities, skills in networking and negotiation, evaluation of personal and career development needs, self-promotion and marketing;
	
	3. Have the qualities and transferable skills necessary for employment requiring:
	
	    ○ The exercise of initiative and personal responsibility;
	
	    ○ Decision-making in complex and unpredictable situations; and
	
	    ○ The independent learning ability required for continuing professional development;
	
	4. Develop skills in effective team working through collaboration in projects;
	
	5. Develop competency in the presentation of research findings to practitioners and lay audiences;
	
	6. Develop an understanding of how the media communicates specialist material to lay audiences, and

the skills required to engage with the media, such as writing press releases and being interviewed.

7. Develop research management skills, including the development of research proposals for external funding, time and resource planning and monitoring, archiving of data and completion of end-of-award reports to sponsors.

The **PG Certificate** will particularly focus on learning outcomes 1 to 4, but also provide a moderate focus on learning outcome 5; the **PG Diploma** will have an additional focus on learning outcome 6 and provide a moderate focus on learning outcome 6, while the **MA** will ensure that students achieve all seven learning outcomes.

Teaching and Learning Methods:
- Seminars by MA programme assistant in writing, presentation and dissemination skills, including Internet-based tools.
- Explicit attention to the afore-mentioned transferable/key skills within all taught units, as appropriate.
- Applying, testing and honing the afore-mentioned transferable/key skills, by writing essays and giving presentations and receiving appropriate feedback from peers and faculty, and by undertaking a fully supervised dissertation.
- Active participation in research seminar programmes of the Department, and the Faculty, with students reflecting critically on the research presented in the seminars during the course of each semester.
- Monitoring of personal development with personal tutor.

Assessment Methods:
- Problem-oriented group assignments which can demonstrate the acquisition and application of these skills.
- Coursework essays and the Dissertation, involve exercise of some of the afore-mentioned professional practical skills, and are assessed in part by reference to them.

In connection with their participation in the research seminar programmes of the Department, and the Faculty, students present critical appreciations for non-expert audiences of the research presented in the seminars during the course of each semester.

Structure and content of the programme (including potential stopping off points)

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

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

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

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

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

N/A

PROGRAMME DESCRIPTION: STRUCTURE OF YOUR PROGRAMME

The structure for your programme year for 2020/21 can be found in the 2020/21 Unit and Programme Catalogues (see below). This is where you find important information on which units you are taking in which semester and if any units are 'designated essential units' (DEUs) that you must pass.

The content of the Programme Catalogues is correct at the time of publication. Programmes and units may be subject to reasonable change (see also **Unit and programme changes 2020/21** in this Handbook).

UNIT AND PROGRAMME CATALOGUES

This is where you will find details about all years of your programme as well as details about individual units for the current academic year.

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

For the online Catalogues, please refer to **Important Links and Information** in this Handbook. See also the section in this Handbook on **Assessment.**

YOUR LEARNING

For 2020/21, the University has developed a blended learning approach called 'The Bath Blend' which combines in-person activities on campus, live interactive learning, and structured independent study.

The Bath Blend approach to programme delivery has been developed to be flexible in the face of possible changes in law, including measures on social distancing, which may occur through the course of this academic year.

Information on IT support and key software for this academic year is available online. Please refer to **Important Links and Information** in this Handbook.

YOUR TIMETABLE

Using MyTimetable, you can access your personal timetable and download it into an electronic calendar.

Your In-Person Teaching (IPT) day and Live Online Interactive Learning (LOIL) sessions will show in your timetable. Links to LOIL sessions can also be accessed through the relevant unit page on the University's online learning environment, Moodle.

When you start your units, you will be able to access associated online material at a time that suits your schedule.

MyTimetable updates regularly, so should there be a change to your timetable, it will be reflected in MyTimetable.

Any changes to the timetable will be reflected on My Timetable and you will be informed via email if this is after the start of the teaching period.

Full information is available online. Please refer to **Important Links and Information** in this Handbook.

