UNIVERSITY OF
EXETER

THE UNIVERSITY OF EXETER

SPORT AND HEALTH SCIENCES
College of Life and Environmental Sciences

MSc / MRes
(Includes Sport and Health Sciences, Paediatric Exercise and Health and MRes in Health and Wellbeing)

Student Handbook

2019-20

Contents

Introduction and Welcome

On behalf of the Sport and Health Sciences Staff, welcome and congratulations on gaining a place on one of our taught postgraduate programmes. The MSc Sport and Health Sciences has been running since October 2003 and hence is entering its seventeenth successful year. The MSc in Paediatric Exercise and Health (previously Paediatric Exercise Physiology) is entering its twelfth year. The MRes Health and Wellbeing was introduced in 2012.

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 and league table results. We are sited on the unique St. Luke's Campus and share campus facilities with students from the College of Medicine and Health 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, Director of Postgraduate Taught Studies
Dr Vicky Stiles, Programme Director in MSc Sport and Health Sciences
Dr Richard Pulsford, Programme Director MRes in Health and Wellbeing
Dr Brad Metcalf, Programme Director MSc in Paediatric Exercise and Health

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 Evidence Research Centre; and staff from 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. 89% of our research was rated at world-leading (4*) or is internationally excellent (3*) in the 2014 Research Excellence Framework. Our research is organised into four interdisciplinary research groups: Children's Health and Exercise; Integrative Physiology; Human Movement Science; and Physical Activity and Health Across the Lifespan. These

groups focus on enhancing human health and performance and conduct research in a variety of settings and population groups.

Location
Sport and Health Sciences is situated on the St. Lukes Campus, in the Richards Building and Baring Court. There are biomechanics, physiology and psychology labs located in the Richards Building and also physiology labs in Baring Court, which is home to the Children's Health Exercise Research Centre (CHERC). You will use the lab facilities at various times throughout you 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/MRes Handbook. If you have any queries or comments on the handbook, please contact Info at St Lukes at info.stlukes@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/

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: https://www.exeter.ac.uk/staff/policies/calendar/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

Sport and Health Sciences and its Facilities
Introduction

Head of Discipline
Professor Jo Bowtell is the Head of Sport and Health Sciences. If you wish to see her, you can arrange to do so via Clare Fogarty, the College Administrator.
E-mail: C.A.Fogarty@exeter.ac.uk   Room: RB20   Phone: 0132 722807

Director of Postgraduate Studies
Dr Alan Barker is the Director of Postgraduate Taught Studies and oversees all programmes.
E-mail: A.R.Baker@exeter.ac.uk   Room: BC25   Phone: 01392 722766

Directors of MSc/MRes Programmes
Dr Victoria Stiles of Director of the MSc Sport and Health Sciences.
E-mail: V.H.Stiles@exeter.ac.uk   Room: RB103A   Phone: 01392 722885

Dr Brad Metcalf is Director of the MSc Paediatric Exercise and Health.
E-mail: B.Metcalf@exeter.ac.uk   Room: RB105B   Phone: 01392 724896

Dr Richard Pulsford is Director of the MRes in Health and Wellbeing.
E-mail: R.Pulsford@exeter.ac.uk Room: RB106   Phone: 01392 722861

Administrative Team
The administration team are located in South Cloisters at info at St Luke's – please contact them in the first instance with any queries on 01937 724837 or info.stlukes@exeter.ac.uk

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 have a Facebook page – University of Exeter: Sport and Health Sciences and you can also follow us on Twitter @ExeterSHS.

We use e-mail as the preferred method of contacting students. Please check your e-mail regularly and respond to emails as required.

Notice boards
There are a number of notice boards in the Richards Building which are used to display information throughout the year. The Careers Notice board, located in the Richards Building foyer, is updated regularly.

Student Mail
Student mail can be collected from the porters' Lodge in South Cloisters. MSc coursework will be returned online via eBart.

Library Facilities

We have our own well-equipped library located in the Haighton building at the St Luke's campus. Our long history in exercise and sport research means that we are well-stocked with books, journals and electronic access to information. Access to Library Search, databases and support materials is via the library webpage - http://www.exeter.ac.uk/library/ .

Knowing your way around the library is important - you should learn how to locate books, journals, use Library Search, and search databases. A general library induction is available at https://libguides.exeter.ac.uk/libraryinduction .

St Luke's Library is swipe access and open 24/7. Library staff are available to help in person 10:00 – 16:00, Monday – Friday. Outside of those hours help is available via Chat, email library@exeter.ac.uk , or phone 01392 723867. A PC cluster can also be accessed form the St Luke's Library. Further Information about the St Luke's library can be found at: https://libguides.exeter.ac.uk/libraries/lukeslib .

Key points about using the library:

All students of the University are entitle to borrow from the library using their UniCards.
- Your student card also acts as your library-borrowing card.
- Up to 50 items can be taken out on loan at any time.
- A fine will be levied for overdue, lost or damaged books so carefully check your due dates.
- Items may be recalled early by other users and recall fines apply to late returns
- The library sends notifications (such as recalls or overdues) to your university of Exeter email address.
- Items not required by other users can be renewed online using your library record or via e-mail (library@exeter.ac.uk),

Also remember that you are a student of Exeter University and are therefore entitled to use the books and resources at other campus libraries.

Check out your Subject LibGuide to explore the resources available to you. It can be found at: https://libguides.exeter.ac.uk/sportsscience . Complete the finding and using information tutorial to develop your search skills and knowledge of resources available to you, available at https://libguides.exeter.ac.uk/sportsscienceeffectiveresearch.

I.T. Facilities

Where can I get access to a computer?
- The 'Giraffe House' building provides 24-hour I.T. facilities via swipe-card access.
- The foyer of the Richards Building.

- There are various public access clusters of computers maintained by the University's I.T. Services and further information can be found at: http://as.exeter.ac.uk/it/openaccess/
- All PCs are available on a first come first served basis, except when reserved for teaching classes.

Printing
This is set up to support teaching and learning and offers several important services. These include photocopying, printing and binding.

Printers on St Luke's campus are located in the Richards Building foyer, Giraffe House study area and the Library. You will need to swipe your student card to use these and ensure you have enough credit on your card.

For more complex jobs you can use the Print on Demand (POD) this can be accessed using the following link:
http://www.exeter.ac.uk/campusservices/printservices/

Getting Help
The Student Information Desk is your first point of contact for supported computer hardware, software, IT account or other IT related issues; including telephony, audio visual and printing queries.

