



THE UNIVERSITY OF EXETER

SPORT AND HEALTH SCIENCES
College of Life and Environmental Sciences

MSc Student Handbook 2012-13

MSc Programmes in

**Sport and Health Sciences
Sport and Exercise Medicine
Paediatric Exercise and Health**

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Disclaimer

Every effort has been made to ensure that the information contained in the Handbook is correct at the time of creation and/or modification. However, the University cannot guarantee the completeness or accuracy of information contained in the Handbook and shall not be responsible for errors or inaccuracies. The University reserves the right to make variations to the services offered where such action is considered to be necessary by the University.

INTRODUCTION AND WELCOME

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 tenth successful year. The MSc in Paediatric Exercise and Health (previously Paediatric Exercise Physiology) is entering its seventh year and the MSc Sport and Exercise Medicine is entering its sixth year.

Sport and Health Sciences is part of the College of Life and Environmental Sciences, which brings together the complementary disciplines of Biosciences, Geography, Psychology and Sport and Health Sciences to provide a rich and diverse interdisciplinary teaching and research 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 Phil Friere Skiba, Programme Director, MSc in Sport and Exercise Medicine

Prof Craig Williams, Director of Postgraduate Studies

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 in Baring Court, which is home to the Children's Health and Exercise Research Centre (CHERC). You will use the lab facilities at various times during your MSc programme.

Further information about Sport and Health Sciences can be found on the website <http://www.exeter.ac.uk/sshs>

Handbook

You should familiarise yourself with the information in this MSc Handbook. If you have any queries or comments on the Handbook, please contact the SHS Office at sshs-school-office@exeter.ac.uk.

In addition to this Handbook, useful information about your studies can be found on the University website (www.exeter.ac.uk). Some of the main web pages containing information of relevance to postgraduate students are listed below:

A-Z Student Services and Support: <http://www.exeter.ac.uk/students/services/services/>

Student Information Desk Online: <http://www.exeter.ac.uk/students/services/sid/>

Forum Student Services Centre: <http://www.exeter.ac.uk/students/services/ssc/>

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

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

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

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 Room: RB20 Phone: 722807

Director of Postgraduate Studies

Professor Craig Williams is the Director of Postgraduate Studies 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 Phil Friere Skiba 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 Room: BC37 Phone: 722766

E-mail: P.Skiba@ex.ac.uk

Administrative Team

Alison Hume is the Student Services Manager. Jules Warner, Lauren Hitchman and Jamie Moore 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 Room: RB16 Phone: 724803

E-mail: J.K.Warner@exeter.ac.uk Room: RB20 Phone: 722896

E-mail: L.Hitchman@exeter.ac.uk Room: RB20 Phone: 722884

E-mail: J.Moore@exeter.ac.uk Room: RB20 Phone: 722774

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> and most of the information you need for your studies can be found under *Current Students* (accessed from the menu bar on the homepage).

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

Notice boards

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

(i) **MSc Notice board** - 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 notice board on a regular basis. You must ensure that you read all notices relating to examination arrangements.

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

Student Mail and Return of Work

Student mail can be collected from the Porters Lodge in North Cloisters. MSc programme work will usually be returned via the MSc study suite called the Mezzanine in the 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.

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 can be accessed from the St Luke's Library and this is open 24/7, as is the study area on the first floor of the library.

Opening Hours

	<u>Term time:</u>	<u>Vacation:</u>
Monday to Friday	08.30 – 21.00	9.00 to 17.30
Saturday	10.00 – 18.00	14.00 to 18.00
Sunday	14.00- 18.00	14.00 to 18.00

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

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 will send notifications (such as recalls or overdues) to your University of Exeter email address.

Items not required by other users can be renewed in person, by phone (01392 723867), e-mail (library@exeter.ac.uk), or online using your library record.

Further Information

For further information about the library, the services provided and where to get help, please consult their website at: <http://as.exeter.ac.uk/library/using/help/>

IT FACILITIES

Key contact in SHS:

Len Maurer Computing Development Officer
Room: RB117
Phone: 01392 725496
Email: L.Maurer@exeter.ac.uk

IT Facilities on the St Luke's Campus

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.

There are other PC clusters on campus and for details of these please see:

<http://as.exeter.ac.uk/it/openaccess/computerrooms-stlukes/>

Files and Storage

All students are provided with their own personal and secure file space, stored on a central fileserver. This space is known as your U:Drive and further information can be found at:

<http://as.exeter.ac.uk/it/files/>

Printing

Printing is available at various points across the St Luke's Campus and at some locations you can also copy and scan-to-email. For further information about charges and how to print, please see:

<http://www.exeter.ac.uk/campuservices/printservices/studentprint/>

There is also a print unit in South Cloisters which has facilities for photocopying and binding printed material.

Getting Help

For any queries about computing facilities in the Richards Building, please contact Len Maurer. For any other queries, please contact the relevant University service:

IT Help Desk – this is the first point of contact for supported computer hardware, software, IT account or other IT related issues; including telephony, audio visual and printing queries. It provides 24/7 help and support:

Phone: 01392 723934

Email: helpdesk@exeter.ac.uk

Web: www.exeter.ac.uk/it/helpdesk

Self service: www.exeter.ac.uk/it/helpdesk/selfservice

Counter: Student Service Centre, Level 0, Forum, open Monday to Friday 10:00 - 17:00 and Saturday's during term time 10:00 - 15:00. Report to the Student Services Desk.

Laptop Clinics – the University run a Laptop Clinic service for students to help you solve faults on your personal computer. They are happy to take a look at any desktops, laptop, Macs, tablets (including iPads) and smart phones. If you wish to make a Laptop Clinic appointment, please contact the IT Help Desk either in person or via phone. To use the service, you must read and agree to the Laptop Clinic terms and conditions on attending your appointment. Laptop Clinics are held at St Luke's Campus in the Student Presentation Room in the library in term time only (excluding bank holidays and university closure days) on Mondays 14:00 - 16:30. For further

information, please see: <http://as.exeter.ac.uk/it/helpdesk/laptopclinics/>.

SPORTS FACILITIES

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

The University was placed seventh out of 161 institutions in the 2011/12 British Universities and College Sport (BUCS) ranking and have recently announced plans to invest another [£8million in facilities at the Sports Park](#).

Sports Facilities are found at two main sites, the [Sports Park](#) on Streatham campus and [St Luke's Sports Centre](#) on St Luke's campus. We also have an [outdoor swimming pool](#) at Cornwall House on Streatham campus, grass sports pitches at [Duckes Meadow](#) by Exeter Quay and high quality grass pitches plus a cricket squares at [Topsham Sports Ground](#).

