



**Faculty of Science**  
**Department of Biology & Biochemistry**

**MSc Biosciences**  
**MSc Developmental Biology**  
**MSc Evolutionary and Population Biology**  
**MSc Medical Biosciences**  
**MSc Molecular Microbiology**  
**MSc Molecular Plant Sciences**  
**MSc Protein Structure and Function**

**MRes Biosciences**  
**MRes Developmental Biology**  
**MRes Evolutionary Biology**  
**MRes Molecular Microbiology**  
**MRes Molecular Plant Sciences**  
**MRes Protein Structure and Function**  
**MRes Regenerative Medicine**

**Programme Handbook**  
**2018/19**

This Handbook is available online or in alternative formats.  
Please contact [facscipgtadmin@bath.ac.uk](mailto:facscipgtadmin@bath.ac.uk) if required.

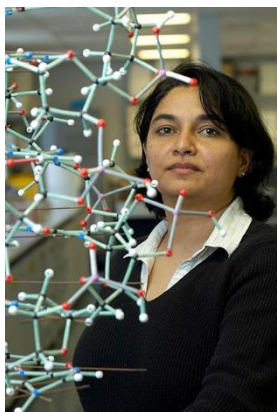


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## WELCOME

A warm welcome from the Department of Biology & Biochemistry. I am delighted that you have chosen to pursue your Masters studies with us. As part of this exciting new phase in your academic career, you will be encouraged to become confident, self-reflective, critical thinking scientists. We will support you all the way towards achieving your career ambitions and want you to have an enriching and enjoyable experience. I look forward to meeting you all on the Monday of the Academic Induction week.



Dr. Momna Hejmadi, Director of Studies, Masters Programmes.

## ABOUT THIS HANDBOOK

This Handbook is intended for all students enrolled onto MSc and MRes Biology & Biochemistry Programmes in the academic year 2018/19.

Please note that the contents of this Handbook are accurate at September 2019 but that information may sometimes be subject to change after this Handbook has been issued. Your Director of Studies or Unit Convenor will inform you of any changes that will affect your programme or a particular unit. For further information about unit and programme changes, see the **Unit and programme changes** section in this Handbook.

While this Handbook signposts information about **regulations for students**, it does not have regulatory status itself, and the Regulations available online (Regulations for Students: [www.bath.ac.uk/publications/regulations-for-students](http://www.bath.ac.uk/publications/regulations-for-students) 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.

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. Momna Hejmadi, for advice.

## YOUR PROGRAMME

### KEY CONTACTS

See <http://www.bath.ac.uk/bio-sci/contacts/> for a full list of Department staff. The key staff that are relevant to MSc/MRes students are listed below.

Name	Role	Tel. ext.	Room	Email prefix (@bath.ac.uk)
Prof. David Tosh	Head of Department	6532	4S 0.01	bssdt
Dr. Momna Hejmadi	Director of Studies & Personal Tutor	3129	4S 0.48	bssmvh
Dr. Susan Crennell	Deputy Director of Studies	4302	4S 0.26	bsssjc
Miss Terri-Anne Weyman	Programme Administrator	4978	WH3.33	facscipgtadmin
Please contact <ul style="list-style-type: none"><li>• Dr. Hejmadi if you have any questions related to your academic progression or the programme</li><li>• Dr. Hejmadi if you have any personal issues or require pastoral support</li><li>• Dr. Crennell with any requests for IMCs, extension, deferrals, programme transfers, suspensions and similar</li><li>• Ms. Terri-Anne Weyman if you have any questions related to access to courses, feedback etc</li></ul>				

### Programme Tutors

Academics who look after the subject-specific intellectual development of the students on a specific programme and coordinate appropriate coursework.

Programmes	Programme Tutor	Contact
MSc & MRes BioSciences	Dr. Susan Crennell	bsssjc@bath.ac.uk
MSc & MRes Developmental Biology	Prof. Tony Perry	A.C.F.Perry@bath.ac.uk
MSc & MRes Evolutionary Biology	Prof. Matt Wills	bssmaw@bath.ac.uk
MSc & MRes Molecular Microbiology	Dr. Daniel Henk	D.A.Henk@bath.ac.uk
MSc & MRes Molecular Plant Biology	Dr. Volkan Cevik	V.Cevik@bath.ac.uk
MSc & MRes Protein Structure and Function	Prof. Jean van den Elsen	bssjmhve@bath.ac.uk
MRes Regenerative Medicine	Prof. Adele Murrell	A.M.Murrell@bath.ac.uk

### Lecturers and Unit Convenors

There are many different people with overlapping responsibilities for your teaching programme. Your most immediate point of contact is with the individual lecturer responsible for a teaching activity. Units sometimes involve several lecturers and in this case one is designated as the unit convenor, responsible for the whole series. If only one lecturer is involved, he/she is also convenor of that unit. If you have difficulties with a particular teaching activity, this is the person you should consult. If there are many similar problems, he/she may organise additional support (e.g. through Moodle or via direct contact).

If you do not hear back from your unit convenor or lecturer for more than 2 weeks, please contact your Director of Studies.

### DEPARTMENTAL INFORMATION

The primary point of contact for students on taught Masters courses is the Postgraduate Taught office, which is responsible for overseeing the postgraduate student journey, from admission through to graduation.

Your key contact in the Postgraduate Taught office is Terri-Anne Weyman (see key contacts).

As some taught Masters courses have units in common with undergraduate programmes, you may need to address some queries to the Department Office, which supports our undergraduate programmes.

The department office is located in 4 South 0.03, and your contact there will be either Rachel Attenburrow or Lauren Hunter.

Moodle or Email: Almost all communications will be done electronically through message boards on Moodle or through email. Please ensure that you check these regularly and also ensure that you clear your Inbox regularly. If full, some important emails may not reach you.

Pigeon holes: Any post that is directed to you through the department will be put in the Master's pigeon holes in the foyer of the 4 South Building.

Noticeboards: Important information such as templates of examination scripts or timetable of exams will be put up on noticeboards in 4 South, along with documentation on jobs and career opportunities.

Computing Resources: Moodle is the University of Bath Virtual Learning Environment (VLE). It will be the main means of accessing all study resources including lectures and online reading materials. You will also be expected to submit assignments by electronic uploads, as well as keep abreast of news and information relating to your study programme on Moodle.

### Research Areas of the Department

Bath is one of the leading research-intensive Biosciences departments in the UK. It is renowned for its broad range of world-leading and internationally excellent research on animals, plants and microorganisms that fall into the four theme areas below. The outstanding quality of the research is reflected in the level of external funding from the UK Research Councils, medical charities, European Union and Industry as well as publications in the top international journals (Nature, Science, PNAS and PLoS Biology).

Research themes

- Cell and developmental biology
- Evolution and biodiversity
- Infection and immunity
- Medical and industrial biotechnology

### Research Centres

The department works closely with other departments and faculties within the university (particularly with the Departments of Mathematical Sciences, Pharmacy and Pharmacology and Chemical Engineering) to provide 8 inter-departmental Centres:

1. The Milner Centre for Evolution (a cross-faculty research centre bridging biology, health and education)
2. Centre for Sustainable Technologies (cross faculty with Chemistry and Chemical Engineering)
3. Centre for Regenerative Medicine (with the Chemical Engineering and Pharmacy & Pharmacology)
4. Centre for Mathematical Biology (with the Department of Mathematical Sciences)
5. Centre for Networks and Collective Behaviour (with the Department of Mathematical Sciences)
6. Centre for Nanoscience and Nanotechnology (cross faculty with Science & Engineering)
7. Centre for Biosensors, Bioelectronics and Biodevices (cross faculty with Science and Engineering)
8. Centre for Therapeutic Innovation (cross-faculty with Science and Engineering)

The combination of first-class physical facilities, a stimulating intellectual environment and a structured graduate training programme makes the Department an outstanding centre for postgraduate studies.

### The Milner Centre

The Milner Centre for Evolution was funded by a £5 million donation from University of Bath alumnus Dr Jonathan Milner. The centre is the **first** of its kind in the UK and only the **second in the world** to focus on evolutionary research.

It will concentrate on three related strands:

- Fundamental research into how life evolved, from investigating the evolution of genes to studying fossil records;
- Applied research into the evolution of microbes, including genetic tracking of MRSA infections, and applying this knowledge to improve medical treatments;

- Communication of evolution research to the public, including improving the teaching of evolution in schools at primary and secondary level, running free open access online courses (MOOCs) and using evolution to improve public health messaging.

