

Faculty of Science
Department of Biology and Biochemistry

Postgraduate Taught Student Programme Handbook 2017/18

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

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

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

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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; your Department and the Taught Programmes Team are 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 key colleagues from the Faculty and the Department, and to network with your peers. I look forward to meeting you all in the coming weeks.

Dr Alan Hayes, Associate Dean for Teaching & Learning

1.1 The Faculty of Science

There are 6 departments within the Faculty of Science – Biology and Biochemistry, Chemistry, Computer Science, Mathematical Science, Pharmacy and Pharmacology, and Physics. The Taught Programmes Team is responsible for supporting postgraduate students across all our Departments, and your key contact person in the team should be your first point of call for any queries you have relating to the organisation of your studies, such as unit selection, student records and coursework submissions:

Key Taught Programmes Team contact: Sophie Hill

The best way to get in contact with Sophie is to email her via facscipgtadmin@bath.ac.uk.

2. Welcome to the Department

2.1 The Department of Biology and Biochemistry

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

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

2.2 Who's Who in the Department

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

ROLE	Contact	For the following
Head of Department	Prof. Rod Scott	General overview of department / facilities
Director of Studies (MRes, MSc and Integrated PhD Year One)	Dr Momna Hejmadi (bssmvh@bath.ac.uk , ext. 3129, 4S 0.48)	To consult on learning and teaching, assessment and feedback, progression, generic key skills, degree scheme issues, including change of programme of study, requirements for proceeding to the next stage
Deputy Director of Studies (MSc & MRes)	Dr. Susan Crennell (bsssjc@bath.ac.uk ext 4302, 4S 0.24)	Consult on Individual Mitigating Circumstances (IMCs) Extensions on coursework, Deferrals, Programme transfers or suspension of studies, discontinuation of registration or other related matters
Personal Tutor (MSc Programmes)	Dr Momna Hejmadi (bssmvh@bath.ac.uk , ext. 3129, 4S 0.48)	Professional and Personal Development (includes pastoral care)
Personal Tutor (MRes Programmes)	Prof. Jason Wolf (j.b.wolf@bath.ac.uk , ext 5012, 4S 1.50)	Professional and Personal Development (includes pastoral care)
PG Taught Administrator	Sophie Hill facscipgtadmin@bath.ac.uk	Administrative support such as coursework submissions

Programme Tutors

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

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

Lecturers and Unit Convenors

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

2.3 Research Areas of the Department

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

Research themes

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

Research Centres

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

1. The Milner Centre for Evolution (a cross-faculty research centre bridging biology, health and education)
2. Centre for Sustainable Technologies (cross faculty with the Department of Chemistry and Chemical Engineering)
3. Centre for Regenerative Medicine (with the Departments of Chemical Engineering and Pharmacy & Pharmacology)
4. Centre for Mathematical Biology (with the Department of Mathematical Sciences)
5. Centre for Networks and Collective Behaviour (with the Department of Mathematical Sciences)

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

The Milner Centre

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

It will concentrate on three related strands:

- Fundamental research into how life evolved, from investigating the evolution of genes to studying fossil records;
- Applied research into the evolution of microbes, including genetic tracking of MRSA infections, and applying this knowledge to improve medical treatments;
- Communication of evolution research to the public, including improving the teaching of evolution in schools at primary and secondary level, running free open access online courses (MOOCs) and using evolution to improve public health messaging.

About this handbook

This Handbook is intended for all students of the MSc and MRes Programmes in the academic year 2017/18.

Please note that the contents of this Handbook are accurate at 21 September 2017 but that information may sometimes be subject to change after this Handbook has been issued.

- While this Handbook signposts information about **regulations for students**, it does not have regulatory status itself, and the Regulations available online (Regulations for Students: www.bath.ac.uk/regulations and Assessment Regulations: www.bath.ac.uk/registry/nfa) are the most up-to-date and take precedence over the contents of this Handbook.
- For further information about unit and programme changes, see the **Unit and programme changes** section in this Handbook.

If in doubt about what applies to you, or if your circumstances change (for example if you are returning from a suspension of study) please contact your Director of Studies Dr Momna Hejmadi (bssmvh@bath.ac.uk, ext. 3129, 4S 0.48) for advice.

3. What is a Masters degree?

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

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

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

Typically, holders of the qualification will be able to:

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

And holders will have:

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

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

4. Getting the most out of your studies

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

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

4.1 The Research Project (BB50142/BB50146 / BB50199)

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

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

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

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

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

Professional Practice: Some Rules

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

Research Project Assessment

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

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

The Research Project Report

An e-version of the report should be uploaded onto Moodle by the same deadline as the hard copy. A minimum of TWO typed hard copies must also be submitted: the second copy will be returned to you; the first copy is retained by the supervisor. The Graduate School will bind the typed report. If you require additional copies (for example for your sponsor) they must be submitted at this stage if you want them bound but you must alert the office to your needs before submission. The report should be typed (single side, double spaced) on A4 sized paper, pages numbered at the top. All pages, including graphs, diagrams, tables, must carry a clear margin of not less than 2.5cm on all sides and preferably 3cm left hand margin. (Failure to observe this may result in material being cut out during page trimming). The first page must be the title page, carrying the full title of the project, your name and the year. Students must ensure that the supervisor has approved this title and it agrees with that on the title page. As a general guide, the report is usually best arranged under the following headings (with subheadings as required). Remember that the report is for other readers, not just for you, so clarity of explanation is paramount.

1. Abstract

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

2. Introduction

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

3. Materials & Methods

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

4. Results

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

5. Discussion/Conclusions

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

6. Literature References

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

7. Acknowledgements

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

8. Appendices

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

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

The report should be written concisely, avoiding undue verbosity, especially in the 'Introduction'. Reports should be approximately 5,000 words long (*circa* 20 pages) and should never exceed 10,000 words (c. 40 pages) of text. Although this does not include diagrams, tables, references and appendices, these should also be kept within reasonable bounds. One of the key skills in a report is choosing data that most appropriately reflect the results and conclusions of the work. An overlong project report may be viewed as evidence of inability to cope with the challenge of presentation and be penalised accordingly.

