



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

**FdSc Sport (Sports Performance)
Programme Handbook
2021/22**

This Handbook is available online or in alternative formats. Please contact the Lauren Mabley if required.

hss-sportsperformance@bath.ac.uk

October 2021

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ABOUT THIS HANDBOOK

This is the 2021-22 Handbook for 2021-22 students on the FdSc Sport (Sports Performance) programme.

The contents of this Handbook are accurate at the time of publication [October 2021] but information contained within may sometimes be subject to change after this Handbook has been issued.

The Important Links and Information section of this Handbook includes links to information online about both the topics covered in this Handbook and other key topics. It is important that you familiarise yourself with the online information as well as the contents of this Handbook.

Earlier this summer we wrote to you to explain how your programme has been adapted in response to COVID-19 safety measures and our 'Bath Blend' approach to learning and teaching for academic year 2021/22.

Information about the structure of your programme (which units you take when, which units are compulsory etc), as well as key unit information (including learning outcomes, synopsis and assessment), for the upcoming academic year can be found online in the Unit and Programme Catalogues (see **Unit and Programme Catalogues** in this Handbook and www.bath.ac.uk/catalogues). You will also receive details about unit content and assessment via the University's online learning environment, Moodle.

You will be informed, normally by your Director of Studies or Unit Convenor, of any further changes that will affect your programme or a unit. See also **Unit and programme changes 2021/2** in this Handbook.

You will be informed via announcements if any services offered by the University will need to be changed as a result of changing circumstances during 2021/22.

While this Handbook signposts information about regulations for students, it does not have regulatory status itself, and the Regulations available online (Regulations for Students: <http://go.bath.ac.uk/regulations> and Assessment Regulations: www.bath.ac.uk/corporate-information/new-framework-for-assessment) are the most up-to-date and take precedence over the contents of this Handbook. It is your responsibility to take the time to familiarise yourself with the Regulations.

If in doubt about what applies to you, or if your circumstances change, please contact your Director of Studies Dr Alison Tincknell-Smith (a.l.smith@bath.ac.uk) for advice.

IMPORTANT LINKS AND INFORMATION

UNIVERSITY INFORMATION ONLINE

This Handbook is an accompaniment to important information available to all students on the University's website. It is expected that you will familiarise yourself with the online information signposted below.

If you cannot find the information you are looking for in this Handbook or on the web please contact Lauren Mabley in the first instance. hss-sportsperformance@bath.ac.uk



SUPPORTING YOU

Student Support Services

[https://www.bath.ac.uk/professional-](https://www.bath.ac.uk/professional-services/student-services/)

[student-services/](https://www.bath.ac.uk/professional-services/student-services/)

[Counselling and mental health support](https://www.bath.ac.uk/professional-services/student-services/)

[Disability Service](https://www.bath.ac.uk/professional-services/student-services/)

[Student Money Advice](https://www.bath.ac.uk/professional-services/student-services/)

[Welfare and Wellbeing Advice](https://www.bath.ac.uk/professional-services/student-services/)

Students' Union Advice and Support Service

www.thesubath.com/advice

Equality, Diversity and Inclusion

[https://www.thesubath.com/diversity-](http://www.thesubath.com/diversity-support/)

[support/](http://www.thesubath.com/diversity-support/)

LGBTQ+ students

[https://www.bath.ac.uk/campaigns/lgbtq-](http://www.bath.ac.uk/campaigns/lgbtq-student-support-at-bath/)

[student-support-at-bath/](http://www.bath.ac.uk/campaigns/lgbtq-student-support-at-bath/)

International Students

[https://www.thesubath.com/international/](http://www.thesubath.com/international/)

[https://www.bath.ac.uk/guides/money-advice-](http://www.bath.ac.uk/guides/money-advice-for-international-and-eu-students/)

[for-international-and-eu-students/](http://www.bath.ac.uk/guides/money-advice-for-international-and-eu-students/)

Disabilities, long-term illness, and specific learning difficulties

<http://go.bath.ac.uk/disability-service>

Students with caring responsibilities

[https://www.bath.ac.uk/publications/university-](http://www.bath.ac.uk/publications/university-and-young-adult-carers/)

