

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

## **POSTGRADUATE TAUGHT STUDENT HANDBOOK**

Department of Biology and Biochemistry

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# 1. Welcome to the Faculty of Science



*Welcome to the Faculty of Science at the University of Bath. I am delighted that you have chosen to pursue your postgraduate training with us. In some cases that means continuing from your previous studies at Bath, and you will be familiar with the campus and the staff. But for those of you electing to move to Bath from elsewhere, this will be an exciting new challenge. All of you will be embarking on a new phase in your lives and a move to a new style of thinking and learning inherent in postgraduate training; the Faculty of Science Graduate School is here to facilitate this transition. Above all, we want you all to succeed in your chosen course or research project, and that it should be an enriching and enjoyable experience. So do attend the induction events to meet the Graduate School team and to network with your peers. I look forward to meeting you all in the coming weeks.*

*Prof Sue Wonnacott, Associate Dean for Graduate Studies*

## 1.1 The Faculty of Science Graduate School

There are 6 departments within the Faculty of Science – Biology and Biochemistry, Chemistry, Computer Science, Mathematical Science, Pharmacy and Pharmacology, and Physics. The Graduate School is the home for all postgraduate students engaged in research or taking taught Masters courses within the life sciences, physical sciences and mathematics. The Faculty has several interdisciplinary Research Centres, including the Centre for Extremophile Research (CER); the Centre for Mathematical Biology (CMB), the Centre for Regenerative Medicine (CRM) and Bath Institute for Complex Systems (BICS). These Centres foster cross-discipline interactions, both within and beyond the Faculty of Science, and support interdisciplinary postgraduate training programmes.

## Role of the Graduate School

The Graduate School is responsible for supporting postgraduate students throughout their lifecycle at the University, from admission, through progression stages to submission and completion. It also provides a forum for formal and informal interdisciplinary exchanges, offering both academic and social activities. Generic skills training courses are provided by the Graduate Centre via the Graduate School.

## Staff in the Graduate School

Location: Wessex House 3.33

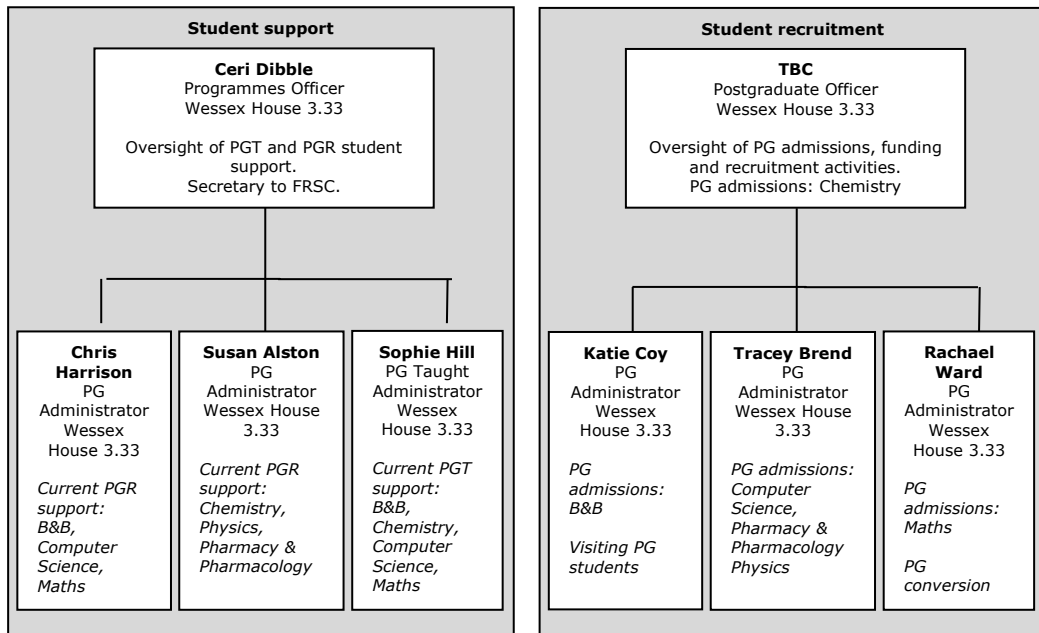
Website: <http://www.bath.ac.uk/science/graduate-school/contact/>

Email: [fac-sci-gs-admin@bath.ac.uk](mailto:fac-sci-gs-admin@bath.ac.uk)

Tel: +44 (0)1225 38 3410 (internal ext 3410)

**Professor Sue Wonnacott**  
Associate Dean for Graduate Studies  
4 South 0.44

**Simon Gane**  
Graduate School Manager  
Wessex House 3.35



## 2. Welcome to the Department

### 2.1 The Department of Biology and Biochemistry

The Department of Biology and Biochemistry is an active Department with 47 academic staff, 51 postdoctoral researchers, over 100 postgraduate research and taught students, and 30 support staff. The Department is one of the largest and most successful in the University and is consistently in the top 10 league table of UK universities. The Department is an internationally recognised centre of excellence in both research and teaching, aiming to provide students and researchers with a stimulating and inspirational multidisciplinary environment in which they can achieve their ambitions.

Approximately 125 papers are published in peer reviewed journals each year with research grant portfolios over £14 million. The Department has adopted an integrated approach embracing the view that tomorrow's breakthroughs are likely to occur at the interfaces of traditional biological subdivisions. The Department's research is based in 3 and 4 South buildings, and a unique £10m specialised research building, The Milner Centre for Evolution, which is a cross-faculty research centre bridging biology, health and education, scheduled for completion in 2017. Both research and taught Masters degree students work alongside post-doctoral scientists and academic staff in state-of-the-art laboratories. Postgraduate workrooms are purpose-designed with PCs, printers and on-line access to the library catalogue and other databases.

### 2.2 Who's Who in the Department

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.

#### Key staff

##### **Head of Department**

Prof. Rod Scott

##### **Director of Studies (MRes, MSc and Integrated PhD Year One)**

Dr Momna Hejmadi ([bssmvh@bath.ac.uk](mailto:bssmvh@bath.ac.uk), ext. 3129, 4S 0.48)

##### **Personal Tutor (MSc Programmes)**

Dr Momna Hejmadi ([bssmvh@bath.ac.uk](mailto:bssmvh@bath.ac.uk), ext. 3129, 4S 0.48)

## **Personal Tutor (MRes Programmes)**

Prof. Jason Wolf ([j.b.wolf@bath.ac.uk](mailto:j.b.wolf@bath.ac.uk) , ext 5012, 4S 1.50)

## **Graduate School Administrator for PGT**

Sophie Hill ([S.C.Hill@bath.ac.uk](mailto:S.C.Hill@bath.ac.uk) , ext. 4978, WH 3.33)

## **Programme Tutors**

Academics who look after the subject-specific intellectual development of the students on a specific programme and coordinate appropriate coursework. General Key Skills and pastoral care is covered by the Personal Tutor (the DoS).

