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

**BSc / MSci (Hons)
Health & Exercise Science
Programme Handbook
2017/18**

This handbook is available online at the 'HES Hub' Moodle page and in alternative formats. Please contact the Undergraduate Administrator (hss-hes@bath.ac.uk) if required.

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WELCOME

We are delighted to welcome you to the University of Bath to study on our BSc (Hons) Health & Exercise Science, and MSci (Hons) Health & Exercise Science programmes. This is a challenging and exciting time for all of you. Most of you have left your home and friends to join the degree programmes and will be learning to live in a new environment with a new circle of friends. The staff teaching on the degree programmes will help you to prepare for the challenges ahead. Not only do you have to prepare for three to five years of study, you can also integrate this with the many opportunities to participate in sport and physical activity in 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. In addition, 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.

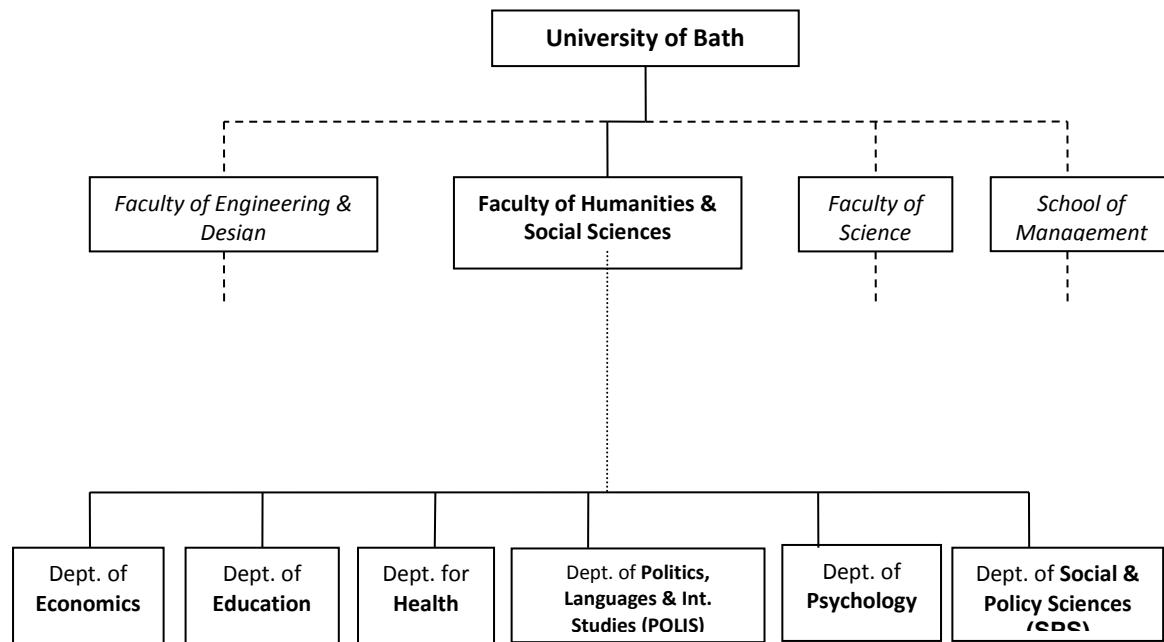
The Health & Exercise Science staff team and programmes are an integral part of the Department for Health within the Faculty of Humanities and Social Sciences. The Health & Exercise Science degree is a modular programme delivered over two academic semesters each year. The programme is delivered by expert researchers from across the department, including the Sport, Health and Exercise Science Research Group, Physical Cultural Studies Research Group, the Tobacco Control Research Group and the Centre for Pain Research. Our expectations of you are high, but with our help and support you all have the opportunity to be very successful. The University is a large and complex organisation that has systems of operation that may at first seem alien to you, but with a little patience you will come to understand how we can all work together for your benefit to solve any problems you may encounter.

The University of Bath is an elite institution in every respect. It has a world-renowned reputation for research and teaching, outstanding 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.

A handwritten signature in blue ink, appearing to read "James Turner".

Dr James Turner
Director of Studies for Health & Exercise Science

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



Faculty Taught Programmes - Undergraduate

Undergraduate 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. 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.

Taught Programmes Support Hub

Location: 1 West North (office 3.2)

Departments: Education and Health programmes

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

ABOUT THIS HANDBOOK

This Handbook is intended for all students commencing the BSc / MSci Health and Exercise Science in the academic year 2017/18.

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

- While this Handbook signposts information about **regulations for students**, it does not have regulatory status itself, and the Regulations available online (Regulations for Students: www.bath.ac.uk/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 Dr James Turner (J.E.Turner@bath.ac.uk) for advice.

YOUR PROGRAMME

KEY CONTACTS/STAFF LIST

ACADEMIC STAFF – HEALTH & EXERCISE SCIENCE

Who are we?	Area of expertise?	Where are we?
Dr James Betts Reader	Exercise Physiology, Research Methods	1 West, 4.124 J.Betts@bath.ac.uk ext 3448
Prof James Bilzon Professor	Exercise Physiology	1 West, 4.114 J.Bilzon@bath.ac.uk
Dr Dario Cazzola Lecturer	Biomechanics	ABS 1.306 D.Cazzola@bath.ac.uk ext 5466
Dr Bryan Clift Lecturer	Physical Cultural Studies	1 West 5.109 B.C.Clift@bath.ac.uk ext 5744
Dr Javier Gonzalez Lecturer Admissions Tutor	Human & Applied Physiology	1 West 4.103 J.T.Gonzalez@bath.ac.uk ext 5518
Dr Fiona Gillison Senior Lecturer Deputy Head of Department	Psychology	1 West, 4.107 F.B.Gillison@bath.ac.uk ext 4387
Dr Polly McGuigan Lecturer	Biomechanics	ABS 1.304 M.P.McGuigan@bath.ac.uk ext 3541
Dr Ezio Preatoni Lecturer Placement Tutor	Biomechanics	ABS 1.305 E.Preatoni@bath.ac.uk ext 3959
Prof Martyn Standage Professor	Psychology	1 West, 4.116 M.Standage@bath.ac.uk ext 3087
Prof Keith Stokes Professor Head of Department	Exercise Physiology	1 West, 4.123 K.Stokes@bath.ac.uk ext 4190
Dr James Turner Director of Studies	Physiology	1 West, 4.126 J.E.Turner@bath.ac.uk ext 3566

SUPPORT STAFF

Who are we?	Area of expertise?	Where are we?
Mr Andreas Wallbaum Senior Laboratory Technician	Biomechanics	ABS 0.307A A.Wallbaum@bath.ac.uk ext 3371
Miss Corinna Box Undergraduate Administrator	Course administration for Sport and Exercise Science	1 West North 3.2 hss-ses@bath.ac.uk ext 6696
Mrs Nagma van Kampen Undergraduate Administrator	Course administration for Sport and Exercise Science	1 West North 3.2 hss-ses@bath.ac.uk ext 5880
Miss Pippa Heath Laboratory Technician	Exercise Physiology Biomedical Sciences	Founders Hall Lab P.L.Heath@bath.ac.uk ext 4011
Dr Mark Thomas Laboratory Technician	Exercise Physiology	6 West South 0.7 M.Thomas@bath.ac.uk ext 3029
Mr Peter Bradley Librarian	Subject Librarian	Library 5.5 P.G.Bradley@bath.ac.uk ext 5117
Mr Francis Peppett Placements Officer	Placements	1 West 3.26 F.Peppett@bath.ac.uk ext 3669

DEPARTMENTAL INFORMATION

The Department webpage can be found at: www.bath.ac.uk/health

The Health & Exercise Science (HES) Hub page on Moodle contains information about the programme for students. This can be found at:

<http://moodle.bath.ac.uk/course/view.php?id=57126>

UNDERGRADUATE OFFICE & STUDENTS' PIGEONHOLES

The Undergraduate Office is located in **1 West North, room 3.2**. The office is open from **Monday to Friday between 10:00–12:00 and 14:00–16:00**.

Post addressed to students at an incorrect/out of date campus address is often forwarded to the Department and can be collected from the Undergraduate Office during office opening hours.

MAKING APPOINTMENTS

You can make an appointment to see any Sport and Exercise Science academic member of staff that you wish to. Each member of staff has two “office hours” per week. You can book an appointment for their office hours through your Outlook calendar (see the SES Hub on Moodle for details). If you have an urgent need to see staff at other times, please email to arrange this.

THE HANDBOOK

The purpose of this handbook is to help you:

- Settle into the department and your chosen programme of study;
- Know what we expect from you;
- Know how to succeed on your degree programme;
- Know where to find help.

The content of this handbook applies to students on both the BSc and MSci programmes, unless we specify otherwise. Details of the differences between the two programmes are outlined in Appendix 1 and details of how to change programme if you would like to do so are set out on page 13.

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

Attendance

We expect you to be punctual for all lectures, seminars, tutorials and laboratories. Attendance at lectures is highly desirable but not compulsory; you must make every attempt to catch up on subject matter from missed lectures. Attendance at laboratory classes **is** compulsory and records of attendance will be taken. Repeated absenteeism is often a precursor to poor academic performance and personal tutors will require a satisfactory explanation from students who do not make every effort to attend teaching sessions.

In a case of absence known in advance, you must obtain permission from the Director of Studies. You are also expected to contact the lecturer in question beforehand and make alternative arrangements to cover the work. In a case of sudden absence (e.g. ill health, emergency) try to get a message to the Undergraduate Administrator (01225 386696) or the

Director of Studies, or as a last resort ask a fellow student to give a message to the tutor. When you are back, you are expected to contact the lecturer on the first possible occasion to make arrangements to cover the work. If you are injured and cannot take part in practical sessions, you are still required to attend the session. It is important to let the tutor know about your injury beforehand.