[and-young-adult-carers/](http://www.bath.ac.uk/publications/university-and-young-adult-carers/)

CORE UNIVERSITY SERVICES / INFORMATION

Dissatisfaction with a University service or facility (Complaints)

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

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

Health and Safety

[https://www.bath.ac.uk/topics/covid-19-](http://www.bath.ac.uk/topics/covid-19-information-for-students/)

[information-for-students/](http://www.bath.ac.uk/topics/covid-19-information-for-students/)

Be Safe on Campus information (COVID-19)

[https://www.bath.ac.uk/campaigns/be-](http://www.bath.ac.uk/campaigns/be-safe-on-campus-and-in-bath-during-the-covid-19-pandemic/)

[safe-on-campus-and-in-bath-during-the-](http://www.bath.ac.uk/campaigns/be-safe-on-campus-and-in-bath-during-the-covid-19-pandemic/)

[covid-19-pandemic/](http://www.bath.ac.uk/campaigns/be-safe-on-campus-and-in-bath-during-the-covid-19-pandemic/)

Student Immigration Service

www.bath.ac.uk/topics/visas

Visa Extension Service

Academic Engagement rules for Tier 4 students

Library and Study Spaces

[https://library.bath.ac.uk/home](http://library.bath.ac.uk/home)

[www.bath.ac.uk/campaigns/where-you-](http://www.bath.ac.uk/campaigns/where-you-can-study-on-campus-and-in-the-city)

[can-study-on-campus-and-in-the-city](http://www.bath.ac.uk/campaigns/where-you-can-study-on-campus-and-in-the-city)

Academic Skills Support and Development

[https://www.bath.ac.uk/campaigns/get-ahead-](http://www.bath.ac.uk/campaigns/get-ahead-with-skills-at-bath)

[with-skills-at-bath](http://www.bath.ac.uk/campaigns/get-ahead-with-skills-at-bath)

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

Learning Technologies & IT Support

Care-leavers, Estranged students and Foyer Residents

<https://www.bath.ac.uk/guides/additional-support-and-funding-for-care-leavers-foyer-residents-and-estranged-students/>

<https://www.bath.ac.uk/professional-services/digital-data-and-technology/>

Students from a refugee background

<https://www.bath.ac.uk/guides/financial-support-for-refugees/>

<https://www.bath.ac.uk/publications/university-and-refugees/>

Careers Service

www.bath.ac.uk/professional-services/careers-service

Data Protection

www.bath.ac.uk/guides/data-protection-guidance

Bullying, harassment and victimisation

<https://www.bath.ac.uk/forms/be-the-change-reporting-form/>

<https://www.bath.ac.uk/campaigns/report-and-support/>

SU Code of Practice and membership

www.bath.ac.uk/corporate-information/code-of-practice-for-the-students-union-su

Erasmus and Visiting students

<https://www.thesubath.com/erasmus/>

SUPPORTING YOUR LEARNING

Your Learning

www.bath.ac.uk/guides/your-programme

Year dates and timetables

Blended learning (setting yourself up)

How we ensure the quality of your course, including making changes.

Regulations for students

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

Assessment

www.bath.ac.uk/guides/assessment-guidance-for-students

Important assessment information

Coursework submission (deadlines, word counts)

Assessment processes (marking, anonymous marking, moderation, scaling)

External examiners

Understanding your results

Supplementary assessment

Academic Integrity

www.bath.ac.uk/campaigns/academic-integrity-training-and-test

Assessment Regulations

www.bath.ac.uk/corporate-information/new-framework-for-assessment

Definitions of assessment terms

Individual Mitigating Circumstances

www.bath.ac.uk/guides/reporting-individual-mitigating-circumstances-to-the-university

Academic Appeals

www.bath.ac.uk/guides/appealing-against-an-academic-decision

Placements

<http://go.bath.ac.uk/placements-information-for-students>

Personal Tutoring

www.bath.ac.uk/guides/personal-tutoring

Student Representation and Engagement

www.bath.ac.uk/campaigns/student-engagement-shape-your-university

HEAD OF DEPARTMENT WELCOME 2021/22

ABOUT THE DEPARTMENT 2021/22

Welcome to the University, and to our sport and health related courses in the Department for Health. We are very proud of our courses, and the research that our staff are doing that directly feeds into our teaching, so we hope you will enjoy learning from them and seeing some of the subjects you are interested in coming to life. We are lucky to be studying and researching topics that have the potential for such direct impact on people's lives, and hope that your time at Bath is a launchpad for you into a career that really makes a difference.

