



**Faculty of Humanities & Social Sciences  
Department for Health**

# **MSc Sports Physiotherapy**

## **Programme Handbook 2018/19**

This handbook is available on SEM and SPY Online or in alternative formats.  
Please contact [SPY@bath.ac.uk](mailto:SPY@bath.ac.uk) if required

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## WELCOME FROM THE DIRECTOR OF STUDIES

Dear Student,

Welcome to the University of Bath and the Department for Health. You are joining a thriving Department with expertise across the spheres of sport and exercise science, health and social care, medical science, rehabilitation, and policy development and implementation. Our aim is to deliver teaching and research of the highest academic quality and with applications in the real world.

The MSc in Sports Physiotherapy was developed to meet the increased need for expertise in the growing specialty area of sports physiotherapy, and to support the demand for qualified practitioners. Joining the University of Bath Sports Physiotherapy Programme leads you towards a wide range of opportunities to develop a high standard of sports physiotherapy practice, from managing clients involved in recreational sport and exercise activities to the care of athletes in high performance competition.

The programme was jointly developed by the Department for Health and the Department of Sports Development and Recreation, primarily to provide education that is appropriate to the needs of working physiotherapists. Web-based study guides and resource materials form the basis for learning, and these are supplemented by practice/work-based experience and residential events. The online workshops and residential events enable students to network and work together on real-world problems, engaging with practitioners from a variety of contexts. The programme is highly interactive: the web-based study guides are supported by online tutors, and the face-to-face events have both academic and personal tutor support.

Online communication is at the heart of our programme. Our students create a virtual community which is highly functional and supportive. Every cohort is one such community which shares information, provides ideas for better practice, exchanges opinions and reflects on current practices. These activities facilitate your learning and have a very positive impact on your academic performance.

We appreciate that this style of learning may be different to that which you have previously experienced. It requires you to be highly self-motivated and to manage your time effectively. This is undoubtedly one of the biggest challenges for new students starting on the programme. We completely understand this and the Programme Team are here to offer advice on effective ways to plan your study. **The purpose of this Handbook is to provide information and guidance to help you with your studies. Please read it carefully as it should answer many of your queries.**

We are sure that being a student again will be challenging but rewarding, and we are looking forward to working with you.

Kind regards,

Dr Carly McKay  
**Director of Studies**

## ABOUT THIS HANDBOOK

This Handbook is intended for all students commencing the MSc/PG Diploma Sports Physiotherapy in the academic year 2018/19.

Please note that the contents of this Handbook are accurate as of September 2018 but that information may sometimes be subject to change after this Handbook has been issued. Your Director of Studies or Unit Convenor will inform you of any changes that will affect your programme or a particular unit. For further information about unit and programme changes, see the **Unit and programme changes** section in this Handbook.

While this Handbook signposts information about **regulations for students**, it does not have regulatory status itself, and the Regulations available online (Regulations for Students: [www.bath.ac.uk/publications/regulations-for-students](http://www.bath.ac.uk/publications/regulations-for-students) and Assessment Regulations: [www.bath.ac.uk/registry/nfa](http://www.bath.ac.uk/registry/nfa)) are the most up-to-date and take precedence over the contents of this Handbook.

If in doubt about what applies to you, or if your circumstances change (for example if you are returning from a suspension of study, or transferring to a different programme) please contact your Director of Studies Dr Carly McKay [c.d.mckay@bath.ac.uk](mailto:c.d.mckay@bath.ac.uk) for advice.

# WELCOME

Welcome to the University of Bath. Your programme is delivered by the Department of Health within the **Faculty of Humanities & Social Sciences (HSS)** (<http://www.bath.ac.uk/hss>). The Faculty (one of three Faculties and one School in the University – see below and <http://www.bath.ac.uk/departments>) comprises six departments.

Economics <http://www.bath.ac.uk/economics>

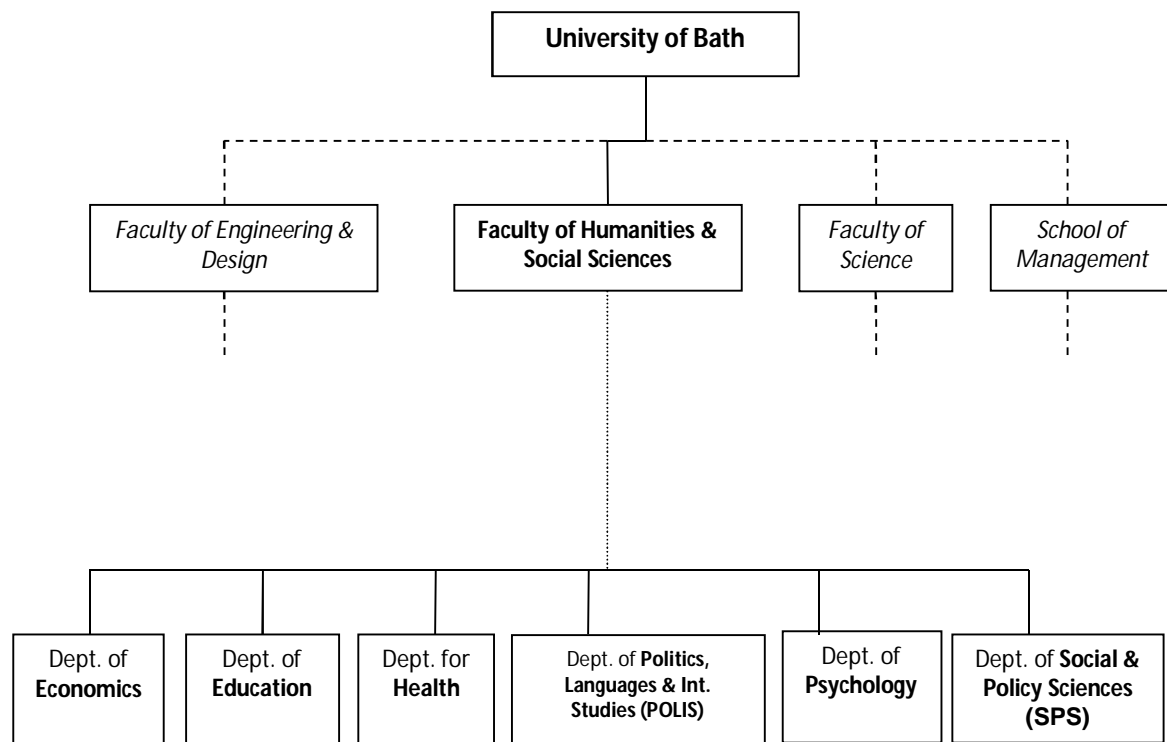
Education <http://www.bath.ac.uk/education>

Health <http://www.bath.ac.uk/health>

Politics, Languages & International Studies <http://www.bath.ac.uk/polis>

Psychology <http://www.bath.ac.uk/psychology>

Social & Policy Sciences <http://www.bath.ac.uk/sps>



## Faculty Taught Programmes - Undergraduate and Postgraduate

Undergraduate and Postgraduate departmental taught programmes are delivered by academic staff in departments, with administrative support provided by our Taught Programmes Team. Our Taught Programmes Team consist of expert managers, officers, administrators and administrative assistants, located in office hubs across our Faculty buildings – 3 East, 1 West North, 1 West and 10 West.

Our Taught Programmes Team is responsible for all aspects of administrative support for all taught programmes in the Faculty, ensuring that services are efficient, effective and adapt to changing circumstances. We provide students with support and advice from registration to graduation, and support academic teaching staff in our departments.

Our duties include:

- managing administrative processes of the Faculty's taught programmes
- acting as a central point of contact for staff and students seeking advice

- offering programme-related operational support for academic teaching staff in departments

It is important that you get to know the administrators who look after your particular programme, as they can often provide invaluable guidance on various aspects of the programme. If your administrator is unavailable then please feel free to speak to any other of our other administrators listed below, all of whom will be very happy to help you. If you have any problems then please feel free to contact one of the Programmes Officers or Managers.

Programme specific email addresses are used to manage enquiries from students and academic staff and these are regularly monitored by designated members of the team.

Our Taught Programmes Team members are based in Taught Programmes Support Hubs across the Faculty.

### **Taught Programmes Support Hub**

Location: 1 West (office 3.04)

Faculty: Postgraduate Distance Learning programmes

Programmes Officers:

- [Jo Wright](#) PGT Distance Learning in Health and Education
- [Sharon Firkins](#) MRes Programmes Coordinator (including programme administration for the MRes in Health and Wellbeing)

MA Education: [education-ma@bath.ac.uk](mailto:education-ma@bath.ac.uk)

- [Kath Earle](#) Programme Administrator

MSc Sports and Exercise Medicine: [SEM@bath.ac.uk](mailto:SEM@bath.ac.uk)

MSc Sports Physiotherapy: [SPY@bath.ac.uk](mailto:SPY@bath.ac.uk)

- [Rachel Sherring-Lucas](#) Programme Administrator

Administrative Assistant:

- [Nicola Topping](#) Administrative Assistant (supports MA Education programme and Health distance learning programmes Research Phase)

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### **Faculty Taught Programmes Management Team**

Programmes Managers

- [Elise Merker](#)
- [Abby Stacey](#)

Programmes Officers: [fac-hss-pgo@bath.ac.uk](mailto:fac-hss-pgo@bath.ac.uk)

- [Emma Scrase](#) (Health, Education)
- [Kate Difford](#) (Economics, SPS)
- [Andie Barlow](#) (PoLIS, Psychology)
- [Jo Wright](#) (PGT Distance Learning in Health and Education)
- [Sharon Firkins](#) (MRes Programmes Coordinator)

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## YOUR DEPARTMENT

The MSc/PG Dip in Sports Physiotherapy is delivered by the Department for Health. The Department is located in 1 West– see the campus map at <http://www.bath.ac.uk/travel-advice/location-maps/>

Information regarding the department, including a list of academic staff, their individual research interests, departmental research activities, events (including seminars to which you may be able to attend) and news items can be found by linking from <http://www.bath.ac.uk/health/>.

