



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

**MA International Education and
Globalisation
Programme Handbook
2021/22**

This Handbook is available online or in alternative formats. Please contact education-ieg@bath.ac.uk if required.

[23/09/2021]

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ABOUT THIS HANDBOOK

This is the 2021-22 Handbook for year 1 students on the MA International Education and Globalisation programme.

The contents of this Handbook are accurate at the time of publication (23/09/2021) 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.

Earlier this summer 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 2021/22.

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 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 2021/22.

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 Deputy Director of Studies Dr Tristan Bunnell (tb541@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 education-ieg@bath.ac.uk in the first instance.



SUPPORTING YOU

Student Support Services

<https://www.bath.ac.uk/professional-services/student-services/>
[*Counselling and mental health support*](#)
[*Disability Service*](#)
[*Student Money Advice*](#)
[*Welfare and Wellbeing Advice*](#)

Students' Union Advice and Support Service

www.thesubath.com/advice

Equality, Diversity and Inclusion

<https://www.thesubath.com/diversity-support/>

LGBTQ+ students

<https://www.bath.ac.uk/campaigns/lgbtq-student-support-at-bath/>

International Students

<https://www.thesubath.com/international/>
<https://www.bath.ac.uk/guides/money-advice-for-international-and-eu-students/>

Disabilities, long-term illness, and specific learning difficulties

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

Students with caring responsibilities

<https://www.bath.ac.uk/publications/university-and-young-adult-carers/>

Care-leavers, Estranged students and Foyer Residents

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



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

<https://www.bath.ac.uk/topics/covid-19-information-for-students/>

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/>

Student Immigration Service

www.bath.ac.uk/topics/visas

Visa Extension Service

Academic Engagement rules for Tier 4 students

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

Academic Skills Support and Development

www.bath.ac.uk/campaigns/get-ahead-with-skills-at-bath
<http://go.bath.ac.uk/my-skills>

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

Students from a refugee background

<https://www.bath.ac.uk/guides/financial-support-for-refugees/>

<https://www.bath.ac.uk/publications/university-and-refugees/>

Student parents (including expectant parents)

<https://www.bath.ac.uk/guides/student-parents/>

Erasmus and Visiting students

<https://www.thesubath.com/erasmus/>

SUPPORTING YOUR LEARNING**Your Learning**

www.bath.ac.uk/guides/your-programme

Year dates and timetables

Blended learning (setting yourself up)

How we ensure the quality of your course, including making changes.

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

Student Representation and Engagement

www.bath.ac.uk/campaigns/student-engagement-shape-your-university

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

Bullying, harassment and victimisation

<https://www.bath.ac.uk/forms/be-the-change-reporting-form/>

<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

Assessment

www.bath.ac.uk/guides/assessment-guidance-for-students

Important assessment information

Coursework submission (deadlines, word counts)

Assessment processes (marking, anonymous marking, moderation, scaling)

External examiners

Understanding your results

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 2021/22

Welcome to the Department of Education at the University of Bath. We are delighted you have chosen to study with us. You have chosen a department that prides itself on its research-informed teaching and its close and productive pedagogical relationships with students. We have students from around the world studying on our undergraduate, postgraduate and doctoral programmes. When students join our department they become part of an international body of scholars who aim to address diverse educational challenges.