We know you've had a very challenging time over the past 2 years, and while we can't promise you this year will be free from disruption, we can reassure you that we have the technology and the know-how to make sure your learning comes first, whatever COVID throws our way. You'll get to experience some examples of blended learning that we introduced last year - where we found this worked better than how we had taught things in the past - but our commitment is to deliver most of your courses in person so that you get the chance to talk and interact with your tutors and peers that we know makes such a difference to your university life. We hope you will enjoy your studies with us over the next few years, and of course all the other opportunities that coming to the University of Bath brings with it.



Best wishes
Fiona

Dr Fiona Gillison

KEY CONTACTS/STAFF LIST

Dr Alison Tincknell-Smith – Director of Studies/
Lecturer a.l.smith@bath.ac.uk

Jamie Chapman – Admissions Tutor/Lecturer 5319 j.chapman@bath.ac.uk

Nicholas Willsmer – Lecturer 5197 n.willsmer@bath.ac.uk

James Fern - Director of Teaching/Lecturer 5752 j.fern@bath.ac.uk

Dr Lee Moore – Senior Tutor/Lecturer 4205 ljm90@bath.ac.uk

Dr Lucy Noble – Director of Teaching/Lecturer 5414 l.noble@bath.ac.uk

Dr Gareth Roberts – Lecturer 5301 gr397@bath.ac.uk

ADMINISTRATIVE STAFF

Taught Programmes Team hub office 1WN 3.2
Education and Health (UG and PGT Programmes)
Distance Learning

How to contact us in person

From Monday 27 September 2021, the Taught Programmes Team hub office is open from Monday to Friday between 10am and 12pm and between 2pm and 4pm for in-person enquiries.

We ask that students and staff do not enter the office unless you are invited in. Please use our hatch for student and staff enquiries.

We are currently operating 'hybrid working' in the team which means that we will work some of our time on campus in the office and some of it from home each week.

You can access our [rota](#) on the Faculty Sharepoint site.

How to contact us remotely

You can contact us using our shared mailboxes with your enquiries. We are happy to take your calls on Teams if you would like to talk to us, however we may not be able to answer immediately if, for example, we are in a meeting. You can use our shared mailboxes to email us and book in a time when we can call you back.

Do you have an urgent enquiry?

If your enquiry is urgent, we advise sending an email to the relevant shared mailbox which will be monitored **between 9am and 5pm from Monday to Friday**.

Programmes	Administrators + Teams/Phone	Mailbox
BA Sport and Social Sciences, BSc Sport Management and Coaching, BSc/FdSc Sports Performance	Lauren Mabley	Hss-sportsperformance@bath.ac.uk Hss-sass@bath.ac.uk

ABOUT THE PROGRAMME

Director of Studies Welcome

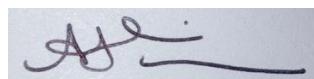
Welcome to the University of Bath and to the FdSc in Sports Performance. We are delighted that you will be joining our department and programme.

Starting university can be a challenging and exciting time. We understand that you may be moving location to study for the first time. For students on the FdSc in Sports Performance, we know that this can coincide with a transition in sporting commitments. The teaching team on the degree programme understand the new steps you are taking, and we will support you with navigating the challenges ahead, helping you to achieve your academic and sporting aspirations. We also work closely with colleagues from across the University, in particular colleagues in TeamBath, to ensure you feel supported.

The Bath University Students' Union (BUSU) provides a diverse range of clubs and societies. The University community in the arts, drama, and music also provides additional extra-curricular activities. Whilst we understand study and training loads can reduce the time you have available, we encourage you to explore the opportunities provided and to engage with the wider university community.

