BATH SPA UNIVERSITY

THIS TPF IS ONLY APPLICABLE TO STUDENTS ENROLLED ON PROGRAMMES WHICH COMMENCED PRIOR TO SEPTEMBER 2021

Taught Postgraduate Framework (TPF)
Regulations

For programmes leading to the award of
PGCert, PGDip, MA, MSc, MFA, MMus, MEd and MRes

CONTENTS page

5.   Student Programmes of Study

6.   Assessment

7.   Data Protection

8.   Monitoring, Development and Review of Programmes and Awards

1. Introduction

This handbook is for students undertaking postgraduate taught awards delivered by BSU and for staff teaching and administering those awards. It provides reference information relating to the structure, management and assessment of taught postgraduate awards at the University. It also provides a good deal of general information about the University and its services. It will serve as a reference document, and those involved (both students and staff) should make sure that they heed the contents and that they keep a copy of the handbook for future reference. Please note that copies are also available in the Library at Newton Park and Sion Hill and from tutors at any associated Colleges.

Students should ensure that they also understand the details of the Award for which they are registered. This will be contained within Award handbooks, issued separately as soon as studies commence.

Those at the beginning of their studies will also receive information about the Induction Programme from their Award Leaders.

The handbook hopefully answers questions relating to postgraduate taught courses at BSU, and will enable fruitful, invigorating and intellectually stimulating studies to progress smoothly. Of course, if there are any queries or comments please feel free to get in touch with Student Services or the Graduate School (contact details in 2.6 below)

Professor John Strachan
Vice Provost – Research and Enterprise
Dean of the Graduate College

2.   Taught Postgraduate Framework (TPF) Structure and Terminology

2.1   The Postgraduate year and trimesters

The full-time postgraduate year runs from October to October or February to February. It is divided into 3 trimesters. Trimester dates are available on the website
http://www.bathspa.ac.uk/about-us/term-dates

October start

Trimester 1	October-late January
Trimester 2	February-June
Trimester 3	June-October

February start

Trimester 1	February-June
Trimester 2	June-October
Trimester 3	October-late January

Typically, each trimester is 15 weeks in length. In the 1st and 2nd Trimester teaching takes place over a 10 - 13 week period with the remaining period being taken up with final assessment. The third trimester is usually used for dissertation or project-based study. Full-time students typically take 2 modules in each trimester; part-time students normally do not do more than 1 module each trimester (see 3 below). The trimester system does not affect the student vacation periods of Christmas and Easter, which are common to the whole University.

Part-time students may take their award over an extended period of time (see 4 below), although modules will always run within trimesters.

It should be noted that some awards might vary the mode in which they deliver teaching, and thus the structure of the postgraduate award for that year. An award may decide, for example, to deliver all teaching for a particular module within an intensive period. Alternatively, an award may choose to have an Award entry point at the beginning of Trimester 2 or 3. Students should ensure that they are fully aware of any individual Programme requirements and modes of operation.

2.2   Awards

Registration within the TPF is for one of three levels of awards, Postgraduate Certificate, Postgraduate Diploma, and Masters (MA/MSc/MRes/MEd/MMus/MFA). In broad terms a PGCert comprises the equivalent of studying for at least one trimester (60 credits), a PGDip for at least two trimesters (120 credits), and a Masters for at least three trimesters (180 credits)(see Section 3 below). All awards are at Level 7 of the Quality Assurance Agency's *Framework for Higher Education Qualifications*. (see 2.8 below). Level 7 is sometimes referred to as 'M-level, or Masters level'.

2.3   Admission criteria

Students wishing to register for a postgraduate programme should normally have a good Honours degree or equivalent in a subject or combination of subjects related to the Award, although non-standard entry is possible (see 2.3.2 below). Precise admission criteria for individual awards are given in Award promotional material and the Postgraduate Prospectus.

2.3.1 *International students*

International qualifications equivalent to UK undergraduate Honours degrees are acceptable. International candidates from non-English speaking nations should have an English language proficiency of IELTS 6.5 or equivalent, although exemption from this will be granted to international candidates who have been awarded a degree or equivalent *taught and assessed* in the English language within the previous 3 years.

2.3.2 *APL/APEL*

Alternatively, entry may be available to other candidates who can demonstrate their ability to take the course. This may be through Accredited Prior Learning (APL), for example where previous formal learning other than at degree level (e.g. certain types of professional qualification) may be considered as acceptable, or through Accredited Prior Experiential Learning (APEL), for example where candidates have extensive professional or other acceptable experience, or a combination of both. Such cases will always be considered by the Award Leader (Course Director) with advice from the Graduate School. APEL cases will always involve interview.

APL may involve transferring previously accredited M Level credits as part requirement of a BSU Award. In such cases the amount of credit that may be transferred may not be more than 66.66% of the total programme of study. Classification for the BSU award will be made on the basis of credits studied at BSU only. Where such direct entry occurs, no award can be given unless the student passes BSU modules with a credit rating appropriate to that award.

2.4   Registration and induction

Registration for awards is administered by Student Services, which is responsible for informing students with respect to the process. The relevant Award Leader coordinates induction for new students

2.5   Programmes of Study and Schools

All of the Programmes of Study	**Dean of School**
Bath School of Art and Design	Professor Anita Taylor
College of Liberal Arts	Professor Rob Mears
Institute for Education	Dr Kate Reynolds

Deans of Schools are responsible for the overall provision of all academic awards within their School.

Deans of Schools can be contacted via the main BSU switchboard (01225 875875).

2.6   The Graduate College

As well as being a student within the School delivering their Award, students are also members of the Graduate College, which is responsible for coordinating and enhancing postgraduate provision at Bath Spa University. The Graduate College offers shared IT and social space for postgraduate students at the University's Corsham Court Campus.

The Dean of the Graduate College is the Vice Provost, Research & Enterprise, Professor John Strachan, J.Strachan@bathsp.ac.uk, 01225 875660.

2.7   Student Services

Student Services provides a wide range of services covering student applications and admissions through to students' on-course administration and graduation and alumni services. They co-ordinate the timetabling of courses and booking of teaching rooms and provide advice and guidance on a wide range of welfare matters including money matters as well as providing disability support. They also produce data submissions and reports for external partners including HESA, Student Loan Company (SLC), Teaching Development Agency and the General Teaching Council.

The Registrar and Director of Student Services is Mr Christopher Ellicott, c.ellicott@bathspa.ac.uk, 01225 875644. He is responsible for all matters associated with Admissions, Student Administration and Student Support.

2.7.1 Admissions and Student Administration Service - How To Find Us

Please contact the Student Information Desk in the reception area of Commons, Newton Park.

Email: mycourse@bathspa.ac.uk or telephone +44 (0)1225 876115.

Student Support Service

Find us in the Student Support Centre in Stable on the Newton Park Campus. Student Support drop-in at Newton Park is open from 9.00am - 5.00pm daily, please contact us if you would like to book an appointment.

Email Addresses

For international enquiries, please email international@bathspa.ac.uk

Student Administration Service:	
Examinations	mycourse@bathspa.ac.uk
Graduation and Alumni	graduation@bathspa.ac.uk
Mitigating Circumstances	mycourse@bathspa.ac.uk
Module queries	mycourse@bathspa.ac.uk
Registration and Enrolment	mycourse@bathspa.ac.uk
Timetable queries	mycourse@bathspa.ac.uk
Unfair practice	mycourse@bathspa.ac.uk
Withdrawals	mycourse@bathspa.ac.uk
Student Support Service:	
All enquiries relating to disability and student welfare	studentsupport@bathspa.ac.uk
Student Accommodation	accommodation@bathspa.ac.uk

2.8   Modules

A Programme of Study comprises a number of modules. Each module has a credit rating, and each award has a credit requirement (see Section 3 below). Most, if not all of the modules studied for PGCert, PGDip and Masters will be at Level 7 of *The Framework for Higher Education Qualifications*, published by the Quality Assurance Agency (QAA). The QAA define Level 7 in the following manner:

Descriptor for a higher education qualification at level 7: Master's degree

The descriptor provided for this level of the framework is for any master's degree which should meet the descriptor in full. This qualification descriptor can also be used as a reference point for other level 7 qualifications, including postgraduate certificates and postgraduate diplomas.

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

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

Typically, holders of the qualification will be able to:

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

And holders will have:

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

See the QAA document *Master's Degree Characteristics*

There is some provision allowing, if appropriate, a minor component of taught postgraduate awards to be drawn from Level 6 (i.e. 3rd year undergraduate Honours degree level). The applicability of this is decided by the School owning the award.

