

## **THE UNIVERSITY OF EXETER**

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# ***SPORT AND HEALTH SCIENCES***

*College of Life and Environmental Sciences*

## **MSc Student Handbook 2010/11**

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### **MSc Programmes in**

### **Sport and Health Sciences**

### **Sport and Exercise Medicine**

**Paediatric Exercise and Health**

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| **Disclaimer**    This document forms part of the University’s Postgraduate 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 Postgraduate Prospectus (available at <http://www.exeter.ac.uk/postgraduate/disclaimer/>) |

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| **INTRODUCTION AND WELCOME** |

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#### **Welcome**

On behalf of all the Sport and Health Sciences staff, welcome and congratulations on gaining a place on one of our MSc programmes. The MSc Sport and Health Sciences has been running since October 2003 and hence is entering its seventh successful year. The MSc in Paediatric Exercise and Health (previously Paediatric Exercise Physiology) is entering its fifth year and the MSc Sport and Exercise Medicine is entering its fourth year.

Sport and Health Sciences is part of the College of Life and Environmental Sciences, which brings together complementary disciplines of Biosciences, Geography, Psychology and Sport and HealthSciences to provide a rich and diverse interdisciplinary teaching and research portfolio You have joined Sport and Health Sciences at a time of staff and student growth and the development of both our undergraduate and postgraduate portfolio. Sport and Health Sciences has a reputation for excellence in higher education - exemplified by consistently high National Student Survey results - and all staff, alumni and your immediate peers are proud to uphold this tradition. We are sited on the unique St. Luke’s Campus and share campus facilities with students from the Peninsula College of Medicine and Dentistry and the Graduate School of Education.

We hope that you will find your time here at Sport and Health Sciences rewarding and enjoyable.

*Dr Alan Barker, Programme Director, MSc in Sport and Health Sciences and MSc in Paediatric Exercise and Health*

*Dr Gary O’Donovan, Programme Director, MSc in Sport and Exercise Medicine*

Assoc Prof Craig Williams, Director of PGT Programmes

#### **Background**

Sport and Health Sciences is the successor to Postgraduate Medicine and Health Sciences which was formed on 1 August 1998 through the amalgamation of the Postgraduate Medical Department, the Department of Social Work and Probation Studies, the Centre for Evidence-Based Social Services, the Institute of Population Studies, the Children's Health and Exercise Research Centre and staff from the Exercise, Sport and Physical Education Group in the Department of Education. The Department was re-named Sport and Health Sciences on 1 August 2001 and in August 2002 all medically-related activities and the Centre for Evidence-Based Social Services moved into the new Peninsula Medical Department. On 1 August 2004 Social Work and Probation Studies transferred to the University of Plymouth. Sport and Health Sciences is thus now a single discipline Department. From 1 August 2010 Sport and Health Sciences joined the College of Life and Environmental Sciences at the University, along with the Departments of Geography, Biosciences and Psychology.

#### **Research**

Sport and Health Sciences has an international reputation for research. 75% of our research was classified as being of international quality in the 2008 Research Assessment Exercise (RAE) with 35% of our research rated as being ‘internationally excellent’ or ‘world leading’. We ranked seventh in the UK for the quality of our research. We also entered 95% of our academic staff (26 staff) into the RAE and came fifth in the UK in terms of the total number of staff entered by sports science departments.

##### **Location**

Sport and Health Sciences is situated on the St. Luke's Campus, in the Richards Building and Baring Court. There are biomechanics, physiology and psychology labs located in Richards Building and also physiology labs (including a new research suite opened in mid-2007) and a room for social science research located in Baring Court, which is home to the Children's Health and Exercise Research Centre (CHERC). All our labs are modern and well equipped with excellent technical support. You will use the lab facilities at various times during your MSc programme.

The majority of Sport and Health Sciences labs are used not only by MSc students but also by undergraduates and MPhil/PhD students. The labs are also home to the Sport Science Support Unit, a designated support service for high performance athletes.

Further information about Sport and Health Sciences can be found on the website

[http://www.exeter.ac.uk/sshs](http://www.exeter.ac.uk/sshs%20)

##### **Handbook**

You should familiarise yourself with the information in this MSc Handbook. Please address any comments on the Handbook to Alison Hume.

In addition to this Handbook you should refer to the University and web pages.

Some of the main publications/web sites containing information of relevance to postgraduate students are the following:

University Calendar: <http://www.ex.ac.uk/staff/calendar.shtml>

Teaching Quality Assurance Manual: <http://www.admin.ex.ac.uk/academic/tls/tqa>

Visit the University Student Help site for answers to frequently asked questions

and links to support and advice: <http://www.studenthelp.ex.ac.uk/studenthelp/>

Visit the Taught Faculty Website for information relating to taught programmes:

<http://admin.exeter.ac.uk/academic/ugfaculty/index.shtml>

In addition there is a page of useful links for new students available at: <http://www.ex.ac.uk/newstudents>

***SECTION ONE***

***Sport and Health Sciences and its Facilities***

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| **INTRODUCTION** |

**Head of Discipline**

Prof Andy Jones is the Head of Sport of Health Sciences. If you wish to see him you can arrange to do so, via Clare Fogarty, the College Administrator.

E-mail: [C.A.Fogarty@exeter.ac.uk](mailto:C.A.Knapman@exeter.ac.uk) Room: RB20 Phone: 722807

##### **Director of PGT Programmes**

Associate Professor Craig Williams is the Director of Postgraduate Taught Programmes and oversees all programmes.

E-mail: C.A.Williams@exeter.ac.uk Room: BC30 Phone: 724890

##### **Directors of MSc Programmes**

Dr Alan Barker is Director of the MSc Sport and Health Sciences and Director of the MSc Paediatric Exercise and Health and Dr Gary O’Donovan is Director of the MSc Sport and Exercise Medicine. The Programme Directors are responsible for the overall co-ordination of the MSc programmes.

E-mail: [A.R.Barker@ex.ac.uk](mailto:A.R.Barker@ex.ac.uk) Room: BC37 Phone: 722766

E-mail: G.O’Donovan@ex.ac.uk Room: RB18 Phone: 722774

**Administrative Team**

Alison Hume is the Programme Administration Manager. Jules Warner and Debbie Brooks are the administrative team in the College Office responsible for supporting undergraduate and postgraduate teaching – please contact them in the first instance with any queries.

E-mail: [A.Hume@exeter.ac.uk](mailto:A.Hume@exeter.ac.uk) Room: RB16 Phone: 724803

E-mail: [J.K.Warner@exeter.ac.uk](mailto:J.K.Warner@exeter.ac.uk) Room: RB20 Phone: 722896

E-mail: [Debbie.Brooks@exeter.ac.uk](mailto:Debbie.Brooks@exeter.ac.uk) Room: RB20 Phone: 722884

##### **Where to Look for Information**

#### **The Web**

Sport and Health Sciences has its own website which is located at: <http://www.ex.ac.uk/sshs>

Each MSc programme has its own web page accessed from the menu bar on the homepage (via postgraduate study – taught programmes).

We use e-mail as the preferred method of contacting students. Please check your e-mail regularly

#### **Noticeboards**

There are a number of noticeboards in Richards Building which are used to display information throughout the year. Two important noticeboards are detailed below.

1. (i) **MSc Noticeboard -** Located in the Graduate corridor in Richards Building next to the MSc study suite i.e. outside rooms RB115/116. The board has information regarding the MSc programmes. It carries important information about all matters relating to teaching, timetable changes, option information, examinations etc. You must make sure that you check this noticeboard on a regular basis. You must ensure that you read all notices relating to examination arrangements.

(ii) **Careers Noticeboard** - Located in Richards Building foyer – the ‘Careers Corner’. The board is updated regularly.

**Student Pigeonholes/Mailboxes and Return of Work**

Student mail can be collected from the Porters Lodge in North Cloisters. It is your responsibility to check your pigeonhole regularly. The pigeonholes are cleared at the end of each term. MSc programme work will usually be returned via the MSc study suites in Richards Building or via the College Office.

**Dissertation Database**

Examples of MSc dissertations are accessed via a specialised database. Students are encouraged to use the database which is made available via computers in the Richards Building foyer. Enquire at the College office (RB20) for details.

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| **LIBRARY FACILITIES** |

#### **St. Luke's Campus Library**

#### **General Information**

The campus library, as part of the University library system, seeks to serve the information requirements of its members. In particular, the library houses the main collections relating to Education and Sport Sciences. Access to the electronic library is via the library web pages <http://www.as.exeter.ac.uk/library/>

A PC cluster is located within the Haighton Building, although this is the responsibility of IT helpdesk; enquiries can be made at the library issue desk or by contacting the IT helpdesk on 263934 or [helpdesk@exeter.ac.uk](mailto:helpdesk@exeter.ac.uk)

## **Opening Hours**

Term time: Vacation:

Monday to Friday 8.30am to 9pm 9am to 5.30pm

## Saturday 10am to 6pm 2pm to 6pm

Sunday 2pm to 6pm 2pm to 6pm

Check the library web site for any variations in these opening times.

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## **Lending**

All students of the University are entitled to borrow from the library using their UniCards. You should carefully check the due date as overdue fines are charged. Items may be recalled early by other users and recall fines apply to late returns.

The library can send library notifications (such as recalls or overdues) by internal mail, external mail or e-mail. Please be clear about which means applies to your account.

Items not required by other users can be renewed in person, by phone (264785), e-mail (library@exeter.ac.uk), fax (264784) or by using the library catalogue ([http://lib.ex.ac.uk](http://lib.ex.ac.uk/)) to renew items on-line.

The library has a Temporary Reserve Collection (five hour loan or overnight) for items in heavy demand.

## **Inter-Library Loans**

Request cards (for books/theses or journal articles/conference papers) are available at the issue desk. Each request must be accompanied by a pre-paid voucher or be paid at the issue desk before the request can be processed. The current voucher cost is £ 8.50 although some requests (theses, international loans, requests for stock not held by the British Library) will attract higher charges. Renewals cost £4.00.

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#### **Help**

If you have any queries please ask at the Issue Desk for assistance.

**For Your Information**

For those students wishing to purchase any books by Human Kinetics there is a 20% discount available in 2010/11. You just need to enter the code EXETER on the cart page when purchasing on-line at [www.humankinetics.com](http://www.humankinetics.com/)

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| **IT FACILITIES** |

**Technicians**:

David Childs Senior Technician BC14 722771

Jamie Blackwell Technician RB13 724920

Dan Low Technician RB01 722776

Len Maurer Computing Development Officer/ Technician RB117 725496

## **IT Facilities in Richards Building**

A modern MSc study and computing suite (with printing facilities) is available in the Richards Building Mezzanine for use by MSc students. There are also IT and printing facilities in the Richards Building foyer.

MSc students can send and receive e-mail. The Department uses e-mail to send messages to MSc students individually or as a group. Each student must complete a registration form to be registered for use of University machines and to get an e-mail address. Technical assistance is available from Len Maurer, other Technicians or from IT Services.

### **IT Services' Satellite on the St Luke's Campus**

The University of Exeter IT Services has a base at St. Luke's Campus to support Sport and Health Sciences, the Graduate Department of Education and the Peninsula Medical Department.

An IT Helpdesk is located in the St Luke’s Library. IT Services support a wide range of the computing hardware and software on the St. Luke's Campus and provide a range of computing and information facilities including access to regional, national and international services.

## **E-mail and Internet Access**

Anyone wanting access to e-mail and/or remote services must first register. Once you have registered you may access the central computer services from off campus. Len Maurer or IT Services can offer advice on this.

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## **IT Skills Training and Advice**

A Laptop Clinic service is offered for students to help you solve faults on their personal computer. During term-time this is held at the St Luke’s campus from 2-4.30pm on a Monday in the Haighton library. For further information please see: <http://as.exeter.ac.uk/it/helpdesk/laptopclinics/>

IT Services can often help with equipment/ software problems. Call the Help Desk 723934 for advice or e-mail [helpdesk@exeter.ac.uk](mailto:helpdesk@exeter.ac.uk) You can also contact IT Services for advice on IT topics such as, multimedia, networking, database administration, the web, special projects and research related activities.

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## **Buying Consumables, Hardware and Software**

The above can be purchased from IT Services, which has a very comprehensive web site that lists current prices for printers, consumables etc at <http://www.its.ex.ac.uk/>

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| **PHOTOCOPYING FACILITIES** |

The services listed below are available at St. Luke's Campus and are available to all students via the Print room in South Cloisters.

* Full colour copying and high quality black and white copying, both available at A3 and A4 size.
* Colour OHP transparencies at A4.
* Full colour or black and white reproduction on sweatshirts, T-shirts, mouse mats and jigsaw puzzles.
* A comprehensive range of finishing techniques including A5 and A4 booklet production and yearbook/dissertation (channel) hard binding.
* Available working surfaces to enable students to plan layout and produce work.
* Equipment to enable the production of teaching/learning materials including, cutting, binding and laminating machines.
* Video copying facilities.

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| **SPORTS FACILITIES** |

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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.

Autumn 2000 saw the refurbishment of the swimming pool at St. Luke's, and this has been followed by the general refurbishment of the St. Luke's sports facilities including the development of the Bodyworx gym. A water based hockey pitch opened in May 2001 that is currently one of the best pitches in the United Kingdom, and a new sprung floor has been laid in the sports hall on the Streatham Campus.

A new sports ground at Topsham was opened in October 2001, providing high class pitches for rugby, football and cricket. Further developments include the opening of a physiotherapy suite, car park and hospitality suite, and multi-use games area. There is an indoor climbing centre and improved facilities for netball.

Exeter Tennis Centre was built in partnership with the University,  [The Lawn Tennis Association](http://www.lta.org.uk/) and Exeter City Council. Completed in the summer of 2004 it serves Exeter and the surrounding catchment area. The centre has achieved National Performance Accreditation as well Mini Tennis Accreditation for the past two years.

## The Sir Christopher Ondaatje Devon Cricket Centre was opened on the 6 July 2009 by former England cricketer Mike Gatting. The centre will boost cricketing opportunities in Devon for youngsters, adults, talented players, clubs and Devon’s teams as well as the University’s cricket programme.

Each year the University is traditionally ranked in the top 15 institutions in the British Universities and Colleges Sports (BUCS) competitive rankings. The improvement in facilities has played a major part in the BUCS success.

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 Streatham campuses. Annual membership for students for 2010/11 is £37. A facility charge is then made for each visit, other than for Athletic Union training sessions. A Gold Card can be purchased, which gives unlimited free access to the gyms (fitness studios) and discounted prices for all other activities. The Platinum Card incorporates free gym access with free fitness classes, indoor swimming, badminton, squash, outdoor tennis, climbing and table tennis. The fee for this is £265.

If you do not wish to purchase a sports pass then you will still be charged to use the facilities but as a non-member. The staff in charge of the St. Luke's Sports Centre will provide greater details (724940). One notice of procedure is important: in the event of an accident during casual or club use of the sports facilities, you must complete an entry in the accident report book kept by the staff at the Sports Centre.

***SECTION TWO***

***MSc Programmes***

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| **ACADEMIC YEAR DETAILS** |

**Term Dates 20010/11**

Autumn Term: Monday 4 October - Friday 17 December 2010

Spring Term: Monday 10 January - Friday 1 April 2011

Summer Term: Monday 2 May - Friday 17 June 2011

Formal teaching on the MSc programme will conclude at the end of Term 2. MSc students will be expected to complete their MSc dissertation/journal article during the period May to end of August, although it can be started at any time after the start of the academic year.

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| **ACADEMIC PROGRAMMES** |

The full-time MSc programme runs over year, beginning at the start of the University academic year. The part-time MSc programme runs over 2 years. The postgraduate Welcome Week will be held from Monday 27 September until Sunday 3rd October 20010. The MSc Timetable for 20010/11 is included in Appendix 6 of this Handbook.

**Modules - MSc Sport and Health Sciences**

|  |  |
| --- | --- |
| **1st Term** | **2nd Term** |
| Research Methods and Analytical Procedures (SHSM024) – 30 credits (compulsory) | Laboratory Techniques in Physiology (SHSM006) – 30 credits  (option) |
| Paediatric Exercise & Health (SHSM014) – 30 credits (option) |
| Physical Activity in Prevention & Treatment of Chronic Disease (SHSM022) – 30 credits (option) | Current Issues in Sport Psychology (SHSM019) – 30 credits (option) |
| Physical Activity Promotion & Public Health (SHSM010) – 30 credits (option) | Biomechanical Aspects of Lower Limb Injury (SHSM005) – 30 credits (option) |
| **3rd Term**Dissertation/Journal Article (SHSM015/SHSM025) - (60 credits ) may be commenced at any time but is primarily undertaken in term 3 and is submitted late summer (compulsory) | |

**Modules - MSc Paediatric Exercise and Health**

|  |  |
| --- | --- |
| **1st Term** | **2nd Term** |
| Research Methods and Analytical Procedures (SHSM024) (30 credits) | Laboratory Techniques in Physiology (SHSM006) (30 credits) |
| Paediatric Exercise Physiology (SHSM003) (30 credits) | Paediatric Exercise & Health (SHSM014) (30 credits) |
| **3rd Term**Dissertation/Journal Article (SHSM015/SHSM025) - (60 credits) may be commenced at any time but is primarily undertaken in term 3 and is submitted late summer | |

**Modules - MSc Sport and Exercise Medicine**

|  |  |
| --- | --- |
| **1st Term** | **2nd Term** |
| Research Methods and Analytical Procedures (SHSM024) – 30 credits (Compulsory) | Laboratory Techniques in Physiology (SHSM006) – 30 credits (option) |
| Physical Activity in Prevention & Treatment of Chronic Disease (SHSM022) – 30 credits (option) | Biomechanical Aspects of Lower Limb Injury (SHSM005) – 30 credits (option) |
| Physical Activity Promotion & Public Health (SHSM010) – 30 credits (option) |  |
| Introduction to Sport & Exercise Medicine & Sports Injury Management (SHSM020) – 30 credits (compulsory – runs over two terms) | |
| Clinical Aspects of Sports Injury (SHSM021) – 30 credits  (option only available to appropriately qualified medical professionals -  runs over two terms) | |
|  |  |
| **3rd Term**Dissertation/Journal Article (SHSM015/SHSM025) – (60 credits) may be commenced at any time but is primarily undertaken in term 3 and is submitted late summer – 60 credits (compulsory) | |

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| **PROGRAMME SPECIFICATIONS** |

The MSc Programme Specifications are provided are accessible from the homepage on the web site or directly at <http://sshs.exeter.ac.uk/students/programmespecifications/postgraduateprogspecs/>

It is important that you read your Programme Specification as it is very relevant to the student learning process.

