

**COLLEGE OF LIFE AND ENVIRONMENTAL SCIENCES**

**BSc (Hons)**

# Human Biosciences

# 2010 -13

 **CONTENTS**

This document forms part of the University’s Undergraduate Prospectus. Every effort has been made to ensure that the information contained in the Prospectus is correct at the time of going to press. However, the University cannot guarantee the accuracy of the information contained within the Prospectus and reserves the right to make variations to the services offered where such action is considered to be necessary by the University. For further information, please refer to the Undergraduate Prospectus (available at [www.exeter.ac.uk/ugp/disclaimer/](http://www.exeter.ac.uk/ugp/disclaimer/)).

|  |  |
| --- | --- |
|  | **Page****Nos.** |
| **INTRODUCTION** |  |
| [Introduction From Your Programme Director](#page5) | 5 |
| [Basic Survival: Sources of Help](#page6) | 6 |
| [List of Key Staff](#page7)  | 7 |
| [College Contact Details](#page8) | 8 |
| [Getting Started](#page9) | 9 |
| [Lecture & Laboratory Locations](#page9a) | 9 |
| [Academic Year Details](#page10) | 10 |
| [Academic and Personal Tutoring System](#page11) | 11 |
| [Personal Development Planning](#page12) | 12-13 |
| [College Facilities & Protocols](#page13) | 13 |
| [Library Facilities](#page14) | 14 |
| [I.T. Facilities](#page15) | 15 |
| [Print Unit](#page15a) | 15 |
| [Sports Facilities](#page16) | 16-17 |
| [Shops and Refectories](#page18)  | 17-18 |
|  |  |
| **THE HUMAN BIOSCIENCES PROGRAMME** |  |
| [Aims & Overview of the Programme](#page20) | 19-20 |
| [Level 1 Modules](#page22) | 21 |
| [Level 2 Modules](#page23) | 22-23 |
| [Level 3 Modules](#page25) | 24-25 |
| [Code of Good Teaching Practice](#page27) | 26 |
| [Learning and Teaching Methods](#page28) | 27 |
| [Developing Personal and Key Skills](#page29) | 28 |
| [Attendance, Leave of Absence, Illness, Medical Certification](#page29a) | 28 |
| [Assessment: Feedback on Draft Assignments](#page31) | 30-31 |
| [Assessment: Plagiarism](#page32)  | 31-32 |
| [Assessment: Referencing](#page33) | 32-34 |
| [Assessment: Word Length](#page35) | 34 |
| [Assessment: Using Turnitin](#page36) | 35 |
| [Assessment: Submission](#page36a) | 35-37 |
| [Assessment: Marking Guidelines](#page42) | 38-44 |
| [Assessment: Moderation](#page49) | 45 |
| [Assessment: Getting marks back and what to do next](#page49a) | 46 |
| [Assessment: Appeals](#page51) | 47 |
| [Assessment: Failure](#page52) | 48 |
| [Assessment: Mitigating Circumstances](#page54) | 50 |
| [Assessment: Referral/Deferral Examinations](#page55)  | 51 |
| [Assessment: Progression](#page55a) | 51-52 |
| [Quality Assurance: Programme Evaluation and Review](#page56) | 52 |
| [Quality Assurance: Student Representation](#page57) | 53 |
| [Quality Assurance: Student Complaints](#page57) | 53 |
|  |  |
| **POLICIES, REGULATIONS AND PROCEDURES** |  |
| [Interruptions of Study, Transfer of Programme and Withdrawal Mechanism](#page58) | 54 |
| [Careers](#page59) | 55-58 |
| [Student Fees](#page62) | 58 |
| [Payment Deadlines, Late Fee Charges and University Sanctions](#page63a)  | 60 |
| [Programme Costs](#page65) | 61 |
| [Health and Safety](#page66) | 62-63 |
| [Equal Opportunities](#page67) | 63-64 |
|  |  |
| **STUDENT SUPPORT AND ADVICE** |  |
| [Where to get help](#page68) | 64-66 |
| [Useful Addresses and Contacts](#page72) | 67-68 |
|  |  |
| Appendices |  |
|  |  |
| [Appendix 1 – Map of St Luke’s & Streatham Campuses](#page73) | 69-70 |
| [Appendix 2 – Blank Student Timetable](#page75) | 71 |
| [Appendix 3 – UG Degree Assessment Procedures](#page76) | 72-78 |
| [Appendix 4 – Personal Development Portfolio](#page83) | 79-84 |
| [Appendix 5 – How to submit coursework and use Turnitin](#page89) | 85-86 |

**W****elcome**

Welcome to the College of Life and Environmental Sciences. Biosciences are based in both the Geoffrey Pope Building and the Hatherly Laboratories on the Streatham campus, whereas Sport and Health Sciences are based in the Richards Building and in Baring Court on the St Luke’s campus.

Some procedures and practices will change during your stay at Exeter, but we will endeavour to keep you informed of these as they occur. **This handbook should be your first point of reference for any queries that you may have.** There is also a great deal of useful help and information specifically for new students on the following web address <http://www.exeter.ac.uk/newstudents/>.

This booklet covers what we think you will need to know in your day-to-day life in the College. There is more detailed information about specific issues that this booklet will refer you to (e.g. the Biosciences & Sport and Health Sciences web pages or the Guild and University web pages).

Please note that the administrative centres for the SB and SHS are on the third floor of the Geoffrey Pope Building and the ground floor of the Richards Building, respectively.

I am happy for you to contact me about this booklet and any information in it.

With very best wishes,

Daryl

Dr Daryl Wilkerson

Programme Director for Human Biosciences

Telephone: (01392) 724701

Email: D.P.Wilkerson@exeter.ac.uk

September 2010

**Basic Survival**

**Who can help me?**

Virtually everybody needs advice at some point. In both Colleges, your main point of contact will be your personal tutor. You will be allocated a Personal tutor in Sport and Health Sciences and a tutor in Biosciences. Your personal tutor will be an experienced member of the staff who is used to being asked questions large and small. In addition, many routine matters can often be dealt with by the Administrative Assistants in the College Office - just ask. Outside the College, the Student Advice Centre run by the Guild of Students offers a comprehensive service covering health, finance, legal matters, academic issues, etc. - they are in Devonshire House (Streatham campus) and their helpful web page is http://www.guild.exeter.ac.uk/ or you can email them on studentadvice@exeter.ac.uk

|  |  |
| --- | --- |
| **Source** | **Example Topics** |
| Your personal tutor | Academic matters and issues affecting academic progress |
| Programme Director | Academic matters, issues affecting academic progress, change of personal tutor |
| Programme Administration Manager | Change of module, timetables, exams and assessments  |
| Administrative Assistants | Routine academic matters, amendments to personal records, student absence, availability of staffCollege ambassador queries |

**Here is how to find key people**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Role** | **Name** | **Location** | **Tel\*** | **E-mail \*** |
| **Sport and Health Sciences** |
| Head of Sport and Health Sciences | Professor Andy Jones | RB15 | 2886 | a.m.Jones |
| Director of Education | Dr Richard Winsley | BC031 | 4724 | r.j.winsley |
| Human Biosciences Programme Director | Dr Daryl Wilkerson | RB109 | 4701 | D.P.Wilkerson |
| Year Tutor | Ms Rosemary Davies | BC012 | 2158 | R.C.Davies |
| Programme Administration Manager | Ms Alison Hume | RB14 | 4803 | a.hume |
| College Administrator | Mrs Clare Fogarty | RB20 | 2807 | c.a.fogarty |
| Administrative Assistants | Ms Julia WarnerMrs Debbie Brooks | RB20 | 26892884 | j.k.warnerDebbie.Brooks@exeter.ac.uk |
| Computing Development Officer | Mr Len Maurer | RB117 | 5496 | l.maurer |
| **Biosciences** |
| Head of Biosciences | Prof.Gero Steinberg | GP | 3476 | G.Steinberg |
| Director of Education - Biosciences | Dr JamesWakefield | GP | 4690 | J..Wakefield |
| Senior Administrator | Ms Meg Harris | GP | 3788 | M.A.Harris |
| Administrative Assistant | Ms Christine Geen | GP | 5155 | C.L.Geen |

**Location:** GP = Geoffrey Pope Building (Streatham campus), RB = Richards Building (St Luke’s campus) BC= Baring Court (St Luke’s campus)

**Telephone:** \*N.B. when dialling from off campus, telephone numbers beginning with a '3' should be prefixed by ‘72’.

**Email:** All e-mail addresses have the suffix: @ex.ac.uk

**How can I communicate with the academic disciplines?**

*The postal addresses & contact details are*:

Biosciences
Geoffrey Pope building
University of Exeter
Stocker Road
Exeter
EX4 4QD

also

Hatherly Laboratories
University of Exeter
Prince of Wales Road
Exeter
EX4 4PS

##### Telephone

College reception is 01392 269171 (or 5171 from an internal phone)

Email is biosciences@exeter.ac.uk.

**Sport and Health Sciences,** Richards Building, St Luke’s Campus, Exeter, EX1 2LU.

*The telephone number of the College Office is* 01392 722896/722884, and the *e-mail* is *sshs-school-office@exeter.ac.uk*

**Getting started**

##### Where will my Biosciences lectures take place?

* All Bioscience modules are taught at the Streatham campus.
* Typical locations for lectures are the Peter Chalk Centre, Newman lecture theatres, and the Hatherly Laboratories lecture theatre.
* Laboratory classes will mainly take place at the teaching laboratory (room 101) at the Geoffrey Pope Building with additional laboratories at the Hatherly Laboratories.
* A map of the Streatham campus can be found at

http://www.exeter.ac.uk/visit/directions/streathammap/

##### Where will my Sport and Health Sciences lectures take place?

* Almost all modules are taught at the St. Luke's campus.
* Facilities frequently used by Human Bioscience students are the teaching laboratories (RB01, 02 & 12), lecture rooms (NC12, BC114 and G18).
* A map of the St Luke’s Campus can be found at <http://www.exeter.ac.uk/about/stlukes.shtml>.

##### How will I find out my timetable?

* A copy of your timetable will be displayed on your year noticeboard.
* Your personal timetable is available at <http://www.admin.ex.ac.uk/academic/timetable/tt/2010/mytt/>

##### Lecture times

* Lectures run from Monday to Friday, 09:00-18:00hrs.
* We try to avoid lectures on a Wednesday afternoon – so that you can play sport – but this not always possible.
* Attendance at lectures, laboratories and seminars in compulsory.

#

# Academic year details

* The University’s academic year is divided for teaching purposes into three terms Michaelmas (Autumn), Lent (Spring) and Trinity (Summer).

**2010/2011**

Autumn Term Monday 4th October 2010 – Friday 17 December 2010

Spring Term Monday 10th January 2011 – Friday 1st April 2011

Summer Term Monday 2nd May – Friday 17th June 2011

### 2011-12

Autumn Term Monday 3rd October 2011 – Friday 16th December 2011

Spring Term Monday 09th January 2012 – Friday 30th March 2012

Summer Term Monday 30th April 2012 - Friday 15th June 2012

**2012-13**

Autumn Term Monday 1st October – Friday 14th December 2012

Spring Term Monday 7th January – Friday 29th March 2013

Summer Term Monday 29th April – Friday 14th June 2013

**The re-sit period for all failed modules is at the end of August and beginning of September of each year and it is important that students should keep this week available. The exact date will be confirmed during the third term.**

##### Knowing what’s going on

* Email: each of you will be given personal University email account.  Please use this and look at this on a daily basis.  Do not bounce messages from the University email to your Hotmail account for example, as sometimes the attachments we send you can be large.
* Notice boards: there are notice boards in the Richards Building foyer area.  Please look at this on a daily basis.
* College website: This contains up-to-date information and key documents related to the programme.  [http://www.SHS.ex.ac.uk/](http://www.sshs.ex.ac.uk/)
* Essential information about the university regulations can also be found at

http://admin.exeter.ac.uk/calendar/live/taught/genregs.htm

* Visit the University Student Help site for answers to frequently asked questions and links to support and advice. <http://www.exeter.ac.uk/studenthelp/>

##### Staying in contact

* At the start and end of each term you must sign in and out.
* Please make sure that we always have an up-to-date address, mobile number and land line number so that we can easily contact you.
* To contact us – please see the staff list.

**Be well organised**

* This is one of the most discriminating factors between very good and mediocre achievement.
* It is your responsibility to know where you should be at any particular time so you need to have your schedule well planned out.
* The University guidelines are that students should be expected to work about a 30-35 hour week during term-time. As your programme includes approximately 12 contact hours per week, you should expect to complete at least two hours of work independently for each contact hour. This will involve reading, assignments, and project work.
* Aim to strike a sensible balance between your academic, sporting and social commitments.

**Academic and Personal Tutoring System**

**What can I expect from my Personal Tutor?**

You will be assigned a *Personal Tutor* in both Colleges for the duration of your studies. He/she should be your first line of approach if you have any problems or require help concerning your personal circumstances related to the course. Your tutor will be able to point you in the right direction if your problem requires further expert attention.

**Year Tutor** – The year tutor is responsible for the smooth running of your year group. They will be your year tutor throughout your time with us. They are often the first point of call if you have a problem. Rosemary Davies is the year tutor for all Human Bioscience students.

**How do I book an appointment to see my tutor?**

* Most tutorials last between 10 and 20 minutes depending on the nature of the tutorial.
* To book an appointment with a member of staff please sign up for an appointment using the booking sheet on their office door.
* Please respect the system of seeing your tutor and not just knocking on the door, as this can be very disruptive to the tutor working.
* If you do not wish to speak to your personal or year tutor you are entirely at liberty to book a tutorial with another member of staff.
* If you cannot attend a booked appointment please inform the member of staff ASAP either by phone or email.
* The same process of booking an appointment should be used to see a module leader.

**Personal Development Planning**

We are committed to supporting your personal, academic and career development during your time at Exeter. Personal Development Planning (PDP) is well established in both Colleges, and we encourage all our students to engage in this valuable process.

**So what is PDP?**

PDP is defined as: ‘*a structured and supported process undertaken by an individual to reflect on their own learning, performance and/or achievement and to plan for their personal, educational and career development’ (Quality Assurance Agency for Higher Education, 2000)*

Access to your transcript (a record of your confirmed marks), a ‘structured and supported’ process of PDP and an opportunity to create records to support your personal development together make up what is known as a ‘Progress File’ – a set of entitlements that all universities have to provide for their students.

**Why is it important?**

If you engage seriously in PDP, you should be better equipped:

* To become a more effective, independent and confident learner
* To understand how you are learning and to ‘transfer’ your learning to new situations
* To manage your general skills for study and for career management
* To express your personal goals, and work towards them, and
* To demonstrate a proactive approach to learning in a range of different contexts

Learning to identify and evidence skills you’re developing, and setting action plans to build on these through PDP can help to prepare you for job interviews and other professional situations, such as Professional Development Reviews (PDR).

**How does (Colleges) provide opportunities for PDP?**

An important feature of the ‘structure and support’ we provide for PDP is through the opportunities you have to talk about your progress with tutors/supervisors throughout your programme of study.

At appropriate stages of your programme, you will be invited to attend a group tutorial with your personal tutor (or supervisor, if you are a PhD student) to focus on your progress. The aim of these sessions is to provide a supportive environment in which to discuss your development rather than to *judge* performance, so you should feel free to be completely frank about your progress and achievements. Where appropriate, your tutor/supervisor may refer you to other sources of help and guidance. You will also have the opportunity to meet with your personal tutor for an individual meeting if you feel this is more appropriate.

**Are there any resources that can help me with my PDP?**

The University provides an electronic system to support PDP – the newly supported ePDP tool can be accessed via your Student Record pages on the MyExeter portal. The ePDP tool provides a structure for you to (i) conduct a self appraisal, and (ii) produce an action plan, and (iii) share your ePDP records online with your tutor/supervisor. Keeping your ePDP records up-to-date can help you to compile job applications and CVs. It can also help your tutors to write detailed references for you after you’ve left the University. For more information about the new ePDP system, go to [www.exeter.ac.uk/epdp](http://www.exeter.ac.uk/epdp) .

**College Facilities & Protocols**

### Teaching Laboratories in Biosciences

As part of the recent refurbishment of the College of Biosciences, we now have large, modern teaching laboratories in the Geoffrey Pope Building (Room 101), the Hatherly Laboratories and at our Cornwall campus (Tremough UG project lab) that provide a well-equipped and extremely safe environment for Undergraduate practical courses. Helpful and friendly technicians and demonstrators are always available during practical classes to ensure that you get the most out of your training at Exeter.

**Where can I get a lab coat?**

Lab coats are available to purchase from the reception in the Geoffrey Pope building at a cost of £6. Please try and buy this during Welcome Week and well BEFORE your first practical class. If you don't bring one to a practical class, we will charge you £1 to hire one of ours.

**Laboratory Practice in the College of Biosciences**

1. Follow all guidelines given by the staff.

2. If you have an accident, report it immediately to the member of staff in charge.

3. Make sure you know the location of fire extinguishers and emergency fire exits, and that you know the fire drill (see **Fire regulations**, described below). There will be a fire practice during the first few weeks of the first term.

4. Always wear a clean laboratory coat; put it on as soon as you enter the lab. You may be asked to leave a practical if you do not have a lab coat.

