



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

**MSc Economics for Business
Intelligence and Systems
Programme Handbook
2021/22**

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

September 2021

CONTENTS

About this handbook.....	1
Important links and information.....	2
University information online	2
Head of Department Welcome 2021/22	4
About the Department 2021/22	5
Key contacts/staff list.....	7
About Your Programme	8
Programme aims and learning outcomes	8
Programme description: structure of your programme	11
Unit and Programme Catalogues	11
Your learning.....	11
Your Timetable.....	12
Physical study space – 2021/22	12
Research Ethics	13
Unit and programme changes 2021/22	13
Giving feedback on your programme to the University	14
Assessment.....	14
Submission deadlines.....	14
Late submission of coursework	14
Word counts.....	14
Feedback on assessment	14
Academic Integrity.....	16
If circumstances impact on your assessment attempt	18
Assessment processes	18
Assessment Regulations.....	20
Academic Appeals	23
University Regulations for students.....	23
Accessing university email	23
Students' Union membership	24
Data protection.....	24
Registration status	24
Academic engagement monitoring for Student and Tier 4 visa students	24
Change in your circumstances	24
Dissatisfaction with a university service or facility (Complaints).....	25

ABOUT THIS HANDBOOK

This is the 2021-22 Handbook for students commencing year 1 on the MSc Economics for Business Intelligence Systems programme.

The contents of this Handbook are accurate at the time of publication, 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 Director of Studies Dr Kiryl Khalmetski and Dr Ron Lavi 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 economics-pg@bath.ac.uk in the first instance.



SUPPORTING YOU

Student Support Services

[https://www.bath.ac.uk/professional-](https://www.bath.ac.uk/professional-services/student-services/)

[student-services/](https://www.bath.ac.uk/professional-services/student-services/)

[Counselling and mental health support](https://www.bath.ac.uk/professional-services/student-services/)

[Disability Service](https://www.bath.ac.uk/professional-services/student-services/)

[Student Money Advice](https://www.bath.ac.uk/professional-services/student-services/)

[Welfare and Wellbeing Advice](https://www.bath.ac.uk/professional-services/student-services/)

Students' Union Advice and Support Service

www.thesubath.com/advice

Equality, Diversity and Inclusion

[https://www.thesubath.com/diversity-support/](http://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/](http://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/>

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](https://www.bath.ac.uk/campaigns/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/>

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/>

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

Careers Service

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

Data Protection

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

Bullying, harassment and victimisation

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

I am delighted to welcome you to the Department of Economics at the University of Bath. I hope very much that you will enjoy your time with us, and believe that our department offers you, our students, a unique combination of academic quality and employability, with great opportunities to draw on our long-standing links with work-placement providers to combine your academic insights with real-world applications.

While the 2021/22 academic year presents us all with challenges arising from the ongoing global pandemic, I would like to reassure you that we will deliver our teaching and personal tutoring commitments to you with our customary enthusiasm and care. We are planning to deliver as much in-person learning on campus, including lectures, workshops, seminars, tutorials and laboratories, as we safely can. Having sought feedback from our current students and teaching staff about their experience of blended learning in 2020/21, we are also seeking to keep the best of what we've put in place successfully over the last academic year.

Where our courses include a high-quality, blended learning experience with in-person and online learning, this may be delivered in a range of different ways. In-person learning may include lectures, tutorials and seminars, laboratory work, peer-to-peer learning, workshops and group discussions. Online learning can include live interactive sessions on Microsoft Teams or Zoom as well as independent study. Your course will be designed to give you a quality learning experience, suitable for your degree.

We are also planning for a flexible approach that will enable us to respond effectively to any changes in circumstances, for example, any new UK Government rules on Covid. This flexible plan ensures that we have the ability to deliver more blended learning, or indeed move fully online if needed, whilst helping you to meet the learning outcomes required by your course of study.

In the remainder of this handbook, you will find a more detailed introduction to the Department of Economics, as well as your programme of study. I hope you will find this information useful, and would like to wish you all the very best for your studies here in Bath.

Yours sincerely,

A handwritten signature in black ink, appearing to read "Peter Postl".