Phone: 0300 555 0444   Email: SID@exeter.ac.uk
In person: The SID Desk in Info at St Luke's

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 sixth out of 151 institutions in the 2017/18 British Universities and College Sport (BUCS) ranking.

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 clubs and societies can be found on the Sport webpage at:
http://sport.exeter.ac.uk/

Shops and refectories
Food drink, and newspapers can be bought in Cross Keys and the Guild of Students area in South Cloisters.

MSc Programmes
Academic Year details

Term dates 2019-20

2019-20
Autumn Term: Monday 23 September 2019 – Friday 13 December 2019
Spring Term: Monday 06 January 2020 – Friday 27 March 2020
Summer Term: Monday 27 April 2020 - Friday 12 June 2020*

*- 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 (SHSM038); *option*	Laboratory Techniques in Physiology (SHSM006); *option*
Physical Activity in Prevention & treatment of Chronic Disease (SHSM022); *option*	Paediatric Exercise & Health (SHSM014); *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

1st term	2nd term
Research Methods and Analytical Procedures (SHSM024); *30 credits*	Laboratory Techniques in Physiology (SHSM006); *30 credits*
Paediatric Exercise Physiology (SHSM003); *30 credits*	Paediatric Exercise & Health (SHSM014); *30 credits*
3rd term	
Dissertation (Journal Article) may be commenced at any time but is primarily undertaken in term 3 and is submitted in September; *compulsory*	

Modules – MRes Health and Wellbeing

1st term	2nd term
Research Methods and Analytical Procedures (SHSM024); *compulsory*	Advanced Interdisciplinary Research Design (SSIM903); *compulsory*
Contemporary Debates in Lifestyle Behaviours and Public health (SHSM050); *compulsory*	Qualitative Methods in Social Research (PLOM063); *compulsory*
Physical Activity in Prevention & treatment of Chronic Disease (SHSM022); *option*	Laboratory Techniques in Physiology (SHSM006); *option*
	Paediatric Exercise & Health (SHSM014); *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*	

*- Please note that only the Exeter Optional modules are listed in the above table. Please refer to the programme specification for a full list: http://www.exeter.ac.uk/postgraduate/taught/sport/healthwellbeing/#Programme-structure

Programme Specification

The MSc/MRes Programme Specifications can be accessed at the following link on the SHS website: http://www.exeter.ac.uk/postgraduate/taught/sport/?

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
- 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 attendance registers as requested
- Report any absence via LISA (available in iExeter) if for any reason you are unable to attend a session
- Study on a regular basis towards your programme
- Undertake prior reading if required
- Meet deadlines for submissions
- Comply as quickly as possible to communiqués
- Make good use of tutorial support, ensuring appointments are kept
- Behave in a pleasant, approachable and professional manner

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 the Director of Postgraduate Studies and Director of Education in that order. If this is still unsatisfactory, the College's Associate Dean (Education) will be involved and a final warning will be issued. If, following the issue of a final warning, there are still concerns, the matter will be referred to the Dean of the Faculty.

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/MRes programmes facilitate the development of students' personal and key skills.

Regulations Regarding Attendance

General

Students have to attend regularly and this is set down in their General Regulations for Students and the Taught Student Attendance Procedure. We keep an eye on attendance and contact individual students where necessary for two reasons; to ensure their welfare & wellbeing and to support their academic success. International students who hold Tier 4 visa must attend regularly as a condition of their visa.

The General Regulations for students requires all students to be in attendance from first day of term until the last day of term. Students following online programmes must engage with their studies

throughout the programme. If for any reason this is not possible (for example, students may need to leave campus early to undertake work experience etc) you must contact your Hub Info Point with your request and provide evidence.

In the past you may have had to sign paper register but for the 2019/20 year you'll need to record that you're at your teaching session (lecture, seminar, practical, tutorial) via the iExeter app using the digital check in function.

Digital check in
The digital check in system links to your personalised timetable and uses Bluetooth beacons and/or GPS locations in teaching rooms which interact with the iExeter app (available on smartphone and tablet). Smartphones/tablets will alert you that you need to check in at the start of each teaching session.

This is what you need to do:
You must check in for every timetabled teaching session for your programme
If you are using a smartphone or tablet you must:
- Ensure that you have the iExeter app downloaded on it. You will need the latest version installed and must log out and log back in to iExeter before your first teaching session at the start of each academic year

- Enable push notifications for iExeter

- Bring your device to your timetabled teaching sessions

- Enable Bluetooth and GPS location services

- When the digital check in notification pops up, press the button to check in

- If for any reason you don't get a notification pop-up, go into the iExeter app and click on the **Online Check-in** tile to check in. Unless you have the session in your timetable you will not be able to check in.

If you are using a laptop you must:
- Log into i-Exeter and allow the site to access your location

- Click on the attendance tab and check in to your timetabled teaching session

- Note that you will not receive any pop up notification if you are using your laptop for check in.

If you have any problems:
- Please visit the nearest Hub Info Point Hub (or Education Support Office) as soon as possible after your teaching session where the team can help you check in manually

- General information and FAQs are available at: http://www.exeter.ac.uk/digital-check-in

If you are unable to attend the teaching session due to sickness etc
- You must report sickness through the absence reporting tool in iExeter in the **My course** tile (see more details on this below)

How attendance data will be used

The University records attendance to confirm you are still studying and fulfilling the requirements of your programme. Where there are regular instances of non-attendance, it helps us provide academic and/or welfare support.

The Home Office requires the University to monitor the attendance of all its Tier 4 international students and to withdraw immigration sponsorship in any cases where attendance does not meet their prescribed criteria.

Your individual attendance data will be displayed in the MyProgress dashboard which will be visible to you and your academic tutor. Your tutor will discuss your attendance at your academic tutorial sessions.
Module leaders and hub administrative teams will also have access to the attendance database and will periodically review student engagement.
You may receive attendance warning emails for poor attendance and you will be required to take action as specified in the email. Failure to demonstrate a satisfactory level of attendance may result in referral to the Health Wellbeing and Support for Study procedure or Unsatisfactory Student Progress and Engagement Code of Good Practice.

Swapping seminar/tutorial groups
You should not swap seminar or tutorial groups without the agreement of your module tutor. Unless you confirm the change with your Hub Info Point, (in order for their timetable to be amended), this will show as a missed session in your attendance data.