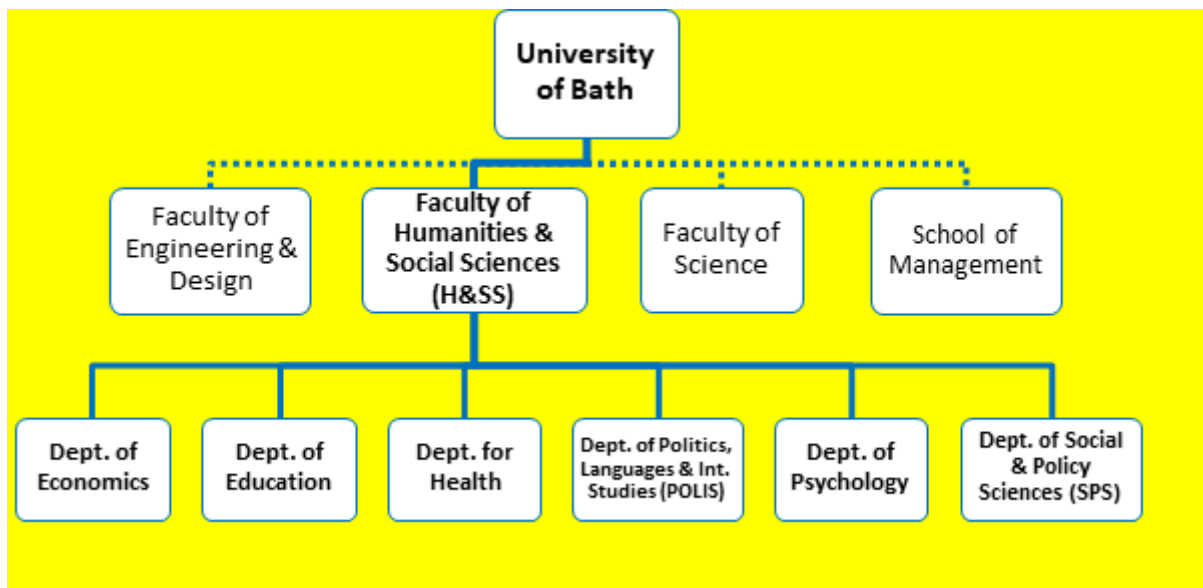
Our staff lead and collaborate in international research projects. Their research interests are organised into four clusters: Languages and Educational Practices (<https://www.bath.ac.uk/corporate-information/language-and-educational-practices-research-cluster-themes/>); the Internationalisation and Globalisation of Education (<https://www.bath.ac.uk/research-groups/internationalisation-and-globalisation-of-education/>), Educational Leadership, Management and Governance (<https://www.bath.ac.uk/research-groups/educational-leadership-management-and-governance/>); and Learning Pedagogy and Diversity (<https://www.bath.ac.uk/research-groups/learning-pedagogy-and-diversity/>). The Department also hosts the Centre for Research in Education in Asia (CREA) <https://www.bath.ac.uk/research-centres/centre-for-research-in-education-in-asia-crea/>. This centre works with an interdisciplinary global network of researchers, universities and centres focusing on this geographical area. Throughout the academic year the clusters, centres and researchers we offer lectures and research seminars to showcase our research activities. We hope you will join us for some of these sessions.

The Department of Education is based 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](#). These departments also provide an interesting context for educational researchers and there are seminars and symposia from colleagues in related areas that are of interest to educational scholars. I hope that you find your time with us stimulating, productive and rewarding.

ABOUT THE DEPARTMENT 2021/22

Welcome to the University of Bath. Your programme is delivered by the **Department of Education** within the [Faculty of Humanities & Social Sciences](#) (HSS) and the [School of Management](#). The Faculty of HSS is one of three Faculties and one School in the University (see below) and comprises six academic [Departments](#). The School of Management is one of the UK's leading business schools. We're ranked 1st in the country for Marketing (The Complete University Guide 2022) and 3rd for Accounting and Finance (Guardian University Guide 2021).

[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.

KEY CONTACTS/STAFF LIST

ADMINISTRATIVE CONTACTS

Taught Programmes Team hub office 1WN 3.2
Education and Health (UG and PGT Programmes)
Distance Learning

How to contact us in person

From Monday 27 September 2021, the Taught Programmes Team hub office is open from Monday to Friday between 10am and 12pm and between 2pm and 4pm for in-person enquiries.

We ask that students and staff do not enter the office unless you are invited in. Please use our hatch for student and staff enquiries.

We are currently operating 'hybrid working' in the team which means that we will work some of our time on campus in the office and some of it from home each week. You can access our [rota](#) on the Faculty Sharepoint site.

How to contact us remotely

You can contact us using our shared mailboxes with your enquiries. We are happy to take your calls on Teams if you would like to talk to us, however we may not be able to answer immediately if, for example, we are in a meeting. You can use our shared mailboxes to email us and book in a time when we can call you back.

Do you have an urgent enquiry?

If your enquiry is urgent, we advise sending an email to the relevant shared mailbox which will be monitored **between 9am and 5pm from Monday to Friday**.

