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

MSc Humanitarianism, Conflict & Development

Programme Handbook 2020/21

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

Contents

WELCOME FROM THE HUMANITARIANISM, CONFLICT AND DEVELOPMENT TEAM

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

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

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

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

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

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

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

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

We look forward to working with you.

Dr Oliver Walton,

Director of Studies

ABOUT THIS HANDBOOK

This Handbook is intended for all students commencing the MSc Humanitarianism, Conflict and Development programme in the academic year 2020/21.

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

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.

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

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 hcd@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/

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

Pregnancy and maternity
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

Bullying, harassment and victimisation
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

YOUR PROGRAMME

Welcome to the University of Bath. The MSc Humanitarianism, Conflict and Development is delivered by the Department for Social and Policy Sciences within the **Faculty of Humanities & Social Sciences** (HSS). The Faculty is one of three Faculties and one School in the University (see below) and comprises six academic **Departments**.

Economics, Education, Health, Politics, Languages & International Politics, Psychology and Social & Policy Sciences.
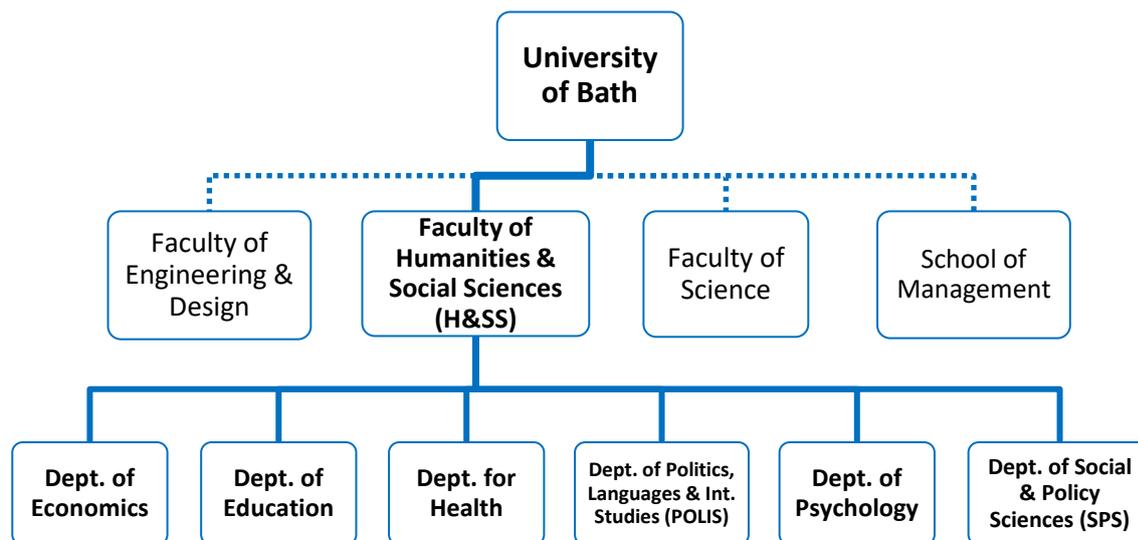
Faculty H&SS Taught Programmes Administration

Undergraduate and Postgraduate Taught (Masters) programmes are delivered by academic staff in departments, with administrative support provided by our Taught Programmes Team. Our Taught Programmes Team consist of expert Managers, Officers, Administrators and Administrative Assistants, located in Hub Offices across our Faculty buildings – 3 East, 1 West North, 1 West and 10 West.

Our Taught Programmes Team is responsible for all aspects of administrative support for all taught programmes in the Faculty, ensuring that services are efficient, effective and adapt to changing circumstances. We provide students with support and advice from registration to graduation, and support academic teaching staff in our departments.
 Our duties include:
- managing administrative processes of the Faculty's taught programmes
- acting as a central point of contact for staff and students seeking advice
- offering programme-related operational support for academic teaching staff in departments

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

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

Taught Programmes Support Hub
Location: 1 West (office 3.04)
Faculty: Postgraduate Distance Learning programmes

Programmes Officer:

- Jo Wright PGT Distance Learning programmes (Department of Education, Department for Health and Department of Social and Policy Sciences)

Programme Administrator:

- Jess McCallum Programme Administrator, MSc Humanitarianism, Conflict and Development: hcd@bath.ac.uk

Your Department

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

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

About CDS and the international development group at Bath

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

The academic staff who are running the HCD programme are also affiliated with the Centre for Development Studies (CDS), which is an interdisciplinary collaborative research centre critically engaging with international development policy and practice, also based at the University of Bath. CDS is one of the most long-standing research institutes for the study of international development in the UK and its members conduct research across the world: across Asia, Africa, Latin America, and the Middle East. CDS runs regular events and has a blog where you can keep up to date with the work of academic staff from across the university working on issues relating to international development.