Sickness reporting
If you are unable to attend a timetabled teaching session through sickness or other reasons, you must tell your discipline via iExeter (My Course - absence reporting). The student illness procedure provides more guidance on this. If you are absent for more than 7 successive days due to illness you will need to obtain a doctor's certificate. The only times when permission for absence might be granted are:
1. Medical reasons.
2. Short absences on compassionate grounds
3. Bunacamp attendance (in line with the conditions).
4. Approved University visits, courses and exchanges.
5. Jury service.

If you miss a scheduled academic session without an approved absence, you will be recorded as absent and this will be visible on your MyProgress dashboard.

Assessment Procedures

Sport and Health Sciences complies with the 'Handbook for Assessment, progression and Awarding: Taught Programmes': https://as.exeter.ac.uk/academic-policy-standards/tqa-manual/aph/

Relevant sections of Chapter 9: Classification of Awards can be found in Appendix 1.

MSc/MRes 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 iExeter student portal) 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 courses 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/MRes 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 must not exceed the set word limit. If work is submitted which exceeds the word limit, a penalty of a 10% absolute reduction in the assessed mark may be incurred. This means on a mark of, for example, 65%, the reduction would be to 55%. A 55% would be reduced to 45% and so on.

Assessments: Plagiarism

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

What is plagiarism?
- Plagiarism is substantial use of another's work without acknowledgement.
- You are encouraged to refer to the work of others as it builds on existing knowledge. However, you must meticulously acknowledge sources used in preparation of reports, assignments and projects.
- Direct copying of text or illustrations (including graphs) 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.

SHS Internet Plagiarism Policy
- Sport and Health Sciences 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:
  https://libguides.exeter.ac.uk/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/Refertothedoc

The university's guidance on Academic conduct and practice can be found in chapter 12 of the Assessment, Progression and Awarding Taught programmes Handbook:
https://as.exeter.ac.uk/academic-policy-standards/tqa-manual/aph/managingacademicmisconduct/

Assessments: Referencing

Referencing Guidance

Referencing correctly is an essential academic skill. You are required to refer to the sources you use when producing written assignments at university. There are several reasons for this.

- It gives acknowledgment to another person or organisation's ideas and research.
- It demonstrates your reading and provides evidence for the argument you are making.
- It helps the reader find the source of the information and ideas in your writing.
- It helps you to avoid plagiarism. Plagiarism means presenting another person's words or ideas as your own or modifying another person's words and ideas without proper acknowledgment. Plagiarism, whether deliberate or accidental, is not tolerated within the academic community at the University of Exeter. For more information on how to study with academic integrity, look for the 'Academic honesty and plagiarism' module for your discipline on ELE.

Harvard is the preferred referencing style for all assessments in SHS. Details of the Harvard referencing style can be found at:
https://libguides.exeter.ac.uk/referencing

Using Harvard style for assignments

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'.

Harvard 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, 2002).

If you include the author's name as part of the sentence, only the date needs to be in brackets.
For example:
- Jones (2002) showed that creatine loading causes a small but significant reduction in oxygen uptake during heavy, but not moderate, submaximal exercise.

If there are two authors, the same names of both authors should be listed.
For example
Jones and Bailey (2002) showed that creatine loading causes a small but significant reduction in oxygen uptake during heavy, but not moderate, submaximal exercise

For three authors or more, it is usual to use the Latin ***el al*** after the name of the first author (*et al* must be in italics). For example: Jones *et al* (2002) showed that……

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 if possible include the page number (or at least the chapter heading) from which the quote is taken.

For example:
- Coakley (1998 p.249) 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".
- "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. When you compile your reference list you must only cite the work which you read (the primary reference) - in the case of above example, the reference would be Cashmore (2001). Secondary referencing can be confusing and should be avoided as much as possible as you cannot always check the original text and are relying on the interpretation of others.

Referencing at the end of your assignment

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) Surname of author(s), comma, initial(s), full stop
2) Year of publication (in brackets)
3) Title of publication (in italics with only the first letter of first word capitalised), colon between short and secondary/sub title, full stop
4) Place of publication (the first city or town) followed by a colon
5) Publisher's name, full stop

Book (one author):
Williams, J. M. (2005) *Applied sport psychology: personal growth to peak performance*. New York: McGraw-Hill.

Book (three or more authors):
Kremer, J. *et al* (2008) *Pure sport: practical sport psychology*. London: Routledge.

Chapter in an edited book (one author):
MacNeill, M. (1998) Sex, lies, and videotape: The political and cultural economies of celebrity fitness videos, in: Rail, G (ed.) *Sport and postmodern times.* Albany, NY: State University of New York Press.

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 information on the library website: https://libguides.exeter.ac.uk/referencing

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) Surname of author(s), comma, initial(s), full stop
2) Year of publication in brackets
3) Title of article(only first word with capitalised initial letter, unless proper name), comma
4) Title of journal (in italics), comma
5) Volume number, Issue or part number (in brackets), comma
6) First and last pages of the article separated by a hyphen and indicated by the abbreviation "pp".

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), pp. 895-896.

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/editor (if available) or name of organisation
2) Year of publication or last update (in brackets)
3) Title of the web document (in italics)
4) Edition - usually expressed as a version or update
5) Place of publication (if clear)
6) Name of publisher (if available)
7) [Online].
8) Available from: URL (in full)
9) [Date accessed]- the exact date you looked at the page/website/document)

Webpage (one author):
Field, A. (2010) *Statistics Hell*. [Online]. Available from: http://www.statisticshell.com/apf.html. [Accessed 5 November 2010]

4. Other sources of information
For information about how to reference other types of reference sources, please follow the links on the Library Information Skills pages.

Assessment: How do I hand in my work?

Submitting coursework online through E-BART

SUMMARY SHEET

(Before submitting it is recommended that you also refer to the 'Submitting coursework online through E-BART' handbook available here http://www.exeter.ac.uk/it/systems/bart/)

TOP TIPS BEFORE SUBMITTING
➢ **Aim to submit your assignment a minimum of 3 hours before the submission deadline to allow time to sort out any problems you may encounter when submitting, a single**

submission can take up to 15 minutes, <u>DO NOT leave it until the last minute</u>. At busy times submitting the evening before is advisable.