PHYSICAL STUDY SPACE – 2020/21

As in previous years, you will be able to book study space on campus and in the city for individual or group study. Information on how to book, and the COVID-19 requirements, is available online. Please refer to **Important Links and Information** in this Handbook.

OPTION CHOICES

If your programme has option choice then information about how and when to choose your option units can be found online (please refer to **Important Links and Information**). If applicable, you will receive an email notification at the relevant point in the year when online unit selection is available and if you need to discuss option choices, please contact your Director of Studies.

UNIT AND PROGRAMME CHANGES 2020/21

All programme and unit changes are managed through formal University processes. This is to ensure that changes are academically appropriate, properly supported and are done in a way that safeguards the interests of students.

In addition to the Bath Blend approach to delivery of your programme in 2020/21, which has already been put in place, it is possible that further changes to your programme may be required. These are more likely to be part of continual development aimed at enhancing your learning experience and maintaining high academic standards and quality. Such

changes could be, for example, to update content to reflect latest developments in a particular field of study, or to respond to student feedback on delivery and/or assessment. 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.

As we have already experienced, it is sometimes necessary to make changes due to unforeseen or unavoidable circumstances. Outside of the global pandemic, this could be for reasons such as:
- the accrediting body requiring changes to be made to the course, or,
- being unable to run an option unit because too few students selected it.

When this happens, we always try to ensure that the impact on students is minimised and that those affected are informed of the changes at the earliest opportunity.

Information on how we assure the quality and standards of your programme of study is available online. Please refer to **Important Links and Information** in this Handbook.

GIVING FEEDBACK ON YOUR PROGRAMME TO THE UNIVERSITY

The University is committed to continually improving its practice and aims to engage students as active partners in their education (Education Strategy 2016-21). The three main ways in which your feedback will be sought will be through:
- Staff / Student Liaison Committees (SSLCs)
- surveys and evaluations
- the Students' Union.

Full information is available online. Please refer to **Important Links and Information** in this Handbook.

Assessment

Full information is available online. For signposts to important information on many aspects of assessment, please refer to **Important Links and Information** in this Handbook.

Any exam-based assessment during the 2020/21 academic year will be online. More information on assessment arrangements for this year, including online assessment, will be provided via the University webpages and updated as necessary.

SUBMISSION DEADLINES

You will be informed of the deadline to submit your assessment during Induction and by your Unit Convenors. Information about deadlines will be available on each unit's Moodle page. If you are concerned about a deadline please contact your Director of Studies.

All submissions will be online only 2020-21 via Moodle and you will receive feedback on the relevant submission folder.

LATE SUBMISSION OF COURSEWORK

To ensure fairness to all students, you will be expected to hand in all assessed coursework and dissertations/projects by a specified date and time, and there are penalties

for submitting work after the specified deadline. If there are valid circumstances preventing you from meeting a deadline, your Director of Studies may grant you an extension to the specified submission date. Forms to request an extension are available from the Department.

WORD COUNTS

Coursework tasks will normally have a word limit or word range. This, and the penalty for non-compliance, will be confirmed when you receive an assignment. This is in order to give an indication of the depth and detail of work required, and to ensure that students' submitted work is comparable. You will be required to declare the word count for your work when submitting it for assessment.

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

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

9. Word counts and penalties for exceeding the word count

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

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

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

• the marker(s) will stop reading the work once the student has exceeded a word limit (or the
upper figure of a word range) by 10%. If a student writes less than the word limit (or the lower figure of a word range) they risk not maximising their potential mark;

• for the purpose of calculating the word count, footnotes are included, whereas contents pages, executive summaries, tables, figures, appendices and reference lists/bibliographies are excluded.

9.4 Word count penalty policies should be consistently applied as stated.
You should check with your Director of Studies if you have questions about word counts and penalties.

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

FEEDBACK ON ASSESSMENT

During your course, you will receive feedback on your assessed work. This feedback may take different forms, depending on the subject and 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 exam-type assessment, you may receive general feedback relevant to all who took the assessment 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.