What happens if I do miss a lab?

Where possible, students with authorised absence will be provided with an alternative opportunity to complete the lab, or will otherwise be directed to resources to help them to catch-up on the session missed. Students with unauthorised absences may be asked to complete additional work. In cases where lab skills form part of the assessment, unauthorised absence resulting in failure to attempt an assessment will normally result in the failure of the unit. Multiple unauthorised absences will also normally result in failure of the unit.

In the case of absence of a longer duration known in advance, you must approach and obtain permission from the Director of Studies well in advance.

Clothing

You are expected to dress appropriately for all occasions at the University. While there is no requirement to be smart, please remember that this is a professional workplace for your lecturers and support staff and as such skimpy beach-wear etc in the summer is not appropriate. This also means that in lectures, seminars and indoor laboratory practicals, items like hats (e.g. baseball caps, wool hats) are not appropriate.

Mobile Phones, Drinking and Eating

You MUST turn off all mobile phone handsets prior to entering the room for all degree programme sessions. As a general rule, at any time during teaching, eating snacks or drinking is not appropriate. However, we acknowledge that you may need to compensate for dehydration, for example, if you arrive for teaching straight after a training session. On such occasions, you may use an appropriate sealed drinking bottle (note: no cans or open coffee cups, etc). Similarly, please do not take hot/open drinks to meetings with tutors and lecturers unless invited to do so.

Note: no food or drink is allowed in any of the laboratories at any time, unless being administered by the tutor as part of an experiment or demonstration.

PROGRAMME AIMS AND LEARNING OUTCOMES

BSc (Hons) Health & Exercise Science

Educational aims of the programme*

In support of the University's Mission, the general aims of the BSc programmes in Health & Exercise science are:

- To offer students an education in the inter-disciplinary approach to Health & Exercise Science in a supportive and stimulating environment that encourages them to reach their full academic potential
- To enable students to develop a coherent, systematic understanding of the relevance of health & exercise science to contemporary problems and practices
- To provide students insight to health determinants, health behaviour, health policy, critical social aspects and exercise based treatments relevant to physical activity and health challenges
- To offer constructive appraisals of students' individual personal performances with respect to required learning outcomes
- To integrate research into teaching, and provide students with practical experience in well-equipped laboratories and (if applicable) relevant placement opportunities
- To equip graduates with the appropriate knowledge and skills to support them in their chosen professional careers or to pursue further academic study.

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

Teaching in the programmes is research-led but also informed by professional practice with more prescriptive guidance given at Part 1. This is transformed into more independent learning in Parts 2 to 3. The programmes offer generic and specific knowledge and skills whilst allowing for depth and selective focus especially in the final year. As students progress through the programmes, practical applications are added to the theoretical foundation. Thus, distinctive features of this educational experience are the 'bridge-building' between theory and practice in physical activity & health, critical understanding of these issues in wider social context and technology-enhanced and blended learning in accordance with the Subject Benchmark Statements.

At Part 1, learning and teaching are mostly tutor-led with lectures, interactive lectures, some practicals, and academic workshops providing students with a foundation of core knowledge, understanding, and the intellectual skills that are required to progress to Part 2. Students become increasingly independent at Part 2 with seminars, group learning, practical sessions, and student-led activities supplementing the information provided in lectures and interactive lectures. In Part 3, the learning environment is one in which autonomous learning is facilitated via problem based learning, independent reading and independent research. Virtual learning environment and other innovative teaching methods like flipped classroom environment are introduced throughout the programme (flipped classroom inverts the traditional way of teaching by delivering content outside the classroom, e.g. using videos, quizzes and other online activities; the consequent face-to-face time is spent for tackling the more difficult concepts such as problem-solving).

A wide variety of assessment methods are employed throughout the programmes, including: essays, reflective assignments, laboratory reports, activity logs, group and individual oral presentations, small group activities, seminar discussions, tests and tutorial sheets, computer based problem solving tasks, ICT/web-based projects, research project and examinations.

At the end of the programme, students should be able to:

<p>➤ Knowledge & Understanding:</p>	<ul style="list-style-type: none"> * Demonstrate a level of knowledge and critical understanding of physical activity and health issues sufficient to gain employment or follow postgraduate research programmes * Demonstrate a systematic understanding of scientific research (relating to the biological, psychological and social determinants) of health and health behaviour change including health as contested concept * Display awareness and critical understanding of public health and health policy issues * Demonstrate systematic understanding of theoretical and professional rationales concerning health interventions including the distinction between normative and empirical aspects of health policy both at the population and individual level and their influence upon health and well-being * Display awareness of careful ethical consideration both in practical interventions and research * Demonstrate an understanding of the need for an interdisciplinary approach to address complex health issues * Display awareness and critical understanding of how modern technologies can be used in health/lifestyle interventions
<p>➤ Intellectual Skills:</p>	<ul style="list-style-type: none"> * Demonstrate experimental, practical, critical and analytical skills applied to physical activity and health challenges (including in the social, public health and health policy contexts), and apply the relevant sociological and human science principles to solve familiar and unfamiliar problems * Develop coherent arguments and challenge assumptions * Demonstrate an ability to tackle and solve problems of health determinants, behaviour change, public health and health policy * Recognise the diversity of values and experience in respect of health * Demonstrate skills to work effectively as a part of a team * With supervision, design and implement a research project, including data collection, analysis, and interpretation
<p>➤ Professional Practical Skills:</p>	<ul style="list-style-type: none"> * Demonstrate skills relevant to physical activity and health profession like measuring and monitoring physical activity and human function, discuss health interventions, interviewing, questionnaire design, arranging focus groups and recording and reflecting feedback from them * With supervision, design, implement, and evaluate health/lifestyle intervention programmes in applied health settings and/or

	<ul style="list-style-type: none"> * With supervision, work effectively in an exercise science laboratory to conduct relevant health and physical activity tests, and analyse and communicate results to participants * With supervision, carry out a research project, demonstrate comprehensive application of techniques used in data collection & analysis, and communicate the results effectively.
<p>➤ Transferable/Key Skills:</p>	<ul style="list-style-type: none"> * Demonstrate career and employability skills like make critical decisions, take responsibility of learning and study work, empathise and build rapport with peers, develop respect, listen and respect the thoughts, opinions and ideas of others, and work effectively with others * Demonstrate good written and spoken communication, numeracy, leadership, problem-solving skills, and the ability to work independently and as part of a group * Present ideas and arguments in a well-structured and coherent manner in a variety of formats * Recognise the sensitivity of health issues in individual, special population and overall social context * Use Communication and Information Technology for word processing, electronic communication, information retrieval, experimental design, interactive experimental control, and data collection, handling, and analysis * Plan and manage their own learning * Self-appraise and reflect on practice <p><i>ADDITIONAL LEARNING OUTCOMES FOR Professional Placements</i></p> <ul style="list-style-type: none"> * Apply knowledge and skills in a particular area of physical activity and health or a related activity * Recognise the value of gained professional experience * Explain the structure and significance of the employing organisation and the role of the placement project in the organisation

MSci (Hons) Health & Exercise Science

Educational aims of the programme*

In support of the University's Mission, the general aims of the MSci programmes in Health & Exercise Science are:

- To offer students an education in the inter-disciplinary approach to health & exercise science in a supportive and stimulating environment that encourages them to reach their full academic potential

- To enable students to develop a coherent, critical awareness of the relevance of physical activity and health to contemporary problems and practices
- To enable students to develop systematic understanding of health determinants, health behaviour, health policy, critical social aspects and exercise based treatments relevant to physical activity and health challenges
- To offer constructive appraisals of students' individual personal performances with respect to required learning outcomes
- To integrate research into teaching, and provide students with practical experience in well-equipped laboratories and (if applicable) relevant placement opportunities
- To enhance students' independent research skills in a constructive and supportive environment
- To equip graduates with the appropriate knowledge and skills to support them in their chosen professional careers or to pursue further academic study.

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

Teaching in the programmes is research-led but also informed by professional practice with more prescriptive guidance given at Part 1. This is transformed into more independent learning in Parts 2 to 3. The programmes offer generic and specific knowledge and skills whilst allowing for depth and selective focus especially in the final two years. As students progress through the programmes, practical applications are added to the theoretical foundation. Thus, distinctive features of this educational experience are the 'bridge-building' between theory and practice in physical activity & health, critical understanding of these issues in wider social context and technology-enhanced and blended learning in accordance with the Subject Benchmark Statements.

At Part 1, learning and teaching are mostly tutor-led with lectures, interactive lectures, some practicals, and academic workshops providing students with a foundation of core knowledge, understanding, and the intellectual skills that are required to progress to Part 2. Students become increasingly independent at Part 2 with seminars, group learning, practical sessions, and student-led activities supplementing the information provided in lectures and interactive lectures. In Part 3, the learning environment is one in which autonomous learning is facilitated via problem based learning, independent reading and independent research. Virtual learning environment and other innovative teaching methods like flipped classroom environment are introduced throughout the programme (flipped classroom inverts the traditional way of teaching by delivering content outside the classroom, e.g. using videos, quizzes and other online activities; the consequent face-to-face time is spent for tackling the more difficult concepts such as problem-solving).

A wide variety of assessment methods are employed throughout the programmes, including: essays, reflective assignments, laboratory reports, activity logs, group and individual oral presentations, small group activities, seminar discussions, tests and tutorial sheets, computer based problem solving tasks, ICT/web-based projects, research project and examinations.