### **Programmes**

MSc & MRes BioSciences  
MSc & MRes Developmental Biology  
MSc & MRes Evolutionary Biology  
MSc & MRes Molecular Microbiology  
MSc & MRes Molecular Plant Biology  
MSc & MRes Protein Structure and Function  
MRes Regenerative Medicine

International Tutor  
Women's Tutor

### **Programme Tutor**

Dr Susan Crennell  
Dr Tony Perry  
Prof. Matt Wills  
Dr Daniel Henk  
Dr John Beeching  
Dr Jean van den Elsen  
Dr Adele Murrell

Dr John Beeching  
Dr Susan Crennell

## **2.3 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 five 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 the Department of Chemistry and Chemical Engineering)
3. Centre for Regenerative Medicine (with the Departments of 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)

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 graduate 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.

### 3. What is a Masters degree?

Within the UK, the Quality Assurance Agency has developed a national Framework for Higher Education Qualifications (FHEQ). They have made formal descriptions of all levels of postgraduate qualifications.

Master's degrees are awarded to students who have demonstrated:

- a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of their academic discipline, field of study or area of professional practice
- a comprehensive understanding of techniques applicable to their own research or advanced scholarship
- originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline
- conceptual understanding that enables the student:
- to evaluate critically current research and advanced scholarship in the discipline
- to evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses.

Typically, holders of the qualification will be able to:

- deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate their conclusions clearly to specialist and non-specialist audiences
- demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level
- continue to advance their knowledge and understanding, and to develop new skills to a high level.

And holders will have:

- the qualities and transferable skills necessary for employment requiring:
- the exercise of initiative and personal responsibility
- decision-making in complex and unpredictable situations
- the independent learning ability required for continuing professional development.

Much of the study undertaken at Masters level will have been at, or informed by, the forefront of an academic or professional discipline. Students will have shown originality in the application of knowledge, and they will understand how the boundaries of knowledge are advanced through research. They will be able to deal with complex issues both systematically and creatively, and they will show originality in tackling and solving problems. They will have the qualities needed for employment in circumstances requiring sound judgement, personal responsibility and initiative, in complex and unpredictable professional environments.

## **4. Your MRes Programme**

All students taking any of the MRes programmes will be based in this Department (although some work may be carried out in collaborating departments). All seminars and lectures in the department are open, and every scientist and student is expected to become familiar with what is happening in other sub-disciplines. There is a common structure for all programmes and students will undertake exactly the same set of components which are:

- Two Research Projects with different supervisors on different topics.
- Four taught units comprising lectures, seminars and/or other activities that will differ between units.
- Two Literature Reviews.
- Three Critical Analyses.
- One Research Proposal.
- Research training skills development.

The differences between the programmes lie in the exact combination of work. For example, a molecular microbiologist will:

- Have chosen taught units with microbiological content.
- Write literature reviews on two microbiological subjects.
- Undertake three critical analyses on speakers presenting microbiological research work (or nearest equivalent).
- Develop a microbiologically focussed research proposal.
- Conduct two projects on different topics in different microbiology labs.

Other specialist programmes will have similarly specialised topics. The only exception to this model is the MRes in Biosciences; this programme is designed for students who wish to take a wider range of subjects rather than focus on one area of the biosciences.

## 4.1. Aims of the Programme

The MRes programme is designed for graduates who are contemplating a research career and may go on to study for a PhD or to a position in industry involving interaction with research scientists. It will give the student an insight into a range of research activities, techniques and skills as well as widen their knowledge both of the subject itself and the context within which the research will take place. It will provide the student with an understanding of the ethical implications of their work, its potential role in economic exploitation and the way in which science is managed.

MRes degree programmes involve a strong emphasis on your own, self-directed work. It is particularly important to be well organised, committed and self-motivated. You are expected to broaden your knowledge of Master's level biosciences and to keep abreast of major developments. You should build into your work schedule some reading to maintain your awareness of current trends in science (for example, *Nature*, *Science*, *Trends* journals – all to be found in the Pavilion and Library). You should attend the programme of lectures by visiting speakers which runs throughout the year on Tuesday afternoons. You will also be expected to attend at least 50% of Thursday lunchtime seminars given by post-doctoral staff and PhD students from within the Department. Both of these will bring you into contact with areas of biosciences outside your main courses. You may also receive e-mails from other departments (particularly Pharmacy & Pharmacology and Chemistry) who occasionally invite visiting speakers on biologically related themes.

## 4.2. Structure of the Programme

<b>Programme Title</b>	<b>Master of Research</b>
<b>Programme Code</b>	Varies with programme
<b>Department</b>	Biology and Biochemistry
<b>Final Qualification</b>	MRes
<b>Duration of Programme</b>	12 months
<b>Mode of Study</b>	Full time only

Unit	Requisites	Credits	Course work	Exam	
Elective unit 1 – semester 1	Compulsory	6	variable	variable	26.66
Elective unit 2 – semester 1	Compulsory	6	variable	variable	
Elective unit 3 – semester 2	Compulsory	6	variable	variable	
Elective unit 4 – semester 2	Compulsory	6	variable	variable	
<b>Research Project 1 (BB50142)</b>	Compulsory	27	100	0	30
Supervisor (lab performance) 30%					
Supervisor (Project Report) 30%					
Second Assessor (Project Report) 30%					
Poster presentation 10%					
<b>Research Project 2 (BB50146)</b>	Compulsory	27	100	0	30
Supervisor (lab performance) 30%					
Supervisor (Project Report) 30%					
Second Assessor (Project Report) 30%					
Oral presentation 10%					
<b>Critical Research Analysis Skills (BB50143)</b>	Compulsory	12	100	0	13.33
Literature Review 1 25%					
Literature Review 2 25%					
Three Critical Analyses 25%					
Research Proposal 25%					
<b>Total Credits for Masters</b>		<b>90</b>			<b>100</b>

### 4.3. Programme Overview

#### 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 three distinct parts to this unit that will contribute to the assessment:

1. Plan, prepare and write two extended scholarly Literature Reviews in areas of biosciences at the leading edge of current science.
2. Write three Critical Analyses on seminars, research papers or other specific coursework assignments.
3. Complete one Research Proposal scoped for a 3-year PhD programme.

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

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 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.

## Personal Tutors

The Personal Tutor will help you with your non-academic needs (often called "Pastoral Care"). It can include personal issues (social, financial, health, personal circumstances etc). Discussions will be confidential. The Personal Tutor may also be a referee for future job/scholarship applications if requested. You can also speak with your International tutor or the Women's tutor on any personal issues, if you wish.

## 5. Your MSc Programme

### 5.1 Aims of the MSc Programme

The MSc degree programme is designed for graduates who are contemplating a research career and may go on to study for a PhD or to a position in industry involving interaction with research scientists. It will give the student an insight into a range of research activities, techniques and skills as well as widen their knowledge both of the subject itself and the context within which the research will take place. It will provide the student with an understanding of the ethical implications of their work, its potential role in economic exploitation and the way in which science is managed.

MSc degree programmes involve a strong emphasis on your own, self-directed work. It is particularly important to be well organised, committed and self-motivated. You are expected to:

- Broaden your knowledge of Masters level biosciences and to keep abreast of major developments
- Build into your work schedule some reading to maintain your awareness of current trends in science (for example Nature, Science, Trends journals – available online / in the Pavilion). Attend the programme of lectures by visiting speakers that runs throughout the year on Tuesday afternoons.
- Attend **at least 50%** of Thursday lunchtime seminars given by post-doctoral staff and PhD students from within the department. Both of these will bring you into contact with areas of biosciences outside your main courses. You may also receive emails from other departments (particularly Pharmacy & Pharmacology and Chemistry)

who invite visiting speakers on biologically related themes. During the year you must satisfactorily complete sufficient units to accumulate 90 credits.

