



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

**MA in Teaching English to Speakers of
Other Languages (MA TESOL)
Programme Handbook
2022/23**

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

[October 2022]

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ABOUT THIS HANDBOOK

This is the 2022-23 Handbook for students on the MA TESOL programme.

The contents of this Handbook are accurate at the time of publication [October 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** 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 Deputy Director of Studies, Dr Hugo Santiago Sanchez (hss30@bath.ac.uk), for advice.

IMPORTANT LINKS AND INFORMATION

UNIVERSITY INFORMATION ONLINE

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

If you cannot find the information you are looking for in this Handbook or on the web, please contact education-pgt-admin@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/](http://www.bath.ac.uk/guides/engagement-monitoring-for-student-wellbeing/)

Library and Study Spaces

[https://library.bath.ac.uk/home](http://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 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

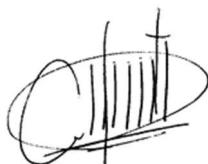
HEAD OF DEPARTMENT WELCOME 2022/23

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

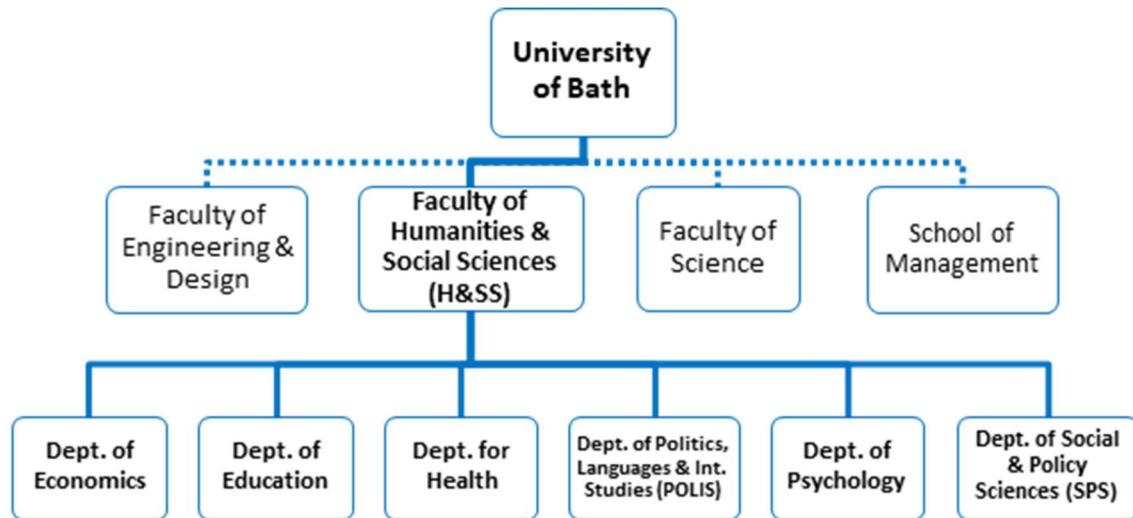
Our staff lead and collaborate in international research projects. Their research interests are organised into four clusters: Languages and Educational Practices (<https://www.bath.ac.uk/corporate-information/language-and-educational-practices-research-cluster-themes/>); the Internationalisation and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

The Department of Education is based within the [Faculty of Humanities & Social Sciences](#) (HSS). The Faculty is one of three Faculties and one School in the University and comprises six academic [Departments](#): [Economics](#), [Education](#), [Health](#), [Politics](#), [Languages & International Politics](#), [Psychology](#) and [Social & Policy Sciences](#). These departments also provide an interesting context for educational researchers and there are seminars and symposia from colleagues in related areas that are of interest to educational scholars. The University of Bath is [ranked 4th](#) in the subject area [Education](#) in the [Guardian University Guide 2023](#).

I hope that you find your time with us stimulating, productive and rewarding.



Andres Sandoval-Hernandez
Head of the Department of Education



Faculty H&SS Taught Programmes administration

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

Our Taught Programmes Team is responsible for all aspects of administrative support for all taught programmes in the Faculty, ensuring that services are efficient and effective, and adapt to changing circumstances. We provide students with support and advice from registration to graduation and support academic teaching staff in our departments.