KEY CONTACTS/STAFF LIST

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

Unit Convenors	A key person in the programme with responsibility for the content and operation of a unit of study. The key areas of responsibility are: unit design and ongoing development or content, leading students through a unit and communicating information about content, activities and assessment, facilitating discussion and ensuring that student queries are answered, co-ordination of assignment marking and provision of feedback, liaison with other tutors and administration staff.			
	Room	**Number**		**Email**
SP50313 (Unit 1) Oliver Walton	3 East 3.21	+44 (0)1225 386137		o.e.walton@bath.ac.uk
SP50314 (Unit 2) Jason Hart	3 East 3.31	+44 (0)1225 384156		Jh462@bath.ac.uk
SP50315 (Unit 3) Peter Manning	3 East 4.2	+44 (0)1225 385285		p.manning@bath.ac.uk
SP50316 (Unit 4) Joe Devine	3 East 3.4	+44 (0)1225 383539		ecsjd@bath.ac.uk
SP50317 (Dissertation) Supervisors	Dissertation supervisors will be appointed when you have progressed to the research phase of the programme. Supervision of dissertations will be provided throughout the research phase.			

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

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

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

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

Any post should be addressed as follows:

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

PROGRAMME AIMS AND LEARNING OUTCOMES

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

Details of programmes and individual units can also be found in the Programme & Unit Catalogue.

This comprehensive and flexible programme provides:

- An outstanding educational experience that combines in-depth knowledge, critical reflection, and orientation to humanitarian aid and development practice, conflict response and development, structured to enhance part-time students' learning and professional career development.

- Critical and in-depth knowledge, understanding and analytical skills to tackle the political, ethical and practical tensions and challenges involved in humanitarian and conflict response

- Enhancement and deepening of students' skills in reviewing, analysing, applying and evaluating a range of conceptual perspectives and analytical tools for conflict response and humanitarian action across diverse settings/contexts.

- Enhancement and deepening of students' practical knowledge of issues and challenges in humanitarian and development policy and practice and the elaboration of durable professional networks for continued knowledge exchange and career development.

These aims are addressed through the following learning objectives:

Learning Objectives:

Knowledge and Understanding	By the end of the **PG Certificate stage** of the MSc Humanitarianism, Conflict and Development, students will have the following skills: • Comprehensive knowledge and advanced understanding of key concepts and theories that underpin interdisciplinary perspectives on humanitarianism, conflict and development • In-depth knowledge of contemporary humanitarian, conflict and development problems and how these emerge at sub-national, national and supra-national levels, and how these levels are linked • Critical understanding of contemporary humanitarian, peacebuilding and development policy and practice. • Critical understanding of the complex linkages between processes of violent conflict, and development, and how this relationship plays out across a range of contexts.

Intellectual Skills	By the end of the **PG Certificate stage** of the MSc Humanitarianism, Conflict and Development, students will have the following skills: • Critically interpreting and evaluating research information, evidence, outcomes and debate on topics related to humanitarianism, conflict and development. • Systematically reviewing, interpreting and deploying research to identify a problem in humanitarian aid and development policy and practice, and developing problem-based recommendations/interventions in response. By the end of the **PG Diploma stage** of the MSc Humanitarianism, Conflict and Development, students will have the following skills (in addition to the above): • Designing and undertaking a research project, including specifying strengths and weaknesses of data sources, and selection and application of appropriate methods.

Professional Practical Skills	By the end of the **PG Certificate stage** of the MSc Humanitarianism, Conflict and Development, students will have the following skills (in addition to the above): • Plan, design, and evaluate humanitarian, peacebuilding and development interventions and strategies for effective practice in complex real-world contexts. • Select, apply and assess a diverse range of tools and methods used in humanitarian, peacebuilding interventions and strategies. • Use, interpret and challenge research from diverse sources, perspectives and paradigms to make a persuasive case. By the end of the **PG Diploma stage** of the MSc Humanitarianism, Conflict and Development, students will have the following skills (in addition to the above): • Apply enhanced skills in the integration of research and systematic argumentation to critically review peacebuilding and humanitarian policy and practice.