At the end of the programme, students should be able to:

[¹ (below) indicates the intended learning outcomes to those students who may be awarded BSc (Hons) Physical Activity & Health Studies interim exit award]

➤ Knowledge & Understanding:	<ul style="list-style-type: none"> * Demonstrate a level of knowledge and critical understanding of physical activity and health issues sufficient to gain employment or follow postgraduate research programmes ¹ * Demonstrate a systematic understanding of knowledge and critical awareness of scientific research (relating to the biological, psychological and
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	<p>social determinants) of health and health behaviour change including health as contested concept</p> <p>[for ¹: Demonstrate a systematic understanding of scientific research (relating to the biological, psychological and social determinants) of health and health behaviour change including health as contested concept]</p> <ul style="list-style-type: none"> * Display awareness and critical understanding of public health and health policy issues¹ * Demonstrate systematic understanding of theoretical and professional rationales concerning health interventions including the distinction between normative and empirical aspects of health policy both at the population and individual level and their influence upon health and well-being ¹ * Display awareness of careful ethical consideration both in practical interventions and research ¹ * Demonstrate a comprehensive understanding and originality in the application of research techniques relevant to each chosen pathway (e.g. health determinants, behaviour change, and/or public health/policy) and how the boundaries of knowledge are advanced through research * Demonstrate originality in applying knowledge and practical understanding in order to show how research can be used to create and synthesise knowledge * Demonstrate an understanding of the need for an interdisciplinary approach to address complex health issues ¹ * Display self-direction and originality in monitoring and evaluating how physical (in)activity and other health determinants can influence human health * Display awareness and critical understanding of how modern technologies can be used in health/lifestyle interventions ¹
<p>➤ Intellectual Skills:</p>	<ul style="list-style-type: none"> * Demonstrate experimental, practical, critical and analytical skills applied to physical activity and health challenges (including in the social, public health and health policy contexts), and apply the relevant sociological and human science principles to solve familiar and unfamiliar problems ¹ * Develop coherent arguments and challenge assumptions ¹ * Critically assess paradigms, and synthesise and interpret this information in an academic, professional or vocational context * Demonstrate the ability to deal with complex issues both systematically and creatively * Show originality in tackling and solving problems at the forefront of health determinants, behaviour change, public health and health policy

	<ul style="list-style-type: none"> * Recognise the diversity of values and experience in respect of health ¹ * Demonstrate skills to work effectively as a part of a team ¹ * With supervision, design and implement a research project, including data collection, analysis, and interpretation
➤ Professional Practical Skills:	<ul style="list-style-type: none"> * Demonstrate skills relevant to physical activity and health profession like measuring and monitoring physical activity and human function, discuss health interventions, interviewing, questionnaire design, arranging focus groups and recording and reflecting feedback from them ¹ * With supervision, design, implement, and evaluate health/lifestyle intervention programmes in applied health settings ¹ <p>and/or</p> <ul style="list-style-type: none"> * With supervision, work effectively in an exercise science laboratory to conduct relevant health and physical activity tests, and analyse and communicate results to participants ¹ * With supervision, carry out independent research, demonstrate comprehensive application of techniques used in data collection & analysis, and communicate the results effectively.
➤ Transferable/Key Skills:	<ul style="list-style-type: none"> * Demonstrate career and employability skills like make critical decisions, take responsibility of learning and study work, empathise and build rapport with peers, develop respect, listen and respect the thoughts, opinions and ideas of others, and work effectively with others ¹ * Demonstrate good written and spoken communication, numeracy, leadership, problem-solving skills, and the ability to work independently and as part of a group ¹ * Present ideas and arguments in a well-structured and coherent manner in a variety of formats ¹ * Recognise the sensitivity of health issues in individual, special population and overall social context ¹ * Use Communication and Information Technology for word processing, electronic communication, information retrieval, experimental design, interactive experimental control, and data collection, handling, and analysis ¹ * Plan and manage their own learning ¹ * Self-appraise and reflect on practice ¹ <p>ADDITIONAL LEARNING OUTCOMES FOR Professional Placements</p>

	<ul style="list-style-type: none"> * Apply knowledge and skills in a particular area of physical activity and health or a related activity ¹ * Recognise the value of gained professional experience ¹ * Explain the structure and significance of the employing organisation and the role of the placement project in the organisation ¹
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PROGRAMME DESCRIPTION: STRUCTURE OF THE PROGRAMME

There is an increasing awareness of the public health burden of a sedentary lifestyle. Reports from this country (including the 1999 Department of Health White Paper, Saving Lives: Our Healthier Nation) and abroad (for example, the report of the US Surgeon General, 1996) have emphasised the role of physical activity and exercise in the prevention and management of many disease processes. The programme is highly interdisciplinary in nature, and particular units of study will address the prevalence and incidence of disease problems in human populations and the aetiology of these diseases, how lifestyle behaviours are involved in prevention and treatment, and provide a critical overview to the challenges of policy making in relation to health & exercise science. At the individual level, the acute and chronic effects of physical activity on various chronic diseases, together with a critical examination of what helps and hinders people with respect to the adoption of an adequate level of physical activity, is tackled. On a more societal level, units will provide insight into the broader factors that need to be considered in setting health policies that address health inequalities in addition to promoting health for all. The programme will draw on scientific backgrounds including biomechanics, physiology, biochemistry, psychology, sociology, policy science and research methods, measurement and evaluation.

Students are encouraged to develop strategies for interdisciplinary problem-solving including “bridge-building” in which a synthesis of information is used to illuminate a particular issue and “restructuring” involving the complete elimination of disciplinary boundaries. You will be sharing some units with students on the Sport & Exercise Science programme, and some with students on the Sport & Social Sciences Programme – alongside many units bespoke to Health & Exercise Science. This means you get to learn from a wide range of academics and share perspectives with peers taking different approaches to their work, which will facilitate a true interdisciplinary understanding of your area of study.

Staff members who are active researchers in the field and/or who are regularly working in international, national and regional exercise and health related contexts deliver the teaching. The links between the staff’s research and community activities keeps the curriculum fresh and at the leading edge. This research expertise and practical experience will facilitate students’ own learning.

Modular Course Structure

The University operates a modular system for undergraduate degrees. The academic year will consist of two semesters. Time for revision and unit assessment is built into the last few weeks of the semester. The academic calendar for 2017/18 can be found on page 48.

We encourage all students to make good use of the learning support services available through the Student’s Union skills training programme (<http://www.bathstudent.com/skills-training/>). This may be particularly important for students who have not taken exams for a few years, and who may therefore benefit from refreshing their skills in exam preparation ahead of the Semester 1 exams.

How many credits do I need to acquire?

Degree programmes are made up of a number of core units. Each unit has a credit rating that indicates the amount of study associated with the unit. At each level of full-time study, you will be required to study units totalling 60 credits. All units in Year 1 are compulsory in order to get students from all backgrounds inducted into the various disciplines of this programme. You have the option to choose one optional unit in each semester in Year 2 from a range of units. Detailed descriptions of the units within the programme may be found in the Programme Unit Catalogue at <http://www.bath.ac.uk/catalogues/other.html>.

Students have the option to take a Professional Placement unit (60 credits) at Stage 3. After this, BSc students will have one further stage (Stage 4) and MSci students will have two further stages (Stages 4 and 5) to complete their degree.

Please also refer to the **Programme Descriptions** which are available at the end of this handbook in Appendix 1. These outline the structures of the programmes showing the titles and weighting of mandatory and optional units available to students.

Please note that the content of the programme descriptions (Appendix 1) is correct at the time of publication and that programmes and units may be subject to reasonable change (see **Unit and Programme Changes** on page 21).

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

Further information

Section in this handbook on **Assessment**.

Definitions of assessment terms: www.bath.ac.uk/registry/nfa/nfaar-ug-appendix-02.pdf

CHANGING PROGRAMMES

It is possible to request to change programmes at various stages of the course as long as you meet certain criteria outlined below. All changes of programmes are also dependent upon visa requirements, so if you are a visa holder you must speak to the Student Immigration Service at the University's Student Services Centre in 4 West for advice and to ensure you meet these requirements before your programme can be changed.

Opting in or out of a placement year

If you are registered on the 3 year BSc or 4 year MSci programme, the deadline for requesting to change to the placement programme is the end of Year 1. This is because we start preparations for the placement year at the start of Year 2 and you need to attend all of these preparatory sessions in order to take a placement.

If you are registered on the BSc or MSci placement programme and wish to change to the non-placement programme, you must contact the Director of Studies in advance of the start of Year 3. If you have already organised a placement and wish to transfer to the non-placement programme, please speak to the Placements Officer before requesting to transfer, to ensure that you are dealing fairly with your placement provider.

Changing to or from the MSci to BSc programme

Years 1 and 2 of the Health & Exercise Science programme are the same for those registered on the BSc and MSci. Students may request to transfer onto the MSci if they wish to, providing they meet the requirements. Regardless of which programme you are registered on, you must achieve an Overall Stage Average (OSA) of 50.00% in Year 1 and 60.00% in Year 2 in order to continue with, or transfer to the MSci. Students who score below the required averages can only be registered to continue with the BSc programme.

The deadline for requesting to change from a BSc to MSci programme, or from an MSci to BSc programme, is March in Year 2 or March in your placement year if you are taking one. This is so that you can choose the appropriate units for your third teaching year. All registrations are subject to achieving the OSAs and criteria detailed above.

UNIT AND PROGRAMME CATALOGUES

The catalogues contain an up-to-date list of programmes and unit descriptions. This can be accessed here: <http://www.bath.ac.uk/catalogues/>

Each of the units you take will have a detailed Unit Outline/Handbook that sets out how the unit will be taught, how it will be assessed, and provide information such as reading lists and practical class groups. These will be provided at the start of teaching for each unit and will also be available on the unit's Moodle site.