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

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

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

Submission of Project Work

You **must** submit **three** kinds of work:

- Two copies of a project report printed according to the guidelines. These will be bound by the Graduate School and distributed to the supervisor and an independent assessor.
- An identical e-version of the report uploaded onto Moodle *by the same time and date*. This can be in any readable format such as Word, a zip-file or pdf.
- Laboratory Notebook. The lab notebook remains the property of the university. You may take a copy for your own use but the original must be deposited with the supervisor(s).

4.2 Critical Review of Literature (BB50197/BB50143)

The aim of this group of activities is to turn understand how ideas are turned into practical reality. It should provide you with skills in planning and researching a contemporary area of scientific investigation in preparation for extended pieces of writing, critical analysis of other work and a research proposal. You will not be permitted to perform a Literature Review and a Research Proposal in exactly the same research area in which you are conducting research projects. You will need to submit **TWO** literature reviews each semester. Each of the literature reviews will be equally weighted at 50% of the total mark for this unit. You should spend at least 100 hours of your time on this Unit.

Literature Reviews

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

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

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

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

Submission of Literature Reviews (WH 3.33)

You **must** submit:

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

4.3 Critical Research Analysis Skills (BB50143 / BB50198)

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

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

Important Note for MSc students:

As part of the BB50198 unit, MSc students will also do the Molecular Biology Practical (BB20025), in the first FULL week at the start of the research project stage (4 - 8 June 2018). This is an intensive week-long practical contributing 6 credits of the unit (half of the unit credits).

Tips on preparing for critical analysis of research seminars

- Research the work of the speaker in advance. You can form study groups to help you prepare in terms of understanding and scribing notes during the talks (e.g. non-native English speakers may find it useful to scribe whereas native speakers may find it useful to jot key points). See 'Survival tips by a student' available on your programme Moodle page.
- Attend the talk and take notes. It is highly likely that the talk will contain unpublished material so you will need to be active in your listening and pay attention to what is being done, why and how. Furthermore, you should look for the quality of the data and note any areas where you think the work may be insufficient or you are unconvinced by the data. If you have questions you may want to ask them at the end of the talk. **DO NOT request a copy of the PPT.** The work described is often confidential.
- After the talk research the topic area in more depth. Debrief your study groups and discuss strengths and weaknesses of the research.
- Write a critical review of the talk in **no more than 1,000 words** (not including the title, name and affiliation of the speaker, any references, figures or tables) using the headings:
 - Your abstract of the talk (200 words or less)
 - Critical review of the research
- The total amount of work time associated with each talk (including attendance) should be 10-12 hours.

Submission of Critical Analyses

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

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

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

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

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

4.4 Transferable / Key Skills

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

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

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

(<http://www.bath.ac.uk/research/pgskills/development/>)

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

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

Suite of e-modules on academic writing

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

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

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

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

Skills Map

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

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

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

4.5 Assessments

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

Course Work

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

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

Examinations

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

Notes on Examination Technique

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

- Read the question carefully and answer the question set
Don't alter the meaning to suit your convenience. Pay attention to key words such as 'discuss', 'illustrate', 'review', 'compare', and try to do what is asked! You should not be afraid of using information from outside the unit in which the question has been set. Evidence of good lateral thinking is one of the qualities looked for in a first class answer. However, resist the temptation to 'dump' irrelevant information; you will just be wasting time.

- Attempt the appropriate number of questions
Always attempt all the questions required, even if you are short of time. It is relatively easy to pick up the first few marks, hard to get the last few. Questions that are not attempted are marked at zero, so you would need to score 80% on another question just to achieve a pass mark on the aggregate of the two questions.
- Write concisely in legible handwriting
Unreadable handwriting is annoying, and does not get the benefit of the doubt. It is worth considering the use of some clear, labelled diagrams to convey some types of information, though of course they cannot replace the need for the written word.
- Advice on writing good answers
Spend time to plan a logical structure for your answer, and link the ideas together to achieve 'flow'. Aim for a critical, in-depth account rather than a bland generalised regurgitation. If you are asked to 'Discuss the role of x in y', try not only to present the evidence, but argue the strengths/weaknesses of approaches or techniques used, or of particular views. Don't be afraid to speculate/suggest/criticise. Support your points with well-chosen examples and include the names of organisms. If possible include the names (and dates) of some of the researchers whose work you are describing.

Marking Scheme

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

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

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

Scaling

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

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

4.6 Planning Your Time

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

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

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

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

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

5. Your MRes Programme

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

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

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

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

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

5.1 Key contacts/staff list

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

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

Personal Tutor (MRes Programmes)

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

Personal Tutors

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

5.2 Departmental information

The primary point of contact for students on taught Masters courses is: Sophie Hill

Email: s.c.hill@bath.ac.uk Tel: +44 (0)1225 38 4978 (internal ext 4978)

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

Moodle or Email: Almost all communications will be done electronically through message boards on Moodle or through email. Please ensure that you check these regularly.

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

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

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

5.3 Expectations

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

See Regulation 3: www.bath.ac.uk/regulations

The departmental expectations require you attend your lectures, seminars, practical labs as stipulated in your timetables. For Research Projects, you are expected to consult with your research supervisor on the expected commitments of time spent in the research labs.

5.4 Programme aims and learning outcomes

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

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

5.5 Programme Description: Structure of the programme

Please note that the content of the programme description below is correct at the time of production of this Handbook and that programmes and units may be subject to reasonable change (see **Unit and Programme Changes** below).