2.9   Types of modules

Depending upon the Award for which students are registered, they will probably find that some modules are *compulsory*. These are modules, which are considered to underpin later studies in the Subject, or deal with topics which are deemed essential to their studies. Obviously, when making module selections, students will have to ensure that they take *all* the compulsory modules. Students may also find that the Award for which they are registered also offers *optional* modules, though the amount of choice does vary (see Section 5 also). The award for which a student is registered will specify the minimum number of modules that they must study and successfully complete in order to gain that award (see Section 3).

All awards can include up to 30 credits of Elective OR Open module.

Elective Modules

An elective is an optional level 7 module that is validated as part of an award but which is deemed by the subject to be suitable for any qualified student. TPF adopts the "buyer beware" philosophy which applies within the University's undergraduate modular scheme and allows free enrolment to any elective module with the ability to change in the first week should the "reality" of the module prove unappealing.

Students should choose their optional/elective modules during induction week, which will ensure that students can quickly access their timetable and Minerva (Virtual Learning Environment).

2.10   Dissertation/Project modules (or equivalent) and research-related work

The dissertation/project or equivalent normally comprises a *double or triple module* (60 or 90 credits) for MA/MSc/MEd/MMus/MFA or a *triple or quadruple module* (90 or 120 credits) for MRes, and is normally compulsory for successful completion of a Masters degree. Only one dissertation/project or equivalent may normally be undertaken. Full-time students take the double dissertation module over 1 trimester; part-time students may take the double dissertation over 2 trimesters, but may hand in at the end of the first trimester if they so wish. Students would normally take the triple or quadruple dissertation over 2 trimesters (F/T) or 3 or 4 trimesters (P/T), but P/T students may hand in at the end of 2 trimesters if they so wish. Some creative awards may offer an extended candidature (see 3.7).

Students should note that the University has accepted research ethics guidelines which must be followed, and that all research-related work involving human participants must be approved. Further information will be provided in Award Handbooks. Research (including that undertaken for dissertations) involving human participants that has not been approved in the proper manner will not be marked.

The research ethic guidelines can also be found online at
https://thehub.bathspa.ac.uk/services/research-and-graduate-affairs/research-support/research-integrity-and-ethics

2.11   Modes of study

Students may study on a full-time or part-time basis, subject to the maximum length of study (see Section 3). It is also possible to register as an Associate Student. The Associate Student category caters for those who are interested in taking a limited range of modules (possibly only one) for their own interest or personal development or career needs. Credit gained in this

manner may subsequently count towards an award (see APL/APEL, Section 2.3.2).

3. Awards, Routes and Pathways

3.1 General

The Taught Postgraduate Framework is not itself a 'course' or 'award'. It is the overall structure within which a wide range of awards operate. Thus when students arrive, they will register for a specific named award (for example, MA in Creative Writing). As previously mentioned, the Award for which they are registered may have compulsory modules – these will be made clear when studies commence via award handbooks.

Students should ensure that they are familiar with the overall requirements of the award for which they are registered.

3.2 Awards, levels, credits and hours of study

The following describes each level of award within the Taught Postgraduate Framework.

Award	Normal duration (equivalent)	Total number of credits required
PGCert	1 trimester	60
PGDip	2 trimesters	120
MA/MSc/MEd/MFA	1 year (3 trimesters)	180
MRes	1 year (3 trimesters)	180

3.2.1   *M level Modules*

Normally, the following criteria apply to each type of module:

Type of module	Credit rating	Total hours equivalent	Hours taught [1]	Hours self- study [1]
Standard Module	30	300	30	270
Half module	15	150	15	135
Double module [2]	60	600	10	590
Triple module [2]	90	900	30	870
Quadruple module [2]	120	1200	40	1160

[1]   *These figures are for guidance only, the balance between taught and self-study components may vary from module to module, but the total hours equivalent should broadly be in line with the figures given above. This follows guidelines given by the England, Wales and Northern Ireland (EWNI) Credit Consortia (2001). Note that credit is awarded only for success in assessment. This is most likely to be achieved if there is effective study for the hours suggested, though is not necessarily dependent upon it.*

[2]   *Only the dissertation/project or equivalent is double, triple or quadruple rated. Note the greater reliance on self-study.*

3.2.2   *Other modules*

Following guidelines from the Quality Assurance Agency and the England, Wales and Northern Ireland Credit Consortia (2001) it is permissible, though not obligatory, for Awards to include a minor component of 3rd year undergraduate Honours (level 6) content where this enhances the overall Masters programme, subject to the maximum below:

Award type	Max number of level 6 credits allowed
PGCert	20
PGDip	30
MA/MSc/MEd/MFA	30
MRes	30

The overall credit total of the Award must, however, still comply with that given in 3.2 above.

3.3   *Masters (MA/MSc/MEd/MMus/MFA)*

MA/MSc/MEd/MFA awards are defined as follows:

Number of standard modules	Total credit	Total hours	Taught hours (1)	Hours self- study [1]
6 (2)	180	1800	130	1670

[1]   *These figures are for guidance only, the balance between taught and self-study components may vary from module to module, but the total hours equivalent should*

broadly be in line with the figures given above.

[2]   *Normally 3 or4 taught modules and a double or triple-rated dissertation module.*

3.5.1 Joint Masters

Subject A [2]	Subject B [2]	Joint dissertation or project	Total credit	Total hours	Taught hours [1]	Hours self- study [1]
60	60	60	180	1800	130	1670

(1) These figures are for guidance only, the balance between taught and self-study components may vary from module to module, but the total hours equivalent should broadly be in line with the figures given above.

(2) Normally 2 taught modules

A joint masters involves 60 credits of taught study from two subject fields and a shared 60 credit module which draws together insights from both fields in an interdisciplinary thesis or project designed by the student in consultation with supervisors from both fields. These awards are the PGT equivalent of an undergraduate combined award, with the difference that a joint dissertation or project is required to bring the fields together via a final capstone study.

Students on joint awards benefit from association with the two departments that provide the taught components of their award. Students on joint programmes are normally advised by faculty members from more than one department during their dissertation/ project research.

Students wishing to take a joint award involving practice based study will need to demonstrate at application/ interview suitable prior learning to the satisfaction of the Award teams. This will normally be measured at interview by portfolio review/ audition.

The following awards may be combined to create a joint Masters:

- MA Professional Practice In Higher Education
- MA Literature, Landscape & Environment
- MA Heritage Management
- MA Curatorial Practice
- MA Business and Management
- MA Business & Management: Accounting
- MA Arts Management

The award title would be MA in XXX <u>and</u> XXX (Joint Masters) e.g. MA Heritage Management and Curatorial Practice'.

3.4   MRes

MRes awards are defined as follows:

Number of standard modules	Total credit	Total hours	Taught hours (1)	Hours self- study [1]
6 (2)	180	1800	100 or 120	1640 or 1680

(1)   *These figures are for guidance only, the balance between taught and self-study components may vary from module to module, but the total hours equivalent should broadly be in line with the figures given above.*

(2) *Normally 2 or 3 taught modules and a triple-or quadruple-rated dissertation module.*

3.5   Duration of study

Students may not normally do more than 60 credits per trimester on a full-time basis or 30 credits module per trimester on a part-time basis.

3.5.1   *Full time study*

Award	Duration	Maximum duration (2)
PGCert	1 trimester	2 years
PGDip	2 consecutive trimesters	2 years
MA/MSc/MEd/MFA	1 year (1)	3 years
MRes	1 year (1)	3 years

(1)   *Some Masters programmes (e.g. in Creative areas) may permit candidature for a 2 year period, with the hand-in date for the dissertation being at minimum on the 1st day of the 12th month, and at a maximum on the last day of the 2 year period. In such cases a continuation fee is payable for the second year. Award handbooks will make clear whether a 2-year candidature applies.*
(2)   *Maximum normally allowable for full-time registration*

3.5.2   *Part time study*

Award	Minimum duration (1)	Maximum duration (2)
PGCert	2 trimesters	3 years
PGDip	4 trimesters	4 years
MA/MSc/MEd/MFA	6 trimesters	5 years
MRes	6 trimesters	5 years

(1)   *This is the* theoretical *minimum for an Award of this type. Individual Award minimum durations* will *vary according to when their modules run and whether modules are compulsory or optional. For each Award minimum time frames for part-time completion will be established in the Award Handbook.*
(2) *Maximum normally allowable for part-time registration.*

4. Management of the Taught Postgraduate Framework and Awards

4.1 Who to ask

When queries arise, it is important to know who is likely to have the answer. The following sections summarise the responsibilities of various members of the University, and the management of the Taught Postgraduate Framework.

The usual routing of enquiries would be as follows:

Each Award has an Award Leader (or Course Director) who has responsibility for advising students registered for that award. The name, location and contact details of that person are provided in Award handbooks. Students who are in any doubt about whom to see, or are anxious about their progress or any other matter, should not hesitate to contact their Award Leader. He/she will be pleased to provide advice.