Dr Peter Postl
Head of Department
Department of Economics

ABOUT THE DEPARTMENT 2021/22

DEPARTMENT HISTORY

The Economics Department at Bath began as the Political Economy Group (PEG) of the School of Humanities and Social Sciences (HSS) when the university was founded in 1966. In the beginning PEG had four economists and one political scientist. When the political scientists left in 1995 there were eleven economists in what then became the Economics Group. There were 12 when that group formed the Department of Economics and International Development in 1997 and 20 when that department morphed into the Department of Economics in 2009. By 2015 there were 34 full time lecturing staff, plus eight teaching fellows and full time researchers.

The rapid growth in the last 15 years reflects the Department's growing research reputation, its graduates' enviable employability, and its consequent ability to recruit excellent students both in the UK and overseas. A major factor in securing a high employability rating has been our pioneering year-long work placement that students can opt to take in the third year of their undergraduate degrees. The total number of students in the department in 2000 was about 430. In 2001 the undergraduate courses were given the highest possible rating of 24 out of 24 by the national Quality Assurance Agency in its Economics Subject Review. By 2010 the Department's student body numbered around 660, 10% of whom were postgraduates, and 2019/20 this had risen to 1150, about 15% of whom were postgraduates.

The Department has a very successful undergraduate degree programme in Economics and two bespoke joint honours degrees in Economics & Politics and Economics & Mathematics. It also has successful taught postgraduate programmes in Economics & Finance, Applied Economics, Economics, and Economics for Business Intelligence and Systems (offered jointly with the Department of Computer Science and the School of Management).

Since 2018, our **Employer Advisory Board (EAB)** represents more formally at the heart of the Department its longstanding and extensive employer network established through our highly successful work-placement scheme and our large and successful alumni community. The Board's remit includes the fostering of external involvement with research and teaching in the Department, facilitating knowledge exchange, and ensuring that the programmes we offer are well aligned with the needs and ambitions of the global business and research community. The EAB currently chaired by Kirsty Garrett, Senior Relationship Manager at Standard Chartered Bank, and features eight representatives from key industries and sectors (among them also the Office of National Statistics, investment banks, and consultancy firms (such as Cambridge Econometrics)).

In 2005 the Department's three major research areas - Public Economics, Environmental Economics and International Development - reflected its strengths. Its current five research groups represent both its growing reputation and resources, but also the fact that now, as always its staff undertake research in a wide range of areas across the subject.

The Department's current research groups are: **'Economic Theory', 'Macroeconomics and Finance', 'Labour, Education and Health Economics', 'Public and Environmental Economics', and 'Econometrics'**. These groups reflect the traditional sub-fields and methodological approaches in Economics and play a vital role in realising synergies between researchers within the Department and in communicating our work to the wider academic community.

Since 2017, the Department has further refined its research infrastructure by introducing four dedicated **Research Themes** that cluster academics in the Department around real-world challenges that typically transcend classical research group boundaries: '**Innovation and Productivity**', '**Governance of Institutions and Systems**', '**Social Determinants of Health**', and '**Sustainable Living**'. These themes bring together researchers from all our research groups with the aim of addressing topical issues in a collaborative and multi-disciplinary manner. Furthermore, they facilitate discussion and collaboration with external stakeholders on economic issues of interest to wider audiences.

In particular:

'Innovation and Productivity': Innovation and improvements in productivity are the primary drivers of long-run economic growth. This has spurred research – both in the economics department and in other departments at the University of Bath - into the determinants of innovation and its diffusion within the economy.

'Governance of Institutions and Systems': Economies operate within systems of continually evolving institutions, laws, and norms. The *Governance of Institutions and Systems* research theme is concerned with the understanding of the nature and evolution of political, market, and social institutions and their impact on economic welfare. Our interdisciplinary approach is a distinct feature of this theme, where the economic perspective is extended by the social, political, and legal aspects of economic activity.

'Social Determinants of Health': As improvements in life expectancy have stalled across many countries, health inequalities and mental health problems are widening, there is increasing recognition that the health care system alone cannot resolve these issues. People's physical and mental health also depends on the wider socio-economic determinants of health. Therefore, this Research Theme takes a wider approach to health across fields in economics as well as across the social and environmental sciences, aiming to inform the design and evaluation of cross-sectoral policies.