Programme	Administrators + Teams/Phone	Mailbox
MA International Education and Globalisation	Heather Kubiak: 01225 38 3237	education-ieg@bath.ac.uk

KEY ACADEMIC CONTACTS

Member of staff	Responsibility	Room	Ext. No.	Email
Dr Nicola Savvides	Director of Studies Academic aspects of your study on the programme	1WN 3.23	5881	ns915@bath.ac.uk
Dr Tristan Bunnell	Deputy Director of Studies Student issues (including requests for extensions, SSLC)	1 WN 4.11	5371	tb541@bath.ac.uk

The MA IEG teaching team

Member of staff	Responsibility	Room	Ext. No.	Email
Dr Nicola Savvides	Director of Studies for <i>MA IEG</i>	1WN 3.23	5881	ns915@bath.ac.uk

	Unit Convenor for <i>Research Methods in International Education and Globalisation</i> Unit Convenor for the <i>Dissertation</i> Unit Tutor for <i>Education in an International and Global Context</i>			
Elisabeth Barratt Hacking	Unit Convenor for <i>Learning and Culture</i>	1WN 4.8a	6768	edsecbh@bath.ac.uk
Dr Pedro Pineda Rodriguez	Unit Convenor for <i>Leading Educational Innovation in International Education and Globalisation</i>	TBC	TBC	pcpr20@bath.ac.uk
Dr Tristan Bunnell	Deputy Director of Studies for <i>MA IEG</i> Unit Convenor for <i>Education, Globalisation and Change for IEG</i> Unit Tutor for <i>Education in an International and Global Context</i> Unit Convenor for the <i>Complementary Programme</i>	1WN 4.11	5371	tb541@bath.ac.uk
Dr Shona McIntosh	Unit Convenor for <i>Education in an International and Global Context</i>	1WN 3.04	4324	spm25@bath.ac.uk
Michael Fertig	Unit Tutor for <i>Leading Educational Innovation in International Education and Globalisation</i> Unit Tutor for <i>Education, Globalisation and Change for IEG</i>	1WN 4.5	5204	edsmf@bath.ac.uk
Dr Rita Chawla-Duggan	Unit Tutor for <i>Learning and Culture</i>	1WN 4.12	5987	edsrkd@bath.ac.uk
Dr Arif Naveed	Unit Convenor for <i>Education and International Development for IEG</i>	1WN 3.17a	5665	man59@bath.ac.uk

Dr Predrag Lazetic	Unit Tutor for <i>Research Methods in International Education and Globalisation</i>	TBC	TBC	P.Lazetic@bath.ac.uk
Dr Brendan Higgins	Unit Tutor for <i>Education, Globalisation and Change for IEG</i>	1WN 3.9	3279	jbh35@bath.ac.uk
Professor Mary Hayden	Unit Tutor for <i>Education in an International and Global Context</i>	1WN 4.16	6347	M.C.Hayden@bath.ac.uk
Miss Gihan Ismail	Graduate Teaching Assistant across the IPT units	-	-	gnmi20@bath.ac.uk

Please note that other Department of Education staff may be involved with Dissertation supervision and guest inputs into sessions.

The best way to contact staff is by email.

Unit tutors

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

Personal tutors

Personal tutors are available to support you in pastoral (i.e. non-academic) matters and to provide additional support with your studies. There is a Senior Personal Tutor who coordinates the team of personal tutors.

Your personal tutor has particular responsibility for helping you to achieve two of the programme aims:

- Transferable skill 14: 'responding to career opportunities and challenges'
- Intellectual and professional skill 8: 'assess your own learning needs and enhance your future professional practice in international education and globalisation'.

Please consult the timetable/structure for personal tutoring on the MA IEG Moodle Hub (<https://moodle.bath.ac.uk/course/view.php?id=56552>).

Director of Studies for the MA IEG programme

The Director of Studies, Dr Nicola Savvides (ns915@bath.ac.uk), has responsibility for academic matters relating to the MA IEG programme. The Deputy Director of Studies, Dr Tristan Bunnell (tb541@bath.ac.uk), is responsible for student issues. This includes SSLC, requests for extensions, etc.

Dissertation supervisors

Dissertation supervisors will be appointed in Semester 2, after you have submitted your Dissertation Proposal Form. Supervision of MA IEG Dissertations will take place between

May and September. Please note that supervisors are likely to take some annual leave in July or August.

ABOUT YOUR PROGRAMME

The IEG programme gives you an unparalleled opportunity to study international education at an advanced level. Specifically, it will enable you to develop cutting-edge knowledge, skills and understandings of the intersection between international education and globalisation – a field in which there is expanding interest as education professionals and policy makers respond to the challenge of globalisation and strive to prepare learners for an increasingly connected and mobile global society. Examples of key questions that will be addressed on the programme include: What is international education? What is globalisation? How far are the concepts of international education and globalisation agreed? How do international education and globalisation impact on each other? What are the major methodological approaches and methods used in research for international education and globalisation and how can we apply these in developing our own research?