We understand that the past 2 years have been very challenging for everyone and you may be concerned about how your studies may be affected. Whilst we cannot predict what disruptions may occur during this year, we can reassure you that the teaching team will continue to support you and to prioritise your learning. Our commitment is to deliver the majority of your taught sessions in person so that you can benefit from interaction with staff and peers. However, reflecting our constant strive to improve, we have taken the positives of our experiences from the last 2 years to update how we deliver the degree programme, retaining areas that benefitted from online teaching. You will learn more about this when you start your programme.

The University of Bath is an elite institution with an array of academic and sporting success stories. It has an outstanding reputation for research and teaching, exceptional recreational offers for students, and fantastic support for athletes. We are delighted to be welcoming you and helping you to feel at home at the university. We look forward to helping you realise your aspirations and to helping you prepare for whatever lies in your future.



Dr. Ali Tincknell-Smith
Director of Studies

PROGRAMME AIMS AND LEARNING OUTCOMES

Synopsis and academic coherence of programme

This exciting programme provides students of sport with a unique opportunity to study, train and further develop their capabilities in an area in which they perform to a very high standard. The Foundation Degree in Sport (Sports Performance) offers the possibility of using the highly regarded academic facilities of the University of Bath as well as accessing the world class sporting facilities and highly acclaimed sports coaches and sport support services. The University is at the forefront of developing sports performance as an academic discipline. The teaching staff delivering the programme bring a depth of academic knowledge and understanding of sport which will enhance the learning experience. The programme is designed to appeal to those students performing at a very high ('elite') standard in their chosen sport or to developing coaches with aspirations to coach in the higher echelons of their sport.

The programme aims to provide students with a solid academic base to develop their studies, which will explore the key components of athletic success. The early stages of the programme explore a range of fundamental topics and equip students with a range of basic study skills. In addition they develop their abilities in their chosen sport throughout the

programme. For an athlete/coach to be successful, a clear understanding of human structure and function, and appropriate life style management issues are required and units covering these topics are part of the programme. Students will, therefore, have the necessary tools and information to allow them to maximise their potential. As students progress through the programme there is an increasing emphasis on them developing their own observational, evaluative and analytical skills in determining training regimes and programmes.

The Foundation Degree in Sport (Sports Performance) is offered as a full-time route.

Educational aims of the programme

The programme is intended to:

- identify those key principles that contribute to individual elite performance;
- provide students with the essential skills that will allow them to critically analyse their own performance and reflect on areas for improvement;
- develop students' ability to plan effectively;
- empower students to take responsibility for their own personal learning and development;
- ensure that students are provided with the key subject specific and generic skills that will allow them to develop as independent learners within their sport;
- develop students' ability to effectively critique theory as applied to practice
- develop students' ability to critique and carry out research
- develop an understanding of the key issues in planning and performance and how interdisciplinary and multidisciplinary sport affects this;
- develop students' appreciation of working effectively within an elite sport environment;
- communicate with interested parties, national and international sporting organisations such as British Olympic Association, International Olympic Committee, National Governing Bodies, International Federations etc to develop and appreciation of employment opportunities within elite sport.