➢ **It is your responsibility to ensure that the <u>correct</u> document is uploaded before the submission deadline.**

➢ **SID (<u>sid@exeter.ac.uk</u>) is open 08:00-18:00 Monday to Friday during term time and 09:00-17:00 in the vacation period to assist you with any problems.**

➢ **If submitting from outside the university grounds please ensure you have a secure, strong internet connection.**

➢ **Before saving your assignment in PDF format, please <u>check you are using one of the recommended PDF writers</u> and that your file size is below 25MB. Note that PDF files are generally much smaller than Word files.**

➢ **Once your file is saved as a PDF, do not re-save your PDF in Adobe as the file will be rejected. Re-save from Word.**

➢ **Your College will decide whether assignments are printed in black and white or colour. This will be indicated clearly. Make sure you consider this when formatting your assignment.**

➢ **If you are having problems uploading your PDF using Firefox try using a different web browser such as Internet Explorer.**

FORMATTING REQUIREMENTS CHECKLIST

Check	Yes	No
PDF format - *Is your assignment saved in PDF format using a <u>recommended PDF writer</u>?* (see p.2)	**OK to submit**	See handbook
A4 format – *Is your assignment saved in A4 format?*	**OK to submit**	See handbook
File size - *Is your file size <u>below 15mb</u>?*	**OK to submit**	See handbook
Single file – *Is your assignment within one single file?*	**OK to submit**	See handbook
Font - *Have you used the correct font size and style specified in your assignment instructions?*	**OK to submit**	See handbook

*PLEASE ENSURE YOU HAVE COMPLETED THE FORMATTING REQUIREMENTS CHECKLIST BEFORE SUBMITTING

SUBMITTING ONLINE STEP BY STEP PICTURE GUIDE

LOCATING YOUR ASSIGNMENT
1. Log into E-BART directly at https://bart.exeter.ac.uk or via ELE.
2. Locate your assignment from the schedule list. There will be 1 of 2 button options beside it: 'Print cover sheet' or 'submit online'.
3. If the button says 'Submit online' then you will need to submit your work electronically.

GUIDELINES FOR SUBMITTING: Quick Guide | Extensive Instructions

USING SAFARI? The Safari browser may make your cover sheet print with an extra blank page. To avoid this waste of paper, please use a different browser.

Due	Module	Assessment item	Module name	Submit to:	Submitted	Paper submission	Online submission	Provisional Mark	Online Feedback
Mon 30th Jul 2018, 00:00	LAW2015	Turnitin test 1	The Law of Torts	Electronic submission only	not submitted		Submit online		
Mon 30th Jul 2018, 00:00	LAW2015	Turnitin test 2	The Law of Torts	Electronic submission only	not submitted		Submit online		
Fri 30th Nov 2018, 00:00	LAW2015	Turnitin Demo	The Law of Torts	Electronic submission only	30th Jul 19:42		View submission Re-submit online		

UPLOADING YOUR ASSIGNMENT TO E-BART

4. Browse for the correct assignment and select the correct assignment, this must be a PDF.

Module code:	AHV1002
Module name:	Introduction to the History of Art
Assignment name:	Essay
To be printed in:	
Deadline:	2019-09-03 14:00:00
Previous submission date:	This is the first submission
***Filename:**	Browse... No file selected. *(Files must be in **PDF** format, be no larger than **25Mb** and not more than **200 pages** long)*
***Enter word count:**	
	Submit assignment *Please note that during peak periods, assignments can take up to 2 minutes to submit.*

5. Enter the work count into the required box.

***Enter word count:**

6. Once your file has been selected you should then click on the 'Submit Assignment' button.

***Enter word count:**

Submit assignment

Please note that during peak periods, assignments can take up to 2 minutes to submit.

7. A submission confirmation page should appear on your screen showing your electronic submission receipt. You will also have the option to view your submitted assignment.

  ➢ **NOTE: It is your responsibility to ensure that the <u>correct</u> document has been uploaded before the submission deadline.**

> ➢ NOTE: Your submission date and time should also appear beside your assignment on your E-BART schedule. (note this one is showing as submitted late as it was a test, yours should not do so if it is submitted on time)

Submit assignment online

Module code:	LAW2015
Module name:	The Law of Torts
Assignment name:	Turnitin test 2
To be printed in:	
Deadline:	30.07.2018 00:00:00
Previous submission date:	This is the first submission
filename:	Sample Essay 2000 words.pdf
file type:	application/pdf
filesize:	98.067 kB
Submission:	**IMPORTANT:** Please **view** and **verify** uploaded submission. View final submission with cover sheet
Submission date:	02.08.2018 17:53:41 - **You have submitted LATE**

ESSAY SUBMISSION COMPLETE!

Your assignment has been uploaded successfully and received by the University of Exeter.
Your confirmation receipt for submitting this assignment is below:

UNIVERSITY OF
EXETER

BART Receipt

Receipt No. 1499476

Issued: 02.08.2018 17:53:41

To:

Student number:

Cover sheet ID: 1013005

Module: LAW2015

Coursework: Turnitin test 2

A confirmation email has been sent to   @exeter.ac.uk. If you can't see it in your inbox, please check your junk mail.

8. You will also see a receipt as above a copy will also be sent to your email confirming your submission. You should check your email to ensure you've received it.

> ➢ NOTE: If you have not received an email please check your BART schedule which will have the exact submission date or time beside the assignment or contact SID (sid@exeter.ac.uk) to check that your submission has been successful.

RESUBMITTING YOUR ASSIGNMENT

If you submit your assignment before the submission deadline you can resubmit as many times as you like. To resubmit your assignment, return to the E-BART schedule list. Beside your

assignment will now be a 'Re-submit online' button. Click on it and follow steps 4-10 above.

➢ NOTE: If the submission date and time has passed you will not be able to resubmit your assignment. A message saying 'Submission date passed' will appear.
➢ NOTE: If your assignment is not accepted an 'UPLOAD FAILED' page will appear on your screen.

Follow the instructions on the UPLOAD FAILED page, check you have complied with all the formatting requirements and then try re-submitting.

If you have followed all formatting requirements and your PDF file will still not upload, try converting your original file again using a different recommended PDF writer (see below).

If your assignment is still not accepted contact SID (sid@exeter.ac.uk) or your Hub Info Point for assistance.

RECOMMENDED PDF WRITERS
- Microsoft Word 2010 & 2013
- Mac Office 2008 & 2011
- PDF Creator
- http://www.cutepdf.com/

Microsoft Word 2010 & 2013 and PDFcreator are installed on all university computers.