## KEY CONTACTS/STAFF LIST

Key contacts include your Director of Studies (a member of academic staff who has overall responsibility for the programme) and your administrator (from the Graduate School), specifically:

	Responsibility	Room	Ext. No.	email
<b><u>Director(s) of Studies</u></b>				
Dr Carly McKay	Responsible for the academic stewardship of the Programme (including problems and requests for extensions), as well as Quality Assurance and learner experience issues (any academic queries should be directed in the first instance to the Unit Convenor).	1 West 4.104	01225 385544	<a href="mailto:C.D.McKay@bath.ac.uk">C.D.McKay@bath.ac.uk</a>
<b><u>Programme Administrator(s)</u></b>				
Rachel Sherring-Lucas	Administrative Support	1 West 3.04	01225 383302	<a href="mailto:spy@bath.ac.uk">spy@bath.ac.uk</a> <a href="mailto:r.c.sherring-lucas@bath.ac.uk">r.c.sherring-lucas@bath.ac.uk</a>
<b><u>Unit Convenors</u></b>				
	A key person in the programme with responsibility for the content and operation of a unit of study. The key areas of responsibility are: unit design and ongoing development of content, leading students through a unit and communicating information about content, activities and assessment, facilitating discussion and ensuring that student queries are answered, co-ordination of assignment marking and provision of feedback, liaison with other tutors, and administration staff.			
	<u>Sports Environment:</u> TBC			
	<u>SPY in Practice 1</u> TBC			
	<u>Exercise Physiology:</u> TBC			
	<u>Functional Anatomy and Sporting Movement Analysis</u> Dr Dario Cazzola	Applied Biomechanics Suite 1.306	01225 385466	<a href="mailto:d.cazzola@bath.ac.uk">d.cazzola@bath.ac.uk</a>
	<u>SPY in Practice 2</u> Rhys Shorney	External		<a href="mailto:r.shorney@bath.ac.uk">r.shorney@bath.ac.uk</a>
	<u>Performance Physiotherapy: Spine</u> Rhys Shorney	External		<a href="mailto:r.shorney@bath.ac.uk">r.shorney@bath.ac.uk</a>
	<u>Performance Physiotherapy: Lower Limb</u> Rhys Shorney	External		<a href="mailto:r.shorney@bath.ac.uk">r.shorney@bath.ac.uk</a>
	<u>Performance Physiotherapy: Upper Limb</u> Rhys Shorney	External		<a href="mailto:r.shorney@bath.ac.uk">r.shorney@bath.ac.uk</a>
	<u>Athlete Management</u> TBC			
	<u>Evidence Based Clinical Sports Physiotherapy</u> Sarah Ward	External		<a href="mailto:s.h.ward@bath.ac.uk">s.h.ward@bath.ac.uk</a>
	<u>Research Project Design</u> Dr Polly McGuigan	Applied Biomechanics Suite 1.304	01225 383541	<a href="mailto:m.p.mcguigan@bath.ac.uk">m.p.mcguigan@bath.ac.uk</a>
	<u>Sports Physiotherapy Research Project</u> Dr Polly McGuigan	Applied Biomechanics Suite 1.304	01225 383541	<a href="mailto:m.p.mcguigan@bath.ac.uk">m.p.mcguigan@bath.ac.uk</a>
<b><u>Professional Development Advisors</u></b>				



Members of Department for Health Staff and External Tutors	The Professional Development Advisors (PDAs) on the programme are there to guide students through the SPY in Practice units. They are experienced sports physiotherapists who can give guidance on professional development and how to gain appropriate experience. Each student will be allocated a PDA when they start the programme. The PDA role includes some of the roles that would be covered by a Personal Tutor during your undergraduate studies.			You will be notified of your PDA's contact details shortly after starting the programme
<b><u>Dissertation Supervisors</u></b>	Dissertation supervisors will be appointed when you have progressed to the Research Phase of the programme. Supervision of dissertations will be provided throughout the research phase.			

## CONTACTING US AND HOW WE CONTACT YOU

Internal messages are usually sent by **email** and you should make a point of checking your account every day. The best way to **contact staff** with individual queries is by email (see above contact list). If you have a queries related to a unit it may be worth posting this on the discussions of the unit page where your tutors or fellow students will be able to respond. It is likely that your fellow students may also have the same query and therefore you will all benefit from posting queries though these discussion boards.

Programme staff will post announcements relevant to all students on the *SEM and SPY Online Moodle* page: <https://moodle.bath.ac.uk/course/view.php?id=53261> These announcements will be emailed to your registered contact email address, so please make sure that your registered email address is one you frequently check. If we need to contact you directly we will contact you via your e-mail address registered on SAMIS. **To update your e-mail address registered on SAMIS please go to:** <https://www.bath.ac.uk/samis/>. If your email address changes partway through a year, please also let the Programme Administrator know [r.c.sherring-lucas@bath.ac.uk](mailto:r.c.sherring-lucas@bath.ac.uk)

University messages (such as requirements for your registration, or messages from the Computing Services team for example) are usually sent by email to your address registered in SAMIS and you should make a point of checking your account regularly. You can also access your university account via the internet by typing <https://mail.bath.ac.uk>. **You must ensure that your email box does not become full otherwise emails cannot be sent to you and you therefore run the risk of missing important information.**

Should you have any **queries or problems** (that you have not been able to resolve using the various sources of information in this handbook and elsewhere) we strongly recommend you talk to us. Any issues relating to your work then please contact either the tutor concerned or your Director of Studies. Administrators are available in office hours (typically 10.00 to 12.00, 14.00 to 16.00, Monday to Friday). If you can't find anybody, or you have not had your queries answered, please contact Faculty Taught Programme Management Team.

Any post should be addressed as follows:

*The Department for Health  
MSc/PG Dip/ Sports Physiotherapy  
1 West 3.04  
University of Bath  
Claverton Down  
Bath BA2 7AY*

## YOUR PROGRAMME

### PROGRAMME AIMS AND LEARNING OUTCOMES

The MSc Sports Physiotherapy comprises a number of Aims and Learning Outcomes which are listed below. Key information (including this Handbook, various forms and other links) can be found on the SEM/SPY Online Moodle page: <http://moodle.bath.ac.uk/course/view.php?id=53261>.

Details of programmes and individual units can be found in the Programme & Unit Catalogue at: <http://www.bath.ac.uk/catalogues/2018-2019/index.html>

#### Aims

The aim of the programme is to provide a specialist qualification in Sports Physiotherapy, providing academic and cognitive skill development which will enable physiotherapists to fulfil all the associated Master's level professional expectations, as defined by the International Federation of Sports Physiotherapy (IFSP):

*"A recognised professional who demonstrates advanced competencies in the promotion of safe physical activity participation, provision of advice, and adaptation of rehabilitation and training interventions, for the purposes of preventing injury, restoring optimal function, and contributing to the enhancement of sports performance, in athletes of all ages and abilities, while ensuring a high standard of professional and ethical practice" (IFSP, 2005).*

There are three recurring principles in the programme:

1. Research-informed **evidence-based practice** as it applies to best practice in Sports Physiotherapy, including the critical review of literature and its application.
2. Implementing **problem solving and clinically reasoned** strategies to Sports Physiotherapy and athlete management in different sporting contexts.
3. Development of the **reflective practitioner**, engaging in independent learning, autonomous and reflective practice.

The programme provides an innovative and integrated blend of resource-based, activity-driven and experiential learning underpinned by self-reflection and peer review, encouraging participants to draw on their own practice and other experiences. The learning process will be driven by cycles of reflection and a personal development plan (PDP) derived from a detailed learning needs analysis (LNA) conducted at the start of the programme. This process helps participants to identify the issues they want to address in their learning in order to meet the learning outcomes of the programme.

#### Learning Objectives

Knowledge & Understanding:	<p>Diploma and MSc</p> <ul style="list-style-type: none"><li>• Engagement with professional physiotherapy bodies and professional bodies in sport in the delivery of sports physiotherapy services within a multidisciplinary team at practice, programme and strategic levels. (Facilitated and assessed through the professional practice SPY in Practice 1 &amp; 2, Athlete Management and Evidence-Based Clinical Sports Physiotherapy)</li><li>• Critically discuss and apply sports physiotherapy practice within a multi-disciplinary team (Taught, facilitated and assessed through all programme Units)</li></ul>
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	<ul style="list-style-type: none"> <li>• Advise safe participation in exercise and an active lifestyle (Taught, facilitated and assessed through all programme Units, except Research Project Design and Sports Physiotherapy Research Project)</li> <li>• Critically analyse athlete biomechanics and sports and exercise movement patterns (Taught, facilitated and assessed as part of Functional Anatomy and Sporting Movement Analysis, the three Performance Physiotherapy units, Athlete Management and Evidence-Based Clinical Sports Physiotherapy)</li> <li>• Critically evaluate injury prevention, acute intervention, rehabilitation and performance enhancement programmes and strategies. (Taught, facilitated and assessed as part of SPY in Practice 1 &amp; 2 Exercise Physiology, Athlete Biomechanics and Sports Analysis, the three Performance Physiotherapy units, Athlete Management and Evidence-Based Clinical Sports Physiotherapy)</li> <li>• Engage with and apply Sports Science, Exercise and Sports Medicine research and theory as relevant to physiotherapy practice. (Taught, facilitated and assessed through all programme Units)</li> </ul> <p>Diploma and MSc</p> <ul style="list-style-type: none"> <li>• Critically appraise a variety of sport and exercise-related injuries or conditions and show ability to reach an appropriate differential diagnosis. (Taught, facilitated and assessed through the three Performance Physiotherapy units, Athlete Management and Evidence Based Clinical Sports Physiotherapy)</li> <li>• Engage with, and integrate, multi-disciplinary theory with sports physiotherapy practice. (Taught, facilitated and assessed through the three Performance Physiotherapy units, Athlete Management and Evidence-Based Clinical Sports Physiotherapy)</li> </ul> <p>MSc</p> <ul style="list-style-type: none"> <li>• Identify an area of research relevant to the professional area. Formulate an original hypothesis and design and carry out a study to test this hypothesis. Critically analyse and disseminate the results in relation to previously published work and professional practice. (Taught, facilitated and assessed as part of Research Project Design and the Sports Physiotherapy Research Project)</li> <li>• Critically analyse, evaluate and interpret the evidence underpinning practice in Sports Physiotherapy and initiate change in practice based on this. (Taught, facilitated and assessed as part of Evidence-Based Clinical Sports Physiotherapy and Sports Physiotherapy Research Project)</li> </ul>
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Intellectual Skills	<p>Diploma and MSc</p> <ul style="list-style-type: none"> <li>• Synthesise information from a variety of sources in the provision of physiotherapy services to athletes of all ages and abilities in different sporting contexts. (Taught, facilitated and assessed through all programme Units)</li> <li>• Critically appraise, analyse and interpret information. (Taught, facilitated and assessed through all programme Units)</li> <li>• Develop self-direction and originality in problem solving and sound clinical reasoning. (Taught, facilitated and assessed through all programme Units)</li> <li>• Critical self-reflection on learning and practice. (Taught, facilitated and assessed through all programme Units)</li> <li>• Critically analyse, evaluate and interpret the evidence underpinning practice in sports physiotherapy and initiate change in own practice appropriately. (Taught, facilitated and assessed through the professional practice Units SPY in Practice 1 &amp; 2 and the Research Phase units, Research Project Design, Evidence-Based Clinical Practice and Sports Physiotherapy Research Project)</li> </ul> <p>Diploma and MSc</p> <ul style="list-style-type: none"> <li>• Engage with and integrate clinical and non-clinical components in athlete management. (Taught, facilitated and assessed within SPY in Practice 2, Athlete Management and Evidence-Based Clinical Practice and Sports Physiotherapy)</li> <li>• Critically analyse, evaluate and interpret the evidence underpinning practice in sports physiotherapy and initiate change in sports physiotherapy practice. (Taught, facilitated and assessed through professional practice Unit SPY in Practice 2 and the Research Phase units)</li> </ul> <p>MSc</p> <ul style="list-style-type: none"> <li>• Contribute to the research process and the promotion and development of Sports Physiotherapy. (Taught, facilitated and assessed as part of Evidence-Based Clinical Sports Physiotherapy and Sports Physiotherapy Research Project)</li> </ul>
Professional Practical Skills	<p>Diploma and MSc</p> <ul style="list-style-type: none"> <li>• Critically apply theoretical knowledge of Sports Physiotherapy to the management of athletes of all ages and abilities. (Facilitated and assessed through the professional practice Units SPY in Practice 1 &amp; 2, the three Performance Physiotherapy units, Athlete Management and Evidence-Based Clinical Sports Physiotherapy)</li> <li>• Support multi-disciplinary colleagues (with guidance and advice) in relation to Sports Physiotherapy issues at practice, programme and strategic levels. (Facilitated and assessed through all programme Units)</li> <li>• Provide evidence of current qualification in emergency care to those engaged in sport or exercise as elite or recreational athletes.</li> </ul>