Current versions of unit and programme descriptions are available via the online Unit and Programme Catalogues:
www.bath.ac.uk/catalogues

MRes Academic Calendar 2017-18

Week commencing	Mon	Tue	Wed	Thu	Fri			Week designation	Study Week Number
25 Sep 17	I	I	I	I	I			Induction week	0
2 Oct 17	Research Project 1 starts (BB50142)	S	S	S	S	-	-	Semester 1: Study	1
9 Oct 17	S	S	S	S	S	-	-	Semester 1: Study	2
16 Oct 17	S	S	S	S	S	-	-	Semester 1: Study	3
23 Oct 17	S	S	S	S	S	-	-	Semester 1: Study	4
30 Oct 17	S	S	S	S	S	-	-	Semester 1: Study	5
6 Nov 17	S	S	S	S	S	-	-	Semester 1: Study	6
13 Nov 17	S	S	S	S	S	-	-	Semester 1: Study	7
20 Nov 17	S	S	Lit Rev 1 deadline (BB50143)	S	S	-	-	Semester 1: Study	8
27 Nov 17	S	S	S	S	S	-	-	Semester 1: Study	9
4 Dec 17	S	S	S	S	S	-	-	Semester 1: Study	10
11 Dec 17	S	S	S	S	S	:	:	Semester 1: Study	11
18 Dec 17	V	V	V	V	V	:	:	Christmas vacation	12
25 Dec 17	uni holiday	uni holiday	uni holiday	uni holiday	uni holiday	:	:	Christmas vacation	13
1 Jan 18	uni holiday	V	V	V	V	:	:	Christmas vacation	14
8 Jan 18	R	R	R	R(UA)	R(UA)	[A]	-	Semester 1: Revision	15
15 Jan 18	UA	UA	UA	UA	UA	[A]	-	Semester 1: Assessment	16
22 Jan 18	UA	UA	UA	UA	UA	[A]	-	Semester 1: Assessment	17
29 Jan 18	RP	RP	RP	RP	RP	:	:	Research Project	18
5 Feb 18	S	S	S	S	S	-	-	Semester 2: Study	19
12 Feb 18	S	S	S	S	S	-	-	Semester 2: Study	20
19 Feb 18	S	S	S	S	S	-	-	Semester 2: Study	21
26 Feb 18	S	S	S	S	S	-	-	Semester 2: Study	22
5 Mar 18	S	S	Research Project 1 deadline (BB50142)	S	S	-	-	Semester 2: Study	23
12 Mar 18	S	S	S	S	S	-	-	Semester 2: Study	24
19 Mar 18	S	S	S	S	S	-	-	Semester 2: Study	25
26 Mar 18	V	V	V	V	uni holiday	:	ES	Easter vacation	26
2 Apr 18	uni holiday	uni holiday	V	V	V	:	:	Easter vacation	27
9 Apr 18	S	S	Lit Rev 2 deadline (BB50143)	S	S			Semester 2: Study	28
16 Apr 18	S	S	S	S	S			Semester 2: Study	29
23 Apr 18	Research Project 2 starts (BB50146)	S	S	S	S	-	-	Semester 2: Study	30
30 Apr 18	S	S	S	S	S	-	-	Semester 2: Study	31
7 May 18	uni holiday	R	R	R	R	[A]	-	Semester 2: Revision	32
14 May 18	A	A	A	A	A	[A]	-	Semester 2: Assessment	33
21 May 18	A	A	A	A	A	[A]	-	Semester 2: Assessment	34
28 May 18	uni holiday	A	A	A	A	.	.	Semester 2: Assessment	35
4 Jun 18	.	.	.	.	.	.	.	Research Project	36
11 Jun 18	.	.	.	.	.	.	.	Research Project	37
18 Jun 18	.	.	.	.	.	.	.	Research Project	38
25 Jun 18	.	.	.	.	.	.	.	Research Project	39
2 Jul 18	.	.	.	.	.	.	.	Research Project	40
9 Jul 18	.	.	.	.	.	.	.	Research Project	41
16 Jul 18	.	.	.	.	.	.	.	Research Project	42
23 Jul 18	.	.	.	.	.	.	.	Research Project	43
30 Jul 18	.	.	.	.	.	.	.	Research Project	44
6 Aug 18	.	.	Research Project 2 deadline (BB50146)	.	.	.	.	Research Project	45
13 Aug 18	.	.	SA	SA	SA	.	.	Supplementary assesment period	46
20 Aug 18	SA	SA	SA	SA	SA	.	.	Supplementary assesme	47

Further information

Section in this handbook on **Assessment**.

Definitions of assessment terms: www.bath.ac.uk/registry/nfa/nfaar-pgt-appendix-02.pdf

5.6 Unit and Programme Catalogues

The online Unit and Programme Catalogues provide details of the structure of taught programmes offered by the University and of the content of their component units, for the current academic year and for previous years. Please see the website for dates when

the Catalogue for the next academic year will be available online. The Catalogues also provide links to the University's assessment regulations, showing how these are applied to programmes of study.

Unit and Programme Catalogues: www.bath.ac.uk/catalogues

5.7 Timetables

Programme and unit timetable information can be found online at: www.bath.ac.uk/timetable

You can also use MyTimetable to create a customised programme timetable that can be downloaded into an electronic calendar: www.bath.ac.uk/timetable/MyTimetable.htm

5.8 Programme Overview (MRes Programme)

Four Elective Units (4 x 6 credits)

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

Two Research Projects (BB50142/BB50146)

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

Each Project contributes 27 credits and you are expected to spend the equivalent of 3 days per week on the Project for 20 weeks (at least 450 hours of work per Research Project); you may spend more time on your Project but remember this has to be balanced with your other lecture, coursework and revision commitments. Therefore, planning good use of your time is an essential part of the training. Bench work should normally be done during normal working hours (0800-1800 Monday to Friday) but you will have access to Biosciences laboratories at other times, depending on the individual lab's policies.

Critical Research Analysis Skills (BB50143)

This will provide you with skills in planning and researching several contemporary areas of scientific investigation in preparation for an extended piece of writing and a research proposal. There are three distinct parts to this unit that will contribute to the assessment:

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

Tutorials (linked to BB50143)

A two hour period each week has been timetabled for BB50143 on Wednesdays from 16.15 – 18.05 in 6W 1.2 **BUT every session will NOT be used** (please check your emails / Moodle for updates during the semester). These sessions **will be used flexibly** by the DoS for a range of interactions with the MRes group. Sessions may include, (i) further explanation of processes and procedures such as organising your time, the University's examination system, plagiarism, mitigating circumstances/academic appeals, CV writing and applying for a PhD position, (ii) practice in giving short talks and asking questions, (iii) development of critical analysis or literature review skills, (iv) student-led topics for discussion.

5.9 Submission deadlines

All electronic submissions will be typically done on the single Moodle page – 'Biology & Biochemistry Coursework Submissions'.

