UNIVERSITY OF BATH

**Faculty of Humanities & Social Sciences
Department of Politics, Languages
and International Studies**

MA Interpreting and Translating

MA Translation and Professional Language Skills

MA Translation with Business Interpreting

Programme Handbook 2022/23

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

September 2022

CONTENTS

ABOUT THIS HANDBOOK

This is the 2022-23 Handbook for Taught Postgraduate students on the MA Interpreting and Translating, MA Translation and Professional Language Skills and MA Translation with Business Interpreting programmes.

The contents of this Handbook are accurate at the time of publication [September 2022] 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 contain links to information about the topics 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.

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 3** in this Handbook.

While this Handbook signposts information about regulations for students, it does not have regulatory status itself, and the Regulations available online (Regulations for Students: 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, Steven Wonnacott (sw332@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 the admin team (polis-pg-langs@bath.ac.uk) in the first instance.
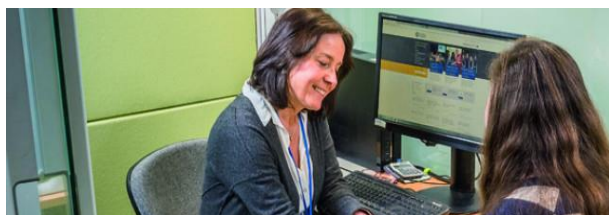
CORE UNIVERSITY SERVICES AND INFORMATION

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

Students' Union Advice and Support Service
www.thesubath.com/advice/

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

Student wellbeing
https://www.bath.ac.uk/guides/engagement-monitoring-for-student-wellbeing/

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

IT advice, guidance, and support
www.bath.ac.uk/professional-services/digital-data-and-technology/

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

Health and Safety
www.bath.ac.uk/guides/student-health-and-safety
www.bath.ac.uk/guides/be-safe-on-campus-and-in-bath/

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

Updating your personal details
www.bath.ac.uk/guides/keep-your-contact-details-up-to-date/
www.bath.ac.uk/guides/change-your-name-gender-and-pronouns-as-a-current-student/

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

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

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

Climate Action Framework
https://www.bath.ac.uk/campaigns/climate-action/

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

ADVICE AND SUPPORT FOR SPECIFIC GROUPS OF STUDENTS

International students
https://www.bath.ac.uk/professional-services/international-support-service/
https://www.bath.ac.uk/professional-services/student-immigration-service/
www.bath.ac.uk/topics/visas
https://www.bath.ac.uk/publications/student-tier-4-visa-handbook/
www.bath.ac.uk/campaigns/studying-at-bath-as-an-erasmus-exchange-or-visiting-student

Care-leavers
www.bath.ac.uk/publications/university-and-leaving-care/

Estranged students
www.bath.ac.uk/publications/university-and-estranged-students/

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

Refugees
www.bath.ac.uk/publications/university-and-refugees/

Students with caring responsibilities
www.bath.ac.uk/publications/university-and-young-adult-carers/

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

SUPPORTING YOUR LEARNING

Your Programme
www.bath.ac.uk/guides/your-programme
Year Dates and Timetables
Changes to programmes and units
How your programme and learning experience are enhanced

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

Timetabling
www.bath.ac.uk/professional-services/timetabling-and-room-bookings/

Programme and unit catalogue
www.bath.ac.uk/catalogues/

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

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

Exams and assessments
www.bath.ac.uk/topics/exams-and-assessments/

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

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

Placement handbook (for students on a placement)
http://go.bath.ac.uk/placements-information-for-students

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

HEAD OF DEPARTMENT WELCOME 2022/3

It is a pleasure to welcome you to PoLIS. It's very exciting to be starting a new academic year and to welcome you to our campus. We're really looking forward to meeting you in class and getting to know you better throughout the year. We're expecting this year to run smoothly, but any changes in the country's health situation will be updated on the University's health guidance on the website and communicated to you. If there are any changes, please ensure you follow whatever guidelines are put in place. We've gained a lot of experience in the last years in supporting students and teaching under changing circumstances, so no matter what, we will be here to ensure your success.