## EXPECTATIONS

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

### Further information

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

## MRES PROGRAMMES: AIMS AND LEARNING OUTCOMES

The MRes programmes are designed to give the student an insight into a range of research activities, techniques and skills as well as to widen their knowledge both of the subject itself and the context within which the research will take place. They provide the student with an understanding of the ethical implications of the work, its role in economic development and the way in which science is managed. The programmes are designed explicitly to produce graduates suitable for entry into PhD programmes or other research-related careers.

Upon completion of the course the student will:

- Be able to discuss the relevance of their research to published work.
- Have acquired in-depth knowledge of biosciences relevant to their research.
- Have acquired in-depth knowledge of the exploitation and management of biosciences relevant to their research.
- Have acquired the ability to write a critical review of research related to their principal area of research.

Both MSc and MRes programmes can be used as a free-standing postgraduate qualification or as an initial qualification on the four year *Integrated PhD Programme in Postgenomic Biosciences*. They provide the student with an understanding of the ethical implications of the work, its role in economic development and the way in which science is managed.

## STRUCTURE OF THE MRES 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)

### Four Elective Units (4 x 6 credits)

Each elective unit typically has at least two hours of contact time per week. The style of individual units may differ, some being made up largely of lectures whilst others are based wholly or in part on discussion sessions or seminars. It is expected that you will support the courses with library work and *normally* you will be required to submit at least one piece of coursework for each unit. In some units you will be expected to give an assessed presentation. You are expected to do approximately 100 hours of work (both directed and self-directed) in relation to a standard 6-credit lecture unit.

### Two Research Projects (BB50142/BB50146)

Each Research Project comprises a substantial piece of independent research and provides you with skills in planning and undertaking a scientific investigation, analysing and interpreting findings and reporting the outcome.

Each Project contributes 27 credits and you are expected to spend the equivalent of 3 days per week on the Project for 20 weeks (at least 450 hours of work per Research Project); you may spend more time on your Project but remember this has to be balanced with your other lecture, coursework and revision commitments. Therefore, planning good use of your time is an essential part of the training.



Bench work should normally be done during normal working hours (0800-1800 Monday to Friday) but you will have access to Biosciences laboratories at other times, depending on the individual lab's policies.

**Critical Research Analysis Skills (BB50143)** This will provide you with skills in planning and researching several contemporary areas of scientific investigation in preparation for an extended piece of writing and a research proposal. There are four distinct coursework (CW) in this unit that will contribute to the assessment:

- CW 1: Data Interpretation from a research paper
- CW 2: Plan, prepare and write one extended scholarly Literature Review in areas of biosciences at the leading edge of current science.
- CW 3: Present a Critical Analyses of a research paper and a related coursework assignment.
- CW 4: Complete one Research Proposal scoped for a 3-year PhD programme.

#### **Tutorials (linked to BB50143)**

A two hour period each week has been timetabled for BB50143 on Wednesdays from 16.15 – 18.05 in 5W 2.4 **BUT every session will NOT be used** (please check your emails / Moodle for updates during the semester). These sessions **will be used flexibly** by the DoS for a range of interactions with the MRes group. Sessions may include, (i) further explanation of processes and procedures such as organising your time, the University's examination system, plagiarism, mitigating circumstances/academic appeals, CV writing and applying for a PhD position, (ii) practice in giving short talks and asking questions, (iii) development of critical analysis or literature review skills, (iv) student-led topics for discussion.

## MRes Academic Calendar 2018-19

Week commencing	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Week designation	Study Week Number
24 Sep 18	I	I	I	I	I	I	I	Welcome week	0
1 Oct 18	Project 1 Start	S / P	S / P	S / P	S / P	-	-	Semester 1: Teaching / Project	1
8 Oct 18	S / P	S / P	S / P	S / P	S / P	-	-	Semester 1: Teaching / Project	2
15 Oct 18	S / P	S / P	S / P	S / P	S / P	-	-	Semester 1: Teaching / Project	3
22 Oct 18	S / P	S / P	S / P	S / P	S / P	-	-	Semester 1: Teaching / Project	4
29 Oct 18	S / P	S / P	S / P	S / P	S / P	-	-	Semester 1: Teaching / Project	5
5 Nov 18	S / P	S / P	S / P	S / P	S / P	-	-	Semester 1: Teaching / Project	6
12 Nov 18	S / P	S / P	S / P	S / P	S / P	-	-	Semester 1: Teaching / Project	7
19 Nov 18	S / P	S / P	CW1 deadline (8830143)	S / P	S / P	-	-	Semester 1: Teaching / Project	8
26 Nov 18	S / P	S / P	S / P	S / P	S / P	-	-	Semester 1: Teaching / Project	9
3 Dec 18	S / P	S / P	S / P	S / P	S / P	-	-	Semester 1: Teaching / Project	10
10 Dec 18	S / P	S / P	S / P	S / P	S / P	-	-	Semester 1: Teaching / Project	11
17 Dec 18	V	V	V	V	V	-	-	Christmas vacation	12
24 Dec 18	V	unl holiday	unl holiday	unl holiday	unl holiday	-	-	Christmas vacation	13
31 Dec 18	unl holiday	unl holiday	V	V	V	-	-	Christmas vacation	14
7 Jan 19	R	R	R	R(A)	R(A)	(A)	-	Semester 1: Revision	15
14 Jan 19	A	A	A	A	A	(A)	-	Semester 1: Assessment	16
21 Jan 19	A	A	A	A	A	(A)	-	Semester 1: Assessment	17
28 Jan 19	I&B	I&B	I&B	I&B	I&B	-	-	Inter-semester break	18
4 Feb 19	S / P	S / P	S / P	S / P	S / P	-	-	Semester 2: Teaching/ Project	19
11 Feb 19	S / P	S / P	S / P	S / P	S / P	-	-	Semester 2: Teaching/ Project	20
18 Feb 19	S / P	S / P	S / P	S / P	S / P	-	-	Semester 2: Teaching/ Project	21
25 Feb 19	S / P	S / P	S / P	S / P	S / P	-	-	Semester 2: Teaching/ Project	22
4 Mar 19	S / P	S / P	Project1 END	S	S	-	-	Semester 2: Teaching/ Project	23
11 Mar 19	S/MRes Poster	S	S	S	S	-	-	Semester 2: Teaching	24
18 Mar 19	S	S	S	S	S	-	-	Semester 2: Teaching	25
25 Mar 19	S	S	CW2 deadline (8830143)	S	S	-	-	Semester 2: Teaching	26
1 Apr 19	Project 2 start	S / P	S / P	S / P	S / P	-	-	Semester 2: Teaching/ Project	27
8 Apr 19	S / P	S / P	S / P	S / P	S / P	-	ES	Semester 2: Teaching/ Project	28
15 Apr 19	S / P	S / P	S / P	S / P	unl holiday	-	-	Semester 2: Teaching/ Project	29
22 Apr 19	unl holiday	unl holiday	V	V	V	-	-	Easter vacation	30
29 Apr 19	V	V	V	V	V	-	-	Easter vacation	31
6 May 19	unl holiday	R	R	R	R	(UA)	-	Semester 2: Revision	32
13 May 19	A	A	A	A	A	(A)	-	Semester 2: Assessment	33
20 May 19	A	A	A	A	A	(A)	-	Semester 2: Assessment	34
27 May 19	unl holiday	A	A	A	A	-	-	Semester 2: Assessment	35
3 Jun 19	P	P	P	P	P	-	-	Project	36
10 Jun 19	P	P	P	P	P	-	-	Project	37
17 Jun 19	P	P	P	P	P	-	-	Project	38
24 Jun 19	P	P	P	P	P	-	-	Project	39
1 Jul 19	P	P	P	P	P	-	-	Project	40
8 Jul 19	P	P	P	P	P	-	-	Project	41
15 Jul 19	P	P	P	P	P	-	-	Project	42
22 Jul 19	P	P	P	P	P	-	-	Project	43
29 Jul 19	P	P	P	P	P	-	-	Project	44
5 Aug 19	P	P	Project 2 END	-	-	-	-		45
12 Aug 19	-	-	SA	SA	SA	-	-	Supplementary assessment	46
19 Aug 19	SA	SA	SA	SA	SA	-	-	Supplementary assessment	47

## MSC PROGRAMMES: AIMS AND LEARNING OUTCOMES

The main aim of the MSc programme is as a 'first-step in graduate specialisation' by providing professional-level training that will develop highly skilled bioscientists with strong theoretical, research and transferable skills necessary to work at the forefront of modern biosciences. MSc programmes are designed to give the student an advanced knowledge of the subject and also provide an insight into a range of research activities, techniques and skills. The programmes are designed to produce graduates suitable for entry into employment or further study through PhD programmes.

