



UNDERGRADUATE MODULAR  
SCHEME

A GUIDE FOR STUDENTS  
2011/12

## **INTRODUCTION**

This Guide is for all students registered for awards within the Bath Spa University Undergraduate Modular Scheme.

The Guide is intended to help you understand the operation of the Bath Spa University Undergraduate Modular Scheme and is intended to complement the Academic Regulations and General Regulations of Bath Spa University and the Guides to Level 4 (First Year), Level 5 (Second Year) and Level 6 (Third Year) Modules. It describes various issues concerned with the way the Modular Scheme works and it also provides some general information about the University and its services. You will find information about the people to contact or the things to do when a particular situation arises. This Guide is only available online at:

<http://www.bathspa.ac.uk/services/student-services/current-students/your-course/guide-for-students-course-of-study/guide-to-the-modular-scheme-2011-12.pdf>

Any feedback about this handbook, and suggestions for additions and improvements, are very welcome.

A handwritten signature in black ink that reads "Kate Davies". The signature is written in a cursive style with a large initial 'K'.

Dr Kate Davies  
Deputy Registrar (Academic) and Head of Undergraduate Modular Scheme  
September 2011

## **1. COMMUNICATION**

Communicating with you is vitally important. Important information is made available on the Student Services pages of the BSU website, via the online Student Portal and on the online virtual learning environment Minerva.

Correspondence with individual students is normally via email, so it is important that you check your BSU account regularly.

We record your local address and home address when you register at Bath Spa University via the online Student Portal (for full-time students this is at the beginning of each year). If either of these changes during the year, it is very important that you notify us using your Student Portal Account.

We normally send letters to your local address during the academic year and to your home address after the end of the academic year. If you are based at an FE College or at a private organisation letters will be sent to your home address throughout the year.

**You will be able to see your module results together with information about any outstanding reassessments you may have on the Student Portal after the end of the academic year.**

## **2. HELP AND ADVICE**

If you ever have a query or problem, it is important to know who is likely to have the answer. The following sections summarise the responsibilities of various University staff, and how the Modular Scheme is managed. If you are studying at an associated FE College or private organisation, your first point of contact will be the tutor responsible for your programme at the FE College or private organisation; however, you may also contact any of the people listed below if you have any queries or concerns..1  
Administrative matters

If you have an administrative problem your first port of call should be The Student Administration Service which is in Main House, Newton Park, just to the right of the main entrance hall. Its role includes:

- Dealing with student enquiries, which cannot be answered by Personal Tutors.
- Dealing with students' module selections.
- Academic timetabling.
- Dealing with requests to change module(s), subject(s) or award.

- Student tracking - ensuring that students take the right number of modules, take legal combinations of modules, etc.
- Managing assessment and examinations.
- Maintaining the Student database (SITS).

You should not expect staff there to give you academic advice although they will be able to advise you about the Modular Scheme regulations. Always check with your Personal Tutor, Course Director or Subject leader if you have any doubts about a course of action you intend to take.

The Registrar and Head of Student Services is Mr Christopher Ellicott, Main House, Newton Park, MH.G05 (875644), and is responsible for student withdrawals, final decisions on course transfers, mitigating circumstances, unfair practice and appeals.

Dr Kate Davies, Main House MH.G18, (875469) is the Deputy Registrar (Academic) and Head of the Undergraduate Modular Scheme, and is responsible for all aspects of the implementation of the Scheme.

Other important services can be contacted as follows:

The University's Student Money Advisor is Mr Andy Leahy; his office is in Doynton, Newton Park, (875668).

The University's Disability Office is in Doynton, Newton Park, (875649).

The University's Accommodation Administrator is Mrs Ann Hitchings; her office is in Steward's Lodge, Newton Park, SL 1.04, (875434).

## **2.2 University Personal Tutors**

Your tutor's overall role is to ensure that you receive adequate guidance. He or she acts as a first point of contact and responsible person within the University from whom you can obtain general academic and pastoral support. Personal Tutors encounter a wide range of issues, including problems with study skills, anxiety about exams or finances, the need for guidance on progress and achievement, advice on changing programmes, career issues, and key personal issues which impact on learning. Sometimes this support will take the form of direct personal support or advice; sometimes it may involve helping you to access appropriate services.

All undergraduate students are allocated a Personal Tutor at the beginning of their first year. Your tutor will normally be a member of academic staff who is from the School in which your degree/diploma programme is based. You will be asked to attend a meeting

in Induction week where the personal tutor system will be explained to you. You will also have the opportunity to have an initial short meeting with your tutor.

Your personal tutor will normally make arrangements to see you either individually or in a small group, three times a year. You can also arrange to see your personal tutor at other times if the need arises. Tutors will inform you of their 'office hours', when they are normally available to see students. Tutors can also be contacted by email or by leaving a note at Reception or School Offices. There are internal telephones in the foyers of most buildings with an internal directory. The Students Union Office also has an internal telephone directory. Please check YOUR email account/pigeon holes regularly for messages. It is your responsibility to attend meetings arranged with your tutor. If for any reason you cannot attend, you should let your tutor know in advance so that alternative arrangements can be made.

You may ask to change your personal tutor if you feel that the process is not working for you. You do not need to state a reason. To do this you should obtain the appropriate form from the Student Administration Service office in Main House.

### **2.3 Academic Matters**

If you have a query concerning your academic studies, enquiries should be made as follows:

University personal tutors are available to guide you on any academic or personal matters, and are normally your first point of contact.

Subject Leaders will be able to deal with any enquiries regarding the modules offered by a Subject

Course Directors are able to answer queries regarding Specialised Awards.

You should consult the Module Co-ordinator if you require more information about the content of any particular module, or regarding your studies in any particular module.

Any academic enquiries, which are not satisfactorily resolved, should be referred to the Deputy Registrar (Academic).

### **2.4 Your Responsibilities**

Whilst counselling and advice will be available, the Modular Scheme requires you to assume responsibility for selecting and managing your own programme of study.

In particular, you will be expected to:

- Familiarise yourself with the University Calendar;
- Give priority to your University commitments;
- Plan and register a programme of study in accordance with Scheme, award and Subject regulations by the relevant deadlines;
- Make any amendments to your programme of studies in accordance with the regulations and by the relevant deadlines;
- Submit coursework and attend examinations in accordance with the requirements and deadlines of the module in question;
- Attend all your classes, and notify the Module Tutor in advance if you cannot attend any class for good reason.
- Immediately inform the Student Administration Service via the online Student Portal of any change of home or local address.
- Immediately inform the Student Administration Service of any period of absence from the University. NB you must inform them in writing.
- Immediately inform the Registrar in writing if you wish to withdraw from your course.
- Consult Scheme and Subject notice boards, and check your email accounts and pigeonhole(s), at least once a week;
- Respond immediately to requests for information by those concerned with the management of the Scheme.

## **2.5 Obtaining References**

You may often need to give the name of a referee when applying for jobs, for admission to other courses, etc. and you should approach your Personal Tutor to act as referee. To assist them with the writing of references, you need to do the following:

- Always obtain the permission of the Personal Tutor before using his/her name as a referee.
- Provide as much information as possible about the job/course for which the references are required - job description, syllabus, etc. This will help the referee to write an appropriate reference. Some courses supply instructions to referees. These should always be passed on.
- Provide as much information as possible about your studies. You can

obtain a transcript of module results from the Student Administration Service.

- Provide information about any other activities undertaken during your time at Bath Spa University, which may be relevant - membership of committees, societies, Students' Union posts, etc.
- Ensure that you give referees sufficient time to write the reference. A hastily written reference is unlikely to do you justice.
- If these procedures are not followed, your Personal Tutor may be unable to provide a reference. Please do not take the provision of a reference for granted.

If for any reason a personal reference can't be obtained, one can be requested from the Student Administration Service. However, these references will be restricted to details of dates of enrolment, module results, and award details, together with a summary description of the Undergraduate Modular Scheme.

### **3. MODULAR SCHEME STRUCTURE AND TERMINOLOGY**

#### 3.1 The Academic Year

The Undergraduate Modular Scheme operates over three terms with 26 weeks for teaching and an additional 4 weeks for assessment. In addition, there is a Welcome Week in the last week of September. Term 1 begins in the first week of October and finishes at the Christmas vacation in mid-December. Term 2 begins in early January and ends at the Easter vacation; Term 3 begins after the Easter vacation and ends in June.

#### **3.2 The Module**

In a Modular Scheme, your programme of studies is made up of modules. Modules are self-contained units of study each having their own syllabus, teaching and learning styles, learning outcomes and methods of assessment. Learning outcomes describe what you should know, understand, or be able to do at the end of a module. Module assessments are designed so that they fulfil the outcomes of a module. When you pass all the assessments for a module you will earn credit for that module. As your studies progress, you accumulate the credits needed for your award.

There are different levels of module study. Level 4 modules provide introductory studies in a subject. Full-time students study them in their first year. Level 5 modules are studied in your second year and Level 6 modules in your third year. Modules taken at Levels 5 and 6 contribute towards your diploma or degree. First-year students may not study Level 5 or 6 modules. This regulation may be relaxed in the case of part-time students, however in such cases it is expected that the Year 1 programme will be largely complete.

At Bath Spa University, there are 20 and 40 credit modules at each level. Both 20 and 40 credit modules are delivered and assessed over three terms.

A 20-credit module represents a total of 200 hours learning time, which is the time on average you will need to spend on the whole range of learning activities, including for example lectures, seminars, workshops, practical sessions, private study, preparing coursework, and sitting examinations.

A 40-credit module represents a total of 400 hours learning time, which is the time on average you will need to spend on the whole range of learning activities, including for example lectures, seminars, workshops, practical sessions, private study, preparing coursework, and sitting examinations.

The total learning time for a full-time undergraduate academic year over 30 weeks is 1,200 hours.

At level 4, a 20 credit module includes 52 hours contact time/formal teaching and a 40 credit module includes 104 hours contact time/formal teaching over an academic year.

At level 5, a 20 credit module includes 52 hours contact time/formal teaching and a 40 credit module includes 78 hours contact time/formal teaching over an academic year.

At level 6, a 20 credit module includes 39 hours contact time/formal teaching over an academic year. At level 6, 40 credit modules will normally be dissertation or project modules which vary in the amount of formal teaching delivered over the academic year.

We believe that the higher number of formal teaching hours at level 4 supports our intention to enable you to develop as creative, individual and autonomous learners, who are able to manage your career and/or further study when you leave the University.

Each module is identified by a unique code, e.g. EN4025-40 the first and second characters identify the subject (EN = English Literature); the third character identifies the level (4, 5 or 6); the fourth, fifth and sixth characters identify the particular module and the characters after the hyphen represent the number of credits the module is worth. To choose your modules, you will need to know codes as well as the module names; these will be detailed in your Guide to Modules and your subject/course handbooks.