Further information about the facilities and how to use them, as well as the various sporting the clubs and societies can be found on the Sport webpage at: <http://sport.exeter.ac.uk/>

SECTION TWO

MSc Programmes

ACADEMIC YEAR DETAILS

Term Dates 2012-13

Autumn Term: Mon 24 September – Fri 14 December

Spring Term: Mon 7 January – Fri 29 March

Summer Term: Mon 29 April – Friday 14 June*

*- Students continue to work on their MSc Dissertation over the summer as this is normally handed in at the end of August/early September.

ACADEMIC PROGRAMMES

Modules - MSc Sport and Health Sciences

1st Term	2nd Term
Research Methods and Analytical Procedures (SHSM024) (compulsory)	Biomechanical Aspects of Lower Limb Injury (SHSM005) (option)
Current Issues in Sport Psychology (SHSM019) (option)	Laboratory Techniques in Physiology (SHSM006) (option)
Physical Activity in Prevention & Treatment of Chronic Disease (SHSM022) (option)	Paediatric Exercise & Health (SHSM014) (option)
	Physical Activity Promotion & Public Health (SHSM028) (option)
	Physical Activity & Mental Health (SHSM026) (option)
3rd Term Dissertation/Journal Article may be commenced at any time but is primarily undertaken in term 3 and is submitted in September (compulsory)	

Modules - MSc Paediatric Exercise and Health

1 st Term	2 nd 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 may be commenced at any time but is primarily undertaken in term 3 and is submitted in September	

Modules - MSc Sport and Exercise Medicine

1 st Term	2 nd Term
Research Methods and Analytical Procedures (SHSM024) (Compulsory)	Laboratory Techniques in Physiology (SHSM006) (option)
Physical Activity in Prevention & Treatment of Chronic Disease (SHSM022) (option)	Biomechanical Aspects of Lower Limb Injury (SHSM005) (option)
	Physical Activity and Mental Health (SHSM026) (option)
	Physical Activity Promotion & Public Health (SHSM028) (option)
Introduction to Sport & Exercise Medicine & Sports Injury Management (SHSM020) (compulsory – runs over two terms)	
Sports Medicine: Non Orthopedic Injuries and Entities (SHSM027) (option – runs over two terms)	
Clinical Aspects of Sports Injury (SHSM021) (option only available to appropriately qualified medical professionals - runs over two terms)	
3rd Term Dissertation/Journal Article may be commenced at any time but is primarily undertaken in term 3 and is submitted in September (compulsory)	

PROGRAMME SPECIFICATIONS

The MSc Programme Specifications can be accessed at the following link on the SHS website:
<http://sshs.exeter.ac.uk/students/programmespecifications/postgraduateprogspecs/>

CODE OF GOOD TEACHING PRACTICE

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

Students can expect staff to:

- Deliver the module as described in the module template
- Provide full information including content, assessment and deadlines
- Make provision for you to learn research skills and methodologies
- Return assignments promptly
- Provide tutorial support when appropriate
- Support your dissertation development
- Monitor your general progress and keep you informed
- Use openly available criteria for marking
- Behave in a pleasant, approachable and professional manner

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

Staff expect you as the student to:

- Attend all formal teaching sessions of your module and sign/swipe card attendance registers as requested.
- Inform the school Administrative Assistants in the SHS Office (RB20) if for any reason you are unable to attend a session by either calling 01392 722896 or e-mailing sshs-school-office@exeter.ac.uk
- Study on a regular basis towards your programme
- Undertake prior reading if required
- Meet deadlines for submissions
- Comply as quickly as possible to communiqués
- Make good use of tutorial support, ensuring appointments are kept
- Behave in a reasonable manner in formal teaching sessions and outside of formal teaching time

If a member of staff thinks that you are failing to abide by the above code, the matter will be discussed with you. If this is unsatisfactory the matter will be discussed with your Personal Tutor or Programme Director. If this is still unsatisfactory, the Head of Discipline will be involved and a School warning will be issued. The Dean of Taught Programmes will regard continuing unsatisfactory work for which there is no explanation as cause for disciplinary action through a formal warning.

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

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

TEACHING METHODS

A variety of teaching and learning methods will be used throughout the programmes including lectures, seminars, workshops, physiology laboratories, computer laboratories and self-directed research-based work. The teaching methods utilised in the MSc programmes facilitate the development of students' personal and key skills.

REGULATIONS REGARDING ATTENDANCE

Is attendance at lectures, seminars and laboratories compulsory?

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

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

- If you are ill and cannot attend a scheduled teaching session it is your responsibility to inform the SHS office as soon as possible.
- If you are absent for **up to 6 days** you will need to complete a "**Leave Of Absence Form**" (available from Sport and Health Science Office) upon your return.
 - This form details why you were absent.
 - You must get it signed by the module leaders of the sessions you have missed so that you can agree on how to catch up on the missed work.

- It also needs to be signed by the Programme Director.
- If you are absent **more than 6 days** you will need to get a **Doctor's Certificate** verifying the reason for your absence, plus complete a "**Leave Of Absence Form**".
- Further information regarding this can be found on the web site address: <http://www.admin.ex.ac.uk/academic/tls/tqa/stuillness.htm>

What if I am ill and cannot attend an examination?

- If you are absent from examinations, you must contact the SHS Office by phone immediately (01392 722896/722884).

What if I am away and cannot attend teaching sessions?

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

Part-time work. Financial problems are increasing for students and some of you may be considering some part time work. You are allowed to take on such work, however, you are also required to attend all classes and meet all module and programme requirements. We are sympathetic to the situation but we cannot make special allowances because of part-time work, so students who are occupied in this way will not be treated any differently to non-working students. You need to attend all classes and complete all assignments by the deadlines. If your finances are causing distress, please keep your personal tutor informed and seek advice from the University Support Services (Students' Guild Advice Unit - www.exeterguild.org/advice or Student Funding Team: <http://www.exeter.ac.uk/students/finance/studentfunding/>).

ASSESSMENT

Assessment Procedures

Sport and Health Sciences complies with the 'Taught Postgraduate Degrees and Awards Assessment Procedures'. These are given in Appendix 1 and are also accessible at <http://admin.exeter.ac.uk/academic/tls/tqa/Part%208/8Gpgtcr11.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 below (see section on Moderation) and there is also information in Appendix 2 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.