'Sustainable Living': This Research Theme aims to help encourage people and societies to move towards lifestyles that have lower adverse impacts on the environment. It aims to find ways of encouraging environmental degradation to be de-coupled from economic activity, and developing and analysing policies that result in more equal societies. We are also interested in developing indicators that give a broader guide to human well-being than conventional economic measures such as GDP.

KEY CONTACTS/STAFF LIST

Key contacts include your Director of Studies (a member of academic staff who has overall responsibility for the programme), Programme Tutor (a member of academic staff who is responsible for monitoring student progress) and your administrator (from the Graduate School), specifically:

Name	Role	Room	Ext. No.	Email
Academic Staff				
Dr Andreas Schaefer	Director of Learning and Teaching Responsible for learning and teaching aspects across all programmes	3 East 4.20	5828	a.schaefer@bath.ac.uk
Dr Kiryl Khalmetski	Co-Director of Studies for MSc Economics for Business Intelligence Systems Responsible for academic aspects of the specific programmes			kk917@bath.ac.uk
Dr Ron Lavi	Co-Director of Studies for MSc Economics for Business Intelligence Systems Responsible for academic aspects of the specific programmes			arl65@bath.ac.uk
Dr Imran Shah	Programme Tutor for all MSc programmes Responsible for student progress and general academic enquiries (direct questions about specific units to the unit convenor in the first instance)	3 East 4.27	5848	i.h.shah@bath.ac.uk
Annika Theilgaard	Student Experience Manager	1W 3.26	6851	a.c.theilgaard@bath.ac.uk
Programme Administrators: Office Hours Mon-Fri 10.00am – 12.00pm and 2.00pm-4.00pm				
Rob Kent	Programme Administrator	3 East 3.17	3860	economics-pg@bath.ac.uk
Sandra Swaby	Administrative Assistant	3 East 3.17	3643	economics-pg@bath.ac.uk

How to contact us in person

The Taught Programmes Team hub offices are open from Monday to Friday between 10am and 12pm and between 2pm and 4pm for in-person enquiries. 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.

How to contact us remotely

You can contact us using our programme mailboxes with your enquiries (see above for details). 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 programme mailbox which will be monitored **between 9am and 5pm from Monday to Friday**

DEPARTMENTAL INFORMATION

Internal messages are usually sent by **email** and you should make a point of checking your University email account every day. You can also access your account via the internet by typing <https://mail.bath.ac.uk> or clicking on “Webmail” on the University’s internal home page. **You must ensure that your email inbox does not become full otherwise emails cannot be sent to you and you therefore run the risk of missing important information.**

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

Should you have any **queries or problems** (that you have not been able to resolve using the various sources of information in this handbook and elsewhere) we strongly recommend you talk to us. Any issues relating to your work then please contact either the lecturer concerned or your Director of Studies or Programme Tutor (most academic staff are available at specific times of the week).

Administrators are available in office hours: Monday – Friday 10am -12pm and 2pm-4pm in 3 East 3.17. You will be notified by email if these arrangements need to change in response to measures adopted in response to Covid-19 during the academic year.

ABOUT YOUR PROGRAMME

The new and innovative **MSc programme in ‘Economics for Business Intelligence and Systems (EBIS)’** is a postgraduate programme with a clear and coherent cross-disciplinary *quantitative* focus and an inter-faculty collaboration between the Department of Economics, the School of Management, and the Department of Computer Science. A key purpose of the programme is to combine and emphasise these Departments’ considerable academic strengths and long-standing reputation for work placements and employer links.