	<p>(Facilitated and assessed through SPY in Practice 1)</p> <ul style="list-style-type: none"> <li>• Develop rehabilitation programmes for injured athletes or other patients in conjunction with other health professionals and coaches.</li> </ul> <p>(Facilitated and assessed through Exercise Physiology, the three Performance Physiotherapy units, Athlete Management and Evidence-Based Clinical Sports Physiotherapy)</p> <ul style="list-style-type: none"> <li>• Acquire excellence within professional practice through engagement in lifelong learning and reflective practice.</li> </ul> <p>(Facilitated and assessed through the professional practice Units SPY in Practice 1 &amp; 2, Athlete Management and Evidence Based Clinical Sports Physiotherapy)</p> <p>Diploma and MSc</p> <ul style="list-style-type: none"> <li>• Work effectively as part of a multidisciplinary team to provide sport physiotherapy services to a clinic or team.</li> </ul> <p>(Facilitated and assessed through the professional practice unit SPY in Practice 2, Athlete Management and Evidence Based Clinical Sports Physiotherapy)</p> <ul style="list-style-type: none"> <li>• Work effectively at practice, programme and strategic levels in Sports Physiotherapy to provide expert advice and guidance to athletes in different sporting contexts.</li> </ul> <p>(Facilitated and assessed as part of SPY in Practice 2, the three Performance Physiotherapy units, Athlete Management and Evidence-Based Clinical Sports Physiotherapy)</p> <ul style="list-style-type: none"> <li>• Acquire excellence in sports physiotherapy practice through autonomous and reflective practice, professionalism and management.</li> </ul> <p>(Facilitated and assessed through SPY in Practice 2, the three Performance Physiotherapy units, Athlete Management and Evidence-Based Clinical Sports Physiotherapy)</p> <p>MSc</p> <ul style="list-style-type: none"> <li>• Involvement in the research process. (Facilitated and assessed through SPY in Practice, Research Project Design and the Sports Physiotherapy Research Project)</li> <li>• Critically appraise techniques applicable to their own research or practice-based enquiry in sports physiotherapy. (Facilitated and assessed through SPY in Practice, Research Project Design and the Sports Physiotherapy Research Project)</li> <li>• Advise and influence strategies and policies relating to athlete management and sports physiotherapy practice.</li> </ul> <p>(Taught, facilitated and assessed through SPY in Practice 2, Evidence-Based Clinical Sports Physiotherapy and the Research Project)</p>
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Transferable/ Key Skills	<p>Diploma and MSc</p> <ul style="list-style-type: none"> <li>• Prepare and communicate information for the dissemination of best practice, conveyance of advice and professional influence. (Taught, facilitated and assessed through all programme Units)</li> <li>• Utilise analysis and problem-solving skills in a variety of professional and practice situations. (Taught, facilitated and assessed across all programme Units)</li> <li>• Plan and manage independent learning and develop sustainable strategies for lifelong learning and future professional development. (Taught, facilitated and assessed through professional practice Units SPY in Practice 1 &amp; 2)</li> <li>• Critically reflect on, and develop their own professional practice. (Taught, facilitated and assessed through professional practice Units SPY in Practice 1 &amp; 2 and Evidence Based Clinical Sports Physiotherapy)</li> <li>• Demonstrate IT skills including the ability to search for, and critically evaluate, internet-based resources and to participate in online activities and discussions. (Facilitated and assessed across all programme Units)</li> </ul> <p>MSc</p> <ul style="list-style-type: none"> <li>• Engage with, plan and manage a research project (Taught, facilitated and assessed through Research Project Design and the Sports Physiotherapy Research Project)</li> </ul>
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## PROGRAMME DESCRIPTION: STRUCTURE OF THE PROGRAMME

Please note that the content of the programme description is correct at the time of publication and that units are subject to reasonable change. (see **Unit and Programme Changes** below).

Current versions of the units are available via the programme and unit catalogue:

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

Below is the Programme Description for your programme.

<b>Programme code</b>	THHL-ADM18 MSc Sports Physiotherapy (Distance Learning)
<b>Programme title</b>	MSc in Sports Physiotherapy
<b>Award type</b>	
<b>Award title</b>	MSc in Sports and Physiotherapy with PG Cert. & PG Diploma as designated alternative programmes: THHL-ADC04 PG Cert Sports Physiotherapy (Distance Learning Part-time) THHL-ADL18 PG Dip Sports Physiotherapy (Distance Learning Part-time)
<b>Mode of Attendance</b>	DISTANCE LEARNING
<b>Length</b>	
<b>State any designated alternative programme(s)</b>	PG Certificate in Sports Physiotherapy (DAP for PGDip and MSc) comprising 30 TSCs from Stage 1 PG Diploma in Sports Physiotherapy (DAP for MSc) comprising 60 TSCs from Stages 1 & 2
<b>Approving body and date of approval</b>	

<b>Year 1 (for implementation with effect from 2017/18)</b>										
Part	Stage	Normal period of study for this Mode	Unit code	Unit title	Unit status	Credits	DEU status	SRU status	Taught, or Dissertation/ project credits	Notes
4	1	12 months	YEAR 1							
			HL50071	Exercise physiology	C	6	DEU	SRU	TSC	Qualifying mark of 40% in all elements of assessment
			HL50137	Sports physiotherapy in practice I	C	6	DEU	SRU	TSC	Qualifying mark of 40% in all elements of assessment
			HL50138	The sports environment	C	6	DEU	SRU	TSC	Qualifying mark of 40% in all elements of assessment
			HL50140	Functional Anatomy and Sporting Movement Analysis	C	12	DEU	SRU	TSC	Qualifying mark of 40% in all elements of assessment
	2	12 months	YEAR 2							
			HL50141	Sports physiotherapy in practice II	C	6	DEU	SRU	TSC	Qualifying mark of 40% in all elements of assessment
			HL50143	Athlete management	C	6	DEU	SRU	TSC	Qualifying mark of 40% in all elements of assessment
			HL50162	Performance physiotherapy - spine	C	6	DEU	SRU	TSC	Qualifying mark of 40% in all elements of assessment
			HL50163	Performance physiotherapy - lower limb	C	6	DEU	SRU	TSC	Qualifying mark of 40% in all elements of assessment

		HL50164	Performance physiotherapy - upper limb	C	6	DEU	SRU	TSC	Qualifying mark of 40% in all elements of assessment
									TSA of 50% or greater required to progress to Stage 3
3	12-18 months	YEAR 3							
		HL50077	Research project design	C	6	DEU	SRU	DPC	
		HL50144	Evidence-based clinical sports physiotherapy	C	6	DEU	SRU	DPC	
		HL50145	Sports physiotherapy research project	C	18	DEU	SRU	DPC	Qualifying mark of 40% in both elements of assessment

Assessment weightings and decision references		
Stage	Weighting within programme	NFAAR-PGT decisions reference See: <a href="http://www.bath.ac.uk/registry/nfa/index.htm">http://www.bath.ac.uk/registry/nfa/index.htm</a>
1	30 / 90 credits (1/3)	All assessment: All assessment: Appendix 11 / 12 Programme progression requirement (PPR): Pass all units
2	30 / 90 credits (1/3)	All assessment: Appendix 11 / 12 Programme progression requirement (PPR): Pass all units; TSA of 50% of greater
3	30 / 90 credits (1/3)	All assessment: Appendix 11 / 12 Programme progression requirement (PPR): Pass all units

where:

- C Compulsory
- O Optional

#### Further information

Section in this handbook on **Assessment**.

Definitions of assessment terms: [www.bath.ac.uk/registry/nfa/nfaar-pgt-appendix-02.pdf](http://www.bath.ac.uk/registry/nfa/nfaar-pgt-appendix-02.pdf)

## UNIT AND PROGRAMME CATALOGUES

This is where you will find details about all individual units for the current academic year:

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

The Catalogues also provide links to the University's assessment regulations, showing how these are applied to programmes of study.

## PROGRAMME STRUCTURE

The PG Dip / MSc in Sport Physiotherapy is a modular flexible learning programme. Each Phase is equivalent to 30 credits. In the first year (Phase 1) three theoretical units are studied in conjunction with *SPY in Practice 1*. This unit runs throughout the year and includes practitioner-based skills development which results in the compilation of a portfolio of evidence to demonstrate clinical experience and competence. The PG Dip Phase (Phase 2) consists of four theoretical units alongside *SPY in Practice 2* which further develops the professional practice skills established in Phase 1. Phases 1 & 2 also each include a face-to-face residential event held at the University of Bath, which forms part of *SPY in Practice 1 & 2* and Performance Physiotherapy units. The MSc Research Phase requires



study of two further units (*Research Project Design and Evidence-Based Clinical Sports Physiotherapy*) and completion of a Sports Physiotherapy research project.

Accumulating credit towards an award works as follows:

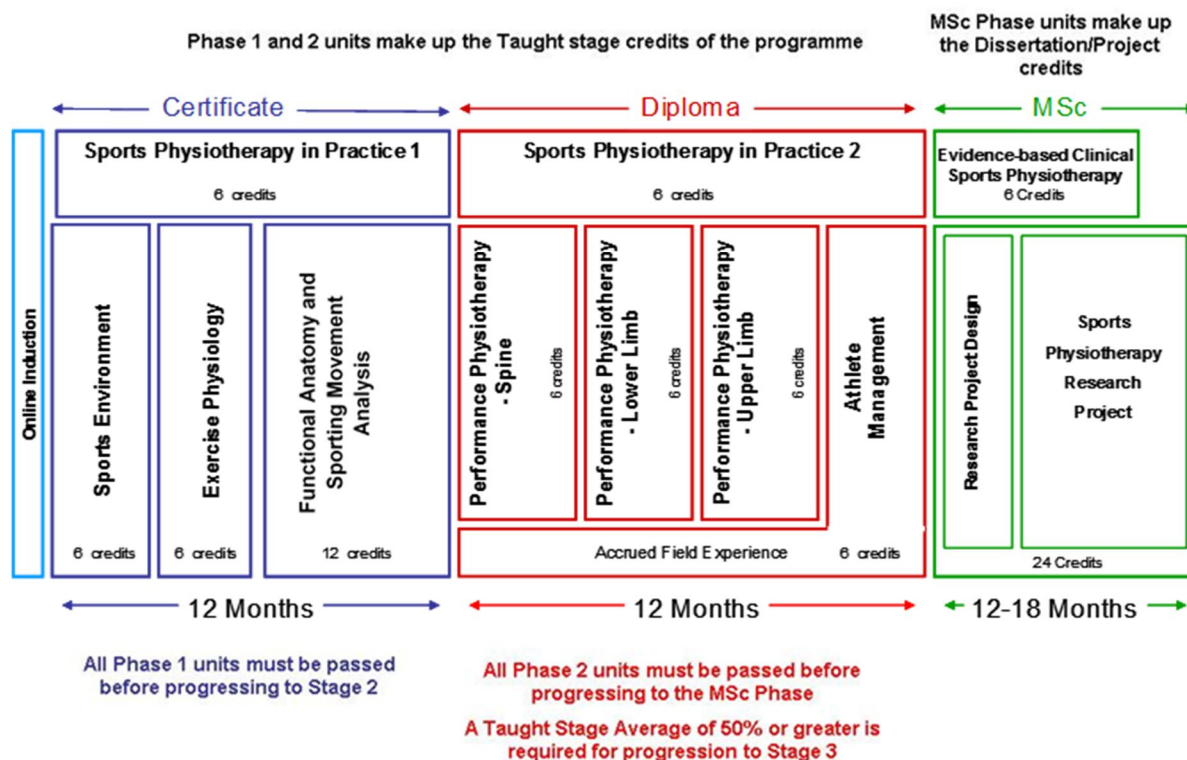
UNIT TITLE	CREDITS
<b>Postgraduate Diploma</b>	
HL50137 - Sports Physiotherapy in Practice 1	6
HL50138 - The Sports Environment	6
HL50071 - Exercise Physiology	6
HL50140 - Functional Anatomy and Sporting Movement Analysis	12
HL50141 - Sports Physiotherapy in Practice 2	6
HL50162 - Performance Physiotherapy – Spine	6
HL50163 - Performance Physiotherapy – Lower Limb	6
HL50164 - Performance Physiotherapy – Upper Limb	6
HL50143 - Athlete Management	6
<b>TOTAL</b>	<b>60</b>
Completion of all the above units is necessary for the award of the Postgraduate Diploma in Sports Physiotherapy. To be eligible for progression to the MSc Research Phase you must have passed all of the units that comprise the PG Diploma and have achieved an overall average of at least 50%.	
<b>MSc</b>	
HL50077 - Research Project Design	6
HL50144 - Evidence Based Clinical Sports Physiotherapy	6
HL50145 - Sports Physiotherapy Research Project	18
<b>TOTAL</b>	<b>90</b>
Completion of all the above units is necessary for the award of the MSc in Sports Physiotherapy.	