Assessment – Plagiarism

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

What is plagiarism?

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

School Internet Plagiarism Policy

- The Sport and Health Sciences department is becoming increasingly aware of the temptation to use information taken from the Internet and then submitting this as original work.

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

How to avoid plagiarism

Some very useful resources are available to help you understand plagiarism and how to avoid it.

- ELE module 'Academic Honesty and Plagiarism' - this is listed as one of the modules within your ELE access and **it is a university requirement that all students complete this self-directed course**
- Refer to the library guidelines on citing and referencing:
<http://as.exeter.ac.uk/library/using/help/sportsandhealthscience/informationkills/referencing/>
- The student skills development service provides tuition / advice on plagiarism. Further information about the services they provide can be found at:
[http://as.exeter.ac.uk/support/development/taughtstudents/one-to-oneskillssupport/supportatexetercampuses/Refer to the doc](http://as.exeter.ac.uk/support/development/taughtstudents/one-to-oneskillssupport/supportatexetercampuses/Refer%20to%20the%20doc)

The University's 'Code of Good Practice on Managing Academic Misconduct (Including Plagiarism, Cheating and Collusion) can be accessed at

<http://admin.exeter.ac.uk/academic/tls/tqa/Part%208/8Lplag1.pdf>

Assessment – Referencing

The **American Psychological Association (APA)** style is recommended as standard for assignments and dissertation. For further guidance please see appendix 3. You should also 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

Assessment – Using Turnitin

You will be asked to submit all your written assessed work through Turnitin and the procedures for submitting coursework assessments using Turnitin are outlined in **Appendix 4.**

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

- billions of current and archived web pages
- a vast database of previously submitted student work

- over 4000 journal titles
- over 5000 copyright free books

Please note that it may take up to 24 hours for the Turnitin report to be generated and it is important that you plan your work accordingly so that you have sufficient time to gain the report before the deadline. You may wish to submit your work to Turnitin more than once – this is permissible but you must leave 24 hours between each submission.

Assessment – How do I hand in work?

Unless advised by your Module Leader, you are required to submit a paper **and** electronic copy of your assessed coursework.

Submission of the paper copy of assessed work

The essentials of the system are as follows:

- log-in to the BART via 'MyExeter' system using your normal University username and password
- you will 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 (the first 3 pages of the report will suffice) using a staple. If you are submitting group work, each member of the group should staple their cover sheets to the front
- hand in your work to the SHS in the Richards Building RB20, a member of staff scans the barcodes on the cover sheet and prints you a receipt. There WILL be queues - please hand in well before the deadline
- when you log-in to BART again, the item will be shown as submitted, with the date and time of submission

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

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

Important notes

- you may submit work earlier than the deadline
- The final deadline for all work is 4pm 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 or Turnitin report
- 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.

- It may take up to **24 hours** for the Turnitin Report to be generated – you must therefore submit your work to Turnitin at least 24 hours before the deadline – see Appendix 4 for further details.
- Assignments **may not** be given to members of staff.
- If you foresee that work will be submitted late, refer to the late submission procedure below.

Submission of the electronic copy of assessed work

An electronic copy of assessed work must also be submitted by the deadline to:

shs-assessment@exeter.ac.uk.

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

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

What happens if I submit my work late?

1. Module assignments submitted after the deadline must be accompanied by a **late submission form** giving reason for the late submission.
2. The late submission form must be accompanied by an explanatory letter and documented evidence if necessary.
3. The Director of Postgraduate Studies will rule on whether the reason for the late submission is reasonable or not.
4. If deemed unreasonable any assignment that was submitted within two weeks after the deadline will be subject to a maximum award of 50%.
5. Failure to hand in the work two weeks after the deadline will result in a mark of zero being given.
6. It should be noted that computer or printer failure on the day of submission does not constitute an acceptable reason.

How do I go about requesting an extension?

- There may be times when circumstances out of your control mean that an extension to the assessment deadline would be reasonable.
- Typically this would arise due to illness, family problems etc. Sporting commitments, having a lot of other deadlines to meet, weddings etc are an issue of time management, and these can be managed well with forethought.
- Any request for an extension must be made on the **Extension Request Form** (available from the SHS Office), rather than directly to the Module Leader.
- The Director of Postgraduate Studies will rule whether or not an extension is appropriate and liaise with you and the module leader as needed.
- More often than not an extension can be avoided with good planning.

Assessment - Mitigating Circumstances

- If you feel that your academic performance at any time during the year has been adversely affected by illness or personal problems then we need to know about it.
- Please come to see either the Programme Director or your personal tutor to talk through the situation.
- In order for us to consider any mitigating circumstances you must complete a mitigating circumstances form available from the Sport and Health Sciences Office (RB20) and provide

some evidence of your difficulties (e.g. a doctor's note). If your problem is on-going you will need to complete a form for each term.

- Applications for mitigation should normally be submitted prior to the assessment deadline/examination date.

Further information about applying for mitigating circumstances and how applications are considered can be found in the Code of Good Practice: Mitigation Committees at:

http://admin.exeter.ac.uk/academic/tls/tqa/Part%208/8V%20MitigationCttees_CoP.pdf

Assessment - Moderation

All module assessments will either be double marked or moderated. Moderation is the process by which marks are checked against feedback to ensure that the mark awarded is appropriate (for the purpose of assuring the standard of the award). A sample of a range of marks across each degree classification will be moderated, as well as all fails and all work awarded a '9' grade. All internally moderated work is further scrutinised by the External Examiner each year. In addition, the exam board looks at intra- and inter-module marking trends to ensure parity.

Disclosure of Assessment Results and Marks

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

- Marks for examinations will be released to you via *My Exeter*. You will be sent an email telling you how to access these.
- Coursework will be returned via the student box in the Mezzanine in the Richards Building (you will be emailed when your coursework is available for collection).
- It is your responsibility to collect your coursework after it has been marked. Any coursework not collected within 2 weeks of the return date may be destroyed.