## 5.2 Structure of the Programme

<b>Programme Title</b>	<b>Master of Science</b>				
<b>Programme Code</b>	Varies with programme				
<b>Department</b>	Biology and Biochemistry				
<b>Final Qualification</b>	MSc				
<b>Duration of Programme</b>	12 months				
<b>Mode of Study</b>	Full time only				
Unit	Requisites	Credits	Assessment %		Programme weighting (%)
			Course work	Exam	
3-4 Elective units – semester 1	Compulsory	<b>6 each</b>	variable	variable	46.66
3-4 Elective units – semester 2	Compulsory	<b>6 each</b>	variable	variable	
<b>Research Project (BB50199)</b>	Compulsory	<b>30</b>	100	0	33.33
Supervisor (lab performance) 30%					
Supervisor (Project Report) 30%					
Second Assessor (Project Report) 40%					
<b>Critical Review of Literature (BB50197)</b>		<b>6</b>	100	0	6.66
Literature Review 1 50%					
Literature Review 2 50%					
<b>Research Training Skills (BB50198)</b>		<b>12</b>	100	0	13.33
1) Critical Research Analyses Skills (50%)					
2) Molecular Biology Practical (BB20025) (50%)					
<b>Total Credits for Masters</b>		<b>90</b>			<b>100</b>



## 5.3 MSc Programme Overview

### 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 should provide you with skills in planning and researching several contemporary areas of scientific investigation in preparation for an extended piece of writing. As part of the assessment for this unit, you will need to:

- Plan, prepare and write **TWO** extended scholarly Literature Reviews in areas of biosciences at the leading edge of current science. The topic areas will be given by the Programme tutor.
- Each of the two literature reviews 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 be consist of 2 main components

- 1) 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.
- 2) 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 semester 2 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.

### **Personal Tutor**

The Personal Tutor will help you with your non-academic needs (often called "Pastoral Care"). It can include personal issues (social, financial, health, personal circumstances etc). Discussions will be confidential. The Personal Tutor may also be a referee for future job/scholarship applications if

requested. You can also speak with your International tutor or the Women's tutor on any personal issues, if you wish.

## 6. Choosing Elective units (common sections for MRes and MSc)

### 6.1 Units and unit choices

You will have already made Unit choices which will be discussed and confirmed with the Director of Studies. It is essential that you discuss your choice with the Director of Studies during induction week.

#### Changing Unit Choices

It may be possible to change unit choices, after discussion with your Director of Studies, followed by a request to Teresa Buckley in the Department Office.

**The deadline for requesting these changes is in the first teaching week.** Changes will not usually be permitted after these dates. Note that changing to another Unit will not be possible if that Unit is full, as can occur particularly for seminar-based Units. ***All changes must be in accord with the rules of the programme and be approved by the 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/2016-2017/bb/bb-proglist-pg.html>

Decoding 'UNITS'

A "unit" is the term we give to each individual taught module. Each "6-credit" unit is deemed to be equivalent to 100 hours of work. Depending on the

nature of the unit this may include lectures, practicals, tutorials, seminars, essay writing, private study, presentations, etc. The majority of the time required for a unit will be taken up by private study.

#### Unit codes

- The initial two letters indicate the department offering the Unit. E.g. BB unit = Biology & Biochemistry.
- The next digit indicates "level". Levels 2-3 are sub-Masters-level. Levels 4-5 are Masters-level.
- The last 3 numbers define each specific unit.
- ZZ codes are allocated at the discretion of the Director of Studies

#### Unit Assessments

- EX - Examinations: held at the end of each semester. 100 EX means the entire unit is assessed solely by examination; 50% EX means 50% of the unit is assessed by examination
- CW – Coursework: Assessments may be through assignments such as presentations, extended essays, articles, critical analysis etc. The type and number of CW assessments will vary within each unit (e.g. 100% CW can include 2 essays or one essay and one presentation)
- PW – Practical: Assessments on practical work in the laboratory such as practical reports, problem sheets, viva-voce etc.
- SM – Seminars: Assessments will be in the form of advanced-level presentations and discussions by you, and typically involve small class sizes.

Prerequisite units: The purpose of a prerequisite is to ensure that a student has the appropriate background for any more advanced unit. The prerequisites are designed for students doing full 3 or 4 year undergraduate programmes at Bath (e.g. MBiochem). Any incoming students doing a one year programme cannot have taken such a prerequisite because they have not been here. Therefore, there are no formal prerequisites for any units BUT the student must have taken suitable units in their home university. If they have not the students should discuss the particular case with the Director of Studies; it does state above that any gaps in your background knowledge must be rectified in your own study time.

## 7. Preparing for academic success

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.

**All assignments should be uploaded onto Moodle (B&B Coursework Submissions > UNIT CODE > Upload UNIT assignment)**

### 7.1 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 report 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**

An e-version of the report should be uploaded onto Moodle by the same deadline as the hard copy. A minimum of **TWO** typed hard copies must also be submitted: the second copy will be returned to you; the first copy is retained by the supervisor. The Graduate School will bind the typed report.

If you require additional copies (for example for your sponsor) they must be submitted at this stage if you want them bound but you must alert the office to your needs before submission. The report should be typed (single side, double spaced) on A4 sized paper, 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. (Failure to observe this may result in material being cut out during page trimming). 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 approximately 5,000 words long (*circa* 20 pages) and should never exceed 10,000 words (c. 40 pages) of text. 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.



It is important to bear in mind that the Library Printer is in heavy demand at the start and end of teaching periods; this will not be acceptable as an excuse for late submission. Begin writing up early and check carefully for errors before final submission.

It is recommended that you spend 2-4 weeks perfecting your written research report. This time includes a draft submitted to your project supervisor in sufficient time (this means a minimum of one week) for him/her/them to read it and return it with comments. Supervisors will not “proof-read” the draft but will alert you to general weaknesses, errors and omissions.

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 **three** kinds of work:

- Two copies of a project report printed according to the guidelines. These will be bound by the Graduate School and distributed to the supervisor and an independent assessor.
- An identical e-version of the report uploaded onto Moodle *by the same time and date*. 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).

## **7.2 Critical Review of Literature (BB50197/BB50143)**

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 and a research proposal. You will not be permitted to perform a Literature Review and a Research Proposal in exactly the same research area in which you are conducting research projects. You will need to submit TWO literature reviews

each semester. Each of the literature reviews 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.

### Literature Reviews

For each literature review you will be required to plan, prepare and write an extended scholarly literature reviews on cutting-edge topics 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 Reviews (WH 3.33)

You **must** submit:

- A hard copy of a Literature Review printed according to the guidelines.
- An identical e-version of the report must be uploaded onto *Moodle* by the same time and date. This should be either as Word or pdf file formats, with your name as the file ID.

## 7.3 Critical Research Analysis Skills (BB50143 / 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.

You will be given a number of assignments, each of which is designed to improve your research skills. Details of the number and nature of assignments will be uploaded on the Moodle page. The assignments may include critically analysing research papers, seminars or specific coursework assignments.