The day-to-day running of the Taught Postgraduate Framework is handled by Student Services (see 2.7 above).

Award Leaders will be able to deal with any enquiries regarding the modules offered within the Award.

Each module within an Award has a Module Co-ordinator. Information about the content of any particular module, or regarding participation in any particular module should, in the first instance, be addressed to the Module Co-ordinator. Module Co-ordinator details are contained within Award handbooks.

Any academic enquiries which are not satisfactorily resolved elsewhere should be referred to the Head of the Graduate School (01225 875660, graduate-school@bathspa.ac.uk).

4.2 Institutional Structure

Each module belongs to an Award which in turn is located within a School. Some modules may additionally be acceptable to other Awards in other Schools. Students are members of the School offering their overall Award, and members of the Graduate School (see Section 2 above). Each School has a Dean of School who has overall responsibility for all matters within the School. Current Deans of Schools are given above (Section 2.5). All can be contacted via the main BSU switchboard (01225 875875).

4.3 Administration of the Taught Postgraduate Framework

The Student Administration Service based at Newton Park. Its functions include:

- registering students
- dealing with student enquiries which cannot be answered by University Tutors or
- dealing with students module selections
- academic timetabling, including the provision of individual timetables where appropriate
- dealing with requests to change module(s) or award
- ensuring that students take the right number of modules, take legal combinations of modules, etc.
- managing assessment and examinations
- monitoring student attendance and engagement

14

- maintaining the student database

Contact details can be found on their webpages at: http://www.bathspa.ac.uk/services/student-services/

To contact someone in student services about any aspect of your course please e-mail mycourse@bathspa.ac.uk

4.4 Correspondence

Important correspondence will either be sent to you by letter or via your Bath Spa e- mail account. It is important that you check your University e-mail regularly. Your results will also be sent to your Bath Spa email address after each assessment board.

4.4.1 *Timetables and results*

Attendance requirements will be given to you at registration. Your results will be sent to your Bath Spa email address after each assessment board. Details of reassessments will be available on Minerva.

4.4.2 *Postal address*

Particularly important or urgent messages may be sent by Recorded Delivery, or (for students in student residences) held at Reception for collection and signature.

Student Services holds students local and home addresses upon registering with Bath Spa University. If students change address during the year, it is very important that they update their details. To update your address details, please email mycourse@bathspa.ac.uk

Letters to students are normally sent to their local address during the academic year, and to their home address after the end of their registration period.

4.5 Award management

Each Award has an Award Leader (Course Director) who is responsible for its management and operation. He/she is able to give detailed advice about the modules within the Award, as well as any particular pathways through the award that may be available.

Each Award has a noticeboard that is used to display important information about forthcoming lectures, reading lists, any changes to the programme or timetable, etc. These notice boards should be consulted regularly.

4.6 Academic counselling and tutors

Each student is provided with a University tutor, who is a member of the academic staff associated with the Award for which the student is registered. For Postgraduate awards this is the Award Leader by default.

The role of the University Tutor is:

- to provide the natural first line of enquiry for the student concerning any aspect of his/her academic experience

- to provide advice on students programme of studies, and therefore advice about which modules to take

- to advise on learning methods

- to review and discuss the students' academic progress at regular intervals

- to identify problems and initiate action when a general lack of progress is indicated

- to liaise with Module Co-ordinators and Award Leaders, as necessary

- to prepare written reports and confidential references for students as required after consulting with other tutors

- to refer the student to the appropriate person when specialist academic or other guidance is needed (such as the careers or pastoral counselling services)

The University Tutor role is particularly important at the following times:

- during the induction period

- following the publication of results

- prior to the selection of modules (if applicable)

Students may at some stage wish to request a change of University Tutor. This may be because they have changed their registration or the Tutor may have left the University; or it may be that they would simply prefer another member of staff as their allotted tutor.

In such circumstances, students should approach another member of staff and ask him/her to take over the role of University Tutor. If he/she agrees, students should email mailto:mycourse@bathspa.ac.uk

4.7 Student responsibilities

Whilst counselling and advice will be available to students, the Framework requires students to assume responsibility for selecting and managing their programme of study. In particular, students are expected to:

- familiarise themselves with the University Calendar

- give priority to their University commitments

- plan and register a programme of study in accordance with the Award regulations by the relevant deadlines

- make any amendments to their 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 classes, and notify the Module Tutor in advance if they cannot attend any class, lecture, etc. for good reason

- immediately inform Student Services of any change of home or local address by emailing mailto:mycourse@bathspa.ac.uk

- immediately inform Student Services of any period of absence from the University. NB. The Student Programmes Service must be informed *in writing*. Additionally, it may be a good idea to inform other people of absence (e.g. Course Director), as this will not be done

automatically.

• ensure that where work has been affected by mitigating circumstances, that the a mitigating circumstances claim form and supporting evidence (medical certificates, etc.) is supplied to mycourse@bathspa.ac.uk at the earliest opportunity, and prior to the Examination Board which will consider the matter

• consult postgraduate and Award notice boards

• respond immediately to requests for information by those concerned with the management of the Scheme

4.8 Obtaining references from academic staff

Students often need to give the name of a referee when applying for jobs, for admission to other courses, etc. In the first instance, students should approach their Award Leader to act as referee. They may, however, prefer to ask another lecturer who has become familiar with their work - perhaps someone who has taught them recently. This is perfectly acceptable. To assist academic staff with the writing of references, students need to do the following:

• they must always obtain the permission of the member of staff concerned before using his/her name as a referee

• they should provide as much information as possible about the job/course for which the references is 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

• they should provide as much information as possible about their studies. The referee will be able to obtain a transcript of module results from the Student Administration Service.

• they should also provide information about any other activities undertaken during their time at Bath Spa University which may be relevant - membership of committees, societies, Student Union posts, etc.

• ensure that referees are given sufficient time to write the reference. A hastily written reference is unlikely to do justice to a student's profile.

If these procedures are not followed the Award Leader or lecturer of choice may be unable to provide a reference. *Students should not take the provision of a reference for granted.*

If for any reason students are unable to obtain a personal reference, they can ask for one from Student Services. In such cases, however, it is unlikely that the student will be known personally to members of the Student Services team. References from Student Services will therefore be restricted to details of dates of enrolment, module results, and award details.

5. Student Programmes of Study

5.1 Choosing modules

Many students may find that a substantial part (possibly all) of their programme of study towards the award for which they are registered is predetermined. Some modules may be *compulsory*, others may be chosen. Some modules may be *pre-requisites* for other modules. In an award where only the minimum number of modules is offered, all modules in effect become compulsory for completion of the award, even though they may not be officially designated as such.

Following registration students will be issued with module choice forms. These may have compulsory modules pre-printed. If modules can be chosen, students should ensure that any rules and/or pre-requisites required for their Award are met. Details will be available in Award handbooks.

BSU reserves the right to amend the selection and content of modules when circumstances demand it, for example to include issues of immediate topical concern.

5.1.1 *Rules and pre-requisites*

In order that the learning experience will be a coherent one that suits the goals of the award, modules may not be chosen in a random way. Some awards are necessarily more restrictive in the range of options that they allow. Moreover, the particular pathways outlined within each Award will take account of the knowledge and skills which must be progressively acquired in order to build competence in that discipline and meet the overall learning outcomes. 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. The requirements of each module are set out in the relevant Award handbook. These rules often take the form of statements about the prior study that is required. These *prerequisites* usually take the form of a named module or modules; for example, in order to take module *y* it may be *required* that module *x* has been studied first. However, there may be alternatives to this, particularly if students are direct- entrants, which can include evidence of proven aptitude, such as a portfolio of work; a preliminary interview; or previous certificated learning elsewhere. Occasionally, certain types of prior study are *recommended* rather than required. In such cases, advice is being given rather than instruction; in the opinion of the Module Co-ordinator, students will have a greater chance of success if they can meet the recommended 'prerequisite'.

Although prerequisites are the most common rules, there may also be modules that must be taken *together* or *may not* be taken together. These are sometimes referred to as *co-requisites* and *nonrequisites*. In addition, some modules may be compulsory for particular pathways, but perhaps optional or unavailable for others.

5.2   Changing programmes of study

It may be that, after embarking upon their programme of study, students wish to modify the modules chosen, or even change the Award for which they are registered. Usually, credit for the work already completed is possible - though it will be particularly important to ensure that those changing their programme of study have fulfilled any prerequisites for the programme of study to which they are changing.

Clearly, the requirements of particular awards as well as other factors such as resource and timetabling constraints mean that not all requests for changes can be accommodated. It should also be noted that not all modules are necessarily available in any one year. However, every effort is made to enable students to devise and adjust their programme of studies to meet their changing needs and interests.