Action on marks and feedback

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

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

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

For further information please refer to the document 'Disclosure of Assessment Results and Marks: Advice and Statement of Procedures' which can be accessed at:

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

Assessment - Appeals

- You have the right to appeal against your marks / classification. Full details can be found at <http://www.admin.exeter.ac.uk/calendar/live/ugfaculty/appeals.htm>
- Appeals may be made in respect of the following areas relating to the process of assessment:
 - a formal assessment result
 - a degree classification
 - a decision consequential to an academic failure (e.g. termination of registration)
 - a decision consequential to unsatisfactory academic progress
- Students should note that for the following areas of potential dispute, separate procedures apply:
 - equal opportunities <http://www.exeter.ac.uk/staff/policies/calendar/part1/otherregs/appeals/>
 - protection of dignity at work and study (including harassment) <http://www.exeter.ac.uk/staff/equality/harassment/>
 - complaints <http://admin.exeter.ac.uk/calendar/live/taught/complaints.htm>
- The submission of an appeal will not be to the detriment of a student's academic position.

Grounds of Appeal

Grounds for appeal can only be considered for the following reasons: -

- (a) Material circumstances affecting the student's performance of which a Board of Examiners or the Board of the Faculty (or the Dean acting on its behalf) had not been aware before reaching its decision, *only if* reasonable grounds can be presented by the student why such circumstances had not been presented to the Board in advance of its meeting and/or
- (b) Procedural irregularities in the formal conduct of an assessment or in reaching another academic decision;
and/or
- (c) Evidence of prejudice or of bias on the part of one or more examiners and/or markers.

Exclusions from Appeal

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

- (a) Dissatisfaction with the academic judgement of the internal and external examiners and/or markers including the Board of Examiners;
- (b) Dissatisfaction with the formative assessment (i.e. marks that have no bearing on a student's formal progress) of work by academic staff;
- (c) Matters of dispute that are dealt with under the student complaints procedure

Procedure

- You must submit a written appeal within 10 days of receiving your marks after the External Exam board meeting to the Student Services Manager or Director of Education. Appeals outside of this time period will not be accepted.
- Within this 10 day period it is strongly recommended that you have had the meeting with the module leader detailed above.
- You must clearly define what you are appealing against and the reasons behind your appeal (see above for grounds for appeal)
- The College's Associate Dean (Education) will then consider the issues made in your written appeal and then consider whether there is a *prima facie* case for the appeal.

Module Failure

Failure in a 15 or 30 credit module does not necessarily result in the student being asked to re-sit the module. The University regulations permit up to 30 credits to be condoned if the overall average mark for the MSc is 50%+.

Any student whose failure cannot be condoned or who fails the dissertation without a mitigating reason will be normally **referred**. This is a further attempt, following initial failure at an individual assessment/examination for a mark of 50%.

Any student who fails module because of a mitigating reason will be normally **deferred**. This is a further attempt, following initial failure at an individual assessment/examination, but the mark achieved in the deferred exam will not be capped at 50%
E.g.: if a student achieved 67% in a deferred examination, this is the mark that they would be credited with.

For further guidance, please see the Taught Postgraduate Degrees and Awards Assessment Procedures (<http://admin.exeter.ac.uk/academic/tls/tqa/Part%208/8Gpgtcrit1.pdf>).

Unsatisfactory Progress

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

Supplementary Advice on Assessment Matters

Supplementary advice on assessment matters is available at <http://admin.exeter.ac.uk/academic/tls/tqa/Part%208/8Padvic1.pdf>

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. SHS evaluates each MSc module using an automated and anonymised University system called MACE (Module and Course Evaluation). The results of all MACE evaluations are reported to students and staff via relevant committees. There is also an end of programme survey, which is organised by the University.

The Sport and Health Sciences Committee with overall responsibility for monitoring and evaluating quality and standards is the Education Strategy Group, which meets once per term. The S/SLC Subject Chair represents students on this Group.

The MSc **Board of Examiners** meets twice 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>

Further information about the responsibilities of external examiners and the current examiners can be found at:

<http://www.exeter.ac.uk/staff/policies/calendar/part2/examiners/>

The contacting of external examiners by students regarding any aspect of their programmes of study is prohibited and will be treated as an offence under the University's Disciplinary Procedures. Externals are requested to inform the University's Examinations Office should such an occurrence take place.

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 Discipline Strategy Group.

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

For the Postgraduate Taught Student/Staff Liaison Committee, representatives are elected from amongst both full-time and part-time postgraduate taught 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 Education Strategy Group, College's Associate Dean (Education) and the University e.g. Dean and Students' Guild. 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>

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, they are 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

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's **Disability Policy Statement** contains information about the University's provision for disabled students. This includes dyslexic students, visually impaired students, deaf students, students who have mental health difficulties, students with medical conditions such as epilepsy, and students who are temporarily disabled while at University. This statement can be found at: <http://as.exeter.ac.uk/support/disability/exeter/>

AccessAbility offer a variety of disability support for students. Further information about the support provided and how to contact them can be found at: <http://www.exeter.ac.uk/accessability/disability-support-offered/>

The Sport and Health Sciences Equality and Diversity Co-ordinator is Dr Sharon Dixon and you can contact her for advice and guidance regarding equal opportunities, disability and mental health at: S.J.Dixon@ex.ac.uk , telephone: 01392 724712

ETHICS POLICY AND PROCEDURES

Information about the SHS ethics policy and how to apply for ethics approval is available on the website at: http://shs.exeter.ac.uk/key_docs.html

COMPLAINTS

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

If I have a complaint what do I do?

- Read the following guidelines provided by the University at <http://www.admin.ex.ac.uk/calendar/live/progdev/complaints.htm>
- This outlines the type of complaint covered by this procedure and the process by which this should be handled

By following the procedure most complaints can be settled quickly and amicably between both parties.

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/tga/Part%207/7Hpgstudy.pdf>

OTHER ACADEMIC ADVICE

Regulations for Students and Disciplinary Procedures

Regulations 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 notice board 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.

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/tga/Part%207/7Fmasterssuper.pdf>

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 in 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>

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.

Out of Hours Working and Lone Working out of Hours

Lone working in laboratories out of normal University hours is strongly discouraged. Another responsible person must always be within calling distance. Anyone wishing to do practical work in laboratories after 5.30 p.m. or at weekends involving rapidly toxic materials and other hazardous materials or techniques, must arrange to be within call, and preferably within sight, of another person, (i.e. there must be at least two persons on each floor). Individuals must not work alone in the building or on any one floor. No experimental work may be carried out when the University is officially closed (e.g., at Christmas) without the presence at all times in the same laboratory, of a second person qualified in the experimental techniques and safety procedures.

Signing in/out. Anyone working after 6.00 p.m. or at weekends must sign in and out with their name, times of arrival and departure in the book located in the Richards Buildings foyer. This is for security reasons and to ensure that in case of fire a record of people in the building is readily available.

