



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

**BA (Hons) Education with
Psychology**

**Programme Handbook
2019/20**

Updated on 18/12/19

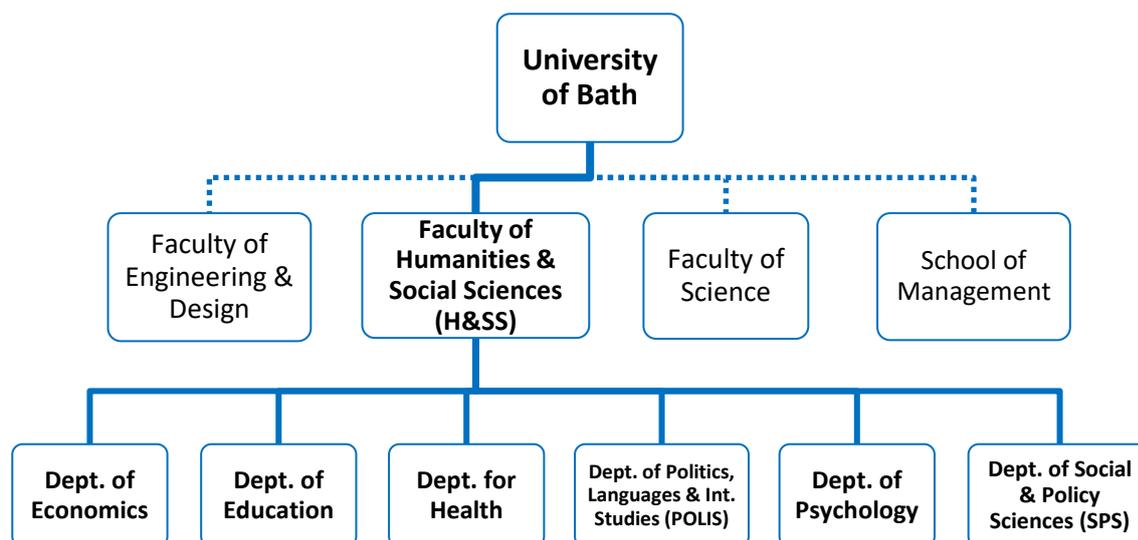
This Handbook is available online or in alternative formats.
Please contact education-ug@bath.ac.uk if required.

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Welcome

Welcome to the University of Bath. Your programme is delivered by the **Department of Education** within the **Faculty of Humanities & Social Sciences (H&SS)**. The Faculty is one of three Faculties and one School in the University (see below) and comprises six academic **Departments**.

[Economics](#), [Education](#), [Health](#), [Politics, Languages & International Politics](#), [Psychology](#) and [Social & Policy Sciences](#).



Faculty H&SS Taught Programmes administration

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

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

Our duties include:

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

It is important that you get to know the administrators who look after your particular programme, as they can often provide invaluable guidance on various aspects of the programme. If your administrator is unavailable then please speak to any other of our other administrators listed on our wiki page [here](#), all of whom will be very happy to help you. If you have any problems then please contact one of the Programmes Officers or Managers. Emails are managed via shared mailboxes to deal with enquiries from students and academic staff and these are regularly monitored by designated members of the team.

WELCOME to the Education with Psychology programme. This programme results from a collaboration between the Departments of Education and Psychology. It includes a number of units written especially to reflect the changing social and political climate in which children of today are growing up. It is designed to be topical and at the leading edge of knowledge, based as it is on current research being undertaken at the University of Bath. Although your academic home will be the Department of Education, you will be mixing regularly with psychology students and taking some of the same units they take. We hope you find it a stimulating and intellectual challenge.

Dr Andrea Abbas
Head of Department of Education

ABOUT THIS HANDBOOK

This Handbook is intended for all students on the BA (Hons) Education with Psychology programme in the academic year 2019/20.

Please note that the contents of this Handbook are accurate at August 2019 but that information may sometimes be subject to change after this Handbook has been issued. Your Director of Studies or Unit Convenor will inform you of any changes that will affect your programme or a particular unit. For further information about unit and programme changes, see the **Unit and programme changes** section 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: www.bath.ac.uk/publications/regulations-for-students 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.

If in doubt about what applies to you, or if your circumstances change (for example if you are returning from a suspension of study, or transferring to a different programme) please contact your Director of Studies, Dr Sam Carr on 01225 383489 or s.carr@bath.ac.uk for advice.

YOUR PROGRAMME

This handbook comprises general information relevant to the BA (Hons) Programme in Education with Psychology. It details the requirements for successful completion of the programme, in addition to the general University facilities and support services. You should refer to it as and when you need to, although you should also ensure that you are familiar with the information within it at the start of your course of study. If you have any concerns that are not addressed in the handbook please see your Personal Tutor.

Please note that information in the handbook may change at any point during the academic year. Students will be notified of any changes via [Department of Education Moodle Hub](#). This handbook and lots of other useful information is available in electronic format via the Department of Education Moodle Hub.

From the [Moodle Hub](#) students can access a wider range of information about the course, including advice on writing and submitting assignments, contact details for course staff and detailed descriptions of all course units. Each unit has its own Moodle 'course' which unit tutors use to keep students updated about lectures and assignments and give links to web pages and files. Tutors may require students to access preparatory reading for lectures via Moodle, or to complete online tasks. Moodle demonstrations will be provided for all First Year students at the beginning of the academic year.

First and second year students will need to think about selecting Year 2 and 3 optional units and making decisions about a possible placement year. Students can choose to change to or from a Placement Year option at any time during their first and second year.

KEY CONTACTS/STAFF LIST

EDUCATION STAFF		
Dr Andrea Abbas (<i>Head of Department</i>)	5217	a.abbas@bath.ac.uk
Ms Elisabeth Barratt Hacking (<i>Deputy Head of Department</i>)	6768	e.c.b.hacking@bath.ac.uk
Dr Susan Martin (<i>Director of Learning & Teaching</i>)	6904	s.martin@bath.ac.uk
Dr Graham Nutbrown (<i>Director of Studies</i>)	3279	g.nutbrown@bath.ac.uk
Mrs Gabriele Edwards (<i>Placements Tutor</i>)	5971	g.edwards@bath.ac.uk
Dr Ioannis Costas Battle (<i>Admissions Tutor</i>)	5866	i.a.costas.battle@bath.ac.uk
Dr Sam Carr	3489	s.carr@bath.ac.uk
Dr Ceri Brown	6294	c.l.brown@bath.ac.uk
Dr Rita Chawla-Duggan	5987	r.c.Duggan@bath.ac.uk
Dr Aline Courtois	6754	a.d.m.courtois@bath.ac.uk
Dr Simon Hayhoe	3328	s.j.hayhoe@bath.ac.uk
Dr Shona McIntosh	4324	s.p.mcintosh@bath.ac.uk
Dr Lizzi Milligan	5525	e.m.a.milligan@bath.ac.uk
Dr Arif Naveed	5665	man59@bath.ac.uk
Dr Jim Hordern	6337	jh637@bath.ac.uk
ADMIN STAFF		
Rachael Kennedy (<i>UG Administrator</i>)	6653	education-ug@bath.ac.uk
Toby Wellington (<i>Placement Officer</i>)	3669	trw37@bath.ac.uk

You can locate staff members' offices by looking them up on Person Finder:
<http://www.bath.ac.uk/contact/>

Faculty Taught Programmes - Undergraduate and Postgraduate

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

Our duties include:

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

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

Programme specific email addresses are used to manage enquiries from students and academic staff and these are regularly monitored by designated members of the team. Our Taught Programmes Team members are based in Taught Programmes Support Hubs across the Faculty.

Taught Programmes Support Hub

Location: 1 West North (office 3.2)

[Rachael Kennedy](#), Programme Administrator:
Undergraduate BA Education with Psychology: education-ug@bath.ac.uk

[Heather Kubiak](#), Programme Administrator:
Postgraduate MA International Education and Globalization: education-ieg@bath.ac.uk
Postgraduate MA TESOL: education-tesol@bath.ac.uk
Postgraduate MRes in Education

[Anna McGregor](#), Programmes Officer

DEPARTMENTAL INFORMATION

The Department of Education is housed in 1 West North (1WN), the reception foyer is on Level 3.

Students should visit the [Department of Education Moodle Hub](#) regularly as important information is posted here.

A large amount of information is available on the University website. You may find the following links useful:

Department of Education www.bath.ac.uk/education/
Department of Psychology www.bath.ac.uk/psychology/

Department of Social Policy Sciences www.bath.ac.uk/sps/
 University Regulations www.bath.ac.uk/regulations/

It is essential that all students can be easily and quickly contacted, so all students are required to keep their contact information up to date on SAMIS and to check their University e-mail accounts regularly. SAMIS: https://www.bath.ac.uk/samis/urd/sits.urd/run/siw_lgn

EXPECTATIONS

It is a University Regulation that you attend regularly. If you are not able to do so, or will be absent for longer than three days due to ill health, then you must contact your Director of Studies to discuss your situation and an appropriate course of action.