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| **CODE OF GOOD TEACHING PRACTICE** |

MSc students should be familiar with the relevant sections of the Teaching Quality Assurance (TQA) Manual which can be accessed at

<http://as.exeter.ac.uk/support/admin/staff/qualityassuranceandmonitoring/tqamanual/>

Your particular attention is drawn to the ‘Guidelines for Constructing a Code of Practice in Teaching and Learning’

<http://admin.exeter.ac.uk/academic/tls/tqa/Part%205/5Anewtqa.pdf>

##### **Summary of Students' Responsibilities**

5.1. A programme of study must be an active partnership between staff and students if it is to achieve its educational aims and intended learning outcomes. These guidelines have addressed the responsibilities of the staff towards the students, but the students must be in no doubt of their responsibilities toward the staff and to each other. Students are not merely recipients; they are major contributors to the quality of the educational provision.

5.2. Students must regard enrolment on a module as a contractual agreement which they are expected to take to its conclusion. They must ensure that they are prepared for the module in that they satisfy its stated prerequisites and undertake any required preliminary study.

5.3. Students are expected to attend scheduled activities arranged for their benefit, such as lectures, tutorials, seminars, practical classes. They are expected to observe common courtesies to teaching and ancillary staff, including advance information if they are unable to attend, or have to be late for, a scheduled activity. If they are prevented by illness from attending a scheduled activity they should inform the staff concerned as soon as practicable.

5.4. Students are expected to meet agreed deadlines for assigned work. If they are unable to meet an agreed deadline they should inform staff in advance but should not assume that the deadline will be negotiated. Students attending postgraduate and other modules taught through seminars should ensure that seminar papers are available for distribution to the seminar group in good time.

5.5. A member of staff who considers that a student is acting irresponsibly toward the staff, fellow students or to the module in general should endeavour to have a reasoned discussion of the situation with the student. If this is not possible, or fails to improve matters, the member of staff should inform the student's personal tutor, the Student-Staff Liaison Committee or the Head of School as appropriate.

5.6. Students who consider that a member of staff is acting irresponsibly toward the students or to the module in general should endeavour to have a reasoned discussion of the situation with that member of staff. If this is unsuccessful, or cannot realistically be dealt with in this way, the students should inform the Student-Staff Liaison Committee or the Head of School as appropriate and without delay.

1. 5.7. Responsibility for engaging in an appropriate style and quantity of study to complete the module successfully rests with the student. A student who recognises the need for guidance in these matters should approach his/her personal tutor who will advise on the facilities available for further counselling if necessary.

**Attendance Monitoring**

Students are expected to attend scheduled activities arranged for their benefit, such as lectures, tutorials, seminars, practical classes and in order to comply with government legislation your attendance at such 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.

If you know that you are going to be absent on a specific date please complete a leave of absence form in advance at the College Office. If you are ill or absent for another reason, please follow the advice in section 3 on illness and medical certification.

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| **TEACHING METHODS** |

For a review of learning and teaching methods adopted during the MSc programmes, you should refer to the module outlines in Appendix 2 and the Programme Specifications on the web. The teaching methods utilised in the MSc programmes facilitate the development of students’ personal and key skills.

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| **ASSESSMENT** |

**Assessment Procedures**

Sport and Health Sciences complies with the ‘Taught Postgraduate Degrees and Awards Assessment Procedures’. These are given in Appendix 3 and are also accessible at

<http://admin.exeter.ac.uk/academic/tls/tqa/Part%208/8Gpgtcrit1.pdf>

The University has formal procedures for the ‘Assessment of Students with Disability or Injury’ accessible at

<http://admin.exeter.ac.uk/academic/tls/tqa/Part%208/8Aspecass.pdf>

MSc coursework and examinations are anonymously marked so you will be required to write your student ID number (and for formal examinations your examination candidate number which you can obtain via your MyExeter account http://my.exeter.ac.uk/) on the front of your scripts. Some versions of the exam scripts provide a sealed section (in the top right corner of the cover sheet) where you will be required to write your name before sealing to protect anonymity during marking, this section is only used for administrative purposes after the paper has been marked. If this section is not present please do not write your name on the exam script. Your ID number is printed on your UniCard.

Different modules will require different types of coursework e.g. some will require you to attend practical classes in order to collect data that has to be analysed as part of the coursework assessment; attendance at these sessions is compulsory. Other modules require you to submit coursework essays resulting from individual study.

Sport and Health Sciences has documented procedures for the assessment and moderation of MSc module assessments. The procedures are detailed in Appendix 5 of this Handbook. There is also information in Appendix 4 regarding marking criteria and assessment.

##### 

##### **Assessment Word Length**

##### Sport and Health Sciences has a policy on word length limits. When writing an assignment for assessment students may submit work with a 10% addition to the set word limit. For example if the set word limit is 3,000 words, students may write no more than 3,300 words without penalty – unless otherwise advised. If a student writes more than this additional (+10%) limit s/he can incur a 10% absolute reduction in the assessed mark. This means a mark of, for example, 65% would be reduced to 55%. A 55% reduced to 45% and so on.

##### **Disclosure of Assessment Results and Marks**

Information concerning the ‘Disclosure of Assessment Results and Marks: Advice and Statement of Procedures’ can be accessed at

<http://admin.exeter.ac.uk/academic/tls/tqa/Part%208/8Fdisclos4.pdf>

You will be able to access (normally on-line) interim transcripts during the MSc programme that will outline your progress. After the MSc Examination Board has met all students can access a transcript of their results. Students who have not met the University's requirements i.e. who are in debt to the University (e.g. owe fees or outstanding library loans), will not be allowed to graduate until the debt is cleared.

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##### **Academic Misconduct - Plagiarism/Cheating/Collusion**

Please note that the issue of plagiarism, i.e. passing off someone else's work as your own, is taken very seriously and the University regards this as being an act of academic misconduct. Students should be familiar with the document ‘Code of Good Practice on Managing Academic Misconduct (Including Plagiarism, Cheating and Collusion) accessed at <http://admin.exeter.ac.uk/academic/tls/tqa/Part%208/8Lplag1.pdf>

The use of essay bank material for University assessment purposes is not permitted and, if discovered, will be severely punished.

Resources: The key resource for students is the module **‘Academic Honesty and Plagiarism’** which can be found near the top of the list of modules on each student’s ELE home page. Every student has access to this course and is required to complete the course at the start of each academic year.

The Library provides students with guidance on Citing and Referencing, see <http://www.library.ex.ac.uk/infoskills/referencing.html> and Sport and Health Sciences has produced its own advice on referencing detailed in Appendix 6 of this Handbook. The Student Skills Service also provides tuition/advice on plagiarism and you may consider booking an appointment <http://as.exeter.ac.uk/eeu/studentskills/individual/>

**Turnitin**

You will need to attach a Turnitin report to all pieces of assessed coursework as advised by the Module Leader.

***Refer to Appendix 8 for details of submission procedures using Turnitin****.*

##### **Submission of Coursework**

BART will be used for the submission of assessed coursework. University regulations require that assessed coursework is centrally collected and receipted. The purpose of BART is to

* make this process efficient and error-free
* to provide clear information about when assessed work is due
* to show clearly when work has been submitted

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
* attach the cover sheet to your work and turnitin report using a staple. You are required to submit two copies of your coursework and should use a paper clip to attach the second copy of your work behind the first. 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 the Richards Building, 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

#### Submission of coursework and BART

#### 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)

#### coursework contributing to assessment is to be handed in with the Assignment Cover Sheet downloaded from BART. The form contains an individual barcode for each student, therefore it is essential that each student accesses their own records in BART for this purpose

* work submitted without the cover sheet, or using an incorrect cover sheet may be treated as a late submission or a non-submission
* Students should not give assessed coursework to individual academic members of staff or put coursework under staff office doors
* students are expected to download relevant assignment cover sheets in good time to meet the submission deadline for any assignment. Students should note that the individual assignment cover sheets available to them via BART depend on the module registration record for a student, and as such the student record needs to be accurate concerning module enrolment. It is the responsibility of a student to ensure that the records are correct in this respect, and that the College office is promptly informed of any change to module registration via the programme/module change form.
* Students should keep a copy of all assessed work submitted for marking.

The assignment cover sheet includes a statement indicating that in submitting the work the student is declaring that the work is their own. Students are reminded of the serious view that is taken of instances of plagiarism, cheating or obtaining unfair advantage in coursework contributing to the assessment of a module, and that such cases will be dealt with firmly as set out in the relevant University procedures given in the University TQA manual).

Repeated non-submission or late submission of coursework will be noted and personal tutors and programme coordinators will be informed. They will take appropriate action which may result in a formal warning.

#### Important notes

* you may submit work earlier than the deadline
* **Two copies** of the coursework and turnitin report must be submitted. One copy will be

returned to you after it has been marked.

* the final deadline for all work is 4pm 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 at 4pm. Please hand in well before the deadline. Any work scanned even one minute after 4.00pm will be marked LATE by the computer. Please do not wait until the last minute to hand in.

Students can submit assessed coursework by post if necessary. The relevant procedures detailed above and below should be followed. Students should ensure that the coursework is posted (using recorded delivery) before 4pm on the submission date. It would be helpful if the College Office was advised in advance (by e-mail) to expect a postal submission.

**Extensions**

Extensions to deadlines may only be granted to students for legitimate reasons. A form, obtainable from the College Office, should be presented to the Director of PGT Programmes in good time prior to the deadline date. If an extension is granted, the signed extension form should be attached to the coursework when submitted on or before the extended deadline date.

**Submission of Late Work**

University procedures concerning the ‘Late Submission of Coursework’ are detailed in the TQA document ‘Procedures for the Setting and Submission of Assessment’ at <http://admin.exeter.ac.uk/academic/tls/tqa/Part%208/8Bsubass.pdf>

MSc module assignments submitted after the deadline must be accompanied by a late submission form. Any assignment submitted after the deadline (with no agreed extension) will be subject to a maximum award of 50%. Failure to hand in the work two weeks after the deadline will result in a mark of zero being allocated.

A late submission form should be accompanied by any relevant documented evidence providing support for the case. The late submission form must be signed by the Director of PGT Programmes and handed in to the College Office. In the case of illness, a medical certificate should accompany this. It should be noted that computer or printer failure on the day of submission does not constitute an acceptable reason for late submission.

**Mitigating Circumstances**

If you believe that your performance on any specific module(s), or the MSc programme as a whole, has been affected by mitigating circumstances (e.g. illness, bereavement) then please bring these to the attention of your Personal Tutor.

The Personal Tutor will advise you regarding the appropriate action to take (e.g. providing medical evidence to the College Office) and arrange for you to receive the form titled ‘Application for Consideration of Mitigation’. The form along with information on Mitigation Committees is available in the TQA Manual and can be accessed at

<http://admin.exeter.ac.uk/academic/tls/tqa/Part%208/8CMitigationCttees.pdf>

**Unsatisfactory Academic Progress**

The University ‘Code of Good Practice: Unsatisfactory Academic Progress’ can be accessed at <http://admin.exeter.ac.uk/academic/tls/tqa/Part%208/8Dacadprog.pdf>

**Academic Appeals**

Procedures relating to student academic appeals can be accessed at

<http://admin.exeter.ac.uk/calendar/live/taught/appeals.htm>

or via the Examinations Office homepage

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

**Supplementary Advice on Assessment Matters**

Supplementary advice on assessment matters is available at

<http://admin.exeter.ac.uk/academic/tls/tqa/Part%208/8Padvice1.pdf>

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| **PROGRAMME EVALUATION AND REVIEW** |

The University has procedures in place for the regular review of its educational provision, including the annual review of both modules and programmes which draw upon feedback from such sources as External Examiners’ reports, student evaluations and student achievement/progression data. The Department evaluates each MSc module using an automated and anonymised University system called MACE (Module and Course Evaluation). There is also an end of programme MACE evaluation. The results of all MACE evaluations are reported to students and staff via relevant committees. There is a procedure for the ‘Annual Monitoring of Taught Programmes of Study’ which is available at

<http://admin.exeter.ac.uk/academic/tls/tqa/Part%209/9Cprogmonnew7.pdf>

The Sport and Health Sciences Committee with overall responsibility for monitoring and evaluating quality and standards is the Learning and Teaching Board, which meets once per term.

The **Student/Staff Liaison Committee** is detailed in the next section concerning student representation in Sport and Health Sciences.

The MSc **Board of Examiners** meets annually and includes External Examiners and academic staff. You may wish to refer to the University’s ‘Code of Good Practice: Boards of Examiners for Taught Programmes of Study’ at

<http://admin.exeter.ac.uk/academic/tls/tqa/Part%208/8Kexambrds.pdf>

Methods of evaluating and improving quality and standards on the MSc programmes and for gaining students’ feedback on the quality of teaching and their learning experience are outlined in the Programme Specifications.

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| **STUDENT REPRESENTATION** |

Sport and Health Sciences recognises the need to actively seek the opinions of students in regard to the quality of the programmes being offered. There are student representatives on all main discipline-specific committees with the exception of the Executive.

**Student/Staff Liaison Committees** deal with academic or pastoral issues of concern to students. Sport and Health Sciences has two Student/Staff Liaison Committees – one for the postgraduate programmes and one for the undergraduate programmes – which each meet three times a year.

For the Postgraduate Student/Staff Liaison Committee representatives are elected from amongst both full-time and part-time postgraduate (taught and research) students in Sport and Health Sciences. Staff representation includes members of academic staff involved in teaching on the MSc programmes.

Further details of the Postgraduate Student/Staff Liaison Committee and MSc representation will be provided to students.

The purpose of the Student/Staff Liaison Committee is to:

• Enable students and staff jointly to participate in the composition, management and review of the programmes with a view to improving the quality of teaching and learning.

• Facilitate greater communication between students and staff

• Identify and address areas of concern to both students and staff

• Assist student contribution at all levels of decision-making concerning unreserved business within the Department and University

• Disseminate examples of good practice

• Provide documentary evidence of the participation of students in the quality assurance and development of the programmes

Minutes of the Postgraduate Student/Staff Liaison Committee are copied to the Learning and Teaching Board and the University e.g. Dean and Guild of Students. The ‘Code of Good Practice for Student/Staff Liaison Committees’ is available at <http://admin.exeter.ac.uk/academic/tls/tqa/Part%209/9Eliaison.pdf>

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| **ACADEMIC AND PERSONAL TUTORING SYSTEM** |

##### **Personal Tutor**

##### Every student is allocated an academic member of staff as their Personal Tutor and who can check who your Personal Tutor is in ‘My Exeter’. Personal Tutors are responsible for overseeing your academic progress and personal welfare while you are at the University. They should be your first point of contact for advice on academic or personal matters. Please try to see your tutor during their preferred consultation times, which are usually posted on the relevant office door.

If you should wish to change Personal Tutor, please contact Alison Hume in the first instance. She will discuss your request and advise the Head of Discipline as necessary. Details of the University’s ‘Code of Good Practice – Personal Tutor System’ can be accessed at

<http://admin.exeter.ac.uk/academic/tls/tqa/Part%206/6Bpts03.pdf>

During your stay at Exeter ensure that your Personal Tutor has the opportunity to get to know you properly. Your Personal Tutor compiles all your personal records, such as tutorial reports, and these should be as accurate/informative as possible. Furthermore, your Personal Tutor can provide a reference (e.g. for a job) for you.

Employers are not only interested in how you have performed academically - outside activities and interests may also be important. Your Personal Tutor may well not know about these and it will help him if, when asked for a reference, you provide a brief CV. Please try to inform your Personal Tutor when you accept a job offer (whether this happens before or after you leave Exeter). Sport and Health Sciences wants to keep a record of as many student destinations as possible.

If you have a personal difficulty during your MSc studies, keep your Personal Tutor fully informed. They are there to help you. If they don’t know the answer they will probably know someone who does. Please remember there is a confidential University Counselling Service <http://www.services.ex.ac.uk/counselling> where you can discuss any issues you may not want to discuss with your Personal Tutor.

We need to know about anything that may affect your studies or exam performance (e.g. family bereavement, illness or any other problems). If we do not know we may not be able to ensure that such issues are taken into account in the examination process, or when writing references.

Your Personal Tutor is there to help you and give support rather than tell you what to do. However, he is also responsible for making sure that you produce your best possible academic performance. If you miss workshops or tutorials, or start to fall behind with your academic work, your Personal Tutor will be told and may invite you to discuss the matter.

##### **Academic Tutors**

Each MSc module has a Module Leader who is usually the main lecturer on the module. The Module Leader is the Academic Tutor for the module. You should discuss issues concerning a module with the Module Leader in the first instance.

***SECTION THREE***

### ***Policies, Regulations and Procedures***

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| **EQUAL OPPORTUNITIES** |

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 has an **Equal Opportunities Policy Statement** and **Equality and Diversity (E&D) Action Plan**. These aim 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. The Action Plan and other relevant information is available on the E&D website at <http://admin.exeter.ac.uk/eo/index.shtml> The University has an Equality and Diversity Manager, Kate Devlin. Her contact details are: e-mail: [k.m.devlin@exeter.ac.uk](mailto:k.m.devlin@exeter.ac.uk) ; phone**:** 262037.

The University has produced a **Protection of Dignity at Work and Study** leaflet that contains advice in case of bullying or harassment at the University.

At Sport and Health Sciences, the Equality and Diversity Champions implement the Equal Opportunities Policy and provide information for students/staff about equal opportunities. The E&D Champion is Associate Prof Gaynor Parfitt.