TIMETABLES

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

Your individual timetable will depend upon the optional units you select (if applicable) and teaching group allocations (e.g. for labs, seminars and practicals) which will be notified to you at the start of each semester by unit conveners. You can use MyTimetable to create a customised programme timetable that can be downloaded into an electronic calendar:

www.bath.ac.uk/timetable/MyTimetable.htm

If there are any changes to your timetable, these will be communicated to you by the Director of Studies or the relevant unit convener.

OPTION CHOICES

Deadlines for unit choices can be viewed on the academic administration calendar (www.bath.ac.uk/student-records/academic-admin-calendar/aac.html).

Guidance on selecting optional units will be provided by academic staff (personal tutors and/or unit convenors) and through Moodle. Students can choose options in the second and final years of the BSc programme, and the second, third and final years of the MSci programme. All Year 1 units are compulsory.

You will be notified well ahead of the deadline for making option choices by your university email account. This will take place around Easter each year (including your placement year if you are going on placement). We will give you access to a Moodle site that will give you full details about all of the options available to you, and whether you are on or off campus you will be provided with access for at least two weeks before the deadline to help with your decision. You will be notified of the deadlines for choosing options well ahead of the final date through your university email account.

Please note: if you miss the deadline for making unit choices you may not be able to register for your first-choice units, as class sizes are set at this point for timetabling purposes.

Options need to be selected well ahead of time so that we can allocate rooms based on an accurate record of student numbers. This means that you cannot change units except in exceptional circumstances, as allocated teaching rooms and resources may then not be sufficient to take extra students. If you wish to request to change units, please contact the Director of Studies.

PLACEMENTS

The University is committed to supporting placements in order to enhance the vocational relevance of its programmes and the learning experience of its students. Each Faculty and the School has a dedicated placements team to support and guide you through the process of applying for, securing and successfully completing a placement. The contact details for your Placements Manager and Placement Tutor can be found in the front of this Handbook.

You can expect to receive placement preparation support on the application process (i.e. CV writing, production of covering letters and applications, interview skills, assessment centres) as well as practical placement support (such as where to find information on accommodation, money and placement safety etc).

Before going on placement you will receive a University Placement Handbook containing generic advice and information for whilst you are on placement:

www.bath.ac.uk/internal/placements/documents/Placement_Handbook.pdf

You will receive programme specific information directly from your Department. If you are on a placement of one semester or longer in the UK you can normally expect to be visited by staff at least once during your placement. If you are on a placement overseas, staff will either visit, where practical, or arrange an alternative way of keeping in contact.

During the placement you will be expected to complete the Personal Objectives and Learning Outcomes forms (POLO) or equivalent (which helps you to structure your placement objectives and personal development). You are also required to create a poster and a 2000 word report about your placement (report part of POLO-3). At the end of your placement your employer will be asked to complete an appraisal form.

Performance in professional placement or study abroad placements will not count towards your degree classification. However, your performance will be graded as either "pass" or "fail" and recorded on your final transcript.

A re-induction activity will be conducted to welcome you back from placement and update you on any changes that may have occurred at the University during your time away. This will typically be done during Week 1 of your return to the University.

AIMS AND LEARNING OUTCOMES OF PLACEMENTS

There is a possibility of taking a year out (at the end of Year 2) to study abroad or take a professional placement (or a combination of the two), leading to a 4-year (BSc) or 5-year (MSci) sandwich programme. We believe that the ability to choose the programme that best suits your needs is one of the major strengths of our programmes at the University of Bath. Some of you will have specifically applied for one of these particular routes. Those of you who applied for a non-placement programme may request a transfer, please refer to 'Changing Programmes' on page 13.

For the aims and learning outcomes relating to the professional placement and study abroad options, see pages 7-11.

Requirements and Responsibilities

The University has a commitment to assisting you to organise the work and to support you during your placement year. This has been written into a code of practice for both Placement Officers and students. The responsibilities of the university are to:-

- Provide full information about the requirements of the placement to you.
- Provide (if possible) job descriptions of vacancies, deadline dates, methods of application and background information about the employer.
- Ensure that prospective employers meet appropriate health and safety standards.
- Inform you of the support you will receive, including tutor visits or campus weekends.
- Ensure that your progress is monitored.
- Arrange debriefings and collect reports from visiting tutors.
- Coordinate any placement assessment processes.

The full version of the code of practice can be found on the University website at:

www.bath.ac.uk/placements

There are also a number of responsibilities and expectations of students prior to, during, and following placements; see the Students' Union handbook for more details. There is inevitably a degree of administrative paperwork involved in setting up and administering appropriate and safe placements, and you will need to take the lead in making sure this is in place for your particular placement. Please be prepared for this and adhere to the deadlines set by the placements tutor and administrative team. Failing to complete requirements promptly could lead to the delay of your placement.

Overseas Placements

Some students choose a placement overseas. There are additional requirements in these cases for obtaining visas and permits, and insurance. It will be your responsibility to ensure that you organise these requirements in good time in order to be able to take up your placement promptly. Additional support and advice on the requirements for overseas placements is available from Student Services.

Selection Procedure

We must emphasise that, for all students, there is no guarantee of obtaining a particular placement or study opportunity. Application is competitive, and it is likely that a satisfactory Year 1 grade profile will be taken into account. Indeed, applying for a place is often analogous to a job application – application forms, cover letters and curriculum vitae are submitted and successful candidates are called for interview.

Further information

University Placement Handbook / information for placement students:

www.bath.ac.uk/internal/placements/information-for-students.bho

SUBMISSION DEADLINES & ASSIGNMENT SUBMISSION

Submission deadlines for coursework will be made available to you at the start of each semester during your year group meeting. This meeting will take place in week 1, at the start of one of your standard lectures. The slides from this meeting will be made available on the SES Hub Moodle page. Details will also be available in individual unit outlines. While we try to stagger these deadlines across the semester as far as we can, inevitably we want to give you as much time as we can once you have undertaken the necessary lectures and practical sessions to complete your assignments. This means you can expect to have a number of deadlines towards the end of the semester. We recommend that you start preparing your assignments well ahead of this deadline to pace your workload.

You will be notified of how you should submit for each unit in your unit outline and on the unit's Moodle page next to the assignment submission link.

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 may 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](#).

Most units will be using electronic-only submission. For these units, you must download and complete the template coversheet (available on the Moodle unit page, next to the submission link), insert your assignment and upload this to Moodle. You should include the unit code and your 5 digit candidate number in the file name. You can find your candidate number on SAMIS. Your submission files should be saved as Word documents. Full instructions are available next to the Moodle submission link for the assignment.

There are a small number of assignments for which you must submit both a paper copy and an electronic copy. Both must be received before the deadline. For the paper copy, you must print a pre-populated coversheet from SAMIS and attach this to your work, which should be presented in an A4 plastic project file (examples are available to view at the Undergraduate Office, 1WN 3.2). The paper copy must be posted into the locker located outside the Undergraduate Office, which will be labelled with the unit code and deadline. The bar-code on the work will be scanned following the deadline and you will receive a scanned receipt within one working day. The electronic copy of the work must be submitted to the Moodle unit page for Turnitin checking purposes.

PLEASE NOTE: You must complete all elements of assessment to obtain a mark and gain credits in each unit. That is, if you do not submit a piece of coursework, or if you do not sit a class test, you cannot pass the unit as a whole even if you have achieved a high enough average mark for the unit.

ASSESSMENT AND EXAMINATIONS

Assessment of performance in a unit will be made in the semester containing the unit. Each unit has its particular range of assessment procedures. The combined results from Semester 1 and Semester 2 will form your assessment profile for the academic year.

Throughout your degree programme you may be assessed via a variety of forms, including, but not limited to:

Examination – This will typically take place at the end of a unit and may take the format of multiple choice, short answer, essays or a combination.

Essay/Problem solving – This would be classed normally as coursework, given out during the unit.

Laboratory report – Here you would be asked to write up an experiment, analyse and interpret results.

Log Book – This will consist of a critical reflection and record of practical sessions that you have undertaken in a unit.

Journal-style Article – You will be asked to produce work that is written in the style of a research paper/journal article. The tutor will specify the format.

Oral Presentation – This would usually take place in a seminar session, where you will verbally report your work to a group of students, using appropriate visual aids.

Poster Presentation – Here you will have to display your work in the form of a scientific poster.

Note that in each unit you will be introduced to the form of assessment and given guidelines on how to prepare for this assessment. The nature and weighting of each assessment will be clearly outlined in your unit outline.

What are the assessment criteria?

The table overleaf shows the generic assessment criteria applied when assessing student work on the Health & Exercise Science programmes. Additional criteria, specific to the assignment set, may be provided by the Unit Convenor. When marks are allocated for coursework or examination papers, the following guidelines are used by the Health & Exercise Science staff in assessing your work.