Further information

See Regulation 3: www.bath.ac.uk/publications/regulations-for-students

PROGRAMME AIMS AND LEARNING OUTCOMES

EDUCATIONAL AIMS OF THE PROGRAMME:	
<p>The aims of the programme are to give the students an opportunity to:</p> <ul style="list-style-type: none"> • offer/ receive a stimulating and supportive framework for academic study in the field of childhood, youth and education; • develop knowledge about learning and development in children and adolescents; • develop skills in evaluating policy and practice rooted in an academic knowledge base and work experience; • provide a qualification designed for those wishing, for professional or personal reasons, to develop knowledge and skills in the fields of education, sociology, philosophy and psychology in relation to the study of children and young people growing up in contemporary society. 	
INTENDED LEARNING OUTCOMES incl. teaching, learning and assessment methods (specifying those applicable for interim awards where appropriate):	
Knowledge and understanding:	<p>The intended outcomes of the programme are designed to enable students to:</p> <ul style="list-style-type: none"> • develop a critical understanding of current policy and practice in the fields of childhood, youth and education; • develop a knowledge base of psychological methods and psychological theories of development; • develop a critical understanding of theoretical frameworks in the academic study of childhood, youth and education; • become aware of the ethical context of childhood and youth studies, and be able to demonstrate this in relation to personal study, particularly with regard to the research project; • become aware of issues related to children's development and welfare as they relate to the contexts relevant to growing up in contemporary British society; • develop skills relevant to careers in combined or discrete services for children, young people and their families.
Intellectual Skills:	<p>The intended outcomes of the programme are designed to enable students to:</p>

	<ul style="list-style-type: none"> • develop and apply the skills needed for academic study and enquiry; • interrogate the assumptions underpinning theory and research; • evaluate both research and evidence critically and assess a variety of information sources; • develop an appreciation of the uncertainty, ambiguity and limits of knowledge; • engage with fundamental questions concerning the aims and values of education and its relationship to society and societal change; • construct and sustain a reasoned argument about educational issues in a clear, lucid and coherent manner; • analyse and evaluate policy initiatives; • evaluate critically arguments, assumptions, abstract concepts and data, to make judgements, and to frame appropriate questions to achieve a solution - or identify a range of solutions – to a problem; • utilise problem solving and metacognitive skills; • synthesise information from a number of sources in order to gain a coherent understanding of research, policy and practice; • apply the methods and techniques learned to review, consolidate, extend and apply knowledge and understanding, and to initiate and carry out projects with skills in data analysis (qualitative and/or quantitative where appropriate) • communicate information, ideas, problems, and solutions to both specialist and non-specialist audiences <p><i>Teaching learning and assessment methods used to enable outcomes to be achieved and demonstrated:</i> Lead lectures, tutor-led seminars and tutorials, student-led seminars, practical workshops and problem-based learning scenarios.</p> <p><i>Assessment:</i> unseen written examinations, coursework/ assignments (e.g. essay, research report, annotated bibliography) formal presentation.</p>
<p>Professional Practical Skills:</p>	<p>In the context of the education of young people, the intended outcomes of the programme are designed to enable students to:</p> <ul style="list-style-type: none"> • apply pedagogical and other forms of knowledge to complex situations concerning human learning and development through childhood and adolescence; • work with others, as a result of the development of inter-personal skills, to demonstrate the capacity to plan, share goals, and work as a member of a team; • apply transferable skills effectively and safely to the management of individuals and groups/teams, with continual analysis and evaluation of outcome and appropriate modification or intervention; • develop interpersonal skills for initial planning and subsequent relationships with organisation during dissertation; • communicate effectively with administrators and other professionals; • reflect upon new technology and innovation and their application to human learning and development. <p><i>Teaching learning and assessment methods used to enable outcomes to be achieved and demonstrated:</i> lead lectures, tutor-led seminars and tutorials, student-led seminars.</p>

	<i>Assessment:</i> exams, written assignments, presentations, research report, dissertation.
Transferable/Key Skills:	<p>The intended learning outcomes are intended to provide students with qualities and transferable skills necessary for employment requiring them to:</p> <ul style="list-style-type: none"> • communicate effectively with a wide range of individual using a variety of means; • lead others confidently and competently, and work effectively as part of a team; • reflect on their own value systems, development and practices and be able to evaluate their own academic and professional performance; • utilise problem solving skills in a variety of theoretical and practical situations; • manage effectively and respond to changing demands • take responsibility for personal and professional learning and development • manage time, prioritise workloads, and utilise long- and short-term planning skills • understand career opportunities and challenges ahead and begin to plan a career path • apply information management skills • work independently and as part of a team to identify and achieve clear goals • exercise initiative and personal responsibility in decision-making and team work • demonstrate confidence in using IT for the access, creation and manipulation of information • undertake appropriate further training of a professional or equivalent nature. <p><i>Teaching learning and assessment methods used to enable outcomes to be achieved and demonstrated:</i> lead lectures, tutor-led seminars and tutorials, student-led seminars.</p> <p><i>Assessment:</i> exams, written assignments, practical presentations, web-based assignments, research report, dissertation</p>

PROGRAMME DESCRIPTION: STRUCTURE OF THE PROGRAMME

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

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

Programme code	UHED-AFB12 (3-year: non-placement) / UHED-AKB12 (4 year: placement)
Programme title	BA(Hons) EDUCATION with PSYCHOLOGY
Award type	Bachelor of Arts with Honours
Award title	Bachelor of Arts with Honours
Mode of Attendance	Full time <i>or</i> thick sandwich
Length	3 / 4 years
State if coexistent M-level programme	
State any designated alternative programme(s)	
Approving body and date of approval	Programme Approval Panel : 18 October 2007 Revision Jan 2011 to take effect 2011/12 Revision approved 24.2.14 FLTQC for 2014/15 onwards, Revision approved 16.3.16 FLTQC to take effect 2016/17; Revision approved 8.2.17 FLTQC to take effect 2017/18; Revisions approved 15.3.17 FLTQC to take effect 2017/18

Year 1									
Part	Stage	Normal period of study for this Mode	Unit code	Unit title	Unit status	Credits	DEU status	Placement or Study Abroad status	Notes
1	1	All Year	PS10086	Mind and behaviour	Compulsory Unit	12	Yes		
		Semester 1	ED10494	Children's rights: a global approach	Compulsory Unit	6			
		Semester 1	PS10120	Representations of childhood and youth	Compulsory Unit	6			
		Semester 1	ED10162	Introduction to research methods I	Compulsory Unit	6	Yes		
		Semester 1	ED10346	Education and schooling: an introduction	Compulsory Unit	6	Yes		
		Semester 2	ED10002	Learning: Theory & context	Compulsory Unit	6			
		Semester 2	ED10347	Deviance: psychological and sociological perspectives	Compulsory Unit	6			
		Semester 2	ED10348	The family as educator: cross cultural issues	Compulsory Unit	6			
		Semester 2	ED10350	Education and social justice - philosophical and sociological perspectives	Compulsory Unit	6	Yes		

Year 2									
Part	Stage	Normal period of study for this Mode	Unit code	Unit title	Unit status	Credits	DEU status	Placement or Study Abroad status	Notes
2	2	Semester 1	ED20437	Intervention, organisation and practice	Compulsory Unit	6			
		Semester 1	ED20495	Psychology and educational policy: a critical perspective	Compulsory Unit	6			

	Semester 1	PS20109	Social psychology: traditional and critical approaches	Compulsory Unit	6			
	Semester 1	ED20152	Introduction to research methods II	Compulsory Unit	6	Yes		
	Semester 1	ED20003	Education in society	ED2006 Optional Units: Select 1 unit from this list:	6			
	Semester 1	SP20004	Family matters: the sociology of the family & family policy	ED2006 Optional Units: Select 1 unit from this list:	6			
	Semester 1	SP20050	Sociology of criminal justice policy	ED2006 Optional Units: Select 1 unit from this list:	6			
	Semester 1	ZZ00001	Director of Studies approved unit	ED2006 Optional Units: Select 1 unit from this list:				
	Semester 2	ED20436	Education inequalities in low income contexts	Compulsory Unit	6			
	Semester 2	ED20442	Contemporary issues in childhood and youth 1: theoretical perspectives	Compulsory Unit	6			
	Semester 2	ED20126	Educational psychology	Compulsory Unit	6	Yes		
	Semester 2	PS20107	Developmental psychology	Compulsory Unit	6	Yes		
	Semester 2	ED20194	Talk and learning	ED2007 Optional Units: Select 1 unit from this list:	6			
	Semester 2	ED20351	Designing and analysing curricula	ED2007 Optional Units: Select 1 unit from this list:	6			
	Semester 2	ZZ00001	Director of Studies approved unit	ED2007 Optional Units: Select 1 unit from this list:				

Year 3: (UHED-AFB12: non-placement)

Part	Stage	Normal period of study for this Mode	Unit code	Unit title	Unit status	Credits	DEU status	Placement or Study Abroad status	Notes
3	3	Semester 1	ED30443	Contemporary issues in childhood and youth 2: policy and practice	Compulsory Unit	6			
		Semester 1	PS30115	Contemporary educational psychology	Compulsory Unit	6			

	Semester 1	PS30126	Developmental psychopathology	Compulsory Unit	6			
	Semester 1	ED30444	Dissertation part 1	Compulsory Unit	6	Yes		
	Semester 1	ED30496	Education inequality in high income countries	ED3003 Optional Units: Select 1 unit from this list:	6			
	Semester 1	PS30103	Attitudes and social cognition	ED3003 Optional Units: Select 1 unit from this list:	6			
	Semester 1	SP30210	Conflict, security and international development	ED3003 Optional Units: Select 1 unit from this list:	6			
	Semester 1	ZZ00001	Director of Studies approved unit	ED3003 Optional Units: Select 1 unit from this list:				
	Semester 2	ED30483	Children and technology: a global perspective	Compulsory Unit	6			
	Semester 2	ED30497	Place and space in schooling and education	S2 - Select one unit from this list:	6			
	Semester 2	ED30445	Dissertation part 2	Compulsory Unit	18	Yes		
	Semester 2	ZZ00001	Director of Studies approved unit	S2 - Select one unit from this list:	6			