<ul style="list-style-type: none">• Knowledge & Understanding:	<p>The intended outcomes of the programme are designed to enable students to:</p> <p><u>Certificate of Higher Education:</u></p> <ul style="list-style-type: none">• demonstrate basic knowledge of the underlying concerns and principles associated with the study of sport;• establish and respond to the key requirements of assessment tasks;• apply theoretical underpinning knowledge to practical situations and scenarios relevant to sport. <p><u>Foundation Degree:</u></p> <ul style="list-style-type: none">• provide a clear and objective analysis of the factors contributing to success in their sport;• provide a multi-disciplinary and interdisciplinary analysis of these factors;• apply subject specific knowledge to working with the elite athlete within a sporting context;
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	<ul style="list-style-type: none"> • provide key analytical skills to allow students to evaluate their own performance; • demonstrate an understanding of what is required to work with the elite athlete.
• Intellectual Skills:	<p>The intended outcomes of the programme are designed to enable students to:</p> <p><u>Certificate of Higher Education</u></p> <ul style="list-style-type: none"> • demonstrate an ability to evaluate and interpret knowledge and principles within the context of the study of sport; • show awareness of sources of relevant information; • show ability to select appropriate and relevant information, and develop clear and logical arguments; • undertake, with guidance, analysis and organisation of relevant information to support arguments and justify conclusions; • identify, and make judgements about, alternative approaches, opinions and options. <p>Foundation Degree</p> <ul style="list-style-type: none"> • review appropriate scientific research within the subject context; • synthesise subject specific knowledge relevant to the scientific support required for the elite athlete; • identify the key components that contribute to successful performance; • plan effective strategies to make better performers; • engage in academic study related to the principles of effective planning.
• Professional Practical Skills:	<p>The intended outcomes of the programme are designed to enable students to:</p> <p><u>Certificate of Higher Education</u></p> <ul style="list-style-type: none"> • demonstrate practical professional skills relevant to sport; • contribute positively to individual and group activities relevant to sport; • demonstrate an ability to use clear and concise language and or graphs/ tables/ data etc to communicate ideas; • present, evaluate and interpret data, to develop lines of argument and make appropriate judgements in accordance with basic theories and concepts of sport. <p>Foundation Degree</p>

	<ul style="list-style-type: none"> reflect on their ability to plan effectively; propose evaluative judgement on the ability to plan effectively; assess how effective they are as performers; reflect and provide appropriate strategies to become better performers.
<ul style="list-style-type: none"> Transferable/Key Skills: 	<p>The intended outcomes of the programme are designed to enable students to:</p> <p><u>Certificate of Higher Education</u></p> <ul style="list-style-type: none"> develop appropriate problem based learning skills; utilise key communication skills; utilise a range of key skills in a working environment; communicate effectively in a format appropriate to sport. <p><u>Foundation Degree</u></p> <ul style="list-style-type: none"> develop appropriate problem based learning skills to identify key areas for improvement; utilise key communication skills required to effectively guide and inform the athlete; provide students with the ability to effectively communicate with others; ensure key generic skills are embedded within the subject context; demonstrate how subject specific and generic skills are utilised within elite sport. <p>A variety of teaching, learning and assessment methods are used on the programme. These include methods that encourage experiential learning through group discussion, practical workshops, lectures, seminars, and student-led discussion forums. Students will be encouraged to reflect upon their work-based learning.</p> <p>Evidence of individual achievement of learning outcomes is assessed using a variety of assessment methods, including group presentations, practical coaching sessions, poster presentations, reports, self-appraisals, oral presentations and examinations.</p> <p>Key skills are taught and assessed across a range of units, integrated into assessments and monitored by students over the two years. These key skills will be monitored by the tutor and identified on the assignment handout and assessment feedback sheets. Key skills awarded will be recorded by the student in their Professional Development Plan.</p>

PROGRAMME DESCRIPTION: STRUCTURE OF YOUR PROGRAMME

The structure of your programme year for 2021/22 can be found in the 2021/22 Unit and Programme Catalogues (see below). The content of the Programme Catalogues is correct at the time of publication. Programmes and units may be subject to reasonable change (see **Unit and programme changes** in this Handbook).

UNIT AND PROGRAMME CATALOGUES

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

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

For the online Catalogues, please refer to **Important Links and Information** in this Handbook. See also the section in this Handbook on **Assessment**.

YOUR LEARNING

Having received feedback from our current students and teaching staff about their experience of blended learning in 2020/21, our approach in 2021/22 aims to keep the best of what we've put in place successfully over the last academic year. We are committed to providing a high-quality learning experience that is rich and varied, whilst ensuring we can be flexible if required by government restrictions.

Your learning will consist of structured activities – both in person teaching on campus, and structured online learning delivered through the University's virtual learning environment – as well as independent learning.

Online activities may include following a recorded lecture, or other learning materials, or joining a timetabled live interactive session through Teams or Zoom.

If the UK government restricts how we can deliver your course through social distancing measures or a lockdown, we are able to move all your learning online.