5. Do not eat or drink in the laboratories, and do not pipette *anything* by mouth.

6. Wear safety glasses - essential when handling acids, alkalis, corrosive solutions and microbiological suspensions.

7. Check that all apparatus is turned off before leaving the lab.

8. You are strongly advised to have yourself immunised against tetanus in case of accidents in the laboratory and in the field.

### Exercise and Sport Science Teaching Laboratories in SHS

Our biomechanics, physiology and psychology labs are located in the Richards Building. They are well equipped and we are pleased that you will be able to spend some time in these facilities at various times in your programme. The labs are not only used for undergraduate teaching but are also the location of research projects conducted by staff and research students completing their MPhil/PhD study. The exercise science laboratories are also home to the new Sports Science Support Unit, a designated support service for high performance athletes. From time to time it may be possible to be involved in applied sports science work with such athletes.

**Other Facilities**

### Library

Knowing your way around the library is important - you should learn how to locate books, journals, use the computer catalogue, and search the indexes using CD-ROM. The library web pages are and excellent resource: <http://www.as.ex.ac.uk/library/>

**Biosciences at Streatham:** The University Library maintains its principal collections in the main library buildings on the Streatham and St Luke’s campuses, together with a number of specialist collections in certain Colleges. The total Library collection comprises over a million volumes and 3000 current periodical subscriptions. Information Technology (IT) Services provide a wide range of services throughout the Exeter campuses including open access computer rooms, some of which are available 24 hours, 7 days a week. Additionally, some Colleges have their own dedicated facilities. Helpdesks are maintained on the Streatham and St Luke’s campuses, while most study bedrooms in halls and flats are linked to the University’s campus network.

**Sport and Health Sciences at St Luke’s:** We are lucky to have our own well-equipped library located in the Haighton building at the St. Luke’s campus. Our long history in exercise and sport research means that we are well-stocked with books, journals and electronic access to information. We will continue to build on these stocks throughout your time with us so if you have special requests, please pass them to your module leader.

A guided tour of how to use the library can be found at <http://www.library.ex.ac.uk/lukes/>.

**Key points about using the library:**

* Your student card also acts as your library-borrowing card.
* Up to 10 items can be taken out on loan at any time.
* Some books in heavy use will be restricted to **short loan** (1 week) or **temporary reserve** (3 hours).
* Temporary reserve journals are held behind the issue desk.
* A fine will be levied for overdue, lost or damaged books.
* Past exam papers are held in the library – ask at the issue desk.
* Past exam papers may also be accessed via the web - go to the library catalogue and select title search, search under ‘examination papers’, select the appropriate year and click on the required paper. You will need your library card number and library PIN for authorisation.

### I.T. Facilities

**Information technology (IT) and computers**

It is important that you have at least a basic understanding of how to use a computer for word processing, to produce graphs and tables in a document, using spreadsheets, email and the web. All these skills will be needed at some time during your course and will also be needed in your career.

##### Where can I get access to a computer?

* The Haighton Library building provides 24-hour I.T. facilities via swipe-card access.
* The foyer of the Richards Building.
* There are various public access clusters of computers maintained by the University’s I.T. Services on the Streatham campus. These can be found in the Amory Building, the Laver Building (5th Floor), in the Queen’s Building, Streatham Court and the Library. The Amory room has 24-hour access, but you should see the porters first to obtain the lock code.
* All PCs are available on a first come first served basis, except when reserved for teaching classes.

If you have difficulty accessing computers on the Streatham campus see Mr Jon Barnes or Mr Robin Batten. For St Luke’s Campus, see Len Maurer (see staff list on page 7).

**Print Unit**

There are print units at both the Streatham (ground floor of Northcote House) and St Luke’s (South Cloisters) campuses. They have been set up to support teaching and learning and offer several important services including photocopying, printing and desk top publishing. You can buy photocopy cards and other items for your work from the shop.

**Where can I do my photocopying?**

You can use the photocopiers in both the Hatherly Laboratories and the Geoffrey Pope Building. They are card-operated; and cards to the value of £1.40 (20 copies) and £7.00 (100 copies) are available from the Finance Office room 317 Geoffrey Pope Building. The copier on the third floor of the Geoffrey Pope Building is for staff use only. Otherwise, there are copiers in the library and in the Resource Centre in Devonshire House see http://xnet.ex.ac.uk/content/. Please note that the SB’s copiers will only operate using EMOS cards bought from the SB’s finance office, room GP317.

Sport has for a long time been very important at the University of Exeter. Over the years many top class sports people have come to study here and the University boasts over 40 full internationals amongst its graduates.

The University is traditionally placed in the top 10 British Universities Sports Association (BUSA) rankings each year and our ESS students are by far the biggest contributors to the sporting success of the University.

### Sports Facilities

**The Sports Centre on the Streatham Campus provides:**

* Main hall, the largest in the South West, used for archery, badminton, basketball, football, hockey, netball and volleyball.
* Indoor cricket centre with 4 nets, 4 bowling machines, video analysis and game space.
* Tennis centre with 4 indoor and 6 outdoor courts.
* Indoor traversing wall and lead wall.
* Four squash courts.
* 90-station air-conditioned health and fitness studio.
* Two exercise studios.
* Social room and catering/vending area.
* Training suite and meeting room.
* Physiotherapy suite.
* Refurbished changing accommodation.

**At the St Luke's Campus indoor facilities include:**

* Two sports halls used for badminton, basketball, exercise classes, gymnastics and volleyball.
* Advanced conditioning studio.
* Heated indoor swimming pool.

**Facilities for outdoor sport include:**

* The Topsham Sports Ground which has two soccer pitches, two minor-counties standard cricket squares, one with an artificial strip, and facilities for lacrosse.
* 60-acre playing field used for rugby, football and cricket.
* An Olympic-standard water-based synthetic pitch, which is regularly used by National Hockey Squads.
* A sand-filled synthetic turf pitch.
* Multi-User-Games-Area (MUGA) which provides outdoor 5-a-side on a sand-based synthetic pitch.
* 13 outdoor tennis courts at various halls.
* A fleet of Lark dinghies at the Roadford RYA Sailing Centre.
* A well-equipped boathouse on the Exeter Canal.
* An outdoor swimming pool.

##### How can I use the sport facilities?

* Students are required to purchase sports membership to access facilities at the student rate. This membership covers facilities on both the St Luke’s and the Streatham campuses.

For further information visit the web site: <http://www.ex.ac.uk/sport>

**Shops and refectories**

**Streatham Campus**

**Campus Keystores,** Shopping parade, opposite the main Library entrance: wide range of goods, stationery, stamps, phonecards, pharmaceuticals, dry cleaning, in-store bakery/sandwich bar:

Monday – Friday 8.30am – 6.00pm (term-time only)
8.30am – 5.30pm (vacation)
Saturday 10am – 4pm (term-time only)

**Blackwells University Bookshop,** Shopping parade, opposite the main Library entrance: academic and other books, stationery, greetings cards, CDs, DVDs:

Monday – Friday 9am (Tuesday 9.30am) – 5.30pm,
Saturday (23 Sept – 3 Dec only) 10.30am – 4.30pm.

Extended opening hours in Welcome Week and the first week of term, 9am – 6pm.

**Endsleigh Insurance,** Shopping parade, opposite the main Library entrance: insurance services:

Monday – Friday 9am – 5pm
Saturday 9am – 1pm

**Guild Print Shop,** Devonshire House:printing, photocopying (including colour), binding, T-shirt printing, stationery, computer accessories, digital picture printing:

Monday – Friday 9.30am – 5pm

**Printing Unit,** Northcote House: photocopying, printing, print finishing:

Monday – Friday 8.30am – 5pm

**St Luke's Campus**

**Campus Keystores,** South Cloisters: sandwiches, drinks, wines and spirits, hot and cold food, stationery, newspapers/magazines, pharmaceuticals, souvenirs, greetings cards, teaching aids:

Monday – Friday 8.30am – 5.30pm, Saturday 11am – 2pm (term-time only)
Monday – Friday 8.30am – 1.30pm; 2pm – 4pm (out of term)

**Guild Reception,** St Luke’s Common Room: information, photocopying, telephone cards:

Monday – Friday 10.30am – 3pm (term-time only)

**The BSc (Hons) Human Biosciences Programme**

### Aims of the Programme

The Human Biosciences programme at Exeter is taught jointly by the College of Sport and Health Sciences and the College of Biosciences which both have excellent international reputations for teaching and research. The programme represents an innovative collaborative teaching response to a broadening demand for graduates with skills in fields of study relating to medicine, chemistry, biology and physics. It offers study in the fascinating and rapidly expanding area of the scientific aspects of human biology, health, physical activity and biotechnology and recognises the importance that exercise can play in the prevention and treatment of disease. You’ll receive a thorough grounding in the study of biology, such as molecular biology, genetics, medical microbiology and biotechnology together with the various sub disciplines of exercise and sport sciences, including biomechanics, kinesiology, human and applied physiology. This broad choice reflects an ongoing need for increased specialisation within many fields of employment involving or informed by the study of humans.

Graduates in Human Biosciences (HB) will have developed a wide range of intellectual skills including research, critical assessment and evaluation of evidence, the application of knowledge to solve familiar and unfamiliar problems. Other skills will be developed in various ways depending on the subject matter that the student is studying. The range of skills will normally include some or all of the following: ability to plan, design and complete a sustained piece of independent work; plan and complete practical activities using appropriate techniques and procedures; appreciate moral, ethical and safety issues and if necessary adhere to legislative and professional codes of conduct. Students in HB are encouraged to develop their academic and sporting profiles, many are actively involved in the sports teams of the University and a number of students are sports scholars.

# How does the programme work?

The basic idea of the degree is that you are given the foundation knowledge across all the sub-disciplines during year one and the first-half of year 2. After this time you choose the options that you wish in line with your interests - thus you shape your degree.

**What is a module?**

The basic building blocks of the degree are **modules***.*  Modules are the equivalent of 15 or 30 **credits** of study. The programme as a whole is 360 credits with 120 credits to be completed each year. Credits do not automatically convert into contact hours as these vary according to the level of work you are involved with. For example, a year 1 module with laboratory sessions may have more directed contact time than a year 3 seminar-based module where more independent research and study is expected. However, a general guide is that 15 credits will result in 30-34 hours contact time and another 116-120 hours of independent study. Therefore, per week of contact and non-contact time of all modules, this should work out to approximately 40-50 hours.

The programme is organised into the following three components:

* Core modules
* Option modules
* Dissertation

**Core modules –** These modules provide you with an understanding of the key components of Biosciences and Exercise & Sport Sciences. You will take modules in Fundamental Skills for Biosciences, Genetics, Microbiology & Cell Biology, Research Skills & Bioethics, Human Anatomy, Human Physiology, Kinesiology & Biomechanics, Learning, Employability and Personal Development, and Quantitative Research.

**Option modules -** The option format of part of the degree allows you to choose the options that you are most interested in and want to further your knowledge in. You may also weight your module options to a particular College by taking up to 75 credits in Stage 2 and 90 credits in stage 3 from either Bisocences or ESS. A full breakdown of the optional modules available is given over the following pages.

**Dissertation –** throughout years one and two you will be given the necessary skills to be able to complete an individual research project in year 3. The conception, investigation and analysis of the research question are up to you, but you will be guided and helped by a dissertation supervisor.

##### Condonment

* The University operates a system of condonement. This means that some modules do not have to be passed in order to progress through the degree.
* All modules are condoneable - this means that if you fail these modules, you normally will not have to retake these

**How is my final degree calculated?**

* Final degree classification is worked out on with a weighted average of the module marks achieved in years 2 and 3.
* The grades achieved in the second year count 33% towards your final degree classification.
* The grades achieved in the third year count 67% towards your final degree classification.

**Honours or an ordinary degree?**

* The minimum you need to obtain the BSc (Hons) degree is 300 of the 360 credits. If you achieve less than 300 credits over the degree, you can only receive an ordinary degree

**Level 1 Modules**

In Year or Level 1 HB students will take the following four core modules at SHS:

 Credits

ESS1004 Human Anatomy and Physiology 15

ESS1204 Foundations of Biomechanics 15

ESS1005 Foundations of Exercise Physiology 15

ESS1900 Learning, Employability and Personal Development 15

##### You also take three core modules from Biosciences:

##### BIO1324 Fundamental Skills for Biosciences 15

##### BIO1411 Genetics 15

##### BIO1330 Microbiology and Cell Biology 15

and EITHER BIO1325 Introduction to Biotechnology (15 credits) OR BIO1329 Biochemistry (15 credits) OR 15 credits from either Biosciences, Sport and Health Sciences, or other disciplines in the University.

##### Key points about the first year

* All first year modules are condonable core modules – however you can only be condoned up to 2 modules in the first year.
* The pass mark is 40%.
* The first year is important.

##### How do I progress into the second year?

* To progress into the second year you need have obtained at least 90 credits.
* If you failed (scored less than 40%) in more than 2 modules you will be asked to resit some of these assessments.

##### Choosing options

* You will be asked to choose four second year module options during year 1.
* You will be given Information about each of these options at year group meetings.
* After this meeting it is recommended that you speak to other lecturers, your year tutor and other students about the modules you would like to select to make sure you make a good decision.
* A deadline date will be set by which you should have completed your module selection online, any students making selections after this deadline might not be considered for their preferred choice options.
* Not all options are available every year due to staff and timetabling constraints, but we will give you plenty of notice if changes are necessary.
* You also have the right to take up to 15 credits per year outside the College, but this can only be done with approval of the Programme Leader.

**Level 2 Modules**

In Year or Level 2 HB students will take four core modules with the remaining four modules chosen by the student from a variety of options.

**Core Modules**

Three core modules are studied at SHS:

 Credits

ESS2001 Exercise Physiology 15

ESS2003 Biomechanics & Kinesiology 15

ESS2303 Research Methods and Analytical Procedures 15

**Optional Modules**

At least three optional modules (and up to a maximum of four) chosen from the College of Biosciences options:

BIO2072 Human Molecular Biology 15

BIO2079 Molecular Biology of the Gene 15

BIO2088 Advanced Cell Biology 15

BIO2078 Medical & General Microbiology 15

BIO2066 Forensic Science 15

BIO2077 Evolution & Informatics 15

BIO2083 Developmental Biology 15

BIO2073 High Throughput Biotechnology 15

Up to one module chosen from SHS:

ESS2502 Exercise Programming 15

ESS2707 Applied Biomechanics 15

ESS2504 Strength, Conditioning and Athletic Training 15

Optional modules must lead to Stage 2 containing an overall total of at least 45 credits from Biosciences, and at least 45 credits from the Sport and Health Sciences; at most 15 credits can be chosen from other disciplines in the University.

##### Key points about the second year

* The pass mark is 40%
* The average of the 8 module grades achieved in your second year count 33% towards your final degree classification
* As all marks are used to calculate your final degree classification, failing an module can seriously affect your final degree grade

##### How do I progress into the third year?

* To progress into the third year you need have achieved at least 90 credits
* If you failed any of the modules you normally will not have to resit this assessment. However the grade you achieved will be used as part of your overall year average grade.
* If you overall year average is less than 40%, you will be made to resit all the failing modules
* If you fail more than 30 credits worth of modules, you will be condoned in the lowest scoring modules upto a maximum of 30 credits and asked to resit the others.

##### Choosing options

* You will be asked to choose three or four third year module options during year 2.
* You will be given Information about each of these options at a year group meeting.
* After this meeting it is recommended that you speak to other lecturers, your year tutor and other students about the modules you would like to select to make sure you make a good decision.
* A deadline date will be set by which you should have completed your module selection online, any students making selections after this deadline might not be considered for their preferred choice options.
* Not all options are available every year due to staff and timetabling constraints, but we will give you plenty of notice if changes are necessary.
* You also have the right to take up to 15 credit per year outside the discipline, but this can only be done with approval of the Programme Director.

**Level 3 Modules**

In Year or Level 3 HB students will take one dissertation option, with the remaining credits being gained from optional modules in SHS or the College of Biosciences.

**Dissertation Options**

 Credits

ESS3302 Dissertation in Sports Science 45

BIO3062 Biosciences Independent Research Project 45

BIO3063 Biosciences Dissertations 45

ESS3303 Independent Research Review 15

**Optional Modules**

Optional Modules from Sport and Health Sciences:

ESS3801 Sports Nutrition 30

ESS3001 Factors Affecting Performance 30

ESS3803 Paediatric Exercise Physiology 30

ESS3804 Clinical Exercise Prescription 30

ESS3805 Biomechanical Analysis of Human Movement 30

ESS3900 Employability & Careers Development 15

ESS3901 Employability & Careers Development 30

Optional Modules from the College of Biosciences

BIO3066 Evolution of Infectious Diseases 15

BIO3044 Cell Cycle & Cancer 15 BIO3068 Developmental Biology 15

BIO3072 Medical Biotechnology 15 BIO3082 Science Communication 15

BIO3038 Mammalian Biology 15

BIO3079 Molecular Basis of Infection 15

BIO3067 Ecotoxicology 15

BIO3078 Cellular Basis of Immunity 15

BIO3077 Frontiers in Molecular Cell Biology 15

BIO3080 Microbial Effectors of Disease 15

Optional modules must lead to Stage 3 containing an overall total of at least 30 credits from the Biosciences, and at least 30 credits from the Sport and Health Sciences; at most 15 credits can be chosen from other disciplines in the University.

