

MSc Human Computer Interaction  
MSc Software Systems  
MSc Digital Entertainment  
MSc Computer Science

# **POSTGRADUATE TAUGHT STUDENT HANDBOOK**

Department of Computer Science

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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

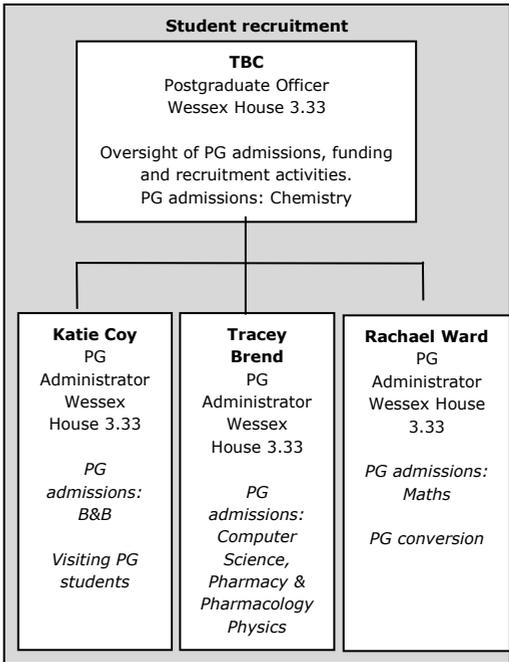
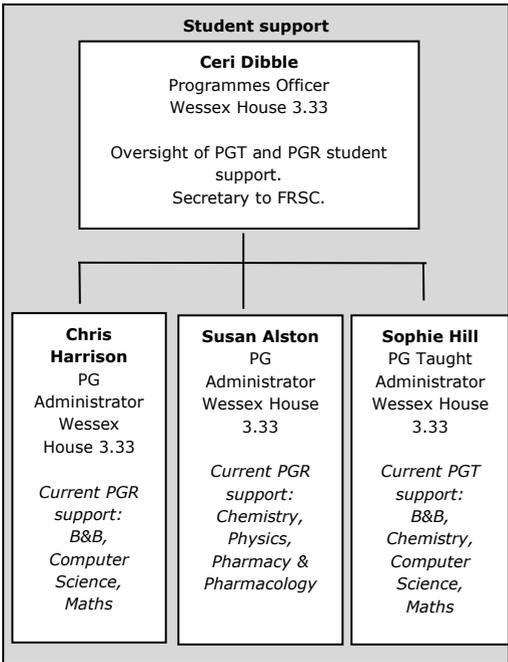
Website: <http://www.bath.ac.uk/science/graduate-school/contact/>

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 of Computer Science



Welcome to the 2016-2017 academic session in the Department of Computer Science. We hope that you will have an enjoyable and worthwhile time with us. Do not hesitate to contact me if you have any questions regarding your course, experience any problems or simply want to have a chat about your course. I am looking forward to meeting you all in the months to come.

Please take some time to read through this handbook and familiarise yourself with the contents. In this handbook we highlight and summarise key information that most students need to know. It will often point to other information sources, which contain more detail for those who need it. Many of these sources will be provided on-line.

Every effort is made to ensure that the information contained within this handbook is accurate and up-to-date. Where errors have crept into the production of the handbook, they will be corrected by errata published on the student noticeboards, and substantial changes will be notified to students in writing.

**Dr Marina de Vos, Director of Studies**

(Marina is currently on maternity leave. Her position will be covered by Dr Alan Hayes for a portion of the academic year 2016-17)

## 2.1 The Department

The Department began life in August 2001, emerging from the Computing Group of the Department of Mathematical Sciences. Priding itself on being research-led with strong interdisciplinary research and postgraduate teaching the Department continues to recruit new academic staff of an extremely high calibre. The Department also attracts a highly qualified student intake and frequently appears as a top UK Computer Science Department in the published League Tables.

The Department of Computer Science at the University of Bath has the highest quality staff and students engaged in leading edge research, teaching and learning.

The Computer Science Department is led by the Head of Department, Professor Eamonn O'Neill. The Head of Department directs all aspects of the Department, operating through a number of nominated role-holders and through the deliberations of a number of committees. The following sections introduce some of these roles and committees.

## 2.2 Who's Who in the Department

A full list of staff in the Department of Computer Science is available on the web at: <http://www.bath.ac.uk/comp-sci/contacts/>

Staff within the Department have a number of different roles, which are concerned with teaching, administration and research. The role-holders that you are most likely to come across in the course of your studies are as follows:

### **Director of Studies**

The Director of Studies, Marina de Vos, manages all aspects of the taught postgraduate programmes and has general oversight of the Department's postgraduate teaching activities. This includes the development of the curriculum and its delivery, quality management and enhancement, the operation of the assessment processes and student support.

## **Personal Tutor**

During induction week you will be assigned a Personal Tutor who will be the focus for academic advice and guidance throughout your time within the Department. Personal Tutors act as an interface to the central support services should financial, medical or other personal problems arise. Personal Tutors are not permitted to act as counsellors for non-academic issues, and will identify the appropriate individuals or services for you to access in such circumstances. This does not prevent you from accessing these services directly, but it is important that you keep your Personal Tutor informed of your circumstances so that you can be advised of any academic relief that might be available to you to help you in dealing with your other circumstances.

## **Unit Lecturers**

A Unit Lecturer is a person who has been identified as having the responsibility for the delivery of all aspects of a Unit. This person will normally deliver the main lectures within a Unit and will normally have prepared the course materials to be delivered within the Unit. If you have problems with the running of a unit you should normally approach the Unit Lecturer about it in the first instance.

## **Unit Tutors**

Unit tutors are postgraduate research students or research staff who are allocated the responsibility of delivering a number of tutorials or laboratory classes within a Unit. They will normally deliver material provided by the Unit Lecturer, and will provide a point of more personalised academic instruction. If you need additional tutorial support for a unit, you should normally approach the Unit Tutor in the first instance - time will be set aside in most classes for such help.

## **PG Administrator**

The PG administrator, Mrs Sophie Hill, who is based in the Graduate School, is responsible for coordinating all postgraduate taught student support. Where students are taking units in common with undergraduate programmes, some aspects of that support will be dealt with by Susan Paddock in the Department Office. If in doubt, please contact Sophie on 4978.

### **Department Coordinator**

The Department Coordinators, Mrs Dilly Brownlow and Mrs Amanda Lester, are responsible for all aspects of the Department Office administrative support, and will be able to direct you to any help you require.

### **Chair of the Staff-Student Liaison Committee (SSLC)**

The SSLC is a key location of staff-student contact for feedback and quality enhancement. The Chair of this committee has a key role in encouraging staff and student participation, in the representation of the concerns of SSLC to other committees, and in the communication of the work of SSLC to students and staff.

## **2.3 Research Areas of the Department**

The Department prides itself on a range of interdisciplinary research with a strong theoretical basis. Our work is concerned with conceptual issues in computer science ranging from mathematical foundations through visual and cognitive processes to media technology, human-centered design and collaborative systems. Our academic staff have various disciplinary backgrounds and collaborate widely with researchers in other disciplines (including Engineering, Mathematics and Psychology) both in Bath and elsewhere.