Upon completion of the course the student will:

- have an in-depth knowledge and understanding in the specialist subject (PGDip)
- apply their knowledge to current research (PGDip & MSc)
- demonstrate a critical awareness of the research related to their specialist area informed by scholarship, including a critical awareness of current developments in the subject (PGDip & MSc)
- evaluate the exploitation and management of biosciences relevant to their research (PGDip & MSc)

## STRUCTURE OF THE MSC 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)

### Seven Elective Units (7 x 6 credits)

Each elective unit typically has at least two hours of contact time per week. The style of individual units may differ, some being made up largely of lectures whilst others are based wholly or in part on discussion sessions or seminars. It is expected that you will support the courses with library work and normally you will be required to submit at least one piece of coursework for each unit. In some units you will be expected to give an assessed presentation. You are expected to do approximately 100 hours of work (both directed and self-directed) in relation to a standard 6-credit lecture unit.

### One Research Project (BB50199)

The Research Project comprises a substantial piece of independent research and provides you with skills in planning and undertaking a scientific investigation, analysing and interpreting findings and reporting the outcome. The research project contributes 30 credits and you are expected to spend about the equivalent of 5 days per week on the project for 15 weeks (at least 500 hours of work). Planning good use of your time is an essential part of the training. This work should normally be done during normal working hours (0800-1800 Monday to Friday) but you will have access to BioSciences laboratories at other times, subject to supervisory approval.

### Critical Review of Literature (BB50197)

This unit will provide you with skills in planning and researching several contemporary areas of scientific investigation in preparation for an extended piece of writing. There are two distinct coursework (CW) in this unit that will contribute to the assessment:

- CW 1: Interpret, analyse and summarise data from a research paper
- CW 2: Plan, prepare and write one extended scholarly Literature Review in areas of biosciences at the leading edge of current science.

Each coursework will be equally weighted at 50% of the total mark for this unit. You should spend at least 100 hours of your time on this Unit.

### Research Training Skills (BB50198)

To enhance your ability to work safely and become an effective researcher, part of your research time is devoted to skills development. The training is based on the Researcher Development Framework (RDF) of Research Councils UK. This statement describes the transferable skills that PhD students should acquire during their training. This unit thus also serves as effective training for those planning to undertake a PhD after graduation. This unit will consist of 2 main components

Critical Analyses (50%): You will be assigned coursework, each of which is designed to improve your research skills. These could include critically analysing research papers, seminars or specific coursework assignments. Each assignment will be equally weighted.

Molecular Biology Practical – BB20025 (50%): As part of your preparation for the research project in the summer, you will need to successfully complete this course. It involves a series of linked experiments that form a mini-project. This begins with the preparation of cellular RNA, its conversion to cDNA and the amplification of gene fragments using the polymerase chain reaction (PCR). Specific fragments are cloned in a bacterial plasmid, these screened by restriction enzyme digestion and one or two are subject to DNA sequencing. Data interpretation involves DNA sequence analysis and the interrogation of remote nucleic acid databases, chromosome physical maps and mutational databases. A demonstration of various methods for analysing gene expression is included.

***This practical will be done in the first FULL week of Research Project Stage (w/c 3 June 2019) and is listed as BB20025 in the catalogue.***

#### **Tutorials (linked to BB50197 / BB50198)**

A two hour period each week will be timetabled ***BUT every session will NOT be used*** (please check your emails / Moodle for updates during the semester). These sessions ***will be used flexibly*** by the DoS/Personal Tutor for a range of interactions with the MSc group. Sessions may include, (i) further explanation of processes and procedures such as organising your time, the University's examination system, plagiarism, mitigating circumstances/academic appeals, CV writing and applying for a PhD position, (ii) practice in giving short talks and asking questions, (iii) development of critical analysis or literature review skills, (iv) student-led topics for discussion.

## MSc Academic Calendar 2018-19

Week commencing	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Week designation	Study Week Number
24 Sep 18	I	I	I	I	I	I	I	Welcome week	0
1 Oct 18	S	S	S	S	S	-	-	Semester 1: Teaching	1
8 Oct 18	S	S	S	S	S	-	-	Semester 1: Teaching	2
15 Oct 18	S	S	S	S	S	-	-	Semester 1: Teaching	3
22 Oct 18	S	S	S	S	S	-	-	Semester 1: Teaching	4
29 Oct 18	S	S	S	S	S	-	-	Semester 1: Teaching	5
5 Nov 18	S	S	S	S	S	-	-	Semester 1: Teaching	6
12 Nov 18	S	S	S	S	S	-	-	Semester 1: Teaching	7
19 Nov 18	S	S	CW 1 deadline (BB50197)	S	S	-	-	Semester 1: Teaching	8
26 Nov 18	S	S	S	S	S	-	-	Semester 1: Teaching	9
3 Dec 18	S	S	S	S	S	-	-	Semester 1: Teaching	10
10 Dec 18	S	S	S	S	S	-	-	Semester 1: Teaching	11
17 Dec 18	V	V	V	V	V	-	-	Christmas vacation	12
24 Dec 18	V	unl holiday	unl holiday	unl holiday	unl holiday	-	-	Christmas vacation	13
31 Dec 18	unl holiday	unl holiday	V	V	V	-	-	Christmas vacation	14
7 Jan 19	R	R	R	R/(A)	R/(A)	(A)	-	Semester 1: Revision	15
14 Jan 19	A	A	A	A	A	(A)	-	Semester 1: Assessment	16
21 Jan 19	A	A	A	A	A	(A)	-	Semester 1: Assessment	17
28 Jan 19	ISB	ISB	ISB	ISB	ISB	-	-	Inter-semester break	18
4 Feb 19	S	S	S	S	S	-	-	Semester 2: Teaching	19
11 Feb 19	S	S	S	S	S	-	-	Semester 2: Teaching	20
18 Feb 19	S	S	S	S	S	-	-	Semester 2: Teaching	21
25 Feb 19	S	S	S	S	S	-	-	Semester 2: Teaching	22
4 Mar 19	S	S	S	S	S	-	-	Semester 2: Teaching	23
11 Mar 19	S	S	S	S	S	-	-	Semester 2: Teaching	24
18 Mar 19	S	S	S	S	S	-	-	Semester 2: Teaching	25
25 Mar 19	S	S	CW 2 deadline (BB50197)	S	S	-	-	Semester 2: Teaching	26
1 Apr 19	S	S	S	S	S	-	-	Semester 2: Teaching	27
8 Apr 19	S	S	S	S	S	-	ES	Semester 2: Teaching	28
15 Apr 19	S	S	S	S	unl holiday	-	-	Semester 2: Teaching	29
22 Apr 19	unl holiday	unl holiday	V	V	V	-	-	Easter vacation	30
29 Apr 19	V	V	V	V	V	-	-	Easter vacation	31
6 May 19	unl holiday	R	R	R	R	(UA)	-	Semester 2: Revision	32
13 May 19	A	A	A	A	A	(A)	-	Semester 2: Assessment	33
20 May 19	A	A	A	A	A	(A)	-	Semester 2: Assessment	34
27 May 19	unl holiday	A	A	A	A	-	-	Semester 2: Assessment	35
3 Jun 19	Practical molecular biology week					-	-	BB50198 - PMB	36
10 Jun 19	Project START					-	-	Project	37
17 Jun 19	-	-	-	-	-	-	-	Project	38
24 Jun 19	-	-	-	-	-	-	-	Project	39
1 Jul 19	-	-	-	-	-	-	-	Project	40
8 Jul 19	-	-	-	-	-	-	-	Project	41
15 Jul 19	-	-	-	-	-	-	-	Project	42
22 Jul 19	-	-	-	-	-	-	-	Project	43
29 Jul 19	-	-	-	-	-	-	-	Project	44
5 Aug 19	-	-	-	-	-	-	-	Project	45
12 Aug 19	-	-	V/SA	V/SA	V/SA	-	-	Project	46
19 Aug 19	V/SA	V/SA	V/SA	V/SA	V/SA	-	-	Project	47
26 Aug 19	-	-	-	-	-	-	-	Project	48
2 Sep 19	-	-	-	-	Project END	-	-	Project	49

### Further information

Section in this handbook on **Assessment**.

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

## UNIT AND PROGRAMME CATALOGUES

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

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

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

## TIMETABLES

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

## OPTION CHOICES

Information about how and when to choose your option units can be found at:

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

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

The rules of the programme that apply to elective units

- Up to 2 Units can be below M-level (i.e. BB2/3 level) and the rest must be at M-level
- At least one of the M-level Units must be a seminar-based unit or part seminar-based Unit.