In addition to the Equal Opportunities Policy, the University has separate policies regarding issues of race and disability. Details relating to the **Race Equality Policy** & **Action Plan** are available at <http://admin.exeter.ac.uk/eo/racial_equality.shtml>

The Race Equality Policy aims to ensure that no one at the University is discriminated against because of colour, ethnicity, religion, language or race.

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://admin.exeter.ac.uk/eo/disabilities.shtml>

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](mailto:disability@ex.ac.uk)) or by phone (723880). The DRC web site is available at <http://admin.exeter.ac.uk/academic/disability/>

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

Assoc Prof Gaynor Parfitt Richards Building RB104B

E-mail: [C.G.Parfitt@exeter.ac.uk](mailto:C.G.Parfitt@exeter.ac.uk) Phone: 722869

Associate Prof Gaynor Parfitt is also the Department representatives at St Luke’s Campus and University Equality and Diversity meetings.

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| **POLICIES RELATING TO EQUAL OPPORTUNITIES, RACIAL EQUALITY, DIGNITY AT WORK AND STUDY AND DISABILITY** |

As noted in the Equal Opportunities section above, the University has policies relating to equal opportunities, racial equality, dignity at work and study and disability. There is also a reporting mechanism for discriminatory incidents and a ‘Code of Good Practice for Curriculum Accessibility’. Web site details are summarised below.

##### **Equal Opportunities**

Equal Opportunities Policy [http://admin.exeter.ac.uk/eo/~docs/policy.pdf](http://admin.exeter.ac.uk/eo/%7Edocs/policy.pdf)

##### **Racial Equality**

Race Equality Policy [http://admin.exeter.ac.uk/eo/~docs/raceequalitypolicy.htm](http://admin.exeter.ac.uk/eo/%7Edocs/raceequalitypolicy.htm)

##### **Dignity at Work and Study**

Policy on Protection of Dignity at Work and Study <http://admin.exeter.ac.uk/misc/harassment/>

##### **Disability**

Disability Statement <http://admin.exeter.ac.uk/academic/disability/statement/>

**Monitoring and Reporting Discriminatory Incidents**

Discriminatory Incidents <http://admin.exeter.ac.uk/eo/equality/>

**Curriculum Accessibility**

Curriculum Accessibility – Code of Good Practice <http://admin.exeter.ac.uk/academic/tls/tqa/Part%205/5Ccurriculum.pdf>

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| **ETHICS POLICY AND PROCEDURES** |

The Department has a detailed Ethics Policy and Procedures document. This is available on the Department web site at [http://shs.exeter.ac.uk/key\_docs.html](http://sshs.exeter.ac.uk/key_docs.html)

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| **COMPLAINTS** |

The University of Exeter has a formal student complaint procedure. Details are available at <http://admin.exeter.ac.uk/calendar/live/taught/complaints.htm>

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| **ILLNESS/MEDICAL CERTIFICATION** |

Should you become ill during your time at Exeter the St. Luke's Student Health Clinic is located at: The Heavitree Practice, Heavitree Health Centre, South Lawn Terrace, Heavitree, Exeter, EX1 2RX. Phone: 0844 477 3486. MSc students receive information about the St. Luke’s Student Health Clinic on the College Day during their Welcome Week. The Health Centre is open 8.00am to 6.00pm Monday to Friday. Appointments with a doctor or nurse can be made by phone or in person. When the Practice is closed students needing a Doctor for urgent problems should telephone the Devon Doctors on Call answering service on 824600 or contact one of the NHS Walk-In Centres on 406304 (RD&E Hospital) or 276892 (Sidwell Street). Alternatively NHS Direct runs a 24-hour nurse-led helpline on 0845 4647.

For absences from MSc sessions of up to six consecutive days, you must complete a Personal Sickness Certificate, available from the Department Office. The certificate will be kept on file and used to inform staff. If you are absent for more than six consecutive days, you will need to provide a Medical Certificate from your doctor. This should be submitted to the College Office.

The ‘Guidance Notes and Statement of Procedures: Student Illness’ is available at

<http://admin.exeter.ac.uk/academic/tls/tqa/Part%206/6Cstuillness.pdf>

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| **INTERRUPTION OF STUDY, TRANSFER OF PROGRAMME AND WITHDRAWAL MECHANISMS** |

If you wish to interrupt your studies, transfer programme or withdraw from study, you should discuss the matter first with your Personal Tutor and refer to the ‘Statement of Procedures: Periods of Study and Changes to Registration Status for Taught Postgraduate Students’

<http://admin.exeter.ac.uk/academic/tls/tqa/Part%207/7Hpgstudy.pdf>

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| **OTHER ACADEMIC ADVICE** |

**Regulations for Students and Disciplinary Procedures**

Regulations and disciplinary procedures for students are found in the University Calendar. The University’s ‘Regulations for Students’ are available at

<http://admin.exeter.ac.uk/calendar/live/sas/genregs.htm>

The ‘Disciplinary Procedure’ is available at

<http://admin.exeter.ac.uk/calendar/live/sas/discipline.htm>

A copy of the disciplinary procedure is also available on the postgraduate noticeboard in the Graduate Department in Richards Building.

**Draft Assignments**

Sport and Health Sciences does not normally allow submission of draft work prior to an assessment deadline. The reading and commenting (feedback) on draft MSc work is not appropriate unless

- The module has writing and subsequent critique embedded into its 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.

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##### **Dissertation/Journal Article**

Students are strongly advised to give serious consideration to their dissertation/journal article at the start of the MSc programme. Full details will be provided during the Autumn Term.

The University ‘Code of Practice: Dissertation or Project Supervision/Tuition for the Degree of Masters (excluding PhD Programmes)’ is available at

<http://admin.exeter.ac.uk/academic/tls/tqa/Part%207/7Fmasterssuper.pdf>

**References**

Details on the required style for references in module assignments and the dissertation are given in the Appendices. Sport and Health Sciences requires that you use the referencing format of the American Psychological Association (APA). You should refer to the following publication of which there is a copy in the St. Luke’s Library (at 150.149 AME)

Title: Publication Manual of the American Psychological Association

Edition: 5th ed

Imprint: Washington, D.C. London American Psychological Association 2001

Descript: xxviii, 439p

ISBN/ISSN: 1557987912 v pbk

Details on referencing are provided in Appendix 4.

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| **HEALTH AND SAFETY** |

Health and safety is an important issue in Sport and Health Sciences particularly in laboratory practicals. It is important that you adhere to the rules and regulations of each lab. The Health and Safety Officer is David Childs based at the Children's Health and Exercise Research Centre, Baring Court, Room BC14 (Phone: 722771 [or 2771 on internal phone]). Further information can be found on the University's Health and Safety and Environment Office web page: <http://offices.exeter.ac.uk/safety/> and the Department’s Health and Safety web page:

[http://shs.exeter.ac.uk/healthandsafety.htm](http://sshs.exeter.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.

**General Principles of Safety in Sport and Health Sciences**

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.

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.

**Safety in the Laboratory**

1. Eating, drinking and smoking are not allowed in laboratories.

2. Make sure you know the location of fire extinguishers and emergency fire exits, and that you know the fire drill.

3. Follow the written safety rules for individual modules.

**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 263999 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. 1. Complete an *Accident / Near Miss Report Form.* Blank forms can be found in the SHS Accident Book in the College Office
2. 2. Make ***two*** photocopies of the form:
   1. a. Copy 1: send to the SHS Health & Safety Officer (David Childs).

b. Copy 2: file in the “completed accident forms” section of the SHS Accident Book.

1. 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.

***SECTION FOUR***

# ***Student Support and Advice***

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| **CAREERS, EMPLOYABILITY AND PERSONAL DEVELOPMENT PLANNING** |

The University runs its own Careers and Employment Service. Details are available at <http://www.exeter.ac.uk/employability/>

Sport and Health Science’s Employability, Careers and Alumni Tutor is Dr Andrew Middlebrooke. He is based in Richards Building and can be contacted by e-mail on

[A.R.Middlebrooke@exeter.ac.uk](mailto:A.R.Middlebrooke@exeter.ac.uk)

There is a careers noticeboard (‘Careers Corner’) in Richards Building that is updated regularly.

**What Next? Employability, Personal Development and Your Career after Your Degree**

Having a good degree is no longer a guaranteed way of getting a good job, though it certainly helps. Employers now expect more from graduates. In particular, they expect you to have developed a range of skills in addition to the subject-specific knowledge you gain from your degree and – crucially – they expect you to be able to reflect meaningfully on how you acquired these skills and why they are useful.

Employers like to recruit graduates who have ‘joined in’, worked as a team, shown leadership, or spent time travelling and experiencing new situations and cultures – so long as you can demonstrate that you have learnt something from it. Skills, personal qualities and experiences may be developed both through your academic programme and through extra-curricula activities. These all add up to increase your employability – your preparedness for, and ability to work. If you are to appear credible to an employer it is vital that you reflect on your skills acquisition at every stage of your degree so that you build up a portfolio of skills and personal development. For information about work experience, voluntary work, training courses and skills sessions, and how to make the most of them so that employers find you too attractive to miss out on, please go to: <http://www.exeter.ac.uk/employability/> The Careers and Employment Service run careers fairs, special events with employers, and arranges careers talks and more! Why not drop into the Careers and Employment Service in Reed Mews, to look through the files on careers held in the information room, or have a chat with a Careers Adviser? Tom McAndrew (Careers Adviser) usually visits the Department once a week during term time for a drop-in session.

**Personal Development Planning**

Sport and Health Sciences is committed to supporting your personal, academic and career development during your time at Exeter. Personal Development Planning (PDP) is well established 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 Sport and Health Sciences 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 <http://intranet.exeter.ac.uk/epdp/>

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| **INFORMATION AND SUPPORT AGENCIES** |

There is a list below of information and support agencies within the University.

**Web sites, e-mails or phone contacts:**

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| Accommodation | <http://www.exeter.ac.uk/accommodation/>  Exeter 262524 [accommodation@exeter.ac.uk](mailto:accommodation@exeter.ac.uk) |
| Careers &  Employment Service | <http://www.exeter.ac.uk/employability/>  Exeter 264493 [careers@exeter.ac.uk](mailto:careers@exeter.ac.uk) |
| Chaplaincy | <http://university.exeter.ac.uk/chaplaincy/>  Exeter 263649 |
| Counselling Service | <http://services.exeter.ac.uk/counselling/>  Exeter 264381 [counselling@exeter.ac.uk](mailto:counselling@exeter.ac.uk) |
| Disability Resource  Centre | <http://admin.exeter.ac.uk/academic/disability/>  Exeter 263880 [disability@exeter.ac.uk](mailto:disability@exeter.ac.uk) |
| Estate Patrol | Exeter 263999 |
| Examinations Office | <http://admin.exeter.ac.uk/academic/exams/>  Exeter 2630250 [exams@ex.ac.uk](mailto:exams@ex.ac.uk) |
| Family Centre | <http://as.exeter.ac.uk/familycentre/about.htm>  Exeter 725416 [familycentre@exeter.ac.uk](mailto:familycentre@exeter.ac.uk) |
| Finance  (Student Finance) | <http://admin.exeter.ac.uk/students/studentfinance/>  Exeter 263890 or 263433  [fees@ex.ac.uk](mailto:%20fees@ex.ac.uk) |
| Health Centre | 0844 477 3486 |
| International Office | <http://offices.exeter.ac.uk/international/>  Exeter 263405 [intoff@ex.ac.uk](mailto:intoff@ex.ac.uk) |
| International Student Support Office | <http://offices.exeter.ac.uk/international/information/support/index.shtml>  Exeter 263041 isa@exeter.ac.uk |
| INTO (English language training) | <http://centres.exeter.ac.uk/into/index.php?page=1>  Exeter 264282 [into@exeter.ac.uk](mailto:into@exeter.ac.uk) |
| Postgraduate Administration Office | [pgadmin@exeter.ac.uk](mailto:pgadmin@exeter.ac.uk)  Exeter 263097 |
| Postgraduate Union | <http://pga.ex.ac.uk/> |
| Registry | <http://admin.exeter.ac.uk/academic/registry/>  Exeter 263025 [registry@exeter.ac.uk](mailto:registry@exeter.ac.uk) |
| ResNet | <http://www.its.ex.ac.uk/resnet/> |
| Sport | [http://www.sport.ex.ac.uk](http://www.sport.ex.ac.uk/) |
| Students’ Guild | <http://www.exeterguild.org/> |
| Students’ Guild Advice Unit | <http://www.exeterguild.org/content/index.php?page=16004>  Exeter 263520 [studentadvice@exeter.ac.uk](mailto:studentadvice@exeter.ac.uk) |
| Student Help | <http://www.studenthelp.ex.ac.uk/studenthelp/> |
| Student Skills Service | <http://as.exeter.ac.uk/eeu/studentskills/individual/>  Exeter 264506 [studentskillsappointment@exeter.ac.uk](mailto:studentskillsappointment@exeter.ac.uk) |
| Taught Faculty Office | <http://admin.exeter.ac.uk/academic/ugfaculty/dstudents.shtml>  Exeter 263043 [tfaculty@exeter.ac.uk](mailto:tfaculty@exeter.ac.uk) |
| The Works  (Jobs/Training Opps) | <http://www.exeterguild.org/jobshop/>  [theworks@ex.ac.uk](mailto:theworks@ex.ac.uk) Exeter 264442 |
| Voice (student info & listening service) | <http://www.exetervoice.co.uk/>  Exeter 275284 [voicemail@exetervoice.co.uk](mailto:voicemail@exetervoice.co.uk) |

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| **STUDENT FINANCE** |

**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, payment deadlines and debt recovery procedures are listed on web site: [www.admin.exeter.ac.uk/students/studentfinance/index.shtml](http://www.admin.exeter.ac.uk/students/studentfinance/index.shtml)

### **Tuition Fees**

Tuition Fees for the full academic session are payable prior to commencing the programme. Should your tuition fee be in excess of £500, you may pay in 3 equal instalments with no extra charge.

**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**

A student online statement is now available once you have registered with the University of Exeter for viewing through the student portal. This will show all outstanding fees and charges.

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.

### **Sponsors Responsible for Tuition Fees**

If a sponsor is paying your fees, please inform the Student Fees Team. You must make sure your sponsor pays on time, or you’ll be charged a late fee. 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 Sport and Health Scienes bursary, please ensure that the Student Funding Team are aware so that your student account can be adjusted accordingly.

**Overseas Students**

We only accept payment in sterling, so before you start your course please make sure you have sufficient funds in a UK bank account to pay for your tuition and accommodation and to cover other living expenses.

**How to Pay**

All payments made to the University must be made in £ Sterling, so we recommend that you have sufficient funds in a UK bank account before you start your course.

Any currency conversion costs or other charges incurred in making a payment shall be borne by the Student or the third party making or receiving the payment, and shall not be deductible from the amounts due to the University.

You may pay us:

1. • Online at www.exeter.ac.uk/epay (Credit or UK Debit card)

• By telephone on 01392 263890 (Credit or UK Debit card)

• By UK bank cheque or bank draft in £ Sterling payable to ' The University of Exeter' (please write your Student ID Number and list the amount paid for tuition fee deposit, tuition fees, accommodation deposit and accommodation charges on the back of the cheque).

• Direct transfer to the University of Exeter bank account. (Please download the details from our website <http://admin.exeter.ac.uk/students/studentfees/how-to-pay.shtml> or email the Cashiers Office at cashiers@exeter.ac.uk and they will send you the details) In the case of International transfers, it would be helpful if you could e-mail cashiers@exeter.ac.uk or fax to +44 (0)1392 263859 to confirm that your transfer has been made with the following details:- Student ID Number, full name and list the amount paid for tuition fee deposit, tuition fees, accommodation deposit and accommodation charges . 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, Streatham Campus (9am to 5pm Monday to Friday)

***Tuition fees and accommodation charges are due within the first 2 weeks of each term so please ensure that we have your payment on time.***

***Late fee charges are payable on fees and charges not paid by midnight on***

It is vital you speak to the Student Fees Team if you have problems paying any fees or fines due to the University. For more information on fees, charges, payment deadlines, methods of payment and penalties for late payment, visit [www.admin.exeter.ac.uk/students/studentfinance](http://www.admin.exeter.ac.uk/students/studentfinance)

**What if Things Go Wrong?** **Where Can You Go to Get Advice?**

If things do go wrong do, go and talk to staff in Student Finance 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 Finance Website**:

[www.admin.exeter.ac.uk/students/studentfinance/index.shtml](http://www.admin.exeter.ac.uk/students/studentfinance/index.shtml)

**Student Finance Contact Details:**

Student Fees Team

Northcote House

The Queen’s Drive

Exeter

Devon EX4 4QJ

Phone: 01392 723409 Fax: 01392 263859 E-mail: [fees@exeter.ac.uk](mailto:fees@exeter.ac.uk)

Student Funding Team

Northcote House

The Queen’s Drive

Exeter

Devon EX4 4QJ

Phone: 01392 723858 Fax: 01392 263859 E-mail: [money@exeter.ac.uk](mailto:money@exeter.ac.uk)

**Financial Advice:**

The Students’ Guild Advice Unit

Phone 01392 723520

E-mail [studentadvice@exeter.ac.uk](http://www.ex.ac.uk/admin/students/welfare@guild.ex.ac.uk)

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| **SOCIAL OPPORTUNITIES** |

There are many social opportunities at Exeter including numerous societies and sports clubs. For further information please refer to the Guild web site at

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

Many sports tournaments happen during the course of the year.

There are tennis and volleyball courts set up on the St. Luke’s quad during June/July each year.