Although there are many connections between the themes, our main research themes are:

- Intelligent systems
- Human-Computer Interaction
- Mathematical Foundations
- Visual Computing

## 3 Resources

### 3.1 Communications

There are a number of mechanisms used to communicate to students. It is the student's responsibility to ensure that they are always contactable and that they make regular use of these mechanisms.

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 383410 and we will advise.

#### **Graduate School Office (WH 3.33)**

The Graduate School administrative office is open at the following times:

Monday to Thursday	9.00 am to 5.20 pm
Friday	9.00 am to 5.10 pm

#### **Department Office (1 West 3.23)**

Department information is available here.

#### **E-Mail**

E-mail is the primary mechanism for communication with students. Your University e-mail account is the only account that is used for communications. You should ensure that your e-mail account does not become full of old messages - e-mail will be discarded in this case and you will not receive vital Department messages. Failure to receive or check your e-mail cannot be considered as a valid excuse. As well as using e-mail to contact students, staff expect students to make use of e-mail to contact them. Their e-mail addresses are available on the Computer Science website: <http://www.bath.ac.uk/comp-sci/contacts/>

Your Bath email address has the format userid@bath.ac.uk Please make sure that your mailer also displays your name together with your email address.

## 3.2 Computing Resources

### **MSc (Computing) Laboratory**

As MSc students of the Department of Computer Science, you have access to a computing laboratory. The MSc Laboratory is room 1 West 2.53. You will need your library card to gain access. The MSc Laboratory is only available to MSc students and staff of the Department. You must not allow friends from other programmes to enter or use the lab. This room is available for private or group study unless lab sessions are timetabled.

Not all units will schedule specific tutorial or lab times. Apart from guided exercise sheets, a number of units will have coursework that requires self-directed study (reading articles, papers, books, finding information for yourself on the web) You are expected to be able to schedule your time appropriately to undertake any coursework or problem sheets. We do not generally allocate lab time because, as a postgraduate student with experience of working for a first degree, you should be able to direct your own learning and work and learn without the supervision of a tutor. Failure to utilise your study time to gain the necessary knowledge, practice and experience will inevitably lead to poor performance when you come to attempt the assessed coursework for the Unit.

Unit lecturers and/or unit tutors sometimes book laboratory sessions for their units where they will be available to offer advice or help with problems. These sessions will be advertised in lectures, via Moodle or by email.

The MSc laboratory is open 24/7. Although the laboratory contains a good number of PCs it may become very crowded when coursework deadlines are close. It is therefore essential that you plan your time so that you start coursework as soon as they are set and do not leave them until the last minute. (This is equally true of coursework that requires use of a computer and coursework that requires reading and use of the library).

### **Reporting Problems with the PCs in the MSc Laboratory**

The PCs in the MSc lab are all connected to the Computing Services network, and are used in exactly the same way as the Computing Services PCs in the library. Thus, problems with software packages (such as Microsoft Office not working correctly) should be reported to the Computing Services Help Desk in the Library.

However, the actual PCs are owned by the Department of Computer Science, so any problems with the hardware (such as broken monitors or mice) or with PCs not starting up correctly (e.g. not able to display the Computing Services login window), should be reported to the Computer Science Computer Support Staff, who are in the Department Office (email [support@cs.bath.ac.uk](mailto:support@cs.bath.ac.uk)).

### **Buying your own PC**

If you do not currently own a computer and want to purchase a new PC, the Computing Services Shop, which is located within the Library, is able to supply computers (and computer components) at prices that are often lower than you would pay for equivalent machines on the high-street.

The following sections provide you with further information on how you can use your computer to access the University facilities whilst you study at the University.

### **Network Links**

If you are able to obtain a place within a University residence you will find that each room is equipped with a network point that you can plug your PC into. Details on how to configure your PC to use the Computing Services network and how to configure your e-mail software and web-browser to operate through the Computing Services network are all available from the intranet:

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

Further help and advice is available to you from the Computing Services Helpdesk (also located within the library) should you run into difficulties:

<http://www.bath.ac.uk/bucs/help/helpdesk/contactus/>

### **Operating Systems**

The academic staff within the Department of Computer Science make use of a variety of operating systems and software, depending on personal preference - Windows, MacOS, and Linux. Computing Services lab computers run Windows 7. The university has a site-licence for a number of Windows software packages. More details on these can be found on:

[www.bath.ac.uk/bucs/tools/software/](http://www.bath.ac.uk/bucs/tools/software/)

The campus computer shop in the Library has favourable deals for software and hardware. For more details, see:

[www.bath.ac.uk/bucs/services/itpurchasing/](http://www.bath.ac.uk/bucs/services/itpurchasing/)

### **E-Mail**

The university is using Microsoft exchange for its email and calendar services. This is supported through Outlook and Outlook Web App. It is possible to use the service on Mac and Linux as well. It is also possible to read mail and access your calendar on your smartphone.

For further details see:

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

### **Productivity Software**

The standard productivity software used within Bath University is Microsoft Office Pro (the standard versions are currently Office 2007 or Office XP). This is normally an expensive product, but the Computing Services Shop offers a special cut-price deal for full-time Bath University students. You should consult the Computing Services Shop for further details.

LibreOffice is free open source multi-platform productivity software suite offers file-compatible equivalents of Microsoft Word, Microsoft Excel, Microsoft Draw and Microsoft PowerPoint, with a very similar look-and-feel to these Microsoft products. They are available for download from: <http://www.libreoffice.org/>

## **4. Your MSc programme: General**

The academic year is divided into two 14-week semesters, with each semester consisting of 11 weeks of teaching followed by a 2- or 3-week assessment period. A unit is an assessable block of study which may be in the form of a lecture course or an approved project.

A single unit (6 credits) should correspond to approximately 100 hours of study time. In the case of a lecture unit this usually comprises 16-24 one-hour lectures, plus one-hour problem classes/tutorials/practical classes and an element of private study. For units on the MSc in Digital Entertainment,

teaching is frontloaded, i.e. most of the teaching will take place in the first two weeks followed by weeks dedicated to working on projects.

For further information on Assessment Regulations, please look at section 10 of this handbook or go to <http://www.bath.ac.uk/registry/nfa/nfaar-pgt.pdf>

## 4.1 Unit Choices

Students must take a total of 90 credits for the award of MSc. 60 credits in taught units and 30 credits in the project.

All syllabus details are available on the web:

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

There is an opportunity for students to select their units online before the start of term. All choices must be made by Wednesday 29<sup>th</sup> September for semester 1.

### **Change of Unit Choice**

If you wish to make changes to the optional units you have chosen for the current academic year you must request form **CC FORM B** (change of unit) from the Science Graduate School and discuss it with your Personal Tutor and the Director of Studies.

## 4.2 Coursework Submission

The Department of Computer Science uses special Coursework Boxes for submission of coursework. The Coursework Boxes for all Computer Science students are located in 1 West level 2.