* An average of the final module marks from years 2 and 3 are calculated.
* Marks in year 2 are given 33% weighting and marks in year 3 a 67% weighting.

# The classification of the award of a degree will correspond to the following percentage marks:

Class I: 70+%

Class II, Division I: 60-69%

Class II, Division II: 50-59%

Class III: 40-49%

* If the final degree average mark falls within 2% of the classification borderlines (e.g. 58 and 59%) then profiling may be used.
* If a student has at least half of the module grades in the higher classification or above, they may be awarded the higher classification.
	+ For example if a student has an overall average at the end of the 3rd year of 59%, but they had 8 or more of the individual module scores at 2:1 or higher they would be given a 2:1 degree.

**Module Descriptors**

* Module descriptors give more detail about the aims and content of each specific module.
* The module leader will talk you through these at the start of each module, however these can be accessed at any time at the following location:

http://sshs.exeter.ac.uk/undergraduate/degrees/humanbiosciences/

**Code of Good Teaching Practice**

Students and staff have a right to expect certain levels of practice and behaviour.

**Students can expect staff to:**

* Deliver the module as outlined
* Provide full information including content, assessment and deadlines
* Make provision for you to learn research skills and methodologies
* Help to ensure your workload is manageable
* Return assignments within the time stated
* Provide tutorial support when appropriate
* Support your dissertation development
* Monitor your general progress and keep you informed
* Use openly available criteria for marking
* Behave in a pleasant, approachable and professional manner

If you feel a member of staff is not abiding by this code, you should discuss the matter with them. If discussion proves unsatisfactory, or if you find it difficult to deal directly with the member of staff concerned, you should take your concerns to the Programme Leader who will deal with the matter. The Student-Staff Liaison Committee is available for such issues. Depending on the nature of the complaint, the Head of College may be contacted directly and an investigation will be commenced.

**Staff expect you as the student to:**

* Attend all formal teaching sessions of your module
* Inform the College administrative assistants in the College Office (RB28) if for any reason you are unable to attend a session
* Study on a regular basis towards your programme
* Undertake prior reading if required
* Meet deadlines for submissions
* Comply as quickly as possible to communiqués
* Make good use of tutorial support, ensuring appointments are kept
* Behave in a reasonable manner in formal teaching sessions and outside of formal teaching time

If a member of staff thinks that you are failing to abide by the above code, the matter will be discussed with you. If this is unsatisfactory the matter will be discussed with your Year Tutor and Programme Leader in that order. If this is still unsatisfactory, the Head of College will be involved and a College warning will be issued. The Dean of Undergraduate Studies will regard continuing unsatisfactory work for which there is no explanation as cause for disciplinary action through a formal warning.

**Eating, drinking and smoking.** None of these is permitted in the laboratories or lecture theatres. Any student coming to a class under the influence of drink or drugs will be excluded and follow up action may be taken against these students.

**General conduct in the laboratories:** Please try to avoid bringing outside coats into the labs, or leave bags on the floor between benches. You may be excluded from practical classes if you are inappropriately dressed. Be tidy while you are working. Treat equipment with care, and read the operating instructions carefully. Help clean up after you have finished an experiment. If you have an accident, report it immediately to a member of staff in charge or technician. More specific information and instructions, relating to particular instruments and procedures, will be given in relevant classes.

**How will I learn? : Learning and Teaching Methods**

Learning at University level is unlike Colleges in many aspects. Most importantly, the emphasis is less on teaching than on **GUIDED LEARNING**, and as you progress through the programme the initiative for acquiring information, problem solving, critical analysis and time management lies firmly with you. The staff will stress that students ‘read’ or ‘study’ for a degree using the resources that the University makes available. Three important resources are the **ACADEMIC STAFF**, the **LIBRARY** and the **LABORATORIES**. We hope that as you develop academically on this programme that you will take advantage of the many opportunities that will be presented. At the end of your three years those students that have made the most of these opportunities will have had a valuable and constructive academic experience.

The programme has been designed to provide a variety of study experiences in each semester. Most modules will include a range of learning experiences, some more practical than others. These may involve:

**Lead lectures**: Designed to introduce topics and provide a framework for further directed reading, as background material for extended work through laboratory and practical experiences.

**Laboratory sessions:** Experience in smaller groups with specialised equipment such as that found in exercise physiology and biomechanics laboratories or information technology facilities. During laboratory practical’s graduate teaching assistants (GTA) will often be in charge of the practicals or assisting the module leader. All the GTA’s are postgraduate students working for a higher degree and who have experience in Exercise and Sport Science as an undergraduate. Do not be afraid to talk to them and take advantage of their experiences.

**Seminars:** Smaller group work where you can actively contribute through discussion, role-play, short presentations, and problem solving approaches.

**Study groups:** Group work with other students and often without a member of staff. This allows you to rely on the support and co-operation of fellow students as a resource in your project work.

**Practical sessions:** Sport and exercise experiences in the performer, leader, observer, and researcher role. Generally these will take place in gymnasia, sports hall, fitness rooms, swimming pool, courts and sports fields.

**Independent research and study:** Reading, researching, writing, practice, assignments and projects.

**Dissertation:** This will be conducted in an area related to your specialism. It will be started alongside your research methods modules in Year 2 and will take the form of an extended and original piece of independent research.

**Guest lectures:** We frequently have visitors of international standing in the area of exercise and sport. Where possible we arrange for them to speak to students and staff. Although the topic may not be directly relevant to your immediate coursework, we strongly advise you to attend when invited.

**D****eveloping Personal and Key Skills**

The University is concerned that you develop skills that will be useful not just at University, but afterwards in your career - These are called personal and key skills.

Personal and key skills fall under the following headings:

* **Self-management skills**: clarify personal values and set objectives including time management and learning contracts. Evaluate own learning performance.
* **Learning skills**: ability to learn effectively, independently and co-operatively, to use technology and library skills, and develop a wide range of academic skill (research, analysis, synthesis).
* **Communication skills**: to express ideas and opinions confidently and coherently to appropriate audiences and for different purposes.
* **Ability to work in a team**: to take responsibility and initiative, to undertake different team roles, negotiate, evaluate performance, to assert values but show respect for others.
* **Problem solving skills**: to identify the main features of a problem, to develop strategies using analysis, lateral thinking, identifying strategic options, and evaluating success.
* **Data handling skills**: to use data effectively and appropriately, use data as a tool to support argument.

All of these feature regularly throughout the programme and are written explicitly into our module and programme objectives. You will see them on module outlines and will be asked to evaluate whether they have been addressed.

##### Study skills

You may experience difficultly with your study skills such as note taking, essay writing or revision technique. Please talk to any member of staff about this, but the University also has a Study Skills Service dedicated to helping students with such problems.

To contact them please go to: <http://as.exeter.ac.uk/support/development/taughtstudents/one-to-oneskillssupport/>

NEW INTERACTIVE, SELF-STUDY RESOURCES FOR READING AND NOTE MAKING

You can now find three new interactive, self-study resources in ELE. These resources have been developed to help students to develop their skills in academic reading and note making, and include quizzes and downloadable content:

·         STRATEGIES FOR READING

* Tips for dealing with your reading list
* Strategies for developing different reading styles
* Advice on building reading speed
* Dealing with difficult content

·

CRITICAL READING

* A guide to key questions for approaching text critically
* Examples of how to identify an author’s stance or assumptions
* Tips for how to use your reading effectively in written assignments

·         NOTE MAKING FOR READING AND RESEARCH

* An introduction to different note making styles
* Tips for identifying the main points of an academic text
* Strategies for improving your notes
* Advice on good record-keeping and organisation

To find these resources, log in to the Exeter Learning Environment (ELE), then go to **Student Resources – Undergraduate Skills**.

**Important rules and regulations regarding attendance**

**Is attendance at lectures, seminars and laboratories compulsory?**

* It is the rule of the University that attendance at all teaching sessions is mandatory.
* A satisfactory attendance record is required for progression to the next year of study.
* Your attendance at taught sessions will be monitored and recorded on the LISA database.
* A sign in sheet will be handed out by the Lecturer and it is your responsibility to ensure that you sign when in attendance. Under no circumstances should you sign in for someone who is absent.
* Failure to attend scheduled taught sessions, without a satisfactory explanation will result in a written e-mail warning, which will require you to explain your absence.
* A subsequent failure to attend a session will result in a written warning that will be placed in your student file.
* If unacceptable absences continue the College Associate Dean (Education) will be informed and you will be required to speak to the Director of Education. If the absences are not deemed acceptable, action will be taken, which can ultimately lead to you being barred from assessments and given a College warning. Non attendance at taught sessions by international students will also have visa implications.

**What if I am ill and cannot attend a teaching sessions?**

* If you are ill and cannot attend a scheduled teaching session it is your responsibility to inform the College as soon as possible.
* If you are absent for **less than three days** you will need to complete a “**Leave Of Absence Form”** (available from College Office) upon your return.
	+ This form details why you were absent.
	+ You must get it signed by the module leaders of the sessions you have missed so that you can agree on how to catch up on the missed work.
	+ It also needs to be signed by the Programme leader.
* If you are absent for **between 4 and 6 days** you will need to complete a “**Personal Sickness Certificate”** and “**Leave Of Absence Form”** (available from College Office) upon your return.
* If you are absent **more than 6 days** you will need to get a **Doctor’s Certificate** verifying the reason for your absence, plus complete a “L**eave Of Absence Form”.**
* Further information regarding this can be found on the web site address:[**http://www.admin.ex.ac.uk/academic/tls/tqa/stuillness.htm**](http://www.admin.ex.ac.uk/academic/tls/tqa/stuillness.htm)

**What if I am ill and cannot attend an examination?**

* If you are absent from examinations, you must contact the College Office by phone immediately (01392 262896).

**What if I am away and cannot attend teaching sessions?**

* If you are absent for any reason you will need to complete a “**Leave Of Absence Form”** (available from College Office) before the absence period.
	+ This form details why you were absent.
	+ You must get it signed by the module leaders of the sessions you have missed so that you can agree on how to catch up on the missed work.
	+ It also needs to be signed by the Programme leader.
* If the reason given for the absence is not worthy, then permission may be declined.
* The only times when permission might be granted are:
1. Medical reasons.
2. Short absences on compassionate grounds (see the Year Tutor).
3. Bunacamp attendance (in line with the conditions).
4. Approved University visits, courses and exchanges.
5. Jury service.

**Bunacamp, approved visits**. Even though this sometimes means missing the last two weeks of the summer term, this American camp experience is generally viewed favourably. However, there are several conditions to be addressed before permission will be granted. You must be in good academic standing in all your modules to be given consideration and you must be available for resit examinations if necessary.

**BUSA and national representation.** Once again, permission is not automatically granted. Although we try to avoid lectures on Wednesday afternoons to allow you to play in BUSA fixtures this is not always possible. Likewise there is no automatic right to miss lectures to leave early for away fixtures. If you have to miss lectures for BUSA fixtures you need to complete the relevant form and then the module leader may or may not grant your request depending on your progress.

**Jury service.** Permission is usually granted. However, visit the College Office and the staff will arrange for you to have a meeting with Dr Richard Winsley.

**Part-time work.** Financial problems are increasing for students and some of you may be considering some part time work. You are allowed to take on such work, however, you are also required to attend all classes and meet all module and programme requirements. We are sympathetic to the situation but we cannot make special allowances because of part-time work, so students who are occupied in this way will not be treated any differently to non-working students. You need to attend all classes and complete all assignments by the deadlines. If your finances are causing distress, you should talk to welfare officers at the Students’ Guild and keep your personal and year tutor informed.

**Assessments: Feedback on Draft Assignments**

The College does **NOT** normally allow submission of draft work prior to the meeting of an assessment deadline. The rationale for this policy is three-fold.

1. Autonomy; the final responsibility lies with the student. Module leaders can offer guidance but cannot take responsibility for the standard of a student’s work. The student must take final responsibility for the quality of an assignment.
2. Secondly, the opportunity, which it affords the student who seeks and gains feedback from a module leader, places that student at a distinct advantage over the majority of other students.
3. Thirdly, where the majority of students to take up such an opportunity for feedback, the time commitment from module leaders would be unsustainable and would prevent other duties such as module tutorial support taking place.

#### Therefore, the programme policy is as follows

1. Where a module leader wishes to use feedback on draft assignments, perhaps for the purposes of linking a formative assessment to a summative assessment, it should be planned explicitly within the modular structure e.g. using contact time and perhaps within timetable sessions. However, the module leader must ensure that there is equal opportunity for all students on the module to partake in feedback session(s).

1. If a student presents draft work, no attempt is made to give the work a mark or classification. It is the final piece of work that is marked and this can be substantially different from the earlier draft. The final piece of work will be judged according to a set of criteria, the attainment of which cannot be judged in an incomplete draft.
2. It is not appropriate to read and comment on a full draft. It is recommended that the module leader seek clarification from the student about which particular aspect(s) of the assignment (but not all of it) warrants comment. In reviewing the draft exemplar comments should be made in order to assist the student to then go through the remainder of the assignment on their own and correct errors. The principle here is that it is the student’s responsibility to learn from the feedback and adapt the majority of the work accordingly.
3. No feedback on drafts should be requested from module leaders within one week of the hand in deadline.

2. Verbal feedback and advice on assignments can still be explicitly given and it is recommended that students use the tutorial system given, it is recommended that students use the tutorial system to seek advice from module leaders (points 1a, b & c should be followed).

3. The feedback on full drafts of the dissertation is an exception as it is already built into the contact time i.e. feedback and commentary of one draft can be used in lieu of the six dissertation supervision meetings.

#### Summary

* The reading and commenting (feedback) on draft work is not appropriate unless:
* The module has writing and subsequent critique embedded into the module structure and contact time.
* It adheres to the equality of opportunity for all students, ensures student autonomy for the standard of work and ensures no prejudgement of marks or classification.

**Assessments: Plagiarism**

Due to the serious consequences of plagiarism it is important to understand what it means at an early stage in your programme

##### What is plagiarism?

* Plagiarism is **substantial use of another’s work without acknowledgement.**
* You are encouraged to refer to the work of others as it builds on existing knowledge. However, you must meticulously acknowledge sources used in preparation of reports, assignments and projects.
* Direct quotes in text or paraphrasing of others work should be followed by the author’s last name, year of publication, and page number (see referencing guidelines). Even personal communication should be acknowledged. These sources should then be placed in a references or acknowledgements list at the end of the work.
* Quoting passages of work verbatim from the writing of others and presenting them without acknowledgement for assessment as if they are the student’s own ideas constitutes a clear case of plagiarism.
* **If found to be guilty of intentional plagiarism the student’s work may be failed and the student may be asked to leave the programme**.

#####  College Internet Plagiarism Policy

* The College is becoming increasingly aware of the temptation to use information taken from the Internet and then submitting this as original work.
* Blatant abuse of this information medium will be construed as plagiarism if it is not referenced accordingly.
* It is also not acceptable to directly insert complete passages of work taken from the Internet, albeit referenced, unless in the form of a direct quotation.
* The College and University are also fully aware of the location, content and use of material from Essay Banks. The use of any material from these sources is forbidden and if discovered will be severely punished.

**Assessments: Referencing**

The **American Psychological Association (APA**) style is recommended as standard for assignments and dissertation..

Students can get confused about how to reference correctly, so please follow the guidelines below.

**References in text.** APA style uses the author-date method in the text. That is the surname of the author and the year of the publication (in parentheses) is placed in text at a point where the work is mentioned. If publication is pending, write *in press* in place of the date.

1. In the case of one author:
2. Smith (1993) compared reaction time....
3. In 1993, Smith compared reaction time...
4. One study compared reaction time (Smith, 1993), and found…
5. In the case of two authors:
6. Smith and Williams (1994) found that.....
7. When citing two authors in parentheses, use an ampersand… The conclusions of their research (Smith & Williams, 1994)…
* In the case of three-five authors:
1. Smith, Williams, Firth and Jones (1992) found that…
2. or, (Smith, Williams, Firth & Jones, 1992)
3. First citation, mention all authors, and thereafter Smith et al. (1992) suggested that.... or, (Smith et al., 1992)
* In the case of six or more authors, the first author followed by et al. should be listed in all citations (i.e., there is no need to list all the authors in the first citation).
1. In the case of sources with multiple authors and Smith as the first author in the same year, also mention the second author followed by et al.:
2. Smith, James et al. (1992) outlined....
3. Where more than one source is cited to support statements, they should be listed alphabetically by the first author, following the same rules as those for the reference list order:
4. Exercise and health are clearly related (Blair & Paffenbarger, 1991; Smith & Biddle, 1989)
5. Note that authors are separated by ‘,’ and papers separated by ’;’
6. Referencing a website in the text:
7. If the website is written by an identifiable author this should be written in the text eg: “Overtraining levels in adults have been reported at over 20% (Smith, 2005)”
8. If the website is provided by an organisation this should be written in the text – eg. “40% of males have CHD (British Heart Foundation, 2003)”

**Reference list.** A reference list is necessary for readers to be able to trace and retrieve the sources used for your work. You should refer to original papers and avoid ‘as cited in’ except as a last resort. Only references cited in the text should be included in the reference list and all the citations should be included.