**Important Note for MSc students:**

As part of the BB50198 unit, MSc students will also do the Molecular Biology Practical (BB20025), in the first FULL week of semester 2 (6-10 Feb 2017). This is an intensive week-long practical contributing 6 credits of the unit (half of the unit credits). Therefore, **you are REQUIRED to be present on campus before Feb 5, 2017.**

**Tips on preparing for critical analysis of research seminars**

- Research the work of the speaker in advance. You can form study groups to help you prepare in terms of understanding and scribing notes during the talks (e.g. non-native English speakers may find it useful to scribe whereas native speakers may find it useful to jot key points). See 'Survival tips by a student' available on your programme Moodle page.
- Attend the talk and take notes. It is highly likely that the talk will contain unpublished material so you will need to be active in your listening and pay attention to what is being done, why and how. Furthermore, you should look for the quality of the data and note any areas where you think the work may be insufficient or you are unconvinced by the data. If you have questions you may want to ask them at the end of the talk. **DO NOT request a copy of the PPT.** The work described is often confidential.
- After the talk research the topic area in more depth. Debrief your study groups and discuss strengths and weaknesses of the research.
- Write a critical review of the talk in **no more than 1,000 words** (not including the title, name and affiliation of the speaker, any references, figures or tables) using the headings:
  - Your abstract of the talk (200 words or less)

- Critical review of the research
- The total amount of work time associated with each talk (including attendance) should be 10-12 hours.

### **Submission of Critical Analyses**

You must submit: One e-version of the critical analysis must be uploaded onto Moodle by the deadline. This can be in any readable format such as Word, a zip-file or pdf.

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 2016). 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.

## **7.4 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 <sup>#</sup>	Unit 2 <sup>#</sup>	Unit 3 <sup>#</sup>	Unit 4 <sup>†</sup>	50142	50146	50143
<b>Key skill</b>							
Planning & organisation					<b>*A</b>	<b>*A</b>	<b>*</b>
Study skills	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>			<b>*</b>
Handling information	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*A</b>	<b>*A</b>	<b>*A</b>
Written communication	<b>*</b>	<b>*</b>	<b>*</b>		<b>*A</b>	<b>*A</b>	<b>*A</b>
Oral communication				<b>*A</b>	<b>*A</b>	<b>*A</b>	<b>*</b>
Working with others					<b>*A</b>	<b>*A</b>	<b>*</b>
Scientific & practical skills					<b>*A</b>	<b>*A</b>	<b>*</b>
Improving learning & performance	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>
Information & communication technology (ICT)	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*A</b>
Problem solving					<b>*</b>	<b>*</b>	<b>*A</b>
Critical Analysis				<b>*A</b>	<b>*A</b>	<b>*A</b>	<b>*A</b>

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

## 7.5 Communications

The primary point of contact for students on taught Masters courses is the **Graduate School**, which is responsible for overseeing the postgraduate student journey, from admission through to graduation. 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. If in doubt, please call the Graduate School office on 01225 384978 and we will advise.

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.

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 4South Bldg.

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.

## 7.6 Assessments

**All assignments should be uploaded onto Moodle (B&B Coursework Submissions > UNIT CODE > Upload UNIT assignment)**

### 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 overleaf:

Grade	Percentage (%)	Description
A+	90-100	Outstanding
A	80-89	Excellent
A-	70-79	Extremely good
B+	67-69	Very good
B	63-66	Good
B-	60-62	Quite good
C+	57-59	Adequate
C	53-56	Quite adequate
C-	50-52	Barely adequate
D	40-49	Weak
E	30-39	Near Fail
F	0-29	Hopeless Fail

If you do not submit work, or do not answer an examination question you will score zero.

## 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.

### **External Examiner**

The External Examiner is an independent evaluator from another institution who will assess the programme including all your assessments and work. The examiner may conduct some *viva voce* 'one to one' interviews with no one else present, taking about 20 minutes. His/her role is to provide an independent assessment of the programme as a whole and whether the work has been correctly and fairly assessed. The external examiner may also ask you for your candid opinion of the MSc programme. The provisional result of your degree programme will normally be announced after the meeting of the Board of Examiners for the MSc degree programme which follows as soon as possible after the last *viva voce*.

## **7.7 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.

## 7.8 Key Dates for the Academic Year

The calendar of the academic year revolves around the undergraduate degree programmes. You will be attending some taught Units also taken by undergraduate students taking Masters degrees such as MBiochem. Although undergraduates have prescribed holidays, Masters students have no prescribed vacations except for periods when there are official University holidays when the University is shut (see the overview of the calendar year for Masters students). Like postgraduate research students, you take holidays when the work permits.

All work must be handed in to the Department Office when it will be date-stamped and you will sign to verify that it is your own work. You will also need to submit an e-version of your work via Moodle.

Copies of all assessment forms (for example, for project assessments, oral presentations, poster presentations, literature reviews, research proposal, critical analyses, etc.) will be available on-line via Moodle.

The exact date for the visit of the external examiner and the programme results is to be confirmed but is provisionally set for mid-October 2017.

The first appropriate Degree Congregation ceremony that you could attend will be held in December 2017. Precise details will be available nearer that time.

## 8. Assessment Regulations

### Important information

For full details of the NFAAR-PGT, visit:

[www.bath.ac.uk/registry/nfa/index.htm](http://www.bath.ac.uk/registry/nfa/index.htm)

For information relating to your programme, visit:

<http://www.bath.ac.uk/catalogues/>

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

### The New Framework for Assessment: Assessment Regulations

The New Framework for Assessment: Assessment Regulations (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.

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).

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

### 8.1 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 *Your MSc and Your MRes Programme* sections (sections 4 & 5) earlier in this Handbook show the structure of your programme.

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

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.

#### MSc programmes:

- 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 at the end of this section. 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 (subject to you having met the requirements for that award).

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.

#### MRes programmes:

- The MRes programmes have Designated Essential Units (DEUs) which you must pass to gain the award you seek; even marginal failure in these units cannot be condoned.
- Your programme is a single-stage programme, so your eligibility for the award you seek will only be judged at the end of the programme. You must also never break one of the persistent generic rules
- Since your programme has just one stage comprising both the units that constitute the Taught Stage(s) Credits and the Dissertation/Project type unit(s), there is no Programme Progression Requirement to get from the taught phase to the dissertation/project phase. The status of the different units is indicated in the table at the end of this section.
- Should you fail to qualify for the award at the end of this programme, there is no alternative award available.

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

- If you fail any DEUs, you will have to undertake supplementary assessment – unless you have failed so many DEUs that you fail outright or the attempted retrieval would break the rule on how much failure can be retrieved.

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

### Both MSc and MRes programmes:

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.

## 8.2 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 2016-17 academic year, this period will be 16 August to 25 August 2017. Each unit’s method of supplementary assessment is shown in the Unit catalogue on the web.

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.

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



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

## 8.3 Feedback to students on assessment

### **Policy on Feedback on Assessed Work 2016-17**

#### **Background**

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, and that students need to be clear in their expectations of how feedback can help them. This document sets out to provide insight and guidance on the expectations placed upon staff and students.

Examinations are primarily used as summative assessment tools. Since exams are held at the end of semesters, their effectiveness in providing timely feedback to students is limited. There is clear evidence in the literature that unless feedback is provided soon after assessed work, its value declines. For this reason, 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.