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. Complete an *Accident / Near Miss Report Form*. Blank forms can be found in the SHS Accident Book in the College Office
2. Make **two** photocopies of the form:
 - 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.
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 notice board inside the Porters’ Lodge. There is also a copy on the notice board in Richards Building foyer.

SECTION FOUR

Student Support and Advice

CAREERS, EMPLOYABILITY AND PERSONAL DEVELOPMENT PLANNING

The University has an Employability and Graduate Development Service which provides advice on a wide range of careers issues, including choosing a career and making yourself more employable. It also advertises temporary, part-time and vacation work. Further information about the services provided can be found on their website at:

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

The Employability, Careers and Alumni Tutor in Sport and Health Sciences is Dr Louise Croft (L.Croft@exeter.ac.uk, phone: 01392 722602).

There is a careers notice board ('Careers Corner') in the 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. You are strongly encouraged to access the support offered by Employability and Graduate Development early in your MSc so that you can make full use of the opportunities available.

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/>

INFORMATION AND SUPPORT AGENCIES

Where to get help

Key points

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

The new Student Services Centre in the Forum on the Streatham Campus brings together 11 support services under one roof to make them easily accessible for students. The Student Services Centre houses the new Student Information Desk, Career zone, Guild Advice Unit and IT Helpdesk in addition to a PC Touchdown area, twelve interview and consulting rooms, and training suite. A member of the Student Information Desk is available between 9am and 5pm Monday – Friday in Cross Keys at St Luke's and they are your first port of call for all questions you may have regarding the vast array of Student Services offered by the University:

- Student Fees,
- Funding Opportunities,

- Unicard,
- Accommodation,
- Study Skills Support,
- Status Letters,
- Disability Support,
- International Student Support,
- Multi-Faith Chaplaincy,
- Health and Wellbeing,
- Exams,
- Graduation.

The Student Information Desk can also make appointments on your behalf with representatives from these specialist teams and has an online enquiry system, [SIDonline](#), where you can search our FAQ knowledgebase as well as ask a question online at anytime.

The new [Career Zone](#) acts the central point for all careers related activities to include meeting employers, searching for jobs and getting careers advice and has an online system called MyCareerzone, where you can search our FAQ knowledgebase as well as ask a question online.

The [Guild Advice Unit](#) offers free, impartial and confidential advice on a range of issues, including housing, finance, and academic related matters.

There are a wide range of other University and external support groups and some of the contact details for these are listed below:

St Luke's Student Health Care
 The Heavitree Practice
 Heavitree Health Centre
 South Lawn Terrace
 Heavitree
 Exeter EX1 2RX
 Tel: 08444 773486

Students' Guild
<http://www.exeterguild.org/>
 Devonshire House, Stocker Road, Exeter EX4 4PZ
 Tel. No. (01392) 263528

Voice
<http://www.exetervoice.co.uk/>
 Telephone support line run by students for students
 Tel No. Internal 74000 - External (01392) 275284

The Samaritans
<http://www.samaritans.org/>
 Telephone support 24 hours per day
 Exeter Branch - open to receive callers: 8.30am - 9.30pm
 10 Richmond Road, Exeter, Devon, EX4 4JA. Tel No. 08457 90 90 90

EDP Drug and Alcohol Services

<http://www.edp.org.uk/>
info@edp.org.uk

Eating Disorders

<http://www.eating-disorders.org.uk/>
National Helpline 0845 838 2040

Lesbian & Gay Website

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

Devon HIV/Aids Association

Tel. No. (01392) 494441

University Chaplains

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

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

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>

APPENDIX 1

Taught Postgraduate Degrees and Awards Assessment Procedures

[Implementation: for student's commencing 2008/2009]

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://as.exeter.ac.uk/support/admin/staff/qualityassuranceandmonitoring/tqamannual/taughtstudent/>

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.

<i>Marks Range</i>	<i>Marking Criteria</i>
70% and above Distinction -	Work of exceptional standard reflecting outstanding knowledge of material and critical ability.
60-69% Merit.	Work with a well-defined focus, reflecting a good working knowledge of material and good level of competence in its critical assessment.
50-59% 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.

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 2012

APPENDIX 2

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](#).

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](#).

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.

<i>Marks Range</i>	<i>Marking Criteria</i>
70% and above	Distinction. Work of exceptional standard reflecting outstanding knowledge of material and criticalability.
0-69%	Merit. Work with a well-defined focus, reflecting a good working knowledge of material and good level of competence in its critical assessment.
50-59%	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.
39% and below	Fail. Lacking in basic knowledge and critical ability.