Our duties include:

- managing administrative processes of the Faculty's taught programmes
- acting as a central point of contact for staff and students seeking advice
- offering programme-related operational support for academic teaching staff in departments

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

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

KEY CONTACTS/STAFF LIST

ADMINISTRATIVE CONTACTS

Taught Programmes Team hub office 10 West 1.02 Psychology and Education (UG and PGT Programmes)

How to contact us in person

The Taught Programmes Team hub office is open between 9am and 4pm from Monday to Friday 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.

Programme	Administrators + Teams/Phone	Mailbox
MA TESOL	Heather Kubiak: 01225 38 3237	education-ptg-admin@bath.ac.uk

KEY ACADEMIC CONTACTS

Member of staff	Responsibility	Room	Email
Dr Trevor Grimshaw	Director of Studies	1WN 3.26A	edstg@bath.ac.uk
Dr Hugo Santiago Sanchez	Deputy Director of Studies	1WN 3.25	hss30@bath.ac.uk

The MA TESOL teaching team

Dr Trevor Grimshaw	Director of Studies Unit convenor for LPCM Unit tutor	edstg@bath.ac.uk
Dr Hugo Santiago Sanchez	Deputy Director of Studies Unit convenor for the Dissertation Unit tutor	hss30@bath.ac.uk
Dr Janina Iwaniec	Unit convenor for SLA Unit tutor	ji283@bath.ac.uk
Dr Gail Forey	Unit convenor for LA Unit tutor	gf370@bath.ac.uk
Dr Samantha Curle	Unit convenor for RMSLE1 and the Enrichment Programme (semester 2) Unit tutor	smc20@bath.ac.uk
Dr Reka Ratkaine Jablonkai	Unit convenor for TAEIL and the Enrichment Programme (semester 1) Unit tutor	rirj20@bath.ac.uk
Prof Xiao Lan Curdt- Christiansen	Unit convenor for RMSLE2 Unit tutor	xlcc20@bath.ac.uk
Grace Macmillan (Skills Centre)	Tutor for Advanced English Communication and Critical Reading & Writing for the MA TESOL	mlsgm@bath.ac.uk
Ms Zhijun Chen (PhD student)	Graduate Teaching Assistant across the units	zc583@bath.ac.uk

The best way to contact staff is by email.

Unit tutors

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

Personal tutors

Personal tutors are available to support you in pastoral (i.e. non-academic) matters. All new students on the MA TESOL programme are assigned a personal tutor during Welcome Week. You will meet with your personal tutor at regular times throughout the year. Also, please feel free to contact your personal tutor at any other time. There is a Senior Personal Tutor who coordinates the team of personal tutors.

Director of Studies for the MA TESOL programme

The Director of Studies, Dr Trevor Grimshaw (edstg@bath.ac.uk), has responsibility for academic matters relating to the MA TESOL programme. The Deputy Director of Studies, Dr Santiago Sanchez (hss30@bath.ac.uk) is responsible mostly for student issues. These include

requests for extensions, assessment offences, implementation of reasonable adjustments for disabled students, etc.

Dissertation supervisors

Dissertation supervisors will be appointed in Semester 2, after you have submitted your Dissertation Registration and Outline Form, usually by the end of April. Supervision of MA TESOL dissertations will be provided throughout the summer months.

ABOUT YOUR PROGRAMME

Welcome to the MA TESOL (Teaching English to Speakers of Other Languages) at the University of Bath. We hope that you will have a very happy and successful time on the programme. Our curriculum covers all major areas of TESOL from a focus on language and texts to theories of second language acquisition, practices and policies of English language teaching. You will learn about the latest developments in TESOL and Applied Linguistics research and your tasks and assignments will give you the opportunity to link theory and practice. The MA TESOL course will equip you with knowledge and skills to help you improve your own teaching practice, enhance your employability and build an international profile.

The MA TESOL is a specialist degree designed to meet the needs of those wishing to enhance their career prospects in the teaching of English as an international language.

The MA TESOL is not an initial teacher training course. Yet, it will provide you with the tools and resources that you will need in order to develop your teaching skills, reflect upon your professional practice and conduct your own research. The programme places particular emphasis on helping you to develop appropriate methods and materials to suit your social and cultural context.