The University of Exeter Sport’s Office web site provides detailed information on sporting activities/events etc [http://www.sport.ex.ac.uk](http://www.sport.ex.ac.uk/)

**MAP OF ST LUKE’S CAMPUS**

Academic Buildings

Baring Court 5

- Education - Children’s Health and Exercise Research Centre, Department of Sport & Health Sciences

Haighton 6

- Education

- Peninsula Medical Department

Holnicote 4

- Education - Support Services

Library 6

North Cloisters 1

- Education

Peninsula Medical Department 8

Richards Building 9

- Sport & Health Sciences

Smeall Building 10

- Education

- Peninsula Medical Department

South Cloisters 11

- Education

Administration/Social Buildings

Chapel 2

Cloisters Restaurant 11

Sports Centre 7

Staff House & PG Centre 5

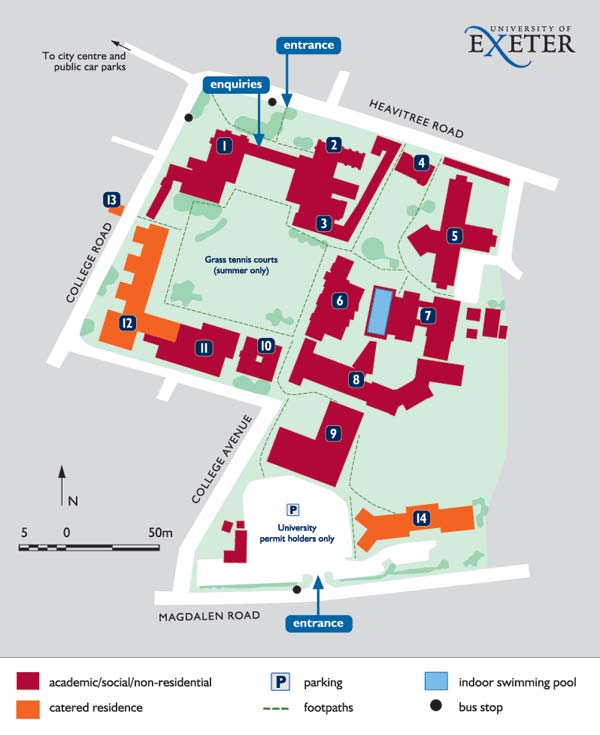
Cross Keys 3

Catered Halls

South Cloisters 12

Nancherrow 13

College House 14



**APPENDIX 1**

**MSc DRAFT MODULE OUTLINES – Please see web for later versions**

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| **MODULE CODE** | | | SHSM003 | | **MODULE LEVEL** | | M |
| **MODULE TITLE** | | | Paediatric Exercise Physiology | | | | |
| **LECTURER(S)** | | | Dr Alan Barker | | | | |
| **CREDIT VALUE** | | | 30 | | **ECTS VALUE** | | 15 |
| **PRE-REQUISITES** | | | | None | | | |
| **CO-REQUISITES** | | | | None | | | |
| **DURATION OF MODULE** | | | | | 12 weeks | | |
| **TOTAL STUDENT STUDY TIME** | | | | | 300 hours  - comprising 33 contact hours, 192 hours independent study and 75 hours of coursework/exam preparation. | | |
| **AIMS** |  | | | | | | |
| Children and adolescents are not mini-adults and measurement techniques developed with adults are often not appropriate for use with young people.  Children are growing and maturating at their own rate and their physiological responses to exercise are difficult to interpret as they progress through childhood and adolescence into adult life.  This module aims to develop students' understanding of the physiology of exercise during growth and maturation and of the measurement and interpretation of young people's performance.  The module will be research-driven and will benefit from recent and on-going research in the Children's Health and Exercise Research Centre. | | | | | | | |
| **INTENDED LEARNING OUTCOMES** | | | | | |  | |
| **Module Specific Skills:**  1. Be able to demonstrate their understanding of the assessment and interpretation of young people's performance 2. Be able to demonstrate their understanding of the physiology underpinning responses to exercise during growth and maturation 3. Be able to evaluate the benefits and risks of exercise participation during youth.  **Discipline Specific Skills:**  4. Be able to critically analyse and evaluate research data 5. Be able to develop and present evidence-based arguments.  **Personal and key skills:**  6. Learn independently and co-operatively 7. Present material for group discussion 8. Digest, select and organise material to produce, to a deadline, coherent and cogent written argument, developed through the mode of assessment. | | | | | | | |
| **LEARNING/TEACHING METHODS** | | | | |  | | |
| Students will develop knowledge of current concepts and issues in paediatric exercise physiology through the use of lead lectures, seminars, laboratories, presentations, discussion groups (33 hours) independent study (192 hours) and coursework/exam preparation (75 hours). Materials have also been posted on WebCT where lecture material can be downloaded each week.  It is also anticipated that students on this module will take the opportunity to utilise such features as the discussion forum and the resources site. Access for WebCT, which is only for students on the Paediatric Exercise Physiology is through your normal student username and password. | | | | | | | |
| **ASSIGNMENTS** | | |  | | | | |
| Weekly critical review of current research on the topic to be addressed. Students will be assigned 1-2 research papers/review articles each week. Students will be expected to contribute to a discussion of these during the lecture/seminar session.  Assesses ILOs 1, 2, 4, 5, 6 and where appropriate 3 and 7. An essay of 3,000 words. Assesses ILOs 1, 2, 3, 4, 5, 8. | | | | | | | |
| **ASSESSMENT** | |  | | | | | |
| 1. One three-hour examination (50%) at the end of the module, which will require two questions to be answered from four. 2. An essay of 3,000 words (50%).   The examination and essay will examine critical analysis of the research literature; demonstration of awareness of the limitations of the available data, insights, perceptive comments supported by evidence; coherent organisation and structure of argument; and selective judgement of the material presented. Assesses ILOs 1, 2, 3, 4, 5, 8.  The assessment will follow the University of Exeter code of practice and guidelines for taught programmes of study. | | | | | | | |
| **SYLLABUS PLAN** | | | |  | | | |
| Week 1  Introduction to paediatric exercise physiology Week 2  Reading and Preparation : Statistical Techniques  Week 3  Interpretation of physiological parameters through scaling                 Selection of problem solving topic Week 4  Reading and Preparation: Submaximal measures of performance  Week 5 Economy of movement and blood lactate responses (II) Week 6 Reading and Preparation: Maximal Intensity Exercise Week 7  Maximal intensity exercise  Week 8  Reading and Preparation Week 9  Human muscle fatigue                  Week 10 Preparation for presentation of problem solving task Week 11 Presentation of topic | | | | | | | |
| **INDICATIVE BASIC READING LIST** | | | | |  | | |
| **A reading pack is also available for this module.**  **Recommended Reading**: Armstrong, N. (2007). Paediatric Exercise Physiology. Philadelphia, PA: Churchill Livingstone Elsevier.  Additional Reading: Armstrong, N. & Van Mechelen, W. (2008). Paediatric Exercise Science and Medicine. Oxford, UK: Oxford University Press.  Armstrong, N. & Welsman, J. (1997). Young People and Physical Activity. Oxford, UK: Oxford University Press.  Malina, R., Bouchard, C. and Bar-Or, O. (2004).  Growth, Maturation and Physical Activity.  Champaign, Illinois: Human Kinetics.  Rowland, T.W. (2004). Children's Exercise Physiology.  Champaign, Illinois: Human Kinetics. | | | | | | | |

March 10

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| **MODULE CODE** | | | **SHSM005** | | **MODULE LEVEL** | **M** |
| **MODULE TITLE** | | | **Biomechanical Aspects of Lower Limb Injury** | | | |
| **LECTURER(S)** | | | **Dr Sharon Dixon (module leader) and Michael Nunns** | | | |
| **CREDIT VALUE** | | | **30** | | **ECTS VALUE** | **15** |
| **PRE-REQUISITES** | | | | **None** | | |
| **CO-REQUISITES** | | | | **None** | | |
| **DURATION OF MODULE** | | | | | **12 weeks** | |
| **TOTAL STUDENT STUDY TIME** | | | | | **300 hours – comprising approximately 34 hours of lecture and laboratory contact time, and 266 hours lab completion, preparatory readings, worked examples, assignment writing and revision** | |
| **AIMS** |  | | | | | |
| This module aims todevelop students’ understanding of the mechanisms of lower extremity injury and the evidence for use of different intervention strategies.  The relationship between structure and function of the lower extremity will be assessed.   Biomechanical mechanisms for specific injuries will be investigated, including practical assessment of methodologies.  Evidence regarding the success of interventions in prevention and treatment of injuries will be evaluated. | | | | | | |
| **INTENDED LEARNING OUTCOMES** | | | | |  | |
| **Module Specific Skills**  1. Students should demonstrate in-depth knowledge and understanding of the techniques used in biomechanical analysis of human lower extremity structure and function. 2. Students should demonstrate an ability to collect, analyse and interpret synchronised movement and force data collected in a laboratory setting for estimation of internal loads. 3. Students should demonstrate skills required to critically assess methodology and evidence regarding the mechanisms and treatments of specific lower extremity injuries.  **Discipline Specific Skills** 4. Students should demonstrate an ability to analyse and evaluate complex data objectively. 5. Students should demonstrate an ability to critically evaluate research and methodologies. 6. Students should demonstrate an ability to apply initiative in problem solving.  **Personal and Key Skills** 7. Students should demonstrate independent learning ability, self-direction and originality. 8. Students should demonstrate an ability to communicate written arguments clearly and confidently. 9. Students should demonstrate an ability to manage information with minimum guidance. | | | | | | |
| **LEARNING/TEACHING METHODS** | | | | |  | |
| Lead lectures (22 hours) will be used tointroduce and developkey concepts. These will be supported by laboratory sessions (10 hours). Lab completion (20 hours). 248 hours on preparatory readings, worked examples, assignment writing and revision. | | | | | | |
| **ASSIGNMENTS** | | |  | | | |
| Preparatory readings, worked examples, presentation and practice essay. Assesses LO 3, 5, 8. | | | | | | |
| **ASSESSMENT** | |  | | | | |
| One 2.5-hour examination (50%): one compulsory question that will involve numerical calculations and two essay questions from a choice of three. Assesses LOs 1, 2, 4, 5, 6, 8 Coursework assignment of 3000 words (50%). Students will be required to perform a directed case study on a specific injury. They will be provided with detail on the location of the injury, the symptoms of the patient and the suggested diagnosis. They will be required to critically assess the diagnosis and to suggest possible mechanisms of the injury and potential interventions for treatment/prevention. Assesses LOs 1, 3, 4, 5, 6, 7, 8, 9. The assignment will follow the University of Exeter code of practice and guidelines for taught programmes of study. | | | | | | |
| **SYLLABUS PLAN** | | | |  | | |
| **Week 1:** Biomechanical data collection: force and pressure  **Week 2:** Movement analysis (Laboratory One)  **Week 3:** Joint moments and forces .  (Laboratory Two) **Week 4:** Tendon and ligament – structure and function  **Week 5:** Mechanisms of ligament injury (Laboratory Three) **Week 6:** Bone – structure and function  **Week 7:** Mechanisms of stress fractures of the lower extremity.  (Laboratory Four) **Week 8:** Cartilage – structure and function  **Week 9:** Mechanisms of osteoarthritis (Presentations) **Week 10:** Gait Analysis: Integration of biomechanics and podiatry (Laboratory Five) **Week 11:** Revision | | | | | | |
| **INDICATIVE BASIC READING LIST** | | | | |  | |
| Nigg, B.M. and Herzog, W. (2007). Biomechanics of the Musculo-skeletal System. Third Edition. Wiley. ISBN 13 978-0-470-01767-8.    Whiting, W.C. and Zernicke, R.F. (2008). Biomechanics of Musculoskeletal Injury. Second Edition. Champaign, IL: Human Kinetics. ISBN 0-87322-779-4. | | | | | | |

January 2010

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| **MODULE CODE** | | | **SHSM006** | | | **MODULE LEVEL** | **M** |
| **MODULE TITLE** | | | **Laboratory Techniques in Physiology** | | | | |
| **LECTURER(S)** | | | **Professor Andrew Jones (module leader) and Mr Stephen Bailey** | | | | |
| **CREDIT VALUE** | | | **15** | | | **ECTS VALUE** | **7.5** |
| **PRE-REQUISITES** | | | | **None** | | | |
| **CO-REQUISITES** | | | | **None** | | | |
| **DURATION OF MODULE** | | | | | | **12 weeks** | |
| **TOTAL STUDENT STUDY TIME** | | | | | | **150 hours – comprising approximately 33 hours contact time, and 117 hours independent study** | |
| **AIMS** |  | | | | | | |
| The aim of this module is to introduce students to a variety of laboratory techniques utilised in physiology research laboratories. The module focuses on the generic topics of ethics and safety, and on the reliability and validity of laboratory techniques used for the assessment of the physiological responses to exercise. Particular emphasis will be placed on the acquisition of the laboratory techniques and the practical collection and subsequent analysis and interpretation of data. | | | | | | | |
| **INTENDED LEARNING OUTCOMES** | | | | | |  | |
| **Subject-specific outcomes** 1. Demonstrate an understanding of the theoretical bases of laboratory techniques. 2. Distinguish between factors contributing to reliability and validity of these techniques. 3. Demonstrate competency in the performance of selected laboratory procedures. 4. Appraise a selected laboratory experiment in relation to its reliability and/or validity.  **Core academic skills**  5. Appreciate statistical techniques related to reliability and validity. 6. Critically evaluate current laboratory techniques.  **Personal and key skills** 7. Develop group work during the collection of laboratory data. 8. Develop independent management of information. | | | | | | | |
| **LEARNING/TEACHING METHODS** | | | | | |  | |
| A major feature of the learning and teaching methods in this module will be the active encouragement of laboratory work. The majority of this module will take place in the laboratory utilising techniques not necessarily previously available to undergraduate students. Further learning and teaching methods include the use of symposia and seminars. Part of the learning and teaching strategy will include practical class participation and this may include exercise from time to time. The estimated contact time is 30 hours, with a further 120 hours of independent study. | | | | | | | |
| **ASSIGNMENTS** | | |  | | | | |
| Assignments will range from readings to the preparation of seminar work. These will be formative in nature but will assist the summative assessments. | | | | | | | |
| **ASSESSMENT** | |  | | | | | |
| One symposium incorporating a group presentation (30 minutes) on the issues related to reliability and validity of one laboratory technique or test (40%). Students will be assigned a specific topic and will present an oral report to the class. A typed summary (500 words) of the presentation must be submitted to the module leader 1 day prior to the presentation. Assesses LOs 1, 4, 5, 6.  One laboratory report (60%) which will concisely summarise a group assignment utilising a specific laboratory procedure. The laboratory experiment will be performed as a group but the written report will be an individual project. A typed laboratory report, which details the experimental work and a discussion of the findings, should not exceed 3000 words. Assesses LOs 2, 3, 5, 6. | | | | | | | |
| **SYLLABUS PLAN** | | | |  | | | |
| Week 1:  Introduction to module and Introduction to laboratory procedures  **Week 2: Body composition assessment: validity and reliability**  **Week 3:  Blood lactate and lactate threshold**  **Week 4: Respiratory gas exchange.** Incremental exercise and VO2 max **Week 5: Oxygen uptake kinetics.** Step exercise and VO2 kinetics Week 6: Preparation for student presentations **Week 7: Student group presentations on lab techniques**  Week 8: Techniques in thermal physiology I  **Week 9: Techniques in thermal physiology II**  Week 10: Exercise physiology in practice: scientific support  **Week 11: Tests of anaerobic metabolism** | | | | | | | |
| **INDICATIVE BASIC READING LIST** | | | | |  | | |
| Australian Sports Commission (2000). Physiological Tests for Elite Athletes. Champaign, Il; Human Kinetics.  Eston, R.G. and Reilly, T. (2009). Exercise Physiology Laboratory Manual: Tests, Procedures and Data, 3rd edition. London; Routledge.  MacDougall, J.D., Wenger, H.A. and Green, H.J. (1991). Physiological Testing of the High Performance Athlete. Champaign, IL; Human Kinetics.  Winter, E.M., Jones, A.M., Davison, R.C., Bromley, P. and Mercer, T. (Eds). (2007). Sport and Exercise Science Testing Guidelines: The British Association of Sport and Exercise Sciences Guide.   Routledge, London and NewYork. | | | | | | | |

