Faculty of Humanities and Social Sciences
Department for Health

FdSc Sport
(Sports Performance)

2017/2018

This handbook is available on the 'Sports Performance Hub' Moodle page and also in other formats on request. Please contact Lucy Gaffney (l.m.gaffney@bath.ac.uk) if required.

Department for Health

WELCOME

We are delighted to welcome you to the University of Bath to study on our FdSc in Sports Performance. This is a challenging and exciting time for all of you. Many of you have left your home and friends to join the degree programme and will be learning to live in a new environment with a new circle of friends. The staff teaching on the degree programme will help you to prepare for the challenges ahead.

Not only do you have to prepare for your two years of study, you will also integrate this with your sporting interests and commitments using the excellent University facilities. The University community in the arts, drama, and music affords other exciting extra-curricular activities. Facilities provide space for theatre, music studios, and rehearsal rooms for art exhibitions.

The Bath University Students' Union (BUSU) finances and supports many diverse clubs and societies, ranging from cultural societies and political groups through sports clubs and the arts. These academic, social and cultural experiences underpin the University's strong emphasis on an education for the 'real world' – an emphasis reflected in the consistently high employer demand for its 'well-rounded' graduates.

We anticipate you will spend much of your time training in and around the Sports Training Village. You will be taught by an outstanding team of teaching staff from the Department for Health, many of whom have international reputations in applied practice and research. Together they will provide you with access to knowledge and skills to make working for this degree a highly enjoyable and stimulating experience. With their guidance and encouragement, we hope you will continue to strive either towards achieving your aspirations as an elite performer, or maybe as a coach aiming to instruct and prepare the next generation of sports men and women for performance at the highest level

The University of Bath is an elite institution in every respect. It has a world-renowned reputation for research and teaching, exceptional recreational provision for students and an outstanding elite athlete programme. We are delighted to welcome you to this unique learning environment and look forward to helping you to fulfil your ambitions.

Director of Studies Mr James Fern

Your programme is delivered by the Department for 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

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│ Engineering &│ │ Humanities & │ │ Science  │ │ Management   │
│ Design       │ │ Social       │ │          │ │              │
│              │ │ Sciences     │ │          │ │              │
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| Dept. of **Economics** | Dept. of **Education** | Dept. for **Health** | Dept. of **Politics, Languages & Int. Studies (POLIS)** | Dept. of **Psychology** | Dept. of **Social & Policy Sciences (SPS)** |
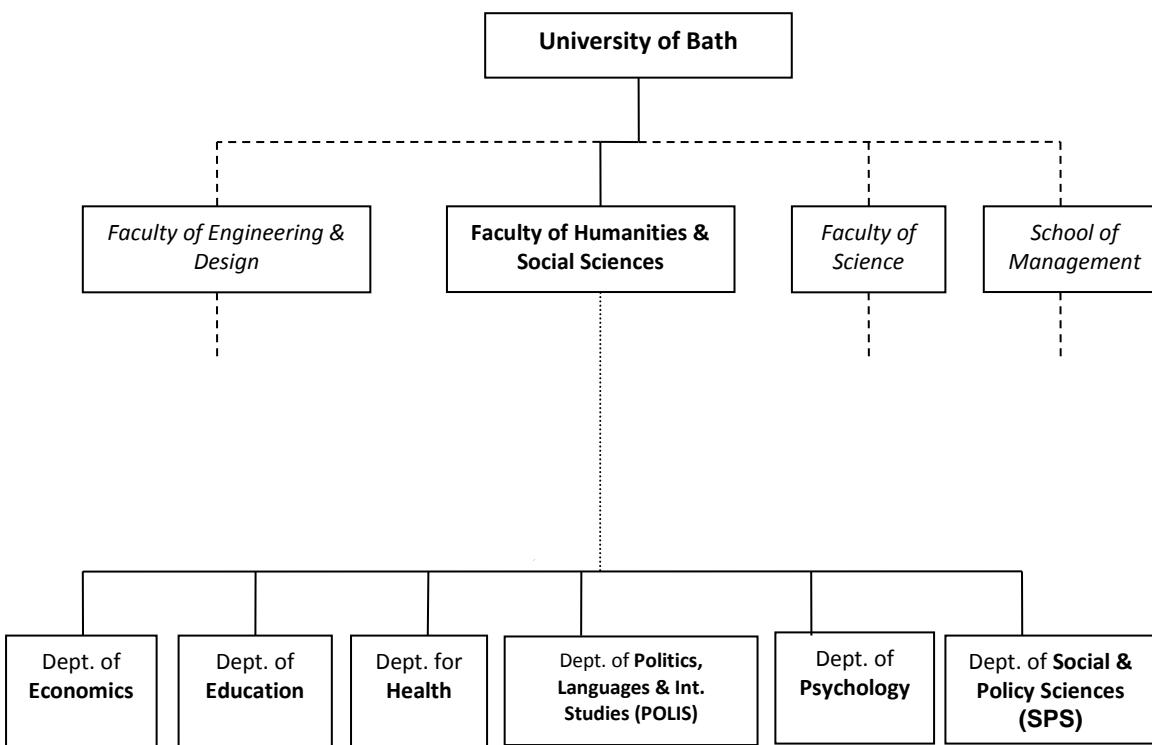
Faculty Taught Programmes - Undergraduate and Postgraduate
Undergraduate and Postgraduate departmental taught programmes are delivered by academic staff in departments, with administrative support provided by our Taught Programmes Team. Our Taught Programmes Team consist of expert managers, officers, 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 North (office 3.2)
Departments: Education and Health programmes