***The Director of Studies for the degree programme has to approve your selection and would need to see an academic justification for any unit below M-level.***

Full details can be found in the current Programme/Unit Catalogue for the Department of Biology and Biochemistry:

<http://www.bath.ac.uk/catalogues/2018-2019/bb/bb-proglist-pg.html>

## SUBMISSION DEADLINES

All electronic submissions will be typically done on the single Moodle page – 'Biology & Biochemistry Coursework Submissions'. Details on deadlines for individual unit coursework submissions will be provided on the Unit Moodle pages.

Most of the essay-type coursework will be anonymised (please check Moodle for details).

Anonymised coursework files should not have any ID (name etc). Files should be converted to PDF formats before uploading. All electronic coursework will automatically be put through the plagiarism detection software – Turnitin.

## MARKING CRITERIA

Details on marking criteria will be provided within individual unit information files.

## ACADEMIC SKILLS DEVELOPMENT

In order to strengthen your skills in writing essays or doing presentations, all students are encouraged to attend the BB50143/BB50198 ELC sessions scheduled on weeks 2-5, Wednesdays between 2.15 - 4.15. Delivered exclusively for departmental Masters by professional and experienced staff in our Academic Skills Centre.

## FURTHER STUDY

The department provides guidance and information on applying for PhD studies after a Masters, through a 'Thinking of Applying for a PhD?' session, sometime around October – November. Video recordings of these sessions will be available on Moodle. The Faculty Careers Advisory service is also available through the University Careers Team

## **UNIT AND PROGRAMME CHANGES**

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

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

Students who would be affected by proposed changes are consulted about them, either via their Staff/Student Liaison Committee or directly, depending on the nature of the change.

In addition, it is sometimes necessary to make changes due to unforeseen or unavoidable circumstances. For example:

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

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

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

## **HOW YOUR PROGRAMME IS REVIEWED AND MONITORED**

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

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

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



## STUDY AND SUPPORT: GETTING THE MOST OUT OF YOUR STUDIES

The sections below provide you with key guidelines and tips to help you achieve your academic potential. These are divided into specific guidelines for the various units as well as generic guidelines on study skills.

### The Research Project (BB50142/BB50146/BB50199)

You are being given the opportunity to work in research laboratories that are undertaking state-of-the-art research. The educational objective of the research project is to develop your skills and assess your aptitude for carrying out a scientific investigation. An investigation involves four main stages: planning the approach, carrying out the work, analysing and interpreting the results and then reporting the outcome. All stages are carried out with the help and guidance of a supervisor.

The planning stage includes defining the problem, constructing hypotheses, and devising an appropriate strategy to investigate it within the constraints of the time and resources available. This normally involves a certain amount of background reading. The objective of the investigation stage is to acquire (usually quantitative) data.

The conclusions that you can draw are often limited by the quality of the results you have obtained, so it is important to take care to use an appropriate experimental design including adequate controls and replication, to use good technique and to evaluate possible sources of error.

The *analysis and interpretation* of the results will usually require further working of the raw data. It is essential to use an appropriate statistical analysis to substantiate your conclusions, and this should be built into your experimental design at an early stage. Your findings should then be considered in relation to published work in the field of study.

The final phase is to *communicate* your investigation in the form of a report and either an oral or poster presentation. Here, you are able to show your skill in describing a scientific investigation and to show care and ingenuity in the presentation of data. The specifications of the project report are defined elsewhere in this Handbook. Your overall achievement in all these phases of the project will be evaluated in the final assessment, but it is important to realise that you are not expected to be good at everything from the outset. We expect you to learn from the experience of carrying out the investigation. A productive interaction with your supervisor throughout all stages of the project is an essential part of this process.

### Professional Practice: Some Rules

It is important that you respect the working environment. Maintain good laboratory discipline by labelling your materials, return reagents to the owners or lab store, help in routine lab chores, dispose of all waste materials safely and in a timely fashion, do not rely on others to clean up your mess, do not expect others to set up cultures or to take off gels because you are late. If you need help you must ask but you are responsible for your own work. During the project period, Masters students, like postgraduate research students *will be expected to work in the labs whilst managing coursework and assignments*. Please see calendar for vacation periods.

### Research Project Assessment

A good project investigation depends on you developing and displaying a variety of skills. Your supervisor will help to point you in the right direction and at the end will evaluate and report on your achievement. Various things will be looked for, such as your technical and experimental capability; your ability to design and carry out experiments; your ability to develop a productive work pattern; your contribution to the development of the investigation; your ability to innovate; whether you interacted effectively with your supervisor, or were over-dependent or too independent.

The major outcome of the project investigation is in the form of a report. A good project requires skill in the handling and presentation of your own results (involving data analysis, the use of tables, figures and plates, their description and interpretation). It also requires skill in the use of literature in the field of study and ability to discuss the results in this context. Again your supervisor will point you in the right direction and assess your achievement. The research project will be evaluated by your supervisor and an independent assessor both of whom will read the report.

### The Research Project Report

Reports should be at least 7,000 words long and should never exceed 8,000 words of text. An e-version of the report should be uploaded onto Moodle. The report should be typed (single side, double spaced), pages numbered at the top. All pages, including graphs, diagrams, tables, must carry a clear



margin of not less than 2.5cm on all sides and preferably 3cm left hand margin). The first page must be the title page, carrying the full title of the project, your name and the year. Students must ensure that the supervisor has approved this title and it agrees with that on the title page. As a general guide, the report is usually best arranged under the following headings (with subheadings as required). Remember that the report is for other readers, not just for you, so clarity of explanation is paramount.

### 1. *Abstract*

A summary not exceeding 300 words should state concisely what has been done and the conclusions and recommendations. Write the abstract last when you know what you have achieved.

### 2. *Introduction*

This is a critical survey of any literature and previous work on the topic. It should introduce the organism(s), all the key concepts and special techniques used in the results. It is often the first part of the report to be read and therefore gives the first impression. The introduction can be divided into sections dealing with particular aspects if this is advantageous but try to maintain continuity.

### 3. *Materials & Methods*

This section should describe clearly and concisely the main materials and methods used in the research so that someone else could repeat your experiments. Development of new methods or combinations of methods constitutes experiments and should be included in the *Results* section.

### 4. *Results*

This section should describe what you did and should be arranged in a logical order which need not be chronological. The results should be adequately described and graphs, diagrams and tables must be included where necessary.

### 5. *Discussion/Conclusions*

This is a discussion of your results putting your work in context, drawing attention to limitations and making appropriate conclusions. Avoid repetition of any material in the *Results* and *Introduction* sections.

### 6. *Literature References*

These are usually presented in alphabetical order of authors, with the full title of the paper, followed by the journal reference including volume number and first and last pages. Some journals insist upon the names of journals being given in full. Journal names may be abbreviated but these abbreviations are fixed and not left to your devising (see Chemical Abstracts Source Index 1985). Above all, be consistent in your usage. The Library has a leaflet on citations.

### 7. *Acknowledgements*

You should acknowledge the help given by people who have provided you with materials for your work and who have helped you with ideas.

### 8. *Appendices*

This section will not normally be read but can contain information that might be useful for subsequent readers, particularly those who may wish to continue your line of study. For example, this might include detailed descriptions of techniques that were described in outline in the "Materials and Methods" section or extensive raw data, which appears in the processed form in the report.

You are strongly advised to discuss a plan of your report with your supervisor *early* in the writing stage. Supervisors will be willing to discuss the general layout and the presentation of the work and to comment on the style and scientific content of a draft of the report if it is available in good time. However the responsibility for checking and correcting the report rests with you. The supervisor will advise you, not act as your proof-reader!

The report should be written concisely, avoiding undue verbosity, especially in the 'Introduction'. Reports should be between 7000 - 8000 words. Although this does not include diagrams, tables, references and appendices, these should also be kept within reasonable bounds. One of the key skills in a report is choosing data that most appropriately reflect the results and conclusions of the work. An overlong project report may be viewed as evidence of inability to cope with the challenge of presentation and be penalised accordingly.

## TIPS

- Begin writing up early
- Create final versions of your data images (*gel images, tables etc*)
- WORK and SAVE your drafts on your H-drive regularly (*these are updated every night*)
- Check carefully for errors before final submission.

It is recommended that you spend at least a week perfecting your written research report.

Extensions can only be given for compelling and legitimate reasons and are given not to give you more time (which would be unfair to others) but to enable you to recover from loss of time. Each one is judged on a case by case basis but possible examples include: prolonged illness (for which we would need medical certificates); catastrophic failure of equipment that has prevented you from working (in which case we would need your supervisor to support a modest extension).