Coursework can take many forms but often these build on previous experiences and, therefore, timely feedback on individual work is effective in developing an individual's abilities. These feedback opportunities are more numerous than those for examinations and are, therefore, a priority for the Department's feedback policy and a significant part of each student's learning experience.

### **Assessment types and their feedback**

#### **Examinations**

Examinations are used extensively in the assessment of units within Biology & Biochemistry at all levels of study. It is, therefore, important that students develop the skills that enable them to write examination answers successfully.

Past evidence shows that generic skill development work is more effective in improving subsequent exam performance than after the event knowledge of individual mistakes in specific questions. Department policy therefore is to concentrate on preparing students in examination techniques. Whilst we do not grant automatic access to examination scripts, where a student requests to view the scripts, these can be seen by contacting the Personal Tutor.

#### Staff responsibilities

- Personal Tutors will provide tutees with generic help with examination skills including assessment criteria.
- Unit convenors will make clear, at the start of the unit, the format and style of any examination to be used in the unit and encourage students to look at past exam papers on the web.
- First assessors of examination questions will ensure that they provide the marked scripts to second assessors in a timely fashion.
- Unit convenors will ensure that at least general feedback on the examination of a unit is posted on the Moodle course for the unit by the time the unit marks are released to students.
- Unit convenors will ensure that at least general guidance on the requirements of the exam is accessible throughout the year via the Moodle course for the unit ('Feed-forward'). This may take the form of the general feedback provided in the previous year(s) or may be in another format.
- Examination spreadsheets, indicating marks for individual answers on examination papers, will be released (on Moodle) at the same time as official unit results are released on SAMIS.
- Personal Tutors will obtain and show to their tutee relevant marked examination scripts when a request for access to these has been made.

#### Student responsibilities

- Students will develop their examination skills through engagement with their tutor, use of published and on-line resources and through practice of examination skills in their own time.

#### **Coursework: essays**

Essays are written as part of many units taken by Postgraduate students.

#### Staff responsibilities

- Staff will set clear deadlines for the submission of essays, notifying both students and the appropriate administrative staff in the of those deadlines in a timely manner. All deadlines will be set at 13.00 on the last day of submission.
- Staff will mark essays to the set criteria, which have been made clear to students at the time the coursework was set.
- Staff will return essay feedback forms to students within *three semester weeks* of submission.

#### Student responsibilities

- Students will submit work before 13.00 on the day of the deadline.
- Students will collect returned work or essay feedback forms at the earliest opportunity after they are provided for collection.
- Students will read, digest and act upon the feedback given. If needed, students should seek clarification from staff as to the meaning of the feedback.

### **Coursework: Practical reports**

Some units taken by Postgraduate students require the preparation of a practical report. Project reports use the same styles and require the same sorts of skills as practical reports, so feedback on practical reports feeds forward into these other assessments.

#### Staff responsibilities

- Staff will set clear assessment criteria for every practical report. These may be the generic criteria for practical reports or criteria specific to a particular report.
- Staff will make practical work, with individual feedback, available via the Undergraduate Office within *three semester weeks* of submission of the last set of reports for that practical.

#### Student responsibilities

- Students will submit work before 13.00 on the day of the deadline, which will normally be two weeks after the day of the practical session.
- Students will collect returned work or essay feedback forms at the earliest opportunity after they are provided for collection.
- Students will read, digest and act upon the feedback given.

### **Coursework: Presentations**

Most presentations are given as tutorial work or for units in the Final Year.

#### Staff responsibilities

- Staff will set clear assessment criteria for every presentation. These may be the generic criteria for presentations (a Departmental *pro forma* is available) or criteria specific to a particular presentation.
- Staff will provide feedback to students on the standard Departmental *pro forma* or their own specific *pro forma* within *three semester weeks* of the presentation.

#### Student responsibilities

- Students will make their presentation at the agreed time and location.
- Students will collect their feedback form at the earliest opportunity after they are provided for collection.
- Students will read, digest and act upon the feedback given. If needed, students should seek clarification from staff as to the meaning of the feedback.

### **Coursework: Projects**

All students undertake a project at some time during their degree programme.

#### Staff responsibilities

- The Director of Studies will set the submission deadlines for the Postgraduate projects at the start of each academic year and publicise these in a project guide distributed to all supervisors and students.
- Staff will return a project draft feedback form within one semester week of the submission of the draft project report. (The deadline for draft submission will be clearly indicated in the Student Project Guide.)
- Provisional marks for Projects will be released within *six semester weeks* of submission.

#### Student responsibilities

- Students will have one opportunity to submit a draft project report to their supervisor within a reasonable timeframe to allow feedback to be given.
- Students will read, digest and act upon the feedback given.
- Students will submit the final project report (two printed copies) to the Graduate School office before 13.00 on the day of the deadline.

## Coursework: Other assignments

A range of coursework tasks, other than essays and practical reports, are utilised throughout the degree programmes.

### Staff responsibilities

- Staff will set clear deadlines for the submission of other types of coursework and notify the appropriate administrative staff of those deadlines. All deadlines will typically be set at 13.00 on the last day of submission.
- Staff will mark other coursework to the set criteria, which have been made clear to students at the time the coursework is set.
- Staff will return the coursework marks and feedback within *three semester weeks* of submission.

### Student responsibilities

- Students will submit work before 13.00 on the day of the deadline.
- Students will collect returned work or feedback forms at the earliest opportunity after they are provided for collection.
- Students will read, digest and act upon the feedback given.

## 8.4 External examiners

The University attaches great importance to the role of External Examiners as a key means of assuring that academic standards are at an appropriate level, comparable to those of other higher education institutions and that assessment processes are rigorous and fair. External examiners also make a valuable contribution to the enhancement of programmes.

It is inappropriate for students to make direct contact with External Examiners, in particular regarding their individual performance in assessments. The sections of this Handbook on "Procedures for Academic Appeals" and "Dealing with a Problem Involving the University/Student Complaints" explain what to do if you are dissatisfied in this respect and are considering a formal or informal student complaint or an academic appeal. The section on "Student Representation" sets out how students can engage formally with the quality management process through which institutions consider and respond to External Examiners' comments and suggestions.

You can read the latest External Examiner's report for your programme at [www.bath.ac.uk/quality/externalinput/external-examiners-reports.bho/index.html](http://www.bath.ac.uk/quality/externalinput/external-examiners-reports.bho/index.html)

## 8.5 Word counts

Written coursework tasks will normally have a word range or limit. You will be required to declare the word count when submitting work for assessment and there are penalties for non-compliance which should be stated in writing when the assignment task is distributed. You should check with your Director of Studies if you have questions about word counts and penalties.

## 8.6 Late submission of coursework

You will be expected to hand in all assessed coursework by a specified date. This is to ensure equity amongst students and also to enable staff to mark efficiently.

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

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 or a panel has agreed that there are Individual Mitigating Circumstances (IMCs), as outlined below. You do not need to submit an IMC claim if you have already had an extension approved and submit the work before the approved extended deadline.

## 8.7 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 is available at <http://www.bath.ac.uk/register/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.

Definitions of IMCs can be found in “What are Individual Mitigating Circumstances” (<http://www.bath.ac.uk/registry/imc/documents/what-are-imcs.pdf>). 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 Student Disability Advice Team (<http://www.bath.ac.uk/disabilityadvice/>) or the Students’ Union Advice and Representation Centre (<http://www.bathstudent.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.