Year 3: (UHED-AKB12: placement)

Part	Stage	Normal period of study for this Mode	Unit code	Unit title	Unit status	Credits	DEU status	Placement or Study Abroad status	Notes
2	3	All Year	ED20446	Professional placement	Compulsory Unit	60			

Year 4: (UHED-AKB12: placement students only)

Part	Stage	Normal period of study for this Mode	Unit code	Unit title	Unit status	Credits	DEU status	Placement or Study Abroad status	Notes
3	4	Semester 1	ED30443	Contemporary issues in childhood and youth 2: policy and practice	Compulsory Unit	6			
		Semester 1	PS30115	Contemporary educational psychology	Compulsory Unit	6			
		Semester 1	PS30126	Developmental psychopathology	Compulsory Unit	6			

Semester 1	ED30444	Dissertation part 1	Compulsory Unit	6	Yes		
Semester 1	ED30496	Education inequality in high income countries	ED3003 Optional Units: Select 1 unit from this list:	6			
Semester 1	PS30103	Attitudes and social cognition	ED3003 Optional Units: Select 1 unit from this list:	6			
Semester 1	SP30210	Conflict, security and international development	ED3003 Optional Units: Select 1 unit from this list:	6			
Semester 1	ZZ00001	Director of Studies approved unit	ED3003 Optional Units: Select 1 unit from this list:				
Semester 2	ED30483	Children and technology: a global perspective	Compulsory Unit	6			
Semester 2	ED30497	Place and space in schooling and education	Select one unit from this list of S2 options	6			
Semester 2	ED30445	Dissertation part 2	Compulsory Unit	18	Yes		
Semester 2	ZZ00001	Director of Studies approved unit	Select one unit from this list of S2 options	6			

Assessment weightings and decision references		
Stage	Weighting within programme	NFAAR-UG decisions reference See NFAAR-UG information at: www.bath.ac.uk/registry/nfa
Stage 1	0%	Main assessment: Appendix 11 See: http://www.bath.ac.uk/registry/nfa/nfaar-appendix-11.pdf Supplementary assessment: Appendix 12 See: http://www.bath.ac.uk/registry/nfa/nfaar-appendix-12.pdf
Stage 2	32%	Main assessment: Appendix 19 See: http://www.bath.ac.uk/registry/nfa/nfaar-appendix-19.pdf Supplementary assessment: Appendix 20 See: http://www.bath.ac.uk/registry/nfa/nfaar-appendix-20.pdf
Stage 3 (placement)	0%	Not applicable
Stage 3 / 4 (Final Year)	68%	Main assessment: Appendix 27 See: http://www.bath.ac.uk/registry/nfa/nfaar-appendix-27.pdf Supplementary assessment: Appendix 28 See: http://www.bath.ac.uk/registry/nfa/nfaar-appendix-28.pdf

Further information

Section in this Handbook on **Assessment**.

Definitions of assessment terms: www.bath.ac.uk/registry/nfa/nfaar-ug-appendix-02.pdf

UNIT AND PROGRAMME CATALOGUES

This is where you will find details about all individual units for the current academic year:
<http://www.bath.ac.uk/catalogues/>

The Catalogues also provide links to the University's assessment regulations, showing how these are applied to programmes of study.

TIMETABLES

Programme and unit timetable information can be found online at: www.bath.ac.uk/timetable

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

OPTION CHOICES

Information about how and when to choose your option units can be found at:
www.bath.ac.uk/catalogues/information/students/online-unit-selection

You will receive an email notification at the relevant point in the year when online unit selection is available. If you want to discuss your option choices, please contact your Director of Studies.

PLACEMENTS

The University is committed to supporting placements in order to enhance the vocational relevance of its programmes and the learning experience of its students. Each Faculty and the School has a dedicated placements team to support and guide you through the process of applying for, securing and successfully completing a placement. The contact details for your Placements Tutor and Placement Officer can be found in the front of this Handbook.

You can expect to receive placement preparation support on the application process (i.e. CV writing, production of covering letters and applications, interview skills, assessment centres) as well as practical placement support (such as where to find information on visas, accommodation, money etc). For some placements, there is a requirement for a Disclosure and Barring Service (DBS) check and you should liaise with your placements support team for further guidance.

Before going on placement you will receive a University Placement Handbook containing generic advice and information for whilst you are on placement.

You will receive programme specific information directly from your Department [www.bath.ac.uk/internal/placements/documents/Placement_Handbook.pdf]. If you are on a placement of one semester or longer in the UK you can normally expect to be visited by staff at least once during your placement. If you are on a placement overseas, staff will either visit, where practical, or arrange an alternative way of keeping in contact.

During the placement you will be expected to complete the Personal Objectives and Learning Outcomes forms (POLO) or equivalent (which helps you to structure your placement objectives and personal development) [and the Goals, Objectives and Learning form (GOLF), where applicable (for assessing your performance against these objectives).]

A re-induction activity will be conducted to welcome you back from placement and update you on any changes that may have occurred at the University during your time away. As a student in the Department of Education you may take a professional placement for the duration of the third year of your undergraduate programme.

The placement normally lasts for around 52 weeks (it must be at least 30 weeks long). The exact start and finish dates will depend on the requirements of employers. Some students start their placement straight after the end of the semester in late June, and manage to fit in a 15-month placement, whilst others don't start until September and obviously complete a shorter placement.

If you wish to change from a 3-year to a 4-year degree programme (or vice versa) you can do so at any point up to the end of your 2nd year of study. You should discuss this with the Placements Tutor, [Gabriele Edwards](#), or the Faculty Placements Officer, [Toby Wellington](#). You should talk to Student Finance about what financial arrangements you will need to make as a result of changing programme (eg. informing the Student Loans Company / your LEA). If you have additional funding through LEA or other awarding bodies they may require you to change to a 4-year programme by the end of your 1st year.

Our undergraduate programmes are highly regarded by employers and the Department has links with some prestigious organisations, however, securing a placement takes time and effort on the part of the student. Similarly, once you have a placement, the quality of the experience very much depends on your initiative, energy and enthusiasm; a positive attitude and a willingness to learn which will enable you to make the most of the experience.

You can find full details of the Placement year, including the Placements handbook on the [Department of Education Moodle Hub](#).

Further information

University Placement Handbook and other information for placement students:
<http://go.bath.ac.uk/placements-information-for-students>

SUBMISSION DEADLINES

You will be informed of submission deadlines for each piece of work on the Unit Outline which will be available on each unit's Moodle Course. On the [Moodle Hub](#) you will also be able to see the Marking and Moderation Schedule which details the submission dates and the dates on which you can expect for each piece of work.

Your assignment must be submitted by 12:00 noon on the submission date

You must submit your assignment electronically before the deadline by uploading it to the Moodle course for your unit.

*If the assignment is submitted after the deadline, your work may be marked as **late and capped at 40%**.*

Your assignment must be formatted correctly. Please refer to the UG Education Hub for full instructions: <http://moodle.bath.ac.uk/course/view.php?id=302>

All assignments must use **Harvard Referencing System** Please refer to the Library web pages: www.bath.ac.uk/library/infoskills/referencing-plagiarism/

Your assignment must be uploaded correctly to Moodle:

Assignments which are not uploaded correctly by the deadline may be marked as **late**.

For further guidelines on the writing and submission of assignments, including notes on referencing, please refer to the 'Assessment' section on the Moodle Hub:
<http://moodle.bath.ac.uk/course/view.php?id=302#pt>

MARKING CRITERIA

Class	Mark range and marks available	Knowledge and understanding of relevant ideas and methods (Reading and research)	Ability to apply relevant ideas and methods to specific problems or issues, and take a critical approach (Analysis)	Clarity of expression, presentation of material and overall structure (including referencing) (Communication)
FAIL	0-29 [0 15 25]	No or very little evidence of any <i>relevant</i> readings undertaken .	<i>No engagement</i> with pertinent issues; assertions not supported by evidence; description is weak and incomplete; <i>disjointed</i> with hardly any relevancy to the set problem: very <i>superficial</i> , no coherent argument.	Little evidence of any structure; <i>poor organisation</i> and expression; <i>significant</i> number of grammatical and spelling errors; <i>no signposting</i> ; much <i>irrelevant material</i> .
	30-34 [32]	<i>Limited evidence</i> of reading; reading has been misunderstood; reading has not been used in support of the argument.	the focus of the question/ problem/ task is <i>poorly understood</i> ; the analysis is unbalanced while <i>key elements are omitted</i> ; no conclusions are drawn or those that are drawn are <i>not adequately linked</i> to the argument; <i>very little</i> analysis or evaluation	use of English is seriously <i>flawed</i> ; basic evidence of structure to the answer; referencing is <i>poor/inaccurate</i> ; <i>poor</i> syntax and expression; considerable amount of <i>irrelevant material</i> , although less than the 0-20% category.
	35-39 [35 38]	significant gaps in knowledge limited evidence of reading, or reading misunderstood/ misrepresented.	evidence of some effort but minimal appreciation of the question or issue; poor or no conclusion drawn; little or no evidence of analysis or critical ability.	an attempt at a basic organisation, but poor expression; poor application of referencing and citation conventions
3rd	40-49 [42 45 48]	evidence of selection of material from a <i>limited range</i> of sources; <i>few</i> , if any, sources beyond class/lecture notes; <i>limited evidence</i> of research; some appropriate material used, but ideas <i>not adequately</i> developed or explored.	the focus of the question/problem/task is only understood at a <i>basic level</i> ; <i>mostly descriptive</i> , with <i>analysis</i> and <i>reflection</i> being <i>limited</i> ; weak argument, lacking <i>coherence</i> ; not well <i>substantiated</i> with evidence.	one or two elements of an <i>appropriate structure</i> are present; considerable grammatical and spelling <i>errors</i> are evident.
2ii	50-59 [52 55 58]	evidence of <i>limited reading</i> beyond class/lecture notes; some evidence of independent research, although a <i>limited attempt</i> to synthesise it.	the focus of the question/problem/task is <i>understood</i> ; key issues <i>identified</i> ; one or two related issues identified; analytical techniques/concepts/theories are applied <i>appropriately but limitedly</i> ; <i>some</i> evidence of engagement, avoiding mere description.	the structure is <i>broadly appropriate</i> , elements of development/progress are evident; appropriate language and concepts are used <i>most</i> of the time.