Generic Criteria for Assessment for Masters programmes

Marks	0-39 (Fail)	40-49 (Condonable Fail)	50-59 (Pass)	60-69 (Merit)	70-85 (Distinction)	86-100 (Distinction)
Assessment categories						
Knowledge & understanding of subject	<p>~ demonstrates little knowledge or understanding of the field</p> <p>~ demonstrates significant weaknesses in the knowledge base, and/or simply reproduces knowledge without evidence of understanding</p>	<p>~ demonstrates knowledge of the field and awareness of current evidence and issues, but with some notable weaknesses</p> <p>~ lacks knowledge and understanding of some key areas</p>	<p>~ demonstrates a sound knowledge and understanding of material within a specialised field of study</p> <p>~ demonstrates an understanding of current theoretical and methodological approaches and how these affect the way the knowledge base is interpreted</p>	<p>~ produces work with a well-defined focus</p> <p>~ demonstrates a systematic knowledge, understanding and critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of the academic discipline, field of study or area of professional practice</p>	<p>~produces work of exceptional standard, reflecting outstanding knowledge and understanding of material</p> <p>~ displays exceptional mastery of a complex and specialised area of knowledge and skills, with an exceptional critical awareness of current problems and/or new insights at the forefront of the field</p>	<p>~ This work meets and often exceeds the standard for distinction, as described in the 70-85 band, across <i>all</i> sub-categories of criteria: knowledge and understanding of subject; cognitive skills; research skills; use of research-informed literature; and skills for life and professional employment.</p>
Cognitive/ intellectual skills	<p>~ very little or no critical ability</p> <p>~ poor, inconsistent analysis</p>	<p>~ some appropriate analysis, but some significant inconsistencies which affect the soundness of argument and/or conclusions</p> <p>~ demonstrates very limited critical ability</p>	<p>~ provides evidence of relevant and sound analysis within the specialised area, with some ability to evaluate critically</p> <p>~ is able to analyse complex issues and make appropriate judgements</p>	<p>~ is able to evaluate methodologies critically and, where appropriate, to propose new hypotheses</p> <p>~ is able to deal with complex issues both systematically and creatively, making sound judgements in the absence of complete data</p>	<p>~ shows outstanding ability to evaluate methodologies critically and, where appropriate, to propose new hypotheses</p> <p>~ is able to deal with a range of complex issues both systematically and creatively, making excellent judgements in the absence of complete data</p>	<p>~ This work is of publishable quality, with only very minor amendments, and would be likely to receive that judgement if submitted to a peer-reviewed journal.</p> <p>~ Work is of such a quality that the student is clearly highly capable of doctoral research in the discipline and, in principle, should be prioritised for a postgraduate research grant.</p>
Research skills	<p>~ demonstrates little or no skill in selected techniques applicable to own research or advanced scholarship</p> <p>~ lacks any understanding of how established techniques of research and enquiry are used to create and interpret knowledge</p> <p>~ failure to evidence or discuss/apply appropriate examples of literature relating to current research and advanced scholarship in the field</p>	<p>~ demonstrates some skill in selected techniques applicable to own research or advanced scholarship, but with significant areas of weakness</p> <p>~ lacks sufficient understanding of how established techniques of research and enquiry are used to create and interpret knowledge</p> <p>~ can evidence and discuss/apply examples of literature relating to current research but lacks critical</p>	<p>~ demonstrates understanding of and skills in selected techniques applicable to own research or advanced scholarship</p> <p>~ shows some originality in the application of knowledge, and some understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline</p> <p>~ can evaluate critically examples of literature relating to current research and advanced scholarship in the</p>	<p>~ displays a comprehensive understanding of and skills in techniques applicable to own research or advanced scholarship</p> <p>~ shows originality in the application of knowledge, together with a good understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline</p> <p>~ is able to evaluate critically a range of literature relating to current research and advanced scholarship in the discipline</p>	<p>~ employs advanced skills to conduct research and, where appropriate, advanced technical or professional activity, accepting accountability for related decision making</p> <p>~ displays an exceptional grasp of techniques applicable to own research or advanced scholarship</p> <p>~ shows originality in application of knowledge, and excellent understanding of how established techniques of enquiry create and interpret knowledge in the discipline</p> <p>~ is able to evaluate critically, with exceptional insight, a range of literature relating to current research and advanced scholarship in the discipline</p>	<p>~ This work meets and often exceeds the standard for</p>

Use of research-informed literature	~ references to literature/ evidence and use of academic conventions are flawed, and/or inconsistent ~ argument absent, or lacking any clarity and/or logic	engagement ~ references to appropriate literature/ evidence and use of academic conventions are insufficient and/or inconsistent ~ argument is attempted, but lacks in clarity and/or logic	field ~ makes consistently sound use of appropriate academic conventions and academic honesty ~ able to communicate argument, evidence and conclusions clearly to specialist and non-specialist audiences	~ makes consistently good use of appropriate academic conventions and academic honesty ~ able to communicate very effectively arguments, evidence and conclusions to specialist and non-specialist audiences	~ makes consistently excellent use of appropriate academic conventions and academic honesty ~ able to communicate at a very high level arguments, evidence and conclusions to specialist and non-specialist audiences	distinction, as described in the 70-85 band, across <i>all</i> sub-categories of criteria: knowledge and understanding of subject; cognitive skills; research skills; use of research-informed literature; and skills for life and professional employment. ~ This work is of publishable quality, with only very minor amendments, and would be likely to receive that judgement if submitted to a peer-reviewed journal. ~ Work is of such a quality that the student is clearly highly capable of doctoral research in the discipline and, in principle, should be prioritised for a postgraduate research grant.
Skills for life and professional employment	~ significant weaknesses evident in key areas such as communication , problem-solving and project management ~ inability to adapt ~inability to work flexibly, independently and/or as part of a team	~ demonstrates generally effective employability skills, including communication and problem-solving, but with some problematic areas of weakness ~ limited ability to adapt ~ ability to work flexibly, independently and/or as part of a team, but with areas of weakness	~ shows a consistently good level of employability skills, including team working, project management, IT/computer literacy, creativity and flexibility ~ demonstrates capabilities to support effective communication in a range of complex and specialised contexts ~ shows consistent ability in tackling and solving demanding problems ~ can plan and direct own learning ~ demonstrates ability to advance own knowledge and understanding, and to develop new skills ~ demonstrates the independent learning ability required for continuing professional development	~ shows a high level of employability skills, including team working, project management, IT/computer literacy, creativity and flexibility ~ demonstrates very effective communication in a range of complex and specialised contexts ~ demonstrates self-direction and some originality in tackling and solving demanding problems ~ can act autonomously in planning and implementing tasks at a professional or equivalent level ~ demonstrates the skills and attitudes needed to advance own knowledge and understanding, and to develop new skills ~ demonstrates the independent learning ability required for continuing professional development	~ shows a very high level of employability skills, including team working/leadership, project management, IT/computer literacy, creativity and flexibility ~ demonstrates very high level communication skills in a range of complex contexts, and ability to write at publishable standard ~ demonstrates autonomy and notable originality in tackling and solving demanding problems ~ shows a high level of consistency and autonomy in planning and implementing tasks at a professional or equivalent level ~ demonstrates the skills and attitudes needed to advance own knowledge and understanding, and to develop new skills to a high level ~ demonstrates the independent learning ability required for continuing professional development	
Marks for M level	0-39 (Fail)	40-49 (Condonable fail)	50-59 (Pass)	60-69 (Merit)	70-85 (Distinction)	86-100 (Distinction)

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 or double marked, 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 descriptor 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 re-sit 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. 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 3

REFERENCING

The American Psychological Association (APA) style is recommended as standard for assignments and dissertations. Use the following examples as **a guide**. For further information, consult the American Psychological Association's Publication Manual (sixth edition) available at the library or visit the website <http://www.apastyle.org/>.

Using APA style for your dissertation

In-text citation

You should cite the work of those individuals whose ideas, theories, or findings have directly influenced your work, even if you are paraphrasing or describing someone else's ideas. To avoid plagiarism, take careful notes as you research to keep track of all sources and collect the information you need to cite them properly. You might also consider using referencing software such as 'EndNote'.

APA style uses the author-date citation system. This system enables the reader to find the source cited in the text in the reference list, where each source is referenced alphabetically. When quoting directly or indirectly from a source, the source must be acknowledged in the text by author's surname and year of publication. If you are making a direct quotation, a location reference such as the page number is also required.