PROGRAMME AIMS AND LEARNING OUTCOMES

The MSc programmes in Economics comprise 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 the Moodle page at <http://moodle.bath.ac.uk/course/view.php?id=2516> Details of programmes and individual units can be found in the Programme & Unit Catalogue at [Programme & Unit Catalogues - University of Bath](#)

MSc Economics for Business Intelligence Systems

Aims and Learning Objectives

The MSc Economics for Business and Intelligence Systems will provide students with:

- a body of disciplinary knowledge and techniques to address the challenges and needs of financial sector organisations, manufacturing companies, and the technology industry that the government intends to foster with its industrial strategy
- skills which are applicable across a broad range of sectors and types of business, from startups to consultancies to government departments and large commercial companies.
- the ability to contribute confidently and effectively at the creative interface of technology and economic efficiency by becoming experts in process and product innovation. They will have gained the requisite skills to apply state of the art economic, business, and mathematical concepts and methods, to model and evaluate issues that arise in the day-to-day running of businesses and other organisations.
- a rigorous understanding of the economic and business applications of a wide range of formal techniques – a capacity to understand the context and complexity of their work, and be able to critically interpret, explain and communicate succinctly the analytical evidence. They will be able to bring together knowledge from the various sub-disciplines of the programme to work in an *interdisciplinary* manner.
- An understanding of key economic models and insights in an integrated and innovative way that transcends the traditional distinction between micro- and macroeconomics. The business component will combine aspects of finance, business analytics, information technology, and innovation management. The technical/mathematical components will provide key tools from statistics and econometrics, as well as operations research, advanced optimization and computer programming.

➤ Knowledge and understanding:	<p>By the end of the all students (incl. PG Diploma and Certificate students) will be able to:</p> <ol style="list-style-type: none"> 1. Demonstrate a systematic and comprehensive understanding of essential tools, theories, models and framework - relating to economics, econometrics, data analytics, and business, and their relationship to one another. 2. Demonstrate the ability to apply chains of reasoning in economic and mathematical models to derive hypotheses capable of empirical testing. 3. Apply formal and rigorous methods of analysis and description to the specification, documentation, implementation and analysis/verification of systems; 4. Evaluate and synthesize relevant information and data from a variety of sources, integrate, analyse and critically evaluate, to gain a coherent understanding of theory and practice; 5. Critically analyse and evaluate existing systems and approaches to solving problems, and design innovative solutions; 6. Demonstrate a critical understanding of professional, legal, social, cultural and ethical issues related to economics and business, and an awareness of societal and environmental impact; 7. Demonstrate an ability to engage in a peer review process that involves the critical review of papers, software and proposals, coupled with positive advice for improvement.
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	<p>8. Critically analyse, evaluate and reflect upon own contributions; demonstrate self-direction and originality in tackling and solving economic and business problems;</p> <p>Graduating MSc students will add to this:</p> <p>9. undertake an individual innovative practice track project; 10. understand and show critical awareness of the current state and future directions of technological advances and their relation to economic and business intelligence and systems.</p>
<p>➤ Intellectual Skills:</p>	<p>Teaching methods:</p> <p>Intellectual and cognitive skills are developed throughout the programme employing a variety of teaching and learning methods. More formal teaching activities, such as lectures and 'flipped classroom' material, demonstrate methods and techniques used to solve economic, statistical, and business problems. Student learning is consolidated, exemplified and applied in student-centred activities of problem classes, computer sessions, coursework and projects, activities during which students develop their individual and group intellectual and practical skills, as well as in individual tutorials which take place weekly during semesters 1 and 2.</p> <p>The summer practice track project is the capstone experience, enabling fuller application of skills, concepts and techniques listed above and below, and acquired in the taught programme, to practice-based business scenarios. This leads students to the design and delivery of a significant research or developmental piece of work in conjunction with business partners, and enhanced critical and contextual perspective.</p> <p>Assessment methods:</p> <p>Assessment methods applied throughout the programme are designed to test the student's acquisition of skills through the production of coherent written and/or oral responses to set problems or tasks. Examples of assessment methods: unseen written examinations, open book examinations, coursework assignments, directed application development write-ups, project reports and presentations; practice track project.</p>
<p>➤ Professional Practical Skills:</p>	<p>The programme enables students to:</p> <ol style="list-style-type: none"> 1. Work effectively as part of a team in the analysis, design and development of software-based systems 2. Consider alternative models of problems and apply practical and theoretical understanding to select appropriate, possibly innovative, solutions. 3. Present succinctly rational and reasoned arguments using appropriate conceptual tools to address a given systems problem. 4. Understand and apply relevant ethical, legal and professional standards in the context of business and economic systems development.