2i	60-69 [62 65 68]	evidence of reading from a number of recommended sources; effective deployment of reading in support of analysis; evidence of independent research.	focus of the question/problem/task is understood although there is a <i>limited attempt to synthesise</i> ; key issues and one or two related issues identified; analytical techniques/methods are <i>theoretically informed</i> although a <i>slightly limited analysis</i> of these is undertaken; <i>some awareness</i> of competing alternative analyses/perspectives/solutions is apparent.	structure is <i>clear</i> ; the form of communication/medium selected is <i>appropriate</i> to the task; overall the argument is <i>concise</i> although <i>lacks some coherence</i> at times; an appropriate technical and/or conceptual language is used most of the time; some <i>minor</i> grammatical and/or spelling errors.
	70-84 [72 75 78 82]	evidence of selection of material from a wide range of sources; critical use of reading and its effective deployment to support analysis; strong evidence of independent research.	the focus of the question/problem/task is <i>clearly understood</i> ; key issues are <i>understood</i> and significant related issues are identified; theory and concepts are deployed in a manner which is <i>critically self-aware</i> ; ample evidence of <i>analysis</i> of <i>relevant theories</i> ; ability to deploy competing/alternative analyses/perspectives/solutions is apparent.	the argument is <i>well organised</i> ; the structure is <i>clear</i> ; the form of communication/medium selected is <i>appropriate</i> ; <i>technical</i> and/or <i>conceptual language</i> or set of skills is used with <i>accuracy</i> and <i>confidence</i> .
FIRST	85-100 [85 88 95 100]	<i>Consistent</i> evidence of the ability to read widely and with <i>discrimination</i> in the search for information; <i>very effective</i> deployment of reading to <i>support</i> arguments; capacity to use <i>appropriate evidence</i> from other disciplines.	the focus of the question/problem/task is understood; primary and secondary issues are <i>clearly identified</i> and <i>well distinguished</i> ; theory and concepts are deployed in a <i>very confident</i> and <i>precise</i> manner which is <i>critically self-aware</i> ; evidence of ability to evaluate, select and deploy competing/alternative analyses/perspectives/solutions <i>insightfully</i> is apparent.	the structure is <i>clear, logical</i> and <i>professional</i> ; the form of communication/medium selected is <i>appropriate</i> ; technical and/or conceptual language or set of skills is used with <i>confidence, accuracy</i> and <i>clarity</i> ; virtually no grammatical or spelling errors; answer is well thought through and <i>fluently</i> written.

PRIZES

The Department of Education annually awards the Keith Bishop Prize to the highest achieving undergraduate dissertation project.

FURTHER STUDY AND CAREER PATHWAYS

Graduates go on to pursue a highly varied list of career and further study options. These include:

Work and further study in the education sector

- Work and further study in child and youth services
- social work
- social planning
- management
- administration
- NGOs
- related postgraduate studies leading to clinical, academic research, or teaching

UNIT AND PROGRAMME CHANGES

We continually look for ways to develop and improve our programmes. For example:

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

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. For example:

- the accrediting body for a programme may require changes to be made to it
- it may not be possible to run a particular unit because a member of teaching staff with specialist expertise leaves the University and we are unable to find a suitable replacement
- it may not be viable to run a particular optional unit in a given year because very few students select it.

In such cases, the University will always try to ensure that any impact on students is minimised and that students are informed of the changes at the earliest opportunity.

All programme and unit changes are managed through a formal process set out by the University. The aim of this is to ensure that changes are academically appropriate and properly supported, take place in a timely manner, and safeguard the interests of students.

HOW YOUR PROGRAMME IS REVIEWED AND MONITORED

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

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

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

STUDY AND SUPPORT: GETTING THE MOST OUT OF YOUR STUDIES

ACCESSING UNIVERSITY EMAIL

You will need to use your University username and password to access your University email account. You are able to access your email by going to <http://outlook.office.com/>

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, unit enrolment, assessment, degree ceremonies, and matters such as tuition fees, via your University email account. It is a University requirement (Regulation 1.3) that you access your University email account regularly, even if you are out on placement or study abroad.

You therefore have a responsibility to ensure that your University email account can receive incoming mail and that you read your email regularly.

Once you graduate or withdraw from your course, you will receive an email stating exactly when your account will be closed. The email will give at least 30 days' notice.

Further information

Email guidance: www.bath.ac.uk/guides/accessing-your-university-email-and-calendar
Regulation 1.3: www.bath.ac.uk/publications/regulations-for-students

YOUR STUDENT RECORD: SAMIS

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

Further information

<https://samis.bath.ac.uk>

MOODLE

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

Further information

<https://moodle.bath.ac.uk/course/view.php?id=302>

PERSONAL TUTORING

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

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

Your Personal Tutor should arrange to meet with you on at least three occasions in your first semester and at least once per semester thereafter. This enables you both to get to know each other, such that you can raise any issues with your tutor and your tutor can support you fully through your programme. It is important that you attend scheduled meetings with your Personal Tutor and let them know in advance if you cannot attend. Many of these meetings may be in small groups but you can also request a one-to-one meeting.

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

LANGUAGE AND ACADEMIC SKILLS SUPPORT AND DEVELOPMENT

To help you get the best out of your studies and your future employability, we offer all our students a comprehensive range of year-round skills and personal development opportunities designed to complement your academic programme.

These opportunities have been designed to give you choice and flexibility to help you get the support and development you need at the time you most need it.

You can choose from classes, tutorials, drop-in sessions, workshops and online resources, to develop a range of skills, including how to:

- create well-written, clearly structured essays, reports and dissertations
- think critically in order to enhance your writing
- manage information sources and literature effectively
- give polished and effective academic presentations
- manage and analyse numbers, data and statistics
- enhance your use of mathematical tools
- use IT tools and resources effectively
- enhance your existing language proficiency, or learn a new language.

There are many opportunities available to you through our Careers Service and Students' Union to help you develop your skills and prepare for the workplace. For example:

- writing an effective job application and CV
- succeeding at interview or assessment centre
- leading and managing projects
- chairing meetings
- running a club or society.

Further information

Find out more about the skills support and development opportunities available here:

<http://go.bath.ac.uk/skills>

RECOGNITION FOR EXTRA-CURRICULAR ACTIVITIES: THE BATH AWARD

The Bath Award is open to all undergraduate and postgraduate students. It recognises the experiences, skills and strengths you have gained through participation in extra-curricular activities, volunteering, work experience, part-time work, global opportunities and more. The Award enables you to reflect on your personal development as a student and future

employee. Completing the Award will enhance your employability, increase self-awareness of your skills and enable you to articulate these effectively to future employers.

Further information

thesubath.com/bathaward

THE LIBRARY

The Library is open 24 hours a day, all year round, and provides print and electronic materials and information services to support study and research across the University. It houses over 500 PCs, wireless networking throughout, and provides areas for both quiet individual study and group work. Alongside 360,000 printed books, it offers over 26,000 electronic journals, 516,000 electronic books, 100 databases for information, literature and data searching, the University's exam papers database, and digital versions of the University's academic publications. The Library's electronic services, resources and support materials are all available directly from the Library's web pages (<https://library.bath.ac.uk/home>). The Library's copy and print service provides access to black and white and colour photocopying, laser printing and scanning.

Information specialists, our Subject, School and Faculty Librarians are responsible for services to individual Departments and the School. You will find their contact details, and subject specific guidance on the dedicated web pages they have created. These pages include a large range of recommended resources and support materials and are listed under 'Resources for your Subject' on the Library homepage (<https://library.bath.ac.uk/home>).

Our Subject, School and Faculty Librarians provide individual help to students and staff, as well as teaching information skills in Department and School programmes and through general University skills provision. All new students receive library introduction sessions during the induction period.

Further information

This Department's library resources page is:

<http://www.bath.ac.uk/library/subjects/education/index.html>

For information on all library services and resources: www.bath.ac.uk/library

COMPUTING SERVICES AND FACILITIES

Using your University username and password, you will be able connect to University computers, University email, the internet, file storage and printing services. You will also be able to get access to a range of free software, including Office 365 and antivirus. You can work from any location using our UniDesk and UniApps service, which gives you access to your files as if you were on campus.