1. References are listed by the authors’ surnames alphabetically.
2. Abercrombie, S. N. (2006)…
3. If you reference more than one paper by the same author, these should be arranged with the earliest papers listed first:

1. Smith, J. R. (1993)

1. Smith, J. R. (1994)
2. Where you cite more than one publication by a single author in the same year, append a lower case letter following the date:
3. Smith, J. R. (1994a)
4. Smith, J. R. (1994b)
5. Where there is more than one author, the second author’s surname is then used alphabetically:
6. Smith, J. R. (1994)
7. Smith, J. R., & James, W. (1992)
8. Smith, J. R., Mason, T., & James, W. (1990)
9. Referencing a paper from a journal:

Thompson, J. P., & Garvie, S. (1991). The relationship between exercise and bone density. *Medicine and Science in Sport and Exercise, 15*, 23-46.

The order is: Author(s). Date. Title of paper (lower case). *Title of Journal* (upper case, italics), *volume number* (italics), page numbers. Follow the spacing and punctuation carefully until it becomes habitual.

1. Referencing a book:

Tortora, G. J., & Grabowski, S. R. (2000). *Principles of anatomy and physiology*. New York: Wiley.

The order is: Author(s). Date. *Book title* (in lower case italics). Place of publication: Publisher.

1. Referencing a chapter from an edited book:

Page, A. S. (1994). The psychology of adolescent weight management. In A. Prentice & S. Jebb (Eds.), *Managing weight successfully* (pp.45-54). London: Plenum.

The order is: Author. Date. Chapter title (lower case). Editors names with initials first, *book title* (lower case, italics) pages of chapter. Place of publication: Publisher.

## Referencing a Website

1. American Psychological Association. (1995). APA public policy action alert: Legislation would affect grant recipients. Washington, DC: Author. Retrieved January 25, 1996 from the World Wide Web: <http://www.apastyle.org/>
2. Jacobson, J. W., Mulick, J. A., & Schwartz, A. A. (1995). A history of facilitated communication: Science, pseudoscience, and antiscience: Science working group on facilitated communication. American Psychologist, 50, 750–765. Retrieved January 25, 1996 from the World Wide Web: <http://www.apa.org/journals/>

Electronic reference formats recommended by the American Psychological Association. (1999). Washington, DC: American Psychological Association. Retrieved February 16th, 2000 from the World Wide Web: <http://www.apa.org/journals/webref.html>

**Assessment: Word length for module assignments**

1. All module assignments other than the dissertation1 and written examinations should have a word length.
2. The word length guidance should be strictly adhered to, however, words within the reference list or any appendices (if necessary) are not included.
3. Each student should state the word count on the front cover sheet of each assignment (excluding references and appendices).
4. The maximum word length includes an allowance of a 10% variation above the stated amount e.g. In the case of a 3000 maximum word assignment; students can submit an assignment that has up to 3300 words without penalty.
5. If the assignment exceeds the limit set, then the student will be penalised by a reduction of 10% of the marked work (e.g. a 65% assignment is reduced to a 55% assignment).
6. Where a 10% reduction penalty has occurred, the module leader or lecturer responsible for marking the work will clearly indicate, on the assignment feedback form, that a reduction in the mark has been enforced.

### 1 In accordance with Sport and Health Sciences Policy on Word Length for Modular Assignments, the maximum word length includes an allowance of 10% variation above the stated amount. If the dissertation exceeds the limit set, then the student will be penalised by a reduction of 10% to the marked work. Guidelines for the dissertation module on word length will be issued separately and issues related to word counts should be taken up with the dissertation co-ordinator.

**Assessment: Using Turnitin**

Turnitin is a web-based plagiarism detection service, available through ELE, that allows staff and students to carry out electronic comparison of assignments against a wide variety of sources to check for instances of plagiarism. The software itself makes no decisions as to whether or not the work has been plagiarised, it simply highlights sections of text that have been found in other sources in an originality report. The sources Turnitin uses for comparison include:

* billions of current and archived web pages
* a vast database of previously submitted student work
* over 4000 journal titles
* over 5000 copyright free books

You will be asked to submit your work through Turnitin for some pieces and the main purpose of this is to educate students in accepted methods of using and building on the work of others in their own assignments, however we reserve the right to submit any student work through Turnitin if deemed necessary.

Procedures for submitting coursework assessments using Turnitin are outlined in Appendix 5.

**Assessment: Submission of Module Assessments**

Unless advised by your Module Leader, you are required to submit a paper **and** electronic copy of your assessed coursework for all modules in Sport and Health Sciences.

**Submission of the paper copy of assessed work**

BART will be used for the submission of the paper copy of assessed coursework. The essentials of the system are as follows:

* log-in to the BART system using your normal University username and password
* you see listed in chronological order all the assessed coursework items you are due to hand in for the year
* select an item and print out the correct cover sheet for that item. The cover sheet will feature two barcodes – one representing your student number, and one identifying the coursework item. It is essential that you print your own coversheet as the form contains an individual barcode for each students.
* attach the cover sheet to your work using a staple. If you are submitting group work, each member of the group should staple their cover sheets to the front
* hand in your work to the College Office in either Geoffrey Pope (Biosciences) or the Richards Building (RB20 – Sport and Health Sciences), a member of staff scans the barcodes on the cover sheet and prints you a receipt. There WILL be queues - please hand in well before the deadline
* when you log-in to BART again, the item will be shown as submitted, with the date and time of submission

#### Assessed coursework must NOT be handed in by any other method than that specified above unless alternative arrangements are clearly specified by the member of staff setting the work (eg class tests, work exempted from anonymity or electronic submissions). work submitted without the cover sheet, or using an incorrect cover sheet may be treated as a late submission or a non-submission.

You should keep a copy of all assessed work submitted for marking.

#### Important notes

* you may submit work earlier than the deadline
* The final deadline for all work is 4pm in Sport and Health Sciences and 12 noon in Biosciences on the given date. Any work scanned in after the deadline will be automatically marked late.
* It will not be possible to submit work without a BART cover sheet
* There WILL be queues around the time of the deadline. Please hand in well before the deadline. Any work scanned even one minute passed the deadline will be marked LATE by the computer. Please do not wait until the last minute to hand in.
* For some assisgnments you will also be required to submit a Turnitin Report – see Appendix 5 for further details.
* Assignments **may not** be given to members of staff.
* No extensions to work will be given. If you foresee that work will be submitted late, refer to the late submission procedure below.

**Submission of the electronic copy of assessed work**

An electronic copy of assessed work in Sport and Health Sciences modules must also be submitted by the deadline to:

 shs-assessment@exeter.ac.uk.

Please ensure that you include the following information in the subject line so that your work can be easily identified:

* Module Code (please list first)
* Assignment details
* Student Number

**What happens if I submit my work late?**

1. Module assignments submitted after the deadline must be accompanied by a **late submission form** giving reason for the late submission.
2. The late submission form must be accompanied by an explanatory letter and documented evidence if necessary.
3. The Year Tutor will rule on whether the reason for the late submission is reasonable or not.
4. If deemed unreasonable any assignment that was submitted within two weeks after the deadline will be subject to a maximum award of 40%.
5. Failure to hand in the work two weeks after the deadline will result in a mark of zero being given.
6. It should be noted that computer or printer failure on the day of submission does not constitute an acceptable reason. In this event, handwritten work should be submitted.

**How do I go about requesting an extension?**

* There may be times when circumstances out of your control mean that an extension to the assessment deadline would be reasonable.
* Typically this would arise due to illness, family problems etc. Sporting commitments, having a lot of other deadlines to meet, weddings etc are an issue of time management, and these can be managed well with forethought.
* students requiring an extension must submit an [Application for extension to submission deadline of assessed work](http://biosciences.exeter.ac.uk/media/universityofexeter/schoolofbiosciences/documents/schoolforms/student-related/Application%20for%20extension%20to%20submission%20deadline%20of%20assessed%20work.pdf) form to the College Office in Geoffrey Pope or the Richards Building BEFORE the deadline.
* The Year tutor or Mitigation Committee will rule whether or not an extension is appropriate and liaise with you and the module leader as needed.
* If the application is made after the deadline, extensions will only be granted if the nature of the problem precluded earlier application (e.g. transport problems)

**NB:** None of the staff in the College Office is permitted to grant extensions.

#### How do I apply for mitigating circumstances?

Very occasionally students can request consideration of extraordinary circumstances, including medical or personal, that may negatively impacted their performance on a piece of assessment or their performance overall sometime during the term. The [Application for consideration of mitigation](http://biosciences.exeter.ac.uk/media/universityofexeter/schoolofbiosciences/documents/schoolforms/student-related/Application%20for%20consideration%20of%20mitigation.pdf) form explains the nature of the problem and which modules it has had a negative impact on. Applications must be filed by a deadline to be advertised by the Programme Administration Manager or Senior Administration. Medical notes or equivalent evidence should support applications for mitigation. The Student Counselling Service may be able to provide mitigating evidence and students are encouraged to make contact with the Counselling Services. The College recognises that the circumstances involved in mitigation are often highly personal. As such, a very small committee considers the applications, so that personal information is kept as private as possible.

**Assessment: Example Marking Guidelines from Sport & Health Sciences**

The criteria below are used by staff to grade your work. It is a good idea to familiarise yourself with these criteria to see what they are looking for at each level.

The summary sheet below gives an indicator of the criteria that the tutors are looking for when deciding what mark to give your work. A fuller description follows this summary sheet.

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Level 1** | **Level 2** | **Level 3** |
| **What we look for at each level** | * Factual knowledge
* Understanding of theoretical frameworks
* Ability to use guidance
* Ability to work with others
* Use of learning resources
* Ability to self evaluate
* Responsibility for own learning with appropriate support
* Ability to communicate
 | * Factual knowledge
* Understanding of major theories within the subject
* Appreciation of ethical issues
* Use of appropriate tools for managing and analysing information
* Interaction within groups
* Ability to self evaluate
* Responsibility for own learning with minimum direction
* Ability to communicate in a range of formats
* Ability to work in complex and unpredictable situations
 | * Factual knowledge
* Superior depth of understanding in certain subject areas
* An awareness of the provisional nature of knowledge
* Professionalism of actions, conduct and knowledge
* Appreciation of ethical issues
* Ability to solve complex problems autonomously
* Understanding of differing theoretical standpoints and the implications of these views
* Ability to challenge opinions and engage in effective debate
* Interaction within groups
* Responsibility for own learning with minimum direction
* Ability to self evaluate
* Ability to communicate in a range of formats
* Ability to work in complex and unpredictable situations
 |
| **First****High 85+****Mid 76-84** Low 70-75 | * High quality
* Excellent
* Understanding of complexity of issues
 | * Exceptional
* Excellent
* High standard
* Detailed critical awareness
* Detailed analysis
* High level of autonomy
* Very effective
 | * Very comprehensive
* Exceptional
* Excellence
* Detailed critical awareness
* High level of autonomy
 |
|  | **Level 1** | **Level 2** | **Level 3** |
| **Upper Second****High 67-69****Mid 63-66****Low 60-62** | * Good standard
* An appreciation
* Works well
* Good use
* Good level
* Effective
 | * Detailed knowledge
* A critical awareness
* Good evidence
* Good interaction
* Detailed evaluation
* Large amount of responsibility for own learning
* Communicates well
* Effective
 | * Comprehensive/detailed knowledge.
* Good depth of knowledge
* An awareness
* Is clearly aware of personal responsibility and professional codes
* Minimal guidance,
* Able to critically evaluate
* Can interact effectively
* Can take a great deal of responsibility for own work
 |
| **Lower Second****High 57-59****Mid 53-56****Low 50-52** | * Competent standard
* Can perform
* Some appreciation
* Works quite well
* Reasonable use
* Some attempt
* Occasional evidence
 | * Competent knowledge
* Some critical awareness
* Works quite well
* Simplistic evaluations
* Some responsibility for own learning with minimum direction
* Competent standard
* Can cope
 | * Competent knowledge
* Some awareness
* Can analyse
* Shows some ability to critically evaluate evidence
* Interacts adequately
* With guidance can manage own learning
* Limited application of own criteria of judgement
* Competent use
* Some responsibility
 |
| **Third****High 47-49****Mid 43-46****Low 40-42** | * Basic standard
* Can just perform simple analyses
* Ineffective
* Basic appreciation
* Works poorly
* Limited effort
* Basic use
* Basic attempt
* Basic level of responsibility
* Little evidence
 | * Basic knowledge
* Limited critical awareness
* Basic evidence
* Works poorly
* Limited ability
* Little responsibility
* Can just cope
* Needs a great deal of support
 | * Basic knowledge
* Basic awareness
* Needs substantial guidance
* Basic ability to critically evaluate
* Interacts poorly
* Basic application
* Basic responsibility
* Rarely copes
 |