You will learn about current trends and developments regarding the globalisation and internationalisation of education, within a learning environment led by world-leading, research-active experts. Skills that you will develop through your studies include: how to critically evaluate theories, policies, practices, research and research methodologies in the area of international education and globalisation; how to do a literature review; how to design and carry out a small-scale research study; intercultural and interpersonal communication skills; how to study independently and collaboratively; ICT skills.

The programme is challenging and you will be expected to work independently to prepare tasks and read before and after your teaching sessions as well as collaboratively with your peers. During your teaching sessions you will be expected to participate in planned activities and interact in discussions. We will do all that we can to support you in your studies.

The IEG programme is also a pathway to Doctoral level study in the Department. The Department of Education offers two doctorates: the PhD in Education (full-time or part-time) and the EdD (part-time). If you are interested in pursuing a doctorate upon completion of the programme, you are encouraged to refer to information about these two programmes via <https://www.bath.ac.uk/study/pg/programmes/educ-mphi/> and <https://www.bath.ac.uk/study/pg/programmes/doct-of-educ/> You may also wish to view the doctoral college webpage: <https://www.bath.ac.uk/departments/doctoral-college/> and if you wish to discuss your ideas, you may contact in the Department of Education either the PhD Director of Studies, Dr Rita Chawla-Duggan (email: edsrkd@bath.ac.uk), or the PhD Deputy Director of Studies, Dr Janina Iwaniec (email: ji283@bath.ac.uk), the EdD Director of Studies, Professor Mary Hayden (email: edsmdh@bath.ac.uk) or the EdD Deputy Director of Studies, Dr Jim Hordern (email: jh637@bath.ac.uk).

PROGRAMME AIMS AND LEARNING OUTCOMES

Aims

The general aims of the MA International Education and Globalisation are to:

1. promote students' understanding and critical analysis of i] the interrelationships between international education and globalisation ii] the concepts of international

education and globalisation and how they are contested at a conceptual, ideological and philosophical level

2. develop students' reflective, analytical and practical research skills and, through this, explore beliefs, knowledge and assumptions about international education and globalisation as they intersect
3. develop students' knowledge, understanding and critical analysis skills in respect of contemporary trends, issues, policies and practices at the intersection between international education and globalisation
4. develop students' practical research skills for studying the relationships between international education and globalisation together with direct experience of leading edge research and contemporary theoretical debates in the fields
5. ensure that students understand and critically analyse the role and importance of culture in developing international education policy and practice and, specifically, its role in learning
6. promote the application of knowledge and skills to policy and practice in international education, such that our students are capable of making significant contributions to international education research, policy and practice in their future career and /or academic study
7. provide students with a stimulating and challenging educational environment in which to study international education and globalisation such that they are supported in achieving their full potential.

Learning Outcomes

Knowledge and Understanding	for the Certificate, Diploma and Masters awards
	<ol style="list-style-type: none"> 1. evaluate critically the concepts of international education and globalisation including how they are interrelated and how they are contested at a conceptual, ideological and philosophical level 2. articulate and critique i] beliefs, knowledge and assumptions about international education and globalisation and ii] their own understanding and perspective on these concepts 3. understand and critique current theories relevant to international education and globalisation as they intersect and be able to apply these to policy and practice 4. know, understand and critique contemporary trends, issues, policies and practices in international education and globalisation 5. cite examples of leading edge research in the fields 6. understand and critically analyse the role and importance of culture in developing international education policy and practice