Jan 10

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| **MODULE CODE** | | | **SHSM010** | | | | **MODULE LEVEL** | **M** |
| **MODULE TITLE** | | | **Physical activity promotion and public health: A Psycho-Social Perspective** | | | | | |
| **LECTURER(S)** | | | **Prof Adrian Taylor (Module Leader); Assoc Prof Melvyn Hillsdon and Dr Kate Sheppard** | | | | | |
| **CREDIT VALUE** | | | **30** | | | | **ECTS VALUE** | **15** |
| **PRE-REQUISITES** | | | | | **None** | | | |
| **CO-REQUISITES** | | | | | **None** | | | |
| **DURATION OF MODULE** | | | | | | | **12 weeks** | |
| **TOTAL STUDENT STUDY TIME** | | | | | | | **300 hours – comprising approximately 33 hours lectures, seminars, small group work, 67 hours of tutor directed assignments. 200 hours of independent study leading to assignment submission.** | |
| **AIMS** |  | | | | | | | |
| The links between physical inactivity and public health are well documented. The module aims to develop a critical understanding of how physical activity is assessed, and what are the environmental and social determinants of physical activity. Using various ecological frameworks the influence of psychological factors will be examined, across different settings and populations, with a particular focus on interventions aimed at enhancing mental health. The module also aims to develop student’s understanding of how psychology can be used to design effective interventions at the individual and community level, by translating theory into practice. Finally, the module considers how interventions can be evaluated using mixed methods to capture changes in processes, behaviour and health outcomes. Systematic reviews of intervention effectiveness will be used to critically understand the development of scientific consensus. | | | | | | | | |
| **INTENDED LEARNING OUTCOMES** | | | | | | |  | |
| **Subject-specific outcomes**:  1. Develop an understanding of ecological frameworks used to assess, design and evaluate health promotion interventions.   2. Development of practical skills in formulating, applying, and evaluating psychological theory-based interventions to promote physical activity, particularly to enhance mental health and psychological well-being.  **Core-academic outcomes**: 3. Ability to critically evaluate the processes of designing and evaluating physical activity interventions in the context of public health policy.  4. Ability to evaluate and apply knowledge of a range of different theoretical perspectives and concepts relating to interventions to promote physical activity.  **Personal/transferable outcomes:** 5. Work in small group and role-play situations to solve presenting problems 6. Demonstrate an ability to link theory to practice. | | | | | | | | |
| **LEARNING/TEACHING METHODS** | | | | | | |  | |
| The lectures, small group work, case study analysis and role-play will provide students with theoretical and applied experiences in a supervised setting. | | | | | | | | |
| **ASSIGNMENTS** | | |  | | | | | |
| Weekly reading and critical appraisal of selected texts and case studies. Assesses LOs 1, 2, 3, 4, 5 | | | | | | | | |
| **ASSESSMENT** | |  | | | | | | |
| 30%: **15 min (tbc)(+ 5 mins for audience questions, and answers) oral presentation** (in Powerpoint) in pairs, with a **handout of the presentation slides**, and a **500 word abstract** on the following topic:  Design and describe a hypothetical intervention to promote physical activity, using appropriate health promotion frameworks, and drawing on evidence from systematic reviews and psychological theory.  Assesses LOs 1, 3, 5 & 6.  70%:  **5,500 word essay** on the following question: ‘How does psychological theory help us to develop more effective public health interventions to promote physical activity to enhance mental health? Use examples of interventions to illustrate your answer.’ Assesses LOs 2 & 4. | | | | | | | | |
| **SYLLABUS PLAN** | | | |  | | | | |
| Week 1: Introduction to the module & assignments. Current UK sport & health context for physical activity promotion.  Week 2: Evidence-based practice in physical activity promotion. Use of systematic reviews. Week 3: Ecological frameworks for developing environmental, social and psychological interventions. Week 4: Psycho-social interventions Week 5: Evaluation and research. Assessing processes/mediators, behaviour and outcomes.  Week 6: Individual behaviour change strategies. Client centred counselling.  Week 7: No class: Individual reading on Physical activity and mental health, and presentation preparation  Week 8: Oral presentations    Week 9: Workshop on ‘Evidence-based exercise interventions for mental health promotion’ Week 10: Exercise and smoking cessation: Linking experiments to practice.  Week 11: Preparation for assignment. | | | | | | | | |
| **INDICATIVE BASIC READING LIST** | | | | | |  | | |
| Adams, J. & White, M. (2003). Are activity promotion interventions based on the Transtheoretical Model effective? A critical review. Br. J of Sport Medicine, 37, 106-114.  Britt, E., Hudson, S.M., & Blampied, N.M. (2004). Motivational interviewing in health settings: a review. Patient Education & Counselling, 53, 147-55. Eastabrooks, P.A. & Gyurcsik, N.C. (2003). Evaluating the impact of behavioural interventions that target physical activity: issues of generalisability and public health. Psychology of Sport & Exercise, 4, 41-55.  Faulkner, G., Taylor, A.H., Ferrence, R., Munro, S., & Selby, P. (2006).  Exercise science and the development of evidence-based practice: A 'Better Practices' framework. European Journal of Sport Sciences, 6, 117-126. Green, L.W. & Kreuter, M.W. (1991). Health Promotion Planning: An educational and environmental approach. London: Mayfield. Hardcastle, S., Taylor, A.H., Bailey, M., & Castle, R. (2008). A randomised controlled trial on the effectiveness of a primary health care based counselling intervention, on physical activity, diet and CHD risk factors. Patient Education and Counselling, 70, 31-9.   Hunt, P. & Hillsdon, M. (1996).  Changing eating and exercise behaviour. Oxford, UK: Blackwell Science.  Marcus, B.H. & Forsyth, L.H. (2003). Motivating people to be physically active. Champaign, Il: Human Kinetics.  Marshall S.J. & Biddle S.J. (2001). The transtheoretical model of behavior change: a meta-analysis of applications to physical activity and exercise. Annals of Behavioral Medicine, 23, 229-46. Miller, W. & Rollnick S. (2002). Motivational interviewing: preparing people for change. NY: Guilford Press. Mutrie, N. & Woods, C. (2003). How can we get people to become more active? A problem waiting to be solved (pp 131-152).  In C Riddoch & J McKenna (Eds). Perspectives in Health & Exercise. London: Palgrave MacMillan.  Rollnick, S., Mason, P., & Butler, C. (1999). Health behaviour change: A guide for practitioners. London: Churchill Livingstone. (chap 4). Sallis, J.F., Cervero, R.B., Ascher, W., Henderson, K.A., Kraft, M.K. & Kerr, J. (2006). An ecological approach to creating active living communities. Annual Reviews of Public Health, 27, 297-322.  See Tai, S. & Iliffe, S. (2000). Consideration for the design and analysis of experimental studies in physical activity and exercise promotion: advantages of the randomised controlled trial. Br. J of Sports Medicine, 34, 220-224. Taylor, A.H. (2003). The role of primary care in promoting physical activity. In C. Riddoch & J. McKenna (Eds.). Perspectives in Health and Exercise (Pages 153-180).  London: Palgrave MacMillan. Taylor, A.H. & Faulkner, G. (2008). Inaugural Editorial. Mental Health & Physical Activity, 1(1), 1-8. Taylor, A.H., Doust, J., & Webborn, A.D.J. (1998). Randomised controlled trial to examine the effects of a GP exercise referral programme in Hailsham, East Sussex, on modifiable coronary heart disease risk factors. J. of Epidemiology and Community Health , 52, 595-601.  Taylor, A.H.,Ussher, M., & Faulkner, G. (2007).The acute effects of exercise on cigarette cravings, withdrawal symptoms, affect and smoking behaviour: A systematic review. Addiction, 102, 534-543.  Wilson, G.T. & Schlam, T.R. (2004). The Transtheoretical Model and Motivational Interviewing in the treatment of eating and weight disorders.  Clinical Psychology Review, 24, 361-378. | | | | | | | | |

 Oct 09

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| **MODULE CODE** | | | **SHSM014** | | **MODULE LEVEL** | **M** |
| **MODULE TITLE** | | | **Paediatric Exercise and Health** | | | |
| **LECTURER(S)** | | | **Alan Barker (Module Leader), Richard Winsley and Gaynor Parfitt** | | | |
| **CREDIT VALUE** | | | **30** | | **ECTS VALUE** | **15** |
| **PRE-REQUISITES** | | | | **None** | | |
| **CO-REQUISITES** | | | | **None** | | |
| **DURATION OF MODULE** | | | | | **12 weeks** | |
| **TOTAL STUDENT STUDY TIME** | | | | | **300 hours - comprising 33 contact hours, 192 hours independent study and 75 hours of coursework/exam preparation.** | |
| **AIMS** |  | | | | | |
| This module aims to develop student’s understanding of the relationships between fitness, physical activity and health during growth and maturation.  Fundamental to the module will be an understanding of the distinction between fitness and physical activity with respect to health related outcomes and a critical analysis of assessment methods, interpretation of and recommendations for physical activity during childhood and adolescence.  This will provide a framework for evaluation of the immediate and possible future benefits of physical activity for health in normal individuals and in selected chronic disease states. The module will be research-driven and will benefit from recent and on-going research in the School of Sport and Health Sciences. | | | | | | |
| **INTENDED LEARNING OUTCOMES** | | | | |  | |
| **Module Specific Skills:**  1. Be able to demonstrate their understanding of the assessment and interpretation of young people's physical activity 2. Be able to demonstrate their understanding of the relationships between physical activity and various health-related outcomes during growth and maturation  **Discipline Specific Skills:**  3. Be able to critically analyse and evaluate research data 4. Be able to develop and present evidence-based arguments.  **Personal and key skills:**  5. Learn independently and co-operatively 6. Present material for group discussion 7. Digest, select and organise material to produce, to a deadline, coherent and cogent written argument, developed through the mode of assessment. | | | | | | |
| **LEARNING/TEACHING METHODS** | | | | |  | |
| A variety of methods will be used including lead lectures, seminars, discussion groups (33 hours) and independent study (192 hours).  There will be 75 hours of coursework/exam preparation. | | | | | | |
| **ASSIGNMENTS** | | |  | | | |
| * Research papers will be selected and set for critical review to support the topic being covered.  Students will give a 10-20 minute oral review/presentation of the selected papers. Assesses ILOs 1,2,3,4,5 and 6. * An essay of 3,000 words. Assesses ILOs 1, 2, 3, 4, 5, 7. | | | | | | |
| **ASSESSMENT** | |  | | | | |
| * An essay of 3,000 words (50%) * One three hour examination (50%) at the end of the module which will require three questions to be answered from four.   The examination and essay will assess: analysis of the research literature; demonstration of awareness of the limitations of the available data, insights, perceptive comments supported by evidence; coherent organisation and structure of argument; and selective judgement of the material presented. Assesses ILOs 1, 2, 3, 4, 5, 7.  The assessment will follow the University of Exeter code of practice and guidelines for taught programmes of study. | | | | | | |
| **SYLLABUS PLAN** | | | |  | | |
| Week 1     Introduction  Week 2     Physical activity and health, the evidence  Week 3     Physical activity patterns, assessment of physical activity I Week 4     Physical activity patterns, assessment of physical activity II  Week 5     Physical activity and cardiovascular disease  Week 6     Physical activity and  metabolic health  Week 7     Cardiac size and function in children  Week 8     Trainability of Children and Overtraining in young athletes    Week 9     Preparation of presentations for week 10/tutorials  Week 10   Preparation + presentations of  lunchtime debate  Week 11   Physical activity and psychological health | | | | | | |
| **INDICATIVE BASIC READING LIST** | | | | |  | |
| Armstrong, N. and Van Mechelen, W. second edition (2008). Paediatric Exercise Science and Medicine. Oxford, UK: Oxford University Press. Armstrong, N. and Welsman, J. (1997). Young People and Physical Activity. Oxford, UK: Oxford University Press. Bar-Or, O. and Rowland, T.W. (2004). Pediatric Exercise Medicine. Champaign, Illinois: Human Kinetics  Goldberg, B. (Ed). (1995). Sports and Exercise for Children with Chronic Health Conditions. Champaign, IL: Human Kinetics.  Khan, K., McKay, H. et al. (2001). Physical Activity and Bone Health. Champaign, Illinois: Human Kinetics. Rowlands, T.W. (2005). Children’s Exercise Physiology. Champaign, Illinois: Human Kinetics. Hebestreit, H. and Bar-Or, O. (2007).  The Young Athlete. Oxford: Blackwell. | | | | | | |

Nov  09

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| **MODULE CODE** | | SHSM015 | | | **MODULE LEVEL** | | M |
| **MODULE TITLE** | | Dissertation | | | | | |
| **LECTURER(S)** | | Rosemary Davies (Module Leader). All staff involved in dissertation supervision | | | | | |
| **CREDIT VALUE** | | 60 | | | **ECTS VALUE** | | 30 |
| **PRE-REQUISITES** | | SHSM024 | | | | | |
| **CO-REQUISITES** | | None | | | | | |
| **DURATION OF MODULE** | | | | | Hand-in date for the dissertation will be specified, but is effectively 50 weeks from the commencement of the MSc programme | | |
| **TOTAL STUDENT STUDY TIME** | | | | | 600 hours – primarily independent study (self-directed learning, setting up the project, collecting data, analysing data, writing-up, handing in of dissertation proposal form, ethical research approval form, and progress reports), but also comprising approximately 10 (30-minute) meetings with the allocated dissertation supervisor | | |
| **AIMS** |  | | | | | | |
| The dissertation is an opportunity for students to pursue, systematically and in depth, a personal interest in a particular topic, utilising the concepts, techniques and skills developed within module SHSM024 on quantitative research methods. The dissertation may be based within a specific area of the course or may be interdisciplinary in nature, and will encourage the synthesis of appropriate knowledge from different areas. It will cultivate independence of thought and develop the student’s ability to find, interpret and present material according to selected approaches to understanding and prescribed methods of investigation. | | | | | | | |
| **INTENDED LEARNING OUTCOMES** | | | | |  | | |
| **Module Specific Skills**:  1. Increased depth of knowledge regarding the specific topic of research interest  2. To select an appropriate form of investigation  3. To use appropriate techniques of data collection and analysis  **Discipline Specific Skills**:  4. To identify a problem or issue  5. To review relevant literature or documentation  6. To interpret data and draw meaningful conclusions  7. To organise and present material in a clear, well-structured form  8. Critically assess and evaluate evidence  **Personal and Key Skills:**  9. Manage time effectively and prioritise tasks by working to strict deadlines.  10. Take responsibility for one’s own learning by planning tasks with limited guidance; identifying one’s own resources and seeking and making use of feedback.  11. Evaluate and assess one’s own abilities, performance and understanding, to reflect on one’s own learning and to seek advice and feedback. | | | | | | | |
| **LEARNING/TEACHING METHODS** | | | | |  | | |
| The dissertation is based around the concept of the student’s self-directed learning. Therefore, this would mostly involve self-directed, independent study. The piece of research is, however, set up in conjunction with a supervisor, who would be available for up to 10 (30-minute) meetings to meet with the student to provide advice and guidance across all aspects of the research process. For example, and dependent on the nature of inquiry, the supervisor may provide advice and guidance about setting up the project, collecting data, analysing data, and writing-up. | | | | | | | |
| **ASSIGNMENTS** | | |  | | | | |
| Dissertation proposal form (1 page), ethical research approval form (3 pages), and progress report (1 page). Assesses ILOs 9, 10, 11  Dissertation – 20,000 words. Assesses ILOs 1, 2, 3, 4, 5, 6, 7, 8. | | | | | | | |
| **ASSESSMENT** | | |  | | | | |
| 100% coursework: 20,000 word dissertation (not including references or appendices).  Assesses ILOs 1, 2, 3, 4, 5, 6, 7, 8. | | | | | | | |
| **SYLLABUS PLAN** | | | |  | | | |
| 10 (30-minute) meetings with the allocated dissertation supervisor over the course of the MSc programme  Term 2, Week 1: proposal form and ethical research approval form  Term 3, Week 2: progress report (and if relevant, journal notification format) | | | | | | | |
| ***INDICATIVE BASIC READING LIST*** | | | | | |  | |
| MSc dissertation pack. This is a detailed document handed out to all MSc students at the commencement of the MSc programme.  American Psychological Association (2003). *Publication Manual of the American Psychological Association* (5th ed.). Washington, DC: APA   * American Psychological Association (APA) style is recommended as standard for assignments and dissertations. For further information, consult the APA Manual (5th edition, not earlier versions) available at the library (at 150.149 AME) or the APA website at [www.apa.org/journals](http://www.apa.org/journals). | | | | | | | |

September 09

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| **MODULE CODE** | | SHSM019 | **MODULE LEVEL** | | M | | |
| **MODULE TITLE** | | Current Issues in Sport Psychology | | | | | |
| **LECTURER(S)** | | Dr Mark Wilson (Co-ordinator), Mr Sam Vine | | | | | |
| **CREDIT VALUE** | | 30 | **ECTS VALUE** | | 15 | | |
| **PRE-REQUISITES** | | **None** | | | | | |
| **CO-REQUISITES** | | **None** | | | | | |
| **DURATION OF MODULE** | | | 12 weeks | | | | |
| **TOTAL STUDENT STUDY TIME** | | | 300 hours – comprising approximately 33 hours lectures and small group work, 67 hours of tutor directed assignments, and 200 hours of independent study for the assessments | | | | |
| **AIMS** | | | | | | | |
| The aim of this module is to give students an opportunity for advanced critical analysis of issues and debate related to cognitive, visuo-motor and motor learning issues in sport settings. | | | | | | | |
| **INTENDED LEARNING OUTCOMES (ILO’s)** | | | | | | | |
| ***On successful completion of this module, students should be able to:***  ***Module Specific Skills:***  1. Demonstrate a systematic understanding of visual attention, motor control and motor learning in sport settings.  2. Demonstrate a systematic understanding of mechanisms underlying performance outcomes from a cognitive and neurophysiological perspective.  ***Discipline Specific Skills:***   1. Demonstrate an excellent ability to develop an appropriately rationalised research design. 2. Demonstrate in writing an excellent ability to interpret data and draw principles and theoretical conclusions.   5. Demonstrate in writing an excellent ability to critically evaluate current research and apply this to practical applications in sport settings.  ***Personal and Key Skills:***  6. Demonstrate in writing and through oral presentation, an excellent ability to communicate critical reports.  7. Demonstrate independent learning ability, self-direction and originality.  8. Demonstrate an ability to link theory to practice. | | | | | | | |
| **LEARNING/TEACHING METHODS** | | | | | | | |
| ***Details of Learning and Teaching Methods:***  Lectures and small group work (33 hours), tutor directed assignments (67 hours) and independent study (200 hours). The lectures and small group work will provide students with an overview of selected issues. Independent study will involve reading set journal articles and writing synopses. | | | | | | | |
| **ASSIGNMENTS & ASSESSMENTS** | | | | | | | |
| ***Formative or % Contribution:*** | ***Form of Assessment:*** | | | ***Size of the assessment e.g. duration/length*** | | ***ILO’s assessed by this assessment:*** | ***Feedback method:*** |
| **20%** | Presentation | | | 10 minutes | | 1, 2, 3, 5, 6, 7, 8 | Written |
| **30%** | Research Proposal | | | 2500 words | | 1, 2, 3, 5, 6, 7, 8 | Written |
| **50%** | Written Discussion | | | 3750 words | | 1, 2, 4, 5, 6, 7, 8 | Written |
| **SYLLABUS PLAN** | | | | | | | |
| Week 1: Introduction to module and visuo-motor control (MW )  Week 2: Visuo-motor control (MW)  Week 3: Quiet eye (MW)  Week 4: Anxiety and performance: Attentional mechanisms (MW)  Week 5: Anxiety, attention and performance: Developing a PhD (MW)  Week 6: Assessment 1a: Presentations (MW)  Week 7: Tutorials for assessment 1b submission (MW)  Week 8: Motor learning (MW) and submit assessment 1b  Week 9: *Implicit* motor learning I (MW)  Week 10: *Implicit* motor learning II (MW)  Week 11: Motor learning through gaze training (MW)  Week 11: Assessment 2 tutorials  Week 12: Submit assessment 2. | | | | | | | |
| **INDICATIVE LEARNING RESOURCES** | | | | | | | |
| ***Indicative basic reading list:***  Land, M.F. (2009). Vision, eye movements, and natural behavior. *Visual Neuroscience, 26*, 51-62.  Masters, R.S.W. & Maxwell, J.P. (2008). The theory of reinvestment. *International Review of Sport and Exercise Psychology*, *1*, 160-183.  Wilson, M. (2008). From processing efficiency to attentional control: A mechanistic account of the anxiety-performance relationship. *International Review of Sport and Exercise Psychology, 1,* 184-201.  Vickers, J.N. (2007). *Perception, cognition and decision training: The quiet eye in action.* Champaign IL: Human Kinetics. | | | | | | | |
| **DATE OF LAST REVISION** | | | **22/6/2010** | | | | |