Should you wish any IMCs to be taken into account by the Board of Examiners for Programmes when considering your progression or award classification, notify your Director of Studies no more than three days after the affected assessment by completing the IMC report form <http://www.bath.ac.uk/registry/imc/documents/imc>. You will also need to submit evidence of how your circumstances affected the relevant assessment(s), for example, a medical certificate in the case of illness or injury.

If you know of a potential IMC that may affect your assessment before you begin an assessment period, it is important that you notify your Director of Studies/Programme Leader in advance. Note that if you do intend to submit a formal IMC claim for the affected assessment(s), you will still need to complete the form and follow procedures.

## 8.8 Referencing, plagiarism and cheating

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

There are several acceptable methods of referencing material. Examples include the Harvard system and the Numeric system. **Ask your Director of Studies or personal tutor for further information and advice on the referencing system used on your programme.**

Guidance concerning referencing and plagiarism is available from several sources, in addition to staff in the Department. They include:

- online student support and resources at <http://www.bath.ac.uk/students/support/academic/academic-integrity/index.html>
- the Library at <http://www.bath.ac.uk/library/infoskills/referencing-plagiarism/> and courses run by library staff
- the Students' Union Skills Training programme <http://www.bathstudent.com/skills-training/>
- courses delivered by the Academic Skills Centre (<http://www.bath.ac.uk/asc>).

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 (as discussed above);
- self-plagiarism (duplication of one's own work, as discussed above);
- unfair collaboration or collusion (representation of work produced in collaboration with another person or persons as the work of a single candidate).

Penalties for unfair practice will be determined by the Department or by the Faculty/School Board of Studies. 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.

If you are accused of an offence, the Students' Union's welfare services are available to support you when your case is being examined.

## 8.9 Academic integrity training and test

All students registered on an award at the University are required to undertake training and a test aimed at providing a common baseline of knowledge and understanding of good academic writing practice. This includes an understanding of plagiarism and other assessment offences, and the skills necessary to reference your work appropriately.

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

<http://www.bath.ac.uk/learningandteaching/BathEpigeum/epigeum2011.bho/index.html>

If you do not have access to your own Department / School's online test in Moodle, please contact your Programme Administrator via your Faculty / School Office.

When you have completed the training tutorial – perhaps a couple of times – and are confident that you have understood it, you should undertake the mandatory test of understanding.

Your Director of Studies will inform you about the arrangements for the training and the test. To pass the test you will need to achieve a mark of 85%.

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 via the Student Skills site - [www.bath.ac.uk/students/support/academic/index.html](http://www.bath.ac.uk/students/support/academic/index.html) - or as required by your Director of Studies, and then re-take the test.

You can take the test as many times as necessary until you pass.

**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.

Once you have passed the test it will be assumed that you understand the concept of plagiarism and its consequences. Therefore, after this point, if you are found to have plagiarised in your work, you will not be able to claim ignorance of plagiarism or its consequences in mitigation.

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

### **Further information**

<http://www.bath.ac.uk/students/support/academic/academic-integrity/index.html>

<http://www.bath.ac.uk/quality/documents/QA53.pdf>

## **8.10 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 JISC Plagiarism Detection Service, Turnitin. This service checks electronic, text-based submissions against a large database of material from other sources and for each submission, produces an 'originality

report'. It makes no judgement on the intention behind the inclusion of unoriginal work; it simply highlights its presence and links to the original source.

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

<http://www.bath.ac.uk/quality/documents/QA53.pdf>

Regulation 15, Assessment of undergraduate and postgraduate programmes:

<http://www.bath.ac.uk/regulations/Regulation15.pdf>

University's Data Protection Officer: 4 West 3.5 (dataprotection-queries@lists.bath.ac.uk).

## 8.11 Procedures for Academic Appeals

Students wishing to submit a request for an academic appeal should refer to Regulation 17 (Conduct of Student Academic Appeals and Reviews) (<http://www.bath.ac.uk/regulations/Regulation17.pdf>).

You are also strongly advised to read the online guidance provided by the Academic Registry ([www.bath.ac.uk/registry/appeals](http://www.bath.ac.uk/registry/appeals)). Independent advice about the academic appeal process is offered by the Students' Union Advice and Representation Centre (<http://www.bathstudent.com/advice>).

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

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

The regulation also sets out the grounds on which an appeal can be based.

Please note that:

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

All academic appeals must be submitted within the timescales set out in Regulation 17. Students must provide the required information and evidence, including a completed AA1 form. The form and further academic appeals guidance are available at <http://www.bath.ac.uk/registry/appeals>.

Student complaints are dealt with under separate procedures: (<http://www.bath.ac.uk/regulations/Appendix1.pdf>). If you are uncertain as

to whether your concerns are a potential academic appeal or a student complaint, please refer to the guidance at <http://www.bath.ac.uk/students/support/complaints/index.html>

## 8.12 How your programme is reviewed and monitored

The University has a number of mechanisms for ensuring that its programmes remain up-to-date, issues are dealt with and enhancements made. All programmes are monitored on an annual basis through Unit and Programme monitoring. Such reports are shared with students normally through the SSLC. We also expect departments to conduct a review of their programmes every five years through a Degree Scheme Review (DSR). Students are part of DSRs both as a reviewer and in giving their views on the programme.

### **Further Information:**

QA51 Annual Monitoring of Units and Programmes:

<http://www.bath.ac.uk/quality/documents/QA51.pdf>

QA13 Degree Scheme Reviews:

<http://www.bath.ac.uk/quality/documents/QA13.pdf>

## 9. Getting the most out of your studies

### 9.1 Moodle

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

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

### 9.2 Personal tutor system

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

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

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

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

### **Further information**

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

Each MSc Course Director of Studies acts as Personal Tutor to all students on their course. MRes students are assigned a first year supervisor.

## **9.3 Academic study skills support and development**

To succeed in your studies, you will need to develop subject-specific knowledge, enhance your existing skills and also develop new ones for academic study. Effective development of these skills will help you to become an independent learner and attain the very best results from your academic study here. Many of these skills are transferable to the workplace so will also benefit you in your future career and beyond.

You will receive, and have access to, academic and wider skills support and development in a number of different ways. These include:

- ☐ Subject-specific academic study skills support as part of your academic programme
- ☐ Academic skills classes available to all students at all levels
- ☐ Online self-study resources
- ☐ One-to-one tutorials to support you in your studies
- ☐ One-to-one writing tutorials through the Writing Centre
- ☐ Courses to enhance English language proficiency for non-native speakers

- ☐ Self-access language learning to develop your language skills
- ☐ Academic integrity (how to avoid plagiarism)
- ☐ Mathematics and statistics support through Mathematics Resources Centre (MASH)
- ☐ Information and referencing skills through the Library
- ☐ Information technology skills through Computing Services
- ☐ Employability skills, including CV writing and interview techniques, through the Careers Service.