Each module is managed by a Module Co-ordinator who, with his/her colleagues, has devised the content of the module, and the method of delivering and assessing it, and takes the lead in teaching it. You should consult the Module Co-ordinator if you require more information about how the module is organised, or are unclear about anything relating to the module. See the Module Guides for names of Module Co-ordinators.

### **3.3 Types of module**

Depending upon the Subject(s) studied, some modules are core. These are modules, which are considered to underpin later studies in the Subject, or deal with topics, which

are deemed essential to studies. Obviously, when making module selections, you must ensure that all the core modules are taken.

Subjects also offer a range of optional modules, though the amount of choice does vary.

### **3.4 Dissertation and Project Modules**

Dissertation and/or Project modules are at either Level 5 or 6. Because of the variety of work undertaken, there is not a 'Modular Scheme dissertation'; instead, you will be given information about Dissertation and/or Project modules under the individual Subject listings in the Guides to Level 5 and Level 6 Modules.

It should also be noted that a dissertation or project module may be core or optional for different groups of students, for example, in History the Dissertation is core for Single Honours students, and optional for other awards. See the Guides to Level 5 and Level 6 Modules for more details.

Students registered for Combined and Single Awards may not choose more than one Dissertation module.

However, you are permitted to take a project or independent study module in addition to a dissertation module.

The place of Dissertation and/or Project modules in a Specialised Award will be specified in the Student Handbook for that award.

### **3.5 Level Descriptors**

The current Modular Scheme has 3 levels. Level 4 is introductory and the marks obtained do not contribute towards the classification of your Honours degree. Level 5 is the first year of advanced studies and Level 6 provides study to Honours level. These levels reflect the content of The Framework for Higher Education Qualifications in England, Wales and Northern Ireland consultation document published in April 2008. This document describes a five level framework and the 3 levels adopted by the BSU undergraduate Modular Scheme relate to this as follows:

BSU Modular Scheme	QAA Qualification Framework	BSU Award
Year 1	Level 4	CertHe
Year 2	Level 5	DipHe/FD
Year 3	Level 6	BA/BSc (Hons)

*Certificates of Higher Education are awarded to students who have demonstrated:*

Knowledge of the underlying concepts and principles associated with their area(s) of study, and an ability to evaluate and interpret these within the context of that area of study

An ability to present, evaluate, and interpret qualitative and quantitative data, to develop lines of argument and make sound judgements in accordance with basic theories and concepts of their subject(s) of study.

*Typically, holders of the qualification will be able to:*

Evaluate the appropriateness of different approaches to solving problems related to their area(s) of study and/or work

Communicate the results of their study/work accurately and reliably, and with structured and coherent arguments

Undertake further training and develop new skills within a structured and managed environment.

*And holders will have the:*

Qualities and transferable skills necessary for employment requiring the exercise of some personal responsibility.

*DipHEs/Foundation Degrees are awarded to students who have demonstrated:*

Knowledge and critical understanding of the well-established principles of their area(s) of study, and of the way in which those principles have developed

Ability to apply underlying concepts and principles outside the context in which they were first studied, including, where appropriate, the application of those principles in an employment context

Knowledge of the main methods of enquiry in their subject(s), and ability to evaluate critically the appropriateness of different approaches to solving problems in the field of study

An understanding of the limits of their knowledge, and how this influences analyses and interpretations based on that knowledge.

*Typically, holders of the qualification will be able to:*

Use a range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis

Effectively communicate information, arguments, and analysis, in a variety of forms, to specialist and non-specialist audiences, and deploy key techniques of the discipline effectively

Undertake further training, develop existing skills, and acquire new competences that will enable them to assume significant responsibility within organisations.

*And holders will have the:*

Qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and decision-making.

*Bachelor's degrees with honours are awarded to students who have demonstrated:*

A systematic understanding of key aspects of their field of study, including acquisition of coherent and detailed knowledge, at least some of which is at or informed by, the forefront of defined aspects of a discipline

An ability to deploy accurately established techniques of analysis and enquiry within a discipline

conceptual understanding that enables the student:

To devise and sustain arguments, and/or to solve problems, using ideas and techniques, some of which are at the forefront of a discipline

To describe and comment upon particular aspects of current research, or equivalent advanced scholarship, in the discipline

An appreciation of the uncertainty, ambiguity and limits of knowledge

The ability to manage their own learning and to make use of scholarly reviews and primary sources (e.g. refereed research articles and/or original materials appropriate to the discipline).

*Typically, holders of the qualification will be able to:*

Apply the methods and techniques that they have learned to review, consolidate, extend and apply their knowledge and understanding, and to initiate and carry out projects

Critically evaluate arguments, assumptions, abstract concepts and data (that may be incomplete), to make judgements, and to frame appropriate questions to achieve a solution - or identify a range of solutions - to a problem

Communicate information, ideas, problems, and solutions to both specialist and non-specialist audiences.

*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 contexts

The learning ability needed to undertake appropriate further training of a professional or equivalent nature.

### **3.6 ECTS (European Credit Transfer System)**

ECTS is the acronym for the European Credits Transfer System. Students attending Bath Spa University on ERASMUS placement will receive ECTS credits for successful

completion of any modules and courses taken during their visit. The credits received will appear on your final transcript record.

Modules are worth either 20 or 40 BSU credits, which is equivalent to 10 or 20 ECTS. To convert BSU modules to ECTS simply divide the credit rating by two.

The minimum standard requirement of a full time student at BSU would be a combination of 20 and 40 credit modules over three terms which would be worth at least 100 credits in a year of study which is equivalent to 50 ECTS.

BSU students who go on ERASMUS exchanges will receive ungraded ECTS credit (not the actual marks) for the courses they study at a partner institution. The dates of attendance at the partner institution do not have to be exactly the same as BSU's term dates, nor does the period of attendance have to be exactly the same as a BSU term or terms. Credit for the exchange will be awarded to you on receipt of a certificate from the partner institution confirming that that you have satisfactorily completed the exchange programme.

## **4. PATHWAYS, ROUTES AND AWARDS IN THE MODULAR SCHEME**

### **4.1 Introduction**

Students are registered for a specific award, such as, FDA Publishing, BA English Literature or BSc Geography.

Many awards contain different pathways and routes. A pathway is a grouping of modules within a Subject. A pathway may be Single, Major, Joint or Minor, depending upon the range of modules offered by the relevant Subject (e.g. English Literature Major). The modules available to each pathway are set out in the Guides to Modules. A route is the particular combination of pathways for which you are registered, and which leads to an award e.g. BA (Honours) History and Psychology (a pairing of Joint pathways), BSc (Honours) Geography with Sociology (a pairing of a Major pathway in Geography with a Minor pathway in Sociology).

The award of BA or BSc will be defined by the proportion of Level 5 and 6 modules taken in years 2 & 3 in 'Science' or 'Arts' Subjects. Where 50% or more of the modules studied at Years 2 and 3 are in 'Science' Subjects, the award will be BSc. Where less than 50% are in 'Science' Subjects, the award will be BA. Science Subjects are: Biology, Food and Nutrition, Geography, Geographical Information Systems, Health Studies, Psychology and Sociology. If you have studied 50% of modules in 'Science' Subjects and 50% of modules in 'Arts' Subjects you will be contacted to discuss whether you wish to receive a BSc or BA.

Students registered for the BA/BSc Education Specialised Programme should note that the 'second registered Subject' will be used to determine whether the award should be entitled BA or BSc, according to the list in the previous paragraph (e.g. BA Education

and History, BSc Education and Geography). Your Education (ED-coded) modules will be ignored for the purpose of determining whether the award should be BA or BSc.

Since the Modular Scheme is intended to embrace all the University's undergraduate provision, it accommodates different types of award. These are described in the following sections. The principal types are as follows:

#### **4.2 Combined Awards and Single Awards**

Combined and Single Awards are awards, which reflect the balance of studies taken, and name the Subject (s) which have contributed (e.g. BA (Honours) English Literature and History, BSc (Honours) Geography with Psychology, BA (Honours) English Literature).

##### Year 1

To facilitate transfer between different Subjects, and between Combined and Single routes, there is a common Year 1 programme, which all students taking Combined and Single Awards follow. Year 1 consists of Level 4 modules totalling 120 credits. You will need to take a 1 x 40 credit modules in each of two Subjects (A and B) even if you are following a Single Honours programme. You also need to take 2 additional 20 credit optional modules from either subject for which you are registered. Alternatively it may also be possible to take a third, 40 credit module in an additional subject (C).

The following patterns of Year 1 study are possible:

Subject A	Subject B
1 x 40 credit module	1 x 40 credit module
2 x 20 credit modules	

Subject A	Subject B
1 x 40 credit module	1 x 40 credit module
1 x 20 credit module	1 x 20 credit modules

Subject A	Subject B
1 x 40 credit module	1 x 40 credit module
	2 x 20 credit modules

Subject A	Subject B	Subject C
1 x 40 credit module	1 x 40 credit module	1 x 40 credit module

### Years 2 and 3

In Years 2 and 3, you take a specified minimum number of modules in each of the Subjects for which you are registered, including all modules designated as core. Additionally, you may take up to 20 credits per year from an additional subject (i.e. a total of 40 credits for years 2 and 3,). Selecting modules from an additional subject will be dependent on availability and timetabling constraints, and you must also ensure that you have completed any prerequisite study for the module(s) you wish to take.

If you wish, and subject to availability, you may include one Level 4 module as one of your Year 2 modules, although you should be aware that the mark you obtain for this module will not count when calculating your degree classification, it will be the mark that is 'dropped' from your profile (see section 6.6 for more details on degree classification).

The following patterns of Year 2 study of a Combined Awards programme are possible:

Subject A Major/Minor/Joint	Subject B Major/Minor/Joint
1 x 40 credit module	1 x 40 credit module
2 x 20 credit modules	

Subject A Major/Minor/Joint	Subject B Major/Minor/Joint
1 x 40 credit module	1 x 40 credit module
1 x 20 credit module	1 x 20 credit module

Subject A Major/Minor/Joint	Subject B Joint Major/Minor/Joint	Additional module
1 x 40 credit module	1 x 40 credit module	1 x 20 credit module

	1 x 20 credit module	
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The following patterns of Year 3 study of a Combined Awards programme are possible: You may take 2 x 40 credit modules however they must be different types of modules e.g. a dissertation module and a work based learning module. You will not be allowed to take 2 x 40 credit modules of the same type e.g. two dissertation modules.