Transferable/Key Skills	By the end of the **PG Certificate stage** of the MSc Humanitarianism, Conflict and Development, students will have the following skills (in addition to the above): • Synthesise a wide range of conceptual and empirical material in a coherent and structured way in a range of formats. • Clearly communicate complex evidence and arguments in an ethical, rigorous and critically reflective way for a variety of professional audiences. • Critically interpret different sources of research and evaluate their relevance, strengths and weaknesses in relation to policies and practice By the end of the **MSc stage** of the MSc Humanitarianism, Conflict and Development, students will have the following skills (in addition to all of the above): • Plan, timetable and undertake an independent project of research relating to interventions, policy or practice.

PROGRAMME DESCRIPTION: STRUCTURE OF THE PROGRAMME

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

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

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

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

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

Below is the programme description for your programme; unit descriptions are available via the online catalogues:

PROGRAMME STRUCTURE

Year 1	Unit 1: Conflict, Development and Peacebuilding (18 credits)	Unit 2: Humanitarianism in Principle and Practice (18 credits)
Year 2	Unit 3: Approaches to Human Rights in Context (12 credits)	Unit 4: Negotiating the Field (12 credits)
	Dissertation (30 credits)	
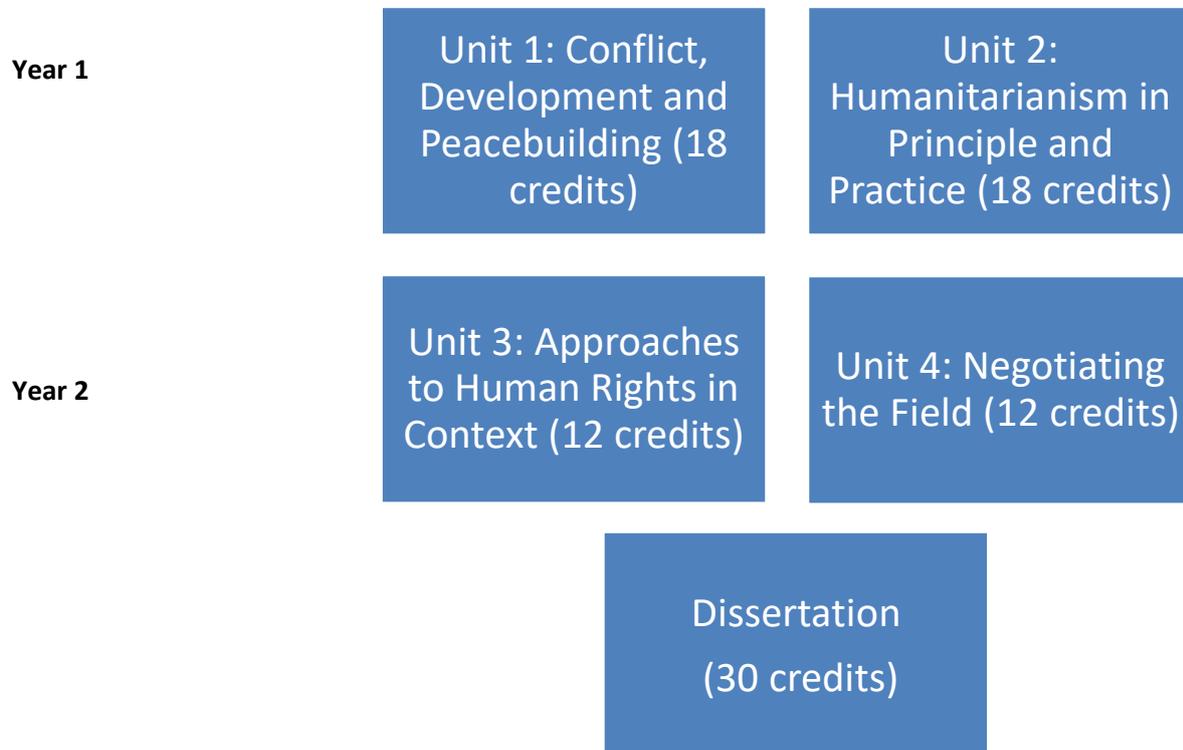
ASSESSMENT OVERVIEW