You can find out more about the support we offer to help you study effectively and make the most of your time here by visiting:

<http://www.bath.ac.uk/students/support/academic/index.html>

Writing Centre: <http://www.bath.ac.uk/asc/writing-centre/>

Self Access Language Centre: <http://www.bath.ac.uk/salc/>

Mathematics Resources Centre: <http://www.bath.ac.uk/study/mash/>

Library: <http://www.bath.ac.uk/library/>

Computing Services: <http://www.bath.ac.uk/bucs/>

Careers: <http://www.bath.ac.uk/students/careers/>

## 9.4 Building on your skills using Personal Development Planning

Personal Development Planning (PDP) is a process of recording and reflecting on your skills and experience which will help you to plan for your personal, educational, and career development. The University provides information and tools to guide you through the process.

### Further information

<http://www.bath.ac.uk/learningandteaching/enhance-learning-experiences/personal-development-planning.html>

## 9.5 Recognition for extra-curricular activities: The Bath Award

Personal Development Planning (PDP) is an important element of The Bath Award. The Bath Award recognises and accredits the skills and achievements of students engaged in all types of extra-curricular activities. It operates alongside your degree programme and aims to capture the extra-curricular achievements at University that you will find valuable in your future life and career.

### **Further information**

[www.bathstudent.com/bathaward/](http://www.bathstudent.com/bathaward/)

## **9.6 The Library**

The Library is open 24 hours a day and provides print and electronic materials and information services to support study and research across the University. It houses over 520 networked workstations, wireless networking and laptop docking points and provides areas for both quiet individual study and group work. The Library's copy and print service includes black and white and colour photocopying, laser printing and scanning. Charges are kept as low as possible.

Information specialists, known as Subject Librarians (see the Department's Library resources page below), are responsible for services to individual Departments and Schools. They provide individual help to students and staff, as well as teaching information skills. 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, please see [www.bath.ac.uk/library/](http://www.bath.ac.uk/library/)

## **9.7 Computing facilities and IT skills**

You will have been issued with a unique username and password to register online. This forms your email address ([username@bath.ac.uk](mailto:username@bath.ac.uk)) and once registered, you can use one of the thousand or so Computing Services student access workstations anywhere on campus. These enable you to use email, the internet, file storage, Office programs such as word processing and often give access to the more complex software used on your programme. The machines print to laser-printers in the library for which there is a charge per page.

With your username and password you can also register your own laptop, smart phone or similar for connection to the campus wireless network (which covers communal areas, the Library, cafes and similar) or to around 150 student docking ports.



Support is available from the IT Service Desk on level 2 of the Library or online at <http://go.bath.ac.uk/computing-services>. Tutorials and FAQs are provided in the self-help section.

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

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

### **Further information**

Computing Services: <http://go.bath.ac.uk/computing-services>

E-learning: <http://www.bath.ac.uk/learningandteaching/about/e-learning/index.html>

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

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

IT shop: <http://go.bath.ac.uk/ITshop>

## **10. Student Representation**

### **10.1 Feeding back your views to the University**

The University is committed to reviewing and continually improving its practice. The main ways in which we seek feedback are through:

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

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

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

Every Department has a formal system so that all students can comment routinely, in confidence and anonymously on the learning experience they have received. Such comments help us to check that:

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

For each unit you have studied, you will be asked to complete a short online unit evaluation. 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. Reports of unit evaluations are uploaded to Moodle for you to see. 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 action plans developed in response to the issues raised.

Your feedback is important to both the University and the Students' Union. Please keep telling us what is going well and what needs to get better. We will communicate how your comments on your units and programme, and the wider student experience, have been acted upon. The Students' Union has an initiative called Ideas to Action which you can use to put forward ideas to improve your Students' Union or the University, and enables you to work with the Students' Union on the changes you want to see. The Ideas to Action web page ([www.bathstudent.com/ideastoaction/](http://www.bathstudent.com/ideastoaction/)) provides more information.

## 10.2 Student Representatives

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

There are many opportunities for elected student representatives. If you are elected by fellow students 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:

<p><b>Departmental level:</b></p>	<p>Each Department has at least one Departmental SSLC. These comprise six or more elected student members, known as Academic Reps, and an equal or smaller number of staff members. Academic Reps are elected at the beginning of every year through online elections. Their role involves collecting the views of the students on their programme and attending SSLCs where they represent these views to their Department.</p> <p>Each SSLC produces an Annual Overview Report briefly outlining their work and highlighting good practice, the key themes explored and the actions that have been taken as a result. The Students' Union reviews all these reports and prepares a summary report for the University highlighting issues which need to be addressed by the institution as a whole.</p> <p>There is also provision for student membership of the Department Learning, Teaching and Quality Committee: normally one undergraduate and one postgraduate (taught) representative.</p> <p>Academic Reps attend the Academic Council, as well as Faculty / School Forums, of the Students' Union. These meet, alternatively, every three weeks during semester time in order to:</p> <ul style="list-style-type: none"> <li>• keep Students' Union Officers and fellow Academic Reps informed of academic developments throughout the University</li> <li>• discuss common problems and interests affecting Departments</li> <li>• gather student opinions and views to be used by the University and the Students' Union</li> <li>• update Academic Reps on key issues.</li> </ul>
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	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.
<b>Faculty/ School level:</b>	Four student representatives (two undergraduates, one postgraduate taught and one postgraduate research) are elected as Faculty Reps to sit on a number of Faculty/School level committees such as the Faculty/School Board of Studies, Learning and Teaching Quality Committees, and Research Students Committees. The Board makes most decisions in relation to teaching and research and reports to Senate. The Faculty/School Learning, Teaching and Quality Committee considers all matters relating to taught programmes across the Departments within the Faculty and makes recommendations to the Faculty/School Board of Studies. Faculty Reps are also members of the Students' Union Academic Exec Committee.
<b>University level:</b>	University committees with student representation include the Council/Senate/Students' Union; the University Learning, Teaching and Quality Committee; University Research Students' Committee; the Programmes and Partnership Approval Committee and Senate.

**If you are interested in representing student views at Faculty/School or University level, please contact the Students' Union: [academicreps@bath.ac.uk](mailto:academicreps@bath.ac.uk)**

### 10.3 Students' Union Membership

All students registered with the University are automatically given membership of the Students' Union however you have the right not to be a member. For further information on opting out of this membership, please go to the Code of Practice for the Students' Union: <http://www.bath.ac.uk/university-secretary/guidance-policies/codeofpracticebusu.html>

## 10.4 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 Resident Tutor will be able to help. However, there is also a range of specialist University support services that you may be referred to, or can approach directly. Your two main contact points are the Student Services Centre in 4W and the Advice and Representation Centre in the Students' Union.

### **The Roper Student Services Centre**

Student Services can provide advice and support on a range of issues including disability, funding, counselling and well-being, and visa queries. Individual appointments and "drop-in" sessions are available. Student Services can also provide letters confirming student status for a variety of purposes, which can be requested by logging onto Registration on-line (<http://www.bath.ac.uk/registration-on-line/>).

The Roper Student Services Centre in 4W is open from 09:30 to 16:30 throughout the year (10:00 to 16:00 in vacations); tel: 01225 385538.

The Helpdesk can also be contacted via the Student Services Helpdesk tab on your personal student record 'SAMIS' page.

For the full range of Student Services see [www.bath.ac.uk/student-services](http://www.bath.ac.uk/student-services)

### **The Students' Union Advice and Representation Centre**

The Students' Union Advice and Representation Centre deals with academic and welfare issues, ranging from representation at academic reviews and appeals to housing and welfare issues. It also provides information for students, including those wanting to submit individual mitigating circumstances, change their programme or experiencing problems with their programme.