	<p>additionally for the Diploma and Masters awards</p> <ol style="list-style-type: none"> 7. know and understand, at an advanced level, key research methods in international education research <p>additionally for the Masters award</p> <ol style="list-style-type: none"> 8. critique research methodologies and methods in research in international education and globalisation and when appropriate develop new research questions and hypotheses 9. understand research issues, methods and ethical dilemmas applicable to their own small scale research projects, and on a larger scale
Intellectual and Professional Practice Skills	<p>for the Certificate, Diploma and Masters awards</p> <ol style="list-style-type: none"> 1. demonstrate sensitivity to the values, viewpoints and interests of others 2. act both autonomously and collaboratively in planning and implementing tasks 3. demonstrate clarity of thought and quality of argument in educational issues relating to international education and globalisation 4. make critical use of the literature and professional experience the field of Education, synthesising information from a number of sources in order to gain coherent understandings and make informed judgements in the absence of complete data 5. apply knowledge and skills critically to policy and practice in international education and globalisation including critiquing the evidence underpinning policy/ practice (and change in practice) 6. formulate and articulate well reasoned arguments, insights and conclusions and communicate this to specialist and non-specialist audiences orally and in writing 7. contribute effectively to professional debate and discussion in the fields of international education and globalisation 8. assess their own learning needs and enhance their future professional practice in international education and globalisation <p>additionally for the Diploma and Masters awards</p> <ol style="list-style-type: none"> 9. formulate research questions and research foci in the field of international education and globalization that have relevance to professional practice 10. design a small scale research project to address a research focus <p>additionally for the Masters award</p> <ol style="list-style-type: none"> 11. make critical use of appropriate theory and literature in small scale research project in the field, and on a larger scale

	<ul style="list-style-type: none"> 12. design, systematically undertake, manage and analyse data, critique and evaluate a small scale research project, with support from a supervisor 13. justify decisions and choices made during the research process 14. address ethical issues and dilemmas in carrying out research 15. formulate and articulate well-reasoned arguments, insights and conclusions arising from an independent research project and communicate this orally and in writing
Transferable/Key Skills	<p>demonstrate an advanced level of skills as follows for the, Certificate, Diploma and Masters awards</p> <ul style="list-style-type: none"> 1. cross-cultural sensitivity and effective interpersonal communication skills 2. written and oral communication including presentation skills 3. critical and creative thinking skills 4. problem solving and decision making skills applied to complex and unpredictable situations and familiar and unfamiliar problems 5. independent study and learning skills 6. information skills including literature search 7. ICT skills for study, searching for information, networking, communicating ideas and discussing with others 8. ICT skills for academic and professional development 9. independent and group working skills 10. time management and organisation skills and prioritising workloads 11. producing work to meet agreed objectives and deadlines, responding appropriately to feedback from tutors and peers 12. exercising initiative and personal responsibility 13. self evaluation of academic and professional performance as a basis for development 14. responding to career opportunities and challenges <p>additionally for the Masters award</p> <ul style="list-style-type: none"> 15. research skills with reference to data management skills that can be applied to a variety of tasks and situations (see Diploma level and Masters level intellectual skills above)

PROGRAMME DESCRIPTION: STRUCTURE OF YOUR PROGRAMME

The structure of your programme year for 2021/22 can be found in the 2021/22 Unit and Programme Catalogues (see below). The content of the Programme Catalogues is correct at the time of publication. Programmes and units may be subject to reasonable change (see **Unit and programme changes** in this Handbook).

UNIT AND PROGRAMME CATALOGUES

This is where you will find details about all 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

Having received feedback from our current students and teaching staff about their experience of blended learning in 2020/21, our approach in 2021/22 aims to keep the best of what we've put in place successfully over the last academic year. We are committed to providing a high-quality learning experience that is rich and varied, whilst ensuring we can be flexible if required by government restrictions.

Your learning will consist of structured activities – both in person teaching on campus, and structured online learning delivered through the University's virtual learning environment – as well as independent learning. Online activities may include following a recorded lecture, or other learning materials, or joining a timetabled live interactive session through Teams or Zoom.

Please refer to your timetable for specific details of the teaching sessions for your units here: www.bath.ac.uk/timetable and also to the MA IEG Moodle Hub for information and updates related to teaching, learning and assessment.

If the UK government restricts how we can deliver your course through social distancing measures or a lockdown, we are able to move all your learning online.

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 teaching on campus and any Live Online Interactive Learning (LOIL) sessions you may have 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.

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

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

PHYSICAL STUDY SPACE – 2021/22

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. If you need to discuss your option choices, please contact your Deputy Director of Studies.

RESEARCH ETHICS

You are expected to approach all of your studies on the programme in an ethical manner; this is especially important when undertaking educational research for your studies. The University of Bath expects its researchers to act with honesty, integrity, accountability, openness, minimal risk to participants, collaborators and themselves, and sensitivity to cultures and environments ([University of Bath Research Integrity and Ethics](#)). The research that you do for your MA IEG Dissertation will have ethical implications. For this reason we require you to obtain ethical approval for your research. **You must therefore obtain ethics approval when planning your research, before you collect any data.** When you have been allocated a Dissertation supervisor, you must complete your MA Ethical Approval Form. This can be found in the Dissertation Moodle course at: <https://moodle.bath.ac.uk/course/view.php?id=56558>.