PLEASE NOTE THAT EXTENSIONS WILL NOT BE GIVEN IF YOU ENCOUNTER ANY PROBLEMS BUT HAVE NOT LEFT A REASONABLE AMOUNT OF TIME BEFORE THE DEADLINE TO SUBMIT

REMEMBER TO CHECK FOR ADDITIONAL FEEDBACK

When you receive your assignment result, you will receive a feedback sheet. There may be additional feedback files in E-BART and/or additional paper feedback. You will normally receive an advisory email from your Hub Info Point if there is any additional feedback for you to view/collect.

What happens if I submit my work late?
1. The Info at St Luke's team will contact you if your work is recorded as being submitted late and you will be asked to complete a retrospective extension request.
2. The extension request is completed as outlined in the mitigation guidance below.
3. It should be noted that computer failure on the day of submission or difficulties with eBART if you have not left a reasonable amount of time before the deadline to submit **does not** constitute an acceptable reason.
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.

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 would not normally be deemed an acceptable reason for an extension.
- Please refer to the mitigation section for details on how to apply.
- More often than not and extension can be avoided with good planning.

Assessment: Mitigation

If you feel illness or other adverse personal circumstances may affect your ability to undertake an assessment you may be able to apply for an extension or a deferral through what the University calls the **'Mitigation Process'.**

Further information about this process can be found at:
http://www.exeter.ac.uk/wellbeing/studentwelfare/mitigationprocess/

Assessment: Moderation

Moderation is the process used to assure that assessment outcomes are fair and reliable, and that assessment criteria have been applied consistently. It is not always necessary for all work to be moderated and in many circumstances, a sample of assessments across all grade ranges and all work awarded a '9' grade is moderated. Where multiple markers are used to mark an assessment, this sampling is undertaken with regard to each marker rather than with regard to the whole batch of assessments.

A number of approaches to moderation can be applied:
a) Double blind marking: where a piece of work is marked by two markers independently, who agree a final mark for the assessment. Neither marker is aware of the other's mark when formulating his/her own mark.
b) Double open marking: where a piece of work is marked by two markers, who agree a final mark for the assessment.
a) Check marking: where an assessment is read by a second marker to determine whether the mark awarded by the first marker is appropriate.

All internally moderated work is further scrutinised by the External Examiner each year. In addition, the Assessment, Progression and Awarding Committee 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 email and you will also be able to see them in iExeter. You will be sent an e-mail telling you how to access this.
- Coursework will be returned via Info at St Luke's (you will be e-mailed 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 will be retained by the department.

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.

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://as.exeter.ac.uk/academic-policy-standards/tqa-manual/aph/feedback/#disclosure

Assessment: Appeals

- You have the right to appeal against your marks / classification. Full details can be found at: http://www.exeter.ac.uk/staff/policies/calendar/part1/otherregs/appeals/
- 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)
  - the decision reached is one which no reasonable body, properly directing itself, could have arrived at (for Mitigation Appeals)
  - 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/dignity/
  - complaints
    http://www.exeter.ac.uk/staff/policies/calendar/part1/otherregs/complaints/
- 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 confirmed marks after the Assessment, Progression and Awarding Committee 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 as 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 an initial failure at an individual assessment/examination for a capped mark of 50%.

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

Unsatisfactory Progress

The university 'Code of Good Practice: Unsatisfactory Progress' can be accessed at
https://as.exeter.ac.uk/academic-policy-standards/tqa-manual/lts/unsatisfactoryprogress/

Advice on Assessment Matters

The handbook for Assessment, Progression and Awarding: Taught Programmes provides guidance on all assessment matters and can be accessed at: https://as.exeter.ac.uk/academic-policy-standards/tqa-manual/aph/

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 Accelerate. The results of all end of module Accelerate 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 in the Education Strategy Group, which meets once per term. The S/SLC Subject Chair represents students on this Group.

Our independent external examiner works with us throughout the year to help with the setting of examination questions, with module developments, in meeting with the students and generally ensuring the programme is run transparently and adheres to the University's standards. The comments from external examiners are also passed on to the Dean and Vice-Chancellor. 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. Sports and Health Sciences has two Student/Staff Liaison Committees – one for Undergraduate and Postgraduate Taught programmes and one for the Postgraduate Research programmes – which both meet three times a year.

For the Undergraduate and Postgraduate Taught Student Staff Liaison Committee, representatives are elected from amongst each year of Undergraduate study and 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 Undergraduate, MSc and MRes programmes.

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

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

- Enable students and staff to jointly 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 you can check who your Personal Tutor is in 'iExeter'. 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 Info at St Lukes (info.stlukes@exeter.ac.uk) in the first instance. They will discuss your request with the Senior Tutor 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%206/6B(2010)Personal%20Tutor%20System%20CoP%20FINAL.pdf

During your staff 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 a tutorial reports, and it is helpful if these are accurate and as informative as possible, as often Personal Tutors provide references for future study or job applications.

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/her 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/MRes 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.exeter.ac.uk/wellbeing/psychologicaltherapiespathway/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.

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 Disability Equality Groups remit is to advise and make recommendations to the University on issues relating to disability. The Group is chaired by Dr Andrew Cunningham, AccessAbility Advisor Team Leader.

AccessAbility offers 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/

The Sport and Health Sciences Equality and Diversity Co-ordinator is:
Dr Sharon Dixon: S.J.Dixon@ex.ac.uk, telephone: 01392 724712

You can contact her for advice and guidance regarding equal opportunities, disability and mental health.

Individual Learning Plans

Individual Learning Plan

What is an ILP?
An Individual Learning Plan (ILP) is a document that informs Colleges within the University that a student has declared a disability and sets out the reasonable adjustments that need to be considered. For a student to have an ILP in place, the student will have a health issue or disability which fits the criteria to be classified as a disability under the Equality Act 2010. The legislation affects all HEIs in the UK and all are expected to provide reasonable adjustments in response to assessed needs.

Why do students have ILPs?
Reasonable adjustments are put in place in order to remove barriers that may prevent students from participating at University, and to minimise the impact that their health condition or disability may have on their ability to study.

How does a student get an ILP?
Students make contact with Wellbeing Services (AccessAbility/Mental Health Pathway) and following an in-depth assessment an ILP is set up. This requires the student to provide independent evidence of their health condition.