In addition to our core units, we offer the Enrichment Programme with sessions focusing on academic, intercultural and debating skills development and wellbeing support where you will have the opportunity to work on creative project-based tasks with your peers. All materials given in the sessions will be available online (reading materials, handouts, recordings of sessions) through Moodle. In special cases lectures and seminars will also be given online in MS Teams or Zoom.

The MA TESOL programme is challenging and you will be expected to work independently as well as collaboratively with your peers to prepare tasks and read before and after your lectures and seminars. During the sessions you will be expected to participate in planned activities and interact in discussions. Although the programme is very demanding, we will do all we can to support you in your studies. Students will be part of an inclusive, friendly community and will have the opportunity to make friends and build relationships with tutors, fellow students and practitioners both in person and on our virtual platforms.

The MA TESOL programme is also a pathway to Doctoral level study in the Department. The Department of Education offers two doctorates: the PhD in Education (full-time or part-time) and the EdD (part-time). If you are interested in pursuing a doctorate upon completion of the programme, you are encouraged to refer to information about these two programmes via <https://www.bath.ac.uk/study/pg/programmes/educ->

[mphi/](#) and <https://www.bath.ac.uk/study/pg/programmes/doct-of-educ/>. You may also wish to view the doctoral college webpage: <https://www.bath.ac.uk/departments/doctoral-college/> and, if you wish to discuss your ideas, you may contact in the Department of Education either the PhD Director of Studies, Dr Rita Chawla-Duggan (email: edsrcd@bath.ac.uk), or the PhD Deputy Director of Studies, Dr Shona McIntosh (email: spm25@bath.ac.uk), the EdD Director of Studies, Professor Mary Hayden (email: edsmch@bath.ac.uk) or the EdD Deputy Director of Studies, Dr Denise Mifsud (email: dm2214@bath.ac.uk).

PROGRAMME AIMS AND LEARNING OUTCOMES

Educational Aims of the Programme

The educational aims of the programme are to:

- Develop students' understanding of relevant current issues in English language teaching in order to help them build a solid foundation for their professional practice;
- Provide participants with the theoretical foundations for good English language teaching practice;
- Improve students' critical thinking and analytical skills;
- Enable students to have a systematic and conceptual understanding of issues concerning teaching and learning a foreign language for all age ranges;
- Enable students to use research to inform their daily practice and decision-making as language educators;
- Enable students to critically analyse the role of English as the world's major international language;
- Enable students to develop reflective skills with which to examine their pre-existing beliefs and knowledge about language learning and teaching;
- Enable students to analyse the social and cultural factors which influence English language teaching in specific contexts.

Intended Learning Outcomes

Teaching methods include tutor-led lectures, student-led seminars, workshops, individual tutorials, and electronically mediated communications.

Students gaining the award of Postgraduate Certificate in Educational Studies will have demonstrated their ability to:

- identify and engage critically with appropriate and representative literature in the field of education;
- understand current educational theories and apply them to their own professional practice;
- demonstrate clarity of thought and quality of argument in educational issues.

Students gaining the award of Postgraduate Diploma in Education will have demonstrated their ability to:

- identify and engage critically with a wide range of appropriate and representative literature in the field of education;
- understand a broad range of current educational theories and apply them to their own professional practice;

- demonstrate clarity of thought and quality of argument in a wide variety of educational issues.

Students gaining the award of MA TESOL will have demonstrated their ability to:

- identify and engage critically with a wide range of appropriate and representative literature in the field of education;
- understand a broad range of current educational theories and apply them to their own professional practice;
- demonstrate clarity of thought and quality of argument in a wide variety of educational issues;
- design and systematically undertake an educational research study;
- select and justify the focus, scope and methodology of an educational research study;
- review, employ and engage critically with an appropriate literature through the design, conduct and evaluation of an educational research study.