Details on deadlines for individual unit coursework submissions will be provided on the Unit Moodle pages.

Most of the essay-type coursework will be anonymised (please check Moodle for details). Anonymised coursework files should not have any ID (name etc). Files should be converted to PDF formats before uploading.

All electronic coursework will automatically be put through the plagiarism detection software – Turnitin.

5.10 Marking criteria

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

5.11 Option choices (common for both MRes and MSc)

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

www.bath.ac.uk/catalogues/information/students/online-unit-selection.html

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

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

www.bath.ac.uk/catalogues/information/students/online-unit-selection.html

The rules of the programme that apply to elective units

- Up to 2 Units can be below M-level (i.e. BB2/3 level) and the rest must be at M-level (i.e. BB4/5)

- At least one of the M-level Units must be a seminar-based unit or part seminar-based Unit.

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

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

<http://www.bath.ac.uk/catalogues/2016-2017/bb/bb-proglist-pg.html>

Decoding 'UNITS'

A "unit" is the term we give to each individual taught module. Each "6-credit" unit is deemed to be equivalent to 100 hours of work. Depending on the nature of the unit this may include lectures, practicals, tutorials, seminars, essay writing, private study, presentations, etc. The majority of the time required for a unit will be taken up by private study.

Unit codes

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

Unit Assessments

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

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

5.12 Academic Skills Support

All PGT students in the department are offered bespoke academic skills support through the Academic Skills Centre. These sessions are scheduled on

Wednesdays of weeks 4 - 7 from 14.15 – 16.15 in room WH 1LT.

In addition, there will be Skills workshops also scheduled from **16.15 – 18.05 in 6W 1.2** (these are listed as BB50143 / BB50197 / BB50198 in the timetable). These will be arranged on an ad-hoc basis by the Director of Studies.

5.13 Further study

The Department provides guidance and information on applying for PhD studies after a Masters, through a 'Thinking of Applying for a PhD?' session, sometime around October – November. Video recordings of these sessions will be available on Moodle. The Faculty Careers Advisory service is also available through the University Careers Team <http://www.bath.ac.uk/students/careers/>

5.14 Unit and programme changes

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

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

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

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

- the accrediting body for a programme may require changes to be made to it

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

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

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

5.15 How your programme is reviewed and monitored

The University has a number of mechanisms for ensuring that programmes remain up-to-date, issues are dealt with and improvements made.

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

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

6. Your MSc Programme

6.1 Programme aims and learning outcomes

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

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

- Broaden your knowledge of Masters level biosciences and to keep abreast of major developments
- Build into your work schedule some reading to maintain your awareness of current trends in science (for example Nature, Science, Trends journals – available online / in the Pavilion). Attend the programme of lectures by visiting speakers that runs throughout the year on Tuesday afternoons.
- Attend **at least 50%** of Thursday lunchtime seminars given by post-doctoral staff and PhD students from within the department. Both of these will bring you into contact with areas of biosciences outside your main courses. You may also receive emails from other departments (particularly Pharmacy & Pharmacology and Chemistry) who invite visiting speakers on biologically related themes. During the year you must satisfactorily complete sufficient units to accumulate 90 credits

6.2 Key contacts/staff list

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

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

Personal Tutor (MSc Programmes)

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

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

6.3 Departmental information

The primary point of contact for students on taught Masters courses is: Sophie Hill

Email: facscipgtadmin@bath.ac.uk Tel: +44 (0)1225 38 4978 (internal ext 4978)

The primary point of contact for students on taught Masters courses is the Postgraduate Taught office. 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.

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

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6.4 Expectations

It is a University Regulation that you attend regularly. If circumstances are such that you are not able to do so, then please contact your Director of Studies to discuss your situation and agree an appropriate course of action. See Regulation 3:

www.bath.ac.uk/regulations

The departmental expectations require you attend your lectures, seminars, practical labs as stipulated in your timetables. For Research Projects, you are expected to consult with your research supervisor on the expected commitments of time spent in the research labs.

6.5 Programme Description: Structure of the programme

Please note that the content of the programme description below is correct at the time of production of this Handbook and that programmes and units may be subject to reasonable change (see **Unit and Programme Changes** below). Current versions of unit and programme descriptions are available via the online Unit and Programme Catalogues: www.bath.ac.uk/catalogues