1. Paraphrasing / indirect quotations

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 the end of the sentence.

For example:

- Research has shown that creatine loading causes a small but significant reduction in oxygen uptake during heavy, but not moderate, submaximal exercise (Jones et al., 2002).
- Jones et al. (2002) showed that creatine loading causes a small but significant reduction in oxygen uptake during heavy, but not moderate, submaximal exercise.
- In 2002, Jones et al. showed that creatine loading causes a small but significant reduction in oxygen uptake during heavy, but not moderate, submaximal exercise.

When you need to cite two or more sources together, you should arrange the in-text citations alphabetically in the order in which they appear in your reference list.

For example:

- Research has shown that the multi stage fitness test routinely underestimates laboratory-determined maximal oxygen uptake (Aziz et al., 2005; Cooper et al., 2005; Sproule et al., 1993).

2. Direct quotations

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.

For example:

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

3. Citations from a secondary source

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:

For example:

- 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 dissertation you need to include the primary reference. In the case of above example, the primary reference is Cashmore (2001). Secondary referencing can be confusing. Therefore, **avoid it as much possible**.

Format for in-text citations

Type of citation	First citation in text	Subsequent citations	First citation in text when using bracketed format	Subsequent citations when using bracketed format
One work by one author	Eston (2009)	Eston (2009)	(Eston, 2009)	(Eston, 2009)
One work by two authors	Jones and Poole (2005)	Jones and Poole (2005)	(Jones & Poole, 2005)	(Jones & Poole, 2005)
One work by three to five authors	Hillsdon, Lawlor, Ebrahim and Morris (2008)	Hillsdon et al. (2008)	(Hillsdon, Lawlor, Ebrahim & Morris, 2008)	(Hillsdon et al., 2008)
One work by six or more authors	Wilson et al. (2010)	Wilson et al. (2010)	(Wilson et al., 2010)	(Wilson et al., 2010)

For further information, consult the American Psychological Association's Publication Manual (sixth edition) available at the library or visit the website <http://www.apastyle.org/>.

Referencing at the end of your dissertation

The purpose of a reference list is to enable the reader to find the sources you have used. Thus your reference list should be as accurate and complete as possible. Each source cited in the text should be listed in the reference list in alphabetical order of the first author's surname. The list should be double spaced throughout and use the hanging indent paragraph style.

1. Books

Each reference should contain four elements:

- 1) Author / Editor name(s)
- 2) Date of publication
- 3) Title of publication
- 4) Publication data (If the book is available online, a retrieval statement or digital object identifier (DOI) is required)

Book (one author):

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

Book (two or more authors):

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

Chapter in an edited book (one author):

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.

Chapter in an edited book (two or more authors):

Jones, A. M., Vanhatalo, A.T. & Doust, J. H. (2009). Aerobic exercise performance. In: R. Eston & T. Reilly (Eds), *Kinanthropometry and exercise physiology laboratory manual: tests procedures and data. Volume 2: Physiology*. (pp. 272–307). London: Routledge.

2. Journal articles

Published on a regular basis, journals, magazine and newspapers are collectively known as periodicals. As you are most likely to reference journal articles information given in these guidelines is limited to journals although roughly the same rules apply to all periodicals. For further information you should refer to the American Psychological Association's Publication Manual (sixth edition) available at the library or visit the APA style website at:

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

When referencing a journal article you should include the same information as for a book but exclude the publication data and add the volume, issue and page number(s) instead.

- 1) Author name(s)
- 2) Date of publication
- 3) Title of article
- 4) Title of periodical
- 5) Volume, Issue and page number (If the article is available online, a retrieval statement or digital object identifier (DOI) is required)

Journal article (one author):

Jones, A.M. (2008). Capillary Blood Volume Increase in Already Perfused Capillaries: Role for Glycocalyx Modulation. *Journal of Applied Physiology*, 104 (3), 895-896.
doi:10.1152/jappphysiol.01293.2007

Journal article (two or more authors):

Stiles, V.H., James, I.T., Dixon, S.J. & Guisasola, I.N. (2009). Natural Turf Surfaces: the Case for Continued Research. *Sports Medicine*, 39(1), 65-84. doi: 10.2165/00007256-200939010-00005

3. Webpages (unpublished and informally published work)

When referencing a webpage you should include the same elements as for a book but exclude the publication data and add a retrieval statement instead.

- 1) Author name(s)
- 2) Date
- 3) Title (do not italicise unpublished work)
- 4) Retrieval statement (it is not necessary to include the date of retrieval unless the webpage is likely to be undated)

Webpage (no author listed):

Methods to help quit smoking assessed. (2010). Retrieved November 5th, 2010, from <http://www.hta.ac.uk/news/newsitem260810.shtml>

N. B. When you cite (in the text) a webpage without an author, you should use the first few words of the reference list entry (usually the title) and the year. Use double quotation marks around the title or abbreviated title: ("Methods to help quit smoking," 2010).

Webpage (one author):

Field, A. (2010). Statistics Hell. Retrieved November 5th, 2010, from <http://www.statisticshell.com/apf.html>

4. Personal communication

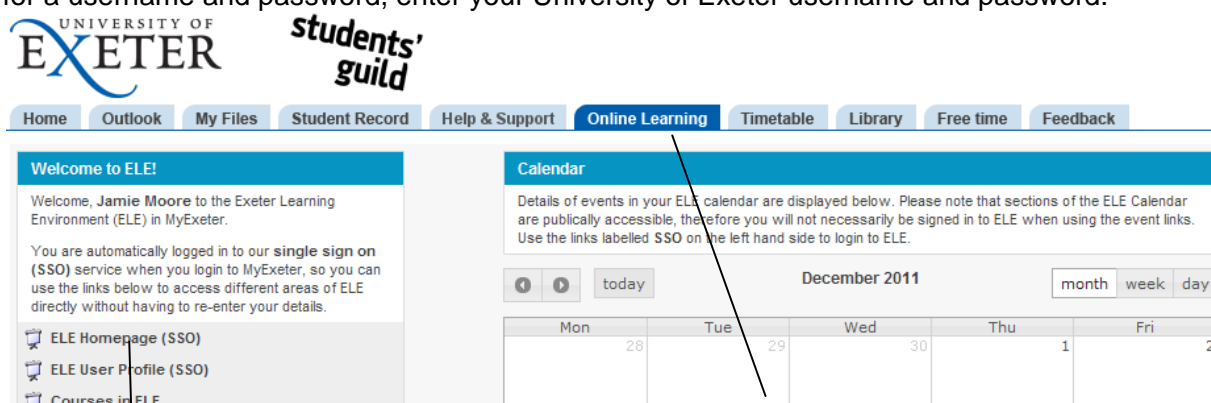
Emails and other personal communications such as lecture handouts or notes belong to the group "unpublished papers, lectures from an archive or personal collections" (APA Publication Manual, p. 213). In the publication information field, list the organisation's name (e.g. university, department), city, and country. Put the format in square brackets after the title. e.g. [Lecture notes].