My advice to you is to try to keep up-to-date with your lectures, seminars, activities and recommended readings. If you do a little every week it is much easier to have everything ready by the essay deadlines and avoid last minute stress. Please make full use of all the possibilities for contact that we have provided: come to all your campus classes, join in additional live online interactive sessions, and make use of staff's office hours.

We've also created an additional self-learning Academic Skills unit supported by a weekly live online drop-in sessions, for first years to help you to adapt to reading and writing for academic purposes. This will help you to work more efficiently in all your units and I strongly encourage all of you to take an hour a week to complete this. In this Handbook you'll find all the relevant links to University services designated to support you with everything from health to finances to careers advice, as well as the key contacts with PoLIS here to support you.

Remember to let us, and especially your personal tutors and Directors of Studies, know how you are getting on throughout the year. We have all gone through quite a lot of upheavals ans changes in the last couple of years, so it is understandable that some of you may be feeling a bit tired, or that you may get distracted with the possibility of new activities, so it is especially important that you keep communicating with your tutors so we can help you stay on track with your studies. I have no doubt that together we'll make a success of this new academic year, and that with your enthusiasm, and a little work every week you'll do very well. Of course, university life is about more than your studies, so I'd also like to encourage you to take advantage of some of the activities that the Student Union, societies and sports clubs have been working on all summer. I wish you all a productive and exciting year.

Maria Garcia
Head of Department (Dept of Politics, Languages & International Studies)

ABOUT THE DEPARTMENT 2022/23

Information regarding the department, including a list of academic staff, their individual research interests, departmental research activities, events (including seminars to which you may be able to attend) and news items can be found by linking from https://www.bath.ac.uk/departments/department-of-politics-languages-international-studies/.

Further PGT Languages specific information can be found on the Masters programmes - MAIT, TPLS & TBI Moodle Page (https://moodle.bath.ac.uk/course/view.php?id=53970).

Internal messages are usually sent by email and you should make a point of checking your 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. 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 (most academic staff are available at specific times of the week). Administrators are available in office hours (10.00 to 12.00, 14.00 to 16.00, Monday to Friday). If you can't find anybody, or you have not had your queries answered, please contact one of the Programmes Officers or Managers.

KEY CONTACTS/STAFF LIST

Person	Responsibility	Room	email
Mr Steven Wonnacott	Director of Studies – Academic and Pastoral Queries	1WN 4.31	sw332@bath.ac.uk
Mrs Elena Kidd	MAIT European stream and TPLS programme – Academic and Pastoral Queries	1WN 4.33	mlsek@bath.ac.uk
Mr Ding Weigang	MAIT Chinese stream – Academic and Pastoral Queries	1WN 4.27	wgd26@bath.ac.uk
Dr Yukteshwar Kumar	MAIT Chinese stream – Academic and Pastoral Queries	1WN 4.30	yk212@bath.ac.uk
Mr Miguel Fialho	MATBI programme – Academic and Pastoral Queries	1WN 4.34a	mlmmfff@bath.ac.uk
Miss Charlotte Neely	Programmes Administrator - Any administrative enquiries	1WN 2.06	polis-pg-langs@bath.ac.uk

Taught Programmes Team hub office (PoLIS - 1WN 3.2)

How to contact us in person

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.

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**.

Programmes	Administrators	Mailbox
PGT Interpreting and Translation programmes (MAIT, TPLS, MATBI) Administrator	Charlotte Neely	polis-pg-langs@bath.ac.uk
Programmes Officer	Katie Hillier	polis-pg-langs@bath.ac.uk

ABOUT YOUR PROGRAMME

The MA Interpreting and Translating, the MA Translation and Professional Language Skills and the MA Translation with Business Interpreting programmes comprise several aims and learning outcomes which are listed below. Key information (including this Handbook, various forms, and other links) can be found on the MAIT, TPLS & MATBI programmes Moodle page at http://moodle.bath.ac.uk/course/view.php?id=53970.