If change is needed it should be noted that there are different procedures and deadlines depending on whether the student wishes to:

- change seminar/lab/workshop groups within a module on which they are enrolled

- delete or add modules to their programme of study

- change the award and/or route for which they are registered

The procedures are set out below.

5.2.1 *Changing seminar/lab/workshop groups within a module*

Students will receive a timetable for the forthcoming academic year during their induction process. If there are particular difficulties attending at the specified times, it may subsequently be possible to request a change of seminar/lab/workshop group if there are additional groups with available places (it is not possible to change times of lectures or other 'whole group' activities). Inquiries should be made to the Student Administration Service. They will do what they can to help, though it should be clearly stated that, in the last resort, full-time students are expected to be available for teaching sessions at the times specified.

If students wish to apply to change seminar/lab/workshop groups within a module they must do so before the start of the trimester in which the module runs or, in the case of modules in the first trimester as soon as they receive their timetable.

Please note that the only acceptable reasons for changing are:

- long-distance travel - more than 20 miles each way each day

- child care problems

- medical problems or physical disabilities

- regular team sports on Wednesday afternoons.

It is recognised that many students have part-time jobs but this cannot be taken into account when scheduling the timetable.

5.2.2 *Changing modules*

If students wish to change modules they should use the Module Change Request Form, which may be obtained from mycourse@bathspa.ac.uk The request must be formally approved by the Award Leader for the module that it is requested 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, students will need to make a successful application to transfer their registration before their Module Change Form will be accepted and put into effect.

Transfer to another module is subject to the following constraints:

- the change is made *before the end of the second week of the trimester in which the module is offered*

- a place is available in 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 relevant Award Leader

- the new module meets the requirements of the route/award for which the student is registered

A module which is dropped after the end of week 2 of the trimester will appear as a *failed module* on the student's transcript, and *will be included in the maximum number of modules which can be studied towards the award for which he/she is registered* (see Assessment, Stage and Award Requirements, below).

Students may not repeat passed modules to obtain extra credit or improve grades.

Students may only study extra modules to redeem failure or non-completion. They may not study extra modules to improve their classification.

Students must carefully read their Award handbook and familiarise themselves with the requirements of their award before requesting any changes. *It is the students' responsibility to ensure that all the requirements of their award are met.*

5.2.3 *Changing registration*

Transfer to a different route or award is not automatic; it is always subject to the following constraints:

- a place is available in the new route/award

- the change can be accommodated within the timetable

- the student meets the prerequisite requirements for the new route/award, or can offer an acceptable alternative

- there is satisfactory academic performance. This is generally interpreted as passing in all modules, and may also include a satisfactory conclusion to the present trimester's work. Only in very exceptional circumstances will students with outstanding failures be admitted to a higher level award

Wherever possible, students wishing to continue from the PGCert or the PGDip to a higher level award should request to do so at least 3 weeks prior to completing the requirements for their original award. In most cases an answer will be given promptly; if students have an incomplete set of marks they may be asked to reapply after all their modules have been passed.

It should be recognised that transfer from one route or award may involve changes of modules as well. The documentation accompanying a request to change route or award must therefore specify all changes of modules which will ensue, and the proposed changes must be approved by the receiving Award Leader(s) as set out in the preceding section.

Please note that the regulations for the award or route to which transfer is desired may differ in important details from those under which the student is currently registered. It is the students' responsibility to ensure that all the requirements of the award or route are met.

The regulations defining the maximum number of modules which may be studied towards an award may be relaxed, at the discretion of the Head of Graduate School and the Registrar, in the case of students transferring to a different route or award.

Please note that changing back and forth from one award programme to another is ill- advised if students are in receipt of assistance with fees. Students should consider carefully before requesting a change. Route changes within the same award programme are usually less problematic. If in any doubt, students should contact their funding body.

The procedure for transfer of registration from one award or route to another within the University is as follows:

Students considering internal transfer from one University programme to another should begin by consulting their current Award Leader. This is not merely a courtesy; students often apply for transfer on the basis of an incomplete understanding of their current course, and misconceptions can often be corrected (the student grapevine is a notoriously unreliable source of information!).

If a student still wishes to transfer, he/she must obtain an Application to Transfer Registration Form from the Student Administration Service, where it should be returned when completed.

He/she should then arrange a meeting with the Award Leader for the programme he/she wishes to join if that person differs from the original Award Leader. Forms will not be accepted without his/her signature. Before supporting a request to change award programme the Award Leader should confirm that:

•	the students previous and current studies form a suitable basis for the new award programme (this may involve waiving some prerequisites)

•	the new programme meets the aspirations and career needs of the student

•	if applicable the student has been advised to discuss the financial implications of the proposed change with his/her funding body

Where appropriate, an interview is arranged with appropriate staff and the student notified of the arrangement.

A recommendation - either to accept or reject the transfer request - is made to the Registrar by the receiving Award Leader, as appropriate.

If the transfer request is approved by the Registrar, the student is sent a formal offer in which the conditions for admittance to the new award or route are stated. These would normally include a satisfactory conclusion to the present trimesters work.

A request to transfer registration may be made at any time.

It is University practice for transfers to come into effect immediately they are approved by the Registrar. However, the following should be noted:

•	modifying 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, a student may need to make module selections to suit the new award programme. In such cases, students should always make their selections (and be scheduled on to modules) on the assumption that the change will be approved

•	once the process has been completed, such students will be considered by Examination Boards along with other students on the programme they have joined.

5.3   Withdrawing from awards

Some students may come to feel that the programme of study they have chosen is not suited to their needs and that they would prefer to withdraw and perhaps start anew elsewhere. Withdrawing from an award is obviously not a decision to be taken lightly, and should only be considered after all the alternatives have been explored.

If students are thinking about withdrawing from the University for any reason, they should make an appointment to see their Award Leader or Tutor as soon as possible. It may be that there are options which have not yet been considered, such as changing to study part-time or taking a break from study. The meeting will provide an opportunity for a review of all possibilities and to discuss the decision. Students should also be aware that the University Careers Advisor and Student Support are ready to help them and that their advice may be particularly important if they are considering withdrawal.

If a final decision to withdraw is taken, students must inform their Award Leader, University Tutor and the Registrar *in writing* by emailing mycourse@bathspa.ac.uk. If students are in receipt of funding, they must inform the funding body *in writing* of the decision as soon as possible, stating clearly the *final date of attendance* and the *reason for leaving*, and giving a *forwarding address*. Students must also return any borrowed material to the Library and/or members of staff.

Should students withdraw they may ask that they be given an exit award for which they have gained sufficient credit providing they have satisfied the eligibility criteria for that award. For example, if a student has originally registered for an MA and subsequently chooses to withdraw prior to taking the dissertation, *but having successfully completed 4 modules* (120 credits) they may ask to be awarded a PGDip.

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.

5.4   The Timetable

Module handbooks will give a timetable for each module within an Award. There may be a lead lecture or some other kind of activity that the whole group of students taking the module must attend. Consequently, students will not be able to take two modules with the same lead session time.

There may be other teaching sessions apart from the lead session – such as seminars, workshops, lab sessions, studio sessions, etc. Students will be automatically scheduled to them. As noted above, if there are particular difficulties in attending at the specified times, it may be possible to move to a different seminar/lab/workshop group. It is not possible to move the times of lectures or other 'whole group' activities.

Students should expect their timetable to change from one trimester to the next, depending upon the range of compulsory and optional modules which they are taking.

5.5   Attendance requirements

Whilst it is accepted and understood that students may have family and financial pressures, University commitments must always be given priority.

It is a University regulation that students familiarise themselves with the University Calendar, and are available for classes, fieldwork, placements and other programme commitments throughout the University trimesters as required.

Students must also register at the appointed time and place. Exceptionally, students may be allowed to register at other times if an application in writing is approved by the Registrar. Unless that 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 should attend all the classes for which they are scheduled. Students should always inform the tutor if they 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 the students place at Bath Spa University.

If there are genuine reasons for non-attendance, they should be properly documented (see the section below on Mitigating Circumstances).

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

5.6   Inter-trimester week
Following the end of Trimester 1 there is an Inter-Trimester Week, which provides an important opportunity to complete the assessment process of the preceding trimester and prepare for the trimester ahead. Students are strongly counselled to make good use of the time - preliminary study for next trimester will prove of considerable benefit. Award Leaders and Module Co-ordinators will provide guidance.

5.7   Inter-site travel

It is possible that some students may follow programmes which involve study at more than one University site. Such travel arrangements remain the responsibility of the student unless travel between sites is *within* a normal timetabled session.

5.8   Special needs

If students have a disability or condition which causes, or is likely to cause, difficulties with their studies it may be possible for the University to make arrangements to help.

Examples of help that has been available in the past include: extra time in examinations for students with documented dyslexia; large-print written material; arrangements for an amanuensis (scribe).