MSc Academic Calendar 2017-18									
Week commencing	Mon	Tue	Wed	Thu	Fri			Week designation	Study Week Number
25 Sep 17	I	I	I	I	I			Induction week	0
2 Oct 17	T	T	T	T	T	-	-	Semester 1: Study	1
9 Oct 17	T	T	T	T	T	-	-	Semester 1: Study	2
16 Oct 17	T	T	T	T	T	-	-	Semester 1: Study	3
23 Oct 17	T	T	T	T	T	-	-	Semester 1: Study	4
30 Oct 17	T	T	T	T	T	-	-	Semester 1: Study	5
6 Nov 17	T	T	T	T	T	-	-	Semester 1: Study	6
13 Nov 17	T	T	T	T	T	-	-	Semester 1: Study	7
20 Nov 17			Lit Rev 1 deadline (BB50197)						8
	T	T		T	T	-	-	Semester 1: Study	
27 Nov 17	T	T	T	T	T	-	-	Semester 1: Study	9
4 Dec 17	T	T	T	T	T	-	-	Semester 1: Study	10
11 Dec 17	T	T	T	T	T	:	:	Semester 1: Study	11
18 Dec 17	V	V	V	V	V	:	:	Christmas vacation	12
25 Dec 17	uni holiday	uni holiday	uni holiday	uni holiday	uni holiday	:	:	Christmas vacation	13
1 Jan 18	uni holiday	V	V	V	V	:	:	Christmas vacation	14
8 Jan 18	R	R	R	R(UA)	R(UA)	(UA)	-	Semester 1: Revision	15
15 Jan 18	UA	UA	UA	UA	UA	(UA)	-	Semester 1: Assessment	16
22 Jan 18	UA	UA	UA	UA	UA	(UA)	:	Semester 1: Assessment	17
29 Jan 18	ISB	ISB	ISB	ISB	ISB	:	:	Inter semester break	18
5 Feb 18	S	S	S	S	S	-	-	Semester 2: Study	19
12 Feb 18	S	S	S	S	S	-	-	Semester 2: Study	20
19 Feb 18	S	S	S	S	S	-	-	Semester 2: Study	21
26 Feb 18	S	S	S	S	S	-	-	Semester 2: Study	22
5 Mar 18	S	S	S	S	S	-	-	Semester 2: Study	23
12 Mar 18	S	S	S	S	S	-	-	Semester 2: Study	24
19 Mar 18	S	S	S	S	S	-	-	Semester 2: Study	25
26 Mar 18	V	V	V	V	uni holiday			Easter vacation	26
2 Apr 18	uni holiday	uni holiday	V	V	V	:	:	Easter vacation	27
9 Apr 18			Lit Rev 2 deadline (BB50197)			:	ES		28
	S	S		S	S			Semester 2: Study	
16 Apr 18	S	S	S	S	S	:	:	Semester 2: Study	29
23 Apr 18	S	S	S	S	S	-	-	Semester 2: Study	30
30 Apr 18	S	S	S	S	S	-	-	Semester 2: Study	31
7 May 18	uni holiday	R	R	R	R	[A]	-	Semester 2: Revision	32
14 May 18	A	A	A	A	A	[A]	-	Semester 2: Assessment	33
21 May 18	A	A	A	A	A	[A]	-	Semester 2: Assessment	34
28 May 18	uni holiday	A	A	A	A	-	-	Semester 2: Assessment	35
4 Jun 18	Practical	Molecular	Biology	week.	(BB50198)			PMB	36
11 Jun 18	Research Project starts (BB50199)								37
18 Jun 18	.	.	.	.	.	.	.	Research Project	
25 Jun 18	.	.	.	.	.	.	.	Research Project	38
2 Jul 18	.	.	.	.	.	.	.	Research Project	39
9 Jul 18	.	.	.	.	.	.	.	Research Project	40
16 Jul 18	.	.	.	.	.	.	.	Research Project	41
23 Jul 18	.	.	.	.	.	.	.	Research Project	42
30 Jul 18	.	.	.	.	.	.	.	Research Project	43
6 Aug 18	.	.	.	.	.	.	.	Research Project	44
13 Aug 18	.	.	SA	SA	SA	.	.	Supplementary assesment period	45
20 Aug 18	SA	SA	SA	SA	SA	.	.	Research Project Stage	46
27 Aug 18	uni holiday	uni holiday	.	.	.	.	.	Research Project Stage	47
3 Sep 18	.	.	.	.	.	.	.	Research Project Stage	48
10 Sep 18	.	.	Research Project deadline (BB50199)	.	.	.	.	Research Project Stage	49

Assessment weightings and decision references		
Stage	Weighting within programme	NFAAR-PGT decisions reference See <u>NFAAR-PGT</u> information at: www.bath.ac.uk/registry/nfa
Stage 1	60 / 90 credits	All assessment: Appendix 11 / 12 Programme progression requirement (PPR): 50%
Stage 2	30 / 90 credits	All assessment: Appendix 11 / 12

Further information

Section in this handbook on **Assessment**.

Definitions of assessment terms: www.bath.ac.uk/registry/nfa/nfaar-pgt-appendix-02.pdf

6.6 Unit and Programme Catalogues

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

Unit and Programme Catalogues: www.bath.ac.uk/catalogues

6.7 Timetables

Programme and unit timetable information can be found online at: www.bath.ac.uk/timetable

You can also use MyTimetable to create a customised programme timetable that can be downloaded into an electronic calendar: www.bath.ac.uk/timetable/MyTimetable.htm

6.8 Programme Overview

Seven Elective Units (7 x 6 credits)

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

One Research Project (BB50199)

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

Critical Review of Literature (BB50197)

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

Plan, prepare and write **TWO** extended scholarly Literature Reviews in areas of biosciences at the leading edge of current science. The topic areas will be given by the Programme tutor.

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

Research Training Skills (BB50198)

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

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

This practical will be done in the first FULL week of Research Project Stage (w/c 4 June 2018) and is listed as BB20025 in the catalogue.

Tutorials (linked to BB50197 / BB50198)

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

6.9 Option choices (common for both MRes and MSc)

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

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

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

www.bath.ac.uk/catalogues/information/students/online-unit-selection.html

The rules of the programme that apply to elective units

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

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

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

<http://www.bath.ac.uk/catalogues/2016-2017/bb/bb-proglist-pg.html>

Decoding 'UNITS'

A "unit" is the term we give to each individual taught module. Each "6-credit" unit is deemed to be equivalent to 100 hours of work. Depending on the nature of the unit this may include lectures, practicals, tutorials, seminars, essay writing, private study, presentations, etc. The majority of the time required for a unit will be taken up by private study.

Unit codes

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

Unit Assessments

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

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

6.10 Submission deadlines

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

Most of the essay-type coursework will be anonymised (please check Moodle for details). Anonymised coursework files should not have any ID (name etc). Files should be converted to PDF formats before uploading.

All electronic coursework will automatically be put through the plagiarism detection software – Turnitin.

6.11 Marking criteria

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

6.12 Academic Skills Support

All PGT students in the department are offered bespoke academic skills support through the Academic Skills Centre. These sessions are scheduled on

Wednesdays of weeks 4 - 7 from 14.15 – 16.15 in room WH 1LT.

In addition, there will be Skills workshops also scheduled from **16.15 – 18.05 in 6W 1.2** (these are listed as BB50143 / BB50197 / BB50198 in the timetable). These will be arranged on an ad-hoc basis by the Director of Studies.

6.13 Further study

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

6.14 Unit and programme changes

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

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

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

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

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

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

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

6.15 How your programme is reviewed and monitored

The University has a number of mechanisms for ensuring that programmes remain up-to-date, issues are dealt with and improvements made.

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

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

7. Study and support: Getting the most out of your studies

7.1 Accessing university email

You will need to use your unique username and password to access your University email account. You are able to access your email by going to <http://mail.bath.ac.uk>

Your username also forms your email address (username@bath.ac.uk).