## DURATION AND PROGRAMME OF STUDY

Candidates begin the course in October and the theoretical units are studied consecutively. The SPY in Practice units are studied concurrently to these throughout the year. Athlete Management is also a long unit as it involves gaining accrued field experience. Normally students complete the taught part of the programme (Phases 1 & 2) within two years. However, the programme includes sufficient flexibility to allow for different rates of study, with a normal minimum registration period of two years and a maximum period of four years for the diploma and five years for the MSc. At any point in the programme it is possible to suspend your studies. This is normally for a period of one year.

There is a residential teaching week at the University of Bath associated with both Phase 1 and Phase 2 of the Programme. The Phase 1 Residential week takes place at the end of January during the first year of the programme. This is during the Exercise Physiology unit and it is advised that students attend this week to complement their Phase 1 studies but attendance is not compulsory. **The Phase 2 Residential week takes place in June of the second year of the programme and it is compulsory that students attend.** The clinical examinations component of the Performance Physiotherapy units takes place during this week.

The structure of the programme is illustrated in the diagram below.



The philosophy of the Athlete Management unit (HL50143) is to encourage exposure to athletes in both training and competition contexts and multi-professional practice in the sporting environment. Students will be required to accrue field experience over the course of the unit which can contribute to the two case studies which are assessed. The field experience component provides an environment and networking opportunities to integrate tasks in other units, such as audiences for presentations and opportunity for experience reflection in the portfolio.

Approximately 120 hours of sports physiotherapy experience will be accrued across the Postgraduate Diploma phase, which is consistent with the Gold CPD pathway requirement of the Association of Chartered Physiotherapists in Sports Medicine. This pathway describes the yearly experiential exposure to sports physiotherapy practice expected from UK physiotherapists to be recognised sport specialists. The sports physiotherapy experiential hours can incorporate specialty and minor sporting areas, and there is a requirement for them to be accrued across more than one sporting environment, so that a variety of different experiences will be attained.

The Evidence-Based Clinical Sports Physiotherapy unit (HL50144) extends the practical exposure to sports physiotherapy and involves the accrual of approximately 40 hours of sports physiotherapy experience in a clinical environment. There is a focus on exploring and applying research-informed evidence-based practice and innovative practice in the management of complex clinical scenarios.

In addition to these structured work based learning requirements, a significant element of the work undertaken by students, particularly for the two practice development units (SPY in Practice 1 & 2) will be focused upon their professional work or practice base. Thus it is essential for participants to have access to an environment which will allow suitable opportunities for reflective and experiential learning.

Students will be supported by a Professional Development Advisor (PDA) in the identification of their learning needs, including the nature of practice-based and/or field experience needed to further develop their involvement in sports physiotherapy.

The portfolio of evidence and reflection on work-based practice in an academic context will be assessed. The focus is on learning, applying new skills and modifying practice upon reflection, and the identification, organisation and management of experiential and professional development opportunities are part of the learning process. This approach is consistent with the aim of developing

independent practitioners with autonomy in their approach to life-long learning. To provide evidence of workplace learning, students will be provided with specific practice reflection and evaluation frameworks, pro-forma for reflection on significant incidents, and peer review audit tools. The developed portfolio of evidence will be presented and expressed against specific learning outcomes.

Workplace learning will be further validated through inclusion of supporting certification from the organisation in which the experience was gained, entailing verification by a third party (e.g. practice manager, sports team manager) of the experience having taken place. This will be in the form of a specific Experiential Verification Certificate (EVC), which will be required from each practice base or sporting environment in which workplace learning is evidenced. It is envisaged that submission of an EVC will be required for 1-2 practice bases which underpin the experiential learning in SPY in Practice 2; for each of 2-3 different sporting contexts in Athlete Management; and for the clinical experience in the Evidence Based Clinical Sports Physiotherapy unit.

## **UNIT TIMETABLES**

Full details of the timetable of units, discussion events and submission deadlines for each year are made available in Moodle.

## **UNIT AND PROGRAMME CHANGES**

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

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

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

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

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

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

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

## **HOW YOUR PROGRAMME IS REVIEWED AND MONITORED**

The University has in place a number of ways to ensure that programmes remain up-to-date, issues are dealt with and improvements made.

All programmes and units are monitored annually, looking at evidence for what is working well and identifying any actions that need to be taken. Taking account of student feedback, including

feedback given through unit evaluation and other student surveys, is a key part of unit and programme monitoring.

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

## RESIDENTIAL TEACHING WEEKS

Problem-based learning (PBL) is a key component of any clinical programme. In this programme, the PBL is incorporated into units that run throughout years 1 and 2, called *SPY in Practice*. Practical teaching (attendance at residential events) forms an important part of the course. It offers an excellent opportunity for you to meet fellow students, and to participate in practical sessions based on the taught material in the online units. The teaching takes place over two residential weeks (each of five days), with students practicing a range of skills:

### YEAR 1 – SPORTS SCIENCE RESIDENTIAL WEEK

- Professional practice development
- Exercise physiology testing
- Biomechanical testing and assessment
- Strength and Conditioning
- Athlete Profiling
- Academic skill development

### YEAR 2 – CLINICAL RESIDENTIAL WEEK

- Professional practice development
- Physiotherapy clinical skills
- Moving on to the Research Phase

Students are advised to complete the Sports Science residential week in Phase 1, normally in January of year 1, and **MUST ATTEND THE CLINICAL RESIDENTIAL WEEK IN JUNE OF YEAR 2.**

You are required to attend the residential events in order to successfully develop and demonstrate your competencies as a sports physiotherapist. The residential events form an essential part of the SPY in Practice units and the development of your Portfolio of evidence and Performance Physiotherapy. More information will be available within SEM & SPY Online and in the SPY in Practice units. The fees for each of the diploma years include the cost of tuition at the residential events and lunches throughout the weekend. Information about accommodation in Bath is available through the Programme Administrator but the cost of this is **not** included in your course fees.

## CLINICAL EXPERIENCES IN THE EARLY STAGES OF THE PROGRAMME

On application, students are encouraged to indicate where they will gain practice experience and an indication of their potential involvement in sports physiotherapy. It is anticipated that in Phase 1, students will reflect on their own physiotherapy practice experience and the independent identification and organisation of sports physiotherapy experience will be part of the learning process (supported by individual PDAs). This type of clinical experience gained will in part be determined by your Personal Development Plan and might be gained from sports injury clinics, team sport training sessions, team sport matches, working in a leisure centre or at a gym, working at an athletics club or at race meets, or working at sporting events to list but a few of the opportunities available to the sports physiotherapist. Students are expected to gain experience from a variety of areas, both within their main sport / practice-base and within another environment.

## ENGAGEMENT WITH UNITS

In our postgraduate taught units, we seek to create an interactive rather than a didactic teaching environment, with students actively contributing to the educational experience of the group as a whole. Whilst much of the teaching takes place online this can be a highly interactive environment and we strongly encourage students to participate in the discussion activities. The online learning environment is undoubtedly different to that which you will have experienced in your undergraduate studies but it will enhance your problem solving abilities and develop your powers of analysis and evaluation. In some situations, as part of this collective educational experience, we have students working in groups. This rich learning environment obviously relies on students engaging and participating in these online activities. We would expect you to participate in any group-work activities (unless mitigating circumstances dictate otherwise). Non-participation would not only reduce your own learning experience but could potentially reduce that of others in the group.

## SUBMISSION OF ASSIGNMENTS

Each unit is assessed individually. These assignments take a variety of forms, but all units include some form of written assignment. These assignments are delivered and must be submitted online within the appropriate Moodle page. Instructions will be given within the Moodle Induction and individual Moodle pages about the format of the assignment and how it should be submitted.

Feedback on your assignments will also be provided through this online portal.

## ACCREDITATION OF PRIOR LEARNING AND ACCREDITATION OF PRIOR EXPERIENTIAL LEARNING

**Accreditation of Prior Learning (APL)** and **Accreditation of Prior Experiential Learning (APEL)** are the processes by which the University recognises that a student has *either* completed a formal course of education in an area related to their programme of study which has enabled them to demonstrate achievement of the learning outcomes of one or more of its units *or* has demonstrated achievement of the learning outcomes of one or more of its units through experience and practice. Specific details, including the maximum credits that can be awarded, can be found in at <http://www.bath.ac.uk/learningandteaching/cop/qastatements/QAX/QA45.pdf> and at

Specifically, and **subject to agreement by the Director of Studies/Admissions Tutor** responsible for the particular programme of study, APL and APEL can **ONLY be arranged before the beginning of the year** in which the specified units run – under no circumstances can these be considered once any form of assessment has been taken.

## STUDY AND SUPPORT:

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

## ACCESSING UNIVERSITY EMAIL

You will need to use your unique username and password to access your University email account.

You are able to access your email by going to <http://mail.bath.ac.uk>

Your username also forms your email address ([username@bath.ac.uk](mailto:username@bath.ac.uk)).

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

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

Once you graduate or withdraw from your course, you will receive an email stating exactly when your account will be closed. The email will give at least 30 days' notice.

### **Further information**

Email guidance: [www.bath.ac.uk/guides/accessing-your-university-email-and-calendar](http://www.bath.ac.uk/guides/accessing-your-university-email-and-calendar)

Regulation 1.3: [www.bath.ac.uk/publications/regulations-for-students](http://www.bath.ac.uk/publications/regulations-for-students)

## ***Your student record: SAMIS***

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

### **Further information**

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

## MOODLE - VIRTUAL LEARNING ENVIRONMENT

Your programme uses an e-tool called Moodle, a Virtual Learning Environment that will assist your learning. This virtual learning environment provides a gateway to activities and assignments, communication and discussion with tutors and fellow learners, as well as a wide range of resources relevant to your studies. Moodle pages may contain:

- Key Resource texts and recommended/additional reading lists
- Audio and/or video files
- Journal articles
- References to books

- Web links
- Discussion forum activities
- Chat facilities
- Tutor support
- Assessments

**IMPORTANT:** The information contained on Moodle is **extremely important**, and you are strongly recommended to check this page regularly for updates.

Moodle can be accessed by anyone with a University of Bath user name and password without the need for training. Moodle can be found at: <https://moodle.bath.ac.uk/login/index.php>. You can access this from any PC at the University or elsewhere.