Before completing the form, please read the guidelines published by the British Educational Research Association (BERA), which are also available on the Dissertation Moodle page. Please also discuss the ethical implications of your research with your supervisor/ tutor who may ask you to make some revisions to the form before agreeing to sign it. Please then upload the approved (signed) MA Ethics Approval Form to the Dissertation submission point in the Dissertation Moodle course.

Your completed Dissertation should include discussion of ethical issues and how they were managed, together with your reflections and evaluation in relation to this aspect of your research.

Please also note that when undertaking research as part of your studies the requirements of the Data Protection Act will be relevant.

Further information

Data protection guidance notes for students and academics undertaking research at: <http://www.bath.ac.uk/data-protection/guidance/academic-research/index.html>

UNIT AND PROGRAMME CHANGES 2021/22

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

We continually look for ways to develop and improve our programmes, 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.

In addition, it is sometimes necessary to make changes due to unforeseen or unavoidable circumstances. The need to adapt to circumstances created by the global pandemic was a significant example of this.

This could also 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 2021/22 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 on Moodle.

The MA IEG programme requires electronic submission of all coursework via the relevant unit Moodle course. Please follow the instructions on the appropriate Moodle course. When you submit an assignment or Dissertation, please make sure that you include a front Cover Sheet and Feedback Sheet. You can find a copy of this on Moodle.

Not only is coursework assessed online but staff also check word counts and check for plagiarism using a plagiarism detection service.

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.

You will be required to declare the word count for your work when submitting it for assessment. 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 Deputy Director of Studies if you have questions about word counts and penalties.

Your programme has adopted the University's default policy for non-compliance with the word limit or word range in accordance with QA16

(<http://www.bath.ac.uk/quality/documents/QA16.pdf>) as below:

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

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

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. The MA IEG feedback, marking and moderation policy will be made available on Moodle.

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 (<https://www.bath.ac.uk/campaigns/academic-integrity-training-and-test/>) 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 for your programme is:
Dr Karen Pashby, Reader, Manchester Metropolitan University

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 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). For the MA IEG Programme, students can choose one of two optional units to study in semester 2. These are ED50489: Education and International Development for International Education and Globalisation, and ED50490 Leading Educational Innovation in International Education and Globalisation. During Welcome Week, information on these two units and how to select

one for study in semester 2 will be provided. This information is also available on the MA IEG Moodle Hub.

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

- Your programme has one Designated Essential Unit (DEU) which you must pass to gain the award you seek; even marginal failure in these units cannot be condoned.
- Your programme is divided into stages, but does NOT have Stage Required Units (SRUs) that must be passed before being permitted to progress to the next stage. This means that, if you are required to undertake supplementary assessment, it will only have to be completed before the end of the programme. You must also never break one of the persistent generic rules.
- Your programme has units that constitute the Taught Stage(s) Credits in a separate phase before the period in which you will do the Dissertation/Project type unit(s), as indicated in the Programme Catalogue, which shows the structure of your programme.
- Should you fail to qualify for the award of the degree of Master, you may be considered for the award of a related Postgraduate Diploma or Postgraduate Certificate (subject to your having met the requirements for one of those awards).

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

- If you fail any DEUs, you will have to undertake supplementary assessment – unless you have failed so many DEUs that you fail outright or the attempted retrieval would break the rule on how much failure can be retrieved.
- If you fail any non-DEU units badly (i.e. achieve less than 35%), you will have to undertake supplementary assessment – unless you have failed so many units that

you fail outright or the attempted retrieval would break the rule on how much failure can be retrieved.

- If you fail only non-DEU units marginally (i.e. achieve 35%-39%), you might be able to progress without supplementary assessment. Whether you do progress will depend on the total credit value of the failed units.

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

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

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

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

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

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

Supplementary assessment

‘Supplementary assessment’ is the term normally used for an opportunity given to a student to retrieve failure before starting the next stage of a programme, or by the end of the programme if it is a single-stage programme or the failed units are not Stage Required Units (SRUs).

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 2021/22 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 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 STUDENT AND TIER 4 HOLDERS

Guidance and requirements on academic engagement for students who are Student and Tier 4 visa holders, including the University's **Academic Engagement Monitoring Policy for Student and 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 Student or 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.