APPENDIX 4

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. Log on to the MyExeter student portal and click on the link to 'Online Learning'. On the Online learning page click the 'ELE Homepage' button. You will be logged into ELE. If you are prompted for a username and password, enter your University of Exeter username and password.

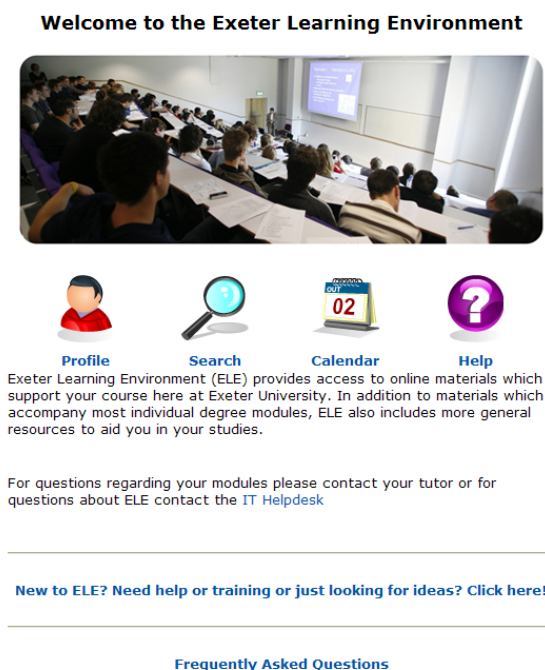


The screenshot shows the MyExeter student portal interface. At the top, there is a navigation bar with tabs: Home, Outlook, My Files, Student Record, Help & Support, Online Learning (highlighted), Timetable, Library, Free time, and Feedback. Below the navigation bar, there are two main sections. On the left, a 'Welcome to ELE!' section contains a message for Jamie Moore and a list of links: 'ELE Homepage (SSO)', 'ELE User Profile (SSO)', and 'Courses in ELE'. On the right, a 'Calendar' section displays a calendar for December 2011. A callout box with an arrow points to the 'ELE Homepage (SSO)' link in the left-hand menu.

Select 'ELE Homepage'

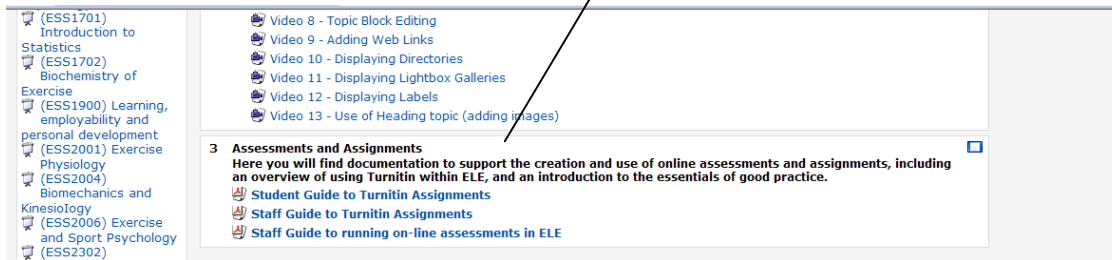
Click on the 'Online Learning' tab

2. Once in ELE you will find full instructions of how to use Turnitin by clicking on this link.



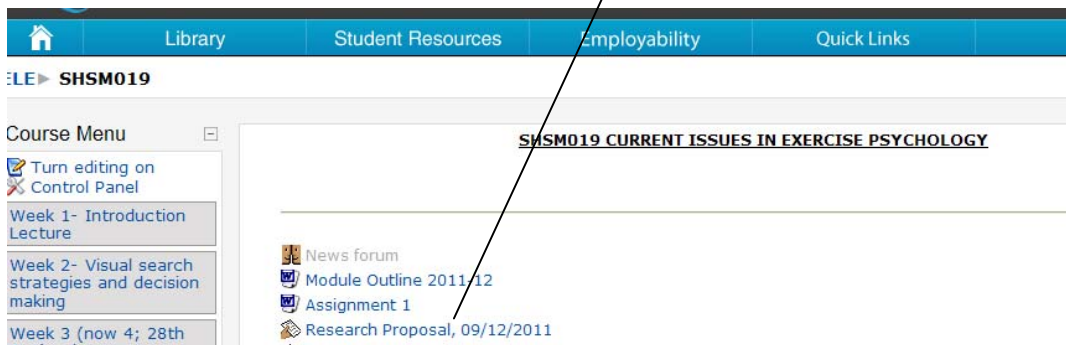
The screenshot shows the 'Welcome to the Exeter Learning Environment' page. At the top, there is a header with the text 'Welcome to the Exeter Learning Environment'. Below the header is a large photo of a lecture hall. Underneath the photo are four navigation icons: 'Profile' (a person icon), 'Search' (a magnifying glass icon), 'Calendar' (a calendar icon), and 'Help' (a question mark icon). Below the icons is a paragraph of text: 'Exeter Learning Environment (ELE) provides access to online materials which support your course here at Exeter University. In addition to materials which accompany most individual degree modules, ELE also includes more general resources to aid you in your studies.' Below the text is a link: 'For questions regarding your modules please contact your tutor or for questions about ELE contact the [IT Helpdesk](#)'. At the bottom of the page, there is a link: 'New to ELE? Need help or training or just looking for ideas? [Click here!](#)' and another link: 'Frequently Asked Questions'.

Section 3 on the following page contains the Turnitin guides.



You should familiarise yourself with the process before you attempt to submit anything through Turnitin.

For your information a Turnitin link will look like this, you will see it somewhere on the page of the relevant module.



3. Before uploading to Turnitin, please ensure you have not included your references or any other appendices, unless you are instructed to do so by the module leader.

4. 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.

5. 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.

6. 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.

7. Before submitting a '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.