If you would like to know more about these services, and how to access them, please visit: <http://www.bath.ac.uk/campaigns/setting-up-your-it-as-a-student/>

IT Support is available from the IT Service Desk on Level 2 of the Library or online at: <https://www.bath.ac.uk/guides/getting-it-support-and-advice/>

If you require learning assistance, Computing Services can support you with your computing needs. The Assistive Technology Team is available to provide advice and support. Additional resources are available, which include the Assistive Technology room, specialist software and computer hardware - including laptops for loan. Find out more at <https://www.bath.ac.uk/professional-services/assistive-technology/>

The IT shop in the Library stocks popular products such as academic software, DVDs, network cables and headsets. You can order many further IT products through the shop. Prices are often lower than in high street shops.

The Audio-Visual Unit also provides a range of equipment and facilities that can be used in support of learning. Find out more at <https://www.bath.ac.uk/professional-services/audio-visual/>

Further information

Computing Services: www.bath.ac.uk/professional-services/computing-services

Information for new users: <http://go.bath.ac.uk/it-new-students>

Information for users requiring learning assistance: www.bath.ac.uk/professional-services/assistive-technology

IT shop: www.bath.ac.uk/locations/it-shop

Computing Services Twitter feed: [@UniofBathIT](https://twitter.com/UniofBathIT)

RECORDING OF LECTURES

'Lecture capture' technology is widely used on campus to record lectures. Lecturers on your units will inform you if lectures will be recorded and the recordings made available for you to view again online. Where provided, lecture recordings are made available as an additional resource for personal study and revision purposes, and you can pause and rewind recordings when you re-watch them. The University cannot guarantee recordings (for example in the event of a technical fault) and recordings are not made available indefinitely.

As set out in Ordinance 22.4, students are not permitted to copy or redistribute lecture recordings, or to make their own recordings of lectures. However, the University may permit students with a disability to record lectures where this is a reasonable adjustment under the provisions of the Equality Act, in order to give these students equal access to educational opportunities. In such circumstances, the lecturer will be informed that the lecture is being recorded and the student may use the recording for their own personal study purposes only. Students with a disability should contact the Disability Service for further advice.

Further information

Ordinance 22: www.bath.ac.uk/corporate-information/ordinances

Disability Service: www.bath.ac.uk/groups/disability-service

STUDENT REPRESENTATION

Feeding back your views to the University

The University is committed to reviewing and continually improving its practice. The University aims to engage students as active partners in their education (Education Strategy 2016/21). Three key ways in which we seek feedback are through:

- a) Staff / Student Liaison Committees (SSLCs)
- b) Surveys and evaluations
- c) The Students' Union.

We also use focus groups, Departmental working parties, 'Lets' Talk' events, in-class opportunities and various kinds of feedback sessions.

You can get actively involved in determining how your educational and student experiences are organised by becoming active in the Students' Union, by letting your Department know that you are interested in contributing, and by working in partnership with staff in your

academic department and across other services at the University to co-creation solutions to improve the learning and teaching, and wider student experience.

On top of the informal mechanisms like talking with your Unit Convenor and your Director of Studies, every Department has a formal system so that all students can comment routinely, in confidence and anonymously on the learning experience they have received. Such comments help us to check that:

- you have a clear idea of the aims and requirements of each unit you study
- our teaching is effective and stimulating
- the advice and feedback we provide on your work is helpful
- our resources are suitable.

You will be asked to complete a short online unit evaluation for units you have studied. You will also be asked to complete surveys from time to time on your experience of the programme as a whole. Please complete each evaluation fully, thoughtfully, and candidly. In particular, please tell us not only your opinion but also the *reasons* behind your opinion.

When we receive responses to evaluations, we analyse them – especially the positive suggestions for change and concerns that are voiced. ‘We’ doesn’t just mean the University but students and their elected representatives too! Evaluation and survey data are always encouraged to be looked at in partnership between students and staff, so that solutions to the issues raised can be co-created together. Student feedback and the resulting actions are taken into consideration in annual monitoring of units and programmes. Survey results are discussed at committees where student representatives have the opportunity to input into any action plans developed in response to the issues raised.

Your feedback is important to both the University and the Students’ Union. Please keep telling us what is going well and what needs to get better. Try not to store issues up for a future SSLC meeting or the Unit Evaluations. Talking early to your Unit Convenor and Director of Studies will mean that any potential issues can be solved sooner thus enhancing your own experience on a particular Unit. We will communicate how feedback on units and programmes, and the wider student experience, has been acted upon.

Student representatives

As a student of the University, you are automatically a member of the Students’ Union (although you have a right to opt out - see section below on **Students’ Union membership**). Officers of the Students’ Union represent students’ interests on University decision-making bodies. In addition, numerous elected student representatives play important roles on various Departmental, Faculty/School and University committees. All student representatives are elected through online elections facilitated by the Students’ Union.

There are many opportunities for elected student representatives. If you are elected to serve on Departmental, Faculty/School or University committees you will be expected to represent the views of your fellow students and provide feedback following meetings.

Student representation on Committees

Departmental level:	Each Department has at least one Departmental Staff / Student Liaison Committee (SSLC). These comprise of several elected student members, known as Academic Reps, and an equal or smaller number of staff members. Academic Reps are elected at the beginning of every academic year through online elections. Their role involves collecting the views of the students on their programme and attending SSLCs where they represent these views to their Department.
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	<p>The Students' Union reviews minutes from SSLCs and other committees, meetings, forums and student insight and uses this to present a summary report for the University highlighting issues, which need to be addressed.</p> <p>There is also provision for student membership of the Department Learning, Teaching and Quality Committee: normally one undergraduate and one postgraduate (taught) representative.</p> <p>Academic Reps attend Students' Union meetings. These take place regularly during the academic year in order to:</p> <ul style="list-style-type: none"> • keep Students' Union Officers and fellow Academic Reps informed of academic developments throughout the University • discuss common problems and interests affecting Departments • gather student opinions and views to be used by the University and the Students' Union • update Academic Reps on key issues. <p>Do contact your student Academic Reps at any time to inform them of good practice or areas for enhancement in your units and programme. This is normally the person who represents your year or degree scheme on the Departmental SSLC.</p>
Faculty/ School level:	<p>Student representatives are also elected as Faculty Reps to sit on a number of Faculty/School level committees such as the Faculty/School Board of Studies and the Faculty/School Learning, Teaching and Quality Committee. Faculty Reps are also members of the Students' Union Academic Exec Committee.</p>
University level:	<p>University committees with student representation include the Council/Senate/Students' Union, the University Learning, Teaching and Quality Committee, the Courses and Partnerships Approval Committee, and Senate.</p>

If you are interested in opportunities to represent student views, please contact the Students' Union: academicreps@bath.ac.uk

The Students' Union, with support from the University, runs a full training programme for student representatives, which includes initial training at the beginning of the academic year and ongoing support and development opportunities.

If you need to raise a concern, remember there are various routes open to you. You can discuss issues directly with a lecturer, your Personal Tutor, or the Director of Studies. Individual problems are often more readily resolved in this way. The Students' Union Advice and Support Service, described below, also provides students with information and confidential advice.

Further information

Your SSLC: <http://moodle.bath.ac.uk/course/view.php?id=302#SSLC>

Students' Union Academic Representation including contact details for Academic Reps: thesubath.com/academicreps

Election of Academic Reps: thesubath.com/elections

Student Engagement: shape your University: <https://www.bath.ac.uk/campaigns/student-engagement-shape-your-university/>

Outline election procedures are included in QA48 Student Engagement with Quality Assurance and Enhancement, Annex A: Staff/Student Liaison Committees:

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. For further information on opting out of this membership, please go to the Code of Practice for the Students' Union: www.bath.ac.uk/university-secretary/guidance-policies/codeofpracticebusu.html

STUDENT SUPPORT

Most students find there are occasions when it can help to talk to someone about a personal problem or issue. In many cases your Personal Tutor, Director of Studies, or a Wellbeing Adviser (see the **Wellbeing Service** section below) will be able to help. However, sometimes more specialist help is needed. The University has a range of professional support services that you can approach directly. Your two main contact points are Student Services at the Roper Centre in 4 West and the Advice and Support Service in the Students' Union.

Student Services

Student Services can provide advice and support on a range of issues including:

- counselling and mental health
- disability issues
- money and funding
- wellbeing and welfare.

You can make an individual appointment or just pop in to our daily drop-in sessions.

Student Services can also provide letters confirming student status for a variety of purposes, which can be requested by logging on to SAMIS: www.bath.ac.uk/services/register-as-a-student-of-the-university-and-update-your-details

The Roper Student Services Centre in 4 West is open from 9.30am to 4.30pm throughout the year (tel: 01225 383838). Services are also available from the Virgil Building in Bath city centre.

For the full range of Student Services, see: <http://go.bath.ac.uk/student-services> or email: studentservices@bath.ac.uk

The Students' Union Advice and Support Service

The Students' Union Advice and Support Service provides information and advice for students on a range of topics affecting their education and wellbeing. This includes academic issues such as Individual Mitigating Circumstances (see the section in this Handbook on **Assessment**), changing course or assessment offences. They also provide Housing Advice on topics such as contract checks, landlord issues and council tax.

In addition, The SU Advice & Support team is one of the four departments at University of Bath that students can report Harassment, Discrimination or Bullying incidents to as part of the [#NeverOK Report & Support](#) campaign.