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| **MODULE CODE** | | | **SHSM020** | | **MODULE LEVEL** | | | **Level M** |
| **MODULE TITLE** | | | **An Introduction to Sport and Exercise Medicine and Sports Injury Management** | | | | | |
| **LECTURER(S)** | | | **Mr Andrew Murphy (Module Leader) and Mr Peter Schranz, Consultant Orthopaedic Surgeons, clinicians from the Royal Devon and Exeter NHS Trust, Plymouth Hospitals NHS Trust, and guest speakers.** | | | | | |
| **CREDIT VALUE** | | | **30** | | **ECTS VALUE** | | | **15** |
| **PRE-REQUISITES** | | | | **none** | | | | |
| **CO-REQUISITES** | | | | **SHSM021 taken concurrently by Medically trained graduates** | | | | |
| **DURATION OF MODULE** | | | | | **20 weeks** | | | |
| **TOTAL STUDENT STUDY TIME** | | | | | **300 hours (comprising 60 hours classroom-based sessions and 240 hours preparatory work, self-directed learning and end of module assessment.** | | | |
| **AIMS** |  | | | | | | | |
| * To offer the student an introduction to the presentation, pathophysiology, anatomy, imaging and clinical management of common sporting injuries in the general population, elite athletes and in specific patient groups; * To introduce and explore common systemic clinical challenges in the practice of Sport and Exercise Medicine (SEM); * To explore the ethical and medicolegal background to the practice of SEM; * To develop understanding of the current provision of SEM in the UK and future challenges     **This module is bound by the School’s Ethics Policy and Procedures and any research projects associated with the module would need to be submitted for ethical review.** | | | | | | | | |
| **INTENDED LEARNING OUTCOMES** | | | | | |  | | |
| After completing this module, students will be able to.  **Module Specific Skills**  1. Demonstrate a working knowledge of the common sports-related injuries in each anatomic region, both acute and chronic, the ability to differentiate between them by clinical presentation and examination; the sensible use of imaging techniques and the ability to formulate a management and treatment plan, including surgical and non-surgical options, together with risks and benefits of any interventions. 2. Demonstrate an understanding of the environmental problems inherent in exercise, systemic medical problems affecting sports participants, nutritional aspects of exercise, and the role of drugs and doping in sport. 3. Describe how specific patient groups have specific clinical challenges in a sporting environment: for example the female athlete, the paediatric athlete, the disabled athlete. 4. Have a working knowledge of the organisation of SEM in the UK, how this has come about, the role of SEM within the NHS and how this might change in the future.  **Discipline Specific Skills**. 5. Critically analyse and evaluate research data  6. Develop and present evidence based arguments  **Personal and Key Skills**  7. Demonstrate ability to work effectively within a group.  8. Demonstrate independent learning ability, self-direction and originality. 9. Demonstrate an ability to critically analyse the evidence for treatment modalities and come to a sensible conclusion regarding suitability for a given patient in a given setting. | | | | | | | | |
| **LEARNING/TEACHING METHODS** | | | | | | |  | |
| Half day sessions on specific areas of interest, led by clinicians with specialist knowledge in that subject, using a variety of lectures, tutorials, informal discussions, invited speakers, seminars, case presentations and student-prepared topics. Each lead clinician will design their session as they deem appropriate (60 hours). Directed background preparatory reading and self-directed study (240 hours). | | | | | | | | |
| **ASSIGNMENTS** | | |  | | | | | |
| 1. Preparatory reading (ILOs 1,2,3,4,8,9) 2. Whole group discussions and tutorials (7,9) | | | | | | | | |
| **ASSESSMENT** | |  | | | | | | |
| 1. A 2 hour short-answer paper at the end of the module – 50% 2. A long essay (4,000 words) – 50% | | | | | | | | |
| **INDICATIVE BASIC READING LIST** | | | | |  | | | |
| Hutson, M.A. (2001) Sports Injuries: Recognition and Management. Oxford: Oxford University Press.  Harries, M. et al (1994) . (Eds.) Oxford Textbook of Sports Medicine. New York: Oxford University Press.  Brukner, P. and Khan, K. (2006) Clinical Sports Medicine. New York: McGraw-Hill.  MacAuley, D. (2007). (Ed.) Oxford Handbook of Sport and Exercise Medicine. New York: Oxford University Press.  Magee, D.J. ( 1997) Orthopaedic Physical Assessment. London: Saunders.  British Journal of Sports Medicine Additional region specific bibliography from individual leads and lecturers | | | | | | | | |

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| **MODULE CODE** | | **SHSM021** | **MODULE LEVEL** | | Level M | | |
| **MODULE TITLE** | | **Clinical Aspects of Sports Injury** | | | | | |
| **LECTURER(S)** | | Mr Andrew Murphy (Module Leader), Mr Peter Schranz and guest speakers | | | | | |
| **CREDIT VALUE** | | 30 | **ECTS VALUE** | | 15 | | |
| **PRE-REQUISITES** | | Medically trained graduate | | | | | |
| **CO-REQUISITES** | | SHSM020 taken concurrently | | | | | |
| **DURATION OF MODULE** | | | 20 weeks | | | | |
| **TOTAL STUDENT STUDY TIME** | | | 300 hours (comprising 39 hours of clinical contact sessions, 12 hours operating theatre exposure, 9 hours lab sessions and 240 hours preparatory work, self-directed learning and case study). | | | | |
| **AIMS** | | | | | | | |
| The aim of this module is to **offer a high level of understanding of the common sporting injuries that affect the limbs, through exposure to patients in the clinical setting, with attendance at sports injury clinics, region specific orthopaedic clinics, operating theatre sessions and physiotherapy department rehabilitation sessions. This module is bound by the School’s Ethics Policy and Procedures and any research projects associated with the module would need to be submitted for ethical review.** | | | | | | | |
| **INTENDED LEARNING OUTCOMES (ILO’s)** | | | | | | | |
| ***On successful completion of this module, students should be able to:***  ***Module Specific Skills:***  1. Demonstrate the ability to take a history of the sporting injury, carry out a focused clinical examination and reach a working diagnosis.  2. Demonstrate an understanding of the surgical and non-surgical treatment options for the more common sporting injuries, together with risks and benefits of any interventions.  3. Demonstrate an understanding of the evidence-based literature regarding treatment for the more common sporting injuries.  4. Demonstrate an understanding of the techniques used in rehabilitating patients with sporting injuries.  ***Discipline Specific Skills:***  5. Critically analyse and evaluate research data  6. Develop and present evidence based arguments  ***Personal and Key Skills:***  7. Demonstrate ability to work effectively within a group.  8. Demonstrate independent learning ability, self-direction and originality.  9. Demonstrate an ability to communicate and establish a rapport with patients, respecting confidentiality. | | | | | | | |
| **LEARNING/TEACHING METHODS** | | | | | | | |
| ***Details of Learning and Teaching Methods:***  Extensive exposure to patients in the clinical setting through attendance at sports injuries clinics (12 hours) and specialist region specific orthopaedic clinics (21 hours), These will be supported by laboratory sessions (9 hours), operating theatre sessions (12 hours) and physiotherapy gym sessions (6 hours). 240 hours on preparatory work, self-directed learning and case studies. | | | | | | | |
| **ASSIGNMENTS & ASSESSMENTS** | | | | | | | |
| ***Formative or % Contribution:*** | ***Form of Assessment:*** | | | ***Size of the assessment e.g. duration/length*** | | ***ILO’s assessed by this assessment:*** | ***Feedback method:*** |
| 50% | Two Clinical skills assessments (OSCEs) | | | 30 minutes each | | 1, 2, 3, 4, 7, 9 | Feedback sheet |
| 50% | Case Presentation | | | 30 minutes including questions. A 1 page summary of presentation should also be provided | | 2, 3, 4, 5, 6, 8 | Feedback sheet |
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| **SYLLABUS PLAN** | | | | | | | |
| In order to allow maximum clinical contact and exposure, students will sign up for clinics and operating sessions such that a maximum of two students attend each session. The clinic and theatre sessions may be taken in any order depending on availability. Labs will be taken as a group. This module runs concurrently with SHSM020. | | | | | | | |
| **INDICATIVE LEARNING RESOURCES** | | | | | | | |
| ***Indicative basic reading list:***  Prentice, W.E. (2004) *Rehabilitation Techniques for Sports Medicine and Athletic Training*. 4th Edition.. New York: McGraw-Hill. ISBN: 0-07-246210-8.  Douglas, G., Nicola, F. & Robertson, C. (2005) *Macleod’s Clinical Examination.* Elsevier: Churchill Livingstone.  Eustace, S., Johnston, C., O’Byrne, J. & O’Neill, P. ( 2006) *Sports Injuries: Examination, imaging and management. Philadelphia PA: Churchill Livingstone Elsevier.*.  Andrews, J., Wilk, K. & Harrison, G. (2004) *Physical rehabilitation of the injured athlete.* London: Saunders.  Magee, D.J. ( 1997) *Orthopaedic Physical Assessment.* London: Saunders.  *British Journal of Sports Medicine*  ***Indicative web based resources e.g. ELE***  ***Other resources:***  Additional region specific bibliography from individual leads and lecturers | | | | | | | |
| **DATE OF LAST REVISION** | | | March 2010 | | | | |

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| **MODULE CODE** | | | SHSM022 | | | **MODULE LEVEL** | | M |
| **MODULE TITLE** | | | Physical activity in the prevention and treatment of chronic diseases | | | | | |
| **Module leader** | | | Dr. Gary O’Donovan | | | | | |
| **Contributors** | | | Dr. Lee Romer (Brunel University), Prof. John Saxton (University of East Anglia), Lindy Castell (University of Oxford) | | | | | |
| **CREDIT VALUE** | | | 30 | | | **ECTS VALUE** | | 15 |
| **PRE-REQUISITES** | | | | None | | | | |
| **CO-REQUISITES** | | | | None | | | | |
| **DURATION OF MODULE** | | | | | | 12 Weeks | | |
| **TOTAL STUDENT STUDY TIME** | | | | | | 300 hours – comprising 33 hours’ contact time, 192 hours’ independent study and 75 hours of coursework / exam preparation | | |
| **AIMS** |  | | | | | | | |
| Obesity, type 2 diabetes and cardiovascular disease are the leading causes of death in Britain and most developed nations. This module explains that Britain’s biggest killers are ‘lifestyle diseases’ that can be prevented and treated with exercise. For each of the most prevalent chronic diseases, students will learn about: the human and economic costs of the disease; risk factors for the disease; the role physical activity plays in preventing and treating the disease; and, current physical activity guidelines. The module will emphasise evidence-based practice and the dose-response relationship between exercise and health. This module will benefit students wishing to pursue a career in personal training, GP referral or clinical exercise testing; and those students wishing to pursue a longer, healthier life. | | | | | | | | |
| **INTENDED LEARNING OUTCOMES** | | | | | | |  | |
| **Module Specific Skills:**   1. To have a command of the pathophysiology of the most prevalent chronic diseases. 2. To comprehend the physiological mechanisms through which exercise training may influence the diseased states. 3. To prescribe safe and effective exercise training programmes for the prevention and treatment of chronic diseases.   **Discipline Specific Skills:**   1. With critical awareness can undertake analysis of complex, incomplete or contradictory areas of knowledge communicating the outcome effectively   **Personal and Key Skills:**   1. Work productively in a co-operative context 2. Present information / ideas competently 3. Use learning in different situations / contexts | | | | | | | | |
| **LEARNING/TEACHING METHODS** | | | | | | |  | |
| Contact hours for the course will be 33 hours, to include lectures and small group seminars. Independent study needs to run throughout the module duration but as a guide, expect to do approximately 192 hours plus 75 hours for the coursework / examination preparation. | | | | | | | | |
| **ASSIGNMENTS** | | |  | | | | | |
| Students are expected to read the journal articles, book chapters and websites identified in the attached reading list BEFORE each lecture. Additional reading will be identified at the end of each lecture. Groups tasks will be given after some lectures. Intended learning outcomes 5 and 7 will be developed and formatively assessed during these sessions. | | | | | | | | |
| **ASSESSMENT** | |  | | | | | | |
| 1. Coursework (50%) – 3000 word essay on the role physical activity plays in the prevention or treatment of a specific chronic disease or condition 2. Examination (50%) – Three-hour examination consisting of short answers and essay questions   Intended learning outcomes 1-4, 6 will be assessed. | | | | | | | | |
| **SYLLABUS PLAN** | | | | |  | | | |
| Week 1 - Introduction and rationale (Dr. Gary O’Donovan)  - Epidemiology of physical activity and health (Dr. Gary O’Donovan)  Week 2 - Physical activity, physical fitness and the evolution of physical activity guidelines (Dr. Gary O’Donovan)  Week 3 - Physical activity in the prevention and treatment of cardiovascular disease (Dr. Gary O’Donovan)  Week 4 - Physical activity in the prevention and treatment of type 2 diabetes (Dr. Gary O’Donovan)  Week 5 - Physical activity in the prevention and treatment of obesity  (Dr. Gary O’Donovan)  Week 6 - Physical activity in the prevention and treatment of lung diseases (Dr. Lee Romer)  Week 7 - Assessment overview (Dr. Gary O’Donovan)  Week 8 - Systematic reviews (Dr. Toby Pavey) and Review of essay plans (Dr. Gary O’Donovan)  Week 9 - Is exercise bad for you? (Lindy Castell)  Week 10 - Physical activity in the prevention of mental illness (GOD)  Week 11 - Physical activity in the prevention and treatment of common cancers (Prof. John Saxton) | | | | | | | | |
| **INDICATIVE BASIC READING LIST** | | | | | | | | |

Students are expected to read the journal articles, book chapters and websites identified in the the reading list BEFORE each lecture. Additional reading will be identified at the end of each lecture. Group tasks will be given after some lectures. Intended learning outcomes 5 and 7 will be developed and formatively assessed during these sessions.

All of the resources below can be obtained: (a) in St. Luke’s library; (b) via the University’s electronic collection; (C) using the URLs provided; or (d) via Pubmed ([www.pubmed.gov](http://www.pubmed.gov)). Please read the resources *before* each lecture. Additional reading will be identified at the end of each lecture and students may also visit Exeter Health Library (<http://services.exeter.ac.uk/eml/>).