## Submission of Project Work

You **must** submit:

- An e-version of the report uploaded onto Moodle *by the deadline*. This can be in any readable format such as Word, a zip-file or pdf.
- Laboratory Notebook. The lab notebook remains the property of the university. You may take a copy for your own use but the original must be deposited with the supervisor(s).

## Critical Review of Literature (BB50197/BB50143)

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The aim of this group of activities is to turn understand how ideas are turned into practical reality. It should provide you with skills in planning and researching a contemporary area of scientific investigation in preparation for extended pieces of writing, critical analysis of other work. You will need to submit

- A. ONE Data Interpretation exercise in semester 1 and
- B. ONE Literature Review in semester 2.

Each coursework will be equally weighted at 50% of the total mark for this unit. You should spend at least 100 hours of your time on this Unit.

### A. Data Interpretation

Imagine that the editor of the journal "BIOSCIENCE HORIZONS" has sent you a manuscript to review. You will be required to

1. Review: Write a critical review of the paper to the editor. They will use your comments and feedback to decide whether or not the paper should be published in the journal or not. A paper may sometimes be accepted with just minor revisions, but it is more common for referees and editors to request more substantial changes. Additional analyses or the collection of additional data can also be required, and this may result in the paper being rejected with resubmission allowed. Sometimes – more often than not, in fact, depending upon the Journal – the paper will be rejected outright.
2. Write a 300-word abstract of the main findings from the paper (example below)
3. Write a 600-word 'Lay' summary. Imagine you are summarising the paper for a newspaper or other popular print medium. Remove all the technical jargon, and describe what the authors have done, and why it is important. What's novel about the way they have done it? How has this work advanced our understanding?



## B. Literature Review

You will be required to plan, prepare and write an extended scholarly literature review on a cutting-edge topic related to your specialisation. Using appropriate literature, you should be able to present a coherent, timely exposition of a topic that has been provided by the programme Tutor. You should be able to demonstrate that you have understood the data and ideas put forward in the literature in the context of a critical review and synthesis of the material.

The literature review should be between **2,000 and 3,000 words** making it easy for the reader to follow the arguments being presented. The word range does not include references or figure legends.

The title, together with a number of references, should be used as a starting point for your review but you should find the remainder of the reading material yourself using the reference lists in the initial reviews, or in textbooks, or obtained from the Science Citation Index or PubMed. Please note that not all journals taken by the library are available online, although most are. Many titles are now online only. Do not use Internet sources unless you have good reason to believe them to be reliable. Do NOT cite 'Wikipedia'.

*Please read the University regulations on plagiarism and do not reproduce any material verbatim in your essays without attribution.*

## Submission of Literature Review (WH 3.33)

You **must** submit:

- An e-version of the report must be uploaded onto *Moodle by the deadline*. This should be either as Word or pdf file formats, with your name as the file ID.

### **Critical Research Analysis Skills (BB50198)**

To enhance your ability to work safely and become an effective researcher, part of your research time is devoted to skills development. The training is based on the Researcher Development Framework (RDF) of Research Councils UK. This unit thus also serves as effective training for those planning to undertake a PhD after graduation.

This unit has 3 assessments

1. A Molecular Biology Practical in the first FULL week at the start of the research project stage (4 - 8 June 2018). This is an intensive week-long practical. Assessment will be through a Data Interpretation Test on Moodle, approximately one week after the practical. (50% of unit)
2. Critical Analysis of a Research Paper: Your Programme Tutor will either allocate an article to you or ask you to choose an article from a list of journals. As Masters students, we feel these are essential skills to prepare you for your next steps in your career. This assessment is designed to build your confidence in communication skills, defending your work, articulating your strengths, and working on areas for development. (25% of unit)
3. Conference Poster of the same paper. Imagine that you are an author of the paper and attending a large scientific meeting to present some of the most important findings from this work as a poster. (25% of unit)

### **RESEARCH SEMINARS**

As postgraduate students, you will be expected to attend at least 50% of the Departmental Seminars, held in the 4 South Pavilion. These are scheduled for

- Tuesday at 1.15 (external speakers) and
- Thursday at 1.15 (Departmental Postdoctoral researchers and PhD students)

Abstracts of the seminars will be e-mailed to you in advance, if available. These seminars are designed to advance your wider knowledge and improve communication skills.

Those of you considering a PhD are strongly advised to attend the Departmental Research Conference (around Jan 2018). This conference will showcase some of the ongoing research in the department by academics, postdoctoral and graduate researchers. It has poster presentations with prizes and provides an excellent platform for networking opportunities.

### **Transferable / Key Skills**

Key skills are those generic skills which everyone needs to be a fully rounded and well educated person, regardless of your academic subject. In addition to the specific tasks above, as a MSc student at graduation, you should be able to:

1. demonstrate interpersonal skills and personal effectiveness of planning, time management; writing up on time; handling relationships with supervisors, peers and support staff; planning a career including preparing a CV, and understanding fellowship and research opportunities
2. show competence in the use of IT and information handling. This will include, where appropriate, use of databases, word processing, spreadsheets, statistics packages, making web pages, use of WWW and other electronic information sources.
3. discuss science in a commercial environment. This will include how large companies and SMEs (small and medium-sized enterprises) work, multidisciplinary research, Intellectual Property Rights (IPR) and its management in the biosciences, and routes to bioscience commercialisation such as licensing and spin-out company formation.

There is an online package: <http://www.bath.ac.uk/library/infoskills/> that will help you to identify and develop key skills in areas such as essay writing, referencing and communication. These and other skills (e.g. teamworking, problem solving and employment skills) can be developed both within your academic programme of study and via programmes such as SORTED offered by the Students' Union, The Library and Careers Advisory Service and also a dedicated PG Skills support service (<http://www.bath.ac.uk/research/pgskills/development/>)

Some of this will be achieved by attendance at the Research Training Unit. Other teaching and learning methods to achieve these skills will include:

- Lectures including those by past and current members of staff who run bioscience companies
- Courses run by the Staff Development Unit for postgraduates
- IT Courses run by BUCS for all staff and students:  
<http://www.bath.ac.uk/bucs/services/ittraining/>
- Laboratory instruction by laboratory staff (PGs, technicians, post-doctoral scientists and supervisor)

- Guided supervision by the Director of Studies during tutorials
- Preparation of a Personal Development Plan

### Suite of e-modules on academic writing

Although these have been designed for undergraduates, you can test your skills on these modules since they cover key points: (i) Critically evaluating what you read; (ii) Writing an essay; (ii) Writing a practical report; (iii) Getting your argument across; (iv) How to avoid plagiarism; (v) Citing and referencing. They are available at:

<http://moodle.bath.ac.uk/course/view.php?id=51106>

**Academic Skills Centre** <http://www.bath.ac.uk/asc/>

All international MRes students will have an English language assessment at the beginning of the year. Based on this the department may then require the student to attend an in-session English language course customised for bioscientists.

### Skills Map

A Skills Map indicates from which aspects of the course you should be able to gain the required skills.

Unit code BB*	Unit 1#	Unit 2#	Unit 3#	Unit 4T	50142	50146	50143
Key skill							
Planning & organisation					*A	*A	*
Study skills	*	*	*	*			*
Handling information	*	*	*	*	*A	*A	*A
Written communication	*	*	*		*A	*A	*A
Oral communication				*A	*A	*A	*
Working with others					*A	*A	*
Scientific & practical skills					*A	*A	*
Improving learning & performance	*	*	*	*	*	*	*
Information & communication technology (ICT)	*	*	*	*	*	*	*A
Problem solving					*	*	*A
Critical Analysis				*A	*A	*A	*A

Key: \* = skill taught or facilitated; A = skill formally assessed; # or † = Approved Unit († = including a seminar presentation).

### Planning Your Time

The most effective strategy during the year is to manage your time carefully, spacing your work out and keeping time limits in mind. If you allow a backlog to build up, relying on a 'just in time' approach to get things done, you will run into difficulties. Start work on the project and course essays or practical reports early so that you can avoid a pile-up of work. Consider the deadline as the last possible date for submission, not the target date. Aim to submit at least some course work before the deadline. Bear in mind that computing and printing facilities are under heavy pressure before and after vacation periods.

**Always back up your work:** Use the "H-drive" (the central University server that is backed up daily) and portable devices (USB flash drive; CD-ROM etc.) so that a computer crash does not involve losing everything. Install and use SOPHOS (free University-supported antiviral software) on your own machine. Install Ad-Aware as a guard against spyware (data-miners and pop-ups). If you are contributing to units that involve student discussions, make sure you are not expected to lead a discussion for two courses in the same week. Ask the convenor for a change of date early. Don't wait until the day before it happens.