Programmes Officer: Emma Scrase

Undergraduate Education: education-ug@bath.ac.uk

- Alison Mayes Programme Administrator

Postgraduate MRes in Education

Postgraduate MA International Education and Globalization: education-ieg@bath.ac.uk

Postgraduate MA TESOL: education-tesol@bath.ac.uk

- Heather Kubiak Programme Administrator

Undergraduate Health Sport and Social Sciences hss-sass@bath.ac.uk and Sports Performance: hss-sportsperformance@bath.ac.uk

- Lucy Gaffney Programme Administrator

Undergraduate Health Sport and Exercise Science: hss-ses@bath.ac.uk

Undergraduate Health - Health and Exercise Science: hss-pah@bath.ac.uk

- Corinna Box Programme Administrator
- Nagma Van Kampen Programme Administrator

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ABOUT THIS HANDBOOK

This Handbook is intended for all students on FD Sport (Sports Performance) in the Academic Year 2017/18.

Please note that the contents of this Handbook are accurate at 4th August 2017 but that information may sometimes be subject to change after this Handbook has been issued.

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

If in doubt about what applies to you, or if your circumstances change (for example if you are returning from a suspension of study, or transferring to a different programme) please contact your Director of Studies Mr James Fern (x5752) for advice.

YOUR PROGRAMME

INTRODUCTION TO THE PROGRAMME

This handbook comprises general information relevant to the FdSc in Sport (Sports Performance). It details the requirements for successful completion of the programme, in addition to the general University facilities and support services. You should refer to it as and when you need to, although you should also ensure that you are familiar with the information within it at the start of your course of study. If you have any concerns that are not addressed in the handbook please see your Personal Tutor.

Please note that information in the handbook may change at any point during the academic year. Students will be notified of any changes via the Moodle E-Learning portal: Sports Performance Hub.

This handbook and lots of other useful information is available in electronic format via the Sports Performance Hub, which has been created using a programme called Moodle. http://moodle-ro.bath.ac.uk/course/view.php?id=56271

From the Moodle Hub students can access a wider range of information about the course, including advice on the writing and submitting assignments, contact details for course staff and detailed descriptions of all course units. Each unit has its own Moodle 'course', which unit tutors use to keep students updated about lectures and assignments and give links to web pages and files. Tutors may require students to access preparatory reading for lectures via Moodle, or to complete online tasks. Moodle demonstrations will be provided for all First Year students at the beginning of the academic year.

KEY CONTACTS/STAFF LIST

YOUR PROGRAMME

KEY CONTACTS

NAME	TEL	EMAIL
ACADEMIC STAFF		
Nicholas Willsmer	5197	n.willsmer@bath.ac.uk
James Fern Director of Studies	5752	j.fern@bath.ac.uk
Dr Lee Moore	4205	l.j.moore@bath.ac.uk
Dr Shaun Williams	6565	s.williams3@bath.ac.uk
Dr Lucy Noble	5414	l.noble@bath.ac.uk
Dr Alison Smith	5301	a.l.smith@bath.ac.uk
ADMINISTRATIVE STAFF		
Lucy Gaffney	4039	hss-sportsperformance@bath.ac.uk

You can find staff members' offices are by looking them up on Person Finder: http://www.bath.ac.uk/contact/

EXPECTATIONS

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

In order to get the most out of your programme of study and to ensure you are fully supported in your studies there are a number of points that you should note.

Each 6 credit unit has 120 hours allocated to it. Of these, usually around 22 hours are allocated to taught lectures, seminars or practicals. The remainder is allocated to independent study and research. You should note that it is not sufficient simply to use material provided by the unit tutor(s). Only if you read and research more widely will it be possible for you to attain the higher academic levels which provide evidence of higher order skills such as analysis, evaluation and synthesis.