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **MODULE CODE** | | | SHSM024 | | **MODULE LEVEL** | | M |
| **MODULE TITLE** | | | Research Methods and Analytical Procedures | | | | |
| **LECTURER(S)** | | | Dr Tim Rees (Co-ordinator), Dr Gary O’Donovan, Professor Roger Eston, Professor Andrew Sparkes | | | | |
| **CREDIT VALUE** | | | 30 | | **ECTS VALUE** | | 15 |
| **PRE-REQUISITES** | | | | None | | | |
| **CO-REQUISITES** | | | | None | | | |
| **DURATION OF MODULE** | | | | | 11 weeks | | |
| **TOTAL STUDENT STUDY TIME** | | | | | 300 hours – comprising approximately 33 hours lectures and computer laboratory sessions, and 267 hours independent study | | |
| **AIMS** |  | | | | | | |
| This module will provide students with the tools to prepare for a Master’s level dissertation using qualitative and/or quantitative methods. The quantitative element will involve the development of an understanding of the use of advanced-level statistics in research, and will introduce students to some of the statistical data analysis techniques that might be used for the dissertation. It will also create an appreciation for the rationale involved in making the correct choices when using statistical analyses, including considering assumptions, limitations, and pitfalls. The qualitative element is designed to enable students to understand the philosophical assumptions informing various qualitative research traditions and their strengths and weaknesses, to understand qualitative research design, and to understand the forms of analyses associated with qualitative research. | | | | | | | |
| **INTENDED LEARNING OUTCOMES** | | | | |  | | |
| On successful completion of this module, students should be able to:  **Module Specific Skills**   1. Analyse and evaluate experimental and non-experimental quantitative research design methods. 2. Demonstrate an ability to use SPSS and evaluate and explain its statistical outputs. 3. Understand the philosophical assumptions informing qualitative research and the strengths of this approach. 4. Understand the forms of research design, analysis, and representation associated with qualitative research.   **Discipline Specific Skills**   1. Critically appraise different statistical analyses in order to make an informed choice about which to use. 2. Critically evaluate current qualitative research.   **Personal and Key Skills**   1. Demonstrate competency in the input, analysis and interpretation of various forms of quantitative data. | | | | | | | |
| **LEARNING/TEACHING METHODS** | | | | |  | | |
| Lectures, computer laboratory sessions, and independent study. The lectures are aimed at providing students with understanding of the core topics in the module. Computer laboratories are used to undertake statistical analyses using the SPSS computer package. | | | | | | | |
| **ASSIGNMENTS** | | |  | | | | |
| Quantitative Element: At least 1 data set and 1 instructional worksheet posted each week on WebCT prior to timetabled sessions. The data are analysed using SPSS during the taught session.  SPSS outputs create between 2 and 10 pages of text, depending on the analysis undertaken.  Students are set readings (1-2 per week) regarding the statistical tests and are expected to contribute to a discussion of these during the taught session. Assesses ILO 1. A 20-slide Powerpoint presentation (NOT oral presentation), with no formal word limits. Assesses ILOs 1, 2, 5, 7.    Qualitative Element: Each teaching session will begin with a lead lecture to set up key issues for group discussion in the second part of the session. Selected qualitative research papers will be used as exemplars throughout the sessions to support teaching, learning and discussion.   * 3750 word essay. From the core readings for the module, select an example of an ethnography, a life history, and a narrative study. Compare and contrast these in terms of the following points: * How they display the strengths of qualitative research * Their research design * Their sampling procedures * The data collection techniques used * The analysis of data * How they deal with ethical issues   Assesses ILOs 3, 4, 6. | | | | | | | |
| **ASSESSMENT** | |  | | | | | |
| Quantitative Element Coursework (50%), to involve analysis, interpretation and presentation of data. Submitted as a 20-slide Powerpoint presentation (NOT an oral presentation), with no formal word limits. Assesses ILOs 1, 2, 5, 7.  Qualitative Element Coursework (50%), in the form of a 3750-word essay. Assesses ILOs 3, 4, 6.  These assessments follow the University of Exeter code of practice and guidelines for taught programmes of study. | | | | | | | |
| **SYLLABUS PLAN** | | | |  | | | |
| Week 1 Nature and strength of evidence Week 2 Managing and exploring data in SPSS (quantitative assignment handed out) Week 3 Independent t-tests, dependent t-tests, single-factor and factorial ANOVA  Week 4 Repeated measures designs and mixed models  Week 5 Correlations and regression  Week 6 Multiple regression analysis I  Week 7 Multiple regression analysis II  Week 8 Optional session: Assignment work with support Week 9 Introduction to qualitative research: Philosophical and theoretical frameworks, traditions, characteristics, strengths & weaknesses) (qualitative assignment handed out) Week 10 Qualitative research design  Week 11 Qualitative data analysis | | | | | | | |
| **INDICATIVE BASIC READING LIST** | | | | | |  | |
| Quantitative Element Field, A. (2000). **Discovering statistics using SPSS for Windows: Advanced techniques for beginners.** London: Sage. (3 TR, 5 short loan).  Or . . .  Field, A. (2005). **Discovering statistics using SPSS (2nd ed.)** London: Sage. (in process).  Andy Field’s complimentary web-site: <http://www.statisticshell.com/> (on his web-site, click on “Statistics Hell-p”). This and additional excellent web-sites for statistics and research design are linked on WebCT.  Vincent, W. J. (1995) and (1999). Statistics in kinesiology. Champaign, IL: Human Kinetics. (1999 version, 3 TR, 7 short loan).  The following texts are listed as **additional reading only**. There are not necessarily multiple copies of all these texts, as they are not core reading. They may, however, be a useful resource. Most are on TR.  Huck, S. W. (2000). Reading statistics and research. New York: Addison-Wesley Longman, Inc. (1 TR, 6 short loan, 2 normal loan).  Ntoumanis, N. (2001). A step-by-step guide to SPSS for sport and exercise studies. UK: Routledge. (1 TR).  Stevens, J. (2001). Applied multivariate statistics for the social sciences. Mahwah, NJ: Lawrence Erlbaum Associates. (1 TR).  Tabachnick, B., & Fidell, L. S. (1996) and (2000). Using multivariate statistics. Boston, MA: Allyn & Bacon. (1 TR, 2 short loan).  Qualitative Element Coffey, A., & Atkinson, P. (1996). Making sense of qualitative data. London: Sage.  Crossley, M. (2000). Introducing narrative psychology: Self, trauma and the construction of meaning.  Buckingham: Open University Press.  Cresswell, J. (1998). Qualitative inquiry and research design. London: Sage.  Sparkes, A. (2002). Telling tales in sport and physical activity: A qualitative journey. Champaign, Ill:  Human Kinetics Press.  Wolcott, H. (1994). Transforming qualitative data. London: Sage | | | | | | | |

Sept 2009

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| --- | --- | --- | --- | --- | --- | --- | --- |
| **MODULE CODE** | | SHSM025 | | **MODULE LEVEL** | | | M |
| **MODULE TITLE** | | Dissertation (Journal Article) | | | | | |
| **LECTURER(S)** | | Professor Andrew Sparkes (Module Leader). All staff involved in dissertation supervision | | | | | |
| **CREDIT VALUE** | | 60 | | **ECTS VALUE** | | | 30 |
| **PRE-REQUISITES** | | SHSM024 | | | | | |
| **CO-REQUISITES** | | None | | | | | |
| **DURATION OF MODULE** | | | | Hand-in date for the dissertation will be specified, but is effectively 50 weeks from the commencement of the MSc programme | | | |
| **TOTAL STUDENT STUDY TIME** | | | | 600 hours – primarily independent study (self-directed learning, setting up the project, collecting data, analysing data, writing-up, handing in of dissertation proposal form, ethical research approval form, and progress reports), but also comprising approximately 10 (30-minute) meetings with the allocated dissertation supervisor | | | |
| **AIMS** |  | | | | | | |
| The dissertation is an opportunity for students to pursue, systematically and in depth, a personal interest in a particular topic, utilising the concepts, techniques and skills developed within module SHSM024 on quantitative research methods. The dissertation may be based within a specific area of the course or may be interdisciplinary in nature, and will encourage the synthesis of appropriate knowledge from different areas. It will cultivate independence of thought and develop the student’s ability to find, interpret and present material according to selected approaches to understanding and prescribed methods of investigation. | | | | | | | |
| **INTENDED LEARNING OUTCOMES** | | | |  | | | |
| **Module Specific Skills**:  1. Increased depth of knowledge regarding the specific topic of research interest  2. To select an appropriate form of investigation  3. To use appropriate techniques of data collection and analysis  **Discipline Specific Skills**:  4. To identify a problem or issue  5. To review relevant literature or documentation  6. To interpret data and draw meaningful conclusions  7. To organise and present material in a clear, well-structured form  8. Critically assess and evaluate evidence  **Personal and Key Skills:**  9. Manage time effectively and prioritise tasks by working to strict deadlines.  10. Take responsibility for one’s own learning by planning tasks with limited guidance; identifying one’s own resources and seeking and making use of feedback.  11. Evaluate and assess one’s own abilities, performance and understanding, to reflect on one’s own learning and to seek advice and feedback. | | | | | | | |
| **LEARNING/TEACHING METHODS** | | | | |  | | |
| The dissertation is based around the concept of the student’s self-directed learning. Therefore, this would mostly involve self-directed, independent study. The piece of research is, however, set up in conjunction with a supervisor, who would be available for up to 10 (30-minute) meetings to meet with the student to provide advice and guidance across all aspects of the research process. For example, and dependent on the nature of inquiry, the supervisor may provide advice and guidance about setting up the project, collecting data, analysing data, and writing-up. | | | | | | | |
| **ASSIGNMENTS** | | |  | | | | |
| Dissertation proposal form (1 page), ethical research approval form (3 pages) and progress report (1 page), journal notification format (1 page). Assesses ILOs 9, 10, 11.  Journal article 10,000 words and oral presentation – Assesses ILOs 1, 2, 3, 4, 5, 6, 7, 8. | | | | | | | |
| **ASSESSMENT** | | |  | | | | |
| A report written according to the format of a journal article (70%). The particular journal will be agreed in conjunction with the supervisor of your dissertation and should follow the authors’ instructions for submission to that Journal.  The word limit should also be agreed with the supervisor but would normally fall somewhere between as a minimum the word limit set by the journal and a maximum of 10,000 words.  An oral presentation (15 minutes) and 10 minutes for questioning from an audience of student peers and academic staff. This presentation will document work-in-progress related to the research project (30%). Assesses ILOs 1, 2, 3, 4, 5, 6, 7, 8.  The assessments will follow the University of Exeter code of practice and guidelines for taught programmes of study. | | | | | | | |
| **SYLLABUS PLAN** | | |  | | | | |
| 10 (30-minute) meetings with the allocated dissertation supervisor over the course of the MSc programme  Term 2, Week 1: proposal form and ethical research approval form  Term 3, Week 2: progress report (and if relevant, journal notification format) | | | | | | | |
| **INDICATIVE BASIC READING LIST** | | | | | |  | |
| MSc dissertation pack. This is a detailed document handed out to all MSc students at the commencement of the MSc programme.  American Psychological Association (2003). *Publication Manual of the American Psychological Association* (5th ed.). Washington, DC: APA   * American Psychological Association (APA) style is recommended as standard for assignments and dissertations. For further information, consult the APA Manual (5th edition, not earlier versions) available at the library (at 150.149 AME) or the APA website at [www.apa.org/journals](http://www.apa.org/journals). | | | | | | | |

24 May 2010

**APPENDIX 2**

**Taught Postgraduate Degrees and Awards Assessment Procedures**

TQA Manual - Introduction and Contents

*[Implementation: for student's commencing 2008/2009]* for previous version click here:

Taught postgraduate degrees and awards assessment procedures

1 Introduction

1.1 This document summarises, for the convenience of Colleges (or Institutes and Centres, where appropriate), the procedures for use by Boards of Examiners in the award of Masters Degrees, Postgraduate Diplomas and Postgraduate Certificates. It covers:

• Section 2: Nomenclature

• Section 3: Condonement

• Section 4: Assessment scheme

• Section 5: Award criteria

• Section 6: Other award matters

• Section 7: Re-assessment procedures

• Section 8: Communication of Decisions

1.2 Subject to the approval of the Faculty of Taught Programmes Board, Colleges are permitted to adopt a specific set of assessment conventions within the University’s generic framework.

1.3 Marking criteria should be in the public domain and brought to the attention of students.

1.4 Codes of practice regulating the procedures of Boards of Examiners and the work of external examiners are included in the TQA Manual. Note that Board’s of Examiners are responsible for making recommendations relating to the marking and classification of awards. It is not the responsibility of a Board of Examiners to make recommendations about the consequences of failure. This is the responsibility of the College Dean or nominated staff acting on behalf of the College Dean who make recommendations to the Faculty Dean.

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

1.6 These criteria should be read in conjunction with the University's Levels and Awards Framework .

2 Nomenclature

The following definitions are adopted for the purposes of this document:

2.1 *Assessment*: any work undertaken by a student that counts towards their degree or progression, including both examinations and coursework.

2.2 *Level:* A level is an indicator of the relative demand, complexity and depth of learning and of the relative autonomy and responsibility of the learner, associated with a module of a programme.

2.3 *Deferral:* A deferral means an assessment taken at a later occasion because either a student has been prevented from taking an assessment, or where an assessment was attempted, but the student is permitted to have another attempt. Deferral decisions are made where the Board of Examiners decides there are adequate grounds, such as medical reasons or exceptional personal circumstances. Where the assessment in question was a first attempt, the deferral will also be treated as a first attempt (i.e. marks are not capped); if the assessment in question was already a referred assessment, then the deferral will mean that the assessment taken at a later occasion is also treated as a referral. Deferrals shall normally take place within once calendar year of the initial assessment.

2.4 *Referral*: A further attempt on the next normal occasion, following initial failure, at an individual assessment without the requirement to repeat any attendance. Students may be referred in an individual assessment on one occasion only, and have a right to be so referred only following initial failure.

2.5 *Repeat Study*: A College can recommend that, following the failure of a candidate in all or part of a programme, a candidate repeat a module or the whole programme. 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 with attendance may require payment of additional tuition fees.

2.6 *Condonement:* The process that allows a degree or other award to be passed despite failure to achieve the required number of credits for the award. Condonement can be applied to failed modules with a mark of 40 – 49% provided that an average mark of 50 % has been achieved over the programme, including the marks for any failed modules. 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. See Section 3 for further details.

2.7 *Mitigation*: The consideration of mitigation or extenuating circumstances is intended to evaluate the impact which the circumstances had on students’ study or performance, and to make recommendations for how the University should treat this.

Mitigating circumstances can only be taken into account if there is a clear indication that students may have been prevented from performing as well as they could have been expected to. In many cases, students should take action during their studies if they are adversely affected by circumstances (for example, seek appropriate support from personal tutors, study skills advisers or the Disability Resource Centre or Cornwall Accessibility Centre, or use other mechanisms such as interruption or deferral as appropriate).

Mitigation Committees should consider the application and any evidence supplied and also any relevant information about the student’s performance in other assessments.

The Mitigation Committee may decide the following:

a) That the circumstances have not had a significant impact on the student’s performance and no further action is required.

b) That the application was made too late without compelling reasons for why the application was not made at the time of the effect on performance.

c) Substitution of a proxy mark for any affected assessment.

d) Raising an assessment or module mark.

e) Deferral of the assessment.

The Mitigation Committee should clearly minute its decision and the reasons for it. All students should be informed of these decisions as soon as possible.

Full guidelines for mitigation committees can be found at <http://admin.exeter.ac.uk/academic/tls/tqa/Part%208/8C(2010)MitigationCttees.pdf>

3 Condonement

3.1 *Condonement:* In certain circumstances a Board may decide to recommend an award despite failure to achieve the required number of credits, provided that overall credit-weighted mean, including any failed modules, is at least 50%.

3.2 Condonement may be applied to failed modules with marks in the range 40 – 49%. Marks below 40% constitute failure, as does any mark between 40% and 49% that cannot be condoned.

3.3 Colleges are permitted to nominate modules for which automatic condonement may not apply. Such information will be listed in the programme specification and will be made available to students at the start of each programme. The credit-weighted mean mark calculated for classification purposes must use marks in their original form.

3.4 Where a module is condoned, the actual mark is used in the calculation of a degree award or classification. No credit is awarded for condoned marks and the actual mark is recorded in its original form on student transcripts.

3.5 In deciding whether to apply the Condonement Process rather than a referral for a failed module, a Board of Examiners should have regard to whether, in referring a student, the student would be able to attain a higher degree classification (though bearing in mind that marks on referral are capped, see 7.1). If it is unclear whether the student themselves would wish to have the failed mark condoned or rather have the opportunity to be re-assessed, then the Board should empower the Chair to contact the student and take Chair’s Action to confirm the Board’s decision once the views of the student are known.

3.6 Masters degree

Condonement may be applied for modules to a maximum of 45 credits where the overall credit weighted mean is at least 50% (including the marks for any failed modules) and the failed modules to be condoned have not been listed in the programme specification as being excluded from the condonement process.

3.7 Postgraduate Diploma

Condonement may be applied for modules to a maximum of 30 credits where the overall credit weighted mean is at least 50% (including the marks for any failed modules) and the failed modules to be condoned have not been listed in the programme specification as being excluded from the condonement process.

3.8 Postgraduate Certificate

Condonement may be applied for modules to a maximum of 20 credits where the overall credit weighted mean is at least 50% (including the marks for any failed modules) and the failed modules to be condoned have not been listed in the programme specification as being excluded from the condonement process.

3.9 If more than the maximum number of credits given for the awards specified above fall in the range 40%-49%, those credits with the highest marks will be condoned (up to the maximum number of credits given for the award), and fails recorded for the remaining credits.

4 Assessment Scheme

4.1 To ensure consistency in the University, including in the preparation of transcripts, marking schemes should be numerical. Marks returned by the Board for both assessment components and the overall module mark should be integers.

4.1 The marking criteria shown below are recommended as a framework for all disciplines within which assessment conventions specific to individual programmes and related to their learning outcomes should be developed.

|  |  |
| --- | --- |
| *Marks Range* | *Marking Criteria* |
| 70% and above Distinction - | Work of exceptional standard reflecting outstanding knowledge of material and critical ability. |
| 60-69% Merit.   |  |  |  | | --- | --- | --- | | |  | | --- | | 50-59% Pass | | Pass. Work demonstrating adequate working knowledge of material and evidence of some analysis. | | 40-49%   |  | | --- | |  | | Condonable fail. Limited knowledge of core material and limited critical ability. | | 0 - 39% | Fail. Lacking in basic knowledge and critical ability. | | |  | | --- | | Work with a well-defined focus, reflecting a good working  knowledge of material and good level of competence in its  critical assessment. | | Work demonstrating adequate working knowledge of material  and evidence of some analysis. |   Condonable fail. Limited knowledge of core material and  limited critical ability.  Fail. Lacking in basic knowledge and critical ability. |

4.3 Staff should use the whole of the mark range in their assessment of student performance.

4.4 The mark sheets submitted to Boards of Examiners should record the following information:

(a) Credit value of each module

(b) Mark awarded (expressed as a percentage) for each module

(c) The credit-weighted mean mark

4.5 Colleges should assess postgraduate modules against a mark range specific to postgraduate rather than undergraduate modules. The University's Levels and Awards Framework permits, however, a proportion of module credit below level M to count towards a postgraduate qualification. Where a student on a postgraduate programme is taking a module at level 3 or below, the module should be marked according to the normal undergraduate marking criteria for the module and the marking scheme for undergraduate modules (i.e. a mark of 40-49% is a pass, not a condonable fail). The mark obtained should be used in the calculation of the mean-weighted mark for the programme as a whole as normal (i.e. there should be no ‘scaling up' of marks).

5 Award Criteria

5.1 Masters degree:

(a) A Masters degree is awarded when a student gains at least 180 credits including at least 150 at Level M, on a designated programme.

5.2 Postgraduate Diploma:

(a) A Postgraduate Diploma is awarded when a student gains at least 120 credits including at least 90 at Level M on a designated programme.

5.3 Postgraduate Certificate:

(a) A Postgraduate Certificate is awarded when a student gains at least 60 credits including at least 45 at Level M on a designated programme.

5.4 *Rules for classification*:The rules should be applied in descending order, starting at the Pass / Fail threshold, so that fail students are excluded from further consideration.

|  |  |
| --- | --- |
| Pass / Fail threshold for the programme | The pass / fail threshold for the programme is an average of 50.00% |
| Qualifies for Distinction award | A final weighted mark greater than or equal to 68.00% and modules to the value of at least 50% with a module mark greater than or equal to 69.50%  or  A final weighted mark greater than or equal to 69.50% |
| Qualifies for Merit award | A final weighted mark greater than or equal to 58.00% and modules to the value of at least 50% with a module mark greater than or equal to 59.50%  or  A final weighted mark greater than or equal to 59.50% |
| Overall pass mark | A final weighted mark greater than or equal to 49.50% |

6 Other Award Matters

6.1 In calculating an overall module mark or the credit-weighted mean mark for the programme as a whole, a calculation resulting in a decimal of 0.5 or above should be rounded up.