<p>➤ Transferable/Key Skills:</p>	<p>The programme enables students to:</p> <ol style="list-style-type: none"> 1. Apply problem solving and analytical skills in a wide variety of practical situations. 2. Undertake decision-making and evaluation in complex situations. 3. Plan, organize and prioritize time. 4. Demonstrate an ability to work constructively and effectively as a member of a team, communicate and persuade others through informed opinion. 5. Acquire skills and information needed for continuing professional development.
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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.

You should expect to spend approximately 35 to 40 hours a week studying on your course. These hours consist of structured activities and independent learning.

You will experience a mix of in person teaching, that will take place on campus, and structured online learning delivered through the University's virtual learning environment.

Typically, you can expect to spend between 10 to 15 hours on structured learning activities per week, of which approximately 60 to 70% will be in timetabled sessions on campus, and the remainder online.

Timetabled sessions delivered in person on campus will be a mix of lectures, seminars and tutorials. Online activities may include following a recorded lecture, or other learning materials, or joining a timetabled live interactive session through Microsoft Teams or Zoom. The remainder of your time outside these structured activities will be spent in independent learning which includes individual research, reading journal articles and books, working on individual and group projects, preparing coursework assignments, presentations, or revising for exams.

To support you in your studies you will be able to access, outside of timetabled learning, facilities on campus and in Bath such as study spaces, computers, and the Library. You will also have access to laboratories, workshops and studios.

Your assessments, including any exams, will be online or on-campus. You will be given more details on how they will be delivered for each unit when you start your course.

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.

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.

RESEARCH ETHICS

In carrying out your research work, you may face ethical dilemmas arising out of competing obligations and conflicts of interest. Research in the social sciences and other disciplines can be intrusive in people's lives, or have an impact on the services they receive. All students are required to abide by the University's Code of Ethics, which can be found at:

<http://www.bath.ac.uk/about/values/ethics/>

Ethical problems are not always immediately obvious when a research project is planned. The proposal should be considered very carefully from all angles before being implemented and you should discuss possible ethical implications with your supervisor at an early stage. All MSc dissertation research that involves human participants or human data and all MRes research of any form is subject to formal ethical review and approval must be obtained before work can be started. In such cases, you will be required to submit an ethics form to the Department's Research Ethics Officer, who is your Co-Director of Studies Dr. Kiryl Khalmetski (kk917@bath.ac.uk), prior to the collection of any research data. If you have any questions regarding ethics approval for data collection you should speak to the Research Ethics Officer.

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 the relevant unit page on Moodle and on the unit outline.

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 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.

FEEDBACK ON ASSESSMENT

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

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

The Department is committed to providing students with useful feedback, which is designed to help students to develop their understanding and to improve their subsequent performance.

Feedback on your work may vary in a number of ways and needs to be fit for purpose. In fact, different tasks test different skills, such as time management, problem-solving, the ability to analyse and evaluate, critical thinking and working as a team. The particular kinds of feedback that are offered within any given course or programme unit will vary, depending on what and how students are expected to learn and the resources available.

Feedback can fulfil a range of purposes:

- to correct,
- to encourage and praise,
- to diagnose,
- to explain why or how,
- to troubleshoot,
- to debate,
- to suggest alternatives,
- to edit,
- to clarify,
- to advise on where and how to improve.

Feedback can come from many sources:

- from lecturers,
- from supervisors,
- from tutors and demonstrators;
- from fellow-students;
- from professional practitioners;
- from students' own personal reflections;
- from the audience for a seminar or poster presentation.

Feedback can take many different forms, including:

- pre-assignment guidance;
- handwritten notes in the margins of an essay or report;
- ratings on a pro forma;
- verbal or emailed comments;
- a practice session in marking and commenting on a sample assignment;
- 'drop-in' advice;
- a supervision meeting;
- a debriefing by a professional practitioner;
- whole-class or 'generic' feedback on how an exam question had been tackled.
- comments received on assignments,

- results of multiple choice tests,
- discussions taking place in lectures, seminars and tutorials
- posted solutions to exercises.