Some of the course involves group work. In these instances you have a responsibility to play your role within any group where you are a member. Sometimes group work is assessed.

Students need to be aware that assessment tasks are viewed by multiple stakeholders (for example: Unit Convenor, Moderator, Director of Studies, External Examiner, Administration Team). Therefore, disclosure of personal or sensitive information by a student about either themselves or a third party needs to be done in the full knowledge that the stakeholders have a duty of care to ensure the health and safety of all persons who might be involved in the disclosure.

You will receive feedback on your work within three semester weeks of the deadline for submission or examination date. It is your responsibility to access your results and feedback which will include important pointers on how to improve your work.

Please read carefully the information on Individual Mitigating Circumstances (p.16). You must talk to us as soon as possible if you feel there are circumstances that could affect your studies or your performance in assessment so that we can support you in your studies. If you do not tell us in good time our ability to support you may be limited. i.e. if you don't stick to the given timings and deadlines for submitting IMCs or extensions, we do not turn the clock back. You can talk to your Personal Tutor, to the Director of Studies or to the Administrators.

It is in your interest to get to know your Personal Tutor as this is the person who will write you a reference should you need it in the future. Your Personal Tutor will arrange to meet with you during the year but you can arrange to meet with your Personal Tutor any time that you feel you need help or advice.

PROGRAMME AIMS AND LEARNING OUTCOMES

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.
Intended learning outcomes * (including teaching, learning and assessment methods, specifying those applicable for interim awards where appropriate)

➢ Knowledge & Understanding:	The intended outcomes of the programme are designed to enable students to: CERTIFICATE OF HIGHER EDUCATION: • 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. Foundation Degree: • 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; • 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:	The intended outcomes of the programme are designed to enable students to: CERTIFICATE OF HIGHER EDUCATION • 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. Foundation Degree • 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:	The intended outcomes of the programme are designed to enable students to:
	CERTIFICATE OF HIGHER EDUCATION • 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. Foundation Degree • 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.
➢ Transferable/Key Skills:	The intended outcomes of the programme are designed to enable students to:
	CERTIFICATE OF HIGHER EDUCATION
	• 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.
	Foundation Degree
	• 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.
	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.
	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.
	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.

PROGRAMME DESCRIPTION: STRUCTURE OF THE PROGRAMME

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

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

Programme code	UHHL-AFF12
Programme title	Foundation Degree in Sport (Sports Performance)
Award type	Foundation Degree (FdSc)
Award title	Foundation Degree (FdSc)
Mode of Attendance	Full time
Length	2 Years
State if coexistent M-level programme	
State any designated alternative programme(s)	
Approving body and date of approval	Programme Approval Panel: November 2011

Year 1 *(for implementation with effect from 2012-13)*

Part	Stage	Normal period of study for this Mode	Unit code	Unit title	Unit status	Cre-dits	SRU status
2	1	All Year	HL10456	Research Methods for Sports Performance	Compulsory	12	N
		S1	HL10459	Introduction to Sports Performance	Compulsory	12	N
			HL10458	Introduction to Sports Coaching	Compulsory	6	N
			HL10457	Human Structure & Function	Compulsory	6	N
		S2	HL10461	Sports Development	Compulsory	6	N
			HL10460	Nutrition for Sports Performance	Compulsory	6	N
			HL10462	Strength & Conditioning	Compulsory	6	N
			HL10463	Work Based Learning 1	Compulsory	6	N

Year 2 *(for implementation with effect from 2013-14)*

Part	Stage	Normal period of study for this Mode	Unit code	Unit title	Unit status	Cre-dits	SRU status
3	2	All Year	HL20473	Work Based Learning 2	Compulsory	12	N
		S1	HL20474	Contemporary Issues in Sports Performance	Compulsory	6	N
			HL20475	Planning for the Athlete in Context	Compulsory	12	N
			HL20476	Sport & Exercise Psychology	Compulsory	6	N
		S2	HL20477	Performance Analysis	Compulsory	12	N
			HL20478	Talent ID: Principles & Practice	Compulsory	12	N

Assessment weightings and decision references		
Stage	**Weighting within programme**	**NFAAR-FD decisions reference** *See*: **http://www.bath.ac.uk/registry/nfa/index.htm#nfaar-fd**
Stage 1	50%	Main assessment: Appendix 11 http://www.bath.ac.uk/registry/nfa/nfaar-fd-appendix-11.pdf Supplementary assessment: Appendix 12 http://www.bath.ac.uk/registry/nfa/nfaar-fd-appendix-12.pdf
Stage 2	50%	Main assessment: Appendix 11 http://www.bath.ac.uk/registry/nfa/nfaar-fd-appendix-11.pdf Supplementary assessment: Appendix 12 http://www.bath.ac.uk/registry/nfa/nfaar-fd-appendix-12.pdf

UNIT AND PROGRAMME CATALOGUES

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

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

TIMETABLES

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

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

The full submission rules are detailed at each assignment upload link in Moodle.