**Programme-specific pages** including forms, instructions for coursework submissions, dissertation requirements, dissertation supervision guidelines, marking guidelines and links to others resources can be found at <http://moodle.bath.ac.uk/course/view.php?id=53261>.

**Induction Day:** The online **Induction Unit** and the associated **Induction Event** aim to prepare students for the academic, technical and social demands of their programme of study. We recommend that all students participate in the Induction unit prior to beginning their programme of study, and that students make every effort to attend the Induction Event on the Bath campus.

To get started, go to: <https://moodle.bath.ac.uk/course/view.php?id=57927>

Work through 'A brief introduction to Moodle and this unit', and have a look at the Moodle pages for one of your first units.

Key Programme Materials and links to others resources can be found on the Programme's Moodle Home page which is called SEM and SPY Online, (Sport and Exercise Medicine and Sports Physiotherapy Online): <https://moodle.bath.ac.uk/course/view.php?id=53261>

Each unit Moodle page includes information about the unit outline, unit materials, unit schedule, presentations, reading lists and assessment information.

## PERSONAL TUTOR SYSTEM (PERSONAL DEVELOPMENT ADVISOR)

A personal tutor is assigned to all students. In the SPY Programme the tutor is called a Professional Development Advisor (PDA). PDAs are either members of the SPY Programme Team or external professionals working in the field of Sports Physiotherapy. The PDAs are there to guide students through the SPY in Practice units. They are experienced sports physiotherapists who can give guidance on professional development and how to gain appropriate experience. Each student will be allocated a PDA when they start the programme. The PDA role includes some of the roles that would be covered by a Personal Tutor during your undergraduate studies. If you should have reason to wish to change your PDA please contact your Director of Studies to discuss the matter.

## LANGUAGE ACADEMIC SKILLS SUPPORT AND DEVELOPMENT

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

These opportunities have been designed to give you choice and flexibility to help you get the support and development you need at the time you most need it.

To develop your academic skills, you can choose from classes, tutorials, drop-in sessions, workshops and online resources, for example:

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

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

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

**Further information**

Find out more about the skills support and development opportunities available here:

<http://go.bath.ac.uk/skills>

## RECOGNITION FOR EXTRA-CURRICULAR ACTIVITIES: THE BATH AWARD

The Bath Award is open to all undergraduate and postgraduate students. It recognises the experiences, skills and strengths you have gained through participation in extra-curricular activities, volunteering, work experience, part-time work, global opportunities and more. The Award enables you to reflect on your personal development as a student and future employee. Completing the Award will enhance your employability, increase self-awareness of your skills and enable you to articulate these effectively to future employers.

**Further information**

[thesubath.com/bathaward](http://thesubath.com/bathaward)

## THE LIBRARY

The Library is open 24 hours a day, all year round and provides print and electronic materials and information services to support study and research across the University. It houses over 520 PCs, wireless networking throughout, and provides areas for both quiet individual study and group work. Alongside 360,000 printed books, it offers over 26,000 electronic journals, 440,000 electronic books, 90 databases for information, literature and data searching, and digital versions of the University's academic publications, all available across the University and beyond. The Library's copy and print service includes black and white and colour photocopying, laser printing and scanning.

Information specialists, our Subject, School and Faculty Librarians (see the Department's library resources page below), are responsible for services to individual Departments/the School. They provide individual help to students and staff, as well as teaching information skills in Department



and School programmes and through general University skills provision. All new students receive library introduction sessions during the induction period.

**Further information**

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

## COMPUTING FACILITIES AND IT SKILLS

Using your University username and password, you will be able connect to University computers, University email, the internet, file storage and printing. You will also be able to get access to a range of free software, including Office 365 and antivirus. You can also work from any location using our UniDesk and UniApps service, which gives you access to your files as if you were on campus.

If you'd like to know more about these services and how to access them, visit <http://go.bath.ac.uk/it-new-students>

IT Support is available from the IT Service Desk on Level 2 of the Library or online at: <http://go.bath.ac.uk/it-help-form>

If you require learning assistance, Computing Services can support you with your computing needs. The Assistive Technology Team is available to provide advice and support. Additional resources are available, which include the Assistive Technology room, specialist software and computer hardware - including laptops for loan.

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

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

**Further information**

Computing Services: [www.bath.ac.uk/professional-services/computing-services](http://www.bath.ac.uk/professional-services/computing-services)

Information for new users: <http://go.bath.ac.uk/it-new-students>

Information for users requiring learning assistance: [www.bath.ac.uk/professional-services/assistive-technology](http://www.bath.ac.uk/professional-services/assistive-technology)

IT shop: [www.bath.ac.uk/locations/it-shop](http://www.bath.ac.uk/locations/it-shop)

Computing Services Twitter Feed: [@UniofBathIT](https://twitter.com/UniofBathIT)

## RECORDING OF LECTURES

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

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

use the recording for their own personal study purposes only. Students with a disability should contact the Disability Service for further advice.

#### **Further information**

Ordinance 22: [www.bath.ac.uk/corporate-information/ordinances](http://www.bath.ac.uk/corporate-information/ordinances)

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

## **STUDENT REPRESENTATION**

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

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

- Staff / Student Liaison Committees (SSLCs)
- surveys
- The SU (Students' Union).

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

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

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

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

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

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

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

### **Student representatives**

As a student of the University you are automatically a member of The SU (although you have a right to opt out - see section below on **Students' Union membership**). Officers of The SU represent students' interests on University decision-making bodies. In addition, numerous elected student

representatives play important roles on various Departmental, Faculty/School and University committees. All student representatives are elected through online elections facilitated by The SU.

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

### Student representation on Committees

<b>Departmental level:</b>	<p>Each Department has at least one Departmental Staff / Student Liaison Committee (SSLC). These comprise several elected student members, known as Academic Reps, and an equal or smaller number of staff members. Academic Reps are elected at the beginning of every year through online elections. Their role involves collecting the views of the students on their programme and attending SSLCs where they represent these views to their Department.</p> <p>The SU and the Centre for Learning &amp; Teaching receive minutes of SSLC meetings in order to gain an overview of key themes explored, good practice identified and actions taken. This information helps to inform student engagement activity and summary reports prepared by The SU for the University.</p> <p>There is also provision for student membership of the Department Learning, Teaching and Quality Committee: normally one undergraduate and one postgraduate (taught) representative.</p> <p>Academic Reps attend SU Academic Council meetings. These take place regularly during semester time in order to:</p> <ul style="list-style-type: none"> <li>• keep SU Officers and fellow Academic Reps informed of academic developments throughout the University</li> <li>• discuss common problems and interests affecting Departments</li> <li>• gather student opinions and views to be used by the University and The SU</li> <li>• update Academic Reps on key issues.</li> </ul> <p>Do feel free to approach your student Academic Reps at any time to inform them of good practice or areas for enhancement in your units and programme. This is normally the person who represents your year or degree scheme on the Departmental SSLC.</p>
<b>Faculty/School level:</b>	<p>Student representatives are also elected as Faculty Reps to sit on a number of Faculty/School level committees such as the Faculty/School Board of Studies and the Faculty/School Learning, Teaching and Quality Committee. Faculty Reps are also members of The SU Academic Exec Committee.</p>
<b>University level:</b>	<p>University committees with student representation include the Council/Senate/Students' Union, the University Learning, Teaching and Quality Committee, the Programmes and Partnerships Approval Committee, and Senate.</p>

**If you are interested in opportunities to represent student views, please contact The SU:**  
[academicreps@bath.ac.uk](mailto:academicreps@bath.ac.uk)

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

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

#### **Further information**

Your SSLC: [SEM & SPY Online](#) See section marked "*Programme Review, Development and SSLC*"

Students' Union Academic Representation including contact details for Academic Reps:

[thesubath.com/academic](http://thesubath.com/academic)

Election of Academic Reps: [thesubath.com/elections](http://thesubath.com/elections)

Students' Union Skills Training programme: [thesubath.com/skills-training](http://thesubath.com/skills-training)

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

[www.bath.ac.uk/quality/documents/QA48\\_Annex\\_A.pdf](http://www.bath.ac.uk/quality/documents/QA48_Annex_A.pdf)

## **STUDENTS' UNION MEMBERSHIP**

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

## **STUDENT SUPPORT**

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

### **Student Services**

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

- counselling and mental health
- disability issues
- money and funding
- wellbeing and welfare.

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

Student Services can also provide letters confirming student status for a variety of purposes, which can be requested by logging on to SAMIS: <https://samis.bath.ac.uk>

The Roper Student Services Centre in 4 West is open from 9.30am to 4.30pm throughout the year (tel: 01225 383838). Services are also available from the Virgil Building in Bath city centre.

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

## THE STUDENTS' UNION ADVICE AND SUPPORT SERVICE

The Students' Union Advice and Support Service can guide and support you with any problems you may have during your time at Bath. Their professional advisers offer confidential and non-judgemental information, advice and support, and are fully trained to give assistance and empower you to find the best resolution for your issue.

They can advise on a range of topics affecting your education and welfare. They provide academic advice for students wanting to submit Individual Mitigating Circumstances claims (see the section in this Handbook on **Assessment**), support for academic appeals, changing course, placements and more.

The Advice and Support Service can also support students with their housing situations. They can advise students on landlord issues, council tax, contract checking and more. They also offer support with personal issues such as harassment and stress, and offer cost-price condoms and free pregnancy tests.

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

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

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

For the full range of services see: [thesubath.com/advice](http://thesubath.com/advice)

### **Further information**

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

## Wellbeing Service

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

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

### **Further information**

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

## ADVICE FOR INTERNATIONAL STUDENTS

The Student Immigration Service provides immigration advice and support for all international students, including a 'check and send' service if you need to send a Tier 4 visa application to the Home Office. The Service offers workshops, a daily drop-in service, advice via email, phone and web-

based platforms, or individual appointments can be made through the Helpdesk in The Roper Student Services Centre, 4 West.

**Further information**

[www.bath.ac.uk/topics/visas](http://www.bath.ac.uk/topics/visas)

Student Services organise University-wide induction and welcome events in September. Events are also organised for incoming exchange students in the first week of each semester.

**Further information**

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

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

## DEALING WITH A PROBLEM INVOLVING THE UNIVERSITY

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

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

## COMPLAINTS

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

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

There are separate procedures for requesting a review of progression or award classification decisions. See the section in this Handbook on **Procedures for Academic Appeals**.

**Further information**

Student Complaints: [www.bath.ac.uk/guides/student-complaints-procedure](http://www.bath.ac.uk/guides/student-complaints-procedure)

## BULLYING, HARASSMENT AND VICTIMISATION

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

**Further information**

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

See also the section in this Handbook on **Student Support** for information on reporting incidents of bullying or harassment.

**MEDIATION**

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

**Further information and contacts**

Mediation Service: [www.bath.ac.uk/guides/mediation](http://www.bath.ac.uk/guides/mediation)

Mediation Service Manager: 01225 383098 or [equalsdiv@bath.ac.uk](mailto:equalsdiv@bath.ac.uk)

**ADVICE FOR STUDENTS WITH DISABILITIES, LONG-TERM ILLNESS, AND SPECIFIC LEARNING DIFFICULTIES**

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

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

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

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

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

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

**Further information**

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



## PREGNANCY AND MATERNITY

The University is committed to being as flexible as possible in supporting students who become pregnant, decide to terminate a pregnancy or have a very young child. You can seek advice, guidance and support via your Director of Studies, Personal Tutor and the University's Student Services. This will enable us to put in place arrangements that will assist you in undertaking your programme of study.