<u>MSc in Humanitarianism, Conflict and Development</u>

Year of Study	Status	Unit Code	Unit Title	Assessment Type	Assessment Description	% Weighting
1	AY – compulsory unit	SP50313	Conflict, Development & Peacebuilding	Assessed coursework	1 x coursework essay	10
				Assessed coursework	1 x conflict analysis	25
				Assessed coursework	1 x coursework essay	65
1	AY - compulsory unit	SP50314	Humanitarianism in Principle and Practice	Assessed coursework	1 x coursework essay	40
				Assessed coursework	1 x policy brief	40
				Other	Moodle contributions	20
2	AY - compulsory unit	SP50315	Approaches to Human Rights in Context	Assessed coursework	1 x coursework report	80
				Other	1 x coursework blog	20
2	AY - compulsory unit	SP50316	Negotiating the Field: response to conflict, humanitarianism and development in practice	Assessed coursework	1 x coursework report	75
				Other	1 x coursework blog	25
2	AY - compulsory unit	SP50317	Humanitarianism Conflict & Development Dissertation	Assessed coursework	1 x dissertation synopsis	15
				Assessed coursework	1 x final dissertation	85

Further information

Section in this handbook on **Assessment**.
Definitions of assessment terms: www.bath.ac.uk/registry/nfa/nfaar-pgt-appendix-02.pdf

DURATION OF STUDY

Candidates normally conclude the taught part of their studies within two years. However, the programme includes sufficient flexibility to allow for different rates of study, with a normal minimum registration period of two years and maximum period of four years for the MSc. There are two compulsory residentials in Bath and one optional residential in Amman, Jordan. At the time of publication the residentials may be held online due to the COVID-19 global pandemic. Details of the residentials will be communicated to you.

UNIT TIMETABLES

Unit timetables can be found in the Programme Calendar on [Moodle](#).

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.**

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.

Sometimes 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:

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

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.

KEY PROGRAMME TERMINOLOGY

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

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

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

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

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

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

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

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

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

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

1. For **each topic**, contributions to online web-forum discussions or any alternative activities, will have formative written or oral group feedback. Brief individual written feedback may be provided.
2. For **each block**, webinar contributions, & discussions, debates & presentations during residentials will involve oral feedback to the individual and group.

3. For **each unit**, summative and formative individual written feedback will be provided on assessments.
4. For **research-based work**, formative individual feedback will be provided during supervisions for case study, dissertation or portfolio.

PARTICIPATING AND CONTRIBUTING

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

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

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

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

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

Special regulations apply if illness affects your ability to complete assessments. See section on Individual Mitigating Circumstances below.

STAYING IN TOUCH

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

Do you need to access programme content, or notifications of discussion forums?
Make sure you register a frequently accessed email address in Moodle, the online learning environment, as this is where all programme information is sent to students.

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

- University messages and direct message to you are sent to your email address registered in SAMIS.
- To update your email address registered on SAMIS please go to: www.bath.ac.uk/samis. You can also access your University account online by typing mail.bath.ac.uk.
- You should make a point of checking your account regularly and ensure your email inbox does not become full otherwise you run the risk of missing important information.

Do you have a query about teaching content or have a problem of understanding?
Post on the unit discussion board in Moodle, so everyone can see your query, contribute to answering it, learn and participate.

Do you have a query about the programme, or any practical, technological, regulation or assessment issues (including accessing material)?
Check the relevant sections of this Handbook. If you cannot find the answers you need, use the programme email address: hcd@bath.ac.uk

Do you have a confidential matter to discuss, or a problem with a staff member or fellow student?
Email your personal tutor or Director of Studies directly, O.E.Walton@bath.ac.uk

Do you have a problem that cannot be addressed by your personal tutor or Director of Studies?
Please refer to **Important Links and Information** in this Handbook for support services, student union representatives, wellbeing advisors, as well as appeals and complaints procedures.

TIMETABLES

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

HOW YOUR PROGRAMME IS REVIEWED AND MONITORED

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

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

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

ENGAGEMENT WITH UNITS

In our postgraduate taught units, we seek to create an interactive rather than a didactic teaching environment, with students actively contributing to the educational experience of the group as a whole. In many cases, as part of this collective educational experience, we have students working in groups. Sometimes assessment of which might be formal. This rich learning environment relies on students attending and participating in all activities (online or on campus).

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

FEES AND REGISTRATION

The tuition fees paid (see Tuition Fees) cover you for the expected duration of the programme, namely, for a part-time Postgraduate Diploma or Masters Degree programme (2 years max PG Dip, 4 years max MSc). University regulations covering payment of fees can be found here.

