

# BA (Hons) Education with Psychology

Programme handbook  
2017-2018



UNIVERSITY OF  
**BATH**





**Faculty of Humanities and Social Sciences**

**Department of Education**

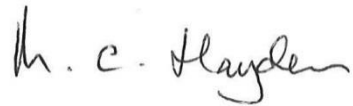
**BA (Hons) Education with  
Psychology**

**Programme Handbook  
2017/18**

This handbook is available online or in alternative formats.  
Please contact [education-ug@bath.ac.uk](mailto:education-ug@bath.ac.uk) if required.

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**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.

A handwritten signature in black ink, reading "M. C. Hayden". The signature is written in a cursive, flowing style.

Prof Mary Hayden  
Head of Department of Education

Your programme is delivered by the Department of Education within the **Faculty of Humanities & Social Sciences (HSS)** (<http://www.bath.ac.uk/hss>). The Faculty (one of three Faculties and one School in the University – see below and <http://www.bath.ac.uk/departments>) comprises six departments.

Economics <http://www.bath.ac.uk/economics>

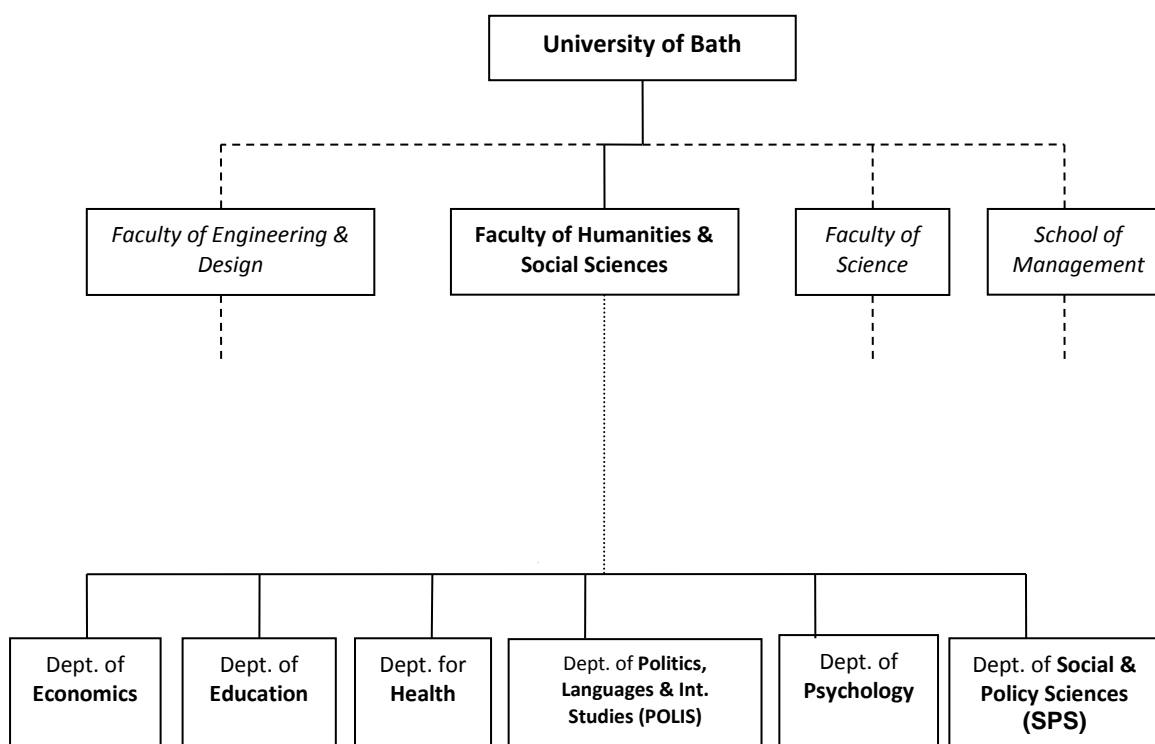
Education <http://www.bath.ac.uk/education>

Health <http://www.bath.ac.uk/health>

Politics, Languages & International Studies <http://www.bath.ac.uk/polis>

Psychology <http://www.bath.ac.uk/psychology>

Social & Policy Sciences <http://www.bath.ac.uk/sps>



### Faculty Taught Programmes - Undergraduate and Postgraduate

Undergraduate and Postgraduate departmental taught 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 office hubs 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 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)

Education and Health programmes

[Emma Scrase](#) Programmes Officer

[Alison Mayes](#) Programme Administrator:

Undergraduate BA Education with Psychology: [education-ug@bath.ac.uk](mailto:education-ug@bath.ac.uk)

[Heather Kubiak](#), Programme Administrator:

Postgraduate MRes in Education

Postgraduate MA International Education and Globalization: [education-ieg@bath.ac.uk](mailto:education-ieg@bath.ac.uk)

Postgraduate MA TESOL: [education-tesol@bath.ac.uk](mailto:education-tesol@bath.ac.uk)

## ABOUT THIS HANDBOOK

This Handbook is intended for all students on the BA Education with Psychology programme in the academic year 2017/18.