Close to the submission date of a particular coursework, one or more of the individual posting slots will be labelled with the Unit number and name, and the date and time of the coursework's hand-in deadline. All coursework must be submitted by posting it in the appropriate slot in the Coursework Boxes by the deadline identified on the coursework specification, unless otherwise specified by your Unit Lecturer.

When submitting coursework, all students are required to complete a copy of the Coursework Submission Form. Copies of this form can be obtained from the Department Office. The completed form must be bound securely into the coursework submission as the first page of the coursework. These forms are used to ensure that all coursework has the required details to correctly identify the coursework to the student(s) who submitted it, and to provide a record of which students submitted coursework in each Unit.

Note: Submitting work that is substantially similar to that of another student or that merely regurgitates the content of a textbook is highly likely to result in the accusation of cheating and may lead to severe penalties.

No coursework will be accepted that is not submitted securely bound. The only binding which is acceptable are forms of binding that allow all the content of each page to be read without having to remove any pages from the binding. **DO NOT** use plastic pockets or plastic covers to hold your coursework - where possible, a single staple should be used. Sections of coursework that are inappropriately bound may not be marked.

All submissions must be in printed or legible hand-written form - submission of part or all of the coursework on computer disk, CD-ROM, DVD or any other electronic or magnetic storage media is not acceptable unless specified as part of the coursework submission. Submission by e-mail is not acceptable unless specified as part of the coursework submission. If you are unable to be present within the Department to submit your coursework, you may submit the coursework by surface mail. Any coursework submitted in this manner must normally be posted in time to arrive by the deadline date, and should always be post-marked before the deadline for coursework submission. You are responsible for ensuring that any coursework submitted by mail is delivered safely and on time, by using a recorded delivery or courier service if appropriate.

You are required to retain a copy of any coursework that you have submitted. Most coursework is retained for scrutiny by internal and external examiners as a part of the quality assurance processes of the Department. In the rare case where a student may claim that a coursework was submitted and our submission records indicate that this was the case but no coursework has been marked for that student, the student will be required to produce the second copy for marking. Failure to submit a second copy on request may

result in the award of zero for that coursework. Any coursework submitted by post that is not received will be deemed to have not been submitted and will normally be awarded a mark of zero unless you can produce formal proof of postage and you are able to provide a copy of the coursework on request.

## **5 Your MSc Programme: MSc in Human Computer Interaction (with or without placement)**

### **5.1 Educational aims**

Interactive systems pose significant design and research challenges for computer science. They must be flexible, usable and safe. Innovative approaches are required that build on established human-computer interaction principles, to meet the needs of the next generation of computer users and to address emerging requirements for new forms of interactive system.

These degrees provide theoretical, empirical, practical and system perspectives on the design and evaluation of the technological and social context of interactive systems. In particular, it focuses on Human-Computer Interaction design and usability evaluation.

#### Specific Aims

- To provide students with the knowledge, techniques and skills necessary to undertake professional work or research on interactions between people and technologies;
- To give a foundation in design issues arising from the individual usage of interactive technologies and classes of user and their background and experience.
- To equip students with critical analysis skills for examining contexts of ICT usage, and professionally communicate findings;
- To account for the interaction between ICT developments and their cognitive, social, contextual and cultural settings.

#### Generic Aims

- To enable students to establish a coherent body of computer science knowledge within a theme specialised in system and informational terms, such that they have the skills necessary to become practitioners in this field of computer science or to move into a research or academic career.
- To provide a framework within which students may select, deploy and evaluate relevant scientific and engineering techniques to contemporary computer science problems.
- To equip students with a set of abilities for assessing the impact of an information system's principles, for the design and development on the system's usage and for the conceptualization of information.
- To enable graduates to contribute to a broad range of work in the development, design, deployment and integration of systems into their target application contexts.
- To contribute to the rapidly growing communication and information technology industries.
- To give some appreciation of the professional, ethical and legal obligations of a practitioner, and to understand the interaction between these developments and their social, contextual and cultural effect.
- To develop individual research skills by using and developing primary source material.
- To generate in students an enthusiasm for the application of computer science in science, industry and commerce.

## 5.2 Learning outcomes

### Knowledge and understanding

- An understanding of the relevance, advantages and problems with the advanced use of computers and the human and technical aspects of such usage.
- An understanding and critical awareness of the current state and future directions of technological advances in computer science, and an appreciation of how current research directions might influence computer technology.
- To be able to undertake a research project and complete the project to a professional standard.

- To be able to demonstrate research outcomes, analyse the results and be able to indicate potentially fruitful future directions.
- An understanding of how the quality of development and software solutions to problems can be measured and objectively assessed.
- An appreciation of the ethical and legal obligations of a computer practitioner.

### Intellectual skills

- The ability to recognise and distinguish the fundamental concepts, principles and theories of human-computer interaction;
- The ability to draw on a comprehensive and detailed knowledge of human-computer interaction;
- The ability to define safe and valid solutions to interactive system design problems, and aid in the development of research activity;
- The ability to integrate and evaluate information and data from a variety of sources in order to gain a coherent understanding of theory and practice;
- The ability to critically analyse and evaluate innovative approaches to designing and evaluating interactive systems.

### Professional practical skills

- The ability to make creative and innovative decisions in the design and implementation of software-based systems.
- The ability to match appropriate professional software development methods to given software and research problems, and to deploy effectively the tools used for the construction and documentation of software solutions, with particular emphasis on understanding the whole process involved in the effective use of computers to solve practical problems.
- The ability to work effectively as part of a team in the analysis, design and development of software-based systems.

### Transferable key skills

- Utilising self-directed problem solving and analytical skills in a wide variety of practical situations.

- Decision making and evaluation in complex situations.
- Working effectively as part of a team and appreciating the key roles involved.
- Independently acquiring skills and information needed for continuing professional development.
- Managing one's own learning and development including time management and organisational skills.

### MSc dissertation

- To apply high-level research in practice, by conducting a defined research project in their specialist subject and use a wide range of research techniques relevant to the specialist subject
- To achieve Critical awareness of research literature and its application to current developments in the subject
- To be able to identify the tasks to be completed in a research project proposal, plan a scheme of work, and complete the project to a professional standard;
- To assemble and create the necessary analysis, design and development tools, carry out the development of the solution of a technical problem in computer science, and evaluate the effectiveness of the solution against common standards of quality;
- To demonstrate the successful completion of these tasks in a well-structured and coherently written dissertation. This will include a discussion of the research outcomes of the work, and future directions.