Information on IT support and key software for this academic year is available online. Please refer to **Important Links and Information** in this Handbook.

YOUR TIMETABLE

Using MyTimetable, you can access your personal timetable and download it into an electronic calendar.

Your teaching on campus and any Live Online Interactive Learning (LOIL) sessions you may have will show in your timetable. Links to LOIL sessions can also be accessed through the relevant unit page on the University's online learning environment, Moodle.

When you start your units, you will be able to access associated online material at a time that suits your schedule.

MyTimetable updates regularly, so should there be a change to your timetable, it will be reflected in MyTimetable.

Full information is available online. Please refer to **Important Links and Information** in this Handbook.

PHYSICAL STUDY SPACE – 2021/22

As in previous years, you will be able to book study space on campus and in the city for individual or group study. Information on how to book, and the COVID-19 requirements, is available online. Please refer to **Important Links and Information** in this Handbook.

UNIT AND PROGRAMME CHANGES 2021/22

All programme and unit changes are managed through formal University processes. This is to ensure that changes are academically appropriate, properly supported and are made in a way that safeguards the interests of students.

We continually look for ways to develop and improve our programmes, aimed at enhancing your learning experience and maintaining high academic standards and quality. Such changes could be, for example, to update content to reflect latest developments in a particular field of study, or to respond to student feedback on delivery and/or assessment. 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. The need to adapt to circumstances created by the global pandemic was a significant example of this.

This could also be for reasons such as:

- the accrediting body requiring changes to be made to the course, or,
- being unable to run an option unit because too few students selected it.

When this happens, we always try to ensure that the impact on students is minimised and that those affected are informed of the changes at the earliest opportunity.

Information on how we assure the quality and standards of your programme of study is available online. Please refer to **Important Links and Information** in this Handbook.

GIVING FEEDBACK ON YOUR PROGRAMME TO THE UNIVERSITY

The University is committed to continually improving its practice and aims to engage students as active partners in their education (Education Strategy 2016-21). The three main ways in which your feedback will be sought will be through:

- Staff / Student Liaison Committees (SSLCs)
- surveys and evaluations
- the Students' Union.

Full information is available online. Please refer to **Important Links and Information** in this Handbook.

ASSESSMENT

Full information is available online. For signposts to important information on many aspects of assessment, please refer to **Important Links and Information** in this Handbook.

Any exam-based assessment during the 2021/22 academic year will be online. More information on assessment arrangements for this year, including online assessment, will be provided via the University webpages and updated as necessary.

SUBMISSION DEADLINES

You will be informed of the deadline to submit your assessment within the unit outlines of each unit and the relevant Moodle pages for each unit.

LATE SUBMISSION OF COURSEWORK

To ensure fairness to all students, you will be expected to hand in all assessed coursework and dissertations/projects by a specified date and time, and there are penalties for submitting work after the specified deadline. 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 the Department.

WORD COUNTS

Coursework tasks will normally have a word limit or word range. This, and the penalty for non-compliance, will be confirmed when you receive an assignment. Please refer to your Unit Outlines and Moodle for the specific requirements of each assessment.

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.

FEEDBACK ON ASSESSMENT

During your course, you will receive feedback on your assessed work. This feedback may take different forms, depending on the subject and 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 exam-type

assessment, you may receive general feedback relevant to all who took the assessment rather than individual feedback. You can discuss feedback you receive on assessments alongside your performance and progress in your studies at meetings with your Personal Tutor. <https://moodle.bath.ac.uk/mod/resource/view.php?id=419466>

ACADEMIC INTEGRITY

The University has a wide range of resources available to you to help you understand academic integrity and enhance your academic writing and practice.

It also has in place an Academic Integrity Test you are required to take and pass (the pass mark is 85% but you can take the test as many times as you need to). You will not be able to progress beyond the next progression point in your studies until you pass this test.

When you submit assessment, 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 a plagiarism detection service (currently Ouriginal), which searches the web and databases of reference material and content submitted by other students, to identify duplicated work. Where practical, all summative assessment is submitted to this service to check for similarities as an initial indicator of whether work has been plagiarised and an assessment offence committed.