Details of programmes and individual units can be found in the Programme & Unit Catalogue at https://www.bath.ac.uk/catalogues/2022-2023/index.html

PROGRAMME AIMS AND LEARNING OUTCOMES
MA INTERPRETING AND TRANSLATING

Aims:

The programme covers the disciplines of conference interpreting (simultaneous, consecutive and liaison) and translation. It teaches techniques and skills, not languages, and is a vocational programme geared to channelling students into professional work. To this end, the core and optional interpreting and translating components are complemented by extra-curricular classes designed to provide students with appropriate background knowledge. In broader terms, the programme reflects a commitment to the application of learning in placements and professional knowledge.

The aim of the programme as a whole is to equip students with the skills and techniques that are required to embark on career as a professional interpreter and/or translator. More specifically, the aim of the core and optional units is to maximise each student's potential so that as many as possible of the group achieve the standard necessary for professional work.

These aims (and the associated outcomes set below) are in keeping with the descriptor for a qualification at Master's (M) level contained in the QAA Framework for Higher Education Qualifications, which states for example that holders of the qualification will typically be able to deal with complex issues systematically and creatively, continue to advance their knowledge and understanding, develop new skills to a high level and have the qualities and transferable skills necessary for employment (points a-d).

The extra-curricular units are aimed at encouraging students to focus on some of the practical aspects of working as a professional linguist, including the use of information technology, and to familiarise them with subjects such as the institutions of the EU, international law and economics so as to inform and underpin their work in the interpreting and translating elements of the programme.

The aim of the dissertation/project is to allow students to demonstrate that they have acquired a comprehensive understanding and critical awareness of the issues involved in some particular aspect of professional work, together with the capacity to solve problems in an original and independent way.

MAIT Learning Objectives:

Knowledge and Understanding	Students who complete the various core and optional units successfully will have obtained a comprehensive understanding of conference interpreting and translation and assimilated the principles and techniques of the professional activities involved, with a view to applying these in practice as described below. To this end, throughout the taught programme, the teaching, learning and assessment methods are based entirely on realistic professional scenarios. Theory is consistently integrated with practice to ensure that students understand the rationale for what they are doing. Students who have followed the various extra-curricular units should be able to demonstrate a sound understanding of the relevant topics in their translation and interpreting activities. These units are delivered through a combination of lectures and seminars and are not assessed. As indicated above, they are designed to inform and underpin students' work in the other elements of the programme. Students are expected to use their dissertation/project to demonstrate that they have acquired a comprehensive understanding of the issues and processes involved in some particular aspect of professional work which they have explored in an original way.
Intellectual Skills	Students who complete the various core and optional units successfully will be able to deal with a range of complex linguistic issues both systematically and creatively. The most important intellectual skills developed in the programme are: (a) the sophisticated mental and analytical processes required for successful spoken-language activities such as interpreting; (b) the ability to make the kind of linguistic judgements that will produce a satisfactory end product for the client in terms of a completely accurate and coherent translation. These skills are developed gradually through classwork, practice and constructive feedback, and can be deployed when performance is assessed, as described below. The dissertation/project requires students to analyse various key issues confronting the professional linguist within a clear theoretical framework. In doing so, they will acquire and demonstrate further insights into professional practice at the highest level.
Professional Practical Skills	Students who complete the various core and optional units successfully will have developed a number of new practical skills in highly specialised areas that provide them with the expertise required for professional work. The programme is chiefly geared to developing practical, professional skills in the two main disciplines it covers. By taking part in realistic teaching and learning scenarios such as simulated conferences, a wide range of role-play interviews and team translation assignments, students are equipped to cope with actual working conditions and therefore able to demonstrate more effectively the techniques they have been taught.