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Level 1** | **Level 2** | **Level 3** |
| **First****High 85+****Mid 76-84**Low 70-75 | * High standard of factual and/or conceptual knowledge base and understands the appropriate terminology
* Evidence of high quality analyses using given classifications/principles, uses guidance effectively
* Detailed appreciation of the complexity of the issues
* Works very well with others as a member of a group and meet obligations to others
* Excellent use of appropriate learning resources
* Able to self evaluate own strengths and weakness from summative and formative feedback given by others
* Shows a high degree of responsibility for own learning with appropriate support
* Is able to communicate to a very high standard in a clear and concise manner
 | * Has an exceptionally detailed knowledge of major theories within the sub-disciplines of Exercise & Sport Sciences
* Has a high level of critical awareness of the wider social implications of the subject and is able to debate issues in relation to more general ethical perspectives
* Detailed consideration and selection of appropriate techniques of evaluation and can evaluate the relevance and significance of the data collected to a high standard
* Excellent interaction within a team/learning group, giving and receiving information and ideas and modifying responses where appropriate
* Able to perform a detailed evaluation of strengths and weakness, challenges received opinion and develops own criteria and judgement
* Manages information very well, can select appropriate data from a range of sources and develop appropriate research strategies
* Assumes full responsibility for own learning with minimum direction
* Communicates very effectively in a manner appropriate to the subject disciplines and reports to a very high standard in a clear and concise manner in a variety of formats
* Can operate very effectively in situations of varying complexity and predictability
 | * Has a very comprehensive/detailed knowledge of one or more of the major disciplines within Exercise & Sport Sciences.
* In areas of specialisation shows a superior depth of knowledge and an awareness of the provisional nature of knowledge
* Is very aware of personal responsibility and professional codes of conduct and can incorporate a critical ethical dimension into a major piece of work
* Can easily analyse new and/or abstract data and situations without guidance, using a range of techniques appropriate to the subject
* With minimum guidance can transform abstract data and concepts towards a given purpose and can design novel solutions
* Can consistently evaluate evidence critically to support conclusions/recommendations, reviewing its appropriate judgement criterion, and significance; can investigate contradictory information/identify reasons for contradictions
* Can interact very effectively within a team/learning/professional group; recognise, support or is proactive in leadership, negotiate in a professional context and manage conflict very well
* With minimum guidance can manage own learning using full range of resources; can work professionally within the discipline to a very high standard
* Confidently applies own criteria of judgement; challenges received opinion and reflects on action; seeks and makes use of feedback very effectively
* Can take full responsibility for own work and openly criticises it
* Can engage effectively in debate in a professional manner and produce detailed and coherent project reports
* Can operate very well in complex and unpredictable situations
 |
|  | **Level 1** | **Level 2** | **Level 3** |
| **Upper Second****High 67-69****Mid 63-66****Low 60-62** | * Good standard of factual and/or conceptual knowledge base and uses the appropriate terminology
* Good analyses using given classifications/principles, uses guidance well
* Shows an appreciation of the complexity of the issues
* Works well with others as a member of a group and meet obligations to others
* Good use of appropriate learning resources
* Attempts to self evaluate own strengths and weakness from summative and formative feedback given by others
* Shows a good level of responsibility for own learning with appropriate support
* Is able to communicate effectively in a clear and concise manner
 | * Has an detailed knowledge of major theories within the sub-disciplines of Exercise & Sport Sciences
* Shows a critical awareness of the wider social implications of the subject and is able to debate issues in relation to more general ethical perspectives
* Good evidence that selection of appropriate techniques of evaluation have been considered and some attempt to evaluate the relevance and significance of the data collected
* Good interaction within a team/learning group, giving and receiving information and ideas and modifying responses where appropriate
* Able to perform a detailed evaluation of strengths and weakness, attempts to challenge received opinion and develops own criteria and judgement
* Manages information well, can select appropriate data from a range of sources and develop appropriate research strategies
* Takes a large amount of responsibility for own learning with minimum direction
* Communicates well in a manner appropriate to the subject disciplines and reports to a good standard in a clear and concise manner in a variety of formats
* Can operate effectively in situations of varying complexity and predictability
 | * Has comprehensive/detailed knowledge of one or more of the major the major disciplines within Exercise & Sport Sciences.
* In areas of specialisation shows a good depth of knowledge and an awareness of the provisional nature of knowledge
* Is clearly aware of personal responsibility and professional codes of conduct and can incorporate a critical ethical dimension into a major piece of work
* Can analyse new and/or abstract data and situations minimal guidance, using a range of techniques appropriate to the subject
* With little guidance can transform abstract data and concepts towards a given purpose and can design novel solutions
* Is able to critically evaluate evidence to support conclusions/recommendations, reviewing its appropriate judgement criterion and significance; can investigate contradictory information/identify reasons for contradictions
* Can interact effectively within a team/learning/professional group, recognise, support or is proactive in leadership, negotiate in a professional context and manage conflict well
* With little guidance can manage own learning using full range of resources; can work professionally within the discipline to a high standard
* Attempts to apply own criteria of judgement; competently challenges received opinion and reflects on action; seeks and make use of feedback effectively
* Can take a great deal of responsibility for own work and is happy to criticise it
* Can engage well in debate in a professional manner and produce well written and coherent project reports
* Can operate well in complex and unpredictable situations
 |
|  | **Level 1** | **Level 2** | **Level 3** |
| **Lower Second****High 57-59****Mid 53-56****Low 50-52** | * Competent standard of factual and/or conceptual knowledge base and attempts to use the appropriate terminology
* Can perform simple analyses using given classifications/principles, uses guidance sporadically
* Shows some appreciation of the complexity of the issues
* Works quite well with others as a member of a group and tries to meet obligations to others
* Reasonable use of appropriate learning resources
* Some attempt to self evaluate own strengths and weakness from summative and formative feedback given by others
* Shows some level of responsibility for own learning with appropriate support
* Occasional evidence of effective communication in a clear and concise manner
 | * Has an competent knowledge of major theories within the sub-disciplines of Exercise & Sport Sciences
* Shows some critical awareness of the wider social implications of the subject and is able to debate issues in relation to more general ethical perspectives in a descriptive way
* Evidence that selection of appropriate techniques of evaluation have been considered and attempts to evaluate the relevance and significance of the data collected
* Works quite well within a team/learning group, giving and receiving information and ideas and modifying responses where appropriate
* Able to perform a simplistic evaluation of strengths and weakness, attempts to challenge received opinion and develops own criteria and judgement
* Manages information competently, attempts to select appropriate data from a range of sources and develop appropriate research strategies
* Takes some responsibility for own learning with minimum direction
* Communicates competently in a manner appropriate to the subject disciplines and reports to a competent standard in a clear and concise manner in a variety of formats
* Can cope in situations of varying complexity and predictability
 | * Has a competent knowledge of one or more of the major the major disciplines within Exercise & Sport Sciences.
* In areas of specialisation shows a competent depth of knowledge and some awareness of the provisional nature of knowledge
* Is aware of personal responsibility and professional codes of conduct and incorporates some critical ethical dimension into a major piece of work
* Can analyse new and/or abstract data and situations with guidance, using a range of techniques appropriate to the subject
* With guidance can transform abstract data and concepts towards a given purpose and can design novel solutions
* Shows some ability to critically evaluate evidence to support conclusions/recommendations, reviewing its appropriate judgement criterion and significance; can investigate contradictory information/identify reasons for contradictions
* Interacts adequately within a team/learning/professional group; recognise, support or is minimally proactive in leadership, negotiate in a professional context and manages conflict variably
* With guidance can manage own learning using full range of resources; can work professionally within the discipline to a competent standard
* Limited application of own criteria of judgement; competently challenges received opinion and reflects on action; seeks and make use of feedback
* Can take a some responsibility for own work and sporadically attempts to criticise it
* Can engage in debate in a professional manner and produces competent and coherent project reports
* Can just cope in complex and unpredictable situations
 |
|  | **Level 1** | **Level 2** | **Level 3** |
| **Third****High 47-49****Mid 43-46****Low 40-42** | * Basic standard of factual and/or conceptual knowledge base and infrequent attempt to use the appropriate terminology
* Can just perform simple analyses using given classifications/principles, uses guidance ineffectively
* Shows an basic appreciation of the complexity of the issues
* Works poorly with others as a member of a group and limited effort to meet obligations to others
* Basic use of appropriate learning resources
* Only basic attempt to self evaluate own strengths and weakness from summative and formative feedback given by others
* Shows a basic level of responsibility for own learning with appropriate support
* Little evidence of effective communication in a clear and concise manner
 | * Has an basic knowledge of major theories within the sub-disciplines of Exercise & Sport Sciences
* Shows limited critical awareness of the wider social implications of the subject but rarely is able to debate issues in relation to more general ethical perspectives in a descriptive way
* Basic evidence that selection of appropriate techniques of evaluation have been considered and little attempt to evaluate the relevance and significance of the data collected
* Works poorly within a team/learning group, giving and receiving information and ideas and modifying responses where appropriate
* Limited ability to perform a simplistic evaluation of strengths and weakness, attempts to challenge received opinion and develops own criteria and judgement
* Manages information basically, basic attempt to select appropriate data from a range of sources and develop appropriate research strategies
* Little responsibility for own learning with minimum direction
* Communicates at only a basic level in a manner appropriate to the subject disciplines and reports to a poor standard in a clear and concise manner in a variety of formats
* Can just cope in situations of varying complexity and predictability
 | * Has a basic knowledge of one or more of the major disciplines within Exercise & Sport Sciences.
* In areas of specialisation shows a basic depth of knowledge and limited awareness of the provisional nature of knowledge
* Has a basic awareness of personal responsibility and professional codes of conduct, but rarely incorporates a critical ethical dimension into a major piece of work
* Can analyse new and/or abstract data and situations with substantial guidance, using a range of techniques appropriate to the subject
* With substantial guidance can transform abstract data and concepts towards a given purpose
* Shows only a basic ability to critically evaluate evidence to support conclusions/recommendations, reviewing its appropriate judgement criterion and significance; some basic attempt to investigate contradictory information/identify reasons for contradictions
* Interacts poorly within a team/learning/professional group; recognise, support or is hardly ever proactive in leadership, negotiates poorly in a professional context and manages conflict badly
* With substantial guidance can manage own learning using full range of resources; can work professionally within the discipline to a basic standard
* Only basic application of own criteria of judgement; simply challenges received opinion and reflects on action; seeks and make use of feedback only rarely
* Basic responsibility for own work and sporadically attempts to criticise it
* Can engage in debate in a most basic professional manner and produces basic reports
* Rarely copes in complex and unpredictable situations
 |

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Level 1** | **Level 2** | **Level 3** |
| **Narrow Fail****39-35** | * Demonstrates some comprehension of the task, but with serious omissions, factual errors and poor effort. Evidence of some relevant knowledge, but lacks evidence to show that an adequate range or intended learning outcomes have been met

OR* Demonstrates evidence of fairly detailed, module-derived knowledge, but has misinterpreted the task’s requirement in a minor but important way.
 | * Demonstrates some comprehension of the task, but with serious omissions, factual errors and poor effort. Evidence of some relevant knowledge, but lacks evidence to show that an adequate range or intended learning outcomes have been met

OR* Demonstrates evidence of fairly detailed, module-derived knowledge, but has misinterpreted the task’s requirement in a minor but important way.
 | * Demonstrates some comprehension of the task, but with serious omissions, factual errors and poor effort. Evidence of some relevant knowledge, but lacks evidence to show that an adequate range or intended learning outcomes have been met

OR* Demonstrates evidence of fairly detailed, module-derived knowledge, but has misinterpreted the task’s requirement in a minor but important way.
 |
| **Clear fail****34-25** | * Demonstrates some comprehension of the task’s requirements, but evidence of a very minimal knowledge of the subject. Little evidence that any of the intended learning outcomes of the module have been met.
 | * Demonstrates some comprehension of the task’s requirements, but evidence of a very minimal knowledge of the subject. Little evidence that any of the intended learning outcomes of the module have been met.
 | * Demonstrates some comprehension of the task’s requirements, but evidence of a very minimal knowledge of the subject. Little evidence that any of the intended learning outcomes of the module have been met.
 |
| **Poor fail****24-15** | * Sparse evidence that the task’s requirements have been understood or met. Little relevant content included.

OR* Demonstrates evidence of fairly detailed, module-derived knowledge, but has misinterpreted the task’s requirement in a major way.
 | * Sparse evidence that the task’s requirements have been understood or met. Little relevant content included.

OR* Demonstrates evidence of fairly detailed, module-derived knowledge, but has misinterpreted the task’s requirement in a major way.
 | * Sparse evidence that the task’s requirements have been understood or met. Little relevant content included.

OR* Demonstrates evidence of fairly detailed, module-derived knowledge, but has misinterpreted the task’s requirement in a major way.
 |
| **Very poor fail****15-1** | * Negligible evidence that the question’s requirements have been understood or met and no relevant content given
 | * Negligible evidence that the question’s requirements have been understood or met and no relevant content given
 | * Negligible evidence that the question’s requirements have been understood or met and no relevant content given
 |
| **Complete fail****0** | * No evidence that the task’s requirements have been met
 | * No evidence that the task’s requirements have been met
 | * No evidence that the task’s requirements have been met
 |

**Assessment: Moderation**

All module assessments will be assigned a moderator. It is the moderator’s job to ensure parity of marks across the College and across different subject disciplines, as well as checking the marks are correctly entered on the data sheets. The *Moderator* will check the marking of individual assessments and should ensure that:

* All pages of the assessment have been appropriately marked.
* Marks have been correctly totalled and entered correctly on the assessment spreadsheet.
* A sample equating to 10% of any module assessment should be read. The sampled assessments should reflect a range of marks across each degree classification. Where possible module assessments near the border-zone of each degree classification e.g. 49%, 59%, 69% should be represented within the sample. The comments on the feedback sheet or at the end of the examination script justify the mark awarded.
* All assessment failures will be moderated.
* All internally moderated work and all failing papers are further scrutinised by the programmes two external examiners each year. In addition, exam board looks at intra- and inter-module marking trends to ensure parity.

**Assessment: Getting marks back and what to do next**

**How quickly will I get my work back?**

* Staff will usually return the marked and moderated work in **4-term weeks.**
* Staff will state the expected return date of assessed work in either the module descriptor, assessment guidelines, by notice board or by email.

## **Where can I get my marks from and / or pick up my coursework?**

**Biosciences**

If the test was a multiple choice test, then the answers will be posted on the Bioscience noticeboards. If the test was a written test, then you will get your paper back with some written feedback. You will be able to view your marks using the SRS system once the module has been completed, but this may not show all of them if there are lots of components to the overall CA. You are welcome to contact the lecturer to find out more about your marks.

Level 1 exam scripts are returned to you via your tutor with written comments at the start of the next academic year. For students in Stages 2 and 3, you will be invited to meet with your Personal tutor at a convenient time to discuss your scripts and the feedback sheets. Please note that these meetings will not be immediately after the exams as there are a lot of scripts to sort! You may have copies of the summary sheets at a cost of 50p per page. Exam scripts for levels 2 and 3 are retained by Biosciences and may not be copied.

Essay exams are marked against a set of marking criteria and you should look at these carefully before taking any exams, as they will tell you what your markers are looking for. After you get your marks, match them against the criteria so that you can see where you need to improve. Discuss your performance with your Personal Tutor.

**Sport and Health Sciences**

* Marks for examinations will be released to you via the University examination website. You will be sent an email telling you how to access these.
* SHS coursework will be returned via the student pigeonholes in the foyer of the Richards building.
* It is your responsibility to collect your coursework after it has been marked. Any coursework not collected within 2-weeks of the return date will be retained by the College.

# Action on marks and feedback

* Any feedback given may either be individual (coursework) or generic (examinations).
* It is your responsibility to reflect on your performance, the feedback given and devise strategies to develop your coursework / examination skills.
* Feedback is often most beneficial for students who have gained a poor mark (to ascertain the weaknesses) or conversely a high one (to ascertain the strengths of the work) and are encouraged to see the module leader accordingly.

# What to do if you don’t understand why you got the mark you did?

* Book and appointment with module leader involved.
* Inform module leader that you are meeting with them to discuss your marks. Please let them have back the original copy of the coursework and any feedback sheets at least 48 hours prior to this meeting.
* Have meeting with module leader to discuss your concerns.
* If at the end of this meeting you are still unhappy about why you received the marks that you did, you may consider an appeal.

**Assessment: Appeals**

* You have the right to appeal against your marks / classification. Full details can be found at <http://www.admin.exeter.ac.uk/calendar/live/ugfaculty/appeals.htm>
* Appeals may be made in respect of the following areas relating to the process of assessment:
* a formal assessment result
* a degree classification
* a decision consequential to an academic failure (e.g. termination of registration)
* Students should note that for the following areas of potential dispute, separate procedures apply:
	+ - equal opportunities (<http://www.ex.ac.uk/eo/~docs/policy.pdf>)
		- protection of dignity at work and study (including harassment) (<http://www.ex.ac.uk/eo/~docs/ppdws.htm>)
		- complaints <http://admin.exeter.ac.uk/calendar/live/taught/complaints.htm>
* The submission of an appeal will not be to the detriment of a student's academic position.

**Grounds of Appeal**

* Grounds for appeal can only be considered for the following reasons: -
1. Material circumstances affecting the student's performance of which a Board of Examiners or the Board of the Faculty (or the Dean acting on its behalf) had not been aware before reaching its decision, *only if* reasonable grounds can be presented by the student why such circumstances had not been presented to the Board in advance of its meeting

and/or

1. Procedural irregularities in the formal conduct of an assessment or in reaching another academic decision;

and/or

(c) Evidence of prejudice or of bias on the part of one or more examiners and/or markers.

**Exclusions from Appeal**

* The following grounds cannot be considered as the basis for an appeal:

(a) Dissatisfaction with the academic judgement of the internal and external examiners and/or markers including the Board of Examiners;

(b) Dissatisfaction with the formative assessment (i.e. marks that have no bearing on a student's formal progress) of work by academic staff;

1. Matters of dispute that are dealt with under the student complaints procedure

**Procedure**

* You must submit a written appeal within 10 days of receiving your marks after the summer term external exam board meeting to the Director of Undergraduate Programmes . Appeals outside of this time period will not be accepted.
* Within this 10 day period it is strongly recommended that have had the meeting with the module leader detailed above.
* You must clearly define what you are appealing against and the reasons behind your appeal (see above for grounds for appeal)
* The Head of College will then consider the issues made in your written appeal and then consider whether there is a *prima facie* case for the appeal

**Assessment: Failure in modules**

* Any student who fails a second year core module or dissertation without a mitigating reason will be normally **referred.**
* **Referral –** this is a further attempt, following initial failure at an individual assessment/examination for a mark of 40%. The mark of 40% will then be used in the calculation of a degree classification if necessary.
* Any student who fails a second year core module or an option module because of a mitigating reason will be normally **deferred.**
* **Deferral –** this is a further attempt, following initial failure at an individual assessment/examination, but the mark achieved in the deferred exam will not be capped at 40%
	+ E.g.: if a student achieved 67% in a deferred examination, this is the mark that they would be credited with.
* **Condoneable option modules** - Failure in either a first year module or any option module does not necessarily result in the student being asked to resit the examination.
	+ At levels 1, 2 and level 3 up to 30 credits can be condoned, meaning that you will not have to retake the assessment but the original score you achieved will be recorded.
	+ The lowest scoring 30 credit modules will be condoned at any level.
	+ We can only condone modules if the overall average for that level is 40%+.
	+ Clearly if there are mitigating circumstances explaining the failing mark in an option module, then a deferral would be recommended and the student able to retake the examination.

The following list summarises the actions available to a College when dealing with failure as well as setting out the relationship between College and Boards of Examiners. Where students cannot be progressed according to its conventions, the Board of Examiners must refer the case to the appropriate Department so that the consequences of failure (referral, deferral, re-sit) can be dealt with by the College and Faculty Board:

|  |  |
| --- | --- |
| Students failing part of an assessment but passing the module as a whole | No referral, and progress to next stage |
| Students failing a part of an assessment and failing the module overall for the first time | Referral in the failed element only for a mark of 40% and refer case to College |
| Students failing all elements of a module for the first time | \**Either* referral *or* re-sit (normally during the following session) and refer case to College |
| Students missing all or part of the assessment for a module through illness or exceptional circumstance for the first time | All/partial assessment deferred and refercase to department |
| Students failing a deferred assessment | Referral and refer case to department |
| Students failing a referred assessment | No recommendation on progression and refer case to department |
| Students missing through illness both assessment and deferred assessment contributing to summative degree result | Award of an Aegrotat pass may beconsidered under the provisions ofOrdinance 13 |
|  | \*Decision to be taken by department in consultation with student |

Further details can be found on the website:

<http://www.ex.ac.uk/admin/academic/tls/tqa/ugexams2.htm>

It should also be stated that the contacting of external examiners by students regarding any aspects of their programmes of study is prohibited and will be treated as an offence under the University’s disciplinary procedures.

**Assessment: Mitigating circumstances**

* If you feel that your academic performance at any time during the year has been adversely affected by illness or personal problems then we need to know about it.
* Please come to see either the programme leader or your personal tutor to talk through the situation.
* In order for us to consider any mitigating circumstances you must complete a mitigating circumstances form available from the College Office (RB20) alternatively the form, along with information on Mitigation Committees, is available in the TQA Manual (in the Annex section) which

can be accessed at <http://www.admin.ex.ac.uk/academic/tls/tqa/MitigationCttees.htm>

* Without this form we cannot consider any request for mitigation. You may also be required to obtain medical or other written evidence to support your application.
* If your problem on-going you will need to complete a mitigating circumstances in both term 1 and term 2.
* There is a deadline for the submission of mitigating circumstances forms. Any forms received after this deadline cannot be considered.