Such students should, therefore, contact Student Support to let them know the nature of the difficulties and the special arrangements that might be helpful.

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 students' own interests to contact the relevant people (above) as early as possible in their studies. They should also contact the

University *before the start of each trimester and before each assessment round* to discuss and resolve any problems that may occur. This is essential because needs may change from one trimester to another, depending on the modules taken.

6. Assessment

6.1 General

When students enrol they accept the regulations then in force. *If any changes are made to the regulations that might affect students during their studies, they will be informed in writing of the amendments, either through a reissue of this Handbook, their Award Handbook, or through a separate letter or memo.*

The assessment of students registered on PGCert, PGDip and Masters programmes is in accordance with the current Academic Regulations of Bath Spa University.

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

Assessment regulations must take into account the University commitment to Equal Opportunities. If a student is unable through disability to be assessed by the methods specified in the assessment regulations, the candidate shall be assessed by arrangements agreed by the Academic 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 Taught Postgraduate Framework. They will normally be amplified and/or refined by more specific criteria, which will be set out in the documentation for each programme of study.

The specialised criteria should not be at odds with the general criteria set out in Appendix 1 and summarised as:

Mark	Grade	Grade Descriptor	Notes
70 and above	A	Excellent or outstanding	Pass with Distinction
50 to 69	B	Satisfactory or good	Pass
40-49	F	Marginal fail	Fail
0-39	F	Poor	Fail

6.3   Submission of work

It is important that you submit work according to BSU guidelines. Please follow these simple dos and don'ts and browse our submission FAQs.

Submission Dos and Don'ts

Follow these straightforward dos and don'ts to ensure you meet the University rules and regulations on submitting work.

Do:

- Meet deadlines. Your tutor will inform you of coursework deadlines for each module.
  Mark the dates in your calendar and start in good time. You will be asked to supply an electronic copy and a typed hard copy of written work may also be required.
- Hand in work according to instructions. Note the instructions you receive for submitting each bit of coursework. Where and how you are asked to submit the work may vary.
- Submit an electronic version of your written work via Minerva on the hand-in date. All work submitted to Minerva will be checked for plagiarism using the TurnitinUK software. Failure to submit an electronic copy will result a failed assessment item.
  Attach an assessment report sheet available from your module tutor. Complete and attach a report sheet to every piece of work. On return, the report will show your grade and your tutor's comments. They will keep a copy of this.
- Avoid sending work by post. If you do need to send items by post, ensure you use recorded delivery and ensure you leave time for it to arrive on, or before, the deadline.
- Keep an electronic copy or photocopy of all submitted work. If we hand it to an external examiner for scrutiny, you may not receive it back in time for revision.
- Back-up your work on a hard drive. Unfortunately late or non-submission of work due to lost hard copies or computer problems is not a valid excuse. Please remember to save your work onto a hard drive.
- Provide two typed hard copies of dissertations, as well as an electronic copy.

Don't:

- Put work under a tutor's door.
- Leave coursework in a tutor's pigeonhole.
- Ask a friend to hand your work in.
- Forget to submit an electronic copy of written work via Minerva. If you do you will get an OF mark (fail).
- Submit handwritten work (unless you have arranged otherwise with your subject leader/module co-ordinator at the beginning of the course).
- Send work by post. If this is unavoidable, use recorded delivery and allow plenty of time for it to arrive on or before the deadline.

If you miss a deadline

You will be told of deadlines and cut-off dates at the beginning of your module, giving you plenty of time to plan and complete the work required.

This means that unless you have arranged an extension or applied for mitigating circumstances the following will happen:

- Work handed in after the deadline but before the cut-off date (usually one week later) will be given a maximum score of 40%.

- Work handed in after the cut-off date is marked zero.
- There is no cut-off date for extensions, and the work is marked zero if you miss the new deadline.

    You must act immediately if you find yourself in these circumstances:

- You are ill or have been ill. You must complete a claim for mitigating circumstances to permit the assessment to be deferred to the next assessment point.
- An extension has been agreed prior to submission. Please bring evidence to your tutor.

    Note: Failure to submit work on time due to hardware problems or a lost hard copy is not a valid excuse. We advise students to back-up their work on a hard drive.

How to arrange an extension

Explain to your tutor the circumstance that is preventing you from submitting your work by the deadline. You must have a good reason and be able to support your claim with evidence. The normal extension period is a week; however it is at a tutor's discretion whether or not to extend this up to the final assessment point.

If you can do this, your tutor will agree a new hand-in date with you, agreed by the module co-coordinator or subject leader. Your tutor will assess the work normally.

Note: If you miss the new hand-in date, you will receive a mark of zero.

Submission FAQs

Please also read, Submission do's and don't s .

What happens if I miss a deadline?

See, if you miss a deadline.

What if I can't submit the work to the designated place?

Leave your coursework at the Student Information Desk in Commons building, Newton Park. We will give you a receipt and the work will be date-stamped. In exceptional circumstances, you may arrange to email the work with your Module Co-ordinator or Subject Leader.

How long will it take to mark my coursework?

Tutors are required to return your assessed work within three weeks of the hand-in date.

What happens if Minerva is down and I can't submit my electronic copy?

Your tutor will be aware of this and you will not risk penalties. Submit the hard copy of your work as usual, and upload it to your account when Minerva is back up and running.

6.4 Examinations

Here you will find information on where and when exams take place, and what to do on the day to ensure you follow exam regulations.

Time and place

Formal examinations usually take place at Newton Park

You will be able to view the time and place of your examinations here.

If you notice any clashes or errors, please report these to the <u>Student Administration Service</u> immediately.

Note: Students cannot take examinations at any other times. Unless an exceptional circumstance arises, you must make yourself available.

What to do on the day

- Bring your student ID with you to your exam, otherwise you will not be allowed to enter.
- Aim to be at the exam room 20 minutes before the start time. Rushing will only make you stressed.
- Turn your mobile phone or smart watch off and put it in your bag.
- Leave all bags, papers and unauthorised materials where instructed by the invigilator.
- You will be admitted to the exam room five minutes before the exam starts. During this time you will be allowed to read the questions, but you cannot start to write.
- Do not use any course texts, printed or electronic information of any kind during the exam, unless the exam paper permits this. You will be told in advance.
- Where calculators (you will need to provide your own) or other electronic equipment is required, you must ensure they do not contain or enable access to inappropriate information, enabling you to cheat.
- If English is not your first language, you may be able to take a printed (not electronic) foreign-language dictionary into your exam. For example, a Chinese student may use a Chinese/English dictionary to sit an exam in English.   Ask your tutor in advance.

If you fail a module

If you fail an assessed module at the first attempt (i.e. you have scored less than 50% overall) you will be given a chance to re-take all or part of the module. This means you will *referred* for a re-assessment, which is a second attempt following an initial failure. We cap re-assessed modules at 50% (a pass).

If an Exam Board accepts that there is an exceptional circumstance (<u>mitigating circumstance</u>) to explain your failure, you will be *deferred* to re-take the assessment as if for the first time (i.e. a full, uncapped mark will be awarded).

6.5   Module assessment

The module is the basic unit of credit within the Taught Postgraduate Framework. Modules may be assessed by:

- coursework only

- coursework and examination only

The total written equivalent for all assessment attached to a taught module should normally be in the range 7000-10,000 words for a standard (30 credit) module. The double dissertation should normally be in the range 14,000-20,000 words. The triple dissertation should normally be in the range 21,000-30,000 words. The quadruple dissertation (MRes only) should normally be in the range 30,000-40,000 words.

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.) will be agreed by the University's Academic Quality & Standards Committee before the beginning of the academic year, and published in the module descriptors in Award Handbooks and within Module Handbooks. Where more than one item of assessed work is required, the weighting attached to each item shall be identified.

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

assessment item.

Wherever possible, assessment items are marked on an anonymous basis.

Assessed work will be double-marked on a sample basis. No assessed piece of work will be failed without reference to a second marker, unless the nature of the work makes this impossible.

Failed work 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. Unless the nature of the work dictates otherwise ALL dissertations (or equivalent) are subject to external moderation.

The pass grade for all modules is 50%.

A student who registers for a module will be deemed to have attempted the module *unless notice of withdrawal has been given in writing by the end of the second week of the trimester in which the module is running*.

A student will not be deemed to have been registered for a module unless and until he/she has satisfied the formal prerequisites for registration or has received formal permission from the appropriate Award Leader if an alternative to these prerequisites is offered.

A student who registered for a module will, where an invigilated examination forms a component of the module assessment, present him/herself 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 a student fails to submit work for assessment at the time appointed, the student will normally be deemed to have failed that assessment item unless some cause is found valid on production of acceptable evidence.