MARKING CRITERIA

Department for Health Undergraduate programmes: Generic marking criteria

	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 <i>relevant</i> readings undertaken .	<i>No engagement</i> with pertinent issues; assertions not supported by evidence; description is weak and incomplete; <i>disjointed</i> with hardly any relevancy to the set problem; very <i>superficial</i> , no coherent argument.	Little evidence of any structure; <i>poor organisation</i> and expression; <i>significant</i> number of grammatical and spelling errors; <i>no signposting</i> ; much <i>irrelevant material</i> .
	21-39	<i>Limited evidence</i> of reading; reading has been misunderstood; reading has not been used in support of the argument.	the focus of the question/ problem/ task is <i>poorly understood</i> ; the analysis is unbalanced while <i>key elements are omitted</i> ; no conclusions are drawn or those that are drawn are <i>not adequately linked</i> to the argument; <i>very little</i> analysis or evaluation	use of English is seriously <i>flawed</i> ; basic evidence of structure to the answer; referencing is <i>poor/inaccurate</i> ; <i>poor syntax</i> and expression; considerable amount of <i>irrelevant material</i> , although less than the 0-20% category.
3 rd	40-49	evidence of selection of material from a <i>limited range</i> of sources; <i>few</i> , if any, sources beyond class/lecture notes; <i>limited evidence</i> of research; some appropriate material used, but ideas <i>not adequately</i> developed or explored.	the focus of the question/problem/task is only understood at a <i>basic level</i> ; <i>mostly descriptive</i> , with <i>analysis and reflection</i> being <i>limited</i> ; weak argument, lacking <i>coherence</i> ; not well <i>substantiated</i> with evidence.	one or two elements of an <i>appropriate structure</i> are present; considerable grammatical and spelling <i>errors</i> are evident.
2 ⁱⁱ	50-59	evidence of <i>limited reading</i> beyond class/lecture notes; some evidence of independent research, although a <i>limited attempt</i> to synthesise it.	the focus of the question/problem/task is <i>understood</i> ; key issues <i>identified</i> ; one or two related issues identified; analytical techniques/concepts/theories are applied <i>appropriately but limitedly</i> ; <i>some</i> evidence of engagement, avoiding mere description. .	the structure is <i>broadly appropriate</i> , elements of development/progress are evident; appropriate language and concepts are used <i>most</i> 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	<p>evidence of reading from a number of recommended sources; effective deployment of reading in support of analysis; evidence of independent research.</p>	<p>focus of the question/problem/task is understood although there is a <i>limited attempt to synthesise</i>; key issues and one or two related issues identified; analytical techniques/methods are <i>theoretically informed</i> although a <i>slightly limited analysis</i> of these is undertaken; <i>some awareness</i> of competing alternative analyses/perspectives/solutions is apparent.</p>	<p>structure is <i>clear</i>; the form of communication/medium selected is <i>appropriate</i> to the task; overall the argument is <i>concise</i> although <i>lacks some coherence</i> at times; an appropriate technical and/or conceptual language is used most of the time; some <i>minor grammatical and/or spelling errors</i>. Close to word limit (i.e. $\pm 10\%$).</p>
FIRST	70-85	<p>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.</p>	<p>the focus of the question/problem/task is <i>clearly understood</i>; key issues are <i>understood</i> and significant related issues are identified; theory and concepts are deployed in a manner which is <i>critically self-aware</i>; ample evidence of <i>analysis of relevant theories</i>; ability to deploy competing/alternative analyses/perspectives/solutions is apparent.</p>	<p>the argument is <i>well organised</i>: the structure is <i>clear</i>; the form of communication/medium selected is <i>appropriate</i>; <i>technical and/or conceptual language</i> or set of skills is used with <i>accuracy and confidence</i>.</p>
	86-100	<p><i>Consistent</i> evidence of the ability to read widely and with <i>discrimination</i> in the search for information; <i>very effective</i> deployment of reading to <i>support</i> arguments; capacity to use <i>appropriate</i> evidence from other disciplines.</p>	<p>the focus of the question/problem/task is understood; primary and secondary issues are <i>clearly identified</i> and <i>well distinguished</i>; theory and concepts are deployed in a <i>very confident</i> and <i>precise</i> manner which is <i>critically self-aware</i>; evidence of ability to evaluate, select and deploy competing/alternative analyses/perspectives/solutions <i>insightfully</i> is apparent.</p>	<p>the structure is <i>clear, logical</i> and <i>professional</i>; the form of communication/medium selected is <i>appropriate</i>; technical and/or conceptual language or set of skills is used with <i>confidence, accuracy</i> and <i>clarity</i>; virtually no grammatical or spelling errors; answer is well thought through and <i>fluently</i> written.</p>

FURTHER STUDY

Some of you may wish to take on further study at the completion of your BSc / MSci programme, either to gain more specific knowledge in a particular area of sport and exercise science, to allow you to change direction with your career path, or to gain a teaching or clinical qualification. As you begin to consider your future career options as you go through the degree programme then you should find your personal tutor or other academic staff as useful sources of information.

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/>

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

Department for Health Undergraduate Personal Tutor System: Student Guidance

All students in the Department for Health will be assigned a personal tutor who will be a member of your programme's teaching team. Personal tutors are the first point of contact for any personal / welfare issues and programme-related queries, other than unit specific queries, which should be directed towards the unit convener. One of the responsibilities of the tutor is to guide students to appropriate sources of help and advice available from within the Department and the University centrally (see also <http://www.bath.ac.uk/students/>).

Each personal tutor will be responsible for approximately 6-10 students per year group. The meetings with tutees will vary dependent on year groups; however, will be **at least once per semester (first-year students will meet tutors at least three times in Semester One)**. The personal tutor meetings will be a combination of timetabled tutorials (which will be group tutorials), tutorials initiated and arranged by the personal tutor and tutorials initiated by the student. The best way to arrange a meeting with a personal tutor is to book via their Outlook calendar in the 10-15 minutes appointments within the weekly "office hour" slots available for each tutor. A list of the available office hours for each member of staff and instructions for booking are given on the HES Hub Moodle page. **You are responsible for attending meetings with Personal Tutors, and for communicating with them if for any reason you are unable to attend.**

The type of support offered by the tutor is very varied and includes; a friendly face to help in the transition to university life, a guide to appropriate sources of help and advice available to students, monitoring student's academic progress, providing career advice, and providing references. Any personal problems discussed with the tutor should normally be confidential unless the student gives permission for the matter to be taken further. However, there are occasions when it would be inappropriate to maintain confidentiality in order to exercise an appropriate duty of care towards the student and/or third parties.

HOW DO I FACILITATE MY LEARNING?

You can facilitate your learning by:

- Attending all sessions
- Arriving at all sessions prepared
- Staying engaged during sessions
- Completing assigned readings before sessions
- Reading around the topics
- Reflective thinking and discussion with other students
- Planning your time effectively
- Developing interpersonal skills
- Keeping your work up to date
- Completing all assigned work on time.

WHAT METHODS OF TEACHING WILL I RECEIVE?

For each unit that you take, there will be a certain amount of formal class contact. There will also be an amount of time identified as independent learning; this is the amount of time that you are

expected to spend engaged in study for a unit outside of classes. The total time commitment expected from each student is 100 hours per 6-credit unit. The formal contact for a unit will consist of all, or a combination, of the following modes:

Lectures – Typically the whole group will attend a lecture. Here, you will be provided with a summary of core material, which lays the foundation for further learning. Lectures may sometimes be interactive with smaller group problem solving and brainstorming activities interspersed with more traditional lecture formats.

Seminars – These build on the information that is delivered in the lecture; you will have the opportunity to study concepts in more depth. The sessions may involve, for example, tutor led discussions, student-led presentations and discussions and small group work.

Laboratories – You will take part in laboratory sessions in many of your units. Typically, you will be involved with using equipment, data collection and analysis and interpretation. Group size for these sessions is about 12-25. In addition, this is the mode of teaching where you will develop computing and information technology skills.

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>

BUILDING ON YOUR SKILLS USING PERSONAL DEVELOPMENT PLANNING

Personal Development Planning (PDP) is a process of recording and reflecting on your skills and experience which will help you to plan for your personal, educational, and career development. The University provides information and tools to guide you through the process.

Further information

www.bath.ac.uk/students/support/academic/personal-development-planning/index.html

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.

Further information

thesubath.com/bathaward

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.

Further information

Computing Services: www.bath.ac.uk/computing-services

Information for new users: <http://go.bath.ac.uk/newusers>

Information for users with a disability or requiring learning assistance:

<http://go.bath.ac.uk/assistive-technologies>

IT shop: <http://go.bath.ac.uk/ITshop>

Computing Services Twitter feed: @UniofBathIT

ACCESSING UNIVERSITY EMAIL

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.

RECORDING OF LECTURES

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

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

Further information

Ordinance 22: www.bath.ac.uk/ordinances/22.pdf

Disability Service: www.bath.ac.uk/groups/disability-service

STUDENT REPRESENTATION

Feeding back your views to the University

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

- 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:	<p>Each Department has at least one Departmental Staff / Student Liaison Committee (SSLC). These comprise several elected student members, known as Academic Reps, and an equal or smaller number of staff members. Academic Reps are elected at the beginning of every year through online elections. Their role involves collecting the views of the students on their programme and attending SSLCs where they represent these views to their Department.</p> <p>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.</p> <p>There is also provision for student membership of the Department Learning, Teaching and Quality Committee: normally one undergraduate and one postgraduate (taught) representative.</p> <p>Academic Reps attend Students' Union Academic Council meetings. These take place every three weeks during semester time in order to:</p> <ul style="list-style-type: none"> • 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. <p>Do feel free to approach your student Academic Reps at any time to inform them of good practice or areas for enhancement in your units and programme. This is normally the person who represents your year or degree scheme on the Departmental SSLC.</p>
Faculty/ School level:	<p>Student representatives are also elected as Faculty Reps to sit on a number of Faculty/School level committees such as the Faculty/School Board of Studies and the Faculty/School Learning, Teaching and Quality Committee. Faculty Reps are also members of the Students' Union Academic Exec Committee.</p>
University level:	<p>University committees with student representation include the Council/Senate/Students' Union, the University Learning, Teaching and Quality Committee, the Programmes and Partnerships Approval Committee, and Senate.</p>

If you are interested in opportunities to represent student views, please contact the 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=57126>

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

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

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

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

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

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

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.