**Assessment: Referral / deferral examinations**

* Any student recommended for referral or deferral in a module assessment will be required to re-sit these assessments usually during the **last week in August or the first week in September**.
* It is your responsibility to be available at this time. Being on family holiday is not an acceptable reason for absence.
* You will have to return to Exeter to resit these examinations. The taking of resit examinations abroad is only available to students who’s registered family home is in another country.
* Due to the extra administration that is incurred with processing and marking these extra assessments the University makes a charge for all referral exams.
* These are currently set as follows but may change:
* Referred Exam or coursework fees

|  |  |
| --- | --- |
| 10 credit module | £40 |
| 15 credit module | £60 |
| 20 credit module | £80 |
| 30 credit module | £120, etc |

|  |  |
| --- | --- |
| Complete stage referral | £480 |

* Referred Exams abroad
	+ £100 + amounts mentioned above + fees to the institution at which you sit the exam.

All information for this can be found on the web site address: <http://www.admin.exeter.ac.uk/academic/exams/referred.shtml>

##### Re-sitting exams abroad

There are strict guidelines relating to the eligibility of who and who may not resit their exams abroad. Please go to <http://www.admin.ex.ac.uk/academic/exams/sitting.shtml> for further details. Students taking holidays abroad are **not** eligible to re-sit exams abroad.

**Assessment: Progression**

* Progression refers to the transfer from one level (year) of study to the next. In order to progress, you must satisfy the University that you have achieved all the necessary requirements.

Your attention is drawn to the following University regulation:

***No candidate shall be admitted to any examinations unless the Head of Discipline concerned has certified that the candidate has completed by attendance or otherwise the requirements of the course.***

Following are grounds for non-progression:

1. Inadequate academic work.

2. Unsatisfactory attendance.

3. Unsatisfactory behaviour or attitude.

4. Any combination of the above.

A formal Exercise and Sport Sciences Board of Examiners meets at the end of each year to discuss each student’s work and whether they should progress or not. The current guidelines for consequences are available on the web: [http://admin.exeter.ac.uk/academic/tls/tqa/index.shtml#Assessment](http://admin.exeter.ac.uk/academic/tls/tqa/index.shtml%23Assessment)

The College regarding communication about unsatisfactory standards has agreed the following scheme:

1. All first warnings to students about unsatisfactory attitude or attendance should be given in writing (in addition to being transmitted verbally where possible) and a copy placed in the student's file. This first warning may include the following:

*You should regard this letter as a formal warning that your performance on the course is at present unsatisfactory.*

2. Any second warning will include the above. A second letter of warning will automatically result in referral to the Examination Board at the end of the year.

3. Students who have failed modules will also be referred to the Examination Board. Possible outcomes from the Board are recommendations to Senate that the student:

a) Attend a referral examination in September covering failed module material. Failure at this point may result in a repeat of the year’s work.

b) Will repeat the year including attendance and all assignments and examinations.

c) Will leave the programme.

**Progression is therefore a serious matter. The way to avoid problems with progression is to attend classes, communicate with your module leaders and tutors if you are having difficulty, and show that you are committed to doing well**

**Quality assurance: Programme evaluation and review**

* The College adheres to all University frameworks for quality assurance meaning that you, the University and the external examiners all help ensure the programme is running according to the highest possible standards.
* The key methods by which this happens are:
1. **Module evaluations -** At the end of each module you get the chance to anonymously evaluate the module. You will be sent an email asking you to go to the MACE website where the specific module evaluation will be available for you to complete. This allows the staff to get feedback on what went well and what did not, so that the following year the module can be improved. It is therefore important to the continual improvement of the degree that you give us your opinions. Be constructive, praise good work where justified and suggest solutions if you can.
2. **Student-Staff Liaison Committee -** works all academic year to address issues with the programme and how it can be developed with input of the students.
3. **External examiners** – Our independent external examiners work with us throughout the year to help with the setting of examination questions, with module developments, in meeting with the students and generally ensuring the programme is run transparently and adheres to the University’s standards. The comments from external examiners are also passed onto the Dean and Vice-Chancellor.
4. **Annual programme review** - prepared by the Programme Leader with contributions from staff such as Year Tutors, Examinations and Careers Officers.
5. **National student survey** – the graduating cohort provide anonymous feedback via a government run national survey about the programme.

**Quality assurance: Student representation**

* Each year group elects a number of student representatives to act as their representative on the staff-student liaison committee and in College meetings.
* Problems or comments you have concerning the programme or your situation at the University that are more than a personal matter or that affect other students should be passed to your student representative, preferably in writing.
* There are a minimum of three **Student-Staff Liaison Committee** per academic year attended by all student representatives and the Programme Leader.
* Minutes of meetings are posted on the year notice boards for all to read and a set are also sent to the Dean of College for monitoring purposes.
* Your student representatives can also bring any matter immediately to the Year Tutor or Programme Leader, if it is urgent.
* We see your input in this way as an important aspect of quality assurance and programme development. Please, it is your programme so take an interest!

##### The Current Student Representatives are:

|  |  |  |
| --- | --- | --- |
| **Name** | **E-mail** | **Year** |
| Jennifer Briant | jrb213@exeter.ac.uk | Chair |
| Rachael Brown | rb344@exeter.ac.uk | Chair |
| **Human Biosciences** |   |   |
| Richard Allen | rma202@ex.ac.uk | Year 1 |
| Caroline Bushhousen | cb419@ex.ac.uk | Year 1 |
| Stephanie Clark | sc376@exeter.ac.uk | Year 3 |
| Emily Howard-Wall | eh277@exeter.ac.uk | Year 3 |
| Anne-Marie Kaufeler | ak382@ex.ac.uk | Year 1 |

**Quality Assurance: Student Complaints**

We very much hope that you will not find any reason for complaint about your degree programme, but from time to time this does happen.

**If I have a complaint what do I do?**

* Read the following guidelines provided by the University at <http://www.admin.ex.ac.uk/calendar/live/progdev/complaints.htm>
* This outlines the type of complaint covered by this procedure and the process by which this should be handled
* By following the procedure most complaints can be settled quickly and amicably between both parties.

**Interruptions of Study, Transfer of Programme and Withdrawal Mechanism**

**Why might I feel that I want to leave the programme?**

* It is not unusual for some of you to feel lonely and lost during the first two weeks with us.
* This is the wrong time to make important decisions about your future. It is important to take each day as it comes and not worry about anything else in these circumstances.
* These sensations are quite common, not a sign of weakness and really just an indication that you have to adjust. In most cases after a couple of weeks, everything should begin to look quite different and you will feel far more comfortable.
* If this feeling of unease persists beyond two or three weeks, you should talk to your personal tutor or year tutor, as there may be some more serious underlying reason. It may be possible for example that you realise that the programme is not the right one for you. Either way, advice and a sympathetic ear are what you need.

**If I want to take time out from the programme what do I have to do?**

* Book an appointment to see the programme leader
* If after this meeting it is agreed that interruption is the best option you will need to fill in an interruption of studies form
* Typically students interrupt for 6 months to 1 year
* Only in exceptional circumstances is 2 years interruption granted.  An extension to the interruption period would need to be requested after 1 year and a written request submitted to the school and the undergraduate dean

##### If I really want to leave the university what do I have to do?

* Book an appointment to see the programme leader.
* If after this meeting it is agreed that leaving is the best option you will need to fill in a withdrawal from university form.
* You will have to return your student card, and the accommodation office and LEA will also be informed.

##### If I really want to leave the programme what do I have to do?

* Collect a change of programme form from the College Office RB20.
* Ensure all sections of the form are completed and return it to the school office along with your student card.
* It is important to remember that
* If you meet all the necessary academic requirements necessary for the new programme, **and/or the programme you wish to transfer to is undersubscribed**, Section 2 of the Consent Form will be signed by a member of the Admissions staff. You will be required to sign confirming your wish to transfer and the form must be taken to the Releasing and Accepting Schools for Section 3 of the Consent Form to be completed.
* **If you do not meet all the necessary requirements** **and/or the programme you wish to transfer to is oversubscribed,** a member of the Admissions staff will sign Section 1 of the Consent Form, and an **interview with the Dean of Taught Programmes will be arranged**.  The member of staff will explain the process to you and arrange an interview date which you will be informed of via your university email address.
* If the Dean of Taught Programmes gives approval, Section 2 of the Consent Form will be signed by a member of the Admissions staff, you will be required to sign confirming your wish to transfer and the form must be taken to the Releasing and Accepting Schools for Section 3 of the Consent Form to be completed.
* If the Dean of Taught Programmes does not give approval, you will be advised of your next course of action.

**Careers**

**Develop an achievement profile**

You are responsible for your own achievements. We can only design experiences that give you potential to achieve. Part of your achievements will be to attain a good degree classification. However, the whole of your time with us should be used to develop a professional and personal profile that will make you more marketable on completion of your degree. Simply put, you need to create a curriculum vitae that supports what you want to be when you leave and makes you stand out as different to employers.

Here are some suggestions for expanding your profile:

* Sport representation.
* Community service work in Colleges, clubs, hospitals, fitness and sports centres.
* Coaching and leadership courses and qualifications.
* Attendance at special lectures, presentations, workshops and conferences.
* Involvement in research projects as a subject or helper.
* Attempts at professional writing and submission for publication.
* Administrative posts and duties.
* Extension of your IT, presentational and communication skills.
* Membership of professional bodies such as Physical Education Association and the British Association of Sport and Exercise Sciences.
* Exchanges or vacation work involving travel and coaching such as Bunacamp.

Each year, update your CV and make sure you provide copies to the people you ask to act as referees for any job applications.

There is a facility for an on-line CV Creator Program devised by staff at Exeter. This is a very useful tool for students; the program is accessible from the careers home page on <http://www.ex.ac.uk/careers>. We recommend you try it out.

### What do HB students do with their degree?

Students are often anxious about their career prospects after completing their degree. It is important to remember that you will be qualified with a Bachelor of Science Honours degree which allows you great scope to choose any career direction that you wish.

Our graduate destinations are indicative of the range of opportunities our degree offers students who successfully completed their studies.

Below is a selection of the range of employment gained by first degree graduates of the College of Sport and Health Sciences immediately following graduation:

* Graduate Management Training
* Computer Programmer (Banking)
* Television production, Sky Sports
* Event Management, IMG Sports Management Group
* GP referral exercise prescription consultant
* High Performance Centre manager (RFU)
* IT Analyst
* Leisure Centre Manager
* NHS Research and Development Fellowship
* Public Relations
* Advertising
* Research Associate
* Share Schemes Administrator
* Sports Development Officer
* Graduate Trainee, Royal & Sun Alliance
* Corporate Hospitality

Increasingly undergraduates are continuing their training and education following their first degree. Here is selection of some of the further training and education undertaken by our first degree graduates immediately following graduation.

* MB/BCh Medicine
* Law College
* Army Officer Training
* BSc Physiotherapy
* MPhil / PhD Sport and Health Sciences
* MSc Health Promotion
* MSc Accelerated Physiotherapy
* MSc Occupational Therapy
* MSc Sport and Health Sciences
* PGCE Primary Education
* PGCE Secondary Physical Education

**How can I help my career prospects at University?**

* Take advantage of the help provided by the careers service.
* The Careers & Employment Service is based in Reed Mews on the Streatham Campus. A representative will however be visiting the St Luke’s Campus every week. Students who wish to speak to the advisory service about any details related to careers are encouraged to book an appointment.
	+ For more information concerning careers and employability, please visit the main University web pages at: <http://www.services.ex.ac.uk/cas/> .
* The College has a dedicated careers tutor – Dr Andrew Middlebrooke. Please see him for further advice.
* Internships, training and job adverts are placed on the careers noticeboard in the foyer of the Richards Building.

**Personal Development Planning**

* We strongly encourage you to make use of the PDP facility whilst here at University.
* This allows you to reflect on how to use your time at University most effectively to help your career prospects at the end.
* The idea is that you work on this document throughout your 3 years at University with your personal tutor.
* Further information about the PDP can be found at <http://www.services.ex.ac.uk/cas/employability/pdp/students/index.php>

# Good Practice Guidelines for undergraduate students undertaking paid employment during term time.

## Introduction

1. Many graduate recruiters are keen to see that students have undertaken work experience whilst they are studying. Work experience can enable you to develop a range of skills (e.g. time management, team working) that are beneficial to your studies, boost your CV and employers find attractive.
2. Showing that you have already done work in a certain field or environment can help convince employers that you are serious about a particular career path.
3. Students can opt to take curriculum-based learning from experience modules (e.g. IWE 2000 or similar College based modules). The total number of hours work experience required to complete these modules are included in the ‘Total Student Study Time’ as set out in the Module Descriptors.
4. If students are facing financial difficulties or debt they should contact the Advice Unit (01392 723520, email studentsadvice@ex.ac.uk ).

## Guidelines

1. It is the student’s responsibility to be aware of his or her own study commitments and not to undertake employment that will be detrimental to their academic work. The University **strongly recommends** that, for the sake of balance, students do not undertake paid employment for more than **15 hours per week\*** during term time.
2. Contracts are between the students and employer. Students should check all aspects of the job with their prospective manager to ensure that the job conforms to current legislation. Students who have any concerns about these issues should seek guidance from the Advice Unit.
3. Students should ensure that they are covered by Employer’s Liability Insurance for the work they are undertaking, and that students undertaking voluntary work register with Community Action at the Students’ Guild.
4. Students should obtain a copy of the company’s Health and Safety Policy and should comply with it at all times. Students should discuss any concerns about Health and Safety with staff from the Careers and Employment Service or the Advice Unit.
5. Students are expected to act in a reliable and responsible manner, presenting a positive image of the University, and student body, at all times.

**\*** This does not include work experience that is undertaken as part of the curriculum, for Learning from Experience modules, for example:

**Student fees**

This information is taken from the University’s student fees website http://www.exeter.ac.uk/undergraduate/money/fees/ please refer to this for the most up to date information

##### Introduction

The University charges a tuition fee to all students, and an accommodation charge if you take a place in a University residence. These charges are made on an annual basis, but refunds will be made on set scales if you withdraw before the end of the academic year. Current fees for tuition and accommodation are listed on web site:

 [http://www.admin.ex.ac.uk/calendar/live/finance/index.htm](http://www.ex.ac.uk/calendar/finance/) If you are unsure which fees relate to you please contact the Student Fees Team on Exeter (01392) 263890.

* Or e-mail: fees@exeter.ac.uk

**Tuition Fees**

Tuition Fees for the full academic session are payable prior to commencing the programme or, in three termly instalments.  No administration charge is payable in respect of termly payments made by the due date.

##### Accommodation Charges

Accommodation Charges may be paid annually prior to taking up accommodation or, in three termly instalments.  No administration charge is payable in respect of termly payments made by the due date.

##### Statements for your University account

The Student Fees Office issues statements each term, to your term-time address. These show details of any unpaid balance on your account. Your obligation to the University is to pay your fees in full, and on time, whether you have received a request for payment or not.  The University strongly advises you to have adequate financial arrangements in place before you start the programme.

##### Notice of Assessment from your Local Education Authority (LEA)

If you are an undergraduate or PGCE home or EU student you may be eligible for help with paying your tuition fees. If you are a home student you should apply to your LEA as soon as possible and in any event before 31 December in each academic year. EU students need to apply to the DfES European Team. You will be issued with a “notice of assessment” which will detail how much of your fees will be paid by your LEA (paid through the Student Loans Company direct to the University) and how much your parents/partner or you will need to pay. It is important that you give a copy of this notice to the University’s Fees Team, either at Registration or before. If you do not provide the notice you may be charged the full tuition fee for your course, with the first instalment due at Registration.

##### Sponsors responsible for tuition fees

 If a sponsor is paying your fees, and you receive a tuition fee notice or statement, please inform the Student Fees Team. You should ensure that your sponsor pays on time, or your University account will be subject to Late Fee Charges. If your sponsor fails to pay you will be responsible for payment.

##### Scholarships and bursaries

If you are in receipt of a University scholarship or College bursary, please ensure that your College have informed the Fees Team so that your student account can be adjusted accordingly.

##### Overseas students

If you are arranging for the transfer of funds to the UK, you will need to act in time to ensure that you meet the University's payment deadlines since international fund transfers can be subject to delays.

#####

##### How to pay

We will only accept payment in Sterling, so we recommend that you have sufficient funds in a UK bank account before you start your course.