The Department strongly encourages students to seek feedback and use it to further their learning. Feedback is formative and forward-looking; it is intended to help students develop and confirm their strengths and address their weaknesses. To this end, the feedback process reflects the joint efforts of the teacher and the students. We will continue to promote face-to-face discussion and formative feedback in seminars and classes, and expect students to prepare beforehand and actively engage in the classes to get maximum benefit.

Key aspects of our feedback policy can be summarised in the following points:

1. The department uses anonymous marking for all coursework and in class tests. This means that for all assessments, the only form of identification will be the students' 5-digit candidate number. Candidate numbers will be visible on 'Samis on the web' from week 3 of semester 1. The department highly recommends students look up and memorize their candidate number. However, please be aware that the 5digit candidate number changes each year. Please ensure that your candidate number is clearly written on any exam papers or other assessments. Do not confuse your candidate number (5 digits, on Samis) with your student number (9 digits, on your Library Card)
2. Students will receive coursework back from tutors (or from the Postgraduate Office) within three semester weeks. In cases where the coursework precedes the final examination, efforts will be made to ensure that students receive feedback well before their examination so that they are able to prepare better.
3. For coursework, marks will reflect performance across a range of criteria indicated on the back of the cover sheet, accompanied by general comments indicating (a) what was done well, (b) what could have been done better, and (c) additional information specific to the piece of coursework.
4. For class tests and examinations, staff will post generic feedback on examination and coursework performance in the assessment block of the unit Moodle site and/or on their personal web pages.
5. Important communication from teachers to students regarding the taught units will be uploaded to the Econ Zone Postgraduates Moodle page:
<https://moodle.bath.ac.uk/course/view.php?id=56531>

Among other useful information, this page will include Response to Unit Evaluations, which are written by the teachers in response to the unit evaluations completed at the end of each semester by the students. Through the Response to Unit Evaluations, the unit convenor provides general feedback on the points raised by students and sets out options for implementing any necessary actions arising from the comments on the unit evaluations

ACADEMIC INTEGRITY

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

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

When you submit assessment, you will be expected to make a declaration that the work is your own and, where you have re-used your own work and/or used other sources of information, that you have referenced the material appropriately. The University uses a plagiarism detection service (currently Urkund), which searches the web and databases of reference material and content submitted by other students, to identify duplicated work. Where practical, all summative assessment is submitted to this service to check for similarities as an initial indicator of whether work has been plagiarised and an assessment offence committed.

Submission of your assessment to the Plagiarism Detection Service - Data Protection statement

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

- 1) assessment of the work
- 2) comparison with databases of earlier work or previously available works to confirm the work is original
- 3) addition to databases of works used to ensure that future works submitted at this institution and others do not contain content from the work submitted.

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

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

Assessment offences – penalties

Any student who is found to have used unfair means in an assessment procedure will be penalised. 'Unfair means' here include cheating, fabrication, falsification, plagiarism, unfair collaboration or collusion. Penalties for use of unfair means may include failure of the assessment unit or part of a degree, with no provision for reassessment or retrieval of that failure. Proven cases of plagiarism or cheating can also lead to an Inquiry Hearing or

disciplinary proceedings. Claims of inadvertence or ignorance will not be accepted as a basis for mitigation of a penalty.

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

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

IF CIRCUMSTANCES IMPACT ON YOUR ASSESSMENT ATTEMPT

Individual Mitigating Circumstances (IMCs) are the conditions which temporarily prevent you from undertaking assessment or significantly impair your performance in assessment. As such, the measure of their severity is not about impact on you, but the impact on your affected assessment. Full information about IMCs is available online. Please refer to **Important Links and Information** in this Handbook. **It is strongly advised that you become familiar with the available guidance and related regulations.**

ASSESSMENT PROCESSES

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

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

- *marking criteria (or assessment criteria)* - these are the knowledge, understanding and skills which it has been identified that students should demonstrate in the assessment and which are taken into account during marking. They are based on the learning outcomes being assessed
- *marking schemes* - these are detailed descriptions of how specific numbers of marks should be assigned against individual components of an answer within the assessment task
- *grade descriptors* - these are descriptions of the levels of achievement required in order to get a result within a given band of marks (e.g. 70% or more).