The University will often communicate with you about a range of important matters including registration, unit enrolment, assessment, degree ceremonies, and matters such as tuition fees, via your University email account. So that you do not miss out on (and as a consequence fail to act on) important information, it is a University requirement (Regulation 1.3) that you access your University email account regularly, even if you are out on placement or study abroad.

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

Further information

Email guidance: www.bath.ac.uk/bucs/email

Regulation 1.3: www.bath.ac.uk/regulations/Regulation1.pdf

7.2 SAMIS

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

Further information

www.bath.ac.uk/samis

7.3 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.

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

7.4 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

7.5 Academic Skills Support and Development

To help you get the best out of your studies and your future employability, we offer all our students a comprehensive range of free, year-round skills and personal development opportunities designed to complement your academic programme.

These opportunities have been designed to give you choice and flexibility to help you get the support and development you need at the time you most need it. You can choose from classes, tutorials, drop-in sessions, workshops and online resources to develop your academic skills, for example to:

- create well-written, clearly structured essays, reports and dissertations
- think critically in order to enhance your writing
- manage information sources and literature effectively
- give polished and effective academic presentations
- manage and analyse numbers, data and statistics
- enhance your existing language proficiency, or learn a new language
- use IT tools and resources effectively.

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

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

Further information

Find out more about the skills support and development opportunities available here: <http://go.bath.ac.uk/skills>

7.6 Recognition for extra-curricular activities: The Bath Award

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

Further information

thesubath.com/bathaward

7.7 The Library

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

Information specialists, known as Subject Librarians (see the Department's library resources page below), are responsible for services to individual Departments/the School. They provide individual help to students and staff, as well as teaching information skills in Department and School programmes and through general University skills provision. All new students receive library introduction sessions during the induction period.

Further information

This Department's library resources page is: <http://www.bath.ac.uk/library/subjects/biol/>
For information on all library services and resources: www.bath.ac.uk/library

7.8 Computing facilities and IT skills

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

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

Support is available from the IT Service Desk on Level 2 of the Library or online at: www.bath.ac.uk/computing-services
Tutorials and Frequently Asked Questions (FAQs) are provided in the help section.

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

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

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

Further information

Computing Services: www.bath.ac.uk/computing-services
Information for new users: <http://go.bath.ac.uk/newusers>
Information for users with a disability or requiring learning assistance: <http://go.bath.ac.uk/assistive-technologies>
IT shop: <http://go.bath.ac.uk/ITshop>
Computing Services Twitter feed: @UniofBathIT

7.9 Recording of Lectures

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

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

Further information

Ordinance 22: www.bath.ac.uk/ordinances/22.pdf
Disability Service: www.bath.ac.uk/groups/disability-service

7.10 Student Representation

Feeding back your views to the University

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

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

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

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

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

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

You will be asked to complete a short online unit evaluation for units you have studied. You will also be asked to complete surveys periodically on your experience of the programme as a whole. Please complete each evaluation fully, thoughtfully, and candidly. In particular, please tell us not only your opinion but also the *reasons* behind your opinion.

When we receive responses to evaluations, we analyse them – especially the positive suggestions for change and concerns that are voiced. Student feedback and the resulting actions are taken into consideration in annual monitoring of units and programmes. Survey results are discussed at committees where student representatives have the opportunity to input to any action plans developed in response to the issues raised.

Your feedback is important to both the University and the Students' Union. Please keep telling us what is going well and what needs to get better. We will communicate how feedback on units and programmes, and the wider student experience, has been acted upon.

Student representatives

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

There are many opportunities for elected student representatives. If you are elected to serve on Departmental, Faculty/School or University committees you will be expected to represent the views of your fellow students and provide feedback following meetings.

Student representation on Committees

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

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

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

If you need to raise a concern, remember there are various routes open to you. You can discuss issues directly with a lecturer, your Personal Tutor, or the Director of Studies. Individual problems are often more readily resolved in this way. The Students' Union Advice and Support Service, described below, also provides students with information and confidential advice.

Further information

Students' Union Academic Representation including contact details for Academic Reps: thesubath.com/academic

Election of Academic Reps: thesubath.com/elections

Students' Union Skills Training programme: thesubath.com/skills-training

Outline election procedures are included in QA48 Student Engagement with Quality Assurance and Enhancement, Annex A:

Staff/Student Liaison Committees: www.bath.ac.uk/quality/documents/QA48_Annex_A.pdf

7.11 Students' Union Membership

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

7.12 Student Support

Most students find there are occasions when it can help to talk to someone about a personal problem or issue. In many cases your Personal Tutor, Director of Studies, or Wellbeing Adviser (see the **Residential Life and Wellbeing Service** section below) will be able to help. However, sometimes more specialist help is needed. The University has a range of professional support services that you can approach directly. Your two main contact points are Student Services at the Roper Centre in 4 West and the Advice and Support Service in the Students' Union.

Student Services

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

- counselling and mental health
- disability issues
- money and funding
- residential life and wellbeing.

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

Student Services can also provide letters confirming student status for a variety of purposes, which can be requested by logging on to SAMIS: www.bath.ac.uk/services/register-as-a-student-of-the-university-and-update-your-details

The Roper Student Services Centre in 4 West is open from 9.30am to 4.30pm throughout the year (tel: 01225 385538). Services are also available from the Virgil Building in Bath city centre.

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

The Students' Union Advice and Support Service

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

The Students' Union Advice and Support Service is open Monday to Friday 9.00am to 5.00pm in term time (from 10.00am on Fridays) and 10.00am to 4.00pm during vacations (tel: 01225 386906, email: suadvice@bath.ac.uk)

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

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

For the full range of services see: thesubath.com/support

Further information

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

Residential Life and Wellbeing Service

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

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

Further information

www.bath.ac.uk/groups/residential-life-and-wellbeing-service

7.13 Advice for international students

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

Further information

www.bath.ac.uk/visa

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

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

7.14 Dealing with a problem involving the University

We want to ensure that, if you have a problem concerning the University, it is resolved as quickly as possible. As described above, there are student representatives on all formal decision-making committees – at Departmental, Faculty/School and University level. Student representatives help to anticipate potential problems and, when problems occur, to raise them so that they can be dealt with promptly. As a result we can often resolve problems *before* they get to the stage where a formal complaint might be necessary.