## 5.3 Unit choices

### Semester 1

#### **Mandatory units:**

<a href="#">CM50109</a>	Software Engineering	12 Credits
<a href="#">CM50121</a>	Safety critical systems	6 Credits

**Optional Units: Select 2 units from the following list:**

<a href="#">CM50123</a>	Networking	6 Credits
<a href="#">CM50200</a>	Mobile and pervasive systems	6 Credits
<a href="#">XX50134</a>	Quantitative Methods 1	6 Credits
<a href="#">CM40212</a>	Internet Technology	6 Credits
<a href="#">ZZ50001</a>	Director of Studies approved unit	6 Credits

**Semester 2**

**Mandatory units:**

<a href="#">CM40179</a>	Entrepreneurship	6 Credits
<a href="#">CM50150</a>	Interactive communication design	6 Credits
<a href="#">CM50175</a>	Research project preparation	6 Credits

**Optional Units: Select 1 unit from the following list:**

<a href="#">CM40149</a>	Collaborative systems	6 Credits
<a href="#">CM40198</a>	Digital media	6 Credits
<a href="#">CM50205</a>	Theory of Human Computer Interaction	6 Credits
<a href="#">CM50209</a>	Security and integrity	6 Credits
<a href="#">ZZ50005</a>	Director of Studies approved unit	6 Credits

**Placement Period if degree with placement**

<a href="#">CM50250</a>	Placement	60 Credits
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**Dissertation Period**

<a href="#">CM50170</a>	Dissertation	30 Credits
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## 6 Your MSc Programme: MSc in Software Systems (with or without placement)

### 6.1 Educational aims

The design and implementation of complex software systems offers a significant challenge. The need to deliver large, reliable systems with the desired capability is a challenging engineering task. Practitioners need to develop stable and clear system requirements, deliver with software engineering skills, and, in particular, to apply established design techniques, including formal methods, to large complex systems.

These degrees provide theoretical, practical and system-wide perspectives on the design and development of software systems with particular emphasis on the engineering of systems for safety and security, the use of design techniques such as reuse, genericity, inheritance, delegation, and network issues. These concepts of software systems development will be of interest in industry, business and software engineering research.

#### Specific Aims

- To provide students with the knowledge, techniques and skills necessary to become practitioners or researchers in the field of software development.
- To give a foundation in professional standards of analysis, design, implementation, testing and documentation in software development.
- To give an appreciation of the use of computers as part of larger systems, and the technical aspects of such usage.
- To give an appreciation of the current state and future directions of technological advances in areas of computer science.
- To give an understanding of the legal, professional and ethical issues involved in the development of software systems.

## Generic Aims

- To enable students to establish a coherent body of computer science knowledge within a theme specialised in system and informational terms, such that they have the skills necessary to become practitioners in this field of computer science or to move into a research or academic career.
- To provide a framework within which students may select, deploy and evaluate relevant scientific and engineering techniques to contemporary computer science problems.
- To equip students with a set of abilities for assessing the impact of an information system's principles, for the design and development on the system's usage and for the conceptualization of information.
- To enable graduates to contribute to a broad range of work in the development, design, deployment and integration of systems into their target application contexts.
- To contribute to the rapidly growing communication and information technology industries.
- To give some appreciation of the professional, ethical and legal obligations of a practitioner, and to understand the interaction between these developments and their social, contextual and cultural effect.
- To develop individual research skills by using and developing primary source material.
- To generate in students an enthusiasm for the application of computer science in science, industry and commerce.

## 6.2 Learning outcomes

### Knowledge and understanding

- An understanding of the relevance, advantages and problems with the advanced use of computers and the human and technical aspects of such usage.
- An understanding and critical awareness of the current state and future directions of technological advances in computer science, and

an appreciation of how current research directions might influence computer technology.

- To be able to undertake a research project and complete the project to a professional standard.
- To be able to demonstrate research outcomes, analyse the results and be able to indicate potentially fruitful future directions.
- An understanding of how the quality of development and software solutions to problems can be measured and objectively assessed.
- An appreciation of the ethical and legal obligations of a computer practitioner.

### Intellectual skills

- The ability to choose and apply appropriate rigorous methods to the development of advanced experimental or research-based software solutions.
- The ability to make critical evaluations of the design, implementation and usage of advanced software-based systems.
- The ability to recognise and distinguish the fundamental concepts, principles and theories of complex software systems and their development.
- The ability to recognise connections between different areas of computer science when developing experimental or software solutions.
- The ability to draw on a comprehensive and detailed knowledge of software design and development.
- The ability to define safe and valid solutions to a wide range of general software system design problems, and aid in the development of research activity.
- The ability to integrate and evaluate information and data from a variety of sources in order to gain a coherent understanding of theory and practice for software system design and development.
- An understanding of how software interacts as part of larger systems.
- The ability to critically analyse and evaluate innovative approaches to designing and evaluating complex software systems.

### Professional practical skills

- The ability to make creative and innovative decisions in the design and implementation of software-based systems.
- The ability to match appropriate professional software development methods to given software and research problems, and to deploy effectively the tools used for the construction and documentation of software solutions, with particular emphasis on understanding the whole process involved in the effective use of computers to solve practical problems.
- The ability to work effectively as part of a team in the analysis, design and development of software-based systems.

### Transferable key skills

- Utilising self-directed problem solving and analytical skills in a wide variety of practical situations.
- Decision making and evaluation in complex situations.
- Working effectively as part of a team and appreciating the key roles involved.
- Independently acquiring skills and information needed for continuing professional development.
- Managing one's own learning and development including time management and organisational skills

### MSc dissertation

- To apply high-level research in practice, by conducting a defined research project in their specialist subject and use a wide range of research techniques relevant to the specialist subject
- To achieve critical awareness of research literature and its application to current developments in the subject
- To be able to identify the tasks to be completed in a research project proposal, plan a scheme of work, and complete the project to a professional standard;

- To assemble and create the necessary analysis, design and development tools, carry out the development of the solution of a technical problem in computer science, and evaluate the effectiveness of the solution against common standards of quality;
- To demonstrate the successful completion of these tasks in a well-structured and coherently written dissertation. This will include a discussion of the research outcomes of the work, and future directions.

## 6.3 Unit Choices

### **Semester 1**

#### **Mandatory units:**

<a href="#">CM50109</a>	Software engineering	12 Credits
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#### **Optional Units: Select 2 units from the following list:**

<a href="#">CM50121</a>	Safety critical systems	6 Credits
<a href="#">CM40212</a>	Internet technology	6 Credits
<a href="#">CM50123</a>	Networking	6 Credits
<a href="#">CM50206</a>	Intelligent agents	6 Credits
<a href="#">ZZ50001</a>	Director of Studies approved unit	6 Credits

### **Semester 2**

#### **Mandatory units:**

<a href="#">CM40179</a>	Entrepreneurship	6 Credits
<a href="#">CM50175</a>	Research project preparation	6 Credits

#### **Optional Units: Select 1 unit from the following list:**

<a href="#">CM40149</a>	Collaborative systems	6 Credits
<a href="#">CM40198</a>	Digital Media	6 Credits

<a href="#">CM50209</a>	Security and integrity	6 Credits
<a href="#">CM50230</a>	Intelligent control and cognitive systems	6 Credits
<a href="#">CM50210</a>	Cryptography	6 Credits
<a href="#">ZZ50005</a>	Director of Studies approved unit	6 Credits
<a href="#">CM50263</a>	Artificial Intelligence	6 Credits

**Placement Period if degree with placement**

<a href="#">CM50250</a>	Placement	60 Credits
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**Dissertation Period**

<a href="#">CM50170</a>	Dissertation	30 Credits
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# 7 Your MSc Programme: MSc in Digital Entertainment

## 7.1 Educational aims

Digital entertainment and visual understanding have increasingly become an important area within computer science. The speciality comprises work in both computer graphics and computer vision, and builds on the already successful EngD programme, providing outstanding candidates with an intensive training and a research programme. The programme provides graduates with the technical, business and personal development competencies needed by both industry and the senior research managers of the future. Successful graduates will have the ability to innovate and implement new ideas in practice. They will be able to demonstrate research skills, technical competence and the thought and synthesis expected of masters level candidates.