Remember that supervisory staff may also be away at key times – attending national or international scientific meetings or on holiday. You must take charge of your own work programme: Contact staff in good time to arrange meetings and discussions; start projects promptly; plan ahead; balance your workload.

Whatever your educational background there will inevitably be gaps in your knowledge that cannot be covered by the range of taught and research topics that you study. You must decide on what remedial work must be done and then complete it ***in your own time***.

Just like research postgraduates, you have (virtually) no timetabled vacations (except when the university is closed) and have access to the labs all the time. Accordingly, part of your planning is to give yourself adequate breaks from work. In practice, most students try to take breaks at Christmas or Easter or after examinations if the timing is opportune.

## **ACCESSING UNIVERSITY EMAIL**

You will need to use your University username and password to access your University email account. You are able to access your email by going to <http://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 requiring action from you, including registration, unit enrolment, assessment, degree ceremonies, and matters such as tuition fees, via your University email account. It is a University requirement (Regulation 1.3) that you access your University email account regularly, even if you are out on placement or study abroad.

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

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

### ***Further information***

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

## **YOUR STUDENT RECORD: SAMIS**

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

### ***Further information***

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

## **MOODLE**

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

### ***Further information***

Departmental Postgraduate Moodle page <https://moodle.bath.ac.uk/course/view.php?id=2533>

## PERSONAL TUTORING

Your Director of Studies is also your Personal Tutor. They will help you to get the best out of your university experience. Your Personal Tutor will:

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

Your Personal Tutor will meet with you on at least three occasions in your first semester and at least once next semester. 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 groups but you can also request a one-to-one meeting. If you should have reason to wish to change your Personal Tutor, please contact your Deputy Director of Studies to discuss the matter.

## LANGUAGE AND ACADEMIC SKILLS SUPPORT AND DEVELOPMENT

To help you get the best out of your studies and your future employability, we offer all our students a comprehensive range of 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.

To develop your academic skills, you can choose from classes, tutorials, drop-in sessions, workshops and online resources, for example:

- 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
- use IT tools and resources effectively
- enhance your existing language proficiency, or learn a new language.

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

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

### **Further information**

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

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

## RECOGNITION FOR EXTRA-CURRICULAR ACTIVITIES: THE BATH AWARD

The Bath Award is open to all undergraduate and postgraduate students. It recognises the experiences, skills and strengths you have gained through participation in extra-curricular activities, volunteering, work experience, part-time work, global opportunities and more. The Award enables you to reflect on your personal development as a student and future employee. Completing the Award will enhance your employability, increase self-awareness of your skills and enable you to articulate these effectively to future employers.

### **Further information**

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

## THE LIBRARY

The Library is open 24 hours a day, all year round and provides print and electronic materials and information services to support study and research across the University. It houses over 520 PCs, wireless networking throughout, and provides areas for both quiet individual study and group work. Alongside 360,000 printed books, it offers over 26,000 electronic journals, 440,000 electronic books, 90 databases for information, literature and data searching, 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, our Subject, School and Faculty 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/biol/index.html>  
For information on all library services and resources: [www.bath.ac.uk/library](http://www.bath.ac.uk/library)

## COMPUTING SERVICES AND FACILITIES

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

If you'd like to know more about these services and how to access them, visit <http://go.bath.ac.uk/it-new-students>

IT Support is available from the IT Service Desk on Level 2 of the Library or online at: <http://go.bath.ac.uk/it-help-form>

If you require learning assistance, Computing Services can support you with your computing needs. The Assistive Technology Team is available to provide advice and support. Additional resources are available, which include the Assistive Technology room, specialist software and computer hardware - including laptops for loan.

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

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

Information for users requiring learning assistance: [www.bath.ac.uk/professional-services/assistive-technology](http://www.bath.ac.uk/professional-services/assistive-technology)

IT shop: [www.bath.ac.uk/locations/it-shop](http://www.bath.ac.uk/locations/it-shop)

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

## RECORDING OF LECTURES

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



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

**Further information**

Ordinance 22: [www.bath.ac.uk/corporate-information/ordinances](http://www.bath.ac.uk/corporate-information/ordinances)

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:

- Staff / Student Liaison Committees (SSLCs)
- surveys
- The SU (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 SU 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 SU. 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 SU (although you have a right to opt out - see section below on **Students' Union membership**). Officers of The SU 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 SU.

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>The SU and the Centre for Learning &amp; Teaching receive minutes of SSLC meetings in order to gain an overview of key themes explored, good practice identified and actions taken. This information helps to inform student engagement activity and summary reports prepared by The SU for the University.</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 SU Academic Council meetings. These take place regularly during semester time in order to:</p> <ul style="list-style-type: none"> <li>• keep SU 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 SU</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>
<b>Faculty/School level:</b>	<p>Student representatives are also elected as Faculty Reps to sit on a number of Faculty/School level committees such as the Faculty/School Board of Studies and the Faculty/School Learning, Teaching and Quality Committee. Faculty Reps are also members of The SU Academic Exec Committee.</p>
<b>University level:</b>	<p>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.</p>

**If you are interested in opportunities to represent student views, please contact The SU:**  
[academicreps@bath.ac.uk](mailto:academicreps@bath.ac.uk)

The SU 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 SU Advice and Support Service, described below, also provides students with information and confidential advice.

### **Further information**

Your SSLC: [\[Insert link to Dept/Faculty/School SSLC web pages\]](#)

SU Academic Representation including contact details for Academic Reps:

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

Election of Academic Reps: [thesubath.com/elections](http://thesubath.com/elections)

SU 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 SU. 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 SU:

[www.bath.ac.uk/corporate-information/code-of-practice-for-the-students-union-su](http://www.bath.ac.uk/corporate-information/code-of-practice-for-the-students-union-su)

## **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 **Wellbeing Service** section below) will be able to help. However, sometimes more specialist help is needed. The University has a range of professional support services that you can approach directly. Your two main contact points are Student Services at the Roper Centre in 4 West and the Advice and Support Service in the Students' Union.

### **Student Services**

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

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

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

Student Services can also provide letters confirming student status for a variety of purposes, which can be requested by logging on to SAMIS: <https://samis.bath.ac.uk>

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

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

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

The Students' Union Advice and Support Service can guide and support you with any problems you may have during your time at Bath. Their professional advisers offer confidential and non-judgemental information, advice and support, and are fully trained to give assistance and empower you to find the best resolution for your issue.

They can advise on a range of topics affecting your education and welfare. They provide academic advice for students wanting to submit Individual Mitigating Circumstances claims (see the section in this Handbook on **Assessment**), support for academic appeals, changing course, placements and more.

The Advice and Support Service can also support students with their housing situations. They can advise students on landlord issues, council tax, contract checking and more. They also offer support with personal issues such as harassment and stress, and offer cost-price condoms and free pregnancy tests.

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/advice](http://thesubath.com/advice)

#### **Further information**

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

#### **Wellbeing Service**

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

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

#### **Further information**

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

#### **ADVICE FOR INTERNATIONAL STUDENTS**

The Student Immigration Service provides immigration 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 daily drop-in service, advice via email, phone and web-based platforms, or individual appointments can be made through the Helpdesk in The Roper Student Services Centre, 4 West.

#### **Further information**

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

Student Services organise University-wide induction and welcome events in September. Events are also organised for incoming exchange students 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.

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

#### Further information

Student Complaints: [www.bath.ac.uk/guides/student-complaints-procedure](http://www.bath.ac.uk/guides/student-complaints-procedure)

### Bullying, harassment and victimisation

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*. This policy and procedure applies to all staff, students and third parties (e.g. contractors to the University).

#### Further information

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

See also the section in this Handbook on **Student Support** for information on reporting incidents of bullying or harassment.

### Mediation

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

#### Further information and contacts

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

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

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

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

Any personal information you give when disclosing your disability will be treated in confidence and made available *only* to relevant members of staff and only *with your permission*. If you don't disclose your disability it may be difficult for the University to provide suitable support to help you during your studies. Disclosure will not disadvantage you in any way.

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

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

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

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

**Further information**

[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 can seek advice, guidance and support via your Director of Studies, Personal Tutor and the University's Student Services. This will enable us to put in place arrangements that will assist you in undertaking your programme of study.

If you anticipate that you will need an absence from the University, talk to your department. They will offer you an appointment to discuss your options for continuing your studies and how the University can support you.