ACADEMIC INTEGRITY

The University has a wide range of resources available to you to help you understand academic integrity and enhance your academic writing and practice.

It also has in place an Academic Integrity Test you are required to take and pass (the pass mark is 85% but you can take the test as many times as you need to). You will not be able to progress beyond the next progression point in your studies until you pass this test.

When you submit assessment, 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 (currently Urkund), which searches the web and databases of reference material and content submitted by other students, to identify duplicated work. Where practical, all summative assessment is submitted to this service to check for similarities as an initial indicator of whether work has been plagiarised and an assessment offence committed.

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

1) assessment of the work
2) comparison with databases of earlier work or previously available works to confirm the work is original

3) addition to databases of works used to ensure that future works submitted at this institution and others do not contain content from the work submitted.

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

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

Assessment offences – penalties
Any student who is found to have used unfair means in an assessment procedure will be penalised. 'Unfair means' here include cheating, fabrication, falsification, plagiarism, unfair collaboration or collusion. Penalties for use of unfair means 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.

Important information on academic integrity, the Plagiarism Detection Service, assessment offences and penalties, and support, as well as the Academic Integrity Test itself, is available online. Please refer to **Important Links and Information** in this Handbook.

IF CIRCUMSTANCES IMPACT ON YOUR ASSESSMENT ATTEMPT
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 about IMCs is available online. Please refer to **Important Links and Information** in this Handbook. **It is strongly advised that you become familiar with the available guidance and related regulations.**

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 assessment where practicable. 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 **Academic Appeals**).

Scaling: 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. A Board of Examiners can decide to recommend a change to the provisional marks, based on evidence that there was a problem with the assessment which means the initial marks do not reflect the standards achieved by students. This adjustment is known as scaling and under these circumstances the marks of all affected students will be changed.

External Examiner: An External Examiner is someone from another University or professional organisation who is qualified and experienced in the field of study. At least one External Examiner is appointed for each programme or group of programmes. The role of

External Examiner is an important one in assuring that assessment processes are fair, academic standards are appropriate, and supporting the development of your programme. External Examiners review draft assessment and samples of assessed work, and attend Boards of Examiners. They are members of Boards of Examiners.

Once a year, the External Examiners will provide a written report. 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. External Examiner reports and responses are made available to students. Staff/Student Liaison Committees (SSLCs) also discuss External Examiner reports as part of routine monitoring activity.

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

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

It is not appropriate for students to make direct contact with External Examiners. If you are dissatisfied with the process or outcome of an assessment, and are considering whether to raise this either informally or formally, the sections of this Handbook on **Academic Appeals** and **Dissatisfaction with a University Service or Facility (Complaints)** give some more information about the University's procedures for student complaints and academic appeals. The University's mechanisms for student representation are designed to enable students to engage with the quality management process through which the University considers and responds to External Examiners' comments and suggestions.

Full information is available online. Please refer to **Important Links and Information** in this Handbook.

ASSESSMENT REGULATIONS

PGT programmes that need to refer to NFAAR-PGT provisions. The following section on the New Framework for Assessment (NFAAR-PGT) **should only be included in postgraduate taught programme Handbooks which come within the scope of the NFAAR-PGT. It will need to be considered carefully and adapted as appropriate for programmes with specific regulatory provisions**.

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 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.

The full NFAAR-PGT, and definitions of terms used in it, are available online. Please refer to **Important Links and Information** in this Handbook.

YOUR PROGRAMME AND HOW YOU ARE ASSESSED

Within a 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 there may also be *optional units* (i.e. those units students may choose from a range of options).

In the Programme and Unit Catalogues, there are links to the relevant appendices of the NFAAR-PGT which state exactly how the assessment rules operate for each stage of your programme.

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

- Your programme has Designated Essential Units (DEUs) which you must pass to gain the award you seek; even marginal failure in these units cannot be condoned.