6.2 As an alternative to referral or as a consequence of failure in referrals in designated Masters, Postgraduate Diploma or Postgraduate Certificate programmes, the lesser award of Postgraduate Diploma or Certificate can be made if the candidate gains sufficient credit to comply with 4.2 or 4.3 above. It would not be appropriate for a lesser award to be made while a candidate still has a right to referral in the failed modules, and where the outcome of the referral may allow the candidate to achieve the higher award.

6.3 *Raising of module marks:* A 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. The amount by which a mark can be raised should be clearly defined in the College’s procedures. See also Scaling of Marks <http://admin.exeter.ac.uk/academic/tls/tqa/Part%208/8Padvice1.pdf>

6.4 Awards are determined by the Examiners exercising their judgment of the award which best represents the candidate's achievement based on the overall level of performance. A Board of Examiners may, where it decides there are adequate grounds and in appropriate and fully documented circumstances, recommend raising an award beyond that indicated by the profile of marks in accordance with the assessment conventions for the programme. The minutes of the Board of Examiners must clearly identify all such cases and provide a brief justification for the decision. All such decisions are subject to approval by the Faculty Board and Senate.

6.5 Where students are prevented by illness from taking a deferred assessment they may request that the award of an Aegrotat degree be considered under the terms of Ordinance 13.

7 Re-assessment procedures

7.1 Marks following referral are capped at the pass mark of 50%. For any assessment, candidates have a right to be referred on one occasion only. Where the Board of Examiners decides there are adequate grounds, such as medical reasons or exceptional personal circumstances, it may allow a deferral (i.e. re-assessment without the mark being capped), or permit a further referral.

7.2 In cases where the automatic condonement process does not apply (see section 2.6), students must be referred in sufficient modules to obtain an overall credit-weighted mean of 50% with a mark between 40-49% for modules comprising no more than the maximum number of credits given in 3.6, 3.7, 3.8, 3.9 (whichever is applicable). The modules to be referred should be selected:

(a) In consultation with the student concerned; and

(b) With due regard to the overall average that can be obtained when marks following referral are capped at 50%.

7.3 In cases where a referral is inappropriate, Boards of Examiners may consider a lesser award (see 6.2)

7.4 *Absence from Examinations*: The treatment of students failing to sit examinations will be as follows:

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

(b) If no reason for absence is given to the Board of Examiners, or 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 examination.

8 Communication of Decisions

8.1 Following a final Board of Examiners meeting, recommendations for the award of qualifications should be submitted to the Taught Faculty Office. Separate report forms on dissertations do not need to be returned.

8.2 Where a Board of Examiners requires a referral or deferral, these decisions should be communicated to the Examinations Office using the Pass/Fail lists issued by that Office, and signed by the Chair of the Board of Examiners and the External Examiner(s). In relation to the referred / deferred examination period, it is essential that Boards return the Pass/Fail lists by the deadline specified by the Examinations Office.

8.3 Module marks (including dissertation modules) should be entered into the student record system directly (for those Colleges appropriate), or submitted to the Examinations Office in a grid which clearly records:

(a) candidate name and student number;

(b) the module name and code;

(c) the numerical mark, or non-submission, or absence;

(d) whether a mark has been condoned;

(e) whether mitigating circumstances were considered;

(f) whether a candidate is being referred in the assessment concerned.

Separate report forms on dissertations do not need to be returned.

PROFESSOR HILARY LAPPIN-SCOTT

Dean of the Faculty of Postgraduate Studies

June 2008

Last updated September 2008

Last reviewed September 2010

## **APPENDIX 3**

## 

# **MARKING CRITERIA AND ASSESSMENT**

This section discusses what your marks mean, how marks contribute to the overall module mark and the award of your degree. See further details in the [University’s Taught Postgraduate Degrees and Awards Assessment Procedures](http://admin.exeter.ac.uk/academic/tls/tqa/pgtcrit1.htm).

## 

## **Mark Scheme**

All the work that you submit for assessment (coursework, exams) is marked to the same numerical scale. All work is marked internally and moderated (or double marked e.g. dissertation) and also seen by an External Examiner before a final ratified mark is given for each piece of work, examination paper etc.

**University criteria**

The assessment scheme and award criteria can be found in sections 4 & 5 in the [University’s Taught Postgraduate Degrees and Awards Assessment Procedures](http://admin.exeter.ac.uk/academic/tls/tqa/pgtcrit1.htm).

The following numerical marking scheme is adopted:

|  |  |
| --- | --- |
| 70% - 100% | Distinction |
| 60 - 69% | Merit |
| 50 - 59% | Pass |
| 40 - 49% | Condonable fail |
| 0 - 39% | Fail |

The marking criteria shown below are recommended as a framework for all disciplines within which assessment conventions specific to individual programmes and related to their learning outcomes should be developed.

|  |  |
| --- | --- |
| *Marks Range* | *Marking Criteria* |
| 70% and above | Distinction. Work of exceptional standard reflecting outstandingknowledge of material and criticalability. |
| 0-69% | Merit. Work with a well-defined focus, reflecting a good working knowledgeof material and good level ofcompetence in its critical assessment. |
| 50-59% | Pass. Work demonstrating adequate working knowledge of material andevidence of some analysis. |
| 40-49% | Condonable fail. Limited knowledge ofcore material and limited critical ability. |
| 39% and below | Fail. Lacking in basic knowledge andcritical ability. |

**Sport and Health Sciences criteria**

In addition to these University criteria, we have developed SHS-specific MSc marking criteria:

High distinction (80% and above)

Work which has these characteristics:

1. • demonstrates exceptional understanding of the topic

• use of citations demonstrates exceptional understanding of the relevant literature

• exceptional insight, critical analysis and originality, comparable with published work in the area

• clearly presented and well written, with no grammatical errors

• APA referencing format adhered to perfectly

Distinction (70-79%)

Work which has these characteristics:

1. • demonstrates excellent understanding of the topic

• use of citations demonstrates excellent understanding of the relevant literature

• excellent insight, critical analysis and originality, showing the potential to contribute to the area

• clearly presented and well written, with very few grammatical errors

• APA referencing format adhered to almost perfectly

Merit (60-69%)

Work which may have these characteristics:

1. • demonstrates good understanding of the topic

• use of citations demonstrates good understanding of the relevant literature

• a good level of insight and critical analysis

• clearly presented and reasonably well written, with some grammatical errors

• APA referencing format adhered to well

Pass (50-59%)

Work which may have these characteristics:

1. • demonstrates sufficient understanding of the topic

• use of citations demonstrates sufficient understanding of relevant literature

• some evidence of insight and critical analysis

• adequately presented and written, with some grammatical errors

• APA referencing format adhered to adequately

Condonable Fail (40-49%)

Work which may have these characteristics:

1. • demonstrates limited understanding of the topic

• some relevant research cited, but with a limited or flawed knowledge of the relevant literature

• little evidence of insight and critical analysis

• comprehensible but lacking clarity and there may be frequent grammatical errors

• APA referencing format adhered to poorly

Fail (0-39%)

Work which may have these characteristics:

1. • demonstrates little if any understanding of the topic

• insufficient research cited, and a very limited or flawed knowledge of the relevant literature

• insufficient evidence of any insight and critical analysis

• unclear & difficult to comprehend, & there may be frequent grammatical errors

• APA referencing format not adhered to

## **Assessment, Examination Boards and Awards**

Each module that you take, including the dissertation, is given a final overall mark (the overall assessment) that is derived from the different types of assessed work that you have done for that module (coursework, dissertation, examination, presentation etc). Once the work has been moderated (in the case of the dissertation, the work is marked twice) and seen by an External Examiner, a final ratified mark is given to each module. That mark corresponds to the same mark scheme as detailed above. The module template for each module tells you in what proportion these contribute to the final mark: for example, the dissertation is worth 100% of the mark for the dissertation module; in other modules, an essay might be worth 50% of the overall mark, with an exam also worth 50%.

Degrees are awarded by an Examination Board that meets in November each year. The Board is composed of members of the academic staff of SHS and an External Examiner. It is the role of the External Examiner to ensure that we are consistent in our marking, that our standards are equivalent to other institutions, that we follow our procedures properly, and, above all, that we act fairly. All difficult cases, including where penalties for late submission have been applied, or where a student has suffered difficulties due to ill-health or other problems (including requests for mitigating circumstances to be taken into account) are specifically referred to the External. The rules governing the conduct of Boards of Examiners can be found in the University's Teaching Quality Assurance Manual.

Exam Boards look at the performance of each student and take into account any factors which may have affected progress. If students have been unable to complete modules due to outside factors, such as serious illness, they can be given the chance to retake modules: a process known as deferral. In cases where students have failed modules they can be given the chance to resubmit any failed coursework or resit an exam: this is known as referral. Students can only be referred once and the overall mark for any work or exam, and for the module as a whole, cannot be higher than a 50% pass.

In order to award you a Masters degree we look at the marks which you have been awarded for each module and the number of credits that each module is worth. So a 15-credit module contributes less to the overall result of your degree than a 30-credit module. An overall mark for your MSc Programme is then calculated. This determines the overall result of your degree. For students who successfully complete the whole programme, the Exam Board can award three levels of Masters degree: Distinction (70% plus), Merit (60-69%) and Pass (50-59%). Boards can also award lower qualifications for students who do not complete the entire programme: Postgraduate Diploma or Postgraduate Certificate. The University rules for awarding degrees can be found in the Teaching Quality Assurance Manual.

## 

## **Disclosure of Marks and Results**

To give you an indication of how you are doing, and to provide feedback on your work, you are given marks and comments for all coursework. However, you need to bear in mind that these marks are only provisional until ratified by the External Examiner.

All final/agreed marks that count towards assessment (including examinations) are confidential until the Examination Board meets in November. Only the Examination Board can confirm the final marks for each of your modules. You will get your results online after the Examination Board has met. The University Exams Office will make a complete transcript, including marks for all the modules you have taken, available to you once you have been awarded a degree. For details on disclosure of marks see the University's Teaching Quality Assurance Manual.

**APPENDIX 4**

## 

**ASSESSMENT AND MODERATION**

1. **1. Assessment**

• Assessments are marked by the module leader(s) who are lecturers on the module and members of the examination board.

1. • Assessment markers must ensure that the mark awarded is in accord with the appropriate Sport and Health Sciences/TQA marking criteria - see MSc Student Handbook and Taught Postgraduate Degrees and Awards Assessment Procedures <http://admin.exeter.ac.uk/academic/tls/tqa/Part%208/8Gpgtcrit1.pdf>
2. • Assessment markers must ensure that written comments are appended to all assessments and can justify the mark to students, moderators and external examiners. Forms of assessment, other than examination scripts, should be accompanied by a feedback sheet. This feedback sheet must be signed and dated and a copy submitted to the College Office.

1. • Assessment markers should ensure that all pages of the assessment provide an indication that they have been assessed. When marking examination scripts, the awarded mark for summative parts of a question(s) should be clearly indicated and the final mark carried forward to the front cover of the answer booklets.

• All module assessments other than exam scripts should be returned to students within 4 term weeks of the deadline submission date. Feedback on assessments (including exams) should also be provided to students within 4 term weeks.

Refer to the ‘Disclosure of Assessment Results and Marks: Advice and Statement of Procedures’ in the TQA Manual at <http://admin.exeter.ac.uk/academic/tls/tqa/Part%208/8Fdisclos4.pdf>

**2. Moderation**

All assessment at level M will be assigned a *moderator* (with the exception of the dissertation/journal article which will be double marked). The responsibilities of the moderator are as follows:

1. • The marks for a sample of student work should be checked against feedback to ensure that the mark awarded is appropriate (for the purpose of assuring the standard of the award). This sample should equate to at least 10% of any module assessment, but must include at least one assignment/exam from each of the three pass grade bands (70+, 60-69, 50-59), provided such a spread of marks has been awarded. As well as this sample, all assessment failures (condonable and outright fails) should be moderated.

• Ensure that the first marker has provided a set of indicative answers and any additional assessment criteria to help confirm the grade awarded.

1. • Provide a brief commentary in relation to the assessment marks, copies of which should be handed to the assessment marker and the College Office.

• In the case of any disagreement with respect to the marks awarded, to meet with the assessment marker. If the disagreement can be resolved in this meeting, a record of the resolution should be recorded on the commentary sheet. If the disagreement cannot be resolved, a third marker may be brought in, to further moderate. A record of this should also be recorded on the commentary sheet.

## **APPENDIX 5**

## 

## **REFERENCING**

The American Psychological Association (APA) style is recommended by the Department as the standard for assignments and dissertations. Use the following examples as a guide, for further information consult the American Psychological Association’s Publication Manual (fifth edition) available at the library or the APA web site at <http://www.apa.org/journals>

**Referencing within the text of your assignment/dissertation:**

1. 1. If you want to acknowledge the source of an idea or a concept you are discussing but you do not want to quote word for word, put the author’s last name and the date of the work at then end of the sentence:

Research shows that a regular exercise programme can reduce stress and anxiety and enhance self-concept (Morgan & Goldioston, 1987; Sachs, 1984).

1. 2.If you are quoting directly from a source, using the author’s own words, put the quotation in quotation marks and include a page number at the end of the reference:

Coakley (1998) explains that “race refers to a category of people regarded as socially distinct because they share genetically transmitted traits believed to be important in a group or society” (p. 249).

Or

“Race refers to a category of people regarded as socially distinct because they share genetically transmitted traits believed to be important in a group or society” (Coakley, 1998, p. 249).

1. 3. If you want to use an idea or concept from an author cited in the article of book that you are reading (a situation in which you would usually say “cited in…”), put it into your own words and cite the text you are reading:

Harris (cited in Cashmore, 2001) argues that being a sports fan confers a sort of power.

This type of referencing is called secondary referencing. Therefore, in your reference list at the end of your assignment/dissertation you need to include the primary reference. In the case of the above example, the primary reference is Cashmore (2001). Secondary referencing is often confusing. Therefore, avoid it as much possible.

1. 4. If you want to use notes from one of your lectures, they should be cited as “personal communication”:

According to Brown, bodybuilders tend to have low self-esteem (personal communication, March 23, 2003)

## 

## **Referencing at the end of your assignment/dissertation:**

1. **1. Book with a single author:**

Sparkes, A. C. (2002). *Telling tales in sport and physical activity: A qualitative journey*. Champaign, IL: Human Kinetics.

1. **2. Book with two or more authors:**

Maykut, P., & Morehouse, R. (1994). *Beginning qualitative research*. London: Falmer.

1. **3. Chapter in an edited book:**

MacNeill, M. (1998). Sex, lies, and videotape: The political and cultural economies of

celebrity fitness videos. In G. Rail (Ed.), *Sport and postmodern times* (pp. 163-184). Albany, NY: State University of New York Press.

Browne, M. W., & Cudeck, R. (1993). Alternative ways of assessing model fit. In K.A. Bollen & J.S. Long (Eds.), *Testing structural equation models* (pp. 136-162). Newbury Park, CA: Sage.

1. **4. Journal article**

Kennedy, E. (2000). Bad boys and gentlemen: Gendered narratives in televised sport.

*International Review* *for the Sociology of Sport*, *35*, 59-74.

Biddle, S. J. H., Markland, D., Gilbourne, D., Chatzisarantis, N. L. D., & Sparkes, A. C. (2001). Research methods in sport and exercise psychology: Quantitative and qualitative issues. *Journal of Sports Sciences, 19,* 777-809.

1. ***5.* Magazine article**

Nack, W., & Munson, L. (2000, summer). Out of control. *Sports Illustrated*, pp. 128-137.

1. **6. Electronic formats**
2. • Online newspaper

Sleek, S. (1996, January). Psychologists build a culture of peace. APA Monitor, pp. 1, 33. Retrieved January 25, 1996 from the World Wide Web: *ttp://www.apa.org/monitor/peacea.html*

1. • Announcements

American Psychological Association. (1995, September 15). APA public policy action alert: Legislation would affect grant recipients [Announcement]. Washington, DC: Author. Retrieved January 25, 1996 from the World Wide Web: *http://www.apa.org/ppo/istook.html*

1. • Abstract

Rosenthal, R. (1995). State of New Jersey v. Margaret Kelly Michaels: An overview [Abstract]. Psychology, Public Policy, and Law, 1, 247–271. Retrieved January 25, 1996 from the World Wide Web:

*http://www.apa.org/journals/ab1.html*

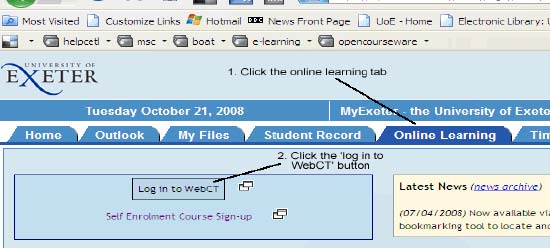
1. • Email communications from individuals

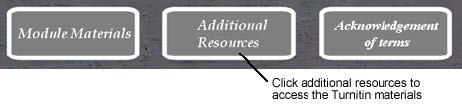
Should be cited as personal communications, as noted in APA's Publication Manual. The format in text (personal communications are not cited in the reference list) is as follows: L. A. Chafez (personal communication, March 28, 1997).

## **APPENDIX 6**

**HOW TO SUBMIT COURSEWORK ASSESSMENTS USING TURNITIN**

*Note: Some pieces of assessment need to be uploaded to Turnitin (e.g. coursework essays). Other pieces do not (e.g. oral presentations, poster presentations, exams). Please ask your Module Leader for clarification. If your assignment does need to be uploaded to Turnitin, please follow the procedure below. If not, please jump to step 6.*

1. 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 your University of Exeter username and password. 

1. 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.

1. 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.

1. 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.

1. 6.Before submitting **two** ‘hard-copy’ of your work, to the College Office (RB20), you will also need to ensure that you have attach a BART coversheet to the front of your work – refer to page 15 in this Handbook.

If you experience any problems with **Turnitin** please contact the e-learning team on [e-learning@exeter.ac.uk](mailto:e-learning@exeter.ac.uk)

## **APPENDIX 7**

**MSc Timetables – 2010/11**