The Students' Union Advice and Support Service is open Monday to Friday 9.00am to 5.00pm in term time (from 10.00am on Fridays) and 10.00am to 4.00pm during vacations (tel: 01225 386906, email: suadvice@bath.ac.uk)

The Advice and Support Service also supports the SU Diversity and Support groups – details of which can be found at: thesubath.com/diversity-support

For the full range of services see: thesubath.com/advice

Further information

A guide to the wide variety of support and information available to students can be found at: www.bath.ac.uk/students and the Students' Union website: thesubath.com

Wellbeing Service

The University's professionally qualified Wellbeing Advisers provide a welfare and wellbeing service to all our students. You can talk to a Wellbeing Adviser about anything and we are also available evenings and weekends.

We hold daily drop-in sessions on campus, including weekends and University vacations. Drop-in sessions are also held at the Virgil Building in Bath city centre and we run activities over Christmas and Easter for students who remain in Bath.

Further information

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

ADVICE FOR INTERNATIONAL STUDENTS

The Student Immigration Service provides immigration advice and support for all international students, including a Tier 4 extension service if you need to extend your visa. The Service offers workshops, a daily drop-in service, advice via email, phone and web-based platforms, or individual appointments can be made through the Helpdesk in The Roper Student Services Centre, 4 West.

Further information

www.bath.ac.uk/topics/visas

Student Services organise University-wide induction and welcome events in September. Events are also organised for incoming exchange students at the start of each semester.

Further information

www.bath.ac.uk/campaigns/studying-at-bath-as-an-erasmus-exchange-or-visiting-student

For students who join outside of the standard semester dates, induction and welcome events are organised by the relevant Department.

DEALING WITH A PROBLEM INVOLVING THE UNIVERSITY

We want to ensure that, if you have a problem concerning the University, it is resolved as quickly as possible. As described above, there are student representatives on all formal decision-making committees – at Departmental, Faculty/School and University level. Student representatives help to anticipate potential problems and, when problems occur, to raise them so that they can be dealt with promptly. As a result we can often resolve problems *before* they get to the stage where a formal complaint might be necessary.

The Students' Union offers advice for students on a range of issues through its Advice and Support Service. Its advice is independent of the University. See the section above on **Student Support**.

Complaints

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 (see below).

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. When we receive a complaint, we will first seek to deal with it through informal discussion. If this fails to resolve the issue at hand, you can raise the complaint formally.

There are separate procedures for requesting a review of progression or award classification decisions. See the section in this Handbook on **Procedures for Academic Appeals**.

Further information

Student Complaints: www.bath.ac.uk/guides/student-complaints-procedure

Bullying, harassment and victimisation

We believe that all our students and employees are entitled to be treated with dignity and respect and to be free from discrimination, victimisation, bullying, or any form of harassment. This is set out in the University's policy, Dignity and Respect for Students and Staff of the University of Bath: Policy and Procedure for Dealing with Complaints (below).

This policy and procedure applies to all staff, students and third parties (e.g. contractors to the University). University of Bath launched an online Report and Support tool, where all staff, students, and visitors can report discrimination, misconduct, harassment or assault by using this tool. You can report anonymously or get support from an adviser.

Further information

Dignity and Respect Policy:

www.bath.ac.uk/equalities/policiesandpractices/dignityandrespectpolicy.pdf

Report and Support tool:

<https://www.bath.ac.uk/campaigns/report-and-support/>

Mediation

If you are involved in a disagreement or dispute, you can seek help from the University's Mediation Service. This service is impartial, non-judgemental, and confidential. Requests for mediation support should in the first instance be made to the Mediation Service Manager.

Further information and contacts

Mediation Service: www.bath.ac.uk/guides/mediation

Mediation Service Manager: 01225 383098 or equalsdiv@bath.ac.uk

ADVICE FOR STUDENTS WITH DISABILITIES, LONG-TERM ILLNESS, AND SPECIFIC LEARNING DIFFICULTIES

If you have a disability and/or specific learning difficulty (such as dyslexia), we strongly advise you to speak to the Disability Service team, your Personal Tutor or Director of Studies as soon as possible and preferably before your programme begins. Referral to the Disability Service will enable us to assess your needs and make arrangements to support you.

Any personal information you give when disclosing your disability will be treated in confidence and made available *only* to relevant members of staff and only *with your*

permission. If you don't disclose your disability it may be difficult for the University to provide suitable support to help you during your studies. Disclosure will not disadvantage you in any way.

The Disability Service provides advice, guidance, information and support for a range of needs including:

- Autism Spectrum Disorders/Asperger's Syndrome
- dyslexia and other specific learning difficulties
- mental health
- mobility impairments
- sensory impairments
- health conditions such as epilepsy, HIV, diabetes or chronic fatigue.

A screening process is available if you think you may have a specific learning difficulty/dyslexia.

Disability Advisers are also responsible for making applications for alternative arrangements for exams and assessments. Therefore, if you think that, because of a disability, you need alternative exam arrangements (such as extra time or the use of a computer) please discuss this with a Disability Adviser without delay.

Further information

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

PREGNANCY AND MATERNITY

The University is committed to being as flexible as possible in supporting students who become pregnant, decide to terminate a pregnancy or have a very young child. You are not under any obligation to inform the University of these circumstances, but doing so will enable us to put in place arrangements that will assist you in undertaking your programme of study.

You can seek advice, guidance and support via your Director of Studies, Personal Tutor and the University's Student Services.

Further information

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

CARE-LEAVERS, ESTRANGED STUDENTS, REFUGEES AND YOUNG ADULT CARERS

The University is committed to supporting students from a wide range of backgrounds and circumstances including those who are care leavers, from a Foyer or are estranged from their family. We are aware of the challenges students may face when starting university and we want you to get the best out of your programme and university experience. We are able to offer you advice and guidance about settling in, academic studies, funding, accommodation, wellbeing and careers. The service we provide is confidential and entirely optional in relation to the level of support you feel that you may need.

We also offer eligible undergraduate students a non-repayable bursary of £1,000 per academic year plus £1,000 to help with start-up costs and a further £1,000 on graduation – a maximum of £7,000 over a 5-year programme including placement.

Further information

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

EQUALITY, DIVERSITY AND INCLUSION

The University of Bath is fully committed to fostering an inclusive and supportive working and learning environment, where difference is celebrated and seen as a strength and where all members of the University community (including students, staff, visitors and third parties) have mutual respect for each other. Instances of bullying, harassment and discrimination hinder the development of such an environment and negatively impact on the individual's self-worth and wellbeing, as well as on our wider community. At University of Bath, we value, promote and celebrate inclusion, challenging discrimination and putting equality, diversity and belonging at the heart of everything we do.

Further information

There is a range of information and resources available at <https://www.bath.ac.uk/professional-services/equality-diversity-and-inclusion/> or email: equalsdiv@bath.ac.uk

Protected Groups

There are nine protected characteristics identified in the Equality Act 2010: <https://www.bath.ac.uk/guides/protected-groups/>

Resources

Equality and Diversity Policies, Practices and resources can be found on this page: <https://www.bath.ac.uk/corporate-information/equality-and-diversity-policies-practices-and-resources/>

CAREERS SERVICE

The University Careers Service can support you through the career planning process, whatever your career aspirations. In addition to providing support with developing your employability, and guidance on how to make informed career decisions, members of the Careers team will provide help with perfecting your CV, practising aptitude tests, and improving your interview skills. Being in regular contact with several hundred major employers, the Careers Service is also a fantastic source for internship and graduate job vacancies for Bath students, as well as the organiser of several major careers fairs each year.

Further information

The Careers Service is open throughout the year, including the vacations. Check the web site for opening times: www.bath.ac.uk/students/careers
The web site includes the *Myfuture* vacancies portal.

Contact careers@bath.ac.uk or 01225 386009 or follow the Careers Service on Twitter @CareersatBath or Facebook (search for BathUniCareers).

ASSESSMENT

FEEDBACK TO STUDENTS ON ASSESSMENT

Coursework

- **Responsibilities of staff:** Staff will provide written feedback to students on all final pieces of submitted written assessment. Staff will do so on the standardised assessment form (Appendix 1). In addition to feedback related to the learning outcomes and assessment criteria, staff must provide feedback that is consistent with the standard grading criteria (Appendix 2) and that will aid with the development of the Analysis and Synthesis, Reading and Research and Communication criteria for coursework. Where an assignment exceeds the word length limit (defined limit + 10%), staff will not mark any work beyond this limit. Where appropriate staff may choose to provide feedback in another form, for example, audio feedback, however, this would be discussed with students in advance and would still be uploaded the Moodle.
- **Responsibilities of students:** Students should ensure they are familiar with the standardised grading criteria. On receiving their written feedback, students should take the opportunity to meet with their Personal Tutor to discuss feedback and ways of improvement. Feedback will not be provided on any draft work.
- **Timing of feedback:** All feedback for coursework will be uploaded to Moodle (the relevant unit sites), following the moderation of marking, within three semester weeks¹ of a deadline. Marks are provisional until agreed by Boards of Examiners for Units. Results are officially released via SAMIS following Boards of Examiners.
- **Preparation for assessed coursework:** At least one session of each unit will be used to prepare students for assessment through translating the standard grading criteria to the specific unit. It is also expected that such information is available on the Unit Outline at the outset of each semester.
- **Monitoring:** All feedback is monitored via assignment moderation. The Director of Studies also has responsibility to ensure that feedback is consistent with the common grading criteria.