When are ILPs set up or updated?
ILPs can be set up or updated at any point throughout the academic year in agreement with the student and you will receive an automatic notification.

Student responsibilities
It is your responsibility to contact Wellbeing Services (AccessAbility and Mental Health Pathway) if you have any queries about the details contained within your ILP, if you would like it reviewed or if your situation changes at any time.

Please contact Info at St Luke's if you have any queries about the implementation of your reasonable adjustments.

Exam Provisions:
Please be aware that any previous exam adjustments that you may have had in place at school and/or college will not automatically be put in place at the University and adjustments will only be made following an appointment with Wellbeing.

It is your responsibility to contact Wellbeing if you need special requirements to be made or adjusted. If you leave it too late they may not be able to accommodate your needs in time for the examinations. Please see the following for more information on exam provisions and the relevant deadlines – Specific Provisions for Examinations

Further advice and information
Wellbeing (Mental Health Pathway): Web / 01392 72 4381 Wellbeing@exeter.ac.uk
AccessAbility: Web / 0300 555 0444, AccessAbility@exeter.ac.uk
Student Services Team
Student Information Desk Online – FAQs

Ethics Policy and Procedures

All students are required to gain ethical approval before commencing their Dissertations and failure to do so will result in a mark of zero being awarded. Further information about the SHS ethics policy and how to apply for ethics approval is available on the website at: http://sshs.exeter.ac.uk/students/ethics/

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.exeter.ac.uk/students/administration/complaintsandappeals/complaints/
- This outlines the type of complaint covered by this procedure and the process by which this should be handled

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

Interruptions of Study, Transfer of Programme and Withdrawal Mechanism

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://as.exeter.ac.uk/academic-policy-standards/tqa-manual/pgr/periodsofregistration/

Other Academic Advice

Regulations for Students and Disciplinary Procedures
The General regulations for students are found in the University Calendar at:
http://www.exeter.ac.uk/staff/policies/calendar/part1/otherregs/

The 'Disciplinary Procedure' is available at:
http://www.exeter.ac.uk/staff/policies/calendar/part1/otherregs/discipline/

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 9excluding PhD programmes)' is available at:
http://admin.exeter.ac.uk/academic/tls/tqa/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. 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 SHS Health and Safety web page at: http://sshs.exeter.ac.uk/students/healthandsafety/.

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. Make sure you know the location of fire extinguishers and emergency fire exits, and that you know the fire drill.
2. Follow the written safety rules for individual modules.

Pregnancy
Some laboratory procedures may be unsuitable for any student who is, or who might be, pregnant and these will be conveyed to students as part of the introduction to the class. Anyone who is, or who might be pregnant is also advised to only handle their own blood, urine or saliva in classes that involve handling body fluids, and to let a member of the teaching team know to ensure that there are no additional hazards involved in a particular laboratory session which are relevant to their situation.

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 5:30pm or at weekends involving rapidly toxic materials and other hazardous

materials or techniques, must arrange to be within call, and preferably within sight, or 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 6pm or at weekends must sign in and out with their names, times of arrival and departure, in the book located in the Richards Building foyer. This is for security reasons and to ensure that in the case of a fire, a record of people in the building is readily available.

Fire Regulations
- **On discovering a fire**:
  o Sound the alarm
  o Call the Fire Service by dialling (9)999 (be prepared to give them the address of the building. These are: Richards Building EX1 2LU and Baring Court EX1 2LU)
  o Summon help and if possible (without taking personal risk and **only if trained to do so**) attack the fire with available equipment, turn off gas and electricity

- **On hearing the fire alarm:**
  o Close your window and door
  o Check adjacent rooms and warn the inhabitants if they have not heard the alarm
  o Do not stay to collect any possessions
  o Leave the building quickly by the nearest available exit and warn the person in charge of any person known to be missing
  o Do not use the lifts
  o Go to the assembly point
  o Notify Estate Patrol **ext. 3999** (**01392 723999**), or on their emergency number, **ext. 2222**, (**01392 722222)**

IF YOU HAVE RESPONSIBILTY FOR A COLLEAGUE WITH SPECIAL NEEDS, CONTACT THAT PERSON AND GIVE ASSISTANCE

The assembly point for both Baring Court and the Richards Building is the grass quadrangle in the centre of the campus.
- Keep the access roads clear to avoid obstructing fire-fighting vehicles.
- It is forbidden to enter the building while fire alarms are ringing.

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 and in each laboratory area. The full list of campus first aiders can be viewed at
http://www.exeter.ac.uk/staff/wellbeing/safety/safetyguidance/firstaid/firstaiderslist/stlukes/

Details of all accidents and 'near misses' must be recorded on a University Accident Report Form available on the web at:
http://www.exeter.ac.uk/staff/wellbeing/safety/formssignsandtemplates/,
the SHS main office, and in First Aid boxes.

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

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 provide can be found on their website at: http://www.exeter.ac.uk/careers/exeter/

The Employability, Careers and Alumni Tutors in Sport and health Sciences are Dr Genevieve Williams (g.k.r.williams@exeter.ac.uk phone: 01392 723899) and Dr Lee Wylie phone: 01392 724752).

There is a careers noticeboard 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 do that you can make full use of the opportunities available.

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 St Luke's Information point in South Cloisters is open between 8.15am and 5pm Monday – Friday and 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 Career Zone acts as 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. They hold drop-in sessions in Cross Keys at St Luke's during term-time – please contact them for further information.

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) 723528

Voice
https://www.exeterguild.org/voice/
Telephone support line run by students for students
Tel No. 01392 724000 (free from halls of residence)

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 which are free for students to use.

The University of Exeter Sport's Office web site provides detailed information on sporting activities/events etc. http://sport.exeter.ac.uk/

Classification of Awards

Relevant sections of Chapter 9 of the Handbook for Assessment, Progression and Awarding: Taught Programmes 2018-19 are copied below:

9.1 Pre-undergraduate, Undergraduate and Taught Postgraduate Programmes Awarding Principles

9.1.1 This section should be read in conjunction with the University's Credit and Qualifications Framework. The College Assessment, Progression and Awarding Committee will recommend that Senate grant the award and classify that award in accordance with the following principles:
1. The award of a degree of the University is dependent on the successful completion of a programme which complies with the credit requirements detailed in the Credit and Qualifications Framework.
2. Awards are determined by the College Assessment, Progression and Awarding Committee based on the overall level of performance as indicated by the marks submitted to the Committee.
3. All students must be treated equitably in the calculation of marks and classification and awards.
4. Overall module marks will be calculated in SITS as integers; the final credit weighted marks will be calculated in SITS to two decimal places (rounding of final credit weighted marks at the level of the programme must not occur). Awards are then classified on the basis of the rules set out in the tables below

9.1.2 As an alternative to referral, or as a consequence of failure in referral, a lesser award can be made. This must be in accordance with the level and credit requirements of awards as specified in the Credit and Qualifications Framework and only if the student has completed any compulsory modules for the lesser award.