Subject A Major	Subject B Minor
1 x 40 credit module	2 x 20 credit modules or 1 x 40 credit module
2 x 20 credit modules	

Subject A Major	Subject B Minor

2 x 40 credit modules	2 x 20 credit modules or 1 x 40 credit module
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Subject A Major/Minor/Joint	Subject B Major/Minor/Joint
1 x 40 credit module	1 x 40 credit module
	2 x 20 credit modules

Subject A Minor	Subject B Major
2 x 20 credit module or 1 x 40 credit module	1 x 40 credit module
	2 x 20 credit modules

Subject A Minor	Subject B Major
2 x 20 credit modules or 1 x 40 credit module	2 x 40 credit modules

Subject A Joint	Subject B Joint
1 x 40 credit module	3 x 20 credit modules
1 x 20 credit module	

Subject A Joint	Subject B Joint
3 x 20 credit modules	1 x 40 credit module
	1 x 20 credit module

Subject A Joint	Subject B Joint
1 x 40 credit module	1 x 40 credit module
1 x 20 credit module	1 x 20 credit module

Subject A Joint	Subject B Joint	Additional module
1 x 40 credit module	2 x 20 credit modules	1 x 20 credit module
1 x 20 credit module		

Subject A Joint	Subject B Joint	Additional module
2 x 20 credit modules	1 x 40 credit module	1 x 20 credit module
	1 x 20 credit module	

Subject A Joint	Subject B Joint	Additional module
1 x 40 credit module	3 x 20 credit modules	1 x 20 credit module

Subject A Joint	Subject B Joint	Additional module
3 x 20 credit modules	1 x 40 credit module	1 x 20 credit module

Subject A Joint	Subject B Joint	Additional module
1 x 40 credit module	1 x 40 credit module	1 x 20 credit module
1 x 20 credit module		

Subject A Joint	Subject B Joint	Additional module
1 x 40 credit module	1 x 40 credit module	1 x 20 credit module
	1 x 20 credit module	

Subject A Joint	Subject B Joint
3 x 20 credit modules	3 x 20 credit modules

The following patterns of study to Honours Degree level are therefore permissible

## Joint and Major/Minor

	Award Type	Subject A	Subject B	Subject C
Year 1	Major/Minor Joint	80 credits	40 credits	
	Major/Minor Joint	60 credits	60 credits	
	Major/Minor Joint	40 credits	40 credits	40 credits
Year 2	Major/Minor Joint	60 credits	60 credits	
	Major/Minor Joint	80 credits	40 credits	
	Major/Minor Joint	60 credits	40 credits	20 credits
Year 3	Joint	60 credits	60 credits	
	Joint	60 credits	40 credits	20 credits
	Major/Minor	80 credits	40 credits	

The Major/Minor Award can only be achieved by taking at least 60 credits in your Major subject in Year 2.

The following patterns of Year 2 study of a Single Honours Award programme are possible:

Subject A Single
1 x 40 credit module
4 x 20 credit modules

Subject A Single
2 x 40 credit modules
2 x 20 credit modules

Subject A Single	Additional module
1 x 40 credit module	1 x 20 credit module
3 x 20 credit module	

Subject A Single	Additional module
2 x 40 credit module	1 x 20 credit module
1 x 20 credit module	

The following patterns of Year 3 study of a Single Honours Award programme are possible:

Subject A Single
1 x 40 credit module
4 x 20 credit modules

Subject A Single
2 x 40 credit modules
2 x 20 credit modules

Subject A Single	Additional module
1 x 40 credit module	1 x 20 credit module
3 x 20 credit module	

Subject A Single	Additional module
2 x 40 credit module	1 x 20 credit module
1 x 20 credit module	

The following patterns of study to Honours degree level are therefore permissible:

Single

	Award Type	Subject A	Subject B	Additional module
Year 1	Single	80 credits	40 credits	

	Single	60 credits	60 credits	
	Single	40 credits	40 credits	40 credits
Year 2	Single	120 credits		
	Single	100 credits		20 credits
Year 3	Single	120 credits		
	Single	100 credits		20 credits

### **4.3 Specialised Awards**

The pattern of modules which must be taken in a specialised award is broadly the same as for other undergraduate awards; at Year 1 you must take level 4 modules totalling 120 credits and in each of Years 2 and 3, you take a further 120 credits at levels 5 & 6. However as each of the specialised awards has its own regulations concerning the specific modules that may be taken, you will need to consult your award handbook for further details.

### **4.4 Intermediate Awards: the CertHE, DipHE and Ordinary Degree**

Should your personal circumstances require you to withdraw from the University, you can take with you all the credits you have obtained and, if you qualify for it, an intermediate award: the Certificate or Diploma of Higher Education, or the Ordinary Degree. These are only awarded if you do not progress further with your studies. Claims for intermediate awards may be made either before or after withdrawing from the University, and must be notified to the Registrar at least six weeks before the meeting of the Examination Board, which is to consider them.

The CertHE, DipHE and Ordinary Degree are 'exit' awards - we do not register students for them, and they are only available to those who, for whatever reason, are unable to complete their studies to Honours Degree level.

### **4.5 Foundation Degrees**

The pattern of modules which must be taken in a Foundation degree is the same as for other undergraduate awards; at Year 1 you must take modules totalling 120 credits and in Year 2 you must take modules totalling a further 120 credits (= 240 credits in total). However as each of the Foundation Degrees have their own regulations concerning the specific modules that may be taken, you will need to consult your award handbook for further details.

### **4.6 Graduate Certificates and Diplomas**

The pattern of modules which must be taken for a Graduate Certificate or Diploma is as follows;

Graduate Certificate      level 6 modules = 40 credits

Graduate Diploma            level 6 modules = 80 credits

However as each Graduate Certificate of Diploma has its own regulations concerning the specific modules that may be taken you will need to consult you award handbook for further details.

## **5. STUDENT PROGRAMMES**

### **5.1 Duration of programmes of study**

For a BA or BSc Honours degree, the minimum period of study is three years full-time and five years part-time; the maximum period of study is five years full-time and eight years part-time.

For a BA or BSc Honours Sandwich degree, the minimum period of study is four years full-time and six years part-time; the maximum period of study is six years full-time and nine years part-time.

For a DipHE and Foundation Degree, the minimum period of study is two years full-time and three years part-time; the maximum period of study is four years full-time and six years part-time.

For a Graduate Certificate, the minimum period of study is one year full-time and two years part-time; the maximum period of study is three years full-time and four years part-time.

For a Graduate Diploma, the minimum period of study is one year full-time and two years part-time; the maximum period of study is four years full-time and five years part-time.

All of the above apply to periods of continuous registration at the University and do not take into account any breaks in study.

## **5.2 Choosing modules: new students**

New students must make their module selections via the online Student Portal. On Monday and Tuesday of Welcome Week there are Subject presentations and a module choice fair, and a Guide to level 4 modules is posted on the University website for reference so that new students can find out more about the modules in which they are interested. By the Wednesday morning of Induction week students must confirm their module choices on the Student Portal.

On Friday of Induction Week you will be able to see your individual timetable online through the Student Portal.

## **5.3 Choosing modules: continuing students**

The process is similar to that for new students, though the timing is different. We will ask you to enter your module choices via your Student Portal account around the third week of the Summer Term. Guides to level 5 and 6 modules are posted on the University website for your reference. There will be an incentive for prompt selection; those that do so late will go to the back of the scheduling queue, however we do not operate on a 'first come first served bases'. (We do, try to give reasonable choice to direct entrants, students who are away on exchange programmes, etc.)

By the end of the Summer Term, continuing students will be able to see their individual timetable on the Student Portal. These timetables will only be provisional. Changes will only be made where absolutely necessary, but it must be clearly understood that some are inevitable over the summer. Final timetables will be available on the Student Portal in Welcome Week.

Students who are planning to undertake an Erasmus or other overseas placement in Year 2/3 should consult their Subject leaders with regard to any core BSU modules they may be required to take.

## **5.4 Changing modules**

Changes to module choices are only possible up to the end of the first two teaching weeks of the academic year for modules that are taught weekly. For modules that are taught on a fortnightly basis, changes to modules are possible up to the end of the first four teaching weeks. These deadlines are interpreted strictly.

After this time, you can drop a module, but it will be counted as a failed module, and will need to be replaced by an extra module in a subsequent year. Since there are a maximum number of modules, which can be studied, you should only do this when

absolutely necessary. You cannot join a module after the end of the fourth teaching week because you will already have missed a significant proportion of the module; and statistical evidence over a number of years suggests that students who join modules late are highly likely to fail them.

Changes to modules should be requested using the Module Change Request Form, which may be obtained from the Student Administration Service. The request must be formally approved by the Subject Leader of the module, which the student wishes to join. No change will be effected until the Module Change Request Form has been received and approved.

Please note that in some circumstances changing modules may also imply a change of award or route. In such circumstances, you will need to make a successful application to transfer registration before the Module Change Form will be accepted and put into effect. (See next section.)

Transfer to a module is subject to the following constraints:

- The change is made before the end of the second teaching week of the academic year
- A place is available on the new module;
- The change can be accommodated within the timetable;
- The student meets the prerequisite requirements for the module, or can offer an alternative acceptable to the receiving Subject Leader;
- The new module meets the requirements of the route/award for which the student is registered.

### **5.5 Changing seminar/lab/workshop groups within a module**

The University week runs from 9 am to 7 p.m., Monday to Thursday, and 9am to 6pm on a Friday. All full-time students should expect a mix of early morning, late morning, early afternoon and late afternoon/early evening sessions.

However, in the case of mature students, particularly those who have to travel a long distance, we have always tried to be responsive to cases of particular difficulty. (As a rule of thumb, we consider a journey of 20 miles or more each way to be a 'long distance'.) We also do our best to help where students have childcare or medical problems, or physical disabilities, or where students want to participate in team sports on Wednesday afternoons. We cannot take into account the fact that a student may have a part-time job when timetabling modules and scheduling students to them.

Neither is 'I want to be with my friend' a good reason! It should be emphasised that, in the last resort, full-time students must be available for teaching sessions at the times specified.

Requests to change seminar/workshop groups must be made to the Student Administration Service. This will ensure that a student is not moved to a different group, which will create a clash with the other Subjects/modules being studied. It will also ensure that group sizes do not exceed the planned maxima. Where there is considered to be good reason, you will be rescheduled to a different group if there is room in the seminar/workshop/lab session to which you want to move, and it can be achieved without generating a timetable clash. If there is no room, you will have to find a fellow-student willing to swap groups and BOTH of you should go and see someone in the Student Administration Service in order to change your timetables; or, in the case of an optional/elective module, you may request a change of module.

## 5.6 Rules and Module Choice

So that your learning experience will be a coherent one, which suits your goals and interests, you may not choose modules in a random way. Some awards are necessarily more restrictive in the range of options, which they allow. Moreover, the particular pathways outlined by each Subject take account of the knowledge and skills, which you must progressively acquire in order to build competence in that discipline. Thus some pathways require modules to be studied in a particular sequence; others are more flexible, with greater choice. This depends very much upon the nature of the particular discipline.

Most rules apply to individual modules, and you will find the requirements of each module set out in the Guides to Modules. These rules often take the form of statements about the prior study, which is required. These rules are usually a named module or modules. However, there are alternatives to this, which can include evidence of proven aptitude, such as a portfolio of work; a preliminary interview; or previous certificated learning outside the Scheme. Occasionally, you will find that a certain type of prior study is recommended rather than required. In such cases, we are giving advice rather than instruction; in the opinion of the Module Co-ordinator, you will have a greater chance of success if you can meet the recommended rule.