Your assignment must be submitted by 12:00 noon on the submission date
It is your responsibility to ensure that you submit your correct assignment electronically before the deadline by uploading it to the Moodle course for your unit. **You will receive an automated email confirming that your assignment has been uploaded.**
You will not be contacted if you fail to upload your assignment.
*If the assignment is submitted after the deadline, your work mayl be marked as **late and capped at 40% if received within 5 working days. After this time you will receive zero.***

Your assignment must be formatted correctly:
The first page of your assignment must be the standard cover sheet, which can be downloaded from the Moodle Hub.

The assignment must be saved as a WORD document before it is uploaded. The body of your assignment must be formatted as follows:
* 1.5 line spacing throughout
* 11 or 12 point font (Times New Roman or Arial)
* margins left and right of at least 2.5 cm
* pages numbered consecutively, centred at the bottom of the page
* the document should be saved as UNIT CODE_CANDIDATE NUMBER

All assignments must use Harvard Referencing System Please refer to the Library web pages: http://www.bath.ac.uk/library/infoskills/referencing-plagiarism/harvard-bath-style.html

Your assignment must be uploaded correctly to Moodle:

Assignments which are not uploaded correctly by the deadline may be marked as **late**.

For further guidelines on the writing and submission of assignments, including notes on referencing, please refer to the 'Assessment' section on the Moodle Hub: http://moodle.bath.ac.uk/course/view.php?id=56271

Submission deadlines:
You will be informed of submission deadlines for each piece of work on the Unit Outline which will be available on each unit's Moodle Course. On the Moodle Hub you will also be able to see the Marking and Moderation Schedule which details the submission dates and the dates on which you can expect feedback for each piece of assessed work

DEPARTMENT OF HEALTH UNDERGRADUATE PROGRAMMES: Generic Marking Criteria, 2017/18

	Mark Range	Knowledge and understanding of relevant ideas and methods (Reading and research)	Ability to apply relevant ideas and methods to specific problems or issues, and take a critical approach (Analysis)	Clarity of expression, presentation of material and overall structure (including referencing) (Communication)
FAIL	0-20	No or very little evidence of any *relevant* readings undertaken .	*No engagement* with pertinent issues; assertions not supported by evidence; description is weak and incomplete; *disjointed* with hardly any relevancy to the set problem: very *superficial*, no coherent argument.	Little evidence of any structure; *poor organisation* and expression; *significant* number of grammatical and spelling errors; *no signposting*; much *irrelevant material*.
	21-39	*Limited evidence* of reading; reading has been misunderstood; reading has not been used in support of the argument.	the focus of the question/ problem/ task is *poorly understood*; the analysis is unbalanced while *key elements are omitted*; no conclusions are drawn or those that are drawn are *not adequately linked* to the argument; *very little* analysis or evaluation	use of English is seriously *flawed*; basic evidence of structure to the answer; referencing is *poor/inaccurate*; poor syntax and expression; considerable amount of *irrelevant material*, although less than the 0-20% category.
3rd	40-49	evidence of selection of material from a *limited range* of sources; *few*, if any, sources beyond class/lecture notes; *limited evidence* of research; some appropriate material used, but ideas *not adequately* developed or explored.	the focus of the question/problem/task is only understood at a *basic level*; *mostly descriptive*, with *analysis* and *reflection* being *limited*; weak argument, lacking *coherence*; not well *substantiated* with evidence.	one or two elements of an *appropriate structure* are present; considerable grammatical and spelling *errors* are evident.
2ii	50-59	evidence of *limited reading* beyond class/lecture notes; some evidence of independent research, although a *limited attempt* to synthesise it.	the focus of the question/problem/task is *understood;* key issues *identified*; one or two related issues identified; analytical techniques/concepts/theories are applied *appropriately but limitedly; some* evidence of engagement, avoiding mere description. .	the structure is *broadly appropriate*, elements of development/progress are evident; appropriate language and concepts are used *most* of the time.

	Mark Range	Knowledge and understanding of relevant ideas and methods	Ability to apply relevant ideas and methods to specific problems or issues, and take a critical approach	Clarity of expression, presentation of material and overall structure (including referencing)
2i	60-69	evidence of reading from a number of recommended sources; effective deployment of reading in support of analysis; evidence of independent research.	focus of the question/problem/task is understood although there is a *limited attempt to synthesise*; key issues and one or two related issues identified; analytical techniques/methods are *theoretically informed* although a *slightly limited analysis* of these is undertaken; *some awareness* of competing alternative analyses/perspectives/solutions is apparent.	structure is *clear*; the form of communication/medium selected is *appropriate* to the task; overall the argument is *concise* although *lacks some coherence* at times; an appropriate technical and/or conceptual language is used most of the time; some *minor* grammatical and/or spelling errors.
FIRST	70-85	evidence of selection of material from a wide range of sources; critical use of reading and its effective deployment to support analysis; strong evidence of independent research.	the focus of the question/problem/task is *clearly understood*; key issues are *understood* and significant related issues are identified; theory and concepts are deployed in a manner which is *critically self-aware*; ample evidence of *analysis* of *relevant theories*; ability to deploy competing/alternative analyses/ perspectives/solutions is apparent.	the argument is *well organised*: the structure is *clear*; the form of communication/medium selected is appropriate; *technical* and/or *conceptual language* or set of skills is used with *accuracy* and *confidence*.
	86-100	C*onsistent* evidence of the ability to read widely and with *discrimination* in the search for information; *very effective* deployment of reading to *support* arguments; capacity to use *appropriate evidence* from other disciplines.	the focus of the question/problem/task is understood; primary and secondary issues are *clearly identified* and *well distinguished*; theory and concepts are deployed in a *very confident* and *precise* manner which is *critically self-aware*; evidence of ability to evaluate, select and deploy competing/alternative analyses/perspectives/solutions *insightfully* is apparent.	the structure is *clear, logical* and *professional*; the form of communication/medium selected is appropriate; technical and/or conceptual language or set of skills is used with *confidence, accuracy* and *clarity;* virtually no grammatical or spelling errors; answer is well thought through and *fluently* written.

FURTHER STUDY

Following the successful completion of the FdSc in Sports Performance, you may be eligible for admission to the BSc Sports Performance year. The admissions criteria for this programme is an overall programme average of 55% across the 2 years of the Foundation Degree. 2nd Years will be contacted in March 2017 to register their interest for admission onto the BSc Programme. You will be notified of the deadlines in the communication that is sent to you in March. Decisions will be finalised following the Board of Studies in July 2017 for year 2 students. Failure to complete the expression of interest form could result in non-acceptance to the programme.

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

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

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

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).

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

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

Further information
Email guidance: www.bath.ac.uk/bucs/email
Regulation 1.3: www.bath.ac.uk/regulations/Regulation1.pdf

SAMIS

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

Further information
www.bath.ac.uk/samis

MOODLE

Moodle is the Virtual Learning Environment (VLE) used at the University of Bath. It is used by academic Departments to support learning and teaching at programme and unit level. It provides a platform for the delivery of resources and online activities, and can also support student interaction and collaboration.
http://moodle.bath.ac.uk/course/view.php?id=56271

PERSONAL TUTOR SYSTEM

On entry to the University, you will be assigned a Personal Tutor who will help you to get the best out of your university experience. Your Personal Tutor will:

- support you in your academic progress and personal development
- discuss with you programme choices, placement opportunities and future career plans
- provide you with a reference for your placement or career
- guide you to sources of expert help with any personal/welfare issues.

You should expect to meet with your Personal Tutor on at least three occasions in your first semester at the University and at least once per semester thereafter. This enables you both to get to know each other, such that you can raise any issues with your tutor and your tutor can support you fully through your programme. It is important that you attend scheduled meetings with your Personal Tutor and let them know in advance if you cannot attend. Many of these meetings may be in small groups but you can also request a personal, one-to-one meeting at any time.

If you should have reason to wish to change your Personal Tutor please contact your Director of Studies to discuss the matter.

Further information
 www.bath.ac.uk/students/support/academic/personal-tutors

ACADEMIC SKILLS SUPPORT AND DEVELOPMENT

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

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

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

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

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

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

RECOGNITION FOR EXTRA-CURRICULAR ACTIVITIES: THE BATH AWARD

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

THE LIBRARY

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

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

Further information
This Department's library resources page is:
http://www.bath.ac.uk/library/subjects/health/index.html
For information on all library services and resources: www.bath.ac.uk/library

COMPUTING FACILITIES AND IT SKILLS

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

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

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

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

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

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

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.

STUDENT REPRESENTATION

Feeding back your views to the University

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

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

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

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

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

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

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

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

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

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

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

Student representation on Committees

| **Departmental level**: | 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.

Each SSLC produces an Annual Overview Report briefly outlining their work and highlighting good practice, the key themes explored and the actions that have been taken as a result. The Students' Union reviews all these reports and prepares a summary report for the University highlighting issues which need to be addressed by the institution as a whole.

There is also provision for student membership of the Department Learning, Teaching and Quality Committee: normally one undergraduate and one postgraduate (taught) representative.

Academic Reps attend Students' Union Academic Council meetings. These take place every three weeks during semester time in order to:

• keep Students' Union Officers and fellow Academic Reps informed of academic developments throughout the University
• discuss common problems and interests affecting Departments |

	• gather student opinions and views to be used by the University and the Students' Union • update Academic Reps on key issues. 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.
Faculty/ School level:	Student representatives are also elected as Faculty Reps to sit on a number of Faculty/School level committees such as the Faculty/School Board of Studies and the Faculty/School Learning, Teaching and Quality Committee. Faculty Reps are also members of the Students' Union Academic Exec Committee.
University level:	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.

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

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

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

Further information
Your SSLC: http://moodle.bath.ac.uk/course/view.php?id=56271
Students' Union Academic Representation including contact details for Academic Reps:
thesubath.com/academic
Election of Academic Reps: thesubath.com/elections
Students' Union Skills Training programme: thesubath.com/skills-training
Outline election procedures are included in QA48 Student Engagement with Quality Assurance and Enhancement, Annex A: Staff/Student Liaison Committees:
www.bath.ac.uk/quality/documents/QA48_Annex_A.pdf

STUDENTS' UNION MEMBERSHIP

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

STUDENT SUPPORT

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

are Student Services at the Roper Centre in 4 West and the Advice and Support Service in the Students' Union.

Student Services

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

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

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

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

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

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

The Students' Union Advice and Support Service

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

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

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

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

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

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

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Residential Life and Wellbeing Service

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

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

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

ADVICE FOR INTERNATIONAL STUDENTS

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

Further information
www.bath.ac.uk/visa

University-wide induction and welcome events are organised for incoming exchange students in the first week of each semester.

Further information
www.bath.ac.uk/campaigns/studying-at-bath-as-an-erasmus-exchange-or-visiting-student

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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.

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

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

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

Further information
Dignity and Respect Policy:
www.bath.ac.uk/equalities/policiesandpractices/dignityandrespectpolicy.pdf
On reporting incidents of bullying or harassment, see also the section in this Handbook on **Student Support**.

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

Further information and contacts
Mediation Service: www.bath.ac.uk/equalities/activities/mediation
Mediation Service Manager: 01225 383098 or equalsdiv@bath.ac.uk
Students' Union Advice and Community Manager: 01225 385863 or suadvice@bath.ac.uk

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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

PREGNANCY AND MATERNITY

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

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

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

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CARE LEAVERS AND ESTRANGED STUDENTS

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

Further information
www.bath.ac.uk/guides/financial-support-if-you-are-leaving-care
www.bath.ac.uk/students/finance/funding-advice/additional-financial-responsibilities

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CAREERS SERVICE

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

ASSESSMENT

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 at meetings with your Personal Tutor.

Formative feedback for students will be provided within sessions by staff and may relate to tasks set or assignment/exam briefing sessions that are timetabled into your contact hours.

FOR UNDERGRADUATE PROGRAMMES

Assessment methods on the undergraduate programme are varied and may consist of the following; Coursework (written essays / lab reports), Written Examinations, Presentations (individual and group), Practical Assessments, Poster Presentations / Infographics and Online quizzes.

Staff responsibilities:

- Anonymous marking implemented for all assessments where practicable.

- Coursework with feedback will be returned within 3 semester weeks of submission.

- Written feedback will be given on the assignment assessment sheet.

- Feedback for presentations will be provided on an assignment assessment sheet and returned in the same way as written coursework.

- Unit conveners will provide guidance prior to submission of coursework / exams. This can take the form of either discussions during office hours, a scheduled tutorial / lecture session or a Moodle discussion session.

- Staff will provide skill development sessions on how to use feedback during scheduled personal tutorial sessions, principally in Year 1. This will include a discussion of student responsibilities.

- Where possible (i.e. when this does not fall outside the academic year) staff will carry out feedback sessions following the return of marked coursework.

- Staff will provide feedback for exams in the form of a generic feedback summary sheet (for an example, see Appendix 1) which will include the examination questions, common mistakes, how the work could have been improved and a

breakdown of the range of marks for the cohort of students. This may be provided in written format, or presented during a subsequent lecture. Where possible feedback sessions will be incorporated (this is likely to be for semester 1 exams only).

- Students who have performed poorly in exams may request to view their exam scripts. This request must be made through the Director of Studies who will liaise with the appropriate Unit Convener.

- Staff will incorporate self-directed tasks within units throughout the semester (where appropriate). This may include for example sample questions or quizzes.

- Staff will provide instantaneous feedback on student's performance during lectures (for example on calculations and during Q&A sessions) and laboratory practicals where appropriate.

- After the Board of Examiners for Units students will be informed that they can view their confirmed marks via SAMIS.

Student responsibilities:

- Students will ensure that the submission guidelines detailed by the Unit Convenor are strictly adhered to (including the correct labelling of all documents for submission).

- Where relevant, students will collect coursework from the general office at the earliest opportunity.

- Students will attend revision and feedback sessions (either during timetabled lecture sessions or additional arranged sessions).

- Students will read and revise course material based on the feedback provided to them.

- Students will take the exam paper with them after the end of the exam (when allowed) and check and revise material of the questions, which were unclear in the exam.

- Students will make use of office hours to discuss any issues / problems with staff.

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'**: https://moodle.bath.ac.uk/course/view.php?id=53995

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

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

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

If you do not pass the test, you will need to re-visit the training and/or look at the other guidance available to you (see: www.bath.ac.uk/asc/study-skills/academic-integrity.html) or as required by your Director of Studies, and then take the test again.

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

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

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

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

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

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

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

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

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

Further information
The University's procedures on Examination and Assessment Offences (QA53) are described at: www.bath.ac.uk/quality/documents/QA53.pdf
Regulation 15, Assessment of undergraduate and taught postgraduate programmes: www.bath.ac.uk/regulations/Regulation15.pdf
University's Data Protection Officer: dataprotection-queries@lists.bath.ac.uk

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ACADEMIC INTEGRITY: REFERENCING AND PLAGIARISM

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

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

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

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

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

Further information
For further information on all our skills and development opportunities see:
http://go.bath.ac.uk/skills
Academic integrity: www.bath.ac.uk/asc/study-skills/academic-integrity.html
Library resources: www.bath.ac.uk/library/infoskills/referencing-plagiarism
Students' Union Skills Training: thesubath.com/skills-training

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ACADEMIC INTEGRITY: PENALTIES

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

- cheating - for example, unauthorised use of notes or course material in an examination

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

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

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

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

Further information
Examination and assessment offences: www.bath.ac.uk/quality/documents/QA53.pdf
Students' Union advice and support: thesubath.com/support

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.

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.

ASSIGNMENT EXTENSION REQUESTS

The time between the setting of the coursework and the coursework submission deadline will be sufficient to complete the coursework within the additional study time allocated to each unit. You should therefore arrange your time away from timetabled classes carefully so that you are able to allocate the appropriate amount of time to each piece of coursework.

It is the student's responsibility to ensure that regular back-up copies of their coursework are made. Failure of computer equipment, or loss of data, are not acceptable grounds for a coursework deadline extension.

Whilst every effort will be made to reduce the build-up of workload in the coursework assessment period, it is inevitable that much of the coursework load will occur towards the end of each semester. Students are expected to manage their time carefully to balance the workload across the coursework assessment period.

The level of workload is not a permitted reason for an application for a coursework deadline extension, except in those circumstances where a disability action plan (DAP) has been agreed.

An example of acceptable grounds for a coursework extension would be an unexpected commitment that was not planned at the time the coursework was set, or illness prior to the deadline. Extensions will not be considered for circumstances or commitments that could be foreseen at the point at which the assignment was set. Competition and training commitments will not be considered grounds for an extension, if the commitment formed part of the sporting calendar at the point at which the assessment was set

Except in exceptional circumstances extension requests will not be received less than one week before the submission deadline.

If an unexpected event on the day of the assignment deadline (e.g. a medical emergency) prevents you from handing in your work on time, an extension form will not be required. We will, however, need to see evidence (e.g. a doctor's note) in order to accept your work. If no evidence is provided the work will be marked as late.

If you need to request an extension you should contact your Director of Studies and then complete an extension request form and return it with appropriate evidence to the administrator.

The length of an extension will be dependent on the circumstances. However, an extension of five working days after the original deadline would be usual.

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

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

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

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

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

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

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

ASSESSMENT PROCESSES

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

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

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

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

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

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

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

EXTERNAL EXAMINERS

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

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

The External Examiner for your programme is :
Ms Luciana de Martin Silva – Programme Manager and Senior Lecturer in Sports Coaching at Hartpury College.

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 ('NFAAR-FD')** specifies the rules governing students' progression from one stage of their programme to the next as well as for the award of Foundation degrees. The rules cover all areas of assessment, including supplementary assessment. If you began the first stage of your programme in or after the 2011/12 academic year, NFAAR-FD applies to you. (If you began before then, please ask the Director of Studies for guidance on assessment).

Your programme is covered by the NFAAR-FD, so your work will be assessed according to its rules.

If at any time you are in doubt about how NFAAR-FD provisions apply to your work, please consult the 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-FD 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-fd-appendix-02.pdf
For full details of the NFAAR-FD, visit: www.bath.ac.uk/registry/nfa

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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

At the end of the table, there is a link to the relevant appendix of the NFAAR-FD 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:

- 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, or to re-take any of the units of the stage, you will have to do so before you can progress further.

- If you pass all of the units required in the programme, amounting to 120 credits, you will be awarded the appropriate Foundation degree. Should you fail to qualify for the award of a Foundation degree, you may be considered for the award of a Certificate of Higher Education (subject to your having passed the required units worth 60 credits).

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.

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.

Supplementary assessment and/or re-takes
'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. It generally involves re-doing coursework or re-sitting an examination.

Students undertaking supplementary assessments are likely to have to do so at the University in the summer re-sit examinations.
For the 2017–18 academic year, this period will be 15 August to 24 August 2018.

Opportunities for retrieval of failure in units, through supplementary assessment and/or the re-taking of individual units, is governed by tiered decision-making for progression dependent upon your level of performance, in broad terms as follows:

- If you pass all units you will proceed based on decisions after main assessments.
- If you have modest amounts of marginally failed units after main assessments you will have the opportunity to retrieve failure through supplementary assessment, and subsequently through re-takes if necessary.
- If you have modest amounts of more significant failure in units that are not Stage Required Units you may be able to retrieve them through re-takes in a supplementary study period at the end of the normal programme duration (alongside any similar requirement from a later period of study).
- If you have a more modest overall level of performance, and failures to retrieve (especially in any Stage Required Units), you will be required to intercalate a supplementary period of study before progressing.
- If you have results within a narrow range of failing overall performance you will be required either to transfer to a Designated Alternative Programme (if one were available) or to repeat the failed stage with the slate wiped clean, for new marks (i.e. seeking to pass again as at the first attempt, with such an opportunity being available once only for each stage).

- If you have exhausted the opportunities for supplementary assessment and/or the re-taking of individual units, you will fail to achieve the Foundation degree aim, but might, subject to the appropriate rules, be considered for the award of a Certificate of Higher Education.

Unless specifically granted the opportunity to take assessment as for the first time at a supplementary assessment point, you will have the opportunity to gain credit for units then successfully passed and to have the mark gained reported to you for feedback purposes, but a maximum mark of 40% will be awarded and used in the Overall Stage Average, and in any award calculation. Where the assessment is taken as for the first time, the marks gained will be used in the Overall Stage Average, and in 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%.

PROCEDURES FOR ACADEMIC APPEALS

Students wishing to submit a request for an academic appeal should refer to Regulation 17 (Conduct of Student Academic Appeals and Reviews):
www.bath.ac.uk/regulations /Regulation17.pdf

You are also strongly advised to read the online guidance provided by the Academic Registry: www.bath.ac.uk/registry/appeals
Independent advice about academic appeals is offered by the Students' Union Advice and Support Service: thesubath.com/support

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

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

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

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

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

Student Complaints are dealt with under separate procedures:
www.bath.ac.uk/regulations/Appendix1.pdf

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

GENERAL INFORMATION

THE ACADEMIC YEAR 2017-18

Semester 1

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

Semester 2

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

UNIVERSITY REGULATIONS FOR STUDENTS

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

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

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REGISTRATION STATUS

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

Regulation 1.1 explains the requirement to register:
www.bath.ac.uk/regulations/Regulation1.pdf

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

ATTENDANCE MONITORING

Guidance and requirements on attendance, including the University's Attendance Monitoring and Engagement Policy, are available at:
www.bath.ac.uk/students/visa-advice/attendance-monitoring
This page also sets out information on when and how to request an authorised absence.

CHANGE IN YOUR CIRCUMSTANCES

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

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

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

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

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

The financial implications of withdrawing from the University or suspending your studies can be significant. You will find general information at:
www.bath.ac.uk/students/finance/funding-advice/changes-to-your-study
The Student Money Advice Team in Student Services and the Student Finance Office will be able to advise you on the implications for fees in your situation and on how to suspend any student funding you are receiving.

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

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

HEALTH AND SAFETY

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

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

> *Further information*
> www.bath.ac.uk/hr/stayingsafewell or email: uhse@lists.bath.ac.uk
> Current University guidance on fieldwork and on work placements:
> www.bath.ac.uk/hr/stayingsafewell/working-off-site

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

EQUALITY AND DIVERSITY

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

> *Further information*
> There is a range of information and resources available at www.bath.ac.uk/equalities or email: equalsdiv@bath.ac.uk
>
> **Accessibility**
> An access guide is available which outlines the disabled access features and route plans at the University of Bath:
> www.disabledgo.com/organisations/university-of-bath/main-2