- Your programme is divided into stages and follows the general principle that all stage assessment must be successfully completed before progression to the next stage is permitted. This means that, if you are required to undertake supplementary assessment, you will have to do so before you can progress further. You must also never break one of the persistent generic rules.

- Your programme has units that constitute the Taught Stage(s) Credits in a separate phase before the period in which you will do the Dissertation/Project type unit(s), as indicated in the table showing the structure of your programme. The Programme Progression Requirement to get from the taught phase to the Dissertation/Project phase is 40%

- 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).

Academic year dates, including the supplementary assessment period, can be found online. See **Important Links and Information** in this Handbook.

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

More information on arrangements for the 2020/21 academic year will be provided via the University webpages and updated as necessary.

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.

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

ACADEMIC APPEALS

If you wish to submit a request for an academic appeal you should refer to Regulation 17 (Conduct of Student Academic Reviews and Appeals), which outlines the process and grounds for an appeal against formal Board of Studies decisions.

You are also strongly advised to read the online guidance on Appeals provided by the Academic Registry.

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

Full information is available online. Please refer to **Important Links and Information** in this Handbook.

CORE UNIVERSITY INFORMATION

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 are strongly advised to read them carefully as they contain a lot of important information.**

For a link to the full Regulations for Students, see **Important Links and Information** in this Handbook.

ACCESSING UNIVERSITY EMAIL

You will need to use your University username and password to access your University email account. 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, assessment, degree ceremonies, and matters such as tuition fees, via your University email account. It is a University regulation 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.

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. Information on opting out of this membership, and the Code of Practice for the Students' Union, are available online. Please refer to **Important Links and Information** in this Handbook.

DATA PROTECTION

The University's Data Protection Policy and Guidelines on Data Protection may be accessed via the data protection website (see **Important Links and Information** in this Handbook).

REGISTRATION STATUS

Note that only registered students may use the University's facilities, such as email, Moodle and the Library. You will be asked to register online at the start of your programme of study and then to re-register at the start of every academic year thereafter until you have completed your programme. It is a requirement that you register when asked to do so. Tuition fees for each academic year are payable at registration in full or in instalments.

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

ACADEMIC ENGAGEMENT MONITORING FOR TIER 4 STUDENTS

Guidance and requirements on academic engagement for students who are Tier 4 visa holders, including the University's **Academic Engagement Monitoring Policy for Tier 4 visa holders**, and information on when and how to request an authorised absence, are available online. Please refer to **Important Links and Information** in this Handbook.

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 (see **Important Links and Information** in this Handbook).

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, 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.

The financial implications of withdrawing from the University or suspending your studies can be significant. See **Important Links and Information** in this Handbook.

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. See **Important Links and Information** in this Handbook.

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.

DISSATISFACTION WITH A UNIVERSITY SERVICE OR FACILITY (COMPLAINTS)

We want to ensure that, if you have a problem concerning the University, it is resolved as quickly as possible. The University is committed to continuing review and improvement, and seeks regular feedback from students. There are student representatives on the University's formal decision-making committees who can raise issues so that they can be dealt with promptly. The University is also committed to providing an environment within which students are encouraged to raise any matters of concern in an informal manner as soon as they arise. This often removes the need for formal complaints.

It is expected that most complaints can be resolved at an early stage by discussing the matter informally at a local level. If you have a problem concerning the University, you should bring the matter to the attention of an appropriate member of staff, who will aim to resolve it by informal discussion. If you have attempted to resolve matters informally but are not satisfied with the outcome, you may elect to proceed to the next stage by submitting a formal complaint. You may also submit a formal complaint if the issue involved is too complex or serious for informal resolution.

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**. 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.

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

The University recognises that making a complaint can be stressful. Students are therefore advised to seek advice and support before making a complaint, from Student Services, or from the Students' Union Advice and Support Centre, whose advice is independent of the University.

Full information is available online. Please refer to **Important Links and Information** in this Handbook.

ANNEX 1 MARKING GUIDELINES

Indicative Marking Guidelines for Coursework, Exams and Dissertations

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

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