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

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

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

ACCREDITATION OF PRIOR LEARNING AND EXPERIENTIAL LEARNING

Accreditation of Prior Learning (APL) and **Accreditation of Prior Experiential Learning (APEL)** are the processes by which the University recognises that a student has *either* completed a formal course of education in an area related to their programme of study which has enabled then to demonstrate achievement of the learning outcomes of one or more of its units, *or* has demonstrated achievement of the learning outcomes of one or more of its units through experience and practice. Specific details, including the maximum credits that can be awarded, can be found at:
http://www.bath.ac.uk/learningandteaching/cop/qastatements/QAX/QA45.pdf

Or: https://www.bath.ac.uk/publications/qa45-accreditation-of-prior-and-experiential-learning-apl-and-apel/

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

STUDY AND SUPPORT: GETTING THE MOST OUT OF YOUR STUDIES

YOUR STUDENT RECORD: SAMIS

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

Further information
https://samis.bath.ac.uk

MOODLE

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

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

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

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

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

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

KeyProgrammeMaterialsandlinkstoothersresourcescanbefoundontheProgramme'sMoodle Home page.

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

Further information
MSc Humanitarianism, Conflict & Development Moodle page

PERSONAL TUTORING

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

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

For further details on Personal Tutoring please refer to **Important Links and Information** in this Handbook.

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

ASSESSMENT

Programme Assessment

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

Unit Assessment

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

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

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

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

Details on how to submit coursework can be found on Moodle.

Students are reminded that it is the student's responsibility to submit their assignments online in the appropriate location by the due date, unless an extension has been discussed with the Director of Studies <u>prior</u> to the due date.

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

FEEDBACK TO STUDENTS ON ASSESSMENT

During your programme, you will receive feedback on assessed work. Feedback on assessments may take different forms, depending on your subject and the type of assessment. You will be informed of

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

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

ACADEMIC INTEGRITY: REFERENCING AND PLAGIARISM

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

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

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

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

Guidance on referencing and plagiarism is available through skills training run by the University and the Students' Union, as well as online resources. Information guides and style sheets are available from the Library, and your Subject Librarian will be able to help with any questions.
The University has a wide range of resources available to you to help you understand academic integrity and enhance your academic writing and practice.

When you submit an 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.

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

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ACADEMIC INTEGRITY: TRAINING AND TEST

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

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

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

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

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

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

If you do not pass the test, you will need to re-visit the training and/or look at the other guidance available to you or as required by your Director of Studies, and then take the test again.

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

Further information Academic and information skills: www.bath.ac.uk/library/infoskills www.bath.ac.uk/professional-services/academic-skills-programme-asp Regulation 3.7: www.bath.ac.uk/publications/regulations-for-students
The University's procedures on Examination and Assessment Offences (QA53) are described at: www.bath.ac.uk/quality/documents/QA53.pdf Regulation 15, Assessment of undergraduate and taught postgraduate programmes: www.bath.ac.uk/publications/regulations-for-students University's Data Protection Officer: dataprotection-queries@lists.bath.ac.uk

ACADEMIC INTEGRITY: PENALTIES

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

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

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

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

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

Further information
Examination and assessment offences: www.bath.ac.uk/quality/documents/QA53.pdf
Appealing a decision about an assessment offence:
www.bath.ac.uk/guides/appeal-against-a-decision-about-an-assessment-offence
Students' Union advice and support: thesubath.com/advice

WORD COUNTS

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

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

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

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

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

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

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

LATE SUBMISSION OF COURSEWORK

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

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

Please note that:

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

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

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

INDIVIDUAL MITIGATING CIRCUMSTANCES

Individual Mitigating Circumstances (IMCs) are the conditions which temporarily prevent you from undertaking assessment or significantly impair your performance in assessment. As such, the measure of their severity is not about impact on you, but the impact on your affected assessment. Full information 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 for your programme is **Dr. Tom Hewitt,** University of Birmingham. Until 2020, Dr. Hewitt coordinated distance learning programmes for the International Development programme, University of Birmingham.

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

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 your programme of study, all unit are *compulsory units*, (i.e. those units in a programme which must be taken by every student registered on the 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 persistent generic rules on the extent of any failures of units permitted overall. The rules are that you can only (1) fail and retrieve units, or (2) marginally fail units and have them condoned, **within set limits.** Breaking these rules results in failure of the programme.

- Your programme does not have any Designated Essential Units (DEUs).

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

- Your programme has units that constitute the Taught Stage(s) Credits in a separate phase before the period in which you will do the Dissertation/Project type unit(s), as indicated in the table showing the structure of your programme. The Programme Progression Requirement to get from the taught phase to the Dissertation/Project phase is 50%.

- Should you fail to qualify for the award of the degree of Master, you may be considered for the award of a related Postgraduate Diploma or Postgraduate Certificate (subject to your having met the requirements for one of those awards).

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

- If you fail any 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 only fail 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.