	Hence students are expected to be able to apply the knowledge, understanding and intellectual skills they have acquired to produce satisfactory translations in their target language and adequate interpretations of extended speeches and dialogues.
	The key factor in assessment is the usability of the translation, finished text or interpreting performance. Detailed marking guidelines have been drawn up for both text- and speech-based activities, with bands of marks to which definitions of performance are attached. These are included in the Programme Handbook.
	The dissertation/project allows students to demonstrate both an awareness of practical problems in relevant areas of professional work and, in particular, their capacity to solve these in an original and independent way.
Transferable/Key Skills	Students who complete the various core and optional units successfully will have acquired a number of more general qualities and transferable skills that are required for employment in the areas covered by the programme.
	All students have the opportunity to enhance their communication skills (listening, analysing arguments, oral and written expression, awareness and evaluation of own performance). Simultaneous interpreting also requires an element of teamwork. Students are expected to acquire IT and information retrieval skills through their work in the translation units.
	The extra-curricular unit "Approaches to professional work" includes sessions on enterprise skills that allow students to consider strategies for team building and to develop their interpersonal skills.
	The dissertation/project provides a means for students to demonstrate that they can make practical judgements and decisions on their own initiative and have the independent learning ability required for further professional development.

MA TRANSLATION AND PROFESSIONAL LANGUAGE SKILLS

Aims:

The programme covers a range of skills selected to maximise the employability of its graduates: translation, liaison interpreting, précis writing, editing and revision, proofreading, translation management and other enterprise skills. It teaches techniques and skills, not languages, and is a vocational programme geared to channelling students into professional work. To this end, the core and optional units are complemented by extra-curricular classes designed to provide students with appropriate background knowledge. In broader terms, the programme reflects a commitment to the application of learning, in placements and applied and professional knowledge, as stated in the University's revised Learning and Teaching Strategy (point 1.5).

The aim of the programme as a whole is to equip students with the skills and techniques that are required to embark on a career as a professional linguist. More specifically, the aim of the core and optional units is to maximise each student's potential so that as many as possible of the group achieve the standard necessary for professional work.

These aims (and the associated outcomes set out below) are in keeping with the descriptor for a qualification at Master's (M) level contained in the QAA Framework for Higher Education Qualifications, which states for example that holders of the qualification will typically be able to deal with complex issues systematically and creatively, continue to advance their knowledge and understanding, develop new skills to a high level and have the qualities and transferable skills necessary for employment (points a-d).

The extra-curricular units are aimed at encouraging students to focus on some of the practical aspects of working as a professional linguist, including the use of information technology, and to familiarise them with subjects such as the institutions of the EU, International law and economics so as to inform and underpin their work in the other elements of the programme.

The aim of the dissertation/project is to allow students to demonstrate that they have acquired a comprehensive understanding and critical awareness of the issues involved in some particular aspect of professional work, together with the capacity to solve problems in an original and independent way. This likewise matches the Master's level descriptor referred to above (points i, ii and iii).

TPLS Learning Objectives

Knowledge and Understanding	Students who complete the various core and optional units successfully will have obtained a comprehensive understanding of a variety of language-related fields and assimilated the principles and techniques of the professional activities involved, with a view to applying these in practice as described below.
	To this end, throughout the taught programme, the teaching, learning and assessment methods are based entirely on realistic professional scenarios. Theory is consistently integrated with

	practice to ensure that students understand the rationale for what they are doing.

Students who have followed the various extra-curricular units should be able to demonstrate a sound understanding of the relevant topics in their translation and interpreting activities. These units are delivered through a combination of lectures and seminars and are not assessed. As indicated above, they are designed to inform and underpin students' work in the other elements of the programme.

Students are expected to use their dissertation/project to demonstrate that they have acquired a comprehensive understanding of the issues and processes involved in some particular aspect of professional work which they have explored in an original way. |
| **Intellectual Skills** | Students who complete the various core and optional units successfully will be able to deal with a range of complex linguistic issues both systematically and creatively. Students will be able to demonstrate self-direction and originality in tackling and solving problems.

The most important intellectual skills developed in the programme are: (a) the ability to make the kind of linguistic judgements that will produce a satisfactory end product for the client in terms of a completely accurate and coherent English text; (b) the sophisticated mental and analytical processes required for successful spoken-language activities such as interpreting and précis writing.

These skills are developed gradually through classwork, practice and constructive feedback, and can be deployed when performance is assessed, as described below.

Students will continue to advance their knowledge and understanding, and to develop new skills to a high level.