Although prior study is the most common rule, there are also a few modules, which must be taken together or may not be taken together. You will also find that some modules are core for particular pathways, but perhaps optional or unavailable for others.

## 5.7 The Modular Scheme Timetable

As you will appreciate, timetabling the Modular Scheme is a very complex activity. A draft timetable for the following academic year is prepared before Easter, and amended over the course of the Summer Term. Late changes are only made when absolutely

necessary, and we will try to ensure that they do not create difficulties for students who have already made their module choices.

## **5.8 Changing registration**

Please be aware that transfer of registration from one award or route to another within the University is only normally possible before the end of the first two teaching weeks of the academic year in which the transfer comes into effect.

The procedure for transfer is as follows:

If you are considering internal transfer from one Bath Spa University programme to another you should begin by consulting your current Course Director (Subject leaders in the case of the Combined Awards). This is not merely a courtesy; students often apply for transfer on the basis of a very incomplete understanding of their current course, and the Course Director can often correct misconceptions. (The student grapevine is a notoriously unreliable source of information!)

Please note that changing back and forth from one award programme to another is ill advised if your LEA pays some or all of your tuition fees. A growing number of LEAs will not agree to continue paying fees if you transfer more than once. Do think carefully before requesting a change. Route changes within the same award programme (e.g. within the Combined Awards) are usually less problematic. If in any doubt, you must contact your LEA.

If you wish to transfer, you must obtain an Application to Transfer Registration Form from the Student Administration Service, where it should be returned when completed.

You should then arrange a meeting with the Course Director for the programme you wish to join (Subject leaders in the case of the Combined Awards). Forms will not be accepted without their signature. Before supporting a request to change award programme, the Course Director should confirm that:

- Your previous and current studies form a suitable basis for the new award programme (this may involve waiving some prerequisites);
- The new programme meets your aspirations and career needs;
- You have been advised to discuss the grant implications of the proposed change with your LEA.
- Where appropriate, an interview is arranged with appropriate staff and you will be notified of the arrangement.

- A recommendation - either to accept or reject the transfer request - is made to the Registrar by the receiving Course Director/Subject Leader, as appropriate.
- If the Registrar approves the transfer request, you will be sent a formal offer in which the conditions for admittance to the new award or route are stated. These would include a satisfactory conclusion to the present year's work.

Transfers normally come into effect immediately the Registrar approves them. However, please note the following points:

Modifying a student's records will only commence after written authorisation has been received from the Registrar. Depending upon the volume of work in hand, it can take some time before the process is completed.

Whilst a request is under consideration or is being processed, you may need to make module selections to suit the new award programme. In such cases, you should always make your selections (and be scheduled on to modules) on the assumption that the change will be approved.

## **5.9 Withdrawing from the University**

If you are considering leaving the University, please do not make a hasty decision

Sleep on it; remember it can take time to adjust to a new way of life. Go and talk to someone- see your Personal tutor or any other tutor who you have got to know. Talk to a fellow student or someone at the Student's Union or go and see a Welfare advisor. If you receive a contribution towards your fees from an LEA or a loan from the Student Loans Company you should check the financial regulations, to find out what the implications of leaving your course might be.

However, if you do decide to leave the University, please do not just walk out. Tell your Personal Tutor and write to the Registrar informing him of your decision. Complete a Withdrawal Form, available from the Student Administration Service as this will ensure that the Student Administration Service, Finance and the LEA are informed of the exact date of withdrawal. And of course students leaving the University should return any books or other resources to the Library.

You should always remember that there are alternatives to withdrawal. These include going part-time, suspending registration or intercalating (taking a break from study). However, it is University policy to only allow a maximum break/intercalation of 1 year.

Also, students are unable to claim benefit when on a break from studies, so if a benefit claim is to be made students will normally need to withdraw from the University. Students who do withdraw under these circumstances can be assured that should they reapply in the future; every effort will be made to reinstate them. However, since a course may close or be subject to major change, reinstatement cannot be guaranteed.

### **5.10 Attendance requirements**

Whilst we understand students' family and financial pressures, University commitments must always be given priority.

It is a University regulation that you must familiarise yourself with the University Calendar, and are available for classes, fieldwork, placements and other programme commitments throughout the University year.

You must also complete the Registration process at the appointed time and place (normally during the Induction Programme at the start of each academic year). Exceptionally, you may be allowed to complete your Registration at other times if an application in writing is approved by the Registrar. Unless your application is on medical grounds (when it should be supported by evidence from a GP, Consultant or Hospital), an administration fee of £25 will be charged.

IT IS A UNIVERSITY REGULATION THAT STUDENTS ARE EXPECTED TO ATTEND ALL THE CLASSES FOR WHICH THEY ARE SCHEDULED. You should always inform the tutor if you cannot attend a session for good reason, and should be aware that non-attendance frequently leads to poor work or even failure. Persistent non-attendance will be reported to the Registrar and may jeopardise any financial assistance and your place at Bath Spa University.

If you have genuine reasons for non-attendance, they should be properly documented. See the section in this guide on Mitigating Circumstances.

If you are unable to make the commitment to regular attendance at the times required by the University, you should consider transferring to a part-time programme of study.

Occasionally due to staff illness, timetabled sessions have to be cancelled. This can sometimes be at short notice and for students who have travelled long distances to attend this can be very frustrating. If this is a concern, you are advised to check the BSU website or Minerva, where any messages to students will be displayed. If you do not have access to the internet at home then you should make your concern known to your tutor(s) who will arrange for the appropriate School Office to hold your telephone number and contact you if the need arises.

### **5.11 Inter-site Travel**

To ensure that we can deliver a workable timetable and keep track of programmes of study, students are not allowed to follow programmes of study which involve

simultaneous enrolment at BSU and an FE partner College or private organisation. Nor are they allowed to follow programmes of study which involve simultaneous enrolment at more than one associated FE College or private organisation.

However, some students may follow programmes which involve study at Newton Park, Sion Hill and Dartmouth Avenue sites.

The majority of Subjects within the Modular Scheme are based at the main Newton Park campus. However, Art, Ceramics, Visual Design and Textile Design Studies modules are based at Sion Hill and Dartmouth Avenue. We will endeavour to ensure that inter-site programmes of study operate smoothly. However, if students are registered for Subjects on both sites they may find that the range of modules available to them is limited by timetabling constraints. Equally, if both a student's registered Subjects are on one site, there may be constraints on their ability to select additional modules, which are taught at the other site.

Free Transport is provided to students with lectures or seminars on any two sites.

In order to claim free transport between the sites you must complete the Intersite Transport Request Form available from Main House Reception. This must be handed to Lin George, Reception, Main House, and Newton Park at the beginning of the academic year with a copy of your timetable to support your claim.

Using the information given on this form, taxis will be provided to transport you between the sites at times to suit your lecture/seminar requirements.

The taxis collect from and drop off at Newton Park Student Union, Sion Hill reception and Dartmouth Avenue. You will be asked for your name by the driver to ensure that the right person is being collected.

PLEASE NOTE THAT TAXIS ARE BOOKED HALF AN HOUR BEFORE YOUR SESSION STARTS AND HALF AN HOUR AFTER THE END OF THE LECTURE. Most taxis therefore run on the hour and half hour. The journey takes approximately 20 minutes – depending on the traffic at certain times of the day.

**TAXIS DO NOT WAIT – IF YOU MISS YOUR TAXI YOU WILL HAVE TO BOOK AND PAY FOR A REPLACEMENT.**

If you live at one site but all your lectures are at the other then you are not entitled to free transport.

If you do not need any of the taxis that are booked specifically for you then you must let Lin George know so that the taxi can be cancelled. Failure to do so may result in a charge being made to you.

## **5.12 Help with Disabilities**

If you have a disability or condition, which causes you difficulties with your studies, it may be possible for the University to make arrangements to help.

It is not possible for us to actively seek out students who may be facing problems. In order for us to help you, therefore, you must contact Student Support located in Doynton, to let us know the nature of your difficulties and the special arrangements you would like us to make.

Please note that it may not be possible to comply with all requests, and some special arrangements may take time to accommodate. It is therefore in your own interests to contact us as early as possible in your studies. You should also contact the University before the start of each year and before each assessment round to discuss and resolve any problems that may occur. This is essential because your needs may change from one year to another, depending on the modules you wish to take.

## **6. ASSESSMENT**

### **6.1 Assessment Framework**

When you enrol, you accept the regulations then in force. If any changes are made to the regulations that might affect you during your studies, you will be informed of the amendments, either through a reissue of this Guide or through a separate communication.

The assessment of students registered on Modular Scheme programmes is in accordance with the current Academic Regulations of Bath Spa University.

These regulations apply to all forms of assessment included within programmes of study. The design of assessment strategies is the responsibility of individual Module Co-ordinators, and relates directly to the learning outcomes of modules. Module documentation includes explanations of all elements of assessment.

Assessment regulations take into account the University's commitment to Equal Opportunities. If you are unable through disability to be assessed by the methods specified in the assessment regulations, you will be assessed by alternative arrangements agreed by the Examination Board.

### **6.2 A Guide to Marking Criteria**

The following assessment criteria have been adopted for all assessment items (essays, seminars, exams, etc.) in the Modular Scheme. They will be amplified and/or refined by more specific criteria, which will be set out in the documentation for each programme of study.

Grade	Indicative	Criterion
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	Mark Range	
A	80-100	<u>An outstanding first</u> Work of outstandingly high quality and originality.
	77 -79	<u>An excellent first</u> Work, which fulfils all the criteria of the A, grade, but at an exceptional standard for the level concerned. Substantial originality and insight, very few minor limitations.
	74 - 76	<u>A good first</u> Work of distinguished quality, which is based on extensive research and/or strong technical and creative competence. Clear and logical organisation; consistent scheme of references, used entirely appropriately. An authoritative grasp of concepts, methodology and content appropriate to the subject/discipline and to the assessment task will be demonstrated. There is clear evidence of originality and insight and an ability to sustain an argument and/or solve discipline related problems, based on critical analysis and/or evaluation. The ability to synthesise material effectively and the potential for skilled innovation in thinking and practice will be evident.
	70 - 73	<u>A first</u> The qualities of an A grade but with more limitations.  Work of very good quality which displays most, but not all, of the A grade characteristics for the level concerned.
B	67 - 69	<u>A high upper second</u> Work, which clearly fulfils all the criteria of the B grade for the level concerned, but shows greater insight and/or originality.