Submission of your assessment to the Plagiarism Detection Service - Data Protection statement

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

- 1) assessment of the work
- 2) comparison with databases of earlier work or previously available works to confirm the work is original
- 3) 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.

Assessment offences – penalties

Any student who is found to have used unfair means in an assessment procedure will be penalised. 'Unfair means' here include cheating, fabrication, falsification, plagiarism, unfair collaboration or collusion. Penalties for use of unfair means 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.

Important information on academic integrity, the Plagiarism Detection Service, assessment offences and penalties, and support, as well as the Academic Integrity Test itself, is available online. Please refer to **Important Links and Information** in this Handbook. To complete the Academic Integrity test, follow the link below:-

<https://moodle.bath.ac.uk/course/view.php?id=53995>

IF CIRCUMSTANCES IMPACT ON YOUR ASSESSMENT ATTEMPT

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 about IMCs is available online. Please refer to **Important Links and Information** in this Handbook. **It is strongly advised that you become familiar with the available guidance and related regulations.**

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 assessment where practicable. 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 **Academic Appeals**).

Scaling: 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. A Board of Examiners can decide to recommend a change to the provisional marks, based on evidence that there was a problem with the assessment which means the initial marks do not reflect the standards achieved by students. This adjustment is known as scaling and under these circumstances the marks of all affected students will be changed.

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

Once a year, the External Examiners will provide a written report. University staff, including the Head of Department and Director of Studies, will look at these reports and a response will be made to the External Examiner's comments. External Examiner reports and

responses are made available to students. Staff/Student Liaison Committees (SSLCs) also discuss External Examiner reports as part of routine monitoring activity.

The External Examiner for your programme is:

Dr John Parker, Research Centre Lead, Hartpury University.

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 **Academic Appeals** and **Dissatisfaction with a University Service or Facility (Complaints)** give some more information about the University's procedures for student complaints and academic appeals. The University's mechanisms for student representation are designed to enable students to engage with the quality management process through which the University considers and responds to External Examiners' comments and suggestions.

Full information is available online. Please refer to **Important Links and Information** in this Handbook.

ASSESSMENT REGULATIONS

The University's New Framework for Assessment: Assessment Regulations: Phase 1 for first-degree programmes ('NFAAR-UG') 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.

Your programme is covered by the NFAAR-UG, so your work will be assessed according to its rules. If at any time you are in doubt about how NFAAR-UG 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-UG document.

The full NFAAR-UG, a student introduction to it, and definitions of terms used in it, are available online. Please refer to **Important Links and Information** in this Handbook.

YOUR PROGRAMME AND HOW YOU ARE ASSESSED

Within a 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 there may also be optional units (i.e. those units students may choose from a range of options).

In the Programme and Unit Catalogues, there are links to the relevant appendices of the NFAAR-UG which state exactly how the assessment rules operate for each stage of your programme.

There are some units that you must pass in order to progress to the next stage of your programme and to achieve the normal award for the programme at the end. Such units are called Designated Essential Units (DEUs). Failure in a DEU – even marginal failure – will prevent you from progressing (or completing) your programme.

Programmes are divided into a number of parts and stages. For full-time students, stages usually correspond to the year of study (so, for example, most first-year students will be in Stage 1 of their programmes).

Within each stage of a programme, the contribution of each unit's assessment to the calculation of the Overall Stage Average (OSA) is normally directly proportional to the credit-values of the unit concerned. Placement units form part of a stage and have a credit weighting. Some placement units carry marks and some are just pass/fail. Only enhanced placement units contribute to the Overall Programme Average (OPA) however.

The normal pass mark for a unit is 40%.

Particular rules apply to failure of units. They are as follows:

A Board of Examiners will decide at appropriate points whether you are continuing to meet the requirements for the programme, 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, this will result in failure of the programme – without any opportunity for supplementary assessment or re-takes. You may also fail the programme if you have exhausted the retrieval/re-take attempts that are permitted.