Further information

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

Check the web site for opening times: www.bath.ac.uk/students/careers

The web site includes the *Myfuture* vacancies portal.

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

ASSESSMENT

How do I get my results?

We aim to return coursework assignments within three semester weeks of submission. The expected dates for this are given on Moodle unit pages, next to the submission link. For units where submission is electronic-only, you will receive an email once your feedback is available and you can then sign-in to view this on the Moodle unit page. For units where submission is in paper and electronic formats, the marked paper copy will be returned to you (individual feedback will not be available on Moodle). An email will be sent to inform you when the paper copy is available to collect and you should attend during Undergraduate Office opening hours to collect this.

Additional feedback on your assessed work may be obtained by contacting the relevant unit convenor and/or your personal tutor. The overall results at the end of the academic year will be made available through SAMIS on the Web. You will be notified by email to your University email account once these have been published.

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.

Feedback will be given to you throughout the year. This feedback will be both summative and formative in nature. Summative feedback is about making a judgement of the quality of the work whereas formative feedback aims to help improve the work being evaluated. The way the feedback is provided will be both formal and informal. For example, for each assignment submitted, formal written feedback on a designated feedback sheet will be provided in addition to annotations on the assignment itself and this will be supplemented by the mark awarded for the assignment. Informal feedback may take the form of advice and responses during lecture and laboratories or discussions with your personal tutor.

Your coursework assignments along with mark and written feedback will be distributed via the Undergraduate Office or Moodle within three semester weeks. Additional feedback on your assessed work may be obtained by contacting the relevant unit convenor and/or your personal tutor.

The Department programme also has a feedback agreement, developed by both staff and students working together, which sets out both our responsibilities for providing feedback, and your responsibilities in obtaining it. There are a lot of opportunities for obtaining feedback from your tutors both before and after you hand in work, but often this will require you to be proactive in taking these opportunities. You will find the feedback agreement in Appendix 2 and on the Moodle HES Hub.

ACADEMIC INTEGRITY: TRAINING AND TEST

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

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

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

If you have any access problems, then please contact hss-ses@bath.ac.uk in the first instance.

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

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

If you do not pass the test, you will need to re-visit the training and/or look at the other guidance available to you (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

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

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).

The departmental policy is that tutors stop marking a student's work when they go more than 10% above the word limit; that means that anything you have written beyond this length will not be assessed, and will not contribute to your mark. The same rule applies when there are 'page', rather than 'word' limits; we will stop reading and marking assignments at 10% longer than the stated limit.

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.

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 Examiners for your programme will be appointed during the 2017/18 year, and we will inform you of who you are as soon as this is confirmed, the online version of this handbook will be updated.

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: Phase 1 for first-degree programmes ('NFAAR-UG')** specifies the rules governing students' progression from one stage of their programme to the next as well as for the award of degrees. The rules cover all areas of assessment, including supplementary assessment and the extent to which failure may be condoned. If you began the first stage of your programme in or after the 2008/09 academic year, NFAAR-UG applies to you. (If you began before then, please ask your Director of Studies for guidance on assessment).

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

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

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

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-ug-appendix-02.pdf

For full details of the NFAAR-UG, visit: www.bath.ac.uk/registry/nfa

You can find a student introduction to the NFAAR-UG at: www.bath.ac.uk/registry/nfa/nfaar-ug-intro-faq.pdf

For information relating to your programme in the current academic year, visit:
www.bath.ac.uk/catalogues

Your programme and how you are assessed

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

The **Programme Description: Structure of the programme** section in this Handbook shows the structure of your programme. In the table, compulsory and optional units are labelled 'C' and 'O' respectively.

Please note that you can also access this information via links in your programme's description in the Programme and Unit Catalogues available at: www.bath.ac.uk/catalogues

At the end of the table, there are links to the relevant appendices of the NFAAR-UG which state exactly how the assessment rules operate for each stage of your programme.

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

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

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

The normal pass mark for a unit is 40%. In some units, you might need to achieve a threshold mark in one or more component assessments in order to pass the unit overall.

The rules differ slightly between 'Coexistent Master Programmes' (which lead to a Master's degree but have an associated programme leading to a Bachelor's degree) and other programmes.

If you fail a stage, you will be required either to repeat the entire stage or to transfer to a *Designated Alternative Programme (DAP)*, if one exists, or if you fail very badly, to withdraw from the University. Where stage repeats are possible within the set limits, the repeating of any stage will be permitted once only.

At the end of each stage a Board of Examiners will decide whether you have passed the stage. The outcome will depend on both (1) your average mark in the stage and (2) the marks you obtain for each unit. Generally, if you pass each of your units (and, in a Coexistent Master programme, reach any OSA requirement set in addition), you will progress (or, after the final stage, be recommended for an award).

If you fail a large number of units (or, in a Coexistent Master programme do not reach any OSA requirement set in addition), you might fail the stage outright without any opportunity for supplementary assessment. (Further information on supplementary assessment is provided below.)

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

- if you fail any DEUs, you will have to undertake supplementary assessment – unless you have failed so many DEUs that you fail the stage outright
- if you fail any non-DEUs badly (i.e. achieve less than 35%), you will have to undertake supplementary assessment – unless you have failed so many units that you fail the stage outright
- if you fail only non-DEUs marginally (i.e. achieve 35%-39%), you might be able to progress without supplementary assessment. Whether you do progress will depend on the total credit value of the failed units and also on your OSA.

Your degree result is based on the calculation of your *Overall Programme Average (OPA)* based on the stages in Parts 2 and 3 of your programme. The contribution of each stage of the programme is set out in the table of assessment weightings and decision references in the **Programme Description: Structure of the programme** section in this Handbook. Follow the links provided in the table to see a clear description of the assessment rules for each stage of your programme. Stages in Part 1 are not included in the OPA calculation.

Supplementary assessment

'Supplementary assessment' is the term normally used for an opportunity given to a student to retrieve failure before starting the next stage of a programme. It generally involves re-doing coursework or re-sitting an examination. Students undertaking supplementary assessments are likely to have to return to the University in the summer to re-sit examinations.

For the 2017–18 academic year, this period will be 15 August to 24 August 2018.

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

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

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

The outcomes of failing a supplementary assessment are as follows:

- 1) if you fail supplementary assessment in a DEU, you will fail the stage
- 2) if you fail supplementary assessment in a non-DEU badly, you will fail the stage
- 3) if you fail supplementary assessment in a non-DEU marginally, you might be able to progress; whether you may do so will depend on how many units you have failed (and in some cases also on your Overall Stage Average).

Exit awards – CertHE and DiplHE

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

Further information on these awards can be found at:

www.bath.ac.uk/quality/documents/QA3-certhe.pdf (for the CertHE)
www.bath.ac.uk/quality/documents/QA3-diplhe.pdf (for the DiplHE).

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

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

At some stages during your studies you will be involved in conducting your own research. Please ensure you refer to, and adhere to, the guidance notes for students and academics undertaking research (www.bath.ac.uk/data-protection/guidance/academic-research).

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

APPENDIX 1: PROGRAMME DESCRIPTIONS

BSc (Hons) Health & Exercise Science

Programme code	UHHL-AFB18
Programme title	BSc (Hons) Health and Exercise Science
Award type	Bachelor of Science with Honours
Award title	BSc (Hons) Health and Exercise Science
Mode of Attendance	Full time
Length	3 years
State if coexistent M-level programme	
State any designated alternative programme(s)	If you leave your programme early you may be eligible for an exit award, either a Certificate of Higher Education (CertHE) or a Diploma of Higher Education (DipHE). Further information on these awards can be found at www.bath.ac.uk/quality/documents/certhe.pdf (for the CertHE) and www.bath.ac.uk/quality/documents/diphe.pdf (for the DipHE).
Approving body and date of approval	Senate 27.7.15; programme title change approved by PAPAC 27.4.17

Year 1 (for implementation with effect from 2016-17)

Part	Stage	Normal period of study for this Mode	Unit code	Unit title	Unit status	Credits	DEU status	Placement or Study Abroad status	Notes
1	1	AY	HL10182	Human Physiology	Compulsory	12	✓		
		S1	HL10499	Introduction to Public Health	Compulsory	6	✓		
		S1	HL10040	Introduction to research design and statistics	Compulsory	6	✓		
		S1	HL10034	Functional Anatomy	Compulsory	6	✓		
		S1	HL10036	Introduction to Sport and Exercise Psychology	Compulsory	6	✓		
		S2	HL10183	Professional Development	Compulsory	6	✓		
		S2	HL10355	Research Design for the Social Sciences	Compulsory	6	✓		
		S2	HL10038	Introduction to Human Biomechanics	Compulsory	6	✓		
		S2	HL10501	Introduction to the social study of health	Compulsory	6	✓		