	64 - 66	<p style="text-align: center;"><u>A good upper second</u></p> <p>Work of good quality, which is based on a wide range of properly referenced sources and/or creative input, demonstrating a sound and above average level of understanding of concepts, methodology and content appropriate to the subject/discipline and to the assessment task. There is clear evidence of critical judgement in selecting, ordering and analysing content to construct a sound argument based on responses which reveal occasional insight and/or originality. Ability to solve discipline related problems will be effectively and consistently demonstrated. Draws on an appropriate range of properly referenced sources.</p>
	60 - 63	<p style="text-align: center;"><u>An upper second</u></p> <p>Work of good quality, which contains most, but not all, of the B grade characteristics for the level concerned.</p>
C	57 - 59	<p style="text-align: center;"><u>A high lower second</u></p> <p>Work, which clearly fulfils all the criteria of the C grade for the level concerned, but shows a greater degree of critical analysis and/or insight.</p>
	54 - 56	<p style="text-align: center;"><u>A good lower second</u></p> <p>Work of sound quality which is based on satisfactorily referenced sources and/or creative input and which demonstrates a grasp of relevant material and key concepts, together with ability to structure and organise arguments or materials effectively. The work may be rather standard, but will be mostly accurate, clearly communicated and provide some evidence of ability to engage in critical analysis and/or evaluation. There will be no serious omissions or irrelevancies. In dealing with solutions to technical problems, appropriate methods will be chosen. Coherent organisation in general with effective use of references and acknowledgement of sources.</p>
	50 - 53	<p style="text-align: center;"><u>A lower second</u></p> <p>Work of sound quality, which contains most, but not all, of the C grade characteristics for the level concerned.</p>
D	47 - 49	<p style="text-align: center;"><u>A high third</u></p> <p>Work of a satisfactory standard demonstrating a reasonable level of understanding, and competent organisation, but lacking sufficient analysis and independence to warrant a C grade at the level concerned.</p>

	44 – 46	<p style="text-align: center;"><u>A good third</u></p> <p>Work of satisfactory quality, which covers the basic subject matter adequately and is appropriately organised and presented, but which is primarily descriptive or derivative rather than analytical or creative. Study may be limited and narrowly focussed. There may be some misunderstanding of key concepts and limitations in the ability to select relevant material or techniques, and/or in communication or other relevant key skills, so that the work may be flawed by some errors, omissions or irrelevancies. There will be some evidence of appropriate research and ability to construct an argument, but it may be narrowly focused. In dealing with solutions to technical problems, established and appropriate methods will generally be chosen, but these may be applied uncritically.</p>
	40 – 43	<p style="text-align: center;"><u>A third</u></p> <p>Work of bare pass standard demonstrating some familiarity with relevant subject matter and application of relevant academic capabilities, but only just meeting threshold standards in research, analysis, organisation, focus or other skills essential to the assessment task, and/or with significant errors or omissions.</p>
F	30 – 39	<p style="text-align: center;"><u>A fail</u></p> <p>Work which indicates some evidence of engagement with the subject material and learning process, but which is essentially misinterpreted, misdirected, misunderstood or poorly organised and sketchy or otherwise just failing to meet threshold standards at the level concerned.</p>
	20-29	<p style="text-align: center;"><u>A clear fail</u></p> <p>Work which indicates little engagement with the subject material and learning process; which contains substantial errors or irrelevancies; which shows minimal evidence of planning and hardly any use of references and acknowledgement of sources; which clearly fails to meet threshold standards at the level concerned.</p>
	10-19	<p style="text-align: center;"><u>A bad fail</u></p> <p>Work of poor quality, which is based on only minimal effort and/or contains little of relevance. It will offer hardly any evidence of familiarity with subject materials or skills appropriate to the discipline or task at the level concerned.</p>

	1-9	<u>A very poor fail</u> Some work submitted, but containing virtually nothing of any relevance, depth or merit.
	0	Nothing submitted, and extension not agreed before due date; or work containing nothing of any relevance or merit.
L	0	Late submission; extension granted before due date.
UP	0	Work failed due to unfair practice.

### **6.3 Submission of Work**

For each module you take, you will be informed of deadlines by which coursework associated with it must be submitted. You will also be told where you should hand in coursework. This can differ from module to module and you should note carefully the arrangements made for submission. If for any reason you cannot submit an assignment to the designated place, it can be left at the Student Administration Service in Main House, Newton Park. It will be date-stamped and a receipt provided. It is your responsibility to submit work in the manner prescribed.

Putting work under a tutor's door, in a pigeonhole, or getting a friend to hand it in is extremely unwise.

The Modular Scheme uses a standard assessment report sheet for all coursework assignments. You should complete and attach one of these report sheets to all pieces of work that you submit. The report sheets can be obtained from the Student Administration Service. When the tutor returns the assignment after marking, the assessment report will have comments and a grade. The marking tutor also retains a copy, so a record is kept of all the assignments which you complete. Academic staff should return your marked assignments within 3 weeks of the hand in date.

Bath Spa University's Modular Scheme continues to operate the principle that all coursework will be marked anonymously unless the nature of the work makes this impossible.

Please note that you must keep a backup copy of all the assessed work submitted, unless the nature of the work makes this completely impossible. Any piece of assessed work may be sent off for scrutiny by the External Examiner; and thus may not be returned to you in time for revision.

Submission of work by fax is not permitted. Exceptions to this rule may only be made in highly exceptional circumstances, and must be agreed in writing by the appropriate Module Co-ordinator or Subject Leader. Where an exception has been agreed, the work must also be submitted in hard copy, by an agreed date, to the tutor concerned.

Assessed written work must be submitted electronically as well as in hard copy, via Minerva, where date and time of receipt will be recorded. The text will then be automatically checked for plagiarism by TurnitinUK and copied to the Turnitin database. If you fail to submit an electronic version of your work, your mark will be recorded as 0 F. However, if on the due date for your assignment, Minerva is unavailable due to technical problems then you must submit the electronic version of your work as soon as possible thereafter. Your tutor will be aware of the situation and may well have informed you of such problems, so you will not risk penalties. You should submit the hard copy of your work as normal by the deadline.

Subjects may require that coursework assignments should be word processed, and are empowered to refuse to accept handwritten work provided that due notice has been given at the commencement of the module.

Dissertations must be word-processed. Two copies of each dissertation must be submitted.

The following regulations and procedures govern the late or non-submission of work for all assignments apart from formal examinations.

You will be informed of a submission date for the submission of the assignment at the beginning of the module. There is also a 'cut-off date' this is one week later than the submission date;

Work handed in by the submission date will be marked normally;

Work handed in after the submission date but before the cut-off date will be marked and up to a maximum of 40% will be awarded for the assignment;

Work handed in after the cut-off date will receive a mark of zero.

There is no cut-off period in the case of referred work. All work received after the submission date will receive a mark of zero.

If you intend to submit coursework by post, we strongly advise you to end it by recorded delivery and to ensure that you post it early enough for it to be received by the submission date.

Exceptions may however be made when:

- You have been ill - in which case a medical certificate will be required;
- An extension has been agreed, on the basis of appropriate evidence, prior to the submission date;
- There is other good cause, which can be supported by appropriate

evidence.

In such cases, an extension will be allowed up to a specially agreed date. Work submitted by the agreed date will be assessed normally. Work not submitted by the agreed date will receive a mark of zero. The appropriate Module Co-ordinator or Subject Leader must agree all extensions.

Students are expected to keep backup copies of all their work stored on hard drives and if you have problems with computer hardware which prevent you from submitting work on time this will not be deemed an acceptable excuse.

## **6.4 Examinations**

The time and place of formal examinations will be published on the Student Administration Service pages of the University website and on appropriate notice boards. Any clashes or errors should be reported to the Student Administration Service immediately.

BSU conducts formal examinations at its Newton Park and Sion Hill campuses, and at associate FE Colleges and private organisations. It cannot normally make arrangements for students to sit examinations at other locations. Arrangements cannot be made for students to take examinations at times other than those specified.

Candidates will be admitted to the room five minutes before the examination is due to commence. On entering the examination room they must deposit all bags and unauthorised sources of information in a place indicated by the invigilator. Mobile phones must be switched off. During the five minutes before the commencement of the examination, candidates may read the question paper, but may not write until the Chief Invigilator announces the commencement of the examination. Normally, the Chief Invigilator shall be the sole person to make announcements in the examination room.

Only candidates for whom English is not their first language are permitted to use a printed (not electronic) dictionary to help with language problems (e.g. French/English). They are not permitted to use a dictionary solely in their first language.

Course texts are not permitted unless the examination paper explicitly permits them to be used.

## **6.5 Module Assessment**

The module is the basic unit of credit within the Modular Scheme. Modules may be assessed by:

- Coursework only;
- Coursework and Examination;

- Examination only.

The form of the coursework items (essay, negotiated assignment, seminar presentation, seminar folder, practical work, etc.) and the examination (unseen, open, documentary, performance, exhibition, etc.) is agreed by the University's Academic Quality & Standards Committee and published in the Guides to Modules and in Module Handbooks. Where more than one item of assessed work is required, the weighting attached to each item is identified.

Additionally, Module Co-ordinators are responsible for notifying students of the nature and aims of each assessment item.

At Bath Spa University, the final assessment for a module is recorded on our student records database.

Assessed work is moderated on a sample basis. No assessed piece of work is failed without reference to a second marker, unless the nature of the work makes this impossible.

Failed work in Level 5 and 6 modules will be referred to the External Examiner, unless the nature of the work makes this impossible.

Both examinations and coursework are subject to external moderation.

The pass grade for all modules is 40%.

If you register for a module, but subsequently demonstrate that you do not intend to complete the module by for example, non-submission of assessments, the module will be deleted from your record. It is important to remember that your full time student status could be in jeopardy if the number of credits you take in a year falls to less than 100.

You will not be deemed to have been registered for a module unless and until you have satisfied the formal prerequisites for registration or have received formal permission from the appropriate Subject Leader if an alternative to these prerequisites is offered.

If registered for a module you must, where an invigilated examination forms a component of the module's assessment, present yourself for the examination at the time appointed. Failure to do so will constitute failure in that assessment item unless some cause is found valid on production of acceptable evidence.

Where an item of assessment for a module is not invigilated, and you fail to submit work for assessment at the time appointed, you will normally be deemed to have failed that assessment item unless some cause is found valid on production of acceptable evidence.

When all the marks for the assessment items within a module have been collected, the module result will be calculated, using the assessment weightings described in the Guides to Modules. Module results may be P (Pass), D (Decision deferred - for whatever reason) or F (Fail). Additionally, you will be informed of the overall percentage and grade for the module. Module grades may be A, B, C and D (if passed), L (Late Assessment), R (reassessment permitted), QF (reassessment permitted), UP (unfair practice proven) and F (fail, reassessment not permitted - typically a second attempt).

Some modules are assessed on a pass/fail only basis. Here, the grades will be S (Satisfactory) or U (Unsatisfactory). In a few cases a module has a mixture of graded and pass/fail assessment items. In such cases, the exact mark and grade will be given provided the pass/fail element has been passed. Where it has been failed, the exact mark for the graded elements will be given together with a result of U (Unsatisfactory). In this case credit would therefore not be awarded for the module.

## **6.6 Year and Award Requirements**

### General

You are entitled to receive only one award as a result of a continuous period of registration.

Awards below Honours Degree level constitute exit awards, and will not be conferred unless:

- You are formally registered for a lower award (i.e. the Foundation Degree)

- You formally indicate the termination of your programme of study within the Modular Scheme.

The minimum conditions for the conferment of Combined and Single Awards within the scheme are set out in the following paragraphs. For Combined and Single Awards, any specific Subject requirements (i.e. core modules) must also have been met. For Specialised Awards, specific award requirements must also have been met, as set out in the definitive course documentation.

Credit is only awarded for those modules in which a mark of at least 40%, or a pass grade, has been achieved.

Completion of each year is achieved when you have passed the number of credits required that year. Performance in a year is indicated by a percentage mark for each module studied at the year.

The minimum standard requirement of fulltime undergraduates is to attempt modules worth at least 100 credits in a year of study. Normally, you may not take more than 160 credits in an academic year.

## Year 1/CertHE

In order to complete Year 1 successfully, and satisfy the requirements for the award of the Certificate of Higher Education, you must have passed, or been awarded credit for, work equivalent to 120 credits at Level 4, with no more than 180 credits having been attempted including those passed at resit.

The regulation regarding the maximum number of credits attempted may be waived by the Examination Board in the case of students applying retrospectively for the award of CertHE.

## Year 2/DipHE/FD

In order to complete Year 2 successfully, and satisfy the requirements for the award of the Foundation Degree you must have passed, or been awarded credit for, work equivalent to 240 credits, including at least 120 credits at level 5.

The regulation regarding the maximum number of credits attempted may be waived by the Examination Board in the case of students applying retrospectively for the award of DipHE.

## Foundation Degree classification

Students can achieve a pass, merit or distinction.

A Pass will be awarded to students whose module mean average at Level 5 (year 2) is between 40 and 59.49.

A Merit will be awarded to students whose module mean average at Level 5 (year 2) is between 59.5 and 69.49.

A Distinction will be awarded to students whose module mean average at Level 5 (year 2) is above 69.5.

## Year 3/Honours Degree

In order to complete Year 3 successfully, and satisfy the requirements for the award of the Honours Degree, you must have passed, or been awarded credit for, work equivalent to 360 credits, of which at least 220 credits must be at Levels 5 and 6, including at least 100 credits at Level 6 with no more than 500 credits having been attempted (including those passed at resit).

If you are registered for a Single Award you must include in your Year 2/3 studies a minimum of 200 credits from your Single Subject, including at least 100 credits at Level 6. 2 additional modules (40 credits) may be included in your Year 2/3 studies, one of which may be at level 4.

If you are registered for a Major/Minor Combined Award you must include in your Year 2/3 studies a minimum of 120 credits from your Major Subject, including 60 credits at Level 6, a minimum of 80 credits from your Minor Subject, including 40 credits at Level 6. 2 additional modules (40 credits) may be included in your Year 2/3 studies, one of which may be at level 4.

If you are registered for a Joint Combined Award you must include in your Year 2/3 studies a minimum of 100 credits from each Joint Subject, including at least 40 credits in each subject at Level 6. 2 additional modules (40 credits) may be included in your Year 2/3 studies, one of which may be at level 4.

The class of degree follows the established percentage bands:

>=70%	First Class
60-69%	Upper Second Class
50-59%	Lower Second Class
40-49%	Third Class
<40%	Fail

To be precise, all overall percentages are calculated and printed to two decimal places. The exact bands are:

69.50% and above	First Class
59.50-69.49%	Upper Second Class
49.50-59.49%	Lower Second Class
39.50-49.49%	Third Class
39.49% and below	Fail

Degree Classification is calculated as follows:

The mean percentage of the overall marks for the best 100 credits at level 5

Weighting = 40%

The mean percentage of the overall marks for the best 100 credits at level 6

Weighting = 60%

Modules studied at Year 1/Level 4 will not be used to determine the class of degree;

You will not be entered for the Honours Degree unless you have passed 360 credits at the correct levels, as described above.

The Examination Board will recommend the classification of the Honours Degree award within the following guidelines:

### **First Class**

A percentage, determined by the overall mark for the best 100 credits at Level 5 and the best 100 credits at Level 6, studied at Years 2 and 3, weighted 40:60, of 70% or above.

### **Upper Second Class**

A percentage, determined by the overall mark for the best 100 credits at Level 5 and the best 100 credits at Level 6, studied at Years 2 and 3, weighted 40:60, of 60-69%.

### **Lower Second Class**

A percentage, determined by the overall mark for the best 100 credits at Level 5 and the best 100 credits at Level 6, studied at Years 2 and 3, weighted 40:60 of 50-59%.

### **Third Class**

A percentage, determined by the overall mark for the best 100 credits at Level 5 and the best 100 credits at Level 6, studied at Years 2 and 3, weighted 40:60, of 40-49%.

Students who only study part of their programme at Bath Spa University will ONLY be judged on their performance in modules taken here. Credit for prior learning at other institutions is regarded solely on a pass/fail basis, as is credit awarded for exchange programmes. A minimum of 6 modules must be passed at level 5 or 6 to gain a BSU award. Where the minimum number of modules has been passed, the degree classification will be based on the marks gained in all 6 modules.

In addition;

If you go on an overseas study placement in year 2 then you will not be able to drop your lowest mark, i.e.:

your year 2 mark will be calculated as 40% of the 60 BSU credits taken in your 2<sup>nd</sup> year

If you go on an overseas study placement in year 3 then you will also not be able to drop your lowest mark, i.e.:

your year 3 mark will be calculated as 60% of the 60 BSU credits taken in your 3<sup>rd</sup> year

Students who have not passed sufficient modules to gain an Honours Degree may be offered the opportunity to retake failed modules or to take new modules for reconsideration for Honours, subject to constraints on the maximum time of study and the maximum number of modules which can be taken.

### **Graduate Certificate**

In order to satisfy the requirements for the award of Graduate Certificate you must have passed and been awarded credit for work equivalent to 40 credits at level 6, with no more than 60 credits having been attempted (including those passed at resit).

### **Graduate Diploma**

In order to satisfy the requirements for the award of Graduate Diploma you must have passed and been awarded credit for work equivalent to 80 credits at level 6, with no more than 100 credits having been attempted (including those passed at resit).

### **6.7 Ordinary Degrees**

Students who do not fulfil the criteria for the award of the Honours degree, but have gained a minimum of 300 credits, of which at least 160 credits are at Levels 5 and 6, including 60 credits at Level 6 with no more than 360 credits having been attempted, may be considered for the award of an Ordinary Degree (unclassified).

An Ordinary Degree, sometimes referred to as a 'Pass Degree', is an exit award, which means that it can be only awarded to a student who has no intention of returning to their course, and as such it marks the end of their course. You are unlikely to be accepted for further study at this University once you have accepted an Ordinary Degree.

The regulation regarding the maximum number of credits attempted may be waived by the Examination Board in the case of students applying retrospectively for the award of Ordinary Degree.

You should note that an Ordinary Degree counts as lower than an Honours degree of any class. Ordinary Degrees are unlikely to be acceptable for a range of professions; for example, students with an Ordinary Degree are unlikely to be accepted for teacher training. You are therefore advised that it is likely to be in your best interests to continue to seek an Honours degree wherever possible and are strongly advised only to accept an Ordinary Degree if you are absolutely certain that you are unable to complete your course.

### **6.8 Compensation and Reassessment**

In the case of unsatisfactory performance in a module, you are referred, and will be offered a further opportunity to retake part or all of the assessment. Referred performances are considered as reassessments - second attempts following initial failure. However, where an Examination Board accepts that there is mitigating circumstances to explain why you have failed to pass a module, the result may be deferred, allowing a further opportunity to undertake the assessment. Deferred performances are considered as first attempts (i.e. late assessment rather than reassessment). See the section on Mitigating Circumstances.

Where a module has more than one assessment item contributing to its overall assessment, compensation between assessment items will only be permitted if the mark for each assessment item is  $\geq 35.0\%$  and an overall pass mark of  $\geq 40\%$  is achieved for the module. Where a module has a single assessment item, compensation for a mark of  $< 40\%$  will not be possible.

In the event that any assessment item for a module is awarded a mark of  $< 35.0\%$ , the student will be referred, pending a further opportunity to retake that item of the assessment.

Where a student is referred in one or more assessment items, the original mark(s) will be replaced by the mark(s) for the reassessed work, and the module result recalculated. Students will be permitted to compensate between assessment items providing that the

mark for each assessment item is  $\geq 35.0\%$  and an overall pass mark of  $\geq 40\%$  is achieved for the module. A failed module which is passed on referral is awarded a mark of 40% D.

All students have an automatic right to reassessment, i.e. the University gives prior permission for students to be reassessed in August of an academic year.

Normally, all referred/deferred work will be required to be submitted in late August and will be considered by the September examination board.

Where the nature of the assessment (seminar presentations, ensemble playing, etc.) cannot readily be duplicated at the time of referral, an equivalent form of assessment may be substituted.

Only one attempt to redeem a failed assessment is permitted.

A module or assessment item, which has been passed, cannot be retaken in order to gain further credit or achieve a higher mark.

You may not study extra modules or repeat modules already passed to improve your Honours classification.

The regulations permit compensation within a module, but do not allow for failure in one module to be compensated for by success in another.

A full-time student who has failed up to 40 credits at a particular level without further right of reassessment will normally be allowed to proceed to the next level of study. He/she will need to make good the credit deficit by taking extra credits (as described above) in the next academic year.

A full-time student who has failed 60 credits at a particular level will not be allowed to proceed to the next level of study. However, he/she may be offered the opportunity to transfer to a part-time mode of study in the next academic year to redeem the outstanding deficit before progressing to the next year of study. The deficit should be redeemed within the space of one academic year.

A full-time student who has failed more than 60 credits at a particular level will not be allowed to continue on their University course.

A student who has failed to satisfy the examiners in the first attempt at an assessment for an award, but has, in the examiners' judgement, satisfied the requirements for a lower award, may, at the examiners' discretion, be offered the choice of accepting the lower award or reassessment for the higher award. If the student fails at reassessment, he/she may claim the lower award previously offered. In such cases, the regulations concerning the maximum number of modules, which may be studied towards an award, may be relaxed.

You should bear in mind the possibility that you may need to take a resit examination or resubmit coursework in late August/early September to be able to continue as a full-time student. Personal holidays, expeditions, work experience, etc. will not be accepted as reasons for missing a resit examination or not submitting reassessed coursework. You should not plan to be away on holiday during late August and early September until you are sure that you will not need to attend exams or submit work over the summer. You should also make sure that the Student Administration Service has your correct home address.

## **6.9 Students not completing their courses by the expected date**

If you have not completed your course by the expected date you will be advised by the Examination Board what work you need to do to complete your course. In the case of referred or deferred work, you will be told what work you need to complete and when it must be completed. Students who fail modules without right of reassessment will usually be allowed to return as part-time students at their own expense in the following academic years in order to take the necessary modules to achieve their qualification. This means in practice that a student expecting to complete their course in June/July but who does not pass all their assessments will have to submit or resubmit work by the time of the resit examinations in August, in the case of deferred or referred work; or will be expected to take additional modules in the following academic year, in the case of outright failures.