**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, ESTRANGED STUDENTS, REFUGEES AND YOUNG ADULT CARERS**

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

**Further information**

[www.bath.ac.uk/guides/additional-support-and-funding-for-care-leavers-foyer-residents-and-estranged-students](http://www.bath.ac.uk/guides/additional-support-and-funding-for-care-leavers-foyer-residents-and-estranged-students)

[www.bath.ac.uk/guides/financial-support-for-refugees](http://www.bath.ac.uk/guides/financial-support-for-refugees)

[www.bath.ac.uk/guides/students-with-caring-responsibilities](http://www.bath.ac.uk/guides/students-with-caring-responsibilities)

## **EQUALITY, DIVERSITY AND INCLUSION**

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)

## 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 can help you by providing feedback on your CV and applications, and your interview technique. The Careers Service also provides a wealth of careers information, and access to resources such as online aptitude tests. 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

### Course Work

You are normally required to submit at least one piece of course work from each unit for assessment although some units are assessed solely by examination. In the case of those units assessed by a mixture of examination and course work, the usual weighting is 80% examination, 20% course work. Details are in the catalogue of Units.

Seminar based units are assessed entirely on the basis of course work such as essays and presentations. The essay should aim to demonstrate your ability to write thoughtfully and critically. Quality is more important than bulk. The word processor will provide you with a word count, **which should be indicated on the essay**. It is important to include your name, the unit name and number and your degree course on any work you submit. You will also be asked to submit your work in an electronic version that may be used to check for plagiarism.

### Examinations

The unit examinations take place within the assessment period at the end of each semester. An examination timetable will be displayed on the notice board before the end of the teaching period of each semester and you will also receive an automatic email with details. Each lecture-based unit is examined by a 1-2 hour paper covering that unit alone. The format of individual examinations may vary; the rubric (guidance) for each examination will be displayed in advance of the assessment period.

### Notes on Examination Technique

Good examination technique helps you to realise your full potential. Although some of the following points may seem obvious, please take careful note of them.

- Read the question carefully and answer the question set.  
Don't alter the meaning to suit your convenience. Pay attention to key words such as 'discuss', 'illustrate', 'review', 'compare', and try to do what is asked! You should not be afraid of using information from outside the unit in which the question has been set. Evidence of good lateral thinking is one of the qualities looked for in a first class answer. However, resist the temptation to 'dump' irrelevant information; you will just be wasting time.
- Attempt the appropriate number of questions  
*Always* attempt all the questions required, even if you are short of time. It is relatively easy to pick up the first few marks, hard to get the last few. Questions that are not attempted are marked at zero, so you would need to score 80% on another question just to achieve a pass mark on the aggregate of the two questions.
- Write concisely in legible handwriting  
Unreadable handwriting is annoying, and does not get the benefit of the doubt. It is worth considering the use of some clear, labelled diagrams to convey some types of information, though of course they cannot replace the need for the written word.
- Advice on writing good answers  
Spend time to plan a logical structure for your answer, and link the ideas together to achieve 'flow'. Aim for a critical, in-depth account rather than a bland generalised regurgitation. If you are asked to 'Discuss the role of x in y', try not only to present the evidence, but argue the strengths/weaknesses of approaches or techniques used, or of particular views. Don't be afraid to speculate/suggest/criticise. Support your points with well-chosen examples and include the names of organisms. If possible include the names (and dates) of some of the researchers whose work you are describing.



## Marking Scheme

The quality of your individual essays, practical reports, etc. and the results of your examinations will be reported to you in either percentages or grades as described in the table below:

Grade	Percentage (%)	Description
Distinction	90-100	Outstanding
	80-89	Excellent
	70-79	Extremely good
Merit	67-69	Very good
	63-66	Good
	60-62	Quite good
Good Pass	57-59	Adequate
	53-56	Quite adequate
	50-52	Barely adequate
Bare Pass	40-49	Weak
Near Fail	30-39	Near Fail
Bad fail	0-29	Bad Fail

## Scaling

At the end of each assessment period the marks obtained in all the units that have just been assessed are discussed in Unit Board of Examiners meetings. The Unit Boards have the power to alter marks and this power is used occasionally to 'scale' all the results from a particular unit where the mean seems anomalously high or low. The external examiners expect us to do this. The object is to ensure that all units for one year of a programme are of approximate equal difficulty, particularly where the programme enables choice. Otherwise it would be possible for individuals to improve their prospects by choosing easy units, or reduce them by choosing harder ones.

Scaling is not carried out where there are grounds for thinking that the whole class has performed unusually well (or badly) because of unusually high (or low) ability or effort. Scaling is only done rarely and will make very little difference to aggregated results. However in the event that coursework marks are scaled, you may find the mark that goes forward differs slightly from that shown on the returned work. This is not an error; it is the result of scaling.

## FEEDBACK TO STUDENTS ON ASSESSMENT

During your programme, you will receive feedback on assessed work. Feedback on assessments may take different forms, depending on your subject and the type of assessment. You will be informed of the timing and nature of the feedback you will receive on each assessment, including whether the piece of work itself will be returned to you. For formal written examinations, students may receive general feedback to the group rather than individual feedback. You can discuss feedback you receive on assessments alongside your performance and progress in your studies at meetings with your Personal Tutor.

Feedback can enhance the student learning experience and it is widely recognised that in order for it to be effective departments should have clear mechanisms for providing timely feedback to students. Examinations are primarily used as summative assessment tools. Since exams are normally held at the end of semesters, their effectiveness in providing timely feedback to students is limited. The Department's policy on feedback encompasses not only feedback on the examinations taken but especially focuses staff and student attention on mechanisms (feed-forward) that enhance ability prior to the taking of the examination. Nevertheless, students can access their examination scripts to help them improve, upon request to the administrator.

Coursework can take many forms but often include essays, presentations, lab reports among others. Feedback opportunities are more numerous than those for examinations and usually include informal verbal feedback, formal written / audio feedback. Feedback on all coursework assignments will normally be provided within 3 working weeks of submission, unless mitigating circumstances cause delays.

## ACADEMIC INTEGRITY: REFERENCING AND PLAGIARISM

Plagiarism is the use of any published or unpublished work without proper acknowledgement in your references. Plagiarism occurs when a student 'borrows' or copies information, data, or results from an

unacknowledged source, without quotation marks or any indication that the presenter is not the original author or researcher.

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

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

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

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

#### **Further information**

For a range of skills and development opportunities see: <http://go.bath.ac.uk/skills>  
Library referencing resources, including style sheets: [www.bath.ac.uk/library/infoskills/referencing-plagiarism](http://www.bath.ac.uk/library/infoskills/referencing-plagiarism)  
Students' Union Skills Training: [thesubath.com/skills-training](http://thesubath.com/skills-training)

## **ACADEMIC INTEGRITY: TRAINING AND TEST**

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

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

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

If you have any access problems, then please contact [facscipgtadmin@bath.ac.uk](mailto:facscipgtadmin@bath.ac.uk) in the first instance.

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

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

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

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

**Further information**

Academic and information skills:

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

[www.bath.ac.uk/professional-services/academic-skills-programme-asp](http://www.bath.ac.uk/professional-services/academic-skills-programme-asp)

Regulation 3.7: [www.bath.ac.uk/publications/regulations-for-students](http://www.bath.ac.uk/publications/regulations-for-students)

**Plagiarism detection and personal data**

When you hand in a piece of assessed coursework, you will be expected to make a declaration that the work is your own and, where you have re-used your own work and/or used other sources of information, that you have referenced the material appropriately.

The University uses 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.

Turnitin complies with the European General Data Protection Regulation (Regulation (EU) 2016/679) (GDPR). 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/publications/regulations-for-students](http://www.bath.ac.uk/publications/regulations-for-students)

University's Data Protection Officer: [dataprotection-queries@lists.bath.ac.uk](mailto:dataprotection-queries@lists.bath.ac.uk)

Further information on Turnitin:

[https://guides.turnitin.com/Privacy\\_and\\_Security#EU\\_Data\\_Protection\\_Compliance](https://guides.turnitin.com/Privacy_and_Security#EU_Data_Protection_Compliance)

**ACADEMIC INTEGRITY: PENALTIES**

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

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

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

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

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

#### **Further information**

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

Appealing a decision about an assessment offence:

[www.bath.ac.uk/guides/appeal-against-a-decision-about-an-assessment-offence](http://www.bath.ac.uk/guides/appeal-against-a-decision-about-an-assessment-offence)

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

## **WORD COUNTS**

Written coursework tasks will normally have a word range or limit. This is in order to give an indication of the depth and detail of work required, and to ensure that students' submitted work is comparable. You will be required to declare the word count for your work when submitting it for assessment.

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

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

## **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 Centre ([thesubath.com/advice](http://thesubath.com/advice)).

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

Your IMC claim must be submitted no more than three days after the affected assessment. The IMC form is available at: [www.bath.ac.uk/registry/imc/imc-students.html](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 examination period or before a submission date, it is important that you speak to your Director of Studies as soon as possible. After speaking to your Director of Studies, if you do intend to submit a formal IMC claim for the assessment(s) you feel were affected, you will still need to complete the form and follow procedures.