6.5.1 *Module results*

Module results may be:

70% and above	**PD** (Pass with Distinction)
50-69%	**P** (Pass)
0-49%	**R** (eligible for reassessment) (i.e. not reassessed before)
0	**L** (Late, with approved extension)
	F (Fail, not eligible for reassessment) (i.e. already reassessed once)
	UP (used to flag suspicion of unfair practice in one or more assignments)

Some modules are assessed on a pass/fail only basis. Here, the grades will be **S** (Satisfactory), or **U** (Unsatisfactory). If a module has a mixture of graded and pass/fail assessment items 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). Credit will therefore not be awarded for the module.

Students will, where appropriate, be informed of the overall percentage and grade for the module.

For awards where students have taken a combination of pass/fail and graded modules, the overall classification of the award will be determined on the basis of the graded modules, providing all other eligibility criteria for the Award have been met.

6.6 Award requirements

A student shall be entitled to receive only one award as a result of a continuous period of registration.

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

- the student is formally registered for a lower award (i.e. the PGCert/PGDip)

- the student formally indicates the termination of his/her programme of study within the Taught Postgraduate Framework

The minimum conditions for the conferment of PGCert/PGDip/MA/MSc/MMus/MFA/MEd/MRes Awards within the Framework are set out in the following paragraphs. Any specific Award requirements (e.g. compulsory modules) must also have been met.

Credit is awarded for those modules in which an overall module mark of at least 50%, or a pass grade, has been achieved.

Full-time students may not take more than 210 credits in an academic year.

6.6.1 *PGCert*

In order to satisfy the requirements for the award of PGCert a student must have passed, or been awarded credit for, work equivalent to 2 modules (60 credits) at the appropriate Level (see Section 3), with no more than 3 modules (90 credits) having been attempted (including those passed on referral).

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 PGCert.

6.6.2 *PGDip*

In order to satisfy the requirements for the award of the PGDip, a student must have passed, or been awarded credit for, work equivalent to 4 modules (120 credits), at the appropriate Level (see Section 3), with no more than 5 modules (150 credits) having been attempted (including those passed on referral).

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 PGDip.

6.6.3 *MA/MSc/MEd/MMus/MFA/MRes*

In order to satisfy the requirements for the award of the Masters Degree, a student must have passed, or been awarded credit for, work equivalent to 6 modules (180 credits) at the appropriate Level (see Section 3), with no more than 5 'Taught' modules plus the dissertation having been attempted (including those passed on referral).

6.7   Class of Award

The class of Award follows the established percentage bands:

>=70%	Pass with Distinction
60-69%	Pass with Merit
50-59%	Pass
<50%	Fail

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

69.50% and above	Pass with Distinction
59.50-69.49%	Pass with Merit
49.50-59.49%	Pass
49.49% and below	Fail) Classification

is determined as follows:

The mean percentage of the overall marks for the modules taken and credited towards the Award.

Cases involving a substantial amount of Credit for Prior Learning will be considered individually by the Board of Examiners.

Where credit at undergraduate level is included within a student's programme, performance in these modules will not be taken into account by the Board of Examiners in considering the award of Distinction or Merit.

Students who only study part of their programme at Bath Spa University will be judged on their performance in modules taken here. Credit for prior learning at other institutions is generally pass/fail rather than graded, and ungraded credit for exchange programmes will be ignored for the purposes of award classification.

6.8   Compensation and reassessment

In the case of unsatisfactory performance in a module, the student is *referred*, pending 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 are mitigating circumstances to explain why a student has failed to pass a module, the result is *deferred*, pending 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, all assessment items must be passed in order to successfully pass the module. There is no compensation between assessment items, even if the overall module mark is greater than 50 (pass mark). Any failed assessments will require reassessment and the maximum mark for reassessments will be capped at 50 (pass mark).

Students do not have an automatic right to reassessment. Where the Examination Board believes it appropriate, no opportunity for reassessment need be given. Failure without right of resit commonly occurs in cases of failure through non-submission, where there is evidence of significant non-attendance.

All referred work from Trimester 1 will be considered by the Trimester 2 Examination Board. All referred work

from Trimester 2 will be considered by the Trimester 3 Examination Board. All referred work from Trimester 3 will be considered by the next Trimester 1 Examination Board. Unless explicitly required by an Examination Board, additional attendance will not be required.

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 that has been passed cannot be retaken in order to gain further credit or achieve a higher mark. Students may not study extra modules or repeat modules already passed to improve their classification.

The regulations do not allow for failure in one module to be compensated for by success in another. However, at the discretion of the Examination Board, a student who has failed one or more modules:

- may be required to retake failed modules (by attendance and the completion of all assignments afresh);

- may be permitted to take an alternative module or modules (subject to the regulations about the maximum number of modules which may be taken).

A full-time student who has failed one module or equivalent (30 credits) without further right of reassessment will normally be allowed to proceed to the next trimester. He/she will need to make good the credit deficit by taking an extra module (as described above).

A full-time student will not be allowed to retake modules (or take replacement modules) where this would involve taking more than 210 credits (seven modules or equivalent) in an academic year. However, he/she may be offered the opportunity to transfer to a part-time mode of study to redeem the outstanding deficit before progressing to the next stage. The deficit should be redeemed within the space of one academic year.

A student shall be required to withdraw from the Taught Postgraduate Framework and cease his/her registration if he/she fails a referral in a module which is compulsory for the award. However, in such circumstances he/she may apply to transfer to a different or lower award for which he/she may still be eligible.

A candidate for reassessment may not demand reassessment in modules or assessment items which are no longer current within the programme. However, the Examination Board may exercise its discretion in providing special arrangements where it is not practicable for students to be reassessed in the same modules/items or by the same methods as at the first attempt. Such arrangements shall be subject to the principle that an award is only made when a candidate has fulfilled the objectives of the programme and achieved the required standard.

A candidate 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.

Where a student's failure is deemed to be serious, the Examination Board is required to advise on a future course of action for that student. Recommendations may include withdrawing completely from the

registered programme of study, re-taking the failed modules, or transfer to some other course of study. In the event of a very weak performance a student may be excluded from the course on academic grounds.

Students should bear in mind the possibility that they might need to take a resit examination or resubmit coursework to be able to comply with the Award regulations. *Personal holidays, expeditions, work experience, etc. will not be accepted as reasons for missing a resit examination or not submitting reassessed coursework.*

6.9   Mitigating circumstances

It is the responsibility of the student to submit a claim for mitigating circumstances, as soon as possible, and prior to the meeting of the relevant Examination Board. Mitigating circumstances includes illness or other circumstances which may have been prevented attendance at examinations, delayed submission of assessed work, or otherwise affected a student's performance. All claims for mitigating circumstances must be supported by third party evidence.

The University's Mitigating Circumstances Board considers each claim, and whether or not it is valid, before referring it to the relevant Examination Board. If the Mitigating Circumstances Board does not believe a claim is valid, it will be rejected. Claims must be made prior to the date the assessment is due.

Late evidence will *only* be accepted where the student can demonstrate that it could not possibly be made available at the appropriate time, e.g. a medical condition which was only diagnosed after the deadline. As with initial claims, unsupported assertions explaining late submission of evidence will not be accepted under any circumstances.

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

a.   a student shall be assessed in the usual way at a later date as if for the first time; if an assessment affected by illness was itself a second attempt, reassessment will be permitted as if for the second time.

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

c.   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 (PGCert, PGDip or Masters Degree) may be recommended. An Aegrotat degree is unclassified. Before the Board makes a recommendation for an Aegrotat award, the student must have signified his/her willingness to accept the award under these terms, and must have understood that this involves waiving his/her right to be assessed/reassessed under a).

d.   The awarding of marks under b) or c) does not remove the students right to be assessed/reassessed for a module or modules under a), if so desired.

In submitting mitigating circumstances evidence, students are requesting the Board, should it prove necessary, to ignore non-submission or a failed attempt, and to allow them to take the assessment at a later date than normal, without penalty. They can expect the Board to consider their submission sympathetically, but they must be aware of the following points:

- Boards are not obliged to accept their evidence if it is not submitted in an appropriate format, or at an appropriate time

- Boards may accept their evidence, but decide that it does not cover the case, or would not have materially altered their results

- Boards *defer assessment dates* on the basis of mitigating circumstances evidence; students should *not expect that they will adjust their marks. All assessment must still be completed.*

All deferred work from Trimester 1 will be considered by the Trimester 2 Examination Board. All deferred work from Trimester 2 will be considered by the Trimester 3 Examination Board. All deferred work from Trimester 3 will be considered at the next Trimester 1 Examination Board.

Because deferral means late assessment rather than reassessment, the full range of marks will be available for the deferred work; the module concerned will not be subject to the capped mark of 50 which applies in cases of referral.