The dissertation/project requires students to analyse various key Issues confronting the professional linguist within a clear theoretical framework. In doing so, they will acquire and demonstrate further insights into professional practice at the highest level. |
| **Professional Practical Skills** | Students who complete the various core and optional units successfully will have developed a number of new practical skills in highly specialised areas that provide them with the expertise required for professional work.

The programme is chiefly geared to developing practical, professional skills in the two main disciplines it covers. By taking part in realistic teaching and learning scenarios such as team translations and editing assignments, a wide range of role play interviews, and simulated conferences at which they act as précis writers, students are equipped to cope with actual working conditions and therefore able to demonstrate more effectively the techniques they have been taught.

Hence students are expected to be able to apply the knowledge, understanding and intellectual skills they have acquired to produce satisfactory translations and other finished texts in their target language and adequate interpretations of extended dialogues. |

	The key factor in assessment is the usability of the translation, finished text or interpreting performance. Detailed marking guidelines have been drawn up for both text- and speech-based activities, with bands of marks to which definitions of performance are attached.
	The dissertation/project allows students to demonstrate both an awareness of practical problems in relevant areas of professional work and, in particular, their capacity to solve these in an original and independent way.
Transferable/Key Skills	Students who complete the various core and optional units successfully will have acquired a number of more general qualities and transferable skills that are required for employment in the areas covered by the programme. All students have the opportunity to enhance their communication skills (listening, analysing arguments, oral and written expression, awareness and evaluation of own performance). Précis writing also requires an element of teamwork. Students are expected to acquire IT and information retrieval skills through their work in the translation units.
	The units involving translation management and other enterprise skills allow students to consider strategies for team building and to develop their interpersonal skills further in a business context.
	The dissertation/project provides a means for students to demonstrate that they can make practical judgements and decisions on their own initiative and have the independent learning ability required for further professional development.

MA TRANSLATION WITH BUSINESS INTERPRETING

Aims:

This programme aims to provide Chinese-speaking students who have already attained a high level of competence in English or English mother tongue students with a high level of competence in Chinese with the necessary skills for working as translators and professional linguists, whether freelance or in businesses and other organisations. The particular focus of the translation skills provided is on areas relevant to business but are also relevant to graduates employed in government agencies. Liaison interpreting forms a minor element of the programme, as this is a skill often useful to translators working in Chinese-speaking market contexts. The aim of all units is to maximise each student's potential so that as many as possible of the group achieve the standard necessary for professional work.

These aims (and the associated outcomes set out below) are in keeping with the descriptor for a qualification at Master's (M) level contained in the QAA Framework for Higher Education Qualifications, which states for example that holders of the qualification will typically be able to deal with complex issues systematically and creatively, continue to advance their knowledge and understanding, develop new skills to a high level and have the qualities and transferable skills necessary for employment (points a-d).

The aim of the dissertation/project is to allow students to demonstrate that they have acquired a comprehensive understanding and critical awareness of the issues involved in some particular aspect of professional work, together with the capacity to solve problems in an original and independent way. This likewise matches the Master's level descriptor referred to above (points i, ii and iii).

MATBI Learning Objectives

Knowledge and Understanding	Students who complete all units successfully will have obtained a comprehensive understanding of a variety of language-related fields and assimilated the principles and techniques of the professional activities involved, with a view to applying these in practice as described below.
	To this end, throughout the taught programme, the teaching, learning and assessment methods are based entirely on realistic professional scenarios. Theory is consistently integrated with practice to ensure that students understand the rationale for what they are doing.
	By the end of the programme, students will understand the role of the translator in commercial and other organisations. They will also understand how to manage a career as a freelance translator and how to make use of appropriate technologies in their work. They will also understand the principles of liaison interpreting in business contexts.
	These outcomes will be achieved through seminar teaching in groups of 15-20 students and through directed study. Students will be assessed through a combination of coursework translation and interpreting tasks, group assignments and final examinations.