Knowledge and Understanding	<p>A systematic and conceptual understanding of:</p> <ul style="list-style-type: none"> • linguistics, which enables them to evaluate theories and methodologies relating to linguistics and TESOL, and to develop critiques of these and, when appropriate, develop new hypotheses; • a conceptual understanding that enables students to evaluate critically current TESOL research and advanced scholarship; • a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the TESOL and Second Language Acquisition fields; • a comprehensive understanding of techniques applicable to their own research or advanced scholarship; • a critical awareness of current problems and/or new insights, at the forefront of, or informed by, applied linguistics and TESOL research and practice; • originality in the application of this knowledge.
Intellectual Skills	<p>The programme enables students to:</p> <ul style="list-style-type: none"> • address complex and academic issues both systematically and creatively; • evaluate research and a variety of types of information and evidence critically, also making informed judgements in the absence of complete data; • synthesise information from a number of sources in order to gain a coherent understanding of theory and practice; • apply strategies for appropriate selection of relevant information from a wide source and large body of knowledge; • demonstrate self-direction and originality in tackling and solving problems; • analyse, evaluate and interpret the evidence underpinning practice critically and initiate change in practice appropriately; • design and carry out a research project related to their area of study.
Professional Practical Skills	<p>The programme enables students to:</p> <ul style="list-style-type: none"> • be informed and competent TESOL practitioners; • be able to contribute professionally to the world of TESOL; • act autonomously in planning and implementing tasks at a professional level.

Transferable/ Key Skills	<p>The programme enables students to:</p> <ul style="list-style-type: none"> make critical use of the literature of the field of Education; make critical use of professional experience in the field of Education; undertake an educational study in an appropriately critical, original and balanced fashion; analyse, interpret and critique findings and arguments; collect, analyse and interpret data appropriately; draw appropriate conclusions from an education research study, taking account of its strengths and limitations; select and justify the focus, scope and methodology of an educational research study; review, employ, and engage critically with an appropriate literature through the design, conduct and evaluation of an educational research study; demonstrate self-direction and originality in tackling and solving problems; evaluate research and variety of types of information and evidence critically, also making informed judgements in the absence of complete data; initiate change in practice appropriately; contribute to professional debate in the field of education; act autonomously in planning and implementing tasks at a professional level; communicate their conclusions clearly to specialist and non-specialist audiences(T/F/A); evaluate their own academic and professional performance; manage change effectively and respond to changing demands; manage time, prioritise workloads and recognise and manage personal emotions and stress; utilise problem-solving skills in a variety of theoretical and practical situations; develop new or higher-level skill, for example in information technology; understand career opportunities and challenges ahead and begin to plan a career path.
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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.

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

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

PHYSICAL STUDY SPACE – 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.

RESEARCH ETHICS

The research that you do for your MA TESOL Dissertation will almost certainly have ethical implications. For this reason we require you to obtain ethical approval for your research before you collect any data.

The MA TESOL Ethical Approval Form can be downloaded from the 'Dissertation for the MA TESOL' Moodle site. Once you have been allocated a dissertation supervisor, he/she will ask you to complete a draft of this form. Your supervisor may ask you to make some revisions to the form. Once you have both agreed on the statements in your MA TESOL Ethical Approval Form, you will both sign the form. You should then upload the signed form to Moodle. We also suggest that you put a copy of the form in an appendix at the end of your dissertation.

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 assessment on Moodle.

Coursework for the MA TESOL programme is assessed through written assignments or recorded oral presentation. The submission of students' work and the provision of tutor feedback are administered via the Moodle virtual learning environment. Instructions on how to submit assignments can be found in the submission area for each individual Moodle unit page.

In order to complete your MA TESOL programme you will need to write a 15,000-word dissertation. This must be based within the field of TESOL. For information about Dissertation Writing, see the 'Dissertation for the MA TESOL' Moodle site.

Your dissertation supervisor will provide you with a general schedule for supervision and feedback, but you can negotiate the details, depending on the characteristics of your study (e.g. when you will be collecting your data). Your supervision includes face-to-face, online and e-mail communication and formative feedback.

Dissertation supervisors will provide formative feedback on one 500-word outline of each individual chapter of a dissertation. This feedback may be written (including email correspondence) and/or verbal.

When you submit an assignment or dissertation, make sure that you include a front Cover and Feedback Sheet. You can find a copy of this on Moodle.

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. Please be aware that an extension request needs to be submitted before the original deadline. You can request an extension in [SAMIS](#) under "Student Tasks", more information is available on [your programme Moodle page](#).

WORD COUNTS

Coursework tasks will normally have a word limit or word range. This, and the penalty for non-compliance, will be confirmed when you receive an assignment.

You will be required to declare the word count for your work when submitting it for assessment. You should take note of what is included when calculating the total word count (e.g. whether or not contents pages, appendices, footnotes, references 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.