You need to achieve a mark of 55% from the foundation degree to progress onto the BSc (Hons) one year course. This is determined by your first and second year marks, with each year contributing 50% to your overall mark. If you progress to the BSc (Hons) course, your final degree classification is based entirely on your marks achieved in that year only.

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.

Academic year dates, including the supplementary assessment period, can be found online. See **Important Links and Information** in this Handbook.

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

More information on arrangements for the 2021/22 academic year will be provided via the University webpages and updated as necessary.

If you pass all your supplementary assessments, you will be able to progress onto the next stage of your programme.

The outcomes of failing a supplementary assessment are as follows:

- if you fail supplementary assessment in a DEU, you will fail the stage

EXIT AWARDS – CERTHE AND DIPLHE

If you leave your programme early you may be eligible for a generic exit award, either a Certificate of Higher Education (CertHE) or a Diploma of Higher Education (DiplHE).

ACADEMIC APPEALS

If you wish to submit a request for an academic appeal you should refer to Regulation 17 (Conduct of Student Academic Reviews and Appeals), which outlines the process and grounds for an appeal against formal Board of Studies decisions.

You are also strongly advised to read the online guidance on Appeals provided by the Academic Registry.

Independent advice about academic appeals is offered by the Students' Union Advice and Support Centre.

Full information is available online. Please refer to **Important Links and Information** in this Handbook.

CORE UNIVERSITY INFORMATION

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 are strongly advised to read them carefully as they contain a lot of important information.**

For a link to the full Regulations for Students, see **Important Links and Information** in this Handbook.

ACCESSING UNIVERSITY EMAIL

You will need to use your University username and password to access your University email account. Your username also forms your email address (**username@bath.ac.uk**).

The University will often communicate with you about a range of important matters requiring action from you, including registration, assessment, degree ceremonies, and matters such as tuition fees, via your University email account. It is a University regulation 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.

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. Information on opting out of this membership, and the Code of Practice for the Students' Union, are available online. Please refer to **Important Links and Information** in this Handbook.

DATA PROTECTION

The University's Data Protection Policy and Guidelines on Data Protection may be accessed via the data protection website (see **Important Links and Information** in this Handbook).

REGISTRATION STATUS

Note that only registered students may use the University's facilities, such as 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.

ACADEMIC ENGAGEMENT MONITORING FOR STUDENT AND TIER 4 HOLDERS

Guidance and requirements on academic engagement for students who are Student and Tier 4 visa holders, including the University's **Academic Engagement Monitoring Policy for Student and Tier 4 visa holders**, and information on when and how to request an authorised absence, are available online. Please refer to **Important Links and Information** in this Handbook.

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 (see **Important Links and Information** in this Handbook).

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, 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.

The financial implications of withdrawing from the University or suspending your studies can be significant. See **Important Links and Information in this Handbook.**

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 Student or a Tier 4 visa, you should consult the advisers in the Student Immigration Service about the implications of suspending or withdrawing from your programme. See **Important Links and Information in this Handbook.**

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.

DISSATISFACTION WITH A UNIVERSITY SERVICE OR FACILITY (COMPLAINTS)

We want to ensure that, if you have a problem concerning the University, it is resolved as quickly as possible. The University is committed to continuing review and improvement, and seeks regular feedback from students. There are student representatives on the University's formal decision-making committees who can raise issues so that they can be dealt with promptly. The University is also committed to providing an environment within which students are encouraged to raise any matters of concern in an informal manner as soon as they arise. This often removes the need for formal complaints.

It is expected that most complaints can be resolved at an early stage by discussing the matter informally at a local level. If you have a problem concerning the University, you should bring the matter to the attention of an appropriate member of staff, who will aim to resolve it by informal discussion. If you have attempted to resolve matters informally but are not satisfied with the outcome, you may elect to proceed to the next stage by submitting a formal complaint. You may also submit a formal complaint if the issue involved is too complex or serious for informal resolution.

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**. 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.

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

The University recognises that making a complaint can be stressful. Students are therefore advised to seek advice and support before making a complaint, from Student Services, or from the Students' Union Advice and Support Centre, whose advice is independent of the University.

Full information is available online. Please refer to **Important Links and Information** in this Handbook.