## **6.10 Mitigating Circumstances**

Mitigating circumstances are any unforeseen or unpreventable circumstances that significantly affect your performance in an assessment (whether an examination, essay, seminar presentation, performance or other form of assessment). Mitigating circumstances may include illness affecting a student, serious illness affecting a close family member, bereavement or any other unforeseeable or unpreventable events.

The following will not be regarded as mitigating circumstances: failure to attend an examination due to misreading the examination timetable, events such as holidays and

weddings, inadequate planning and time management, having more than one examination on the same day, pressures from paid employment for full-time students or any event that could reasonably have been expected or anticipated, such as sporting events

It is YOUR responsibility to inform Student Services in writing, preferably by completing the official standard Mitigating Circumstances form available from the Student Administration Office or from the Student Services web pages here: <http://www.bathspa.ac.uk/services/student-services/current-students/your-course/guide-for-students-course-of-study/forms/form%20to%20apply%20for%20mitigating%20circumstances%202010.pdf>

You can submit your claim for mitigating circumstances at any time during the academic year as long as it prior to the meeting of the relevant Assessment Board. Claims for mitigating circumstances are considered at a number of meetings of the University's Mitigating Circumstances Committee throughout the academic year. The Mitigating Circumstances Committee will consider each individual claim before making a recommendation to the relevant Assessment Board on whether it considers the mitigating circumstances to be valid. If the Mitigating Circumstances Committee decides that your claim of mitigating circumstances is not valid, it will reject it and not make any recommendation to the relevant Assessment Board. It is therefore important that the Mitigating Circumstances Committee has access to fully documented evidence to support your claim. You will be informed in writing about the outcome of your claim for mitigating circumstances.

All claims to mitigating circumstances must be supported by independent documentary evidence. In cases of illness, a medical certificate or doctor's letter must be submitted and in the case of bereavement, students will be expected to provide a photocopied death certificate.

The University will not be responsible for contacting medical services, third parties or outside agencies for verification of mitigating circumstances. It is YOUR responsibility to provide such evidence. In the absence of supporting evidence the Assessment Board reserves the right to dismiss the claim to mitigating circumstances.

Students should note that unsupported medical self-certification will not be accepted under any circumstances, and nor will word-of-mouth or anecdotal evidence. Informing tutors of mitigating circumstances does not constitute the making of a claim, and the Examination Board will not consider mitigating circumstances on the basis of the comments of tutors alone.

In submitting mitigating circumstances evidence, you are requesting that the Assessment Board, should it prove necessary, ignore non-submission or a failed

attempt, and to allow you to take the assessment at a later date than normal, without penalty. You must also be aware of the following points:

The Assessment Board is not obliged to accept evidence if it is not submitted in an appropriate format, or at the appropriate time

The Assessment Board may accept evidence, but decide that it does not cover the case, or would not have materially altered results

The Assessment Boards may defer assessment on the basis of mitigating circumstances evidence, but in no circumstances will it adjust marks.

It is the your sole responsibility to ensure that mitigating evidence is submitted in time to be considered by the relevant Assessment Board. If you are unable to submit a claim to mitigating circumstances at the appropriate time for good reason, e.g. because a medical condition was only diagnosed after the deadline for submitting claims, you may submit an appeal against any subsequent decision. You will be expected to prove to the Appeals Panel the reason why you were unable to submit the claim at the appropriate time, providing independent documentary evidence as appropriate.

If it is established to the satisfaction of the Assessment Board that a student's absence, failure to submit work, or poor performance in all or part of the assessment was due to their proven illness or other valid and documented cause, the Assessment Board shall act under the following regulations:

a student shall be assessed in the usual way at a later date as if for the first time, with the full range of marks available; if an assessment affected by illness was itself a second attempt, reassessment will be permitted as if for the second time and the mark will remain capped at 40%.

the Assessment Board may prescribe whatever form of assessment it considers suitable for the circumstances.

where there is insufficient evidence to determine the recommendation of an award, but the Board is nevertheless satisfied that the student would have passed if it had not been for illness or other valid and documented cause, an Aegrotat award (CertHE, DipHE, FD or Degree) may be recommended. An Aegrotat degree is unclassified. Before the Board makes a recommendation for an Aegrotat award, the student must have signified their willingness to accept the award under these terms, and must have understood that this involves waiving their right to any further assessment.

### **6.11 Poor attendance where there are mitigating circumstances**

While the Assessment Board is likely to be sympathetic where there are mitigating circumstances, it may not offer an assessment or reassessment opportunity even where mitigating circumstances have been established where the student's attendance has been so adversely affected that they are unlikely to be able to pass an assessment without further study. In such cases the student is unlikely to benefit from deferred assessment, and the Assessment Board will consider alternative solutions. This may involve a student having to retake a whole module, alongside their other modules ('trailing a module') during the next academic year, or may even require a student to go part-time for a period of study in order to complete outstanding modules. Where such a decision is taken, it is taken in the interests of the student and should not be seen as being punitive in any respect.

### **6.12 Severe disruption to studies caused by mitigating circumstances**

Where a student's studies are severely disrupted by mitigating circumstances the Assessment Board may recommend a period of repeat study, possibly alongside a period of intercalation. In such cases the Registrar will contact the student after the Assessment Board has met to discuss options for continuing study.

### **6.13 Unfair Practice**

Unacceptable academic practice, particularly in assessment, is known as Unfair Practice. Unfair Practice may take a variety of forms, which cannot all be covered in detail here, but the most common are cheating in formal examinations and the plagiarism of coursework. Others include collusion with other students for the production of written work, impersonation in examinations, or submission of fraudulent mitigating circumstances evidence. The penalties for unfair practice are severe (see below), and if students are in any doubt about what constitutes acceptable academic practice they must consult their tutors for advice.

You should never resort to unfair practices as a means of resolving academic, personal or medical difficulties.

### **6.14 Student Conduct in Examinations**

You should only take essential equipment, such as writing implements, into the examination room. Where calculators or other electronic equipment are required, you must ensure that they do not contain, or enable access to, inappropriate information. Where set texts or source books are permitted, you must ensure that you use appropriate editions, which do not contain any handwritten or other notation. If you are in any doubt about what is appropriate, you must seek advice from tutors or invigilators. Any such equipment or documentation may be checked at any time, and

you may be asked to remain behind after the examination for further checks to be undertaken.

You should always bring your student ID card to examinations. A student who does not bring their student ID card may not be allowed to take the examination.

## **6.15 Plagiarism**

Plagiarism is defined in the Oxford English Dictionary as 'the taking and using as one's own of the thoughts, writing or inventions of another'. It does not matter whether the source was an original document, a book or article, or a fellow student.

Plagiarism can take a variety of forms:

Copying sections from one or more books or articles without acknowledgement of the source(s). Note the phrase 'one or more'. It is still plagiarism if you reproduce sections from several sources rather than one, in a 'cut and paste' approach.

Excessive dependence upon one or a limited number of sources is plagiarism if the sources are inadequately referenced, even if the exact wording used by the original author(s) has been modified.

Collusion with other students. Students should be aware of the distinction between 'collaboration' and 'collusion'. Some assignments encourage or require students to collaborate with fellow students and submit joint work. The majority, however, assess individual work, and do not permit collusion. Students should never submit joint work unless it is clearly required by the module's written documentation, and in such cases students should always seek clarification from their tutors as to the level of collaboration that is acceptable.

You should ensure that your work (whether paper-based or on computer disk) is not made available to other students. Failure to secure work adequately can mean that you may be implicated in an accusation of plagiarism.

You are expected to present your own words, your own analysis and your own argument. It is acceptable to use the work of others to support arguments and analysis, and tutors will be able to inform you as to what constitutes good practice and to give help with Subjects such as referencing and the provision of footnotes. If you are in any doubt about what constitutes good practice rather than plagiarism, you must consult your tutors for advice.

It is not acceptable to submit the same piece of work for different assessments or modules, nor may you re-use work originally submitted at another institution for which credit has already been obtained. This constitutes 'double counting'. You may legitimately draw on the same body of material for more than one assignment, but it is never acceptable to submit the same work. If in any doubt about acceptable practice, you should consult your tutors for advice before submission.

You should be in no doubt that plagiarism is CHEATING, and is a very serious offence in Higher Education. Pleas that a student was not aware of the offence or its consequences, or did not understand what constitutes plagiarism, will not be accepted under any circumstances. Plagiarism will result in a penalty even when it is unintended or unwitting.

The University is concerned that you get proper credit for your work. This means making sure that you are properly assessed in relation to the learning outcomes specified for your modules, and also in relation to other students. Proper assessment is compromised when students engage in unfair practice, in particular when they plagiarize, or otherwise present others' work as their own.

To help prevent this practice, the University subscribes to a Plagiarism Detection Service, TurnitinUK. This compares work submitted to it with millions of pages of internet-based material - including work copied to the service by other students at BSU and in other universities.

Tutors may make and may authorize third parties to make copies of any work submitted by students for assessment for the following purposes:

assessment of student work; comparison with databases of earlier answers or works or other previously available works to confirm there is no plagiarism; and addition to databases of works used to ensure that future works submitted at this institution and others are not plagiarised from students' work.

Where copies are made and retained for the purposes identified above, tutors must ensure that no personal data is made available to any third party.

### **6.16 Procedures for dealing with accusations of Unfair Practice**

Where unfair practice is suspected, the following procedures apply.

Whenever unfair practice is suspected, the tutor(s) submits a written report, summarising the nature of the offence, and providing appropriate evidence, to the Registrar.

The Registrar will write to the student, enclosing the report and a copy of the relevant regulations and requiring a written response by a specified date.

A sub-committee of the Academic Board, set up specifically for that purpose, will then consider all aspects of the case, including the report from the tutor(s) and any response from the student.

This procedure is not intended to prevent preliminary meetings between students and tutors. However, at least two members of staff must be present at such meetings, and a written record made.

### **6.17 Penalties for Unfair Practice**

Where an accusation of unfair practice has been substantiated to the satisfaction of the Unfair Practice subcommittee, the accusation is said to be established. The subcommittee shall judge the seriousness of the offence and exercise its discretion in applying an appropriate penalty. In determining the appropriate level of penalty to be applied the subcommittee will consider the extent of the unfair practice, the degree of deception involved, whether the student has been subject to a previous accusation of unfair practice, and any admission and explanation by the student of the unfair practice.

The subcommittee will apply a penalty in the following range:

In cases of unwitting plagiarism only, that is when it is agreed that the student cannot reasonably be expected to have realised that plagiarism had occurred:

1 A maximum mark of 40% shall be applied for the assessment item, and a warning letter will be issued.

Where unfair practice which is not unwitting plagiarism is established:

2 Failure in the assessment item, leading to a referral. There will be a maximum mark of 40% for the module on reassessment.

2b. Failure in the module without right of reassessment. There will be a maximum mark of 40% for the module on retake.

2c Failure in the module without right of reassessment. There will be a maximum mark of 40% for the module on retake and it will be noted on transcript.