Deferral is appropriate where a student has taken the module but, for good reason, has been unable to complete the assessment. It is not appropriate where illness or other good reason has caused prolonged absence. In such cases the student is unlikely to benefit from deferred assessment, and the Examination Board should consider alternative solutions, such as requiring that the module(s) be retaken or making a lower or Aegrotat award.

Examination Boards should always specify the period of deferral. The period may be extended at the next Boards discretion, but this will normally be done on only one occasion. Further evidence will be required to support any request for extension to the period of deferral. If the student remains unable to complete the deferred assessment(s), he/she should withdraw or request a period of intercalation.

The University's Mitigating Circumstances policy may be found at:
https://thehub.bathspa.ac.uk/services/student-services/mitigating-circumstances

6.10 Unfair Practice

Please read the following sections so you know what constitutes cheating and plagiarism (known to us as 'unfair practice').

Importantly, you should be aware that we don't tolerate cheating and copying at BSU and you should not assume that cases of unfair practice, particularly plagiarism (copying) go undetected.

Plagiarism in particular has increased in recent years, due to the accessibility of information on the internet. Note that we track plagiarism and all suspected cases are examined and subject to penalty.

Please do not resort to cheating if you are having academic, personal or medical difficulties. The best thing you can do is talk to your tutor or a welfare advisor for advice.

If, after reading these sections, you are still not sure of what constitutes unfair practice, please ask your tutor or subject leader.

What constitutes cheating and unfair practice?

Cheating or 'unfair practice' can take many forms. Common examples are:

- Cheating in formal examinations
- Impersonation in exams
- Plagiarism (copying) other people's coursework or ideas
- Paying organisations, individuals or students to do your coursework
- Submitting fraudulent mitigating circumstances.
- Collusion with other students to produce written work (not to be confused with collaboration)
- Submitting the same piece of work for different assignments for which you have already been marked
- Re-issuing work originally submitted at another institution for which you have obtained credit

Student conduct in exams

Please be aware of the following rules, which are designed to prevent cheating:

- You must bring your student ID to every exam you sit. You won't gain entry without it.
- We only allow you to bring in writing implements and other essential equipment. Leave bags, phones, course texts etc. where instructed.
- Where calculators or other electronic equipment are required, please check that they don't contain, or enable access to inappropriate information that enables cheating.
- Where set texts or source books are permitted in exams, check that you bring the appropriate editions, with no handwritten or printed notation that enables cheating.
- Please seek advice from invigilators or tutors on what's appropriate if you are not sure.
- The invigilator will carry out checks on equipment brought into the exam room, and may ask you to stay behind for additional checks.

What is plagiarism?

Please ensure you are aware of what constitutes plagiarism. It is a serious offence, and will result in a penalty regardless of whether it was deliberate or unintended.

Plagiarism is defined in the Oxford English Dictionary as 'the taking and using as one's own the thoughts, writing or inventions of another'.

It does not matter whether the source is an original document, a book, article or a fellow student.

Common examples of plagiarism:

- Copying sections from one or more books or articles without acknowledging the source(s). It is still plagiarism if you reproduce sections from several sources (rather than one) in a 'cut and paste' approach.
- Excessive dependence on one or a limited number of sources that are inadequately referenced (even where 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 collaboration with fellow students to submit joint work. The majority of assignments assess individual work, and do not permit collusion.

Note: Students should never submit joint work unless it is clearly stated in writing. If you are not sure what level of collaboration is required, ask your tutor to clarify it.

How you can avoid plagiarism:

- We expect students to present their own words, analysis and argument without copying others. Of course, you may use the work of others to support your analysis and argument, so please ask your tutor for guidance on this. He or she will be able to help with referencing and the use of footnotes.
- If you are unsure about the work expected of you in terms of joint or independent work, ask your tutor to clarify it.
- Don't make your work available to other students, either online or as hard copy. If you fail to secure your work, you could be implicated in plagiarism.
- Don't submit the same piece of work for different assignments, or recycle work you have already received credit for, either at BSU or at another institution. You may, of course, draw on material used for previous work.

How we track plagiarism:

- We subscribe to a plagiarism detection service called TurnitinUK.

- This software compares work submitted to it with internet-based material, including work by BSU students and students in other universities.

- You are required to submit an electronic copy of your work, alongside a hard copy, for this purpose. Please ensure you submit it on or before the deadline.

- Tutors are allowed to make, or authorise others to make, copies of your work to check for plagiarism or unfair practice. In these cases no personal data is made available to any third party.

6.11 Procedures for dealing with accusations of unfair practice

If you are suspected of plagiarising work or you are implicated in plagiarism:

- Your tutor will submit a written report of what's suspected, and provide evidence to the registrar.
- The registrar will send you a copy of the report, alongside our regulations on unfair practice.
- You will be asked to provide a written response within a specific date.
- Your response, the report and evidence will be considered by a committee.

Note: where evidence becomes available, unfair practice cases can be re-opened at any time.

6.12 Penalties for Unfair practice

If the committee establishes unfair practice, they will judge the seriousness of the offence and apply the appropriate penalty by considering:

- The extent of unfair practice.
- The degree of deception involved.
- Whether you have been accused or penalised before.
- Any admission or explanation given by you.

The full list of penalties is available on the BSU website:
http://www.bathspa.ac.uk/regulations/unfair-practice

Please note that the record could affect your success in job applications and entry to other Higher Education Institutions.

6.10 Publication of results

Results are published as soon as possible after Examination Boards have completed their deliberations. This is approximately one month after the conclusion of the trimester to which they relate. The Student Administration Service will publish the exact date. Results will be emailed to the student's Bath Spa email address and contain a link to the student's transcript, which includes marks for individual assessment items.

Students should not ask the Student Administration Service, University Tutors or Module Co-ordinators for marks before their publication. **Students should also please note that the University is unable in any circumstances to give marks over the phone or by fax or other electronic means.**

There are currently two Graduation ceremonies, Summer and Winter. Graduating students will be invited to attend the next ceremony. Dates of ceremonies are available on the BSU website https://thehub.bathspa.ac.uk/services/graduation

Students may obtain a transcript of their 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 or unfair practice proceedings. In such cases, the Student Administration Service will not release results until authorised.

6.11 Appeals and complaints

This section outlines how to submit an appeal, accepted grounds for appeal, and how to make an official complaint.
Link to Appeals process http://www.bathspa.ac.uk/regulations/appeals-procedure
Link to Complaints process http://www.bathspa.ac.uk/regulations/complaints-policy

Every student registered at BSU and at our associate institutions has the right to appeal or make a formal complaint. Before you do, please read the following:

General appeals/complaints FAQs

What's the difference between an appeal and a complaint?

The appeals procedure concerns assessment, exams and results. The complaints procedure is broader, covering any aspect of the student experience at BSU and our partner institutions.

Can I get help to make an appeal or complaint?

Yes, you can approach a student union representative, or your personal tutor.

What are accepted grounds for appeal?

Every student has the right to appeal, but you may only appeal on one or more of these accepted grounds.

Accepted grounds for appeal:

- Your performance in an examination or assessment was adversely affected by illness or other factors that you could not reasonably have been expected to divulge before the Examination Board reached its decision.
- There has been a material and significant administrative error.
- The examination or assessment was not conducted in accordance with the current

36

regulations for the course.
- Some other material and significant irregularity has occurred.

What grounds are not accepted?

- Marginal failure to attain a higher class of degree.*
- Appeals against the academic judgement of examiners.*
- Informal assessment of your work by members of academic staff.
- Late reporting of mitigating circumstances which you may have reasonably been expected to disclose to the Examination Board at the appropriate time.

* Dissatisfaction with an academic judgment - such as a mark less than one per cent below a class boundary - is not accepted grounds for appeal.

How to submit an appeal

You may also want to consider advice from your personal tutor or a students' union representative.

If you have acceptable grounds for appeal, submit them in writing to:

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

Once you have made an appeal

Your appeal is initially considered by the Chair of Appeals Committee and the Registrar.

They advise you in writing if your appeal is invalid (i.e. it does not meet the appeals regulation criteria).

If your appeal is accepted at this stage, it is referred to the Appeals Committee for consideration.

You will be invited to address the Committee at a scheduled meeting. You can bring a friend along for support.

If the Committee accepts your appeal, it will ask the Chair of the Examination Board to review the original decision

When to make a formal complaint

Before making a written formal complaint, have you explored less formal avenues?

You may find that your concern is swiftly addressed when brought to the attention of appropriate staff, or the notice of a students' union representative.

Please only make a formal written complaint when all other avenues are exhausted.

Note: If the matter concerns assessment, exams and results, you should consider an appeal, rather than a complaint.

How to submit a formal complaint

After considering the above advice, please address your formal complaint to:

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

You may also use the online complaints form located on the University website <u>here</u>.