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

Moderation: Both the setting and the marking of assessments are independently checked through a process known as moderation to ensure that questions test the learning

outcomes and are set at the right standard, and that marking is consistent and fair. Moderation is conducted by internal examiners and also by your External Examiner (see below).

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

Scaling: All marks for a unit are reviewed at a meeting of a Board of Examiners for Units which will verify that the assessment process has been conducted appropriately and that the marks are an accurate reflection of the standards achieved. A Board of Examiners can decide to recommend a change to the provisional marks, based on evidence that there was a problem with the assessment which means the initial marks do not reflect the standards achieved by students. This adjustment is known as scaling and under these circumstances the marks of all affected students will be changed.

External Examiner: An External Examiner is someone from another University or professional organisation who is qualified and experienced in the field of study. At least one External Examiner is appointed for each programme or group of programmes. The role of External Examiner is an important one in assuring that assessment processes are fair, academic standards are appropriate, and supporting the development of your programme. External Examiners review draft assessment and samples of assessed work, and attend Boards of Examiners. They are members of Boards of Examiners.

Once a year, the External Examiners will provide a written report. University staff, including the Head of Department and Director of Studies, will look at these reports and a response will be made to the External Examiner's comments. External Examiner reports and responses are made available to students. Staff/Student Liaison Committees (SSLCs) also discuss External Examiner reports as part of routine monitoring activity.

The External Examiner for your programme is:

Dr Mark Le Quement
Associate Professor in Economics
University of East Anglia

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 units are *compulsory* (i.e. those units in a programme which must be taken by every student registered on the programme).

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 Designated Essential Units (DEUs) which you must pass to gain the award you seek; even marginal failure in these units cannot be condoned.
- Your programme is divided into stages, but does NOT have Stage Required Units (SRUs) that must be passed before being permitted to progress to the next stage. This means that, if you are required to undertake supplementary assessment, it will

only have to be completed before the end of the programme. You must also never break one of the persistent generic rules.

- Your programme has units that constitute the Taught Stage(s) Credits in a separate phase before the period in which you will do the Dissertation/Project type unit(s), as indicated in the table showing the structure of your programme. The Programme Progression Requirement to get from the taught phase to the Dissertation/Project phase is 40%
- Should you fail to qualify for the award of the degree of Master, you may be considered for the award of a related Postgraduate Diploma or Postgraduate Certificate (subject to your having met the requirements for one of those awards).
- The normal pass mark for a unit is 40%. In some units, you might need to achieve a threshold mark in one or more component assessments in order to pass the unit overall. Particular rules apply to failure of units of the 'Taught type', or in the 'taught' stages. They are as follows:
 - If you fail any DEUs, you will have to undertake supplementary assessment – unless you have failed so many DEUs that you fail outright or the attempted retrieval would break the rule on how much failure can be retrieved.
 - If you fail any non-DEU units badly (i.e. achieve less than 35%), you will have to undertake supplementary assessment – unless you have failed so many units that you fail outright or the attempted retrieval would break the rule on how much failure can be retrieved.
 - If you fail only non-DEU units marginally (i.e. achieve 35%-39%), you might be able to progress without supplementary assessment. Whether you do progress will depend on the total credit value of the failed units.
 - Dissertation/Project units have their own special rule on failure: only cases of marginal failure (i.e. 35%-39%) will be given permission for attempted retrieval through supplementary assessment, and any resubmission that is permitted for marginal failure must be made within a specified period. Ultimately, you must pass a Dissertation/Project unit (or have an average of at least 40% for them if there are more than one) for satisfactory completion of the requirements for Dissertation/Project elements.

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

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

Dissertation/Project stage(s), or by taking the credit-weighted average of marks for the unit(s) defined as of 'Dissertation/Project type' required to contribute to the programme.

- The Overall Programme Average (OPA) will be calculated by taking the credit-weighted average of marks for all units required to contribute to the programme.

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

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

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

Supplementary assessment

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

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

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

More information on arrangements for the 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 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.