The Students' Union offers advice for students on a range of issues through its Advice and Support Service. Its advice is independent of the University. See the section above on **Student Support**.

Complaints

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

These procedures are designed to ensure that your complaint will be dealt with in good faith and that you will not be penalised for complaining. When we receive a complaint, we will first seek to deal with it through informal discussion. If this fails to resolve the issue at hand, you can raise the complaint formally.

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

Further information

Student Complaints Procedure: www.bath.ac.uk/regulations/Appendix1.pdf

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

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

Mediation

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

Further information and contacts

Mediation Service: www.bath.ac.uk/equalities/activities/mediation

Mediation Service Manager: 01225 383098 or equalsdiv@bath.ac.uk

Students' Union Advice and Community Manager: 01225 385863 or suadvice@bath.ac.uk

7.15 Advice for students with disabilities, long-term illness, and specific learning difficulties

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

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

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

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

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

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

Further information

www.bath.ac.uk/groups/disability-service

7.16 Pregnancy and Maternity

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

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

Further information

www.bath.ac.uk/guides/getting-advice-if-you-are-pregnant-while-studying-or-have-a-young-child

7.17 Care leavers and estranged students

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

Further information

www.bath.ac.uk/guides/financial-support-if-you-are-leaving-care

www.bath.ac.uk/students/finance/funding-advice/additional-financial-responsibilities

7.18 Careers Service

The University Careers Service can support you through the career planning process, whatever your career aspirations. In addition to providing support with developing your employability, and guidance on how to make informed career decisions, Careers Advisers will provide help with writing your CV, practising aptitude tests, and improving your interview skills. Being in regular contact with several hundred major employers, the Careers Service is also a fantastic source for graduate job vacancies for Bath students, as well as the organiser of several major careers fairs each year.

Further information

The Careers Service is open throughout the year, including the vacations.

Check the web site for opening times: www.bath.ac.uk/students/careers

The web site includes the *Myfuture* vacancies portal.

Contact careers@bath.ac.uk or 01225 386009 or follow the Careers Service on Twitter @CareersatBath or Facebook (search for BathUniCareers).

8. Assessment

8.1 Feedback to students on assessment

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

Throughout your degree programme you can expect to receive feedback in different ways, some of which you may not instantly recognise as feedback (for example, discussions with lecturers before or after classes / practicals/ seminars / tutorials etc or demonstrators in practicals). It is therefore important to realise that not all your feedback may be formal or specifically labelled as 'feedback'. It is your responsibility to act on the feedback you receive, its purpose is to guide you to look at how you can improve yourself, as part of your independent learning. Overall, you can normally expect to receive feedback on most types of assessments within three semester weeks of submission.

8.2 Academic integrity: Training and Test

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

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

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

If you have any access problems, then please contact Programme Administrator, Sophie Hill, in the first instance.

When you have completed the training tutorial and are confident that you have understood it, you should undertake the test. To pass the test you will need to achieve a mark of 85%. You can take the test as many times as necessary until you pass. If you do not pass the test, you will need to re-visit the training and/or look at the other guidance available to you (see: www.bath.ac.uk/asc/study-skills/academic-integrity.html) or as required by your Director of Studies, and then take the test again.

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

Further information

Academic integrity: www.bath.ac.uk/asc/study-skills/academic-integrity.html
Regulation 3.7: www.bath.ac.uk/regulations/Regulation3.pdf

Plagiarism detection and personal data

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

The University uses the Plagiarism Detection Service, Turnitin. This service checks electronic, text-based submissions against a large database of material from other sources and, for each submission, produces an 'originality report'. It makes no judgement on the intention behind the inclusion of unoriginal work; it simply highlights its presence and links to the original source.

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

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

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

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

Service upon submission of work. You may ask for your personal data to be removed by contacting the University's Data Protection Officer.

Further information

The University's procedures on Examination and Assessment Offences (QA53) are described at:

www.bath.ac.uk/quality/documents/QA53.pdf

Regulation 15, Assessment of undergraduate and taught postgraduate programmes:

www.bath.ac.uk/regulations/Regulation15.pdf

University's Data Protection Officer: dataprotection-queries@lists.bath.ac.uk

8.3 Academic integrity: Referencing and Plagiarism

Plagiarism is the use of any published or unpublished work without proper acknowledgement in your references. Plagiarism occurs when a student 'borrows' or copies information, data, or results from an unacknowledged source, without quotation marks or any indication that the presenter is not the original author or researcher.

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

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

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

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

Further information

For further information on all our skills and development opportunities see: <http://go.bath.ac.uk/skills>

Academic integrity: www.bath.ac.uk/asc/study-skills/academic-integrity.html

Library resources: www.bath.ac.uk/library/infoskills/referencing-plagiarism

Students' Union Skills Training: thesubath.com/skills-training

8.4 Academic integrity: Penalties

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

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

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

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

If you are accused of an offence, the Students' Union's welfare services are available to support you.

Further information

Examination and assessment offences: www.bath.ac.uk/quality/documents/QA53.pdf

Students' Union advice and support: thesubath.com/support

8.5 Word counts

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

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

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

8.6 Late submission of coursework

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

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

Please note that:

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

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

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

See also the section in this Handbook on **Submission deadlines**.

8.7 Individual Mitigating Circumstances

Individual Mitigating Circumstances (IMCs) are the conditions which temporarily prevent you from undertaking assessment or significantly impair your performance in assessment. As such, the measure of their severity is not about impact on you, but the impact on your affected assessment.

Full information and guidance on Individual Mitigating Circumstances and Assessment (including definitions of IMCs, in the document "What are Individual Mitigating Circumstances?") is available at: www.bath.ac.uk/registry/imc/imc-students.html

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

You should make yourself familiar with these definitions, in addition to any IMC guidance offered by your Department, and support and guidance offered through the Disability Service (www.bath.ac.uk/groups/disability-service) or the Students' Union Advice and Support Service (thesubath.com/support).

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

Should you wish any IMCs to be taken into account by the Board of Examiners for Programmes when considering your progression or award classification, notify your Director of Studies no more than three days after the affected assessment by completing the IMC report form available at: www.bath.ac.uk/registry/imc/imc-students.html

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

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

8.8 Assessment processes

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

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

- *marking criteria (or assessment criteria)* - these are the knowledge, understanding and skills which it has been identified that students should demonstrate in the assessment and which are taken into account during marking. They are based on the learning outcomes being assessed
- *marking schemes* - these are detailed descriptions of how specific numbers of marks should be assigned against individual components of an answer within the assessment task

- *grade descriptors* - these are descriptions of the levels of achievement required in order to get a result within a given band of marks (e.g. 70% or more).

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

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

Boards of Examiners:

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

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

8.9 External examiners

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

Once a year, External Examiners provide a written report on each taught programme. University staff will look at these reports and a response will be made to the External Examiner's comments. Staff/Student Liaison Committees (SSLCs) also discuss External Examiner reports as part of annual monitoring activity. You can read the latest External Examiner report for your programme, and the University's response to it, at:

www.bath.ac.uk/quality/externalinput/external-examiners-reports.bho

The External Examiners for your programme are:

Programme	External Examiner
MSc programmes	Professor Jonathan Green (University of Birmingham)
MRes programmes	Prof Pamela Vallely (University of Manchester)

It is not appropriate for students to make direct contact with External Examiners. If you are dissatisfied with the process or outcome of an assessment, and are considering whether to raise this either informally or formally, the sections of this Handbook on **Procedures for Academic Appeals** and **Dealing with a problem involving the University: Complaints** give some more information about the University's procedures for student complaints and academic appeals. The section on **Student representation** sets out how students can engage with the quality management process through which the University considers and responds to External Examiners' comments and suggestions.

8.10 Assessment Regulations

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

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

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

Important information

This section may contain terms unfamiliar to you. In addition to the explanations we give below you can find full definitions at:

www.bath.ac.uk/registry/nfa/nfaar-pgt-appendix-02.pdf

For full details of the NFAAR-PGT, visit: www.bath.ac.uk/registry/nfa

For information relating to your programme, visit: www.bath.ac.uk/catalogues

8.11 Your programme and how you are assessed

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

The *Your MSc and Your MRes Programme* sections (sections 5 and 6) earlier in this Handbook show the structure of your programme.

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

At the end of the table, there is a link to the relevant appendix of the NFAAR-PGT which states exactly how the assessment rules operate.

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

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

MSc programmes:

- Your programme does not have any Designated Essential Units (DEUs).
- Your programme is divided into stages and follows the general principle that all stage assessment must be successfully completed before progression to the next stage is permitted. This means that, if you are required to undertake supplementary assessment, you will have to do so before you can progress further. You must also never break one of the persistent generic rules.
- Your programme has units that constitute the Taught Stage(s) Credits in a separate phase before the period in which you will do the Dissertation/Project type unit(s), as indicated in the table at the end of this section. The Programme Progression Requirement to get from the taught phase to the dissertation/project phase is 50%.
- Should you fail to qualify for the award of the degree of Master, you may be considered for the award of a related Postgraduate Diploma or Postgraduate Certificate (subject to you having met the requirements for that award).

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

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

MRes programmes:

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

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

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

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

Both MSc and MRes programmes:

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

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

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

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

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

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

8.12 Assessment types and their feedback

Examinations

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

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

Staff responsibilities

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

Student responsibilities

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

Coursework: essays

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

Staff responsibilities

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

Student responsibilities

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

Coursework: Practical reports

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

Staff responsibilities

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

Student responsibilities

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

Coursework: Presentations

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

Staff responsibilities

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

Student responsibilities

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

Coursework: Projects

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

Staff responsibilities

- The Director of Studies will set the submission deadlines for the Postgraduate projects at the start of each academic year and publicise these in a project guide distributed to all supervisors and students.

Student responsibilities

- Students will submit the final project report according to the guidelines provided before 13.00 on the day of the deadline.

Coursework: Other assignments

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

Staff responsibilities

- Staff will set clear deadlines for the submission of other types of coursework and notify the appropriate administrative staff of those deadlines. Deadlines will typically be set at 13.00 on the last day of submission.

- Staff will mark other coursework to the set criteria, which have been made clear to students at the time the coursework is set.
- Staff will return the coursework marks and feedback within *three semester weeks* of submission.

Student responsibilities

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

8.13 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 2017–18 academic year, this period will be 15 August to 24 August 2018.

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

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

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

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

8.14 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

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

Independent advice about academic appeals is offered by the Students' Union Advice and Support Service:

thesubath.com/support

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

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

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

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

All academic appeals must be submitted within the timescales set out in Regulation 17. Students must provide the required information and evidence, including a completed AA1 form. The form and further academic appeals guidance are available at:

www.bath.ac.uk/registry/appeals

Student Complaints are dealt with under separate procedures: 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

9. GENERAL INFORMATION

9.1 The academic year 2017-18

Semester 1

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

Semester 2

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

9.2 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 Handbook. You are advised to download a copy of the Regulations and read them carefully as they contain a lot of important information.

Important information

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

9.3 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

Regulations 2.4 and 2.10 explain the consequences of non-payment of tuition fees: www.bath.ac.uk/regulations/Regulation2.pdf

9.4 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

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

9.5 Change in your circumstances

You must ensure that the University holds your correct, up-to-date, personal and academic details within SAMIS. If you change your address – either your semester-time or home address – please ensure that you update your details online at:

www.bath.ac.uk/samis

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

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

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

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

The financial implications of withdrawing from the University or suspending your studies can be significant. You will find general information at: www.bath.ac.uk/students/finance/funding-advice/changes-to-your-study

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

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

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

9.6 Health and safety

The University's Health and Safety Policy Statement and policies, standards, and guidance on specific topics are available at: www.bath.ac.uk/hr/stayingsafewell/hs-policy

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 or email: uhse@lists.bath.ac.uk

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

9.7 Data protection

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

Please refer to the guidance notes for students and academics undertaking research:

www.bath.ac.uk/data-protection/guidance/academic-research

9.8 Equality and diversity

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

Further information

There is a range of information and resources available at www.bath.ac.uk/equalities or email: equalsdiv@bath.ac.uk

Accessibility

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

www.disabledgo.com/organisations/university-of-bath/main-2