7. Data Protection

Information about students and their studies is put on to a central database and used to assist students in making decisions about their modules and award(s). Information may also be disclosed to other bodies such as FE, HE or other educational institutions regarding their studies (e.g. in the case of transfer of credit or exchange programmes), auditors and other agencies for the purpose of audit.

The University complies with the eight principles of good practice which are enforced by the Data Protection Act 1998. These are: data must be fairly and lawfully processed; processed for limited purposes; accurate, adequate, relevant and not excessive; not kept longer than necessary; processed in accordance with the data subjects rights; secure; not transferred to countries without adequate protection.

8. Monitoring, Development and Review of Programmes and Awards

8.1 Monitoring and evaluation

The monitoring, evaluation and review of the Taught Postgraduate Framework and its constituent programmes and awards is in accordance with the current academic regulations of Bath Spa University. Reporting takes place at two levels: Award and Framework.

The Academic Developmental report undertaken by the Award Team is concerned with the academic health of the Award and the modules, which it owns. It incorporates and comments on statistical data provided by Student Services, and on feedback on the operation of the Award which is obtained from students, staff and External Examiners.

Formal responsibility for the evaluation of an Award, and the modules within it, rests with the Award Leader. The monitoring of individual modules is integral to the process of monitoring the Award. The Module Co-ordinator is responsible for ensuring monitoring and evaluation of the module. Module evaluation shall require the participation of both students and staff. All students shall be given the opportunity to evaluate all modules they are studying.

The Higher Degrees (Taught) Committee is defined as the body responsible for the maintenance of academic standards across the Framework as a whole, and for the management and development of the Framework in accordance with definitive scheme documentation. The Annual Report on the Framework, prepared by the Head of Graduate School, does not duplicate material contained in individual Award Reports, but draws upon them to provide a summary of operation of the Framework, together with an analysis of statistical data provided by Student Services. It may cover such areas as marketing, recruitment, regulations and processes, and future development of the Framework.

Areas of particular concern will include the following:

- the acceptability of modules for use outside their own home Award as acceptable modules in a different Award

- the equivalence of assessment and standards across the Framework

- the appropriateness of the methodologies adopted for the classification of Masters Level Awards

- the coherence and quality of the students educational experience in non-standard programmes of study, and where Award routes are overseen by two Subjects in different Schools

- the degree of overlap of modules offered within the Framework

- the degree of flexibility being offered to the students

- the counselling support offered to the students

- the effectiveness of central management support for the Framework, and the responsiveness of the student tracking system

- the adequacy of the resource provision

- monitoring target numbers, and advising on future targets

Formal responsibility for the consideration of External Examiner reports rests with the Academic Quality and Standards Committee.

8.2 Making changes and planning new developments

The Framework, and the University's quality assurance processes generally, are designed to permit change and development of modules and award programmes. However, the University does require that all changes be promptly notified through the proper channels.

Additionally, colleagues are encouraged to discuss their plans with the Head of Graduate School seeking formal approval. This will help to ensure that problems are identified and dealt with at an early stage. *New developments will not be permitted which infringe the regulations of the Framework itself.* And though the software can cope with most of the things asked of it, there are a few limitations, which need to be borne in mind. For instance, colleagues should note that *once students have commenced studying on a module the module code cannot be changed under any circumstances.* Modules thus become dormant (i.e. no more availability records) but are never deleted. Care also has to be taken with changes to module titles or module assessment records. If the module title is changed, it will affect any student from previous years, who might request a transcript. If the assessment scheme is changed, a new assessment record for future occurrences of the module must be created, but the old version is retained for previous and current occurrences of the module.

8.3 Approval and review

Changes to the structure or regulations of the Framework should be proposed by the Higher Degrees (Taught) Committee and approved by Academic Board.

The Framework itself, and all Subject Areas and Awards within the Scheme, will be subject to periodic review according to the procedures laid down by the Academic Quality and Standards Committee.

Glossary

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 standard *single* taught *module* lasts for one trimester and represents one-sixth of a student's workload for a full-time year of study. It is worth 30 credits under the University's' Credit Accumulation and Transfer Scheme.

A *half-module* lasts for one trimester and represents one- twelfth of a student's workload for a full-time year of study. It is worth 15 credits under the University's' Credit Accumulation and Transfer Scheme.

For MA/MSc/MFA/MMus/MEd the Masters dissertation is a *double or triple module* lasting for one or two trimesters and representing one-third or one-half of a student's workload for a full-time year of study. Part-time students may take the dissertation over 2 or 3 trimesters. It is worth 60 credits under the University's Credit Accumulation and Transfer Scheme. For MRes the dissertation is a *triple module or quadruple module* taken over 2 trimesters (F/T) or 3 trimesters (P/T) and worth 90 or 120 credits.

A *compulsory* 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 for the Award.

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

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

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 *x* you must take *y*'

Co-requisites
Requisite modules must be studied in the same trimester.

Non-requisites
Modules which may not be combined e.g. 'In taking *a* you may not take *b*'.

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

Appendix 1 – Generic Level 7 attributes and grade descriptors

Appendix 1 – Generic Level 7 attributes and grade descriptors for assessed work

	Knowledge and understanding : Demonstrate knowledge at or near the current limits of understanding, within a specific area, of: a. alternative approaches / theoretical perspectives; research findings.	B Analysis and evaluation 1. Perform analysis of a knowledge base, including: a. isolating problems, identifying points of convergence and contradiction, and identifying lacunae; b. selecting and applying appropriate methods of obtaining evidence and appropriate analytical methods. 2. Argue and evaluate alternative approaches and claims with justification.	C Synthesis and creativity 1. Synthesise ideas and / or information and apply them to new cases or new research questions. Apply own ideas to: a. expanding or redefining an existing knowledge base, approach or method; b. developing a new product; resolving a problem; d. presenting information in an innovative format.	D Self-appraisal Reflect habitually on own practice in order to improve.	E Planning and management of learning 1. Be autonomous in study / use of resources, including time management. 2. Make use of others in support of self-directed learning.	F Communication and presentation 1. Engage in professional and academic communication within the Course and, if appropriate, in the wider critical community or site of application; 2. Follow professional / academic conventions.	G Psycho-motor skills Demonstrate technical mastery of a skill; plan strategies and tactics.	H Interactive and group skills Work with and within a group towards defined outcomes, including taking a leadership role.

Distinction: 70 and above	Excellent or outstanding knowledge/ depth of understanding	Excellent or outstanding analysis / evaluation: coherent, comprehensive and well-founded; depth of engagement	Excellent or outstanding synthesis / creativity: degree of autonomy, innovation, originality; success in offering significant insight into an issue, or measured against performance criteria	Excellent or outstanding self-appraisal; critical reflection on, and action to develop, own practice	Excellent or outstanding planning and management of learning: appropriateness, comprehensiveness and innovation in selection and use of resources; effectiveness, efficiency, ethics and professionalism in planning and conducting work	Excellent or outstanding communication / presentation: cogent use of appropriate styles and tools	Excellent or outstanding psycho- motor skills: smooth, precise and efficient performance; ability to adapt effectively to unusual and expected situations	Excellent or outstanding interactive and group skills: group success measured against performance criteria; motivating others; negotiating and handling conflict; reflecting on own and others' practice in order to improve own / others' actions

Pass: 50 - 69%	Satisfactory or good knowledge/ depth of understanding	Satisfactory or good analysis / evaluation: coherent, comprehensive and well-founded; depth of engagement	Satisfactory or good synthesis / creativity: degree of autonomy, innovation, originality; success in offering significant insight into an issue, or measured against performance criteria	Satisfactory or good self-appraisal; critical reflection on, and action to develop, own practice	Satisfactory or good planning and management of learning: appropriateness, comprehensiveness and innovation in selection and use of resources; effectiveness, efficiency, ethics and professionalism in planning and conducting work	Satisfactory or good communication / presentation: cogent use of appropriate styles and tools	Satisfactory or good psycho-motor skills: smooth, precise and efficient performance; ability to adapt effectively to unusual and expected situations	Satisfactory or good interactive and group skills: group success measured against performance criteria; motivating others; negotiating and handling conflict; reflecting on own and others' practice in order to improve own / others' actions
Marginal Fail: 40 – 49%	Unsatisfactory knowledge and understanding	Unsatisfactory analysis / evaluation	Unsatisfactory synthesis / creativity	Unsatisfactory self appraisal	Unsatisfactory planning and management of learning	Unsatisfactory communication / presentation	Unsatisfactory psycho-motor skills	Unsatisfactory interactive and group skills
Fail: 0 – 40%	Poor knowledge and understanding	Poor analysis / evaluation	Poor synthesis / creativity	Poor self-appraisal	Poor planning and management of learning	Unsatisfactory communication / presentation	Poor psycho-motor skills	Poor interactive and group skills