Please note that the contents of this Handbook are accurate at August 2017 but that information may sometimes be subject to change after this Handbook has been issued.

- 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/regulations](http://www.bath.ac.uk/regulations) and Assessment Regulations: [www.bath.ac.uk/registry/nfa](http://www.bath.ac.uk/registry/nfa)) are the most up-to-date and take precedence over the contents of this Handbook.
- For further information about unit and programme changes, see the **Unit and programme changes** section in 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 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 the Moodle E-Learning portal: [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, which has been created using a programme called Moodle. <http://moodle.bath.ac.uk/course/view.php?id=302>

From the [Moodle Hub](#) students can access a wider range of information about the course, including advice on the 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

<b>EDUCATION STAFF</b>		
Prof Mary Hayden ( <i>Head of Department</i> )	6347	<a href="mailto:m.c.hayden@bath.ac.uk">m.c.hayden@bath.ac.uk</a>
Dr Susan Martin ( <i>Director of Learning &amp; Teaching</i> )	6904	<a href="mailto:s.martin@bath.ac.uk">s.martin@bath.ac.uk</a>
Dr Sam Carr ( <i>Director of Studies</i> )	3489	<a href="mailto:s.carr@bath.ac.uk">s.carr@bath.ac.uk</a>
Ms Gabriele Edwards ( <i>Placements Tutor</i> )	5971	<a href="mailto:g.edwards@bath.ac.uk">g.edwards@bath.ac.uk</a>
Dr Simon Hayhoe ( <i>Admissions Tutor</i> )	3328	<a href="mailto:s.j.hayhoe@bath.ac.uk">s.j.hayhoe@bath.ac.uk</a>
Dr Andrea Abbas	5217	<a href="mailto:a.abbas@bath.ac.uk">a.abbas@bath.ac.uk</a>
Dr Ceri Brown	6294	<a href="mailto:c.l.brown@bath.ac.uk">c.l.brown@bath.ac.uk</a>
Dr Rita Chawla-Duggan	5987	<a href="mailto:r.c.Duggan@bath.ac.uk">r.c.Duggan@bath.ac.uk</a>
Dr Janet Goodall	6337	<a href="mailto:j.s.goodall@bath.ac.uk">j.s.goodall@bath.ac.uk</a>
Dr Lizzi Milligan	5525	<a href="mailto:e.m.a.milligan@bath.ac.uk">e.m.a.milligan@bath.ac.uk</a>
Dr Graham Nutbrown	3279	<a href="mailto:g.nutbrown@bath.ac.uk">g.nutbrown@bath.ac.uk</a>
Dr Richard Watermeyer	3278	<a href="mailto:r.p.watermeyer@bath.ac.uk">r.p.watermeyer@bath.ac.uk</a>
<b>PSYCHOLOGY STAFF</b>		
Dr Neil Hinvest ( <i>Director of Studies - Psychology</i> )	3691	<a href="mailto:n.hinvest@bath.ac.uk">n.hinvest@bath.ac.uk</a>
Mr Ian Fairholm	4416	<a href="mailto:i.fairholm@bath.ac.uk">i.fairholm@bath.ac.uk</a>
Dr Nathalia Gjersoe	4322	<a href="mailto:n.gjersoe@bath.ac.uk">n.gjersoe@bath.ac.uk</a>
Dr Gosia Goclawska		<a href="mailto:m.a.goclawska@bath.ac.uk">m.a.goclawska@bath.ac.uk</a>
Dr Richard Joiner	4373	<a href="mailto:r.joiner@bath.ac.uk">r.joiner@bath.ac.uk</a>
<b>ADMIN STAFF</b>		
Alison Mayes ( <i>UG Administrator</i> )	6653	<a href="mailto:education-ug@bath.ac.uk">education-ug@bath.ac.uk</a>
Francis Peppett ( <i>Placement Officer</i> )	3669	<a href="mailto:f.peppett@bath.ac.uk">f.peppett@bath.ac.uk</a>

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

## DEPARTMENTAL INFORMATION

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

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](https://www.bath.ac.uk/samis/urd/sits.urd/run/siw_lgn)

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/](http://www.bath.ac.uk/education/)

Department of Psychology [www.bath.ac.uk/psychology/](http://www.bath.ac.uk/psychology/)

Department of Social Policy Sciences [www.bath.ac.uk/sps/](http://www.bath.ac.uk/sps/)

University Regulations [www.bath.ac.uk/regulations/](http://www.bath.ac.uk/regulations/)

## EXPECTATIONS

It is a University Regulation 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.