	Students are expected to use their dissertation/project to demonstrate that they have acquired a comprehensive understanding of the issues and processes involved in some particular aspect of professional work which they have explored in an original way.
Intellectual Skills	Students who complete all units successfully will be able to deal with a range of complex linguistic issues both systematically and creatively. Students will be able to demonstrate self-direction and originality in tackling and solving problems. The most important intellectual skills developed in the programme are: (a) the ability to make the kind of linguistic judgements that will produce a satisfactory end product for the client in terms of a completely accurate and coherent text; (b) the sophisticated mental and analytical processes required for successful interpreting in a business context. These skills are developed gradually through classwork, practice and constructive feedback, and can be deployed when performance is assessed, as described below. Students will continue to advance their knowledge and understanding, and to develop new skills to a high level. The dissertation/project requires students to analyse various key Issues confronting the professional linguist within a clear theoretical framework. In doing so, they will acquire and demonstrate further insights into professional practice at the highest level.
Professional Practical Skills	Students who complete all units successfully will have developed a number of new practical skills in highly specialised areas that provide them with the expertise required for professional work. The programme is chiefly geared to developing practical, professional skills in the two main disciplines it covers. By taking part in realistic teaching and learning scenarios such as team translations and editing assignments, students are equipped to cope with actual working conditions and therefore able to demonstrate more effectively the techniques they have been taught. Hence students are expected to be able to apply the knowledge, understanding and intellectual skills they have acquired to produce satisfactory translations and other finished texts in their target language and adequate interpretations of extended dialogues. The key factor in assessment is the usability of the translation, finished text or interpreting performance. Detailed marking guidelines have been drawn up for both text- and speech-based activities, with bands of marks to which definitions of performance are attached. These are included in the Programme Handbook. The dissertation/project allows students to demonstrate both an awareness of practical problems in relevant areas of professional work and, in particular, their capacity to solve these in an original and independent way.

Transferable/Key Skills	Students who complete all units successfully will have acquired a number of more general qualities and transferable skills that are required for employment in the areas covered by the programme. All students have the opportunity to enhance their communication skills (listening, analysing arguments, oral and written expression, awareness and evaluation of own performance). Students are expected to acquire IT and information retrieval skills through their work in the translation units, as well as becoming familiar with the latest developments in computer-assisted translation and editing. The units involving translation management and other enterprise skills allow students to consider strategies for team building and to develop their interpersonal skills further in a business context. The dissertation/project provides a means for students to demonstrate that they can make practical judgements and decisions on their own initiative and have the independent learning ability required for further professional development.

PROGRAMME DESCRIPTION: STRUCTURE OF YOUR PROGRAMME

The structure of your programme year for 2022/23 can be found in the 2022/23 Unit and Programme Catalogues (see below). The content of the Programme Catalogues is correct for teaching being delivered in 2022/23 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 your 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 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 – 2022/23

As in previous years, you will have access to drop-in and bookable study space on campus and in the city for individual or group study. Information on how to book and any usage guidelines or requirements are 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 Director of Studies.

UNIT AND PROGRAMME CHANGES 2022/23

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 (The University of Bath Strategy 2021 to 2026). 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.

SUBMISSION DEADLINES

You will be informed of the deadline to submit your assessments by your Unit Convenor, the dates will be made available as submission points on the Unit Moodle Page.

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. You can request an extension by logging into SAMIS. Please be aware that an extension request needs to be submitted BEFORE the deadline. Only under exceptional circumstances will requests after the deadline be considered.

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 made aware of the word count – if there is one – when each assignment is set.

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.

Further information on the universities' feedback policy can be found in QA16 Assessment, Marking and Feedback.

ACADEMIC INTEGRITY

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

All students will be unable to progress beyond the next progression point in their studies until they pass the University's Academic Integrity Test. The test has a pass mark of 85% but you can take the test as many times as you need to. More information can be found here.

When you submit your 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 Ouriginal), which searches the web and databases of reference material and content submitted by other students, to identify duplicated text. 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.