9.9 Rules for Classification of Taught Postgraduate Awards

9.9.1 This section presents the conventions used to determine classification of the award of taught postgraduate degrees of Masters, Postgraduate Diploma and Postgraduate Certificate. The rules are applied in descending order.

Qualifies for Distinction award	A final credit-weighted mark greater than or equal to 69.50% or A final credit-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 70%
Qualifies for Merit award	A final credit-weighted mark greater than or equal to 59.50%

	or A final credit-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 60%
Overall pass mark	A final credit-weighted mark greater than or equal to 50.00%
Pass/ Fail threshold for the programme	The pass/ fail threshold for the programme is an average of 50.00%

9.12 Aegrotat Pass and Aegrotat Awards for Taught Programmes of Study

9.12.1 Where a student is prevented by illness or exceptional personal circumstances from taking a deferred assessment at any stage they may request that an Aegrotat pass or, at the final stage, the award of an unclassified Aegrotat degree may be considered under the terms of Ordinance 16.

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 a sample is moderated (or double marked e.g. dissertation) and also seen by External Examiner before a final ratified mark is given for each piece of work, examination paper etc.

University Criteria

The following numerical marking scheme is adopted:

70% - 100%	Distinction
60% - 69%	Merit
50% - 59%	Pass
40% - 49%	Condonable fail
0% – 29%	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.

Assessment: Marking Guidelines

CLES Generic Notched Marking Criteria (for the Majority of Assessments)

With effect from the 2016/7 academic session, CLES Education Strategy Group has agreed to implement a notched marking scheme to support consistency and reliability within the assessment process. Within the marking scheme only certain marks may be used within each grade. The marks available for award are described in the table below with accompanying marking criteria.

This document is a guide to the CLES Generic Marking Criteria which are used so that the same rules apply for all students on taught programmes in all disciplines at all levels. It is an implementation of the University's Generic Marking Criteria described in the University's Teaching Quality Assurance Manual (TQA). The CLES Generic Marking Criteria should be used in conjunction with the level specific marking guidance provided by the University in TQA as follows:

- Level 3 (pre-UG)
- Level 4 (first year UG)
- Level 5 (second year UG)
- Level 6 (final year UG)
- Level 7 (Masters)

Each discipline is encouraged to develop more subject-specific or assessment-specific marking criteria but must ensure that these criteria are consistent with the CLES Generic Marking Criteria shown below. Subject-specific or assessment-specific marking criteria could potentially drill down to the level of an individual notch.

This marking scheme must be used for all assessments except those where non-subjective or electronic marking (e.g. MCQ, SAQ assessments) or marking to specified national criteria is undertaken.

In the marking scheme below the description for the mark of 65% is used as the benchmark to denote the work of a good student (i.e. the middle point of the upper second class or merit classification) at the appropriate level. Other mark descriptions are written relative to this benchmark of good and should be used accordingly.

Mark (%)	Corresponding UG classification	Corresponding PGT classification	Description
100, 95	First class	Distinction	**Outstanding** The work is unique, outstanding and original and attains the highest standards of scholarship expected for the discipline at the appropriate level without the need for revision. It would be difficult to recommend improvements in any way. The work goes far beyond that expected of a good output at the appropriate level, with the higher mark demonstrating even greater comprehension, insight and originality at this level. The work is of publishable quality and would be likely to receive that judgement if submitted to a peer-reviewed journal, or attains the professional standards expected for the discipline without need for revision. The lower mark effectively represents the need for very minor revision to achieve publishable standard.
88, 85, 82	First class	Distinction	**Exceptional** The work is exceptional. It shows originality, a critical awareness of the principles and practices of the discipline, thorough comprehension of the assessment's requirements and the subject matter, exceptional ability, insightfulness, and fully realises learning outcomes for the assessment and develops them far beyond normal expectations. It shows excellent evidence of outside reading and synthesis of the primary literature. It would be difficult to recommend more than minor improvements. The work goes well beyond that expected of a good output at the appropriate level, with the higher mark demonstrating even greater comprehension, insight and originality at this level.
78	First class	Distinction	**Excellent** The work is excellent. It shows real insight and originality, is articulate with a clear logical structure, and demonstrates a comprehensive understanding and coverage of the subject, engagement with scholarship and research, very good analytical ability, and contains no major flaws. It shows very good evidence of outside reading. It would be possible to recommend some improvements. The work goes beyond that expected of a good output at the appropriate level.
75	First class	Distinction	**Excellent** The work is excellent but shows minor deficiencies in either comprehension, insight or originality.

Mark (%)	Corresponding UG classification	Corresponding PGT classification	Description
72	First class	Distinction	**Excellent** The work is excellent but shows minor deficiencies in two or more aspects from among comprehension, insight and originality.
68	Upper second class	Merit	**Very Good** The work is very good. It demonstrates a very good comprehension of all of the assessment's requirements and presents a good selection of relevant examples. It is sound and well thought out, and well expressed with a clear logical structure, demonstrating an organised knowledge of the subject, very good evidence of outside reading, and use of critical references. It realises the intended learning outcomes, and demonstrates very good analytical skills. The work is slightly above the standard expected from a good output at the appropriate level (see benchmark statement). The higher mark indicates that more critical evaluation of theory and empirical evidence has been demonstrated.
65	Upper second class	Merit	**Good** The work is good. It demonstrates a good comprehension of all of the assessment's important requirements and presents a good selection of relevant examples. It demonstrates a secure knowledge of the subject, with some evidence of outside reading, and appropriate use of references. It broadly realises the intended learning outcomes, and demonstrates good analytical skills. The work is at the standard expected from a good output at the appropriate level (see benchmark statement). The work may show some limitations in writing style or presentation.
62	Upper second class	Merit	**Fairly Good** The work is fairly good. It demonstrates a fairly good comprehension of the assessment's important requirements and presents a selection of relevant examples. It shows some knowledge of the subject, is generally sound but is in parts unclear or lacking structure, with limited evidence of outside reading. It generally realises the intended learning outcomes, and demonstrates satisfactory analytical skills. The work is slightly below the standard expected from a good output at the appropriate level (see benchmark statement). The work tends to be more descriptive, lacks depth, contains some flaws or errors or demonstrates limitations in writing style or presentation.
58	Lower second class	Pass	**Competent** The work is competent. It demonstrates comprehension of some of the assessment's important requirements and presents a selection of relevant examples. The work is descriptive, showing an adequate or routine knowledge of the subject, with some limitations in understanding or writing style. It lacks a clear structure or shows weaknesses in presentation, analysis or interpretation of results. The work is below the standard expected from a good output at the appropriate level. It makes a reasonable attempt to realise the intended learning outcomes.