Examinations

- **Responsibilities of staff:** Staff will provide written generic feedback to students on all examinations via Moodle. Where examinations are graded using the standard grading criteria, feedback should be consistent with these criteria, focussing on the Analysis and Synthesis, Reading and Research and Communication criteria as well as the learning outcomes for the assessment. If the examination has its own grading criteria, feedback should be consistent with these criteria. Generic feedback will also consist of information on commonly made mistakes, worked answers, and past students' answers. Written generic feedback will benefit the cohort that has just taken the exam, and, given it will be made available electronically on Moodle, it will also be useful for future cohorts.
- **Responsibilities of students:** Students should ensure they are familiar with the standardised grading criteria / specific criteria for the individual examination. On receiving the generic feedback, students should take the opportunity to meet with their Personal Tutor to discuss feedback and ways of improvement. The Department of Education will not normally allow students access to individual examination scripts but where a case² is made by a student to the Director of Studies, an arrangement will be made for the student to look at their script with the Unit Convenor or the Director of Studies.
- **Timing of feedback:** Generic feedback will be provided within three semester weeks¹ of the examination.
- **Preparation for examinations:** At least one session of the unit will be used to prepare students for the examination. In addition to discussing the criteria for the examination, examination briefings and revision sessions can include information on

revision, examination technique, commonly made mistakes, and looking at past papers.

- **Monitoring:** All feedback is monitored via examination moderation. The Director of Studies also has responsibility to ensure that feedback is consistent with the common grading criteria/ examination criteria.

1 a semester week is a teaching week; vacation weeks do not count as teaching weeks

2 the case must be based on either poor or aberrant performance

ACADEMIC INTEGRITY: REFERENCING AND PLAGIARISM

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

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

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

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

Guidance on referencing and plagiarism is available through skills training run by the University and the Students' Union, as well as online resources. Information guides and style sheets are available from the Library, and your Subject Librarian will be able to help with any questions.

Further information

For a range of skills and development opportunities see: <http://go.bath.ac.uk/skills>

Library referencing resources, including style sheets:

www.bath.ac.uk/library/infoskills/referencing-plagiarism

Students' Union Skills Training: thesubath.com/skills-training

ACADEMIC INTEGRITY: TRAINING AND TEST

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

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

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

If you have any access problems, then please contact education-ug@bath.ac.uk in the first instance.

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

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

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

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

Further information

Academic and information skills:

www.bath.ac.uk/library/infoskills

www.bath.ac.uk/professional-services/academic-skills-programme-asp

Regulation 3.7: www.bath.ac.uk/publications/regulations-for-students

Plagiarism detection and personal data

When you hand in a piece of assessed coursework, 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. This service checks electronic, text-based submissions against a large database of material from other sources and, for each submission, produces an 'originality report'. It makes no judgement on the intention behind the inclusion of unoriginal work; it simply highlights its presence and links to the original source.

This service complies with the European General Data Protection Regulation (Regulation (EU) 2016/679) (GDPR). When you register with the University, you give 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 a plagiarism detection service (in accordance with Regulation 15.3e – see below) and may make, or authorise third parties to make, copies of any such work for the purposes of:

- i) assessment of the work
- ii) comparison with databases of earlier work or previously available works to confirm the work is original
- iii) 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 a 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 a 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.

Further information

The University's procedures on Examination and Assessment Offences (QA53) are described at: www.bath.ac.uk/quality/documents/QA53.pdf
Regulation 15, Assessment of undergraduate and taught postgraduate programmes: www.bath.ac.uk/publications/regulations-for-students
University's Data Protection Officer: dataprotection-queries@lists.bath.ac.uk

ACADEMIC INTEGRITY: PENALTIES

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

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

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

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

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

Further information

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

WORD COUNTS

Written coursework tasks will normally have a word range or limit. This is in order to give an indication of the depth and detail of work required, and to ensure that students' submitted

work is comparable. You will be required to declare the word count for your work when submitting it for assessment.

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

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

All items of coursework have a stated word limit (as indicated in the unit outline) and work submitted should be within 10% of this stated word limit. The ability to submit a piece of work which is within 10% of the stated word limit is one of the criteria taken into account when a piece of work is being marked. When a piece of work is more than 10% over or under the stated limit, equity issues are raised and the work may be deemed unacceptable. The marker will stop reading the work once the student has exceeded a word limit (or the upper figure of a word range) by 10%. If a student writes less than the word limit (or the lower figure of a word range) they risk not maximising their potential mark.

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

LATE SUBMISSION OF COURSEWORK

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

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

Please note that:

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

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

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

See also the section in this Handbook on **Submission deadlines**.

INDIVIDUAL MITIGATING CIRCUMSTANCES

Individual Mitigating Circumstances (IMCs) are the conditions which temporarily prevent you from undertaking assessment or significantly impair your performance in assessment. As such, the measure of their severity is not about impact on you, but the impact on your affected assessment.

Full information and guidance on Individual Mitigating Circumstances and Assessment (including definitions of IMCs, in the document “What are Individual Mitigating Circumstances?”) is available at: www.bath.ac.uk/registry/imc/imc-students.html

It is strongly advised that you become familiar with the available guidance so that you understand the process and timescales should such circumstances arise.

You should make yourself familiar with these definitions, in addition to any IMC guidance offered by your Department, and support and guidance offered through the Disability Service (www.bath.ac.uk/groups/disability-service) or the Students' Union Advice and Support Centre (thesubath.com/advice).

Your Department/School will be able to advise you on how to submit an IMC claim, and your Director of Studies can help you to understand the potential implications of your IMC claim on your overall progress and/or award, in light of your academic achievement to date and the assessment regulations for your programme.

Your IMC claim must be submitted no more than three days after the affected assessment. The IMC form is available at: www.bath.ac.uk/registry/imc/imc-students.html

You will also need to submit evidence of how your circumstances affected the relevant assessment(s), for example, a medical certificate in the case of illness or injury.

If you know of a potential IMC that may affect your assessment before you begin an examination period or before a submission date, it is important that you speak to your Director of Studies as soon as possible. After speaking to your Director of Studies, if you do intend to submit a formal IMC claim for the assessment(s) you feel were affected, you will still need to complete the form and follow procedures.

ASSESSMENT PROCESSES

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

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

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

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

might not be practical, or in the student interest, to do so. You will be informed when your coursework is to be marked anonymously.

Moderation: Both the setting and the marking of assessments are independently checked through a process known as moderation to ensure that questions test the learning outcomes and are set at the right standard, and that marking is consistent and fair. Moderation is conducted by internal examiners and also by your External Examiner (see below).

Boards of Examiners:

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

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. On rare occasions a Board of Examiners may decide to recommend a change to the provisional marks assigned initially, based on evidence that there was a problem with the assessment (for instance, disruption during an examination, or an exam paper that was too easy or difficult) which means that the marks assigned initially do not accurately reflect the standards achieved by the candidates. This adjustment is known as scaling and under these circumstances the marks of all affected students will be changed.

EXAMINATIONS – INFORMATION AND GUIDANCE

Rules and procedures for examinations are set out in the University's Regulation 15 and Rule 2. The dates of the University's formal assessment periods are found on the academic year charts: www.bath.ac.uk/publications/academic-year-charts

You will have access to your personal examination timetable via SAMIS approximately seven weeks before the assessment period begins.

If you have learning or support needs and think you may require alternative examination arrangements please seek advice from the Disability Service and inform your Director of Studies as early as possible.

Further information

www.bath.ac.uk/student-records/examinations/examinations-information

Regulation 15: www.bath.ac.uk/publications/regulations-for-students

Rule 2: www.bath.ac.uk/rules/exam

Disability Service: www.bath.ac.uk/groups/disability-service

EXTERNAL EXAMINERS

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

Once a year, the External Examiners will provide a written report on each programme. 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. Staff/Student Liaison Committees (SSLCs) also discuss External Examiner reports as part of annual monitoring activity.

You can read the latest External Examiner report for your programme, and the University's response to it. See: <https://www.bath.ac.uk/publications/external-examiner-annual-reports/>

The External Examiner for your programme is:

Dr Jo Rose
Lecturer in Education
University of Bristol

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 **Procedures for Academic Appeals** and **Dealing with a problem involving the University: Complaints** give some more information about the University's procedures for student complaints and academic appeals. The section on **Student representation** sets out how students can engage with the quality management process through which the University considers and responds to External Examiners' comments and suggestions.

ASSESSMENT REGULATIONS

The University's **New Framework for Assessment: Assessment Regulations: Phase 1 for first-degree programmes ('NFAAR-UG')** 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 you began the first stage of your programme in or after the 2008/09 academic year, NFAAR-UG applies to you. (If you began before then, please ask your Director of Studies for guidance on assessment).

Your programme is covered by the NFAAR-UG, so your work will be assessed according to its rules.

If at any time you are in doubt about how NFAAR-UG 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-UG document.

Important information

This section may contain terms unfamiliar to you. In addition to the explanations we give below you can find full definitions at:

<https://www.bath.ac.uk/publications/nfaar-ug-and-appendices/attachments/nfaar-ug-appendix-02.pdf>

For full details of the NFAAR-UG, visit: <https://www.bath.ac.uk/corporate-information/new-framework-for-assessment/>

You can find a student introduction to the NFAAR-UG at:

<https://www.bath.ac.uk/publications/nfaar-ug-and-appendices/attachments/nfaar-ug-intro-faq.pdf>

For information relating to your programme in the current academic year, visit:
www.bath.ac.uk/catalogues

Your programme and how you are assessed

Within your 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 *optional units* (i.e. those units you may choose from a range of options).