PENALTIES FOR ASSESSMENT OFFENCES

Academic misconduct can be described as 'the use of unfair means in any examination or assessment procedure'. Any student who is found to have used unfair means and therefore committed an assessment offence will be penalised. Potential types of assessment offence include plagiarism, self-plagiarism, collusion or unauthorised collaboration, contract cheating (including impersonation), fabrication or falsification, or breaching of examination regulations. Penalties for assessment offences depend upon the severity of the offence but may include failure of the assessment, unit or part of a degree, with no provision for reassessment or retrieval of that failure. Severe cases of academic misconduct, for example, contract cheating could 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 assessment 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 that students should demonstrate in the assessment. 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, re-assessment, 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 (BoS) 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 Examiners for your programme are:

Name	Position	Institution	Units covered
Marta Tomaszewski	Editor, précis writer, teacher, and translator	Freelance	Editing and Revision; Précis-writing; Proofreading; Technology in the Translation Industry.
Reuben Imray	Conference interpreter	European Parliament	French, German and Italian consecutive, simultaneous and public service interpreting.
Marina Zadara	Conference interpreter and translator	Freelance	English > Russian translation, Russian <> English consecutive, simultaneous and public service interpreting; Public Speaking.
Josephina Worrall	Freelance translator	JW Translation LTD	French and Russian translation; Enterprise Skills; Understanding the Commercial Translation Industry.
Robyn Hackett	Freelance translator and interpreter	Freelance	Italian and German translation.
Lynsey Dullaghan	Conference interpreter	United Nations	Spanish translation, consecutive, simultaneous and public service interpreting.
Cheng Ma	Freelance Interpreter & Translator	Freelance	English to Chinese interpreting and translating; Chinese/English liaison, public service, business interpreting.
Esther Tyldesley	Teaching Fellow in Chinese	University of Edinburgh	Chinese to English interpreting and translating; Management and Enterprise Skills for Translators and Interpreters; Using technology in the translation industry.

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).

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

The following points will help you to understand how the assessment rules relate to your specific programme, such as pass marks, averaging of marks and dealing with any failures:

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

A1.
- Your programme does not have any Designated Essential Units (DEUs).

A2.
- 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.

A3.
- 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%.

A4.
- 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).

A5.
The normal pass mark for a unit is 40%. In some units, you might need to achieve a threshold mark in one or more component assessments in order to pass the unit overall. Particular rules apply to failure of units of the 'Taught type', or in the 'taught' stages. They are as follows:

- If you fail any units badly (i.e. achieve less than 35%), you will have to undertake supplementary assessment – unless you have failed so many units that you fail outright or the attempted retrieval would break the rule on how much failure can be retrieved.
- If you only fail units marginally (i.e. achieve 35%-39%), you might be able to progress without supplementary assessment. Whether you do progress will depend on the total credit value of the failed units.

A6.
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.

A7.
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.

CALCULATING YOUR DEGREE OUTCOME

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.

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.

To increase the security of your University account you will need to set up Multi Factor Authentication (MFA) so you can authenticate your identify and access your email.

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

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, and

failure to do so may impact on your access to certain University facilities such as Moodle. Tuition fees for each academic year are payable at registration in full or in instalments.

Regulation 1.1 explains the requirement to register, regulation 1.5 explains that the University reserves the right to terminate the registration of continuing students who do not complete registration in accordance with Regulation 1.1. Regulations 2.4 and 2.10 explain the consequences of non-payment of tuition fees. Please refer to **Important Links and Information** in this Handbook.

ACADEMIC ENGAGEMENT MONITORING FOR STUDENT VISA HOLDERS

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

You can make changes to the data that we hold about your identity including your name, gender, title, and the pronouns you use. Please refer to **Important Links and Information** in this Handbook.

If you develop or if there is a change to your disability, impairment, long-term health condition or specific learning difficulty, please get in touch with our Disability Service for advice on the support you may be entitled to.

If you are ill or are likely to be ill for more than three days, you must notify your Head of Department. Where you have a planned absence to undergo medical or surgical procedures that requires time off for more than three days, you can apply for a leave of absence from your Head of Department. Your department can arrange in advance for time off study and may be able to consider other options.

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 Support and Safeguarding 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 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 Support and Safeguarding, 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.