If you anticipate that you will need an absence from the University, talk to your department. They will offer you an appointment to discuss your options for continuing your studies and how the University can support you.

### **Further information**

[www.bath.ac.uk/guides/getting-advice-if-you-are-pregnant-while-studying-or-have-a-young-child](http://www.bath.ac.uk/guides/getting-advice-if-you-are-pregnant-while-studying-or-have-a-young-child)

## CARE-LEAVERS, ESTRANGED STUDENTS, REFUGEES AND YOUNG ADULT CARERS

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

### **Further information**

[www.bath.ac.uk/guides/additional-support-and-funding-for-care-leavers-foyer-residents-and-estranged-students](http://www.bath.ac.uk/guides/additional-support-and-funding-for-care-leavers-foyer-residents-and-estranged-students)

[www.bath.ac.uk/guides/financial-support-for-refugees](http://www.bath.ac.uk/guides/financial-support-for-refugees)

[www.bath.ac.uk/guides/students-with-caring-responsibilities](http://www.bath.ac.uk/guides/students-with-caring-responsibilities)

## CAREERS SERVICE

The University Careers Service can support you through the career planning process, whatever your career aspirations. In addition to providing support with developing your employability, and guidance on how to make informed career decisions, Careers Advisers can help you by providing feedback on your CV and applications, and your interview technique. The Careers Service also provides a wealth of careers information, and access to resources such as online aptitude tests. Being in regular contact with several hundred major employers, the Careers Service is also a fantastic source for graduate job vacancies for Bath students, as well as the organiser of several major careers fairs each year.

### **Further information**

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

Check the web site for opening times: [www.bath.ac.uk/students/careers](http://www.bath.ac.uk/students/careers)

The web site includes the *Myfuture* vacancies portal.

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



## ASSESSMENT

### PROGRAMME ASSESSMENT

Formal assessment of the Programme is made through written assignments and case studies, the Clinical Attachment, the Clinical Examination and for MSc students the Dissertation

### UNIT ASSESSMENT

Each unit is assessed individually. The assignments are delivered and must be submitted on-line. Formative assessment includes moderated on-line discussions, self-assessment questions and on-line multiple choice tests.

Summative assessment will vary between units but will typically include some of the following:

- Compilation of portfolio of evidence [*SPY in Practice*]
- Clinical examination [*Performance Physiotherapy*]
- Maintaining a reflective practitioner portfolio [*SPY in Practice*]
- Essays
- Case studies
- Recorded consultations

Word limits will be published with each assessment and must be adhered to. For more information see QA16, point 9:

<http://www.bath.ac.uk/quality/documents/QA16.pdf>

The period required for returning feedback on a unit assessment is normally three weeks from the submission date to its return to the student. Scripts annotated with feedback and a provisional mark will be returned to students via Moodle.

In order to successfully complete the unit, you must gain 40% or above in each summative assessment, unless otherwise stated.

Students are reminded that it is the student's responsibility to submit their assignment(s) online in the appropriate location by the due date, unless an extension has been granted by the Unit Convener or Director of Studies **PRIOR** to the due date. An extension request form can be found on SEM and SPY Online. This should be completed and emailed to the unit convener to request an extension to the submission deadline.

Students failing to submit by the specified deadline without a pre-approved extension will fail the assignment.

Full details regarding rules of assessment can be found in the Programme Regulations.

### FEEDBACK TO STUDENTS ON ASSESSMENT

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

Boards of Examiners for Units meet four times a year. If you have failed an assessment you will be informed of the Board of Examiners' recommendations and must action their recommendation in

order to successfully pass the unit. Recommendations on whether retrieval of the assessment is required and the nature of that retrieval will be made by the Board of Examiners for Programmes which meets at the end of each academic year (September). Students must action their recommendation in order to successfully pass the unit.

Students should contact their unit convener in the first instance if they have concerns regarding feedback for a summative assessment. Formative feedback and guidance is provided by tutors or personal development advisors on the submissions of milestones which contribute to the compilation of the portfolio submission for the SPY in Practice unit.

Following the Board of Examiners for Units, marks will be available in SAMIS (Student and applicant management information system) here: [https://www.bath.ac.uk/samis/urd/sits.urd/run/siw\\_lgn](https://www.bath.ac.uk/samis/urd/sits.urd/run/siw_lgn)

To access your marks you will need to:

- 1) Log on using your University username and password
- 2) Click on view module marks
- 3) Select 'view all results' from the drop down menu
- 4) Click view results

*Please note: Marks are subject to change until they have been confirmed by the Board of Studies.*

## ACADEMIC INTEGRITY: REFERENCING AND PLAGIARISM

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

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

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

There are several acceptable styles for referencing material, within two general systems: Name/date (e.g. Harvard) and Numeric. **Ask your Director of Studies or Personal Tutor for further information and advice on the referencing style used on your programme.**

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

### **Further information**

For a range of skills and development opportunities see: <http://go.bath.ac.uk/skills>

Library referencing resources, including style sheets: [www.bath.ac.uk/library/infoskills/referencing-plagiarism](http://www.bath.ac.uk/library/infoskills/referencing-plagiarism)

Students' Union Skills Training: [thesubath.com/skills-training](http://thesubath.com/skills-training)

## ACADEMIC INTEGRITY: TRAINING AND TEST

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

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

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

If you have any access problems, then please contact Programme Administrator Rachel Sherring-Lucas [r.c.sherring-lucas@bath.ac.uk](mailto:r.c.sherring-lucas@bath.ac.uk) in the first instance.

When you have completed the training tutorial and are confident that you have understood it, you should undertake the test.

To pass the test you will need to achieve a mark of 85%. You can take the test as many times as necessary until you pass.

If you do not pass the test, you will need to re-visit the training and/or look at the other guidance available to you or as required by your Director of Studies, and then take the test again.

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

### **Further information**

Academic and information skills:

[www.bath.ac.uk/library/infoskills](http://www.bath.ac.uk/library/infoskills)

[www.bath.ac.uk/professional-services/academic-skills-programme-asp](http://www.bath.ac.uk/professional-services/academic-skills-programme-asp)

Regulation 3.7: [www.bath.ac.uk/publications/regulations-for-students](http://www.bath.ac.uk/publications/regulations-for-students)

### **Plagiarism detection and personal data**

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

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

Turnitin complies with the European General Data Protection Regulation (Regulation (EU) 2016/679) (GDPR). When you registered with the University, you gave it permission to process your personal data for a variety of legitimate purposes. This includes allowing the University to disclose such data to third parties for purposes relating to your studies. The University, at its sole discretion, may

submit the work of any student to the Plagiarism Detection Service (in accordance with Regulation 15.3e – see below) and may make, or authorise third parties to make, copies of any such work for the purposes of:

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

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

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

#### **Further information**

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

[www.bath.ac.uk/quality/documents/QA53.pdf](http://www.bath.ac.uk/quality/documents/QA53.pdf)

Regulation 15, Assessment of undergraduate and taught postgraduate programmes:

[www.bath.ac.uk/publications/regulations-for-students](http://www.bath.ac.uk/publications/regulations-for-students)

University's Data Protection Officer: [dataprotection-queries@lists.bath.ac.uk](mailto:dataprotection-queries@lists.bath.ac.uk)

Further information on Turnitin:

[https://guides.turnitin.com/Privacy\\_andSecurity#EU\\_Data\\_Protection\\_Compliance](https://guides.turnitin.com/Privacy_andSecurity#EU_Data_Protection_Compliance)

## **ACADEMIC INTEGRITY: PENALTIES**

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

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

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

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

If you are accused of an offence, the Students' Union's welfare services are available to support you. You have the right to appeal against the outcome of the investigation.

#### **Further information**

Examination and assessment offences: [www.bath.ac.uk/quality/documents/QA53.pdf](http://www.bath.ac.uk/quality/documents/QA53.pdf)

Appealing a decision about an assessment offence:

[www.bath.ac.uk/guides/appeal-against-a-decision-about-an-assessment-offence](http://www.bath.ac.uk/guides/appeal-against-a-decision-about-an-assessment-offence)

Students' Union advice and support: [thesubath.com/advice](http://thesubath.com/advice)

## **WORD COUNTS**

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

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

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

**Your programme has adopted the University's default policy for non-compliance with the word limit or word range in accordance with QA16**

**(<http://www.bath.ac.uk/quality/documents/QA16.pdf>) as below:**

- The marker(s) will stop reading the work once the student has exceeded a word limit (or the upper figure of a word range) by 10%. If a student writes less than the word limit (or the lower figure of a word range) they risk not maximising their potential mark;
- For the purpose of calculating the word count, footnotes are included, whereas contents pages, executive summaries, tables, figures, appendices and reference lists/bibliographies are excluded.

## **LATE SUBMISSION OF COURSEWORK**

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

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

Please note that:

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

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

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

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

## INDIVIDUAL MITIGATING CIRCUMSTANCES

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

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

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

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

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

Your IMC claim must be submitted no more than three days after the affected assessment. The IMC form is available at: [www.bath.ac.uk/registry/imc/imc-students.html](http://www.bath.ac.uk/registry/imc/imc-students.html)

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

If you know of a potential IMC that may affect your assessment before you begin an examination period or before a submission date, it is important that you speak to your Director of Studies as soon as possible. After speaking to your Director of Studies, if you do intend to submit a formal IMC claim for the assessment(s) you feel were affected, you will still need to complete the form and follow procedures.

## ASSESSMENT PROCESSES

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

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

- *marking criteria (or assessment criteria)* - these are the knowledge, understanding and skills which it has been identified that students should demonstrate in the assessment and which are taken into account during marking. They are based on the learning outcomes being assessed
- *marking schemes* - these are detailed descriptions of how specific numbers of marks should be assigned against individual components of an answer within the assessment task
- *grade descriptors* - these are descriptions of the levels of achievement required in order to get a result within a given band of marks (e.g. 70% or more).

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

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

#### **Boards of Examiners:**

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

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

## **EXAMINATIONS – INFORMATION AND GUIDANCE**

Rules and procedures for examinations are set out in the University's Regulation 15 and Rule 2. The dates of the University's formal assessment periods are found on the academic year charts:

[www.bath.ac.uk/publications/academic-year-charts](http://www.bath.ac.uk/publications/academic-year-charts)

You will have access to your personal examination timetable via SAMIS approximately seven weeks before the assessment period begins.



If you have learning or support needs and think you may require alternative examination arrangements please seek advice from the Disability Service and inform your Director of Studies as early as possible.

**Further information**

[www.bath.ac.uk/student-records/examinations/examinations-information](http://www.bath.ac.uk/student-records/examinations/examinations-information)

Regulation 15: [www.bath.ac.uk/publications/regulations-for-students](http://www.bath.ac.uk/publications/regulations-for-students)

Rule 2: [www.bath.ac.uk/rules/exam](http://www.bath.ac.uk/rules/exam)

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

## EXTERNAL EXAMINERS

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

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

You can read the latest External Examiner report for your programme, and the University's response to it. See: <http://go.bath.ac.uk/external-examiners-reports>

The External Examiner for your programme is:

**Dr Dylan Morrissey**

**NIHR/HEE Consultant Physiotherapist and Clinical Reader**

**Queen Mary University of London**

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

## ASSESSMENT REGULATIONS

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



NFAAR-PGT applies to you. (If you began before then, please ask the Director of Studies for guidance on assessment).