Year 2 (for implementation with effect from 2017-18)									
Part	Stage	Normal period of study for this Mode	Unit code	Unit title	Unit status	Credits	DEU status	Placement or Study Abroad status	Notes
2	2	AY	HL20107	Advancing Research Design and Statistics	Compulsory	12	✓		
		S1	HL20505	Physiology, Nutrition and Health	Compulsory	6	✓		
		S1	HL20506	Epidemiology in Public Health	Compulsory	6	✓		
		S1	HL20507	Clinical and functional assessment tools	Compulsory	6	✓		
		S1	HL20042	Psychological dynamics of sport	Optional: Select 1 unit	6	-		
		S1	HL20104	Introduction to Sport and Exercise Medicine		6	-		
		S1	HL20416	Sociology of Sport, Health and the Body		6	-		
		S1	MN10545	Organisational behaviour		6	-		
		S1	MN20072	Managing human resources		6	-		
		S1	MN20074	Digital business innovation		6	-		
		S1	FL20275	Approved 6 credit language option (Foreign Languages Centre)		6	-		
		S2	HL20508	Evidence-Based Policy and Practice	Compulsory	6	✓		
		S2	HL20045	Psychology of Exercise and Health	Compulsory	6	✓		
		S2	HL20509	Critical Skills for Health Practitioners	Compulsory	6	✓		
		S2	HL20510	Health Education and Communication	Optional: Select 1 unit	6	-		
		S2	HL20504	Motor control and Learning		6	-		
		S2	MN10248	Introduction to accounting		6	-		
		S2	MN20073	Marketing		6	-		
		S2	FL20276	Approved 6 credit language option (Foreign Languages Centre)		6	-		

Year 3 (for implementation with effect from 2018-19)									
Part	Stage	Normal period of study for this Mode	Unit code	Unit title	Unit status	Credits	DEU status	Placement or Study Abroad status	Notes
3	3	AY	HL30110	Research Project	Compulsory	24	✓		

S1	HL30xxx	Health Technologies	Compulsory	6	✓		
S1	HL30044	Physiology of Exercise and Health	Compulsory	6	✓		
S1	HL30xxx	Advanced Issues in Physical Activity, Health & the Body	Optional: Select 1 unit	6	✓		
S1	HL30155	Applying Psychology to Physical Activity and Health		6	✓		
S1	HL30054	Nutrition & metabolism		6	✓		
S2	HL30xxx	Contemporary Public Health Issues		6	✓		
S2	HL30xxx	Exercise Prescription	Compulsory	6	✓		
S2	HL30062	Interdisciplinary Study	Optional: Select 1 unit	6	✓		
S2	HL30xxx	Nutrition and Health		6	✓		
S2	HL30xxx	Psychology of Physical Sensation		6	✓		

Assessment weightings and decision references 3 year programme		
Stage	Weighting within programme	NFAAR decisions reference See: http://www.bath.ac.uk/registry/nfa/index.htm
Stage 1	0%	Main assessment: Appendix 11 Supplementary assessment: Appendix 12
Stage 2	32%	Main assessment: Appendix 11 Supplementary assessment: Appendix 12
Stage 3	68%	Main assessment: Appendix 27 Supplementary assessment: Appendix 28

In the four year programme, the following respective additional unit to UHHL-AKB15 BSc (Hons) Health and Exercise Science programme is required.

Programme code	UHHL-AKB18
Programme title	BSc (Hons) Health and Exercise Science with Professional Placement
Award type	Bachelor of Science with Honours
Award title	BSc (Hons) Health and Exercise Science
Mode of Attendance	Full time Thick Sandwich
Length	4 years
State if coexistent M-level programme	
State any designated alternative programme(s)	UHHL- AFB15 BSc(Hons) Health and Exercise Science (full time) If you leave your programme early you may be eligible for an exit award, either a Certificate of Higher Education (CertHE) or a Diploma of Higher Education (DipHE). Further information on these awards can be found at www.bath.ac.uk/quality/documents/certhe.pdf (for the CertHE) and www.bath.ac.uk/quality/documents/diphe.pdf (for the DipHE).
Approving body and date of approval	

Year 3 (for implementation with effect from 2018-19)

Part	Stage	Normal period of study for this Mode	Unit code	Unit title	Unit status	Credits	DEU status	Placement or Study Abroad status	Notes
2	3	AY	HL20047	One year professional placement	Compulsory	60	✓	Standard	

**Assessment weightings and decision references
4 year programme**

Stage	Weighting within programme %	NFAAR decisions reference See: http://www.bath.ac.uk/registry/nfa/index.htm
Stage 1	0%	Main assessment: Appendix 11 Supplementary assessment: Appendix 12
Stage 2	32%	Main assessment: Appendix 11 Supplementary assessment: Appendix 12
Stage 3	0%	Main assessment : Appendix 11 Supplementary assessment : not available
Stage 4	68%	Main assessment: Appendix 27 Supplementary assessment: Appendix 28

MSci (Hons) Health & Exercise Science

Programme code	UHHL-AFM18
Programme title	MSci (Hons) Health and Exercise Science
Award type	Master in Science with Honours
Award title	MSci (Hons) Health and Exercise Science
Mode of Attendance	Full time
Length	4 years
State if coexistent M-level programme	BSc (Hons) Health and Exercise Science
State any designated alternative programme(s)	UHHL-AFB18 BSc (Hons) Health and Exercise Science (full time) (stage 1 and 2 only) UHHL-XXXXX BSc (Hons) Health and Exercise Science Studies (full time) (stage 3 and 4 only). If you leave your programme early you may be eligible for an exit award, either a Certificate of Higher Education (CertHE) or a Diploma of Higher Education (DiplHE). Further information on these awards can be found at www.bath.ac.uk/quality/documents/certhe.pdf (for the CertHE) and www.bath.ac.uk/quality/documents/diplhe.pdf (for the DiplHE).
Approving body and date of approval	27.7.15 Senate; programme title change approved by PAPAC 27.4.17

Year 1 (for implementation with effect from 2016-17)

Part	Stage	Normal period of study for this Mode	Unit code	Unit title	Unit status	Credits	DEU status	Placement or Study Abroad status	Notes
1	1	AY	HL10182	Human Physiology	Compulsory	12	✓		
		S1	HL10499	Introduction to Public Health	Compulsory	6	✓		
		S1	HL10040	Introduction to research design and statistics	Compulsory	6	✓		
		S1	HL10034	Functional Anatomy	Compulsory	6	✓		
		S1	HL10036	Introduction to Sport and Exercise Psychology	Compulsory	6	✓		
		S2	HL10183	Professional Development	Compulsory	6	✓		
		S2	HL10355	Research Design for the Social Sciences	Compulsory	6	✓		
		S2	HL10038	Introduction to Human Biomechanics	Compulsory	6	✓		
		S2	HL10501	Introduction to the social study of health	Compulsory	6	✓		

Year 2 (for implementation with effect from 2017-18)									
Part	Stage	Normal period of study for this Mode	Unit code	Unit title	Unit status	Credits	DEU status	Placement or Study Abroad status	Notes
2	2	AY	HL20107	Advancing Research Design and Statistics	Compulsory	12	✓		
		S1	HL20505	Physiology, Nutrition and Health	Compulsory	6	✓		
		S1	HL20506	Epidemiology in Public Health	Compulsory	6	✓		
		S1	HL20507	Clinical and functional assessment tools	Compulsory	6	✓		
		S1	HL20042	Psychological dynamics of sport	Optional: Select 1 unit	6	-		
		S1	HL20104	Introduction to Sport and Exercise Medicine		6	-		
		S1	HL20416	Sociology of Sport, Health and the Body		6	-		
		S1	MN10545	Organisational behaviour		6	-		
		S1	MN20072	Managing human resources		6	-		
		S1	MN20074	Business information systems		6	-		
		S1	FL20275	Approved 6 credit language option (Foreign Languages Centre)		6	-		
		S2	HL20508	Evidence-Based Policy and Practice	Compulsory	6	✓		
		S2	HL20045	Psychology of Exercise and Health	Compulsory	6	✓		
		S2	HL20509	Critical Skills for Health Practitioners	Compulsory	6	✓		
		S2	HL20510	Health Education and Communication	Optional: Select 1 unit	6	-		
		S2	HL20504	Motor control and Learning		6	-		
		S2	MN10248	Introduction to accounting		6	-		
		S2	MN20073	Marketing		6	-		
		S2	FL20276	Approved 6 credit language option (Foreign Languages Centre)		6	-		

Year 3 (for implementation with effect from 2018-19)									
Part	Stage	Normal period of study for this Mode	Unit code	Unit title	Unit status	Credits	DEU status	Placement or Study Abroad status	Notes

2	3	AY	HL40481	Research Design and Project Preparation	Compulsory	12	✓		
		S1	HL30155	Applying Psychology to Physical Activity and Health	Compulsory	6	✓		
		S1	HL30044	Physiology of Exercise and Health	Compulsory	6	✓		
		S1	HL30054	Nutrition & metabolism	Optional: Select 2 units	6	✓		
		S1	HL30xxx	Health Technologies		6	✓		
		S1	HL30xxx	Advanced Issues in Physical Activity, Health & the Body		6	✓		
		S2	HL30xxx	Contemporary Public Health Issues	Compulsory	6	✓		
		S2	HL30xxx	Exercise Prescription	Compulsory	6	✓		
		S2	HL40483	Scientific Basis of Strength and Power Training	Optional: Select 2 units	6	✓		
		S2	HL30xxx	Psychology of Physical Sensation		6	✓		
		S2	HL40482	Advanced quantitative and qualitative data analyses		6	✓		
		S2	HL30xxx	Nutrition and Health		6	✓		

Year 4 (for implementation with effect from 2019-20)									
Part	Stage	Normal period of study for this Mode	Unit code	Unit title	Unit status	Credits	DEU status	Placement or Study Abroad status	Notes
3	4	AY	HL40484	Research Project	Compulsory	24	✓		
		S1	HL40485	Disability Sport & Exercise	Compulsory	6	✓		
		S1	HL40xxx	Advanced Health Policy	Compulsory	6	✓		
		S1	HL40xxx	Translating Research to Practice	Optional: Select 1 unit	6	✓		
		S1	HL30xxx	Health Technologies		6	✓		
		S2	HL40xxx	Rehabilitation Medicine	Compulsory	6	✓		
		S2	HL40059	Physical Activity and Health across the Lifespan	Compulsory	6	✓		
		S2	HL40488	Advanced Studies in Human Physical Activity Motivation	Optional: Select 1 unit	6	✓		
		S2	HL30062	Interdisciplinary Study		6	✓		

Assessment weightings and decision references 4 year programme		
Stage	Weighting within programme	NFAAR decisions reference See: http://www.bath.ac.uk/registry/nfa/index.htm
Stage 1	0%	Main assessment: Appendix 15 Supplementary assessment: Appendix 16
Stage 2	16%	Main assessment: Appendix 23 Supplementary assessment: Appendix 24
Stage 3	34%	Main assessment: Appendix 23 Supplementary assessment: Appendix 24
Stage 4	50%	Main assessment: Appendix 27 Supplementary assessment: Appendix 28

In the five year programme, the following additional unit to UHHL-AKM18 MSci (Hons) Health and Exercise Science programme is required.