The Students' Union Advice and Representation Centre is open Monday to Friday 09:00 to 17:00 in term time (From 10:00 on Fridays) and 10:00 to 16:00 during vacations; tel: 01225 386906; email at [suadvice@bath.ac.uk](mailto:suadvice@bath.ac.uk)

For the full range of services see <http://www.bathstudent.com/advice/>

### **Further information and contacts**

A guide to the wide variety of support and information available to students can be found at <http://www.bath.ac.uk/student> and the Students' Union website <http://www.bathstudent.com>. This includes essential information on medical services and security and other facilities such as the Chaplaincy.

## 10.5 International Student Advice

The International Student Advice Team provide a tailored pre-arrival and induction programme, and advice and support for all international students, including a 'check and send' service if you need to send a Tier 4 visa application to the Home Office. The team offers workshops, a 'drop in' service, advice via email, phone and web based platforms or individual appointments can be made through the Helpdesk in The Roper Student Services Centre, 4 West.

### Further information:

<http://www.bath.ac.uk/students/services/centre/international-advice/index.html>

Orientation and welcome events are organised for incoming exchange students in the first week of each semester.

**Further information:** <http://www.bath.ac.uk/study/exchange-visiting/>

## 11. General information

### 11.1 The Academic year 2016-17

#### Semester 1

Event	Dates
New student arrivals	Saturday 24 September 2016 - Sunday 25 September 2016
Induction and Freshers' Week	Monday 26 September 2016 - Sunday 2 October 2016
Semester 1	Monday 3 October 2016 - Friday 16 December 2016

Semester 1 vacation	Monday 19 December 2016 - Friday 6 January 2017
Semester 1	Monday 9 January 2017 - Friday 27 January 2017

## Semester 2

Event	Dates
Semester 2	Monday 6 February 2017 - Friday 7 April 2017
Semester 2 vacation	Monday 10 April 2017 - Friday 21 April 2017
Semester 2	Monday 24 April 2017 - Friday 2 June 2017

## 11.2 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 programme handbook. You are advised to download a copy of the Regulations and read them carefully as they contain a lot of important information.

### Further information

The full Regulations for Students can be found at:  
<http://www.bath.ac.uk/regulations>

## 11.3 Registration status

Note that only registered students may use the University's facilities, such as email 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 of University Regulations (1.1) that you register when asked to do so. Tuition fees for each academic year are payable at registration in full or in instalments. (Note that failure to pay your tuition fees at the appropriate time may ultimately result in you being withdrawn from the University (Regulation 2.4), or your degree certificate being withheld.)

### **Further information**

Regulation 1.1: <http://www.bath.ac.uk/regulations/Regulation1.pdf>

Regulation 2.4: <http://www.bath.ac.uk/regulations/Regulation2.pdf>

### **Accessing university email**

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

## **11.4 Attendance Monitoring**

Guidance and requirements on attendance including the University's Attendance Monitoring and Engagement Policy are available at: <http://www.bath.ac.uk/students/visa-advice/attendance-monitoring/index.html>. This page also sets out information on when and how to request an authorised absence.

## **11.5 Change in your circumstances**

### **Personal circumstances**

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

If you change your name, you will need to complete CC Form A (*Notification of Change of Student's Personal Circumstances*) and provide valid proof of the change. Please speak to your Department or Faculty/School



administration, or Student Services in the Roper Centre, for a copy of the form and advice.

### **Academic circumstances**

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

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

The financial implications of withdrawing from the University or suspending your studies can be significant. You will find general information at:

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

[www.bath.ac.uk/students/finance/funding-advice/index.html](http://www.bath.ac.uk/students/finance/funding-advice/index.html)

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/groups/student-immigration-service/](http://www.bath.ac.uk/groups/student-immigration-service/)

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 provide the correct form.

## **11.6 Health and safety**

The University's Health and Safety Policy is available at <http://www.bath.ac.uk/hr/stayingsafewell/hs-policy/index.html> and is also displayed throughout the campus. Staff within the University Health, Safety

and Environment Service (WH3.12) monitor the health and safety performance of the University and provide professional advice on health and safety issues.

### **Further information**

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

Current University policy and guidance on fieldwork:  
<http://www.bath.ac.uk/hr/stayingsafewell/working-off-site/index.html>

## **11.7 Data protection**

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

Guidance notes for students and academics undertaking research can be found here:

<http://www.bath.ac.uk/data-protection/guidance/academic-research/index.html>

## **11.8 Equalities and diversity**

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

<http://www.bath.ac.uk/equalities/policiesandpractices/EqualityObjectives.pdf>

Also available is an access guide which outlines the disabled access features and route plans at the University of Bath:

<http://www.disabledgo.com/organisations/university-of-bath/main-2>

**Further information:**

<http://www.bath.ac.uk/equalities/> or email [equalsdiv@bath.ac.uk](mailto:equalsdiv@bath.ac.uk)

## 11.9 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**

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

## 11.10 Pregnancy and Maternity

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

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

### **Further information:**

Student Services:

[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/)

## 11.11 Care Leavers and Estranged Students

The University is committed to supporting students from a wide range of backgrounds and circumstances including those who are care leavers, from Foyers 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/students/finance/funding-advice/care-leavers-foyer-residents/](http://www.bath.ac.uk/students/finance/funding-advice/care-leavers-foyer-residents/)

[www.bath.ac.uk/students/finance/funding-advice/additional-financial-responsibilities](http://www.bath.ac.uk/students/finance/funding-advice/additional-financial-responsibilities)

## 11.12 Careers Service

The University Careers Service can support you through the career planning process, whatever your career aspirations. In addition to providing support with developing your employability, and guidance on how to make informed career decisions, Careers Advisers will provide help with writing your CV, practising aptitude tests, and improving your interview skills. Being in regular contact with several hundred major employers, the Service is also the best source of summer internships and graduate 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/) 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). [www.bath.ac.uk/students/careers/](http://www.bath.ac.uk/students/careers/) includes the *Myfuture* vacancies portal.

## 12. 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 problems and, when problems occur, to deal with them promptly. As a result we can often resolve problems *before* they get to the stage where a formal complaint might be necessary.

### 12.1 Complaints

If you do need to make a complaint, there are procedures in place to deal with it, outlined in the Student Complaints Procedure (below). These procedures are designed to ensure that your complaint will be dealt with in good faith and that you will not be penalised for complaining. When we receive a complaint, we will first seek to deal with it through informal discussion. If this fails to resolve the issue at hand, you can raise the complaint formally.

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

### **Further information**

Student Complaints Procedure:

<http://www.bath.ac.uk/regulations/Appendix1.pdf>

## **12.2 Bullying, harassment and victimisation**

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

### **Further information**

<http://www.bath.ac.uk/equalities/policiesandpractices/dignityandrespectpolicy.pdf>

## **12.3 Mediation**

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

### **Further information and contacts**

Mediation Service:

<http://www.bath.ac.uk/equalities/activities/mediation/index.html>

Mediation Service Manager: Marlene Bertrand, M.Bertrand@bath.ac.uk (01225 383098) or Students' Union Advice and Community Manager: Carol Lacey, C.Lacey@bath.ac.uk (01225 385863).