Mark (%)	Corresponding UG classification	Corresponding PGT classification	Description
55	Lower second class	Pass	**Fairly Competent** The work is fairly competent. It demonstrates comprehension of some of the assessment's requirements and presents an adequate selection of relevant examples. It makes a reasonable attempt at achieving learning outcomes but does not cover all the necessary material and lacks depth. The work is largely descriptive, confused in places with limitations in understanding or writing style. The work is below the standard expected from a good output at the appropriate level. It lacks a clear structure with incorrect or poor interpretation or analysis of data.
52	Lower second class	Pass	**Adequate** The work is adequate. It demonstrates some comprehension of the assessment's requirements and presents some relevant examples. It makes a reasonable attempt at achieving learning outcomes but does not cover all the necessary material and lacks depth. The work is clearly below the standard expected from a good output at the appropriate level. The work is descriptive, contains inaccuracies and false statements, is poorly organised and/or is illogical.
48	Third class	Fail	**Weak** The work is weak. It demonstrates some comprehension of some of the assessment's requirements and presents few relevant examples. It shows some evidence that the learning outcomes have been achieved, but is muddled, poorly argued, and lacks focus and depth of understanding. Some critical elements are missing, there are errors, and the work reveals some deficiencies in presentation, analysis or interpretation. Marks at the upper end indicate a fair attempt at answering the question. The work is well below the standard expected from a good output at the appropriate level.
45	Third class	Fail	**Very Weak** The work is very weak. The work contains deficiencies as described above, but also contains significant errors, or significant deficiencies.
42	Third class	Fail	**Extremely Weak** The work is extremely weak. The work contains deficiencies as described above, but also contains significant errors and serious deficiencies.

Mark (%)	Corresponding UG classification	Corresponding PGT classification	Description
38, 35, 32	Fail	Fail	**Fail** The work is poor. There is little or no evidence of the subject that is relevant to the assessment. There is little or no evidence that the learning outcomes of the assessment have been achieved. The work is marred, although at the upper end of the mark range there may be brief signs of comprehension. The work shows basic misunderstandings or misinterpretations, and demonstrates little ability to meet the requirements of the assessment. The work is significantly below the standard expected from a good output at the appropriate level. Work at the lower end is incomplete, irrelevant and does not meet the requirements of the assessment. Or The work demonstrates evidence of fairly detailed, module-derived knowledge, but the work is based on an identifiable misinterpretation of the assessment's requirements. Marks at the lower end of this scale are for work whose poor attributes are significant and/or serious.
25	Fail	Fail	**Very Poor Fail** The work is very poor. The intended learning outcomes for the assessment have not been realised. The work is irrelevant, confused, and incomplete. The work demonstrates an unacceptable and minimal understanding at the appropriate level of the requirements of the assessment. The work is significantly below the standard expected from a good output at the appropriate level. The work shows some knowledge and understanding at the appropriate level of material relevant to the general area of the topic, but not directly relevant to the specific question or assignment. Or The work demonstrates evidence of fairly detailed, module-derived knowledge, but the work is based on a major, identifiable misinterpretation of the assessment's requirements.
15	Fail	Fail	**Extremely Poor Fail** The work is extremely poor. The intended learning outcomes for the assessment have not been realised. The work is irrelevant, confused, and incomplete. The work demonstrates an unacceptable and minimal understanding at the appropriate level of the requirements of the assessment. The work is significantly below the standard expected from a good output at the appropriate level. The work shows some knowledge and understanding at the appropriate level of material relevant to the general area of the topic, but not directly relevant to the specific assessment.

Mark (%)	Corresponding UG classification	Corresponding PGT classification	Description
5	Fail	Fail	**Incompetent fail** There is virtually no evidence that the assessment's requirements have been understood. Relevant content is virtually absent.
0	Fail	Fail	**Complete fail** There is a total misunderstanding of the requirements of the assessment with no relevant content whatsoever, even to the general area of the topic, or a non-submission or blank script with no evidence of mitigating circumstances.

When moderating an individual piece of work that has been marked using the notched marking scheme, the following principles should apply:

a. In the case of disagreement between two markers and where the marks are within two notches, the two separate marks can be averaged to produce a final mark that may or may not be on the scale above. For the purposes of determining whether individual marks are within two notches, please refer to the table below:

Notch 1	Notch 2
100	88
95	85
88	82
85	78
82	75
78	72
75	68
72	65
68	62
65	58
62	55
58	52
55	48
52	45
48	42
45	38
42	35
38	32
35	25
32	15
25	5
15	0

b. Where two markers cannot agree a mark to within two notches (see table above), a third marker should be used to adjudicate a final agreed mark which does not have to be on the scale above.

When moderating an individual piece of work that has been marked using the notched marking scheme, the following principles should apply:

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 the 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 an essay might be worth 50% of the overall mark, with an exam also worth 50%.

Degrees are awarded by an Assessment, Progression and Awarding Committee that meets in October 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. The rules governing the conduct of Boards of Examiners can be found in the handbook for Assessment, Progression and Awarding: Taught Programmes 2019-20.

The Assessment, Progression and Awarding Committee look at the performance of each student and recommendations of the Mitigation Committee. If students have been unable to complete modules sure 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 ponce 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 modules 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 appendix 1.

Disclosure of Marks

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 Assessment, Progression and Awarding Committee meets. You will get your results online after the Committee has met. The University Exams Office will make a complete transcript, including marks for all modules you have taken, available to you once you have been awarded a degree.