Programme code	UHHL-AKM18
Programme title	MSci (Hons) Health and Exercise Science with Professional Placement
Award type	Master in Science with Honours
Award title	MSci (Hons) Health and Exercise Science
Mode of Attendance	Full time Thick sandwich
Length	5 years
State if coexistent M-level programme	BSc (Hons) Health and Exercise Science with Professional Placement
State any designated alternative programme(s)	UHHL- AKB15 BSc (Hons) Health and Exercise Science with Professional Placement (full time) (stage 1 and 2 only).
	UHHL- AFM15 MSci (Hons) Health and Exercise Science (full time) (stage 3 only).
State any designated alternative programme(s)	UHHL-XXXXX BSc (Hons) Health and Exercise Science Studies with Professional Placement (full time) (stage 4 and 5 only).
	If you leave your programme early you may be eligible for an exit award, either a Certificate of Higher Education (CertHE) or a Diploma of Higher Education (DiplHE). Further information on these awards can be found at www.bath.ac.uk/quality/documents/certhe.pdf (for the CertHE) and www.bath.ac.uk/quality/documents/diplhe.pdf (for the DiplHE).
Approving body and date of approval	

Year 3 (for implementation with effect from 2018-19)								
Part	Stage	Normal period of study for this Mode	Unit code	Unit title	Unit status	Credits	DEU status	Placement or Study Abroad status
2	3	AY	HL20047	One year professional placement	Compulsory	60	✓	Standard

Assessment weightings and decision references 5 year programme		
Stage	Weighting within programme	NFAAR decisions reference See: http://www.bath.ac.uk/registry/nfa/index.htm
Stage 1	0%	Main assessment: Appendix 15 Supplementary assessment: Appendix 16
Stage 2	16%	Main assessment: Appendix 23 Supplementary assessment: Appendix 24
Stage 3	0%	Main assessment: Appendix 23 Supplementary assessment: Not available
Stage 4	34%	Main assessment: Appendix 23 Supplementary assessment: Appendix 24

Stage 5	50%	Main assessment: Appendix 27 Supplementary assessment: Appendix 28
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Designated Alternative Programmes for MSci (Hons) Health & Exercise Science

Programme code	
Programme title	BSc (Hons) Health & Exercise Science Studies
Award type	Bachelor of Science with Honours
Award title	BSc (Hons) Health & Exercise Science Studies
Mode of Attendance	Full time
Length	3 years
State if coexistent M-level programme	
State any designated alternative programme(s)	There is no DAP available or possibility of leaving this programme early, as this is an exit award programme for UHHL-AFM15 MSci (Hons) Health & Exercise Science (full time) students (stage 3 and 4 only).
Approving body and date of approval	27.7.15 Senate

Year 1 (for implementation with effect from 2016-17)

Part	Stage	Normal period of study for this Mode	Unit code	Unit title	Unit status	Credits	DEU status	Placement or Study Abroad status	Notes
1	1	AY	HL10182	Human Physiology	Compulsory	12	✓		
		S1	HL10499	Introduction to Public Health	Compulsory	6	✓		
		S1	HL10040	Introduction to research design and statistics	Compulsory	6	✓		
		S1	HL10034	Functional Anatomy	Compulsory	6	✓		
		S1	HL10036	Introduction to Sport and Exercise Psychology	Compulsory	6	✓		
		S2	HL10183	Professional Development	Compulsory	6	✓		
		S2	HL10355	Research Design for the Social Sciences	Compulsory	6	✓		
		S2	HL10038	Introduction to Human Biomechanics	Compulsory	6	✓		
		S2	HL10501	Introduction to the social study of health	Compulsory	6	✓		

Year 2 (for implementation with effect from 2017-18)									
Part	Stage	Normal period of study for this Mode	Unit code	Unit title	Unit status	Credits	DEU status	Placement or Study Abroad status	Notes
2	2	AY	HL20107	Advancing Research Design and Statistics	Compulsory	12	✓		
		S1	HL20xxx	Physiology, Nutrition and Health	Compulsory	6	✓		
		S1	HL20xxx	Epidemiology in Public Health	Compulsory	6	✓		
		S1	HL20xxx	Clinical and functional assessment tools	Compulsory	6	✓		
		S1	HL20042	Psychological dynamics of sport	Optional: Select 1 unit	6	-		
		S1	HL20104	Introduction to Sport and Exercise Medicine		6	-		
		S1	HL20416	Sociology of Sport, Health and the Body		6	-		
		S1	MN10545	Organisational behaviour		6	-		
		S1	MN20072	Managing human resources		6	-		
		S1	MN20074	Business information systems		6	-		
		S1	ZZ10005	Approved 6 credit language option (Foreign Languages Centre)		6	-		
		S2	HL20xxx	Evidence-Based Policy and Practice	Compulsory	6	✓		
		S2	HL20045	Psychology of Exercise and Health	Compulsory	6	✓		
		S2	HL20xxx	Critical Skills for Health Practitioners	Compulsory	6	✓		
		S2	HL20xxx	Health Education and Communication	Optional: Select 1 unit	6	-		
		S2	HL20xxx	Motor control and Learning		6	-		
		S2	MN10248	Introduction to accounting		6	-		
		S2	MN20073	Marketing		6	-		
		S2	ZZ10006	Approved 6 credit language option (Foreign Languages Centre)		6	-		

Year 3 (for implementation with effect from 2018-19)									
Part	Stage	Normal period of study for this Mode	Unit code	Unit title	Unit status	Credits	DEU status	Placement or Study Abroad status	Notes

3	3	AY	HL40481	Research Design and Project Preparation	Compulsory	12	✓		
		S1	HL30155	Applying Psychology to Health & Exercise Science	Compulsory	6	✓		
		S1	HL30044	Physiology of Exercise and Health	Compulsory	6	✓		
		S1	HL30054	Nutrition & metabolism	Optional: Select 2 units	6	✓		
		S1	HL30xxx	Health Technologies		6	✓		
		S1	HL30xxx	Advanced Issues in Physical Activity, Health & the Body		6	✓		
		S2	HL30xxx	Contemporary Public Health Issues	Compulsory	6	✓		
		S2	HL30xxx	Exercise Prescription	Compulsory	6	✓		
		S2	HL40483	Scientific Basis of Strength and Power Training	Optional: Select 2 units	6	✓		
		S2	HL30xxx	Psychology of Physical Sensation		6	✓		
		S2	HL40482	Advanced quantitative and qualitative data analyses		6	✓		
		S2	HL30xxx	Nutrition and Health		6	✓		

Assessment weightings and decision references 3 year programme			
Stage	Weighting within programme	NFAAR decisions reference See: http://www.bath.ac.uk/registry/nfa/index.htm	
Stage 1	0%	Main assessment: N/A Supplementary assessment: N/A	
Stage 2	32%	Main assessment: N/A Supplementary assessment: N/A	
Stage 3	68%	Main assessment: Appendix 27 Supplementary assessment: Appendix 28	

In the four year programme, the following additional unit to UHHL-XXXX BSc (Hons) Health & Exercise Science Studies programme is required.

Programme code	
Programme title	BSc (Hons) Health & Exercise Science Studies with Professional Placement
Award type	Bachelor of Science with Honours
Award title	BSc (Hons) Health & Exercise Science Studies
Mode of Attendance	Full time
Length	4 years
State if coexistent M-level programme	
State any designated alternative programme(s)	There is no DAP available or possibility of leaving this programme early, as this is an exit award programme for UHHL- AKM15 MSci (Hons) Health & Exercise Science with Professional Placement (full time) students (stage 4 and 5 only).
Approving body and date of approval	

Year 3 (for implementation with effect from 2018-19)

Part	Stage	Normal period of study for this Mode	Unit code	Unit title	Unit status	Credits	DEU status	Placement or Study Abroad status	Notes
2	3	AY	HL20047	One year professional placement	Compulsory	60	✓	Standard	

**Assessment weightings and decision references
4 year programme**

Stage	Weighting within programme %	NFAAR decisions reference See: http://www.bath.ac.uk/registry/nfa/index.htm
Stage 1	0%	Main assessment: N/A Supplementary assessment: N/A
Stage 2	32%	Main assessment: N/A Supplementary assessment: N/A
Stage 3	0%	Main assessment : N/A Supplementary assessment : N/A
Stage 4	68%	Main assessment: Appendix 27 Supplementary assessment: Appendix 28

APPENDIX 2: FEEDBACK POLICY

DEPARTMENT FOR HEALTH FEEDBACK POLICY (Updated May 2017)

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.

Appendix 1: Department for Health
Examination Feedback Summary Sheet

Unit:	Year:	Semester:
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Exam Paper [insert here]

General Comments:

Question 1:

Question 2:

Question 3:

Question 4:

Question 5: