Faculty/School of Humanities and Social Sciences
Department of Education

Education with Psychology Programme Handbook 2021/22

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

23/09/2021

CONTENTS

ABOUT THIS HANDBOOK

This is the 2021-22 Handbook for all students on the Education with Psychology programme(s).

The contents of this Handbook are accurate at the time of publication 23/09/2021 but information contained within may sometimes be subject to change after this Handbook has been issued.

The Important Links and Information section of this Handbook includes links to information online about both the topics covered in this Handbook and other key topics. It is important that you familiarise yourself with the online information as well as the contents of this Handbook.

Earlier this summer we wrote to you to explain how your programme has been adapted in response to COVID-19 safety measures and our 'Bath Blend' approach to learning and teaching for academic year 2021/22.

Information about the structure of your programme (which units you take when, which units are compulsory etc), as well as key unit information (including learning outcomes, synopsis and assessment), for the upcoming academic year can be found online in the Unit and Programme Catalogues (see **Unit and Programme Catalogues** in this Handbook and www.bath.ac.uk/catalogues). You will also receive details about unit content and assessment via the University's online learning environment, Moodle.

You will be informed, normally by your Director of Studies or Unit Convenor, of any further changes that will affect your programme or a unit. See also **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.

Unit and programme changes 2021/2**21/22** in this Handbook.

You will be informed via announcements if any services offered by the University will need to be changed as a result of changing circumstances during 2021/22.

While this Handbook signposts information about regulations for students, it does not have regulatory status itself, and the Regulations available online (Regulations for Students: http://go.bath.ac.uk/regulations and Assessment Regulations: www.bath.ac.uk/corporate-information/new-framework-for-assessment) are the most up-to-date and take precedence over the contents of this Handbook. It is your responsibility to take the time to familiarise yourself with the Regulations.

If in doubt about what applies to you, or if your circumstances change, please contact your Director of Studies Karen Angus-Cole (klac20@bath.ac.uk) or Sam Carr (sc352@bath.ac.uk) for advice.

IMPORTANT LINKS AND INFORMATION

UNIVERSITY INFORMATION ONLINE

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

If you cannot find the information you are looking for in this Handbook or on the web please contact education-ug@bath.ac.uk in the first instance.
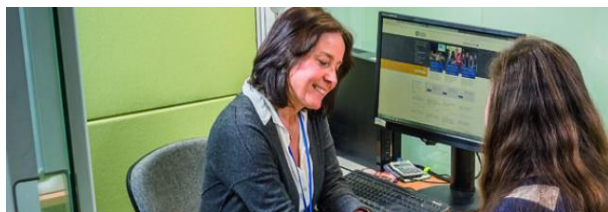
SUPPORTING YOU

Student Support Services
https://www.bath.ac.uk/professional-services/student-services/
Counselling and mental health support
Disability Service
Student Money Advice
Welfare and Wellbeing Advice

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

Equality, Diversity and Inclusion
https://www.thesubath.com/diversity-support/

LGBTQ+ students
https://www.bath.ac.uk/campaigns/lgbtq-student-support-at-bath/

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

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

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

Care-leavers, Estranged students and Foyer Residents

CORE UNIVERSITY SERVICES / INFORMATION

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

Health and Safety
https://www.bath.ac.uk/topics/covid-19-information-for-students/
Be Safe on Campus information (COVID-19)
https://www.bath.ac.uk/campaigns/be-safe-on-campus-and-in-bath-during-the-covid-19-pandemic/

Student Immigration Service
www.bath.ac.uk/topics/visas
Visa Extension Service
Academic Engagement rules for Tier 4 students

Library and Study Spaces
https://library.bath.ac.uk/home
www.bath.ac.uk/campaigns/where-you-can-study-on-campus-and-in-the-city

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

Learning Technologies & IT Support
https://www.bath.ac.uk/professional-services/digital-data-and-technology/

Careers Service

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

Students from a refugee background
https://www.bath.ac.uk/guides/financial-support-for-refugees/
https://www.bath.ac.uk/publications/university-and-refugees/

Student parents (including expectant parents)
https://www.bath.ac.uk/guides/student-parents/

Eurasmus and Visiting students
https://www.thesubath.com/erasmus/
SUPPORTING YOUR LEARNING

Your Learning
www.bath.ac.uk/guides/your-programme
Year dates and timetables
Blended learning (setting yourself up)
How we ensure the quality of your course, including making changes.

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

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

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

Placements
http://go.bath.ac.uk/placements-information-for-students

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

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

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

Data Protection
www.bath.ac.uk/guides/data-protection-guidance
Bullying, harassment and victimisation
https://www.bath.ac.uk/forms/be-the-change-reporting-form/
https://www.bath.ac.uk/campaigns/report-and-support/

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

Assessment
www.bath.ac.uk/guides/assessment-guidance-for-students
Important assessment information
Coursework submission (deadlines, word counts)
Assessment processes (marking, anonymous marking, moderation, scaling)
External examiners
Understanding your results
Supplementary assessment

Academic Integrity
www.bath.ac.uk/campaigns/academic-integrity-training-and-test

Assessment Regulations
www.bath.ac.uk/corporate-information/new-framework-for-assessment
Definitions of assessment terms

Individual Mitigating Circumstances
www.bath.ac.uk/guides/reporting-individual-mitigating-circumstances-to-the-university

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

HEAD OF DEPARTMENT WELCOME 2021/22

ABOUT THE DEPARTMENT 2021/22

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:
The aims of the programme are to give the students an opportunity to: • 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:	The intended outcomes of the programme are designed to enable students to: • 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:	The intended outcomes of the programme are designed to enable students to: • 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 *Teaching learning and assessment methods used to enable outcomes to be achieved and demonstrated:* Lead lectures, tutor-led seminars and tutorials, student-led seminars, practical workshops and problem-based learning scenarios. *Assessment:* unseen written examinations, coursework/ assignments (e.g. essay, research report, annotated bibliography) formal presentation.
Professional Practical Skills:	In the context of the education of young people, the intended outcomes of the programme are designed to enable students to: • 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. *Teaching learning and assessment methods used to enable outcomes to be achieved and demonstrated:* lead lectures, tutor-led seminars and tutorials, student-led seminars. *Assessment:* exams, written assignments, presentations, research report, dissertation.
Transferable/Key Skills:	The intended learning outcomes are intended to provide students with qualities and transferable skills necessary for employment requiring them to: • 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. *Teaching learning and assessment methods used to enable outcomes to be achieved and demonstrated:* lead lectures, tutor-led seminars and tutorials, student-led seminars.

Assessment: exams, written assignments, practical presentations, web-based assignments, research report, dissertation	

KEY CONTACTS/STAFF LIST

EDUCATION STAFF		
Dr Andres Sandoval Hernandez *(Head of Department)*		ash22@bath.ac.uk
Ms Elisabeth Barratt Hacking *(Deputy Head of Department)*	6768	e.c.b.hacking@bath.ac.uk
Dr Gail Forey *(Director of Teaching)*	6355	G.Forey@bath.ac.uk
Dr Karen Angus-Cole *(Director of Studies)*	7580	klac20@bath.ac.uk
Dr Sam Carr *(Director of Studies)*	3489	sc352@bath.ac.uk
Mrs Gabriele Edwards *(Placements Tutor)*	5971	g.edwards@bath.ac.uk
Dr Ioannis Costas Battle *(Admissions Tutor)*	5866	i.a.costas.batlle@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		
Emily Toynbee *(UG Administrator)*	6653	education-ug@bath.ac.uk
Toby Wellington *(Placement Officer)*	3669	trw37@bath.ac.uk

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

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

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

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

How to contact us remotely

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

Do you have an urgent enquiry?

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

ABOUT YOUR PROGRAMME

The Education with Psychology programme is an interdisciplinary social science course looking at a range of topics associated with childhood, youth and education. The disciplines include sociology, psychology, philosophy, as well as aspects of policy studies and politics. Several units look at issues from a global perspective.

In 2021/22 teaching is delivered through in-person lectures and seminars. We are planning to deliver as much in-person learning on campus, including lectures, workshops, seminars, and tutorials as we safely can. The precise make up of delivery may vary from unit to unit – and the precise format for each unit will be communicated to students by unit convenors.

PROGRAMME AIMS AND LEARNING OUTCOMES

EDUCATIONAL AIMS OF THE PROGRAMME:
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PROGRAMME DESCRIPTION: STRUCTURE OF YOUR PROGRAMME

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

UNIT AND PROGRAMME CATALOGUES

This is where you will find details about all individual units for the current academic year.

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

For the online Catalogues, please refer to **Important Links and Information** in this Handbook. See also the section in this Handbook on **Assessment.**

PROFESSIONAL BODY ACCREDITATION

The Education with Psychology programme is taught jointly by the Education Department (approx.. 70%) and the Psychology Department. It is not accredited by the British Psychological Society (BPS). This gives us greater flexibility in relation to its content.

YOUR LEARNING

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

Your learning will consist of structured activities – both in person teaching on campus, and structured online learning delivered through the University's virtual learning environment – as well as independent learning.

Online activities may include following a recorded lecture, or other learning materials, or joining a timetabled live interactive session through Teams or Zoom.

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

Information on IT support and key software for this academic year is available online. Please refer to **Important Links and Information** in this Handbook.

YOUR TIMETABLE

Using MyTimetable, you can access your personal timetable and download it into an electronic calendar.

Your teaching on campus and any Live Online Interactive Learning (LOIL) sessions you may have will show in your timetable. Links to LOIL sessions can also be accessed through the relevant unit page on the University's online learning environment, Moodle.

When you start your units, you will be able to access associated online material at a time that suits your schedule.

MyTimetable updates regularly, so should there be a change to your timetable, it will be reflected in MyTimetable.

Your unit convenors will provide information about any seminar groups that you will be a part of in addition to larger group lectures.

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

PHYSICAL STUDY SPACE – 2021/22

As in previous years, you will be able to book study space on campus and in the city for individual or group study. Information on how to book, and the COVID-19 requirements, is available online. Please refer to **Important Links and Information** in this Handbook.

OPTION CHOICES

Information about how and when to choose your option units can be found online.
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.

PLACEMENT SUPPORT

The University is committed to enhancing students' vocational outcomes and learning experiences by supporting placements. We have 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 Manager and Placement Tutor can be found in the 'key contacts' section at the start of the handbook.

If you have any COVID-related concerns then please contact the placements team.

For some placements, there is a requirement for a Disclosure and Barring Service (DBS) check and you should liaise with the placement 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.

If you are on a placement of one semester or longer in the UK you can normally expect to be visited by staff, in person or remotely, 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 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.

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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.

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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.

UNIT AND PROGRAMME CHANGES 2021/22

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

We continually look for ways to develop and improve our programmes, aimed at enhancing your learning experience and maintaining high academic standards and quality. Such changes could be, for example, to update content to reflect latest developments in a particular field of study, or to respond to student feedback on delivery and/or assessment. Students who would be affected by proposed changes are consulted about them, either via their Staff/Student Liaison Committee or directly, depending on the nature of the change.

In addition, it is sometimes necessary to make changes due to unforeseen or unavoidable circumstances. The need to adapt to circumstances created by the global pandemic was a significant example of this.
This could also be for reasons such as:
- the accrediting body requiring changes to be made to the course, or,
- being unable to run an option unit because too few students selected it.

When this happens, we always try to ensure that the impact on students is minimised and that those affected are informed of the changes at the earliest opportunity.

Information on how we assure the quality and standards of your programme of study is available online. Please refer to **Important Links and Information** in this Handbook.

GIVING FEEDBACK ON YOUR PROGRAMME TO THE UNIVERSITY

The University is committed to continually improving its practice and aims to engage students as active partners in their education (Education Strategy 2016-21). The three main ways in which your feedback will be sought will be through:
- Staff / Student Liaison Committees (SSLCs)
- surveys and evaluations
- the Students' Union.

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

ASSESSMENT

Full information is available online. For signposts to important information on many aspects of assessment, please refer to **Important Links and Information** in this Handbook.

Any exam-based assessment during the 2021/22 academic year will be online. More information on assessment arrangements for this year, including online assessment, will be provided via the University webpages and updated as necessary.

SUBMISSION DEADLINES

You will be informed of the deadline to submit your assessment 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

LATE SUBMISSION OF COURSEWORK

To ensure fairness to all students, you will be expected to hand in all assessed coursework and dissertations/projects by a specified date and time, and there are penalties for submitting work after the specified deadline. If there are valid circumstances preventing you from meeting a deadline, your Director of Studies may grant you an extension to the specified submission date. Forms to request an extension are available from the Department.

WORD COUNTS

Coursework tasks will normally have a word limit or word range. This, and the penalty for non-compliance, will be confirmed when you receive an assignment. Coursework tasks will normally have a word limit or word range. This, and the penalty for non-compliance, will be confirmed when you receive an assignment. The word limit for Year 1 coursework assignments is generally 2500 words (+/- 10%) and for Year 2 and Final Year coursework assignments, it is generally 3000 words (+/- 10 %).

FEEDBACK ON ASSESSMENT

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

ACADEMIC INTEGRITY

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

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

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

Submission of your assessment to the Plagiarism Detection Service - Data Protection statement
The Plagiarism Detection Service complies with European Data Protection legislation. complies with European Data Protection legislation. When you registered with the

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

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

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

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

Assessment offences – penalties
Any student who is found to have used unfair means in an assessment procedure will be penalised. 'Unfair means' here include cheating, fabrication, falsification, plagiarism, unfair collaboration or collusion. Penalties for use of unfair means may include failure of the assessment unit or part of a degree, with no provision for reassessment or retrieval of that failure. Proven cases of plagiarism or cheating can also lead to an Inquiry Hearing or disciplinary proceedings. Claims of inadvertence or ignorance will not be accepted as a basis for mitigation of a penalty.

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

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

IF CIRCUMSTANCES IMPACT ON YOUR ASSESSMENT ATTEMPT
Individual Mitigating Circumstances (IMCs) are the conditions which temporarily prevent you from undertaking assessment or significantly impair your performance in assessment. As such, the measure of their severity is not about impact on you, but the impact on your affected assessment. Full information about IMCs is available online. Please refer to

Important Links and Information in this Handbook. **It is strongly advised that you become familiar with the available guidance and related regulations.**

ASSESSMENT PROCESSES

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

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

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

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

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

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

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

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

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

The External Examiner for your programme is:
Darren Garside. Senior Lecturer: Education Studies, Bath Spa University.

It is not appropriate for students to make direct contact with External Examiners. If you are dissatisfied with the process or outcome of an assessment, and are considering whether to raise this either informally or formally, the sections of this Handbook on **Academic Appeals** and **Dissatisfaction with a University Service or Facility** (**Complaints**) give some more information about the University's procedures for student complaints and academic appeals. The University's mechanisms for student representation are designed to enable students to engage with the quality management process through which the University considers and responds to External Examiners' comments and suggestions.

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

ASSESSMENT REGULATIONS

The University's New Framework for Assessment: Assessment Regulations: 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.

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.

The full NFAAR-UG, a student introduction to it, and definitions of terms used in it, are available online. Please refer to **Important Links and Information** in this Handbook.

YOUR PROGRAMME AND HOW YOU ARE ASSESSED

Within a programme of study, there are compulsory units (i.e. those units in a programme which must be taken by every student registered on the programme), and there may also be optional units (i.e. those units students may choose from a range of options).

In the Programme and Unit Catalogues, there are links to the relevant appendices of the NFAAR-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 Programme and Unit Catalogues. 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.

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

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

More information on arrangements for the 2021/22 academic year will be provided via the University webpages and updated as necessary.

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:
- if you fail supplementary assessment in a DEU, you will fail the stage
- if you fail supplementary assessment in a non-DEU badly, you will fail the stage
- 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 DIPLHE

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 (DiplHE).

ACADEMIC APPEALS

If you wish to submit a request for an academic appeal you should refer to Regulation 17 (Conduct of Student Academic Reviews and Appeals), which outlines the process and grounds for an appeal against formal Board of Studies decisions.

You are also strongly advised to read the online guidance on Appeals provided by the Academic Registry.

Independent advice about academic appeals is offered by the Students' Union Advice and Support Centre.

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

CORE UNIVERSITY INFORMATION

UNIVERSITY REGULATIONS FOR STUDENTS

All registered students of the University are subject to the University's Regulations for Students. The Regulations contain rules and other important information about being a student at the University of Bath, including regulations governing the payment of fees due to the University, student discipline, fitness to study and those governing attendance, conduct and progress in studies. They also form part of the formal contract between you and the University. **You are strongly advised to read them carefully as they contain a lot of important information.**

For a link to the full Regulations for Students, see **Important Links and Information** in this Handbook.

ACCESSING UNIVERSITY EMAIL

You will need to use your University username and password to access your University email account. Your username also forms your email address (**username@bath.ac.uk**).

The University will often communicate with you about a range of important matters requiring action from you, including registration, assessment, degree ceremonies, and matters such as tuition fees, via your University email account. It is a University regulation that you access your University email account regularly, even if you are out on placement or study abroad.

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

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

STUDENTS' UNION MEMBERSHIP

All students registered with the University are automatically given membership of the Students' Union; however you have the right not to be a member. Information on opting out of this membership, and the Code of Practice for the Students' Union, are available online. Please refer to **Important Links and Information** in this Handbook.

DATA PROTECTION

The University's Data Protection Policy and Guidelines on Data Protection may be accessed via the data protection website (see **Important Links and Information** in this Handbook).

REGISTRATION STATUS

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

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

ACADEMIC ENGAGEMENT MONITORING FOR STUDENT AND TIER 4 HOLDERS

Guidance and requirements on academic engagement for students who are Student and Tier 4 visa holders, including the University's **Academic Engagement Monitoring Policy for Student and Tier 4 visa holders**, and information on when and how to request an authorised absence, are available online. Please refer to **Important Links and Information** in this Handbook.

CHANGE IN YOUR CIRCUMSTANCES

It is important to ensure that the University holds your correct, up-to-date, personal and academic details within SAMIS, the University's student records database. If you change your address – either your semester-time or home address – please update your details online (see **Important Links and Information** in this Handbook).

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

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

The financial implications of withdrawing from the University or suspending your studies can be significant. See **Important Links and Information** in this Handbook.

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

If you are an international student holding a Student or a Tier 4 visa, you should consult the advisers in the Student Immigration Service about the implications of suspending or withdrawing from your programme. See **Important Links and Information** in this Handbook.

You will need to register any change of academic circumstance, including a change of optional units, with the University. Please speak to your Department or Faculty/School administration who will advise you on how to do this.

DISSATISFACTION WITH A UNIVERSITY SERVICE OR FACILITY (COMPLAINTS)

We want to ensure that, if you have a problem concerning the University, it is resolved as quickly as possible. The University is committed to continuing review and improvement, and seeks regular feedback from students. There are student representatives on the University's formal decision-making committees who can raise issues so that they can be dealt with promptly. The University is also committed to providing an environment within which students are encouraged to raise any matters of concern in an informal manner as soon as they arise. This often removes the need for formal complaints.

It is expected that most complaints can be resolved at an early stage by discussing the matter informally at a local level. If you have a problem concerning the University, you should bring the matter to the attention of an appropriate member of staff, who will aim to resolve it by informal discussion. If you have attempted to resolve matters informally but are not satisfied with the outcome, you may elect to proceed to the next stage by submitting a formal complaint. You may also submit a formal complaint if the issue involved is too complex or serious for informal resolution.

If you do need to make a complaint, there are procedures in place to deal with it, outlined in the University's **Student Complaints Procedure**. These procedures are designed to ensure that your complaint will be dealt with in good faith and that you will not be penalised for complaining.

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

The University recognises that making a complaint can be stressful. Students are therefore advised to seek advice and support before making a complaint, from Student Services, or from the Students' Union Advice and Support Centre, whose advice is independent of the University.

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