See Regulation 3: [www.bath.ac.uk/regulations](http://www.bath.ac.uk/regulations)

## PROGRAMME AIMS AND LEARNING OUTCOMES

EDUCATIONAL AIMS OF THE PROGRAMME:	
<p>The aims of the programme are to give the students opportunities to:</p> <ul style="list-style-type: none"><li>• offer a stimulating and supportive framework for academic study in the field of childhood, youth and education;</li><li>• develop knowledge about learning and development in children and adolescents;</li><li>• develop skills in evaluating policy and practice rooted in an academic knowledge base and work experience;</li><li>• 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.</li></ul>	
INTENDED LEARNING OUTCOMES inc. 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"><li>• develop a critical understanding of current policy and practice in the fields of childhood, youth and education;</li><li>• develop a knowledge base of psychological methods and psychological theories of development;</li><li>• develop a critical understanding of theoretical frameworks in the academic study of childhood, youth and education;</li></ul>

	<ul style="list-style-type: none"> <li>• become aware of the ethical context of childhood and youth studies, and can demonstrate this in relation to personal study, particularly with regard to the research project;</li> <li>• 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;</li> <li>• develop skills relevant to careers in combined or discrete services for children, young people and their families.</li> </ul>
Intellectual Skills:	<p>The intended outcomes of the programme are designed to enable students to:</p> <ul style="list-style-type: none"> <li>• develop and apply the skills needed for academic study and enquiry;</li> <li>• interrogate the assumptions underpinning theory and research;</li> <li>• evaluate both research and evidence critically and assess a variety of information sources;</li> <li>• develop an appreciation of the uncertainty, ambiguity and limits of knowledge;</li> <li>• engage with fundamental questions concerning the aims and values of education and its relationship to society and societal change;</li> <li>• construct and sustain a reasoned argument about educational issues in a clear, lucid and coherent manner;</li> <li>• analyse and evaluate policy initiatives;</li> <li>• 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;</li> <li>• utilise problem solving and metacognitive skills;</li> <li>• synthesise information from a number of sources in order to gain a coherent understanding of research, policy and practice;</li> <li>• 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)</li> <li>• communicate information, ideas, problems, and solutions to both specialist and non-specialist audiences</li> </ul> <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>
Professional Practical Skills:	<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"> <li>• apply pedagogical and other forms of knowledge to complex situations concerning human learning and development through childhood and adolescence;</li> <li>• 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;</li> </ul>

	<ul style="list-style-type: none"> <li>• 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;</li> <li>• develop interpersonal skills for initial planning and subsequent relationships with organisation during dissertation;</li> <li>• communicate effectively with administrators and other professionals;</li> <li>• reflect upon new technology and innovation and their application to human learning and development.</li> </ul> <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, presentations, research report, dissertation.</p>
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"> <li>• communicate effectively with a wide range of individual using a variety of means;</li> <li>• lead others confidently and competently, and work effectively as part of a team;</li> <li>• reflect on their own value systems, development and practices and be able to evaluate their own academic and professional performance;</li> <li>• utilise problem solving skills in a variety of theoretical and practical situations;</li> <li>• manage effectively and respond to changing demands</li> <li>• take responsibility for personal and professional learning and development</li> <li>• manage time, prioritise workloads, and utilise long- and short-term planning skills</li> <li>• understand career opportunities and challenges ahead and begin to plan a career path</li> <li>• apply information management skills</li> <li>• work independently and as part of a team to identify and achieve clear goals</li> <li>• exercise initiative and personal responsibility in decision-making and team work</li> <li>• demonstrate confidence in using IT for the access, creation and manipulation of information</li> <li>• undertake appropriate further training of a professional or equivalent nature.</li> </ul> <p><i>Teaching learning and assessment methods used to be 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: [www.bath.ac.uk/catalogues](http://www.bath.ac.uk/catalogues)

<b>Programme code</b>	UHED-AFB12/UHED-AKB12; UHED-AFB04 / UHED-AKB04
<b>Programme title</b>	BA(Hons) EDUCATION with PSYCHOLOGY; BA(Hons) Childhood, Youth and Education
<b>Award type</b>	Bachelor of Arts with Honours
<b>Award title</b>	Bachelor of Arts with Honours
<b>Mode of Attendance</b>	Full time or thick sandwich
<b>Length</b>	3 / 4 years
<b>State if coexistent M-level programme</b>	
<b>State any designated alternative programme(s)</b>	
<b>Approving body and date of approval</b>	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
1	1	S1	ED10346	Education and Schooling: An Introduction	Compulsory	6	Y	N/A
			ED10162	Introduction to Research Methods 1	Compulsory	6	Y	N/A
			PS10120	Representations of Childhood and Youth	Compulsory	6	N	N/A
			ED10494	Children's Rights: A Global Approach	Compulsory	6	N	N/A
			PS10086	Mind and Behaviour 1	Compulsory	6	Y	N/A
		S2	ED10350	Education and Social Justice: Philosophical and Sociological Perspectives	Compulsory	6	Y	N/A
			ED10002	Learning: theory and context	Compulsory	6	N	N/A
			ED10347	Deviance: Psychological and Sociological Perspectives	Compulsory	6	N	N/A
			ED10348	The Family as Educator: Cross Cultural Issues	Compulsory	6	N	N/A
			PS10086	Mind and Behaviour 2	Compulsory	6	Y	N/A