You may pay your tuition and accommodation charges as follows:

* Online at [www.exeter.ac.uk/epay](http://www.exeter.ac.uk/epay) (for credit card/debit card payments)
* By telephone on +44 (0)1392 723890 (for credit card/debit card payments)
* By UK bank cheque payable to ' The University of Exeter' (please write your Student ID Number and list the amount paid for tuition and/or accommodation on the back of the cheque).
* Direct transfer to the University of Exeter bank account. (Please download the details from our website [www.admin.exeter.ac.uk/students/studentfees/how-to-pay](http://www.admin.exeter.ac.uk/students/studentfees/how-to-pay) or email the Cashiers Office at cashiers@exeter.ac.uk and they will send you the details)  It would be helpful if you could e-mail cashiers@exeter.ac.uk or fax to +44 (0)1392 723859 to confirm that your transfer has been made. In the period around the start of each term please allow at least 10 working days before asking the Cashiers Team if your transfer has arrived.
* In person at the Cashiers Office, Ground Floor, Northcote House (9am to  5pm Monday to Friday)
* Tuition Fees and accommodation charges fall due for payment upon registration so please ensure that we have your payment on time. Late Fee charges are payable on fees and charges not paid by the date below.  For more information on fees, charges, payment deadlines, methods of payment and penalties for late payment, please visit [www.exeter.ac.uk/studentfinance](http://www.exeter.ac.uk/studentfinance)

|  |  |  |
| --- | --- | --- |
| **Term** | **Payment Due within 2 weeks of the following dates**  | **Late Fees Apply**  |
| Autumn - Term 1  | Upon Registration | 15th October 2010 |
| Spring - Term 2  | 10th January 2011  | 21st January 2011 |
| Summer - Term 3  | 2nd May 2011  | 13th May 2011  |

If you pay by cash, please make sure you keep the receipt safe.   Receipts for cheque payments are only issued, on request, where there are exceptional circumstances. Credit or debit card payments made on-line are confirmed via an e-mailed message. Credit or debit card payments swiped through our machine are automatically receipted.

##### Payment Deadlines, Late Fee Charges and University Sanctions

The University clearly states the date you must pay your fees. If you miss this date the University will apply a Late Fee Charge to your University account. Further details are available in the University Calendar, or on the web site

<http://www.admin.ex.ac.uk/calendar/live/finance/index.htm>

A late fee charge of 3% of the overdue balance is initially applied.

**No students in debt to the University are permitted to graduate. Students owing the University more than £100 are not permitted to re-register for a new academic year.**

Sanctions are therefore extremely serious in their consequences for your continuation on the programme, so it is vital you speak to the Student Fees Team if you have problems paying any fees or fines due to the University

##### What if things go wrong?

If things do go wrong do, go and talk to staff in Student Fees or the Students’ Guild Advice Unit.  The University wants to help, and can usually come up with a solution to a genuine problem, which will stop you from worrying needlessly.   Remember we can’t help if we don’t know you have a problem.

Student Fees: 263890e-mail fees@ex.ac.uk

Financial Advice: The Students’ Guild Advice Unit on 723520 or e-mail [studentadvice@exeter.ac.uk](http://www.ex.ac.uk/admin/students/welfare%40guild.ex.ac.uk)

**Programme Costs**

* In addition to the University and accommodation fees, other costs will be incurred during the programme

**Photocopying and printing costs**

* Key readings for modules are generally available either on the module’s ELE site or in the library. You can therefore either save a copy on to disk or take written notes from these texts. If you do decide to photocopy articles or print off papers this is your decision and you will have to bear the cost of so doing. All printing done in the Richards Building is charged at cost price, but photocopying done in the Library or the Student Guild are priced according to the Guild or the Library’s pricing structure over which we have no control. We have calculated that if you do choose to photocopy readings and articles (making sure that you are firstly not in breach of the copyright laws) this should amount to around £20.00 pa.

# Books

* All recommended texts for the modules are available for loan from the library at no cost, but you are welcome to buy your own copy of a key textbook should you wish.
* Costs of buying textbooks should amount to no more than £200pa.

**Health & Safety**

Health and safety is an important issue, particularly in laboratory practicals, therefore it is important that you adhere to all rules and regulations of each laboratory. The health and safety officer for SHS is David Childs who is based at the Children’s Health and Exercise Research Centre, Baring Court, Room BC013 (Phone: 264997 [or 4997 on an internal phone]). Further information can be found on the University ’s Health and Safety and Environment Office web page: <http://www.ex.ac.uk/safety/> and

the College’s Health and Safety web page: [http://www.SHS.ex.ac.uk/healthandsafety.htm](http://www.sshs.ex.ac.uk/healthandsafety.htm)

Students are required to follow the safety regulations described in this section. Additionally, individual modules may also have their own safety regulations; read them carefully.

**General Principles of Safety in the Colleges**

Eating, drinking and smoking. None of these is permitted in the labs or lecture theatres. Any student coming to a session under the influence of drink or drugs will be excluded.

General conduct in the labs: You should avoid bringing outside coats into the labs, or leaving bags on the floor. You may be excluded from practical classes if you are inappropriately dressed. The SHS has introduced a new polo shirt (green or white) and tracksuit bottoms (dark blue) with a University logo and SHS name – you are encouraged to wear this clothing to SHS lab sessions. Lab coats are available to purchase from the reception in the Geoffrey Pope building at a cost of £6. Please try and buy this during Welcome Week and well BEFORE your first Bioscience practical class. If you don't bring one to a practical class, we will charge you £1 to hire one of ours.

Be tidy while you are working and clean up after you have finished an experiment. If you have an accident, report it immediately to a Technician. Treat equipment with care, and read the operating instructions carefully. More specific information and instruction, relating to particular instruments/procedures, will be given as appropriate.

**Fire Regulations**

***If you discover a fire***

1. Sound the alarm

2. Call the Fire Service from the nearest safe telephone – dial 999 from any exchange telephone or 9-999 from any internal telephone.

3. Notify the University Estate Patrol – dial 723999 from any exchange telephone or 3999 from any internal telephone.

4. Leave the building by the nearest fire exit; do not stop to collect any personal belongings. Go to the fire assembly point on the Quadrangle Lawn.

***If you hear the fire alarm (a continuously operating sounder)***

1. If you have responsibility for a colleague with special needs contact that person and give assistance.

2. Close your window and door and leave the building by the nearest fire exit, do not stop to collect any personal belongings. Go to the fire assembly point on the Quadrangle Lawn.

3. Do not re-enter the building until told that it is safe to do so.

#### Accident / Incident Reporting and First Aid

There is a list of the nearest trained first aiders on display in the entrance foyer to each building on campus. The full list of campus first aiders can be viewed at

<http://offices.exeter.ac.uk/safety/>

All accidents and potentially dangerous incidents must be reported. Please follow the procedure below to make a report:

1. Complete an *Accident / Near Miss Report Form.* Blank forms can be found in the SHS Accident Book in the College Office.
2. Make ***two*** photocopies of the form:
	1. Copy 1: send to the SHS Health & Safety Officer (David Childs).
	2. Copy 2: file in the “completed accident forms” section of the SHS Accident Book.
3. Send the original copy of the form to the University Health & Safety Office, Queens Building, Streatham Campus.

#### Insurance Cover

There is a copy of the University’s Certificate of Employer’s Liability Insurance on the noticeboard inside the Porters’ Lodge. There is also a copy on the noticeboard in Richards Building foyer.

**Equal Opportunities in Sport and Health Sciences**

The University of Exeter aims to provide a working and learning environment which is free from unfair discrimination and will enable students and staff to fulfil their personal potential. To ensure a comfortable work and study place for diverse groups of people, the University has published policies to guide students, staff members and other people on campus on appropriate behaviour.

The University Equal Opportunities Policy aims to ensure that students, staff and others associated with the University are treated with dignity, respect, and equity regardless of their gender, race, nationality, ethnicity or national origin, socio-economic status or political beliefs, disability, age, marital status, family circumstances, or sexual orientation. This policy can be found at [www.ex.ac.uk/eo](http://www.ex.ac.uk/eo). The University Equal Opportunities Group is responsible for implementing this policy. The University also has an Equal Opportunities Advisor who can be reached at equalops@ex.ac.uk The Equal Opportunities Group has produced The Protection of Dignity at Work and Study leaflet that contains advice in case of bullying or harassment at the University. At the College of Sport and Health Sciences, the Equal Opportunities Committee implements the Equal Opportunities Policy and provides information for students and staff about equal opportunities. The chair of the College’s Equal Opportunities Committee is Dr. Gaynor Parfitt.

In addition to Equal Opportunities Policy, the University has separate policies regarding issues of race and disability. The Race Equality Policy aims to ensure that no one at the University is discriminated against because of colour, ethnicity, religion, language or race. This policy can be accessed at [www.ex.ac.uk/eo](http://www.ex.ac.uk/eo). There is also a Race Equality Policy leaflet that is available from the Student Guild or from the members of College’s Equal Opportunities Committee.

The University’s **Disability Policy Statement** contains information about the University’s provision for disabled students. These include dyslexic students, visually impaired students, deaf students, students who have mental health difficulties, students with medical conditions such as epilepsy, and students who are temporarily disabled while at University. This statement can be found at

<http://as.exeter.ac.uk/support/disabilitysupport/> The Disability Resource Centre (DRC, Old Library, Streatham Campus) provides support for students with disabilities. It can be reached by e-mail (disability@ex.ac.uk) or by phone (263880). The DRC web site is available at <http://as.exeter.ac.uk/support/disabilitysupport/exeter/>.

The following contact numbers may be helpful for Sport and Health Sciences students looking for information about disability or mental health.

Disability Advisor - Andrew Cunningham 723880 Old Library

* provides disability assessment and advice for students with disabilities not previously diagnosed

Dyslexia Advisor - Mary Reece 722094 Old Library

* provides learning support advice for dyslexic students

Mental Health Development Officer - Helen Fee 72880 Old Library

* provides counselling in mental health problems including eating disorders and other body related psychological disorders

## Student Counselling Service 264381 Reed Hall

## E-mail: counselling@exeter.ac.uk

* provides student counselling.

Students can also contact the Disability Liaison Officer at the College of Sport and Health Sciences for advice and information regarding disability and mental health:

Dr. Gaynor Parfitt

Richards Building RB104b

Email:  c.g.parfitt@exeter.ac.uk

Phone: 01392 722869

**Where to get help**

**Key points**

* You are not alone – all members of staff will do their best to help you if you need it.
* See you personal tutor, programme leader or any member of staff with whom you feel most comfortable talking to.
* We will do our best to help, but if we feel that your problem is better dealt with by someone who is more suitably qualified we may, with your consent, refer you on to someone else.
* You can contact the various support agencies independently.

##### University Counselling Service

<http://www.ex.ac.uk/counselling/>

**Email:** counselling@exeter.ac.uk

Reed Hall, Streatham Drive, Exeter EX4 4QP

Tel No. (01392) 264381

##### Students’ Guild Advice Unit

http://www.exeterguild.org/support/

Email: studentadvice@ex.ac.uk

Tel/Fax No. (01392) 263520

##### University Disability Resource Centre

http://as.exeter.ac.uk/support/disability/exeter/

Email: disability@exeter.ac.uk

Tel. No. (01392) 263880

Fax (01392) 262092

##### Students’ Guild

<http://www.exeterguild.org/>

Devonshire House, Stocker Road, Exeter EX4 4PZ

Tel. No. (01392) 263528

##### Nightline

<http://www.admin.ex.ac.uk/academic/ugfaculty/services/nigline.shtml>

Telephone support line run by students for students

Tel No. Internal 4000/4001 - External (01392) 275284 or 2394000 or 2394001

##### The Samaritans

<http://www.samaritans.org/>

Telephone support 24 hours per day

## Exeter Branch - open to receive callers: 8.30am - 9.30pm

10 Richmond Road
EXETER
Devon
EX4 4JA

Tel No. 08457 90 90 90

##### EDP Drug and Alcohol Services

<http://www.edpservices.org.uk/>

info@edp.org.uk

Dean Clark House

Southernhay East, Exeter

Tel No. (01392) 666711

##### Eating Disorders

<http://www.eating-disorders.org.uk/>

National Helpline 0845 838 2040

##### Family Planning

<http://www.margaretjackson.org.uk/>

info@margaretjackson.org.uk

Margaret Jackson Centre, 4 Barnfield Hill, Exeter

Tel no. (01392) 256711

##### Lesbian & Gay Website

<http://www.intercomtrust.org.uk/>

##### Devon HIV/Aids Association

Tel. No. (01392) 494441

##### University Chaplains

<http://www.university.ex.ac.uk/chaplaincy/index.php?n=Main.HomePage>

Although all the Chaplains come from differing religious traditions, they work very closely with each other, and all the Chaplains are committed to serve all members of the University, regardless of belief or background.

* **Anglican** (Lazenby); Clifton Graham – C.G.Graham@ex.ac.uk
* **Anglican** (St. Luke’s); Rev James Theodosius – j.w.f.theodosius@ex.ac.uk
* **Baha’i**; Peter Lee - raku44barley@yahoo.co.uk
* **Baptist**; Rev Simon Taylor – staylor921@aol.com
* **Buddhist** (Zen); Jude Taylorson - j.j.taylorson@ex.ac.uk
* **Buddhist** (Diamond Way); Meg Surrey - m.j.surrey@ex.ac.uk
* **Catholic**; Michael Wheaton tel: 01392 271191
* **Independent Christian Churches**; Jacky Hatherley - jackleyhatherley@hotmail.com
* **Jewish**; Tony Reese - a.j.reese@ex.ac.uk
* **Jewish**; Robin Kanarek - r.kanarek@ex.ac.uk
* **Methodist**; Rev Andrew Sails - andrew@asails.freeserve.co.uk
* **Methodist Chaplain to the Mint Korean Fellowship;** Rev Sungil Han – Korean@themint.org.uk
* **Muslim** (Imam); Mohammed Abrar - u.mohammed-abrar@ex.ac.uk
* **Quaker**; Mike Golby - m.j.golby@ex.ac.uk
* **United Reformed Church**; Rev Jacqui Knight - j.knight435@btinternet.com

If you would like to be in touch with members of other faiths, here are the contacts we know:

### Hindu

Robert Edwards - foodforallexeter@aol.com

### Mormon

Keith Bassett - keithbassett@f2s.com

### Sikh

enquiries to Felicity Curtis Bourne - f.curtisbourne@btinternet.com

**Useful addresses and contacts**

##### University Family Centre

<http://www.as.ex.ac.uk/familycentre/reports.htm>

Mardon Hill,

Exeter EX4 4QW.

Tel. No. (01392) 724415

##### University Estate Patrol

Tel. No. (01392) 723999

##### University Student Financial Services

<http://www.admin.ex.ac.uk/calendar/live/finance/index.htm> OR [http://www.admin.ex.ac.uk/students/studentfinance/](http://www.ex.ac.uk/admin/students/studentfinance/)

Email: money@ex.ac.uk

Northcote House

The Queen’s Drive

Exeter EX4 4QJ

Tel No. (01392) 723433

##### University Examinations Office

http://as.exeter.ac.uk/support/admin/taught/graduation/examination/

Email: exams@ex.ac.uk

Tel. No. (01392) 723025

Fax No. (01392) 722458

##### University Accommodation Office

<http://www.exeter.ac.uk/students/accommodation.shtml>

## Tel. No. (01392) 722524

Fax No. (01392) 723142

##### University Student Health Centre

<http://www.centres.ex.ac.uk/shc/>

Email studenthealth@ex.ac.uk

Reed Mews

Streatham Drive

Exeter EX4 4QP

Tel 01392 676606/264414

Fax 01392 264424

##### St Luke’s Student Health Care

The Heavitree Practice

Heavitree Health Centre

South Lawn Terrace

## Heavitree

## Exeter EX1 2RX

## Tel: 08444 773486

##### Academic Services – Taught Student Information

<http://as.exeter.ac.uk/support/admin/taught/>

Northcote House

The Queen’s Drive

## Exeter EX4 4QJ

Tel. No: (01392) 723013

Fax No: (01392) 723108

E-mail: tfaculty@exeter.ac.uk

##### University Registry Office

<http://www.admin.ex.ac.uk/academic/registry/>

Northcote House

The Queen’s Drive

Exeter EX4 4QJ

Tel No: (01392) 723025

Fax no: (01392) 722458

E-mail registry@exeter.ac.uk

##### University International Office

http://offices.exeter.ac.uk/international/

Northcote House

The Queen’s Drive

Exeter EX4 4QJ

Tel. No: (01392) 723405.

Fax: No:(01392) 723039.

Email: intoff@ex.ac.uk

##### University Careers & Employment Service

<http://www.exeter.ac.uk/employability/>

Reed Mews

Streatham Drive

Exeter EX4 4QP

Tel. No: (01392) 724493

E-mail: careers@exeter.ac.uk

##### University Study Skills Service Web Site

<http://as.exeter.ac.uk/support/development/taughtstudents/one-to-oneskillssupport/>

Nel Boswood, Rachel Canter or Francesca Moore (Laver Building Level 7)
Email: studentskillsappointment@exeter.ac.uk Tel: 01392 72-5721 / 72-5727 / 72-4506

##### University English Language Support Centre INTO

<http://www.ex.ac.uk/elc/>

Email: elc@exeter.ac.uk

Telephone: (01392) 724282
Fax: (01392) 264277

**APPENDIX 1**





##### APPENDIX 2

**BLANK STUDENT TIMETABLE**

|  |
| --- |
| Exeter Uni Logo - Black**BSc Human Biosciences**Term 1 Timetable -Year 1 |
|  | **9.00-9.50** | **10.00-10.50** | **11.10-12.00** | **12.10-13.00** | **13-14:00** | **14.00-14.50** | **15.00-15.50** | **16.10-17.00** | **17.10-18.00** |
| **MON** |  |  |  |  |  |  |  |  |  |
| **TUES** |  |  |  |  |  |  |  |  |  |
| **WED** |  |  |  |  |  |  |  |  |  |
| **THURS** |  |  |  |  |  |  |  |  |  |
| **FRI** |  |  |  |  |  |  |  |  |  |

**APPENDIX 3**



**UNDERGRADUATE DEGREE ASSESSMENT PROCEDURES**

## Sport and Health Sciences and

## Biosciences

1 Degree programmes covered by these conventions

 BSc Single Honours in Human Biosciences

2. Introduction

2.1 This document describes the conventions and procedures that will be used to assess and classify students studying undergraduate degrees in the degree programmes listed above. The procedures are governed by the University’s Undergraduate Assessment Procedures as published on the following web page:

<http://www.admin.ex.ac.uk/academic/tls/tqa/ugexams2.htm>

The programmes listed above are also subject to the following regulations, subject to approval by the Board of Faculty of Undergraduate Studies.