3 Failure in the assessment item, leading to a referral. There will be a maximum mark of 40% for the module on reassessment, to be counted for degree classification purposes.

3b. Failure in the assessment item, leading to a referral. There will be a maximum mark of 40% for the module on reassessment, to be counted for degree classification purposes and it will be noted on transcript.

4 Failure in the assessment item, leading to a referral. There will be a maximum mark of 0 (zero) for the module on referral, to be counted for degree classification purposes.

5 Failure in the module without right of reassessment. There will be a maximum mark of 0 (zero) applied, to be counted for degree classification purposes. Students will be able to take an additional module as a part-time student at their own expense in order to redeem credit, but the mark of 0 (zero) to remain.

6 Failure in the module without right of reassessment. There will be a maximum mark of 0 (zero) applied, to be counted for degree classification purposes. There will be no right to redeem credit. Under this penalty, the student will be unable to achieve their intended course outcome, but may be entitled to a lesser award (e.g. Ordinary Degree, DipHE, and CertHE).

7 Failure in programme of study. There will be no right to redeem credit or progress. Students will be entitled only to the appropriate exit award for the amount of credit earned before failure (e.g. Ordinary Degree, DipHE, and Cert HE).

8 Failure in programme of study. There will be no right to redeem credit or progress. No award of any kind will be made.

In cases 2c, and 3b – 8 above, a note will be placed on the student's academic record that an accusation of unfair practice was established, and this will appear on any transcript the University is asked to produce for job references, entry to other Higher Education Institutions etc.

Students should note that where evidence becomes available subsequent to the recommendation of the Examination Board, a case may be reopened at any time.

Students are advised to take a particular note of the provisions of this section. Plagiarism in particular has increased in recent years, partly due to the accessibility of information on the Internet. Students should not imagine that cases of Unfair Practice will not be detected. Every case of Unfair Practice, however minor the scale of the case, is taken very seriously by the University and the above procedures will be applied in all cases.

## **6.18 Publication of Results**

Results are published as soon as possible after Examination Boards have completed their deliberations. The Student Administration Service publishes the exact dates.

You will be able to see your module results, together with information of any re-assessments you may have on the Student Portal.

You must not ask the Student Administration Service, University Personal Tutors or Module Co-ordinators for marks before their publication. Also please note that we are unable in any circumstances to give marks over the `phone or by fax or by email.

For each module taken, you will be informed of the overall mark and grade. You will not be informed of the marks for each individual assessment item, though you can usually work these out.

At present, the graduation ceremony only takes place once a year, in July. Consequently if you complete your studies in September you will be offered the opportunity to attend the next graduation ceremony. However, you may obtain a transcript of your marks and a certificate as soon as the results are published.

The University's Academic Regulations provide that results may be withheld where students are in bad financial standing, or subject to disciplinary proceedings. In such cases, the Student Administration Service will not release results until authorised by the Director of Finance or the Deputy Vice-Chancellor responsible for disciplinary matters.

## **7. APPEALS AND COMPLAINTS**

The University regulations and practices for appeals and complaints apply to all students registered for awards under the Modular Scheme, and to all Associate Students. The procedures are described in annexes to the University's Academic Regulations, which may be found on the University's website ([www.bathspa.ac.uk](http://www.bathspa.ac.uk)). Copies are also available in associated FE Colleges and private organisations.

### **7.1 Considering an appeal or complaint**

The appeals procedure is restricted to the conduct of assessment and Examination Boards; the complaints procedure is broader, and covers any aspect of the student experience at BSU or on a BSU-validated course.

If you are considering making an appeal or complaint, help and guidance may be sought from the Students' Union or from a tutor.

## **7.2 Grounds for appeal**

A student may appeal on one or more of the following grounds only:

That their performance in an examination or assessment was adversely affected by illness or other factors that they could not reasonably have been expected to divulge before the Examination Board reached its decision

That there has been a material and significant administrative error

That the examination or assessment was not conducted in accordance with the current regulations for the course

That the outcome of the decision of the Unfair Practice committee was erroneous

That some other material and significant irregularity has occurred.

A student may not appeal on the following grounds:

Against the academic judgement of examiners

Informal assessment of the student's work by members of academic staff

Marginal failure to attain a higher class of degree

Late reporting of mitigating circumstances which a student might reasonably have been expected to disclose to the Examination Board at the appropriate time

You should be particularly clear that dissatisfaction with an academic judgment - such as a mark less than one per cent below a class boundary - is not grounds for appeal. It is important to appreciate that the Modular Scheme operates on the basis of automatic rules. As these rules are automatic rather than discretionary, you must appreciate that you are very unlikely to be upgraded if you remain the lower side of a class boundary.

## **7.3 Submitting an Appeal**

Appeals should be submitted within the timescale allowed for the submission of appeals following the decision against which the student is appealing. Appeals should be submitted in writing to:

The Secretary to the Appeals Committee  
Bath Spa University  
Newton Park  
Newton St Loe  
Bath BA2 9BN

#### **7.4 Consideration of Appeals**

All appeals will initially be scrutinised by the Chair of the Appeals Committee in consultation with the Registrar. Where an appeal is deemed to be invalid, that it is that it does not meet the criteria for appeals laid down in the regulations, it shall be dismissed and that appellant will be advised accordingly.

Valid appeals will be referred to an Appeals Committee for consideration. Students making an appeal will be invited to address the meeting of the Appeals Committee and may be accompanied by a friend.

If the Appeals Committee concludes that an appeal should be upheld, it will ask the Chair of the Examination Board to review its original decision in the light of the opinion of the Appeals Committee.

#### **7.5 Making a complaint**

Before making a written complaint you should ensure that all other, less formal avenues have been fully explored. Many concerns can be swiftly addressed when they are brought to the attention of appropriate staff or brought to the notice of the Students' Union. You should only make a formal written complaint when all other avenues have been exhausted.

The University's complaints procedure is the responsibility of a member of the Directorate who is nominated as the Complaints Officer. At present the Complaints Officer is Dr. Alun Thomas, Deputy Vice-Chancellor. All formal complaints should be addressed in writing to:

The Complaints Officer  
Bath Spa University  
Newton Park  
Newton St Loe  
Bath BA2 9BN

#### **7.6 Students studying at associated Further Education Colleges and Private Organisations**

Students studying in associated FE Colleges or in private organisations, who wish to lodge an appeal, should follow the procedures detailed above and in the Appeals Regulations. Students studying in associated FE Colleges or private organisations, who

are considering making a complaint, should, wherever possible, discuss it with their tutors. FE Colleges and private organisations have clearly laid out procedures for dealing with complaints, and in most cases can ensure that issues are swiftly addressed. Where complaints have not been satisfactorily addressed by an FE College or private organisation, a student may invoke the University's complaints procedure.

In exceptional cases – perhaps of a confidential nature - or where a student feels it important to avoid delay, a student may invoke BSU complaints procedure without prior involvement of the FE College or private organisation.

## **8. GLOSSARY OF TERMS**

### **Module**

a module is a discrete unit of study at a designated level, with its own objectives and outcomes, prerequisites, syllabus and scheme of assessment.

a single module represents one-sixth of a student's workload for a full-time year of study. It is worth 20 credits under the University's Credit Accumulation and Transfer Scheme.

a double module represents one-third of a student's workload for a full-time year of study. It is worth 40 credits under the University's Credit Accumulation and Transfer Scheme.

a core module is one, which must be taken to satisfy certain route requirements.

an optional module is one, which may be selected from the range of modules offered by the Subject.

an acceptable module is one, which may be borrowed from another Subject, and counts as equivalent to the receiving Subject's own modules.

an unattached module is not located within any specific Subject, but may be taken as an elective. Occasionally, an unattached module may be specified as core by the regulations for a particular award.

each award specifies the minimum number of modules, which must be studied in each Subject at each level. Additionally, students may choose a specified number of elective or 'free choice' modules. Subject to availability and any rules about prerequisite study, electives may be chosen within or outside the Subject(s) for which a student is registered.

## **Level**

Introductory modules are validated at Level 4, and are generally taken as part of a student's first year of full-time undergraduate study (or part-time equivalent).

Advanced modules are validated at Level 5 & 6, and are generally taken as part of a student's second and third year of full-time undergraduate study (or part-time equivalent).

## **Year**

Year 1 is equivalent to Year 1 for a full-time student, Year 2 to Year 2, and Year 3 to Year 3. The term Year is preferred because the Modular Scheme permits part-time as well as full-time study.

## **Award**

a student taking a Single Award is initially registered for two Subjects at Year 1, but subsequently concentrates upon a single Subject at Years 2 and 3. A limited number of elective modules are also taken. The title of the award names the single Subject, e.g. BA (Honours) History

a student taking a Combined Award studies two Subjects at Years 1, 2 and 3. A limited number of elective modules are also taken. The title of the award reflects the balance of studies taken - Joint or Major/Minor - and names the Subjects, which have contributed to it, e.g. BA (Honours) Cultural Studies and History, BSc (Honours) Geography with Sociology.

a Specialised Award is an award where:

the programme of study is not divided into Subjects which can be named in the award title, and/or;

the programme of study is subject to the professional accreditation, and/or;

the nature of the discipline requires that a greater proportion of the student's time is spent in dedicated study than the scheme normally allows, and/or;

the general regulations of the Modular Scheme are replaced by regulations specific to the award.

Specialised Awards allow students to follow a single subject (e.g. BA (Honours) Music) or a related group of Subjects (e.g. BA (Honours) Creative Arts).

a General Award is an award, which has been individually negotiated to meet the student's developmental or career needs, and does not name the Subjects, which have contributed to it (e.g. BA or BSc (Honours) Combined Studies).

### Programme of study

a programme of study is the coherent set of modules, chosen by the individual student in order to gain an award.

### Subject

an area of study that can offer a range of modules at both levels, and can appear as at least a Minor Subject in a Combined Award title.

### Pathway

a grouping of modules within a Subject. A pathway may be Single, Major, Joint or Minor, depending upon the range of modules offered by the relevant Subject (e.g. English Literature Major). Pathways are combined to form routes.

### Route

a particular combination of pathways for which students are registered, and which leads to an award (e.g. BA (Honours) English Literature and History (a pairing of Joint pathways), BSc (Honours) Geography with Psychology (a pairing of a Major pathway in Geography with a Minor pathway in Psychology)).

### Mode of study

may be associate, part-time or full-time. Associate Students are registered for individual modules rather than an award. Part-time students following a particular programme must comply with all its regulations and requirements, with the sole exception of those relating to mode of attendance.

### Prerequisites

are specific requirements demanded of a student before entry into a module. They may consist of named modules or their equivalent. e.g. 'Before taking EN6018 you must take EN5001'.

### Co-requisites

co requisite modules must be studied in the same academic year.

### Non-requisites

modules, which may not be, combined e.g. 'In taking EN6021 you may not take EN6022'.

**Assessment item**

an individual assignment (e.g. an essay), which contributes to the assessment of a module.