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

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

### **Important information**

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

[www.bath.ac.uk/registry/nfa/nfaar-pgt-appendix-02.pdf](http://www.bath.ac.uk/registry/nfa/nfaar-pgt-appendix-02.pdf)

For full details of the NFAAR-PGT, visit: [www.bath.ac.uk/registry/nfa](http://www.bath.ac.uk/registry/nfa)

For information relating to your programme, visit: [www.bath.ac.uk/catalogues](http://www.bath.ac.uk/catalogues)

## **YOUR PROGRAMME AND HOW YOU ARE ASSESSED**

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

The **Programme Description: Structure of the programme** section in this handbook shows the structure of your programme. In the table, compulsory and optional units are labelled 'C' and 'O' respectively. Please note that you can also access this information via links in your programme's description in the Programme and Unit Catalogues available at: [www.bath.ac.uk/catalogues](http://www.bath.ac.uk/catalogues)

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

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

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

- Your programme has Designated Essential Units (DEUs) which you must pass to gain the award you seek; even marginal failure in these units cannot be condoned.
- Your programme is divided into stages and follows the general principle that all stage assessment must be successfully completed before progression to the next stage is permitted. This means that, if you are required to undertake supplementary assessment, you will have to do so before you can progress further. You must also never break one of the persistent generic rules.
- Your programme has units that constitute the Taught Stage(s) Credits in a separate phase before the period in which you will do the Dissertation/Project type unit(s), as indicated in the

table at the end of this section. The Programme Progression Requirement to get from the taught phase to the dissertation/project phase is 50%.

- Should you fail to qualify for the award of the degree of Master, you may be considered for the award of a related Postgraduate Diploma (subject to your having met the requirements for one of those awards).

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

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

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

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

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

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

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

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

## SUPPLEMENTARY ASSESSMENT

“Supplementary assessment” is the term normally used for an opportunity given to a student to retrieve failure before starting the next stage of a programme, or by the end of the programme if it is a single-stage programme or the failed units are not Stage Required Units (SRUs). It generally involves re-doing coursework or re-sitting an examination.

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

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

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

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

Please note that supplementary assessments for units will be recommended by the Programme Board of Examiners at the end of each stage; with a deadline of 28 days for completion. Supplementary assessments will then be considered by the Board of Examiners within 5 weeks of the submission date. However, it is important to be aware that the final decision regarding the pass/failure of your reassessment mark will not be ratified until The Faculty Board of Studies meets.

However, timings for re-assessments will differ for the following units as follows:

- In addition to the assessment regulations set out above and in the programme description, students are also required to pass **HL50077 Research Project Design (RPD)** (and retrieve any supplementary assessment), before they are able to progress onto **HL50145 SPY Research Project**. Therefore an additional Programme Board of Examiners will be held within 5 weeks following the end of the RPD unit to consider RPD results and to set any supplementary assessments. A full timetable for RPD and the research project will be available to students on commencement of Stage 3. Supplementary assessments for RPD will normally commence immediately following the announcement of the Boards recommendations; with a deadline of 28 days for completion. A further Board of Examiners will be held within 5 weeks of the supplementary assessment deadline, to consider the results and recommend progression to the **HL50145 SPY Research Project** for students successfully retrieving the RPD unit.

The full range of marks will be used in the marking of supplementary assessment and in the feedback to students. However, a capped pass mark of 40% will be entered onto the marksheet and therefore used in the calculation of the student’s average across the programme for the purposes of identifying whether a candidate is eligible for the award of a Distinction. This capped pass mark will also be entered onto the students’ Transcript.

Students will be sent notification of their results and details of any supplementary assessment requirements in writing. However, in cases where this written notification is not received, for whatever reason, **it is the student's responsibility to ensure that s/he is aware of details of supplementary assessment requirements**. It is strongly recommended that as soon as students are

aware of having failed a unit (e.g. when marks are released on SAMIS) that they contact their Unit Convenor or their Director of Studies to determine any retrieval requirements.

## ACADEMIC APPEALS

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

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

Independent advice about academic appeals is offered by the Students' Union Advice and Support Centre: [thesubath.com/advice](http://thesubath.com/advice)

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

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

The regulation also sets out the grounds on which an appeal can be based (Regulation 17.16). Please note that:

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

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

Student Complaints are dealt with under separate procedures. For more information, see: [www.bath.ac.uk/guides/student-complaints-procedure](http://www.bath.ac.uk/guides/student-complaints-procedure)

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

## STUDY GUIDANCE

Each 6 credit unit involves 120 hours of study: this equates to on average about 12 hours study time per week. However, this figure may vary considerably, depending on your personal situation. The suggested time for completing each unit is 10 weeks, which will enable you to complete the taught part of the course over a two-year period. SPY in Practice 1 and 2 run concurrently with all other units. The maximum period of registration on the programme is four years for the PG Diploma and five years for the MSc. All elements of the programme must be completed normally within this time frame; otherwise you will not be eligible for the award of your qualification. If you have any difficulties in meeting the deadlines, please contact your Director of Studies or Programme Administrator who will advise you of your options, which may include deferment of study or suspension of registration.

The Induction unit will prepare you for participation in online activities as well as helping you orientate to your study on the programme as a whole.

You will need to plan your study programme in the way that best suits your circumstances. It is advisable to start with a weekly study plan to analyse your time and the amount you can realistically devote to study. After establishing your own weekly study plan, compile a programme with clear target dates, dividing your time into manageable chunks and setting yourself realistic targets. Many distance learning students have attributed their success to organisation and self-discipline. The on-line material is broken down into sections, these sections should help you to pace yourself. Discussion events are a component of many units, and these occur over a specific time period within the unit timeline. You will be given a Timetable for the year with the timing of the start of units, discussion activities and assignment submission deadlines.

Unlike conventional degree programmes, you will not have daily face to face contact with your fellow students to help motivate you. However, *SEM and SPY Online* and the Moodle pages of the individual units provide a great opportunity to network, discuss key sports physiotherapy issues and develop your ideas with other participants on the programme. We strongly recommend that you take advantage of this since, for the majority of students, it has proved extremely beneficial. Lastly, always remember to check through your materials carefully at the beginning of each unit. For the online environment please let us know promptly if you have any technical difficulties or if any links or resources are not accessible.

An evaluation form or web-based questionnaire is provided at the end of each unit and at all residential weekends. It is important that you complete and return these as the information you provide will give us feedback and will help to ensure that the quality of the programme remains high and appropriate to the need of our students.

## HOW TO STUDY EACH UNIT

Each unit may contain some of the following:

- Key Resource texts and recommended/additional reading lists
- Audio and/or video files
- Journal articles
- References to books
- Web links
- Discussion forum activities
- Chat facilities
- Tutor support

When a unit opens you will be given a week or two to work your way through some of the resources and recommended reading prior to the first discussion activities. These activities will be based around questions, scenarios or 'hot topics' and encourage you to share your experience as well as your

interpretation of the resources that you are directed to. Engagement with these discussion activities is central to the programme and we strongly encourage you to get involved in the discussions whenever you are able.

## **FORMATIVE ASSESSMENT**

There will be a variety of forms of formative feedback in the units on the programme. This may be written or oral feedback on portfolio milestones, self-test quizzes, responses to posts on discussion fora or discussions with your tutors, PDA or Director of Studies.

## **ASSIGNMENT PREPARATION**

The most frequent criticism made by academic tutors when marking students' work is that they have failed to answer the question. Read the question several times and ask yourself what information the question is really seeking. Underline the key words in the title to help you focus on the main areas you need to cover in the assignment. Diagrams can be useful to illustrate something simply which otherwise may take pages to describe, but make sure that you refer to your diagram in the text and appropriate references are acknowledged. You will find more information on how to reference in the guidance documents from the library which are provided during induction.

To ensure that your answer is well structured, begin by designing a plan. There are several guidelines to bear in mind when writing your assignment. These include the following:

- Be concise – it is important to be clear in your presentation and not to fall into the trap of using too many words to fill the space. A logical argument must be maintained throughout.
- Ensure all data/statistics/figures are accurate and logically presented – diagrams, graphs and tables are likely to be helpful because they convey information clearly and succinctly. However, it is important to explain the way in which they support or illustrate key arguments – do not leave this to the imagination of the reader.
- Be careful to use your own words and avoid jargon and clichés. It is acceptable to paraphrase from sources providing you reference all quotes clearly.
- At Masters level, it is very important to always try to answer the question WHY. Don't just state what someone else has stated or concluded in a reference, try to explain why they have come to that conclusion, or why that principles applies.
- Read through your final copy and check for correct use of grammar and spelling. This final copy should include references and a bibliography. Information about the Harvard system of referencing is enclosed.

Your personal experiences are only relevant if they relate to, and support, your overall argument in the essay. Remember, all arguments must be supported by theoretical reasoning and evidence. Please consult the document on Unit Assignment Writing available on the online environment.

## **SUBMISSION PROCEDURES**

Within each unit online, your assignments will be listed under the Assessment heading. Full details for the assignment submission process can be found online.

To see the details of an assignment, click on the hyperlink. Here you will see any associated deadlines, helpful hints (if appropriate) and the detail of the assignment itself. If you are required to upload your assignment to Moodle, there will be a section at the bottom of the assignment for doing so.

If you are required to upload your assignment to Moodle, there will be a section at the bottom of the assignment for doing so. There will also be instructions on the inclusion of a cover sheet for your assignment and how you should name the file. The majority of written assignments are marked

anonymously (i.e. the marker does not know who has written the assignment). To facilitate this the name of the file that you submit should include your **University Candidate number** (a unique identifier for assessment purposes only) not your name and you should not include your name on the cover sheet of the documents or as a header or footer. You can find your candidate number through the student records system SAMIS. **Please note that your candidate number changes each year so you should check what it is and write it down somewhere obvious at the beginning of each academic year.**

To upload a copy of your assignment, click on the Browse button to locate the file on your PC. When you have selected the file, click on the Upload This File button.

You will see a message to alert you that your document has been uploaded successfully. Click on Continue to return to the assignment page.

If you try to upload a second document, please note that this may replace the file/folder you have already uploaded.

## SUBMISSION DEADLINES

Electronic submission of coursework is used– please follow the instructions on the appropriate Moodle page. It is the responsibility of the student to ensure that they keep electronic copies of all assessed work for the duration of the programme. Failure to provide an electronic copy of your work when requested may result in the unit being failed.

Full details of the timetable of units, discussion events and submission deadlines for each year are made available in Moodle.

## ASSESSMENT DEADLINE EXTENSION

If you are unable to complete a piece of coursework by the set deadline, for reasons beyond your control, e.g. you are unwell, you can apply for a coursework extension. Please complete a coursework extension form (downloadable from the Programme Information Folder in SEM & SPY Online) and send to the Unit Convenor and Programme Administrator. Some form of evidence of the circumstances should be provided. You should use this process if your studies are not otherwise affected.

## LATE SUBMISSION OF COURSEWORK

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

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

Please note that:

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

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

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

## WORD COUNTS

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

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

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

**Your programme has adopted the University's default policy for non-compliance with the word limit or word range in accordance with QA16**

(<http://www.bath.ac.uk/quality/documents/QA16.pdf>) as below:

- the marker(s) will stop reading the work once the student has exceeded a word limit (or the upper figure of a word range) by 10%. If a student writes less than the word limit (or the lower figure of a word range) they risk not maximising their potential mark;
- for the purpose of calculating the word count, footnotes are included, whereas contents pages, executive summaries, tables, figures, appendices and reference lists/bibliographies are excluded

## SUBMISSION AND MARKING GUIDELINES

You can find Coursework Guidelines, Marking Guidelines and a Research Phase Handbook, including guidelines for writing up the research project, on each unit's Moodle page and on [SEM and SPY online](#) along with information on how to find Coversheets to attach to your electronic submission. There are generic marking criteria which span the whole programme (please see Annex 2). These focus on four important areas:

- Knowledge and understanding of relevant ideas and methods
- Ability to apply relevant ideas and methods to specific problems or issues
- Originality, including ability to reflect critically on relevant knowledge and methods, and to develop clear and original arguments.
- Clarity of expression, presentation of material and overall structure (including referencing)

You should bear these in mind when writing any assignments as they give detail descriptors of the level of work required within each of the grade boundaries.