The programme aims to:

- provide candidates with experience of rigorous research and development with leading edge technologies in a business context;
- develop competencies which equip candidates for a range of roles in industry;
- work in conjunction with the existing EngD programme, Centre for Digital Entertainment (an EPSRC funded Industrial Training Centre (ITC)).
- equip students with the primary research and critically evaluative skills to continue engaging with and contributing towards the body of knowledge of a particular technical discipline, industrial sector or multidisciplinary theme.
- Provide candidates with the skills to critically analyse problems from the Digital Entertainment domain and be able to identify, develop and apply the appropriate mathematical, technical and algorithmic concepts and techniques required to formulate a solution.
- Expose students to the leading-edge concepts and developments in the field of Digital Entertainment.

This MSc will provide candidates with a technically-underpinned, research-rich, taught MSc. Employer-led skills are embedded within the programme.

Outstanding candidates will have the opportunity of progressing onto the Eng.D. programme. The programme is designed to increase those skills and competencies required by industry.

The taught component of the programme comprises Masters level units in technical subjects. The purpose of the taught units is to equip candidates with the knowledge and expertise required by the industry and the research and analytical skills required to undertake a research project. The research project will be strongly aligned with the Department's internationally recognised Centre for Digital Entertainment.

The core units adopt a "problem based learning" approach to teaching, providing the students with a firm footing in problem solving with technology. The approach also develops the students' research, theoretical and analytical skills.

The proposed teaching approach has been formed by the flipped classroom concept in which traditional lectures are replaced with laboratories and tutorials the content of which focuses upon directed work that students undertake outside of the classroom.

The directed work consists of setting the students tasks to undertake. The tasks are pertinent and relevant to the body of knowledge that underpins the related research centre. To complete each task the student needs to engage with the research literature and/or implement a solution to a given problem. Weekly structured laboratories and tutorials provide the student with academic support in addition to providing regular feedback on progress.

Each unit starts with an intense, lecture-based, introduction to its theoretical underpinning before embarking upon the problem-based learning activities.

This approach fosters independent learning from the outset.

## 7.2 Learning outcomes

### Knowledge and understanding

By the end of the **PG Diploma** students will be able to:

- understand and have a critical awareness of the current state and future directions of technological advances in the areas of visual understanding, computer animation and machine learning.
- understand how the quality of development and software solutions to problems can be measured and objectively assessed.
- have a deep understanding of the relevance, advantages and problems in one of the major fields of digital entertainment such as visual understanding, computer animation or machine learning.

Additionally for the **MSc**, students will be able to:

- undertake a research project and complete the project to a post graduate masters standard.
- demonstrate research outcomes, analyse the results and be able to indicate potentially fruitful future directions.

### Intellectual skills

By the end of the **PG Diploma** students will be able to:

- recognise and distinguish the fundamental concepts, principles and theories of a major area within the Digital entertainment and visual understanding, domain.
- draw on a comprehensive and detailed knowledge of that area.
- define safe and valid solutions to problems in a specific area of Digital entertainment and visual understanding and undertake research in that area.
- integrate and evaluate information and data from a variety of sources in order to gain a coherent understanding of theory and practice.

Additionally, for the **MSc**, students will be able to:

- critically analyse and evaluate innovative approaches to solving problems and advancing the state of the art in the associated fields of Digital Entertainment.

### Professional practical skills

By the end of the **PG Diploma** students will be able to:

- make creative and innovative decisions in the design and implementation of Digital entertainment and visual understanding, based software-based systems.
- match appropriate professional software development methods to given software problems, and to deploy effectively the tools used for the construction and documentation of software solutions, with particular emphasis on understanding the whole process involved in the effective use of computers to solve practical problems in Digital entertainment and visual understanding.
- work effectively as part of a team in the analysis, design and development of software-based systems.

Additionally, for the **MSc**, students will be able to:

- assemble and create the necessary analysis, design and development tools, carry out the development of the solution of a technical problem in computer science, and evaluate the effectiveness of the solution against common standards of quality;
- demonstrate the successful completion of these tasks in a well-structured and coherently written dissertation, which will include a discussion of the research outcomes of the work, and future directions.

### Transferable key skills

By the end of the **PG Diploma** students will be able to:

- utilise directed problem solving and analytical skills in a wide variety of practical situations.
- undertake decision making and evaluation in complex situations.
- work effectively as part of a team and appreciating the key roles involved.
- acquire skills and information needed for continuing professional development.
- manage their own learning and development including time management and organisational skills.

By the end of the **MSc** students will be able to:

- identify the tasks to be completed in a research project proposal, plan a scheme of work, and complete the project to a professional standard;

### MSc dissertation

- To apply high-level research in practice, by conducting a defined research project in their specialist subject and use a wide range of research techniques relevant to the specialist subject
- To achieve critical awareness of research literature and its application to current developments in the subject
- To be able to identify the tasks to be completed in a research project proposal, plan a scheme of work, and complete the project to a professional standard;
- To assemble and create the necessary analysis, design and development tools, carry out the development of the solution of a technical problem in computer science, and evaluate the effectiveness of the solution against common standards of quality;
- To demonstrate the successful completion of these tasks in a well-structured and coherently written dissertation. This will include a discussion of the research outcomes of the work, and future directions.

## 7.3 Unit Choices

### **Semester 1**

#### **Mandatory units:**

CM50244	Computer Animation and Games 1	6 Credits
CM50248	Visual understanding 1	6 Credits
CM50246	Machine Learning and AI	6 Credits

#### **Optional Units: Select 1 unit from the following list:**

CM50200	Mobile and Pervasive Systems	6 Credits
CM50206	Intelligent Agents	6 Credits
ZZ50001	Director of Studies approved unit	6 Credits

## **Semester 2**

### **Mandatory units:**

CM50175	Research Project Preparation	6 Credits
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### **Optional Units: Select 2 units from the following list:**

CM50245	Computer Animation and Games 2	12 Credits
CM50249	Visual understanding 2	12 Credits
CM50247	Visual effects	12 Credits

### **Placement Period if degree with placement**

<a href="#">CM50250</a>	Placement	60 Credits
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### **Dissertation Period**

<a href="#">CM50170</a>	Dissertation	30 Credits
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## **8 Your MSc Programme: MSc in Computer Science**

### **8.1 Educational aims**

The MSc Computer Science programme reflects a systems view of Computer Science. Grounded in an understanding of its representational models and methodologies, it provides a strong theoretical foundation, and builds this into the practice of Computer Science so both aspects are fully integrated in the understanding and creation of computer systems. The programme leads into advanced and emerging areas of Computer Science, encouraging students to apply their learning to discovery and experimentation in research areas that reflect the research interests of the Department.