The **Programme Description: Structure of the programme** section in this Handbook shows the structure of your programme. In the table, compulsory and optional units are labelled 'C' and 'O' respectively.

Please note that you can also access this information via links in your programme's description in the Programme and Unit Catalogues available at: www.bath.ac.uk/catalogues

At the end of the table, there are links to the relevant appendices of the NFAAR-UG which state exactly how the assessment rules operate for each stage of your programme.

There are some units that you must pass in order to progress to the next stage of your programme and to achieve the normal award for the programme at the end. Such units are called *Designated Essential Units (DEUs)*. Failure in a DEU – even marginal failure – will prevent you from progressing (or completing) your programme.

Programmes are divided into a number of *parts* and *stages*. For full-time students, stages usually correspond to the year of study (so, for example, most first-year students will be in Stage 1 of their programmes).

Within each stage of a programme, the contribution of each unit's assessment to the calculation of the *Overall Stage Average (OSA)* is normally directly proportional to the credit-values of the unit concerned. Placement units form part of a stage and have a credit weighting. Some placement units carry marks and some are just pass/fail. Only enhanced placement units contribute to the *Overall Programme Average (OPA)* however.

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.

If you fail a stage, you will be required either to repeat the entire stage or to transfer to a *Designated Alternative Programme (DAP)*, if one exists, or if you fail very badly, to withdraw from the University. Where stage repeats are possible within the set limits, the repeating of any stage will be permitted once only.

At the end of each stage a Board of Examiners will decide whether you have passed the stage. The outcome will depend on both (1) your average mark in the stage and (2) the marks you obtain for each unit. Generally, if you pass each of your units, you will progress (or, after the final stage, be recommended for an award).

If you fail a large number of units, you might fail the stage outright without any opportunity for supplementary assessment. (Further information on supplementary assessment is provided below.)

Particular rules apply to failure of units. 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 the stage outright

- if you fail any non-DEUs badly (i.e. achieve less than 35%), you will have to undertake supplementary assessment – unless you have failed so many units that you fail the stage outright
- if you fail only non-DEUs 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 and also on your OSA.

Your degree result is based on the calculation of your *Overall Programme Average (OPA)* based on the stages in Parts 2 and 3 of your programme. The contribution of each stage of the programme is set out in the table of assessment weightings and decision references in the **Programme Description: Structure of the programme** section in this Handbook. Follow the links provided in the table to see a clear description of the assessment rules for each stage of your programme. Stages in Part 1 are not included in the OPA calculation.

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. It generally involves re-doing coursework or re-sitting an examination. Students undertaking supplementary assessments are likely to have to return to the University in the summer to re-sit examinations.

Academic year dates, including the supplementary assessment period, can be found at: <https://www.bath.ac.uk/publications/academic-year-charts>

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

In units where the original assessment is a written examination, supplementary assessment may sometimes take the form of reworking an examination paper, known as 'mandatory extra work', rather than re-sitting the examination. In such cases the pass mark is 70% and a mark below 60% is considered a bad fail.

If you pass all your supplementary assessments, you will be able to progress onto the next stage of your programme.

The outcomes of failing a supplementary assessment are as follows:

- 1) if you fail supplementary assessment in a DEU, you will fail the stage
- 2) if you fail supplementary assessment in a non-DEU badly, you will fail the stage
- 3) if you fail supplementary assessment in a non-DEU marginally, you might be able to progress; whether you may do so will depend on how many units you have failed (and in some cases also on your Overall Stage Average).

Exit awards – CertHE and DipHE

If you leave your programme early you may be eligible for a generic exit award, either a Certificate of Higher Education (CertHE) or a Diploma of Higher Education (DipHE).

PROCEDURES FOR ACADEMIC APPEALS

Students wishing to submit a request for an academic appeal should refer to Regulation 17 (Conduct of Student Academic Appeals and Reviews):

www.bath.ac.uk/publications/regulations-for-students

You are also strongly advised to read the online guidance provided by the Academic Registry: www.bath.ac.uk/guides/appealing-against-an-academic-decision/

Independent advice about academic appeals is offered by the Students' Union Advice and Support Centre: www.thesubath.com/advice

Regulation 17.16 outlines how you may appeal against formal Board of Studies decisions in respect of one or more of the following:

- i) the student's suitability to progress from one stage of the programme of study to the next
- ii) the student's suitability to remain on the programme of study
- iii) the marks/grades, degrees, certificates or diplomas, and the classifications/grades awarded to the student.

The regulation also sets out the grounds on which an appeal can be based (Regulation 17.16). Please note that:

- dissatisfaction with a mark or set of marks, or any other aspect of the properly exercised academic judgement of the examiners, will not of itself be acceptable as a valid ground for an academic appeal (Regulation 17.1)
- students who have concerns about assessment outcomes that have not yet been approved by a Board of Studies should seek advice in the first instance from their Director of Studies. This may include matters such as suspecting errors in the totalling or transcription of marks/grades, or wishing to seek clarification about the marking process (Regulation 17.2).

All academic appeals must be submitted within the timescales set out in Regulation 17. You must provide the required information and evidence, including a completed AA1 form. The form and further academic appeals guidance are available at:

www.bath.ac.uk/guides/appealing-against-an-academic-decision/

Student Complaints are dealt with under separate procedures. For more information, see:

www.bath.ac.uk/guides/student-complaints-procedure

If you are uncertain as to whether your concerns are a potential academic appeal or a student complaint, please refer to the guidance at:

www.bath.ac.uk/students/support/complaints

GENERAL INFORMATION

THE ACADEMIC YEAR 2019-20

Semester 1

Event	Dates
New student arrivals	Saturday 21 September 2019 - Sunday 22 September 2019
Welcome Week	Monday 23 September 2019 - Sunday 29 September 2019
Semester 1	Monday 30 September 2019 - Friday 13 December 2019
Semester 1 vacation	Monday 16 December 2019 - Friday 3 January 2020
Semester 1	Monday 6 January 2020 - Friday 24 January 2020

Semester 2

Event	Dates
Semester 2	Monday 3 February 2020 - Friday 3 April 2020
Semester 2 vacation	Monday 6 April 2020 - Friday 17 April 2020
Semester 2	Monday 20 April 2020 - Friday 29 May 2020

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 will find references to the requirements of the Regulations for Students throughout this Handbook. You are advised to download a copy of the Regulations and read them carefully as they contain a lot of important information.

Important information

The full Regulations for Students can be found at:

www.bath.ac.uk/publications/regulations-for-students

REGISTRATION STATUS

Note that only registered students may use the University's facilities, such as email, Moodle and the Library. You will be asked to register online at the start of your programme of study and then to re-register at the start of every academic year thereafter until you have completed your programme. It is a requirement that you register when asked to do so. Tuition fees for each academic year are payable at registration in full or in instalments.

<https://www.bath.ac.uk/guides/registering-with-the-university/>

Regulation 1.1 explains the requirement to register. Regulations 2.4 and 2.10 explain the consequences of non-payment of tuition fees:

www.bath.ac.uk/publications/regulations-for-students

ATTENDANCE MONITORING

Guidance and requirements on attendance, including the University's Attendance Monitoring and Engagement Policy for Tier 4 students, are available at:

www.bath.ac.uk/guides/attendance-monitoring-for-tier-4-students

This page also sets out information on when and how to request an authorised absence.

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 at: <https://samis.bath.ac.uk>

If you change your name, you will need to provide valid proof of the change. Please speak to your Department or Faculty/School administration, or Student Services in the Roper Centre, for advice on how to do this.

If you are considering suspending your studies, transferring from one programme to another, or withdrawing from your programme, please discuss your situation with your Director of Studies. They will be able to advise you on an appropriate course of action.

It is a University Regulation (3.1) that you attend regularly. If circumstances are such that you are not able to do so, then please contact your Director of Studies to discuss your situation and agree an appropriate course of action.

Your Personal Tutor will also be able to provide support and guidance on matters relating to your programme.

The financial implications of withdrawing from the University or suspending your studies can be significant.

You will find general information at: www.bath.ac.uk/students/finance/changes-to-your-study/withdrawing-or-suspending-from-your-course

The Student Money Advice Team in Student Services and the Student Finance Office will be able to advise you on the implications for fees in your situation and on how to suspend any student funding you are receiving.

If you are an international student holding a Tier 4 visa, you should consult the advisers in the Student Immigration Service about the implications of suspending or withdrawing from your programme: www.bath.ac.uk/topics/visas

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.

HEALTH AND SAFETY

The University's Health and Safety Policy Statement is available at: www.bath.ac.uk/corporate-information/health-and-safety-policy

The Policy Statement is also displayed throughout the campus. Staff within the University Health, Safety and Environment Service (Wessex House 3.12) provide professional advice on health and safety matters and monitor the health and safety performance of the University.

Further information

Email: uhse@bath.ac.uk

Current University guidance on fieldwork, work placements and overseas travel:

www.bath.ac.uk/corporate-information/fieldwork-safety-standard

<https://www.bath.ac.uk/publications/placements-and-study-abroad-programmes-safety-standard/>

www.bath.ac.uk/guides/overseas-travel-safety-guidance

DATA PROTECTION

The University's Data Protection Policy and Guidelines on Data Protection may be accessed via the data protection website: www.bath.ac.uk/data-protection