## UNIVERSITY REGULATIONS FOR STUDENTS

All registered students of the University are subject to the University's Regulations for Students. The Regulations contain rules and other important information about being a student at the University of



Bath, including regulations governing the payment of fees due to the University, student discipline, fitness to study and those governing attendance, conduct and progress in studies. They also form part of the formal contract between you and the University. You will find references to the requirements of the Regulations for Students throughout this Handbook. You are advised to download a copy of the Regulations and read them carefully as they contain a lot of important information.

### ***Important information***

The full Regulations for Students can be found at:

[www.bath.ac.uk/publications/regulations-for-students](http://www.bath.ac.uk/publications/regulations-for-students)

## **REGISTRATION STATUS**

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

Regulation 1.1 explains the requirement to register. Regulations 2.4 and 2.10 explain the consequences of non-payment of tuition fees: [www.bath.ac.uk/publications/regulations-for-students](http://www.bath.ac.uk/publications/regulations-for-students)

## **ATTENDANCE MONITORING**

Guidance and requirements on attendance, including the University's Attendance Monitoring and Engagement Policy for Tier 4 students, are available at:

[www.bath.ac.uk/guides/attendance-monitoring-for-tier-4-students](http://www.bath.ac.uk/guides/attendance-monitoring-for-tier-4-students)

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

## **CHANGE IN YOUR CIRCUMSTANCES**

It is important to ensure that the University holds your correct, up-to-date, personal and academic details within SAMIS, the University's student records database. If you change your address – either your semester-time or home address – please update your details online at: <https://samis.bath.ac.uk>

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

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

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

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

**The financial implications of withdrawing from the University or suspending your studies can be significant.**

You will find general information at: [www.bath.ac.uk/students/finance/changes-to-your-study/withdrawing-or-suspending-from-your-course](http://www.bath.ac.uk/students/finance/changes-to-your-study/withdrawing-or-suspending-from-your-course)

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

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

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

## HEALTH AND SAFETY

The University's Health and Safety Policy Statement is available at:

[www.bath.ac.uk/corporate-information/health-and-safety-policy](http://www.bath.ac.uk/corporate-information/health-and-safety-policy)

The Policy Statement is also displayed throughout the campus. Staff within the University Health, Safety and Environment Service (Wessex House 3.12) provide professional advice on health and safety matters and monitor the health and safety performance of the University.

### **Further information**

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

Current University guidance on fieldwork, work placements and overseas travel:

[www.bath.ac.uk/corporate-information/fieldwork-safety-standard](http://www.bath.ac.uk/corporate-information/fieldwork-safety-standard)

[www.bath.ac.uk/corporate-information/placements-and-study-abroad-programmes-safety-standard](http://www.bath.ac.uk/corporate-information/placements-and-study-abroad-programmes-safety-standard)

[www.bath.ac.uk/guides/overseas-travel-safety-guidance](http://www.bath.ac.uk/guides/overseas-travel-safety-guidance)

## DATA PROTECTION

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

*Guidance notes for students and academics undertaking research:* <http://www.bath.ac.uk/data-protection/guidance/academic-research/index.html>

## EQUALITY, DIVERSITY AND INCLUSION

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

### **Further information**

There is a range of information and resources available at [www.bath.ac.uk/equalities](http://www.bath.ac.uk/equalities) or email: [equalsdiv@bath.ac.uk](mailto:equalsdiv@bath.ac.uk)

### **Accessibility**

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

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

## ANNEX 1 ASSESSMENT AND PROGRESSION REGULATIONS

All Masters programmes are assessed under the New Framework for Assessment: Assessment Regulation (NFAAR), details of which can be found in 'The New Framework for Assessment: Assessment Regulations.' The key aspects are summarised below. Please also see the links provided below for full NFAAR guidance related to each award.

**Masters degree** (for full details please see: <http://www.bath.ac.uk/registry/nfa/nfaar-pgt-appendix-11.pdf>) and also <http://www.bath.ac.uk/registry/registry.bho/assessment/nfa-briefing-030.pdf>

### **Awards**

**Masters degree** - a student must achieve:

- at least **90 credits**, at least 75 of these credits being gained at M level;
- both an overall programme average (OPA) of at least 40.00% and a dissertation/project average (DPA) of at least 40.00%.

**Masters degree with Merit** - a student must achieve:

(i) an overall programme average (OPA) of at least 60.00%, (ii) a dissertation/project average (DPA) of at least 60.00%, and (iii) a taught stage(s) average (TSA) of at least 50.00%. **Masters degree with Distinction** - a student must achieve:

(i) an overall programme average (OPA) of at least 70.00%, (ii) a dissertation/project average (DPA) of at least 70.00%, and (iii) a taught stage(s) average (TSA) of at least 60.00%.

### **Condoning**

Designated Essential Units (DEU) cannot be condoned.

Marks of 35%-39% in non-DEU taught stage credits (TSC) can be condoned.

Maximum of 12 taught stage credits (TSC) (20% of the award)).

Dissertation/project credits (DPC) cannot be condoned.

### **Retrieval (supplementary assessment)**

Taught-stage credits (TSC) – maximum of 18 credits for taught units (TSC) may be retrieved after failure by supplementary assessment.

Dissertation/project credits (DPC) - can only be retrieved if the fail mark is in the range 35%-39%.

A student will be permitted **one attempt only** to retrieve a failed unit. Unit marks will be capped at 40% on retrieval.

**Postgraduate Diploma** (for full details please see: <http://www.bath.ac.uk/registry/nfa/nfaar-pgt-appendix-12.pdf>)

### **Awards**

**PG Diploma** - a student must achieve:

- at least **60 credits**, at least 48 of these credits being gained at M level;
- overall programme average (OPA) of at least 40.00%.

**PG Diploma with Merit** - a student must achieve:

- overall programme average (OPA) of at least 60.00%.

**PG Diploma with Distinction** - a student must achieve:

- overall programme average (OPA) of at least 70.00%.

### **Condoning**

Designated Essential Units (DEU) cannot be condoned.

Marks of 35%-39% in non-DEU taught stage credits (TSC) can be condoned.

Maximum of 12 credits (20% of the award) can be condoned.

### **Retrieval (supplementary assessment)**

Maximum of 18 credits for taught units (TSC) may be retrieved after failure by supplementary assessment. A student will be permitted **one attempt only** to retrieve a failed unit. Unit marks will be capped at 40% on retrieval.

### **Progression to Masters from Diploma**

Programme Progression Requirement (PPR):

This programme does not have a programme progression requirement

**Postgraduate Certificate** (for full details please see: <http://www.bath.ac.uk/registry/nfa/nfaar-pgt-appendix-13.pdf>)

### **Awards**

**PG Certificate** a student must achieve:

at least **30 credits** with at least 24 of these credits being gained at M level;

overall programme average (OPA) of at least 40.00%.

**PG Certificate with Merit**

overall programme average (OPA) of at least 60.00%.

**PG Certificate with Distinction**

overall programme average (OPA) of at least 70.00%.

### **Condoning**

Designated Essential Units (DEU) cannot be condoned.

Marks of 35%-39% in non-DEU taught stage credits (TSC) can be condoned.

Maximum of 6 credits (20% of the award) can be condoned.

### **Retrieval (supplementary assessment)**

Maximum of 12 credits for taught units (TSC) may be retrieved after failure by supplementary assessment. A student will be permitted **one attempt only** to retrieve a failed unit. Unit marks will be capped at 40% on retrieval.

**ANNEX 2: GENERIC MARKING CRITERIA FOR MSc SPORT & EXERCISE MEDICINE AND MSc SPORTS PHYSIOTHERAPY**

Marking range and indicative grades	(1) Knowledge and understanding of relevant ideas and methods	(2) Ability to apply relevant ideas and methods to specific problems or issues	(3) Originality, including ability to reflect critically on relevant knowledge and methods, and to develop clear and original arguments	(4) Clarity of expression, presentation of material and overall structure (including referencing)
<b>80% or more</b> Outstanding performance that fulfils and exceeds designated learning outcomes	Exceptional knowledge and understanding of material stipulated in the unit, alongside material drawn from wider reading	Near perfect application of relevant techniques or methods. Incisive analysis of empirical material, leading to strong and accurate conclusions.	Original and insightful. Worthy of sharing with a wider readership.	Potentially publishable as a working paper.
<b>70-79%</b> Excellent performance relative to designated learning outcomes	Demonstrates full knowledge and understanding of material stipulated in the unit, alongside material drawn from wider reading	Relevant ideas and methods applied clearly and correctly, with appropriate inferences drawn.	A high degree of analytical ability, originality and insight.	Fully meets formal criteria. Clearly expressed and structured piece of work.
<b>60-69%</b> Very good performance relative to designated learning outcomes	Very good understanding of relevant knowledge, with evidence of relevant wider reading.	Clear understanding of relevant methods and mostly correct application. Good use of empirical material to illustrate points and to justify arguments. No significant weaknesses in competence in the subject.	Strongly argued. Good powers of critical thought. Independent analysis, argument, and/or application of theory.	Has met the criteria well. Generally shows good writing ability. Appropriate and correct referencing.
<b>50-59%</b> Good performance relative to designated learning outcomes	Identifies key issues. Demonstrates understanding of relevant concepts, with some evidence of relevant reading.	Competence application of relevant ideas and methods to empirical material. Provides examples to illustrate points and justify arguments. Conclusions arrived at through analysis, rather than just a statement of a position. Case studies have a clear purpose and message.	Well argued. Some critical thought. Logical organisation to the answer, clear evidence of some "value added" through application to empirical data, critique and/or logical exercise of independent judgement.	Has met the formal criteria. Reveals an ability to set out an argument or answer clearly and logically. Appropriate referencing.
<b>40 - 49%</b> Satisfactory performance in designated learning outcomes	Generally demonstrates knowledge of the material provided. Identifies relevant issues, but without evidence of wider reading. May reveal some gaps in knowledge and understanding.	Knowledge of relevant ideas and methods, but weaknesses in their use. Empirical evidence used is relevant. Addresses the question set or proposed. Some ability to argue logically and to organise an answer.	Not much evidence of critical thought or appreciation of the subject.	Has met the criteria but there are weaknesses. Generally shows adequate writing ability, and basic standards of English. Appropriate referencing attempted, but with errors.
<b>35-39% Fail</b>	Partial knowledge and understanding of key concepts and ideas. Shows poor comprehension of the basic facts and principles. Prone to inaccuracy and tendency to irrelevance.	Failure to: identify and use appropriate ideas and methods; address the question clearly enough. Arguments lack adequate illustration or empirical support, or empirical material is purely decorative	Little original thought.	Weak presentational skills, inadequate or improper referencing. Fails to meet formal criteria in one or more ways.
<b>&lt;35% Fail</b>	Some relevant knowledge, but demonstrates a poor understanding of the subject.	Answer may be totally or largely irrelevant to the question. Empirical material incorrect or incorrectly used.	No evidence of original thought.	Fails to meet formal criteria in numerous ways.