## ASSESSMENT PROCESSES

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

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

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

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

**Moderation:** Both the setting and the marking of assessments are independently checked through a process known as moderation to ensure that questions test the learning outcomes and are set at the

right standard, and that marking is consistent and fair. Moderation is conducted by internal examiners and also by your External Examiner (see below).

### **Boards of Examiners:**

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

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

## **EXAMINATIONS – INFORMATION AND GUIDANCE**

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

[www.bath.ac.uk/publications/academic-year-charts](http://www.bath.ac.uk/publications/academic-year-charts)

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

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

### **Further information**

[www.bath.ac.uk/student-records/examinations/examinations-information](http://www.bath.ac.uk/student-records/examinations/examinations-information)

Regulation 15: [www.bath.ac.uk/publications/regulations-for-students](http://www.bath.ac.uk/publications/regulations-for-students)

Rule 2: [www.bath.ac.uk/rules/exam](http://www.bath.ac.uk/rules/exam)

Disability Service: [www.bath.ac.uk/groups/disability-service](http://www.bath.ac.uk/groups/disability-service)

## **EXTERNAL EXAMINERS**

An External Examiner is someone from another University or a professional organisation who is suitably qualified and experienced in the relevant field of study. At least one External Examiner is appointed for each taught programme or group of programmes. The role of External Examiner is an important one in assuring that assessment processes are fair and academic standards are appropriate, and supporting the development of your programme. External Examiners 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. See: <http://go.bath.ac.uk/external-examiners-reports>

The External Examiners for the Biology & Biochemistry programmes are:

**MSc Programmes:** Prof. Jonathan Green, University of Birmingham

**MRes Programmes:** Prof. Pamela Vallely, University of Manchester



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: Phases 2 & 3 for postgraduate taught programmes ('NFAAR-PGT')** specifies the rules governing students' progression from one stage of their programme to the next as well as for the award of degrees. The rules cover all areas of assessment, including supplementary assessment and the extent to which failure may be condoned. If you began the first stage of your programme in or after the 2011/12 academic year, NFAAR-PGT applies to you. (If you began before then, please ask your Director of Studies for guidance on assessment).

If at any time you are in doubt about how NFAAR-PGT provisions apply to your work, please consult your Director of Studies.

This section highlights areas of the University's assessment framework for the type of programme you are undertaking. It explains the regulations that govern your assessment and outlines how the University makes decisions concerning your progression through your programme and award. Complete information is available in the NFAAR-PGT document.

### **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-pgt-appendix-02.pdf](http://www.bath.ac.uk/registry/nfa/nfaar-pgt-appendix-02.pdf)

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

For information relating to your programme, 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 is a link to the relevant appendix of the NFAAR-PGT which states exactly how the assessment rules operate.

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

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

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

- Your programme is divided into stages and follows the general principle that all stage assessment must be successfully completed before progression to the next stage is permitted. This means that, if you are required to undertake supplementary assessment, you will have to do so before you can progress further. You must also never break one of the persistent generic rules.
- Your programme has units that constitute the Taught Stage(s) Credits in a separate phase before the period in which you will do the Dissertation/Project type unit(s), as indicated in the table showing the structure of your programme. The Programme Progression Requirement to get from the taught phase to the Dissertation/Project phase is 50%.
- Should you fail to qualify for the award of the degree of Master, you may be considered for the award of a related Postgraduate Diploma or Postgraduate Certificate (subject to your having met the requirements for one of those awards).

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

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

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

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

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

A Board of Examiners will decide at appropriate points whether you are continuing to meet the requirements for the programme (including not breaking persistent generic rules whereby you can only fail and retrieve, or marginally fail and have condoned, units within set limits), and/or whether you have met all the requirements for your target award or any alternative that might be available. The outcomes will depend on both your performance in individual units and your overall performance. Generally, if you pass each of your units, you will progress and, in due course, be recommended for an award.

If you fail units beyond certain credit values, or you fail some too badly, you might break one of the persistent generic rules whereby you can only fail and retrieve, or marginally fail and have condoned, units within set limits, and this will result in failure of the programme - without any opportunity for supplementary assessment. (Further information on supplementary assessment is provided below.)

The criteria for making awards with distinction or with merit are described in the relevant NFAAR-PGT rules (paras. 78-80).



### Supplementary assessment

'Supplementary assessment' is the term normally used for an opportunity given to a student to retrieve failure before starting the next stage of a programme, or by the end of the programme if it is a single-stage programme or the failed units are not Stage Required Units (SRUs). It generally involves re-doing coursework or re-sitting an examination. Students undertaking supplementary assessments are likely to have to do so at the University in the summer re-sit examinations.

**For the 2018–19 academic year, this period will be 14 August to 23 August 2019.**

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

At supplementary assessment, students will normally have the opportunity to gain credit for units then successfully passed and to have the mark gained reported to them for feedback purposes, but a maximum mark of 40% will be awarded and used in the Overall Stage Average, the Overall Programme Average, the Taught Stage(s) Average, and any award calculation.

If you pass all your supplementary assessments, you will be able to progress onto the next stage of your programme and/or, as appropriate, be considered for an award. If you do not pass them all, the outcome will depend on your overall performance including consideration of the rules about passing particular types of units and the persistent generic rules (as set out above).

### ACADEMIC APPEALS

Students wishing to submit a request for an academic appeal should refer to Regulation 17 (Conduct of Student Academic Appeals and Reviews): [www.bath.ac.uk/publications/regulations-for-students](http://www.bath.ac.uk/publications/regulations-for-students)

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

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

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

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

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

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

All academic appeals must be submitted within the timescales set out in Regulation 17. 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. For more information, see: [www.bath.ac.uk/guides/student-complaints-procedure](http://www.bath.ac.uk/guides/student-complaints-procedure)

If you are uncertain as to whether your concerns are a potential academic appeal or a student complaint, please refer to the guidance at: [www.bath.ac.uk/students/support/complaints](http://www.bath.ac.uk/students/support/complaints)

## GENERAL INFORMATION

### THE ACADEMIC YEAR 2018-19

#### Semester 1

Event	Dates
New student arrivals	Saturday 22 September 2018 - Sunday 23 September 2018
Welcome Week	Monday 24 September 2018 - Sunday 30 September 2018
Semester 1	Monday 1 October 2018 - Friday 14 December 2018
Semester 1 vacation	Monday 17 December 2018 - Friday 4 January 2019
Semester 1	Monday 7 January 2019 - Friday 25 January 2019

#### Semester 2

Event	Dates
Semester 2	Monday 4 February 2019 - Friday 19 April 2019
Semester 2 vacation	Monday 22 April 2019 - Friday 3 May 2019
Semester 2	Monday 6 May 2019 - Friday 31 May 2019

Please note: Friday 19<sup>th</sup> April is Good Friday and Monday 6<sup>th</sup> May is a Bank holiday and so no teaching will occur on these dates.

## UNIVERSITY REGULATIONS FOR STUDENTS

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

#### **Important information**

The full Regulations for Students can be found at:

[www.bath.ac.uk/publications/regulations-for-students](http://www.bath.ac.uk/publications/regulations-for-students)

## REGISTRATION STATUS

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

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

[www.bath.ac.uk/publications/regulations-for-students](http://www.bath.ac.uk/publications/regulations-for-students)

## ATTENDANCE MONITORING

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

[www.bath.ac.uk/guides/attendance-monitoring-for-tier-4-students](http://www.bath.ac.uk/guides/attendance-monitoring-for-tier-4-students)

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

## CHANGE IN YOUR CIRCUMSTANCES

It is important to ensure that the University holds your correct, up-to-date, personal and academic details within SAMIS, the University's student records database. If you change your address – either your semester-time or home address – please update your details online at: <https://samis.bath.ac.uk>

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

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

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

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

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

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

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

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

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

## HEALTH AND SAFETY

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

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

### **Further information**

email: [uhse@bath.ac.uk](mailto:uhse@bath.ac.uk)

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

[www.bath.ac.uk/corporate-information/fieldwork-safety-standard](http://www.bath.ac.uk/corporate-information/fieldwork-safety-standard)

[www.bath.ac.uk/corporate-information/placements-and-study-abroad-programmes-safety-standard](http://www.bath.ac.uk/corporate-information/placements-and-study-abroad-programmes-safety-standard)

[www.bath.ac.uk/guides/overseas-travel-safety-guidance](http://www.bath.ac.uk/guides/overseas-travel-safety-guidance)

## DATA PROTECTION

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