The document is organised as follows:

          Nomenclature

          Progression and summative assessment procedures

          Re-assessment procedures

          Consequences of failure in referred assessments

          Consequences of failure in deferred assessments

          Aegrotat passes and Aegrotat awards

          Classification of awards

2.2      All assessment and classification conventions will be in the public domain.

2.3      Codes of practice regulating the procedures of Boards of Examiners and the work of external examiners are included in the TQA Manual.

2.4      The disclosure of marks to students is regulated by conventions included in the TQA Manual.

 3          Nomenclature

*Levels and Stages:* A level is an indicator of the relative demand, complexity and depth of learning associated with a module or stages of a programme. The programme of 360 credits consists of three stages. Each stage of the programme consists of 120 credits of modules at a level appropriate for that stage. For full-time students, a stage will refer to one year of study. For part-time students, a stage may require two or more years of study of modules totalling 120 credits.

*Deferral:* A first attempt at a module assessment/examination permitted to a student prevented from previously completing it for good reason, normally medical. Deferrals shall normally take place within one calendar year of the initial assessment.

*Referral*: A further attempt, following initial failure, at a module assessment/examination without the requirement to repeat any attendance.

*Repeat Study*: A further attempt, following an initial or secondfailure, at a module assessment/examination with a requirement that it be taken only following the equivalent of the period necessary to repeat the associated module in its entirety. In some instances individual candidates will be permitted to repeat "with or without attendance"; in others "attendance" or "non-attendance" may be specified. Repeat study can be of individual modules or of an entire stage of study and is normally only available once throughout a student’s period of study.

*Reassessment*: The process by which failure or non-completion of assessment is handled through deferral, referral or repeat study.

*Summative Assessment:* Final assessment point in a particular programme of study determining the award given and classification of that award where appropriate.

*Stage Average:* The average mark a student has achieved over all credits assessed in one stage (expressed as a percentage and combining individual module marks with weightings which reflect the credit attached to each).

*Award of Credit:* The pass mark for individual modules and award of associated credits is 40%. Marks below 40% constitute failure. Failure of modules at any stage will normally be required to be condoned or reassessed.

*Condonement:* The process that allows a stage to be passed despite failure to achieve 120 credits in the stage, provided that a stage average of at least 40% has been achieved over the 120 credits of assessment including the marks for any failed and condoned modules. All modules are subject to condonement, as identified in the Programme Specification, except the dissertation module at Level 3. Normally, only up to 30 credits can be condoned per stage. On the student transcript no credit will be given for condoned marks, and such marks will be recorded on the student transcript in their original form. Students will not be given the opportunity of reassessment in the condoned credit.

4 Progression and Summative Assessment Procedures

4.1       *Absence from Examinations:* The treatment of students failing to undertake examined assessments will be as follows:

(a)   If a student is absent from examination(s) with properly documented medical, or other extreme personal circumstances known to the College before the relevant Board of Examiners, the examination(s) will normally be deferred.

(b)   If a student produces a reason explaining their absence to the Board of Examiners which does not fall under (a) above, the Board of Examiners will regard the absence as a fail with a mark of 0 for the module(s) in question and subsequently treat the mark in the same way as any other failure.

(c)   If no reason for absence is produced by the student to the Board of Examiners, a recommendation will be made to Faculty Board to deem the student to have withdrawn from the University.

4.2       *Raising of module marks:* The Board of Examiners may decide, in appropriate and fully documented circumstances, to raise a module mark where it decides there are adequate grounds, such as medical reasons or exceptional personal circumstances. The minutes of the Board of Examiners must clearly identify all such cases and provide a brief justification for the decision.

4.3 *Progression*: At any stage, progression (including progression to award in the final stage) will operate as follows:

     Pass in accordance with Board of Examiners’ conventions required for progression to the next stage (or award in the final stage), which will require, as a minimum, assessment in at least 120 credits at the stage, a stage average of 40%, and normally the achievement of at least 90 credits at the stage.

   Normally, up to 30 credits of failure may be condoned in modules at any stage, except the dissertation module at Level 3.

   Where there is more than 30 credits of failure, where possible the lowest of the failed results is condoned, the student is referred in the stronger result. Note that no condonement is possible where the stage average is below 40%.

4.4 *Summative Assessment*: Progression to award at the final stage, and classification of that award will operate as follows:

   Subject to passing the final stage in accordance with 4.3, the Board of Examiners will grant the award and classify that award in accordance with the guidelines set out in section 9.

5          Re-Assessment Procedures

5.1       The following sets out the action available to the College when dealing with failure to progress at a Stage (including failure to progress to an award at the final Stage). Note that it is not the responsibility of a Board of Examiners to make recommendations about the consequences of failure for individual students (i.e. whether referral, deferral, repeat study or withdrawal should result). This is the responsibility of the relevant Academic Lead involved who shall, after due consultation within the College, submit recommendations to the Faculty Board. (This formulation reflects a legal judgment which required that processes of academic assessment should be clearly separated from those concerning the consequences of failure.)

5.2       *Referral:*

(a)    If students fail a module for the first time, and cannot be condoned in the failure then referral can be recommended. Referrals will usually be held in the August/September assessment period, or, otherwise, normally at the next assessment period. Students successful in any referred assessment will have recorded the mark of 40% only for the relevant module. Unsuccessful candidates will have the higher of the two fail marks recorded for progression and classification purposes (i.e. the higher of the mark in the original assessment or that in the referral).A referred candidate must be examined on the syllabus and in accordance with the assessment requirements in force at the time of the original assessment.

(b)    Where a student fails part of an assessment, but passes the module as a whole, he or she will progress to the next stage, unless a specific module descriptor identifies that all elements of a module need to be passed for professional accreditation purposes.

(c)   Where a student fails part of an assessment, and fails the module overall for the first time without condonement, he or she will normally be referred in the failed element only, with the module mark capped at 40%.

5.3      *Repeat Study:* If a student fails a module (or modules) for the first time, cannot be condoned in the failure and either referral is not possible, or a decision is made in consultation with the student that repeat study is more appropriate than referral, then repeat study can be recommended. Students required to repeat a stage (120 credits) orindividualmoduleswill normally be expected to do so with attendance. Suchstudents will be treated as though they are new registrations and will have recorded the actual marks they achieve in all assessments in all repeat modules. Students repeating a stage will normally start at the beginning of the next academic year. The opportunity to repeat a stage will normally be only available once throughout a student’s programme of study. Students repeating individual modules will normally start at the beginning of the next available delivery of the module(s). Students must make applications to the Faculty Board through their College if they wish to delay their repeat study.

5.4      *Deferral:* If a student is prevented from completing assessment requirements for a module (or modules) for valid and sufficient medical or personal reasons then deferral may be recommended. Deferrals will usually be held in the August/September assessment period, or, otherwise, normally within one calendar year of the initial assessment. Candidates will only be permitted to sit deferred assessments if the Board of Examiners has received appropriate written medical or other evidence. A deferred candidate must normally be examined on the syllabus and in accordance with the assessment requirements in force at the time of the original assessment. It will be for College to recommend to the Faculty Board appropriate action where any exceptional circumstances relating to deferral are concerned.

  6       Consequences of Failure in Referred Assessments

6.1      Absence from referred examination(s) will be treated as described in 4.1. Success or failure in a deferred referral will treated as it would be for a referral.

6.2 Where, after referral a student still has failed marks beyond those which permit progression to the next stage or to classification of the award (according to 4.3 or 4.4) the College can recommend to Faculty Board:

(a)   *An award commensurate with the results achieved.* In particular, at the summative assessment an unclassified Ordinary Degree can be awarded based on achievement of an overall average of 40% in the assessment of at least 300 credits (including not more than 150 credits of level 1 modules and at least 60 credits of level 3 modules). Standard rules for condonement in individual stages apply (see 4.3) and the overall average referred to combines individual module marks with weightings, which reflect the credit attached to each.

(b)   *Allowing the student to proceed to an alternative award  commensurate with results that can still be achieved.*In particular, students must have successfully accumulated at least 180 credits (including no more than 150 at Level 1) for a recommendation to proceed to the Ordinary Degree.

(c)   *Allowing progression carrying the failure.* This may be recommended subject to a maximum of 30 credits and normally only in the following circumstances:

         Where, following referral, progression would normally be allowable under general requirements (40% Stage average and 90 credits achieved at the Stage), but some or all of the credits still failed are not condoneable under the programme specification.

         Where, following referral, a student has achieved a Stage average of 40%, but has not achieved 90 credits at the stage.

In recommending a candidate to proceed to the next stage under these circumstances, Colleges must make recommendations to Faculty Board taking into account the academic requirements of the programme at future stages. Students must be carefully advised over any implications for module choice, prerequisites at the next stage, assessment requirements and financial support. In addition Colleges should be confident of the candidate’s ability to pass the assessment(s) carried while also studying (if full-time) for the 120 credits of the next stage. Faculty Board will also consider recommendations from Colleges which involve taking a replacement module (or modules) (where permissible under the programme specifications and to a maximum 30 credits).

(d)  *Allowing repeat study of part or all of the stage*. Colleges must make recommendations to Faculty Board if they consider that after referral the student could ultimately meet the requirements of the programme but needs repeat study to provide the necessary foundation. Note that repeat study is normally only available once throughout a student’s period of study.

(e)  *Withdrawal from the programme.*

7          Consequences of Failure in Deferred Assessments

7.1       Absence from deferred examination(s) will be treated as described in 4.1 except that an Aegrotat pass or award may also be considered in relation to missed deferral as described in 9.

7.2      Where, after deferral, a student still has failed marks beyond those which permit progression to the next stage or to classification of the award (according to 4.3 or 4.4) the College can recommend to Faculty Board:

(a)   *Progress and referral at the next assessment* period: This may be recommended where a student fails deferred assessment in August/September subject to a maximum of 30 credits and normally only in the following circumstances:

   Where, following deferral, progression would normally be allowable under general requirements (40% Stage average and 90 credits achieved at the Stage), but some or all of the credits still failed are not condoneable under the relevant programme specification.

   Where, following deferral, a student has achieved a Stage average of 40%, but has not achieved 90 credits at the stage.

In recommending a candidate to proceed to the next stage under these circumstances, Colleges must make recommendations to Faculty Board taking into account the academic requirements of the programme at future stages. Students must be carefully advised over any implications for module choice, prerequisites at the next stage, assessment requirements and financial support. In addition Colleges should be confident of the candidate’s ability to pass the assessment(s) carried while also studying (if full-time) for the 120 credits of the next stage.

(b)  *Non-Progression and referral at the next assessment period:* This may be recommended where the failure exceeds 30 credits, or where the failure totals 30 credits or below but the College is not satisfied that the student can progress to the next stage carrying a referral in the failed assessment(s). Such students must pass the referred assessment(s), normally at the next available assessment period, prior to progression.

(c)A*lternative recommendations:* Faculty Board may allow alternative recommendations which could include the setting of a referred examination in late September or the interruption of a student’s studies until a referred assessment has been completed.

8         Aegrotat Pass and Aegrotat Awards

8.1      Where students are prevented by illness or exceptional personal circumstances from taking a deferred assessment at any stage they may request that an Aegrotat pass or, at the final stage, the award of an unclassified Aegrotat degree be considered under the terms of Ordinance 13.

8.2      Under the terms of Ordinance 13, an Aegrotat Pass or Award will be permitted on one occasion only during the course of a student’s programme of study. Where an Aegrotat Pass has been granted in a student’s stage 2, the Board of Examiner will base summative assessment including classification of award on the results available for the stage(s) not affected by the Aegrotat Pass.

9          Classification of Awards

9.1     The marks achieved at stage 1 (for the first 120 credits of a programme) will not count towards classification.

9.2 Classification will be based on the student’s profile of marks at stages 2 and 3 and the overall average marks obtained from these stages, in accordance with the conventions of the Board of Examiners.

9.3      The credit attached to modules will generate their weighting - i.e. a 30

credit module will contribute one quarter to the overall average or

profile of marks of the stage of the programme in which it is taken.

9.4 Credits at stages 2 and 3 will be weighted 33:67 respectively.

9.5 The successful completion of a full year abroad should count as 120 credits towards the total credits accumulated for the award of a degree and the mark for the year abroad shall count no less than 30 credits towards the classification of that degree.

9.6 In cases where the student’s profile suggests a higher classification than identified according to 9.2 – 9.4, the Board of Examiners may consider whether a different class will be awarded.

9.7 Students may only be considered for profiling if their overall average percentage for stages 2 and 3 is within 2% of the mark required for a change in classification.

9.8 For profiling, the classification awarded will be the one into which at least 50% of credits fall in this class or above. However, a candidate may be considered for a higher class if at least 50% of the credits have marks in that higher class provided that normally no more than 30 credits fall in a class 2 or more below the higher class.

9.9      In assigning marks attained for individual modules in profiling, and also in evaluating overall averages, classifications correspond to the following percentages:

|  |  |
| --- | --- |
| Class I | 70% + |
| Class II, Division I | 60-69% |
| Class II, Division II | 50-59% |
| Class III | 40-49% |

9.9      Transcripts will always record the actual numerical marks obtained for modules (in case of two failures, the higher mark to be recorded). Marks for referred modules, where 40% is the maximum achievable, will also carry an indicator to specify that the mark has been capped at 40%.

 **APPENDIX 4**



**SPORT AND HEALTH SCIENCES**

# Personal Development Portfolio (PDP)

## **Section One:**

## Personal Tutor Appointment Record

**Section Two:**

Self-Appraisal Forms and Personal Development Plans

**Section Three:**

Key Skills

**Section Four:**

Record of Assessment

**Section Five:**

Curriculum Vitae and PDP profile

**Section Six:**

Miscellaneous Items

## **Section One:**

### Personal Tutor Appointment Record

*Use this section to keep a record of all of your meetings with your personal tutor and to make brief notes on the main topics discussed in the meeting.*

**Section Two:**

### Self-Appraisal Forms

### And

### Personal Development Plans

*Use this section to keep your self-appraisal forms and your self-appraisal development plans*

**Section Three:**

### Key Skills

*In this section keep your Key Skills Self-Appraisals, (one for each year) along with evidence of key skill learning undertaken.*

**Section Four:**

### Record of Assessment

*Use this section to keep a record of your modules studied, the grades achieved, attained credits and include some brief self-appraisal comments specifically relating to the module studied. These comments can then feed into your self-appraisal development plans.*

**Section Five:**

Curriculum Vitae and PDP profile

**APPENDIX 5**

**HOW TO SUBMIT COURSEWORK AND USE TURNITIN**

*Note: Some pieces of assessment need to be uploaded to Turnitin but other pieces do not – the Module Leader will inform you if you should upload your work. If your assignment does need to be uploaded to Turnitin, please follow the procedure below.*

1. Log on to the MyExeter student portal and click on the link to ‘Online Learning’. On the Online learning page click the ‘Log in to ELE’ button.



You will be logged into ELE. If you are prompted for a username and password, enter you University of Exeter username and password.
2. Once in ELE you will find full instructions of how to use Turnitin via the module named ‘Education: Academic Honesty and Plagiarism’. Once in this module click on the ‘Additional Resources’ button which will take you to a file called ‘Using Turnitin’.




You should familiarise yourself with the process before you attempt to submit anything through Turnitin.
3. Following the instructions as described above, upload your work to Turnitin and view the originality report, please ensure you allow a full **24 hours** for the originality report to be generated. You will need to look at what the report highlights and ensure that work is properly referenced. If you use proper citation and referencing within your work, then you will avoid plagiarism and readers will be able to follow your line of research.
4. If, following your first Turnitin submission, you need to revise your work and re-submit (which you can do as many times as is necessary), you will need to allow **24 hours** between submissions. Please bear this in mind when planning your workload, particularly the first couple of times you use the system. Please also try to use citations and references correctly in your original submission as this will minimise the need to re-submit.
5. Once you have your final report you will need to print out **ONLY** the first part of the report showing the similarity score and the matches and sources (this might be 1 or 2 pages). Your name may be shown on this report so you will need to ensure that you effectively obscure this and replace it with your student number before attaching it to the front of your assignment.
6. Before submitting a ‘hard-copy’ of your work, via the Sport and Health Sciences Office (RB20), you will also need to ensure that you attach a signed BART front sheet to your work.

**Please remember the following points when submitting assignments:**

* **You must attach the first part of your Turnitin originality report** (with your name obscured)
* **You must attach a completed BART coversheet**
* **You must not display your name anywhere on the assignment**
* **Make sure that you are well prepared in advance of the submission date to avoid last minute problems and panics i.e. computer breakdown etc.**

***If your assignment is not submitted in the correct format the office will not be able to accept it, which could cause you to miss the submission date.***

If you experience any problems with **Turnitin** please contact the e-learning team on

e-learning@exeter.ac.uk.