Year 2								
Part	Stage	Normal period of study for this Mode	Unit code	Unit title	Unit status	Cre - dits	DEU statu s	Placement or Study Abroad status
2	2	S1	ED20152	Introduction to Research Methods 2	Compulsory	6	Y	N/A
			PS20109	Social Psychology	Compulsory	6	N	N/A
			ED20437	Intervention, Organisation and Practice	Compulsory	6	N	N/A
			ED20495	Psychology and Educational Policy: A Critical Perspective	Compulsory	6	N	N/A
			ED20003	Education in Society	Optional: select 1 unit	6	N	N/A
			SP20004	Family Matters: The Sociology of the Family and Family Policy		6	N	N/A
			SP20050	Sociology of Criminal Justice Policy		6	N	N/A
			ZZ20001	Director of Studies approved unit		6	N	N/A
		S2	ED20442	Contemporary Issues in Childhood and Youth 1: Theoretical Perspectives	Compulsory	6	N	N/A
			ED20436	Education Inequality in Low Income Contexts	Compulsory	6	N	N/A
			ED20126	Educational Psychology	Compulsory	6	Y	N/A
			PS20107	Developmental Psychology	Compulsory	6	Y	N/A
			ED20194	Talk and Learning	Optional: select 1 unit	6	N	N/A
			ED20351	Designing and Analysing Curricula		6	N	N/A
			ZZ20004	Director of Studies approved unit		6	N	N/A

Year 3 – optional placement year								
Part	Stage	Normal period of study for this Mode	Unit code	Unit title	Unit status	Cre - dits	DEU statu s	Placement or Study Abroad status
3	3	All Year	ED20446	Professional Placement	Compulsory	60	N	N/A

Final Year								
Part	Stage	Normal period of study for this Mode	Unit code	Unit title	Unit status	Cre - dits	DEU status	Placement or Study Abroad status
3	3 / 4	S1	PS30115	Contemporary educational psychology	Compulsory	6	N	N/A
			ED30444	Dissertation Part 1	Compulsory	6	Y	N/A
			PS30126	Developmental psychopathology	Compulsory	6	N	N/A
			ED30443	Contemporary Issues in Childhood and Youth 2: Policy and Practice	Compulsory	6	N	N/A
			SP30210	Conflict, Security and International Development	Optional: select 1 unit	6	N	N/A
			ED30496	Education Inequality in High Income Countries		6	N	N/A
			ZZ30001	Director of Studies approved unit		6	N	N/A
		S2	ED30445	Dissertation Part 2	Compulsory	18	Y	N/A
			ED30497	Place and Space in Schooling and Education	Compulsory	6	N	N/A

			ED30483	Children & Technology: A Global Perspective	Compulsory	6	N	N/A
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Assessment weightings and decision references		
Stage	Weighting within programme	NFAAR decisions reference See: <a href="http://www.bath.ac.uk/registry/nfa/index.htm#nfaar-ug">http://www.bath.ac.uk/registry/nfa/index.htm#nfaar-ug</a>
Stage 1	0%	Main assessment: Appendix 11 See: <a href="http://www.bath.ac.uk/registry/nfa/nfaar-appendix-11.pdf">http://www.bath.ac.uk/registry/nfa/nfaar-appendix-11.pdf</a> Supplementary assessment: Appendix 12 See: <a href="http://www.bath.ac.uk/registry/nfa/nfaar-appendix-12.pdf">http://www.bath.ac.uk/registry/nfa/nfaar-appendix-12.pdf</a>
Stage 2	32%	Main assessment: Appendix 19 See: <a href="http://www.bath.ac.uk/registry/nfa/nfaar-appendix-19.pdf">http://www.bath.ac.uk/registry/nfa/nfaar-appendix-19.pdf</a> Supplementary assessment: Appendix 20 See: <a href="http://www.bath.ac.uk/registry/nfa/nfaar-appendix-20.pdf">http://www.bath.ac.uk/registry/nfa/nfaar-appendix-20.pdf</a>
Stage 3 (placement)	0%	Not applicable
Stage 3 / 4 (Final Year)	68%	Main assessment: Appendix 27 See: <a href="http://www.bath.ac.uk/registry/nfa/nfaar-appendix-27.pdf">http://www.bath.ac.uk/registry/nfa/nfaar-appendix-27.pdf</a> Supplementary assessment: Appendix 28 See: <a href="http://www.bath.ac.uk/registry/nfa/nfaar-appendix-28.pdf">http://www.bath.ac.uk/registry/nfa/nfaar-appendix-28.pdf</a>

### **Further information**

Section in this Handbook on **Assessment**.

Definitions of assessment terms: [www.bath.ac.uk/registry/nfa/nfaar-ug-appendix-02.pdf](http://www.bath.ac.uk/registry/nfa/nfaar-ug-appendix-02.pdf)

## **UNIT AND PROGRAMME CATALOGUES**

The online Unit and Programme Catalogues provide details of the structure of taught programmes offered by the University and of the content of their component units, for the current academic year and for previous years. Please see the website for dates when the Catalogue for the next academic year will be available online. The Catalogues also provide links to the University's assessment regulations, showing how these are applied to programmes of study.

Unit and Programme Catalogues: [www.bath.ac.uk/catalogues](http://www.bath.ac.uk/catalogues)

## **TIMETABLES**

Programme and unit timetable information can be found online at: [www.bath.ac.uk/timetable](http://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.htm](http://www.bath.ac.uk/timetable/MyTimetable.htm)

## **OPTION CHOICES**

Information about how to choose optional units can be found at:

[www.bath.ac.uk/catalogues/information/students/online-unit-selection.html](http://www.bath.ac.uk/catalogues/information/students/online-unit-selection.html)

You will be notified by email at the relevant point in the academic year when online unit selection is available, and informed of the deadline for making your choices. If you have any queries about which optional units you should choose, please discuss this with 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 Manager and Placement Tutor 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).

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

[www.bath.ac.uk/internal/placements/documents/Placement\\_Handbook.pdf](http://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, [Gabrielle Edwards](#), or the Faculty Placements Officer. 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 / information for placement students:  
[www.bath.ac.uk/internal/placements/information-for-students.bho](http://www.bath.ac.uk/internal/placements/information-for-students.bho)

## **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/](http://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> ; some 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.
FIRST	70-85 [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 appropriate; <i>technical</i> and/or <i>conceptual language</i> or set of skills is used with <i>accuracy</i> and <i>confidence</i> .
	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 appropriate; 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.

## **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 content to reflect the latest developments in a particular field of study
- a review of assessments across a programme (including feedback received) might identify that changes to a unit 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 a number of mechanisms for ensuring that programmes remain up-to-date, issues are dealt with and improvements made.

All programmes and units are monitored annually, looking at what is working well and identifying any actions that need to be taken. 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 unique username and password to access your University email account. You are able to access your email by going to <http://mail.bath.ac.uk>. Your username also forms your email address ([username@bath.ac.uk](mailto:username@bath.ac.uk)).

The University will often communicate with you about a range of important matters including registration, unit enrolment, assessment, degree ceremonies, and matters such as tuition fees, via your University email account. So that you do not miss out on (and as a consequence fail to act on) important information, 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.**

### ***Further information***

Email guidance: [www.bath.ac.uk/bucs/email](http://www.bath.ac.uk/bucs/email)  
Regulation 1.3: [www.bath.ac.uk/regulations/Regulation1.pdf](http://www.bath.ac.uk/regulations/Regulation1.pdf)

## 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***

[www.bath.ac.uk/samis](http://www.bath.ac.uk/samis)

## 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.

<http://moodle.bath.ac.uk/>

## PERSONAL TUTOR SYSTEM

On entry to 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.

You should expect to meet with your Personal Tutor on at least three occasions in your first semester at the University 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 personal, one-to-one meeting at any time.

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

**Further information**

[www.bath.ac.uk/students/support/academic/personal-tutors](http://www.bath.ac.uk/students/support/academic/personal-tutors)

## **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 free, 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 your academic skills, for example 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 existing language proficiency, or learn a new language
- use IT tools and resources effectively.

There are many other opportunities also 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 recognises and accredits the skills and achievements of students engaged in all types of extra-curricular activities. It operates alongside your degree programme and aims to capture the extra-curricular achievements at University that you will find valuable in your future life and career.

**Further information**

[thesubath.com/bathaward](http://thesubath.com/bathaward)

## THE LIBRARY

The Library is open 24 hours a day and provides print and electronic materials and information services to support study and research across the University. It houses over 520 PCs, wireless networking throughout, and provides areas for both quiet individual study and group work. Alongside 340,000 printed books, it offers over 22,000 electronic journals, 425,000 electronic books, 90 databases and digital versions of the University's academic publications, all available across the University and beyond. The Library's copy and print service includes black and white and colour photocopying, laser printing and scanning.

Information specialists, known as Subject Librarians (see the Department's library resources page below), are responsible for services to individual Departments/the School. They 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](http://www.bath.ac.uk/library)

## COMPUTING FACILITIES AND IT SKILLS

With your username and password, you will be able to access one of over 1,000 workstations across campus. These enable you to use email, the internet, file storage, Office applications such as Word and Excel, and often give access to the more complex software used on your programme. All computers print to photocopiers in the Library and around the campus, for which there is a charge per page.

With your username and password you can also register your own laptop, smartphone or tablet for connection to the campus wireless network (which covers spaces such as communal areas, the Library and cafés) or to around 150 student docking ports. You can use your own device to access many University applications using a service called UniDesk. Find out more about this at: <http://go.bath.ac.uk/unidesk>

Support is available from the IT Service Desk on Level 2 of the Library or online at:

[www.bath.ac.uk/computing-services](http://www.bath.ac.uk/computing-services)

Tutorials and Frequently Asked Questions (FAQs) are provided in the help section.

If you have a disability or require learning assistance, Computing Services can support you with your computing needs. An Assistive Technologist is available to provide advice and support. Additional resources available include a purpose-built room, specialist software and computer hardware - including laptops for loan.

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.

You can also borrow technology from the Service Desk in support of your studies, for example audio recorders, video cameras and projectors.

### **Further information**

Computing Services: [www.bath.ac.uk/computing-services](http://www.bath.ac.uk/computing-services)

Information for new users: <http://go.bath.ac.uk/newusers>

Information for users with a disability or requiring learning assistance:  
<http://go.bath.ac.uk/assistive-technologies>

## 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/ordinances/22.pdf](http://www.bath.ac.uk/ordinances/22.pdf)

Disability Service: [www.bath.ac.uk/groups/disability-service](http://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 main ways in which we seek feedback are through:

- a) Staff / Student Liaison Committees (SSLCs)
- b) surveys
- c) the Students' Union.

We also use focus groups, Departmental working parties, and various kinds of feedback session.

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

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 periodically 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. 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 to 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. 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**

<b>Departmental level:</b>	<p>Each Department has at least one Departmental Staff / Student Liaison Committee (SSLC). These comprise 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 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.</p> <p>Each SSLC produces an Annual Overview Report briefly outlining their work and highlighting good practice, the key themes explored and the actions that have been taken as a result. The Students' Union reviews all these reports and prepares a summary report for the University highlighting issues which need to be addressed by the institution as a whole.</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 Academic Council meetings. These take place every three weeks during semester time in order to:</p> <ul style="list-style-type: none"> <li>• keep Students' Union Officers and fellow Academic Reps informed of academic developments throughout the University</li> <li>• discuss common problems and interests affecting Departments</li> <li>• gather student opinions and views to be used by the University and the Students' Union</li> <li>• update Academic Reps on key issues.</li> </ul> <p>Do feel free to approach 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>
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<b>Faculty/ School level:</b>	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.
<b>University level:</b>	University committees with student representation include the Council/Senate/Students' Union, the University Learning, Teaching and Quality Committee, the Programmes and Partnerships Approval Committee, and Senate.

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

The Students' Union runs a full training programme for student representatives including an online course in Moodle, a conference and additional sessions through the Skills Training programme.

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/academic](http://thesubath.com/academic)  
 Election of Academic Reps: [thesubath.com/elections](http://thesubath.com/elections)  
 Students' Union Skills Training programme: [thesubath.com/skills-training](http://thesubath.com/skills-training)  
 Outline election procedures are included in QA48 Student Engagement with Quality Assurance and Enhancement, Annex A: Staff/Student Liaison Committees: [www.bath.ac.uk/quality/documents/QA48\\_Annex\\_A.pdf](http://www.bath.ac.uk/quality/documents/QA48_Annex_A.pdf)

## **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](http://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 Wellbeing Adviser (see the **Residential Life and 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
- residential life and wellbeing.

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](http://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 385538). 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](mailto:studentservices@bath.ac.uk)

### **The Students' Union Advice and Support Service**

The Students' Union Advice and Support Service provides information for students on a range of topics affecting their education and welfare, including advice for students wanting to submit Individual Mitigating Circumstances claims (see the section in this Handbook on **Assessment**), to change their programme, or experiencing problems with their programme. The staff in the Advice and Support Service also offer support, information and representation at academic appeals, academic misconduct and disciplinary hearings, and information and advice on a wide range of issues which affect students including housing and welfare issues.

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](mailto:suadvice@bath.ac.uk))

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

The Students' Union webpage provides the facility for students to report incidents of harassment, discrimination or bullying. Incidents can be reported anonymously if preferred. Details of how to report an incident are available at: [thesubath.com/report-an-incident](http://thesubath.com/report-an-incident)

For the full range of services see: [thesubath.com/support](http://thesubath.com/support)

#### **Further information**

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

### **Residential Life and 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 during vacations for students who remain in Bath.

#### **Further information**

[www.bath.ac.uk/groups/residential-life-and-wellbeing-service](http://www.bath.ac.uk/groups/residential-life-and-wellbeing-service)

## ADVICE FOR INTERNATIONAL STUDENTS

The Student Immigration Service provides a tailored pre-arrival and induction programme and advice and support for all international students, including a 'check and send' service if you need to send a Tier 4 visa application to the Home Office. The Service offers workshops, a 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/visa](http://www.bath.ac.uk/visa)

University-wide induction and welcome events are organised for incoming exchange students in the first week of each semester.

### **Further information**

[www.bath.ac.uk/campaigns/studying-at-bath-as-an-erasmus-exchange-or-visiting-student](http://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.

In addition, there are procedures for requesting a review of progression or award classification decisions, or of the level of attainment. For information on these procedures, please see the section in this Handbook on **Procedures for Academic Appeals**.

### **Further information**

Student Complaints Procedure: [www.bath.ac.uk/regulations/Appendix1.pdf](http://www.bath.ac.uk/regulations/Appendix1.pdf)

### **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 unlawful 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).

**Further information**

Dignity and Respect Policy:

[www.bath.ac.uk/equalities/policiesandpractices/dignityandrespectpolicy.pdf](http://www.bath.ac.uk/equalities/policiesandpractices/dignityandrespectpolicy.pdf)

On reporting incidents of bullying or harassment, see also the section in this Handbook on **Student 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 either to the Mediation Service Manager, or the Students' Union Advice and Community Manager.

**Further information and contacts**

Mediation Service: [www.bath.ac.uk/equalities/activities/mediation](http://www.bath.ac.uk/equalities/activities/mediation)

Mediation Service Manager: 01225 383098 or [equalsdiv@bath.ac.uk](mailto:equalsdiv@bath.ac.uk)

Students' Union Advice and Community Manager: 01225 385863 or [suadvice@bath.ac.uk](mailto:suadvice@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**

[www.bath.ac.uk/groups/disability-service](http://www.bath.ac.uk/groups/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](http://www.bath.ac.uk/guides/getting-advice-if-you-are-pregnant-while-studying-or-have-a-young-child)

## CARE LEAVERS AND ESTRANGED STUDENTS

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.

### **Further information**

[www.bath.ac.uk/guides/financial-support-if-you-are-leaving-care](http://www.bath.ac.uk/guides/financial-support-if-you-are-leaving-care)  
[www.bath.ac.uk/students/finance/funding-advice/additional-financial-responsibilities](http://www.bath.ac.uk/students/finance/funding-advice/additional-financial-responsibilities)

## 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, Careers Advisers will provide help with writing 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 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](http://www.bath.ac.uk/students/careers)  
The web site includes the *Myfuture* vacancies portal.

Contact [careers@bath.ac.uk](mailto: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.
- **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 weeks<sup>1</sup> 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 case<sup>2</sup> 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 weeks<sup>1</sup> 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: 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.

You will find an online tutorial and test, for this purpose, on Moodle at:

<http://moodle.bath.ac.uk/> Once you have accessed Moodle using your username and password, clicking on the link entitled Academic Integrity Initiative will take you to the training module and test. The training can also be accessed directly at:

[www.bath.ac.uk/learningandteaching/BathEpigeum/epigeum2011.bho/index.html](http://www.bath.ac.uk/learningandteaching/BathEpigeum/epigeum2011.bho/index.html)

If you have any access problems, then please contact [education-ug@bath.ac.uk](mailto: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 (see: [www.bath.ac.uk/asc/study-skills/academic-integrity.html](http://www.bath.ac.uk/asc/study-skills/academic-integrity.html)) 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 integrity: [www.bath.ac.uk/asc/study-skills/academic-integrity.html](http://www.bath.ac.uk/asc/study-skills/academic-integrity.html)

Regulation 3.7: [www.bath.ac.uk/regulations/Regulation3.pdf](http://www.bath.ac.uk/regulations/Regulation3.pdf)

### **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 the Plagiarism Detection Service, Turnitin. 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.

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

#### **Further information**

The University's procedures on Examination and Assessment Offences (QA53) are described at: [www.bath.ac.uk/quality/documents/QA53.pdf](http://www.bath.ac.uk/quality/documents/QA53.pdf)  
Regulation 15, Assessment of undergraduate and taught postgraduate programmes: [www.bath.ac.uk/regulations/Regulation15.pdf](http://www.bath.ac.uk/regulations/Regulation15.pdf)  
University's Data Protection Officer: [dataprotection-queries@lists.bath.ac.uk](mailto:dataprotection-queries@lists.bath.ac.uk)

## **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 methods of referencing material. Examples include the Harvard system and the Numeric system. **Ask your Director of Studies or Personal Tutor for further information and advice on the referencing system 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. Referencing guides are also available in print in the Library, and your Subject Librarian will be able to help with any questions.

#### **Further information**

For further information on all our skills and development opportunities see:

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

Academic integrity: [www.bath.ac.uk/asc/study-skills/academic-integrity.html](http://www.bath.ac.uk/asc/study-skills/academic-integrity.html)

Library resources: [www.bath.ac.uk/library/infoskills/referencing-plagiarism](http://www.bath.ac.uk/library/infoskills/referencing-plagiarism)

Students' Union Skills Training: [thesubath.com/skills-training](http://thesubath.com/skills-training)

## **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.

#### **Further information**

Examination and assessment offences: [www.bath.ac.uk/quality/documents/QA53.pdf](http://www.bath.ac.uk/quality/documents/QA53.pdf)

Students' Union advice and support: [thesubath.com/support](http://thesubath.com/support)

## **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 who are submitting work.

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](http://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](http://www.bath.ac.uk/groups/disability-service)) or the Students' Union Advice and Support Service ([thesubath.com/support](http://thesubath.com/support)).

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.

Should you wish any IMCs to be taken into account by the Board of Examiners for Programmes when considering your progression or award classification, notify your Director of Studies no more than three days after the affected assessment by completing the IMC report form available at: [www.bath.ac.uk/registry/imc/imc-students.html](http://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 assessment period, it is important that you notify your Director of Studies in advance. After speaking to your Director of Studies, if you do intend to submit a formal IMC claim for the affected assessment(s), 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 appeal can only be made in relation to a confirmed mark (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 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.

## **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 look at draft examination papers and samples of assessed work, and attend Boards of Examiners.

Once a year, External Examiners provide a written report on each taught programme. University staff 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, at:

[www.bath.ac.uk/quality/externalinput/external-examiners-reports.bho](http://www.bath.ac.uk/quality/externalinput/external-examiners-reports.bho)

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:

[www.bath.ac.uk/registry/nfa/nfaar-ug-appendix-02.pdf](http://www.bath.ac.uk/registry/nfa/nfaar-ug-appendix-02.pdf)

For full details of the NFAAR-UG, visit: [www.bath.ac.uk/registry/nfa](http://www.bath.ac.uk/registry/nfa)

You can find a student introduction to the NFAAR-UG at: [www.bath.ac.uk/registry/nfa/nfaar-ug-intro-faq.pdf](http://www.bath.ac.uk/registry/nfa/nfaar-ug-intro-faq.pdf)

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

**For the 2017–18 academic year, this period will be 15 August to 24 August 2018.**



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 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).

Further information on these awards can be found at:

[www.bath.ac.uk/quality/documents/QA3-certhe.pdf](http://www.bath.ac.uk/quality/documents/QA3-certhe.pdf) (for the CertHE)

[www.bath.ac.uk/quality/documents/QA3-diplhe.pdf](http://www.bath.ac.uk/quality/documents/QA3-diplhe.pdf) (for the DiplHE).

## **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/regulations/Regulation17.pdf](http://www.bath.ac.uk/regulations/Regulation17.pdf)

You are also strongly advised to read the online guidance provided by the Academic Registry: [www.bath.ac.uk/registry/appeals](http://www.bath.ac.uk/registry/appeals)

Independent advice about academic appeals is offered by the Students' Union Advice and Support Service: [thesubath.com/support](http://thesubath.com/support)

Regulation 17.16 outlines how students 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. 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. Students 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/registry/appeals](http://www.bath.ac.uk/registry/appeals)

Student Complaints are dealt with under separate procedures:  
[www.bath.ac.uk/regulations/Appendix1.pdf](http://www.bath.ac.uk/regulations/Appendix1.pdf)

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](http://www.bath.ac.uk/students/support/complaints)

## GENERAL INFORMATION

### THE ACADEMIC YEAR 2017-18

#### Semester 1

Event	Dates
New student arrivals	Saturday 23 September 2017 - Sunday 24 September 2017
Welcome Week	Monday 25 September 2017 - Sunday 1 October 2017
Semester 1	Monday 2 October 2017 - Friday 15 December 2017
Semester 1 vacation	Monday 18 December 2017 - Friday 5 January 2018
Semester 1	Monday 8 January 2018 - Friday 26 January 2018

#### Semester 2

Event	Dates
Semester 2	Monday 5 February 2018 - Friday 23 March 2018
Semester 2 vacation	Monday 26 March 2018 - Friday 6 April 2018
Semester 2	Monday 9 April 2018 - Friday 1 June 2018

## 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/regulations](http://www.bath.ac.uk/regulations)

## 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.

Regulation 1.1 explains the requirement to register:

[www.bath.ac.uk/regulations/Regulation1.pdf](http://www.bath.ac.uk/regulations/Regulation1.pdf)

Regulations 2.4 and 2.10 explain the consequences of non-payment of tuition fees:

[www.bath.ac.uk/regulations/Regulation2.pdf](http://www.bath.ac.uk/regulations/Regulation2.pdf)

## ATTENDANCE MONITORING

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

[www.bath.ac.uk/students/visa-advice/attendance-monitoring](http://www.bath.ac.uk/students/visa-advice/attendance-monitoring)

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

## CHANGE IN YOUR CIRCUMSTANCES

You must ensure that the University holds your correct, up-to-date, personal and academic details within SAMIS. If you change your address – either your semester-time or home address – please ensure that you update your details online at: [www.bath.ac.uk/samis](http://www.bath.ac.uk/samis)

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/funding-advice/changes-to-your-study](http://www.bath.ac.uk/students/finance/funding-advice/changes-to-your-study)

**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/visa](http://www.bath.ac.uk/visa)

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 and policies, standards, and guidance on specific topics are available at: [www.bath.ac.uk/hr/stayingsafewell/hs-policy](http://www.bath.ac.uk/hr/stayingsafewell/hs-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**

[www.bath.ac.uk/hr/stayingsafewell](http://www.bath.ac.uk/hr/stayingsafewell) or email: [uhse@lists.bath.ac.uk](mailto:uhse@lists.bath.ac.uk)

Current University guidance on fieldwork and on work placements:  
[www.bath.ac.uk/hr/stayingsafewell/working-off-site](http://www.bath.ac.uk/hr/stayingsafewell/working-off-site)

## **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](http://www.bath.ac.uk/data-protection)

## **EQUALITY AND DIVERSITY**

Everyone at the University of Bath has a responsibility for promoting equality and fostering good relations between all members of the community, students and staff, and also for eliminating unlawful discrimination, harassment and victimisation against anyone for reasons of age, disability, gender, pregnancy and maternity, race (this means colour, nationality including citizenship, ethnic or national origins), religion or belief, sexual orientation, or transgender status. The new equality duty also covers marriage and civil partnership with regards to eliminating discrimination in employment.

### ***Further information***

There is a range of information and resources available at [www.bath.ac.uk/equalities](http://www.bath.ac.uk/equalities) or email: [equalsdiv@bath.ac.uk](mailto:equalsdiv@bath.ac.uk)

### **Accessibility**

An access guide is available which outlines the disabled access features and route plans at the University of Bath:  
[www.disabledgo.com/organisations/university-of-bath/main-2](http://www.disabledgo.com/organisations/university-of-bath/main-2)