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

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

- The marker(s) will stop reading the work once the student has exceeded a word limit (or the upper figure of a word range) by 10%. If a student writes substantially less than the word limit (or less than the lower figure of a word range) they risk not maximising their potential mark;
- for the purpose of calculating the word count, footnotes are included, whereas contents pages, executive summaries, tables, figures, appendices and reference lists/bibliographies are excluded.

FEEDBACK ON ASSESSMENT

During your course, you will receive feedback on your assessed work. This feedback may take different forms, depending on the subject and type of assessment. You will be informed of the timing and nature of the feedback you will receive on each assessment, including whether the piece of work itself will be returned to you. For exam-type assessment, you may receive general feedback relevant to all who took the assessment rather than individual feedback. You can discuss feedback you receive on assessments alongside your performance and progress in your studies at meetings with your Personal Tutor.

MA TESOL Feedback Policy

Coursework for the MA TESOL programme is assessed through written assignments or oral presentation. The submission of students' work is administered via the Moodle virtual learning environment.

What students can expect

Formative feedback on taught unit assignments will be provided in a variety of ways which may include Question & Answer sessions, individual or group tutorials, email correspondence, Moodle forums and class discussions. Students are encouraged to seek advice from unit tutors, peers and other relevant sources of support such as English language tutors and the subject librarian. It is the responsibility of students to take advantage of these opportunities to receive feedback before submitting their final assignments.

Dissertation supervisors will provide supervision and formative feedback on one outline (max. 500 words) of each individual chapter of a dissertation. This feedback may be written (including email correspondence) and/or verbal.

The nature of the feedback provided

Formative feedback will provide students with an indication of how to refine the focus of the assignments, the range of sources being used, the ways in which the assignments could be structured, and the extent to which the assignments address the assessment criteria. In

no case will the tutor give an indication of the mark that might be awarded for the assignments.

Feedback on final assignments will be provided in word-processed format on the MA TESOL Assignment Feedback Form. The programme uses a standardised assessment feedback form incorporating common elements of feedback on strengths and feedback on areas which could be improved. Feedback on oral presentations will be both written and audio-recorded. All feedback on final assignments will be uploaded to Moodle. The feedback will:

- be both summative and formative.
- recognise the focus of the assignment and the issues that it seeks to address.
- refer to the Assessment Criteria.

Important: Tutors will not edit the language used in assignments but will provide feedback on language use in line with the marking criteria.

After the marks and grades have been released on SAMIS students are encouraged to contact their tutors to have an opportunity to ask questions and comment on the feedback that they have received.

Provision of marks and grades

Each assignment will be marked by one unit tutor.

In addition, a second unit tutor will 'moderate' the grades for each unit of study. The sample for moderation will be as follows:

- all failed assignments;
- a further representative sample of passing assignments from each classification (pass, merit, distinction).

The moderator will view the final assignments as well as the MA TESOL Assignment Feedback Forms and the marks from the tutor(s). The moderator will then complete a Moderation of Unit Assignments form for each of the assignments in the sample. The moderator's sample will be the same as that which is sent to the External Examiners.

Students will receive a mark and a grade which indicates the overall quality of the final version of their assignment. The marks and grades will be uploaded to SAMIS.

The marks and grades provided to students will remain provisional until the Department of Education's MA TESOL Board of Examiners for Units (BEU) and the Faculty Board of Studies. Following this, students will receive confirmation of their final marks on SAMIS.

See the Appendix for the 'Assessment criteria & level descriptors for the assessment of units of the MA Programmes in the Department of Education'.

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.

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:

Dr Bimali Indrarathne, Lecturer in Applied Linguistics, University of York

Dr Erhan Aslan, Associate Professor of Applied Linguistics, University of Reading

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 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 a single-stage programme, so your eligibility for the award you seek will only be judged at the end of the programme. You must also never break one of the persistent generic rules.
- Since your programme has just one stage comprising both the units that constitute the Taught Stage(s) Credits and the Dissertation/Project type unit(s), there is no Programme Progression Requirement to get from the taught phase to the Dissertation/Project phase. The status of the different units is indicated in the table showing the structure of your programme.
- Should you fail to qualify for the award of the degree of Master, you may be considered for the award of a related Postgraduate Diploma or Postgraduate Certificate (subject to your having met the requirements for one of those awards).

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

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

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

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

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

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

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.