## 8.2 Learning outcomes

### Knowledge and understanding

By the end of the **PG Diploma** students will be able to:

- demonstrate knowledge and understanding of the mathematical and theoretical underpinnings of computing, computability and computer languages, their application in building models at various levels of abstraction, and their importance in reasoning, communication and systems development;
- identify, apply, critique and adjust the lifecycle of software development and the complexities of modern software systems, and recognise the need for modelling, abstraction, description and management techniques to control the process of development of software systems;
- demonstrate the ability to evaluate and critique the technical, societal and management dimensions of computer systems;
- demonstrate a critical understanding of professional, legal, social, cultural and ethical issues related to computing and an awareness of societal and environmental impact;
- understand how the quality of development and software solutions to problems can be measured and objectively assessed

Additionally for the **MSc** students will be able to:

- undertake an individual innovative (research or developmental) project and complete it to a professional standard;
- understand and show critical awareness of the current state and future directions of technological advances.

### Intellectual Skills

By the end of the **PG Diploma** students will be able to:

- demonstrate understanding of essential facts, concepts, principles and theories relating to Computer Science, and their relationship to one another;
- apply formal and rigorous methods of description to the specification, documentation, implementation and verification of systems;

- integrate and critically evaluate information and data from a variety of sources in order to gain a coherent understanding of theory and practice;
- demonstrate an ability to engage in a peer review process that involves the critical review of papers, software and proposals, coupled with positive advice for improvement.

Graduating MSc students will add to this:

1. critically analyse and evaluate existing systems and approaches to solving problems;
2. critically analyse, evaluate and reflect upon own contributions;
3. define safe and valid solutions to problems in computer science and undertake research and/or development in a particular area of the discipline.

### Professional Practical Skills

By the end of the **PG Diploma** students will be able to:

- match appropriate professional software development methods to given software problems, and to deploy effectively the tools used for the construction and documentation of software solutions, with particular emphasis on understanding the whole process involved in the effective use of computers to solve practical problems;
- 
- work effectively as part of a team in the analysis,, design and development of software-based systems;
- 
- consider alternative models of problems and apply practical and theoretical understanding to select appropriate, possibly innovative, solutions;
- present succinctly rational and reasoned arguments using appropriate conceptual tools to address a given systems problem;
- understand and apply relevant ethical, legal and professional standards in the context of computer systems development.

Graduating **MSc** students will add to this:

- make creative and innovative decisions in computer science research or development of a computer system.

### **Teaching/learning methods:**

Skills 1 to 6 are developed in a number of units and promoted primarily through seminar presentation, laboratory and project work. The software engineering unit explicitly promotes the team working and team management skills. Skill 6 is developed through a research project in the summer term.

### **Assessment methods:**

Assessment of practical and technical reporting skills is through marking of laboratory logbooks, experimental write-ups, project reports and viva-voce examination. The dissertation project enables the assessment of all criteria in a holistic manner.

### Transferable/Key Skills

By the end of the **PG Diploma** will be able to:

1. utilise directed problem solving and analytical skills in a wide variety of practical situations;
2. undertake decision making and evaluation in complex situations;
3. work effectively as part of a team and appreciate the key roles involved;
4. acquire skills and information needed for continuing professional development;
5. manage small-medium sized projects with resource and time constraints;
6. manage one's own learning and development including time management and organisational skills;
7. evaluate systems in terms of general and specific quality attributes and the possible trade-offs within a given problem.

Graduating **MSc** students will add to this:

8. managing a larger software/research project to completion
9. critical assessment of their own work

### **Teaching/learning methods:**

Transferable skills are developed through a number of different activities. Although they are not all explicitly taught, these skills are learnt throughout

the programmes, which are structured and delivered in such a way as to promote the development of the above skills. The software engineering unit explicitly promotes the team working and team management skills.

Many of the units within each of the programmes require written work to be carried out by the students, such as worked solutions to problems, technical essays, and laboratory and project reports, and regular feedback is given to students on their written work within these units, in order to develop their powers of expression as well as their technical understanding. Oral communication skills are developed primarily within problems classes, tutorials, laboratory and project units.

### **Assessment methods:**

The skills 1-7 are assessed mainly through coursework where students have to present their work as code, reports or presentation or as a viva-voce examination. Feedback is provided for all coursework. Skills 8-9 are gained through the dissertation project. Feedback is provided through the regular meetings with a supervisor.

### MSc dissertation

- To apply high-level research in practice, by conducting a defined research project in their specialist subject and use a wide range of research techniques relevant to the specialist subject
- To achieve critical awareness of research literature and its application to current developments in the subject
- To be able to identify the tasks to be completed in a research project proposal, plan a scheme of work, and complete the project to a professional standard;
- To assemble and create the necessary analysis, design and development tools, carry out the development of the solution of a technical problem in computer science, and evaluate the effectiveness of the solution against common standards of quality;
- To demonstrate the successful completion of these tasks in a well-structured and coherently written dissertation. This will include a discussion of the research outcomes of the work, and future directions.

## 8.3 Unit Choices

### **Semester 1**

#### **Mandatory units:**

<a href="#">CM50258</a>	Principles of programming	6 Credits
<a href="#">CM50261</a>	Research seminar	3 Credits
<a href="#">CM50259</a>	Databases	3 Credits
<a href="#">CM50109</a>	Software engineering	12 Credits
<a href="#">CM50260</a>	Foundations of computation	6 Credits

### **Semester 2**

#### **Mandatory units:**

<a href="#">CM50175</a>	Research project preparation	6 Credits
<a href="#">CM50262</a>	Functional programming	6 Credits

#### **Optional Units: Select 1 unit from the following list:**

<a href="#">CM40149</a>	Collaborative systems	6 Credits
<a href="#">CM40179</a>	Entrepreneurship	6 Credits
<a href="#">CM50209</a>	Security and integrity	6 Credits
<a href="#">CM50230</a>	Intelligent control and cognitive systems	6 Credits
<a href="#">ZZ50005</a>	Director of Studies approved unit	6 Credits
<a href="#">CM40198</a>	Digital media	6 Credits
<a href="#">CM50210</a>	Cryptography	6 Credits
<a href="#">CM50263</a>	Artificial Intelligence	6 Credits
<a href="#">CM50150</a>	Interactive communication design	6 Credits
<a href="#">CM50205</a>	Theory of human computer interaction	6 Credits

#### **Dissertation Period**

<a href="#">CM50170</a>	Dissertation	30 Credits
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## 9. Assessment

### **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.

## 9.1 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 Programme* section (section 4) earlier in this Handbook shows 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/2015-2016/>

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

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

- Your programme does not have any Designated Essential Units (DEUs).
- Your programme is divided into stages and follows the general principle that all stage assessment must be successfully completed before progression to the next stage is permitted. This means that, if you are required to undertake supplementary assessment, you will have to do so before you can progress further. You must also never break one of the persistent generic rules.
- Your programme has units that constitute the Taught Stage(s) Credits in a separate phase before the period in which you will do the Dissertation/Project type unit(s), as indicated in the table at the end of this handbook. 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 your 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.

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.

## 9.2 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.

As 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 for a mathematics or statistics unit, supplementary (also referred to as mandatory extra work) takes the form of having to resit the same examination that the student failed, except that ALL questions must be submitted. In such cases the pass mark is 70% and a mark below 60% is considered a bad fail. For units administered by other departments, please check with the relevant department.

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).

### 9.3 Feedback to students on assessment

This policy document has been prepared at the request of the LTEO with input from both staff (Department Learning Teaching & Quality Committee, full Staff Meeting) and students (via SSLC), and sets out an agreed policy on feedback on assessed student work. Our policy relates to all students taught within the Department. The Department believes that feedback on assessed work is of most value only if it is timely and is pro-active in preparing students for summative assessments (feed-forward), rather than simply being reactive to the outcomes of those assessments. That is, feedback should not be viewed in isolation, but as part of a suite of activities preparing students for a variety of summative assessments.

All types of feedback are designed to help you with your learning, whether it is help as you are exploring new topics or feedback on how your learning is progressing. There are three types of feedback that each unit will normally provide you with. These are:

- Feedback during the unit
- Feedback after you have submitted an assignment
- Feedback after you have taken an examination

## Feedback During the unit

Feedback that you receive whilst you are studying a unit is designed to help you with your learning. There are many forms in which this feedback can take place. Each unit will adopt a different method for giving you this type of feedback. This is because each unit is different and will need to ensure that the feedback you receive is linked to the learning activities that you have undertaken. For example, the way you receive feedback in a practical unit such as programming will be different to that which you receive in one that is theoretical such as discrete mathematics for computation. In addition to formal timetabled lectures, your lecturer will be available for you to discuss and receive feedback on your progress. The way your lecturers will make themselves available to you will differ from person to person.

In general, your unit will direct you to undertake some work, the mark for which will not contribute to your overall grade. One example of such work is weekly lab exercises or work sheets. This work is designed to help you to learn and to feed back to you on your progress. You may receive a mark for the work you undertake, but it will not be used in calculating your overall grade for that unit.

Examples of the feedback that you will receive will normally include some/all of the following:

- Marked lab/work sheets returned with comments from your tutor
- In-lab/tutorial reviews of work/lab sheets that have been set
- Hands-on feedback during the support you receive in your laboratories and tutorials
- Verbal discussions with your tutor/lecturer clarifying any problems you have with your progress or the learning material
- Verbal discussions with your fellow students

## Feedback After an Assessed Coursework Assignment

Some of the units that you study will be assessed entirely through an examination, some entirely through coursework assignment(s) or some through a mixture of both. The reason for the variation is that each unit needs to assess different types of knowledge and skills. Some of these are more suited to an examination whilst others are more appropriately assessed by an assignment. In the context of feedback to you for any assignments that you submit a unit will normally adopt some /all of the following:

- Each assignment specification will contain details of assessment grade criteria which makes it clear what it is that the assignment is asking you to do and how the mark for the assignment is to be determined.
- You will receive feedback within 15 working days of the submission deadline for an assignment (as long as you have submitted the work by the deadline).
- The feedback will consist of a mark plus comments. These could be written on the script that you submit or communicated to you via Moodle.
- Where a unit requires you to submit more than one assignment, wherever possible we will endeavor to give you feedback on the first before you are asked to attempt the second.

### Feedback After Examinations

Examinations normally take place at the end of a semester. They are designed to measure how much you have learnt in the units that you have been studying. You will receive feedback on each unit for which you have taken an examination. This feedback will normally be given to you within 20 working days of the end of the relevant examination period. The feedback will normally comprise of some/all of the following:

- Your percentage mark
- Generic feedback consisting of a summary of the areas in which the students as a whole have done well and those areas where collectively students are perceived to be in need of further learning. This feedback will normally be communicated via Moodle or a specially arranged feedback session
- Any student wanting further feedback on their exams can rework their paper and ask their lecturer for feedback
- Support for exam preparation including the use of past papers being made available to students and used for revision/exam preparation
- Individual support and feedback offered to students who have failed a unit and/or must undertake supplementary assessment

### Feedback From You To Us

There are several mechanisms available for you to feed back to the Department any concerns that you have regarding your studies. These are:-

- Staff Student Liaison Committee (SSLC). This is the formal committee through which the delivery of your course and its units are discussed with representatives elected by students from the student body. Your student representatives on this committee should ask you for your views on the course, represent these views at the committee and feed back to you on any action taken by the Department in response to the issues that you raised.
- Student Evaluation Questionnaires. At the end of the unit we will ask you for your views on how it has gone. A summary of the evaluations and the Department's response is presented to the SSLC.
- Verbal feedback to staff (academic staff, administrative staff, tutors, unit leaders, personal tutors, year tutors, Director of Studies and Director of Teaching).

## 9.4 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 Reviews (Appeals)" and "Dealing with a Problem Involving the University/Complaints" explain what to do if you are dissatisfied in this respect and are considering a formal or informal complaint or 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)

## 9.5 Late submission of coursework

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

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

Please note that:

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

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

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

## 9.6 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: [www.bath.ac.uk/registry/imc/imc-students.html](http://www.bath.ac.uk/registry/imc/imc-students.html)

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

Definitions of IMCs can be found in "What are Individual Mitigating Circumstances?"

[www.bath.ac.uk/registry/imc/documents/what-are-imcs.pdf](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 ([www.bath.ac.uk/groups/disability-service/](http://www.bath.ac.uk/groups/disability-service/)) or the Students' Union Advice and Representation Centre ([www.bathstudent.com/advice/](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 available at: [www.bath.ac.uk/registry/imc/imc-students.html](http://www.bath.ac.uk/registry/imc/imc-students.html)

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

If you know of a potential IMC that may affect your assessment before you begin an assessment period, it is important that you notify your Director of Studies/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.

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

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

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

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

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.

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. Claims of inadvertence or ignorance will not be accepted as a basis for mitigation of a penalty.

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

## 9.8 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.

### **Further information**

Academic integrity:

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

## 9.9 Procedures for Academic Appeals

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

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

Independent advice about academic appeals is offered by the Students' Union Advice and Representation Centre: [www.bathstudent.com/advice](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:

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

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

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

## 9.10 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>

## **10. Getting the most out of your studies**

### 10.1 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>

## 10.2 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)

## 10.3 Academic study skills support and development

The University provides a broad range of opportunities to help you enhance your academic, study and communication skills so that you can achieve the best results from your academic study and prepare for your future career. This provision is free of charge and open to all University of Bath students. It includes:

- subject-specific academic study skills support as part of your academic programme
- an Academic Skills Programme available to all students at all levels, including classes in:
  - academic writing
  - critical reading
  - presentation skills
  - seminar skills
- one-to-one tutorials and writing workshops through the Writing Centre
- online self-study resources
- courses to enhance English language proficiency for non-native speakers
- foreign language classes through the Foreign Languages Centre (FLC)
- self-access language practice through the Self Access Language Centre (SALC)
- academic integrity (how to avoid plagiarism)
- mathematics and statistics support through the Mathematics Resources Centre (MASH)
- information and referencing skills through the Library
- Students' Union Skills Training Programme
- IT skills through Computing Services
- employability skills, including CV writing and interview techniques, through the Careers Service.

### **Further information**

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

- Academic Skills Programme: <http://www.bath.ac.uk/asc/for-current-students/index.html>
- Writing Centre: [www.bath.ac.uk/asc/writing-centre/](http://www.bath.ac.uk/asc/writing-centre/)
- Foreign Languages Centre: Students' Union Skills Training programme: [www.bathstudent.com/skills-training/](http://www.bathstudent.com/skills-training/)
- [www.bath.ac.uk/students/support/academic/languages/index.html](http://www.bath.ac.uk/students/support/academic/languages/index.html)
- Self-Access Language Centre: [www.bath.ac.uk/salc/](http://www.bath.ac.uk/salc/)
- Mathematics Resources Centre: [www.bath.ac.uk/study/mash/](http://www.bath.ac.uk/study/mash/)
- Library: [www.bath.ac.uk/library/](http://www.bath.ac.uk/library/)
- Computing Services: <http://go.bath.ac.uk/computing-services>
- Careers Service: [www.bath.ac.uk/students/careers/](http://www.bath.ac.uk/students/careers/)

## 10.4 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>

## 10.5 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/)

## 10.6 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/comp-sci/index.html>

For information on all library services and resources, please see [www.bath.ac.uk/library/](http://www.bath.ac.uk/library/)

## 10.7 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) 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. All computers print to photocopiers in the Library and around the campus, for which there is a charge per page.

With your username and password you can also register your own laptop, smartphone or similar for connection to the campus wireless network (which covers communal areas, the Library, cafés 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.

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

### **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.**

### **Further information**

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

E-learning: [www.bath.ac.uk/e-learning/](http://www.bath.ac.uk/e-learning/)

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>

Computing Services Twitter Feed: @UniofBathIT

## **11 Student Representation**

### 11.1 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.

## 11.2 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:

<b>Departmental level:</b>	<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>
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	<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> <p>Do feel free to approach your student Academic Reps at any time to inform them of good practice or areas for enhancement in your units and programme. This is normally the person who represents your year or degree scheme on the Departmental SSLC.</p>
<p><b>Faculty/ School level:</b></p>	<p>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.</p>
<p><b>University level:</b></p>	<p>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.</p>

**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)**

## 11.3 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>

## 11.4 Student Welfare 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, sometimes more specialist help is needed. The University has a range of professional support services that you can approach directly. Your two main contact points are Student Services at the Roper Centre in 4 West and the Advice and Representation Centre in the Students' Union.

### Student Services

Student Services can provide advice and support on a range of issues including disability, money advice, counselling and mental health, and visa queries. The Resident Tutors are also based in the Roper Centre. 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 on to Registration online: [www.bath.ac.uk/registration-on-line/](http://www.bath.ac.uk/registration-on-line/)

The Roper Student Services Centre in 4 West is open from 9.30am to 4.30pm throughout the year (10am to 4pm in vacations), tel: 01225 385538.

The Helpdesk can also be contacted via the Student Services Helpdesk tab on your personal student record 'SAMIS' page or by email: [studentservices@bath.ac.uk](mailto:studentservices@bath.ac.uk).

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

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

The Students' Union Advice and Representation Centre provides information for students on a range of topics affecting their education and welfare, including advice for students wanting to submit individual mitigating circumstances claims or to change their programme, or experiencing problems with their programme. The staff in the Advice and Representation Centre also offer support, information and representation at academic appeals, academic misconduct and disciplinary hearings, and information and advice on a wide range of issues which affect students including housing and welfare issues.

The Students' Union Advice and Representation Centre is open Monday to Friday 9am to 5pm in term time (from 10am on Fridays) and 10am to 4pm during vacations; tel: 01225 386906, email: [suadvice@bath.ac.uk](mailto:suadvice@bath.ac.uk)

The Advice and Representation Centre also supports the Diversity and Support groups – details of which can be found at: [www.bathstudent.com/advice/student-groups/](http://www.bathstudent.com/advice/student-groups/)

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

For the full range of services see: [www.bathstudent.com/advice/](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: [www.bath.ac.uk/student](http://www.bath.ac.uk/student) and the Students' Union website: [www.bathstudent.com](http://www.bathstudent.com)

This includes essential information on medical services and security and other facilities such as the Chaplaincy.

## 11.5 International Student Advice

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

### Further information

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

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

### Further information

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

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

## 12 General information

### 12.1 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

## 12.2 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:  
[www.bath.ac.uk/regulations](http://www.bath.ac.uk/regulations)

## 12.3 Registration status

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

Regulation 1.1 explains the requirement to register:

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

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

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

## 12.4 Attendance Monitoring

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

[www.bath.ac.uk/students/visa-advice/attendance-monitoring/index.html](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.

## 12.5 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.

## **12.6 Health and safety**

The University's Health and Safety Policy Statement and policies on specific topics are available at: [www.bath.ac.uk/hr/stayingsafewell/hs-policy/index.html](http://www.bath.ac.uk/hr/stayingsafewell/hs-policy/index.html)

The Policy Statement is also displayed throughout the campus. Staff within the University Health, Safety and Environment Service (Wessex House 3.12)

provide professional advice on health and safety matters and monitor the health and safety performance of the University.

### **Further information**

[www.bath.ac.uk/hr/stayingsafewell/index.html](http://www.bath.ac.uk/hr/stayingsafewell/index.html) or email:

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

Current University guidance on fieldwork and on work placements:

[www.bath.ac.uk/hr/stayingsafewell/working-off-site/index.html](http://www.bath.ac.uk/hr/stayingsafewell/working-off-site/index.html)

## 12.7 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>

## 12.8 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 (this means colour, nationality including citizenship, ethnic or national origins), religion or belief, sexual orientation, or transgender status. The new equality duty also covers marriage and civil partnership with regards to eliminating discrimination in employment. Follow this web link to an important document which explains the practices in the University:

[www.bath.ac.uk/equalities/policiesandpractices/EqualityObjectives.pdf](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:

[www.disabledgo.com/organisations/university-of-bath/main-2](http://www.disabledgo.com/organisations/university-of-bath/main-2)

## Further information

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

## 12.9 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/)

## 12.10 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/)

## 12.11 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**

<http://www.bath.ac.uk/students/finance/funding-advice/care-leavers-foyer-residents/>

## 12.12 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.

## 13 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.

### 13.1 Complaints

If you do need to make a complaint, there are procedures in place to deal with it, outlined in the Student Complaints Procedure (see below).

These procedures are designed to ensure that your complaint will be dealt with in good faith and that you will not be penalised for complaining. When we receive a complaint, we will first seek to deal with it through informal

discussion. If this fails to resolve the issue at hand, you can raise the complaint formally.

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

### **Further information**

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

## 13.2 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**

Dignity and Respect Policy:

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

On reporting incidents of bullying or harassment, see also the section in this handbook on **Student Support**.

## 13.3 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 Community Manager.

### **Further information and contacts**

Mediation Service:

[www.bath.ac.uk/equalities/activities/mediation/index.html](http://www.bath.ac.uk/equalities/activities/mediation/index.html)

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