



University
Centre
Somerset

Part of Bridgwater & Taunton College

In partnership
with

OXFORD
BROOKES
UNIVERSITY

PROGRAMME HANDBOOK 2021/22

for the award of

BSc (Hons) Top-Up Applied Sports Science and Coaching

Managed by the Faculty of Health and Life Sciences

Delivered by Bridgwater and Taunton College

Date approved:	
Applies to students commencing study in:	September 2021

RECORD OF UPDATES

Date amended*	Nature of amendment**	Reason for amendment**

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GENERAL INFORMATION

Faculty and Department/School responsible for the management of the programme/s at Brookes	Faculty of Health and Life Sciences Department of Sport & Health Sciences
Partner College / Campus (location of delivery) / Area / Department:	Bridgwater And Taunton College, Taunton Campus, Land-Based, Sports and Foundation Studies,
Programme/s and mode of study(Full Time / Part Time) :	BSc (Hons) Applied Sports Science and Coaching Full time & Part time
Interim exit awards and award titles available:	BSc (Ord.)
Brookes course code:	TBC
UCAS code:	C607
JACS code:	C600
HECoS code:	100% - 100095
Partner Course Leader(s):	<i>Course Leader: Ash Kempson</i>
Partner Senior Management	<i>Assistant Principal of Land-Based, Sports and Foundation Studies: Jason Gunningham</i> <i>Head of Sports, Outdoor Education and Public Services: Sam Reilly</i>
Partner Curriculum Managers:	Clare Cavill
Oxford Brookes Liaison Manager:	John Jakeman
Oxford Brookes Programme Lead	Peter Wright
Oxford Brookes Principle Lecturer for Teaching Partnerships (UK)	Jan Davison-Fischer
Professional Body Accreditation	Not Applicable

Welcome and introduction

Welcome to University Centre Somerset, and welcome to your student handbook.

In the following pages, we'll provide the information you need to make the very best of your time studying with us.

If you have questions, it's worth looking here for answers. And if you still can't find what you're looking for, ask one of your tutors for help. That's what we're here for.

The purpose of this handbook is to introduce you to the academic community of which you are about to become a part of and to give you sufficient information about the programme structure and the systems at UCS and Oxford Brookes University to enable you to take control of your learning experience.

The course is designed to further your knowledge of Sport Science and to aid your personal development in the area of Sports Coaching. Much support is available to you and the course has been structured to include on-going tutorial support as well as academic tutorials at the end of each term. You can also request meetings with any of the staff who teach you at any time so that you can be assured of support whenever you need it.

This handbook will provide you background information about your programme, as well as direct you to other sources such as UCS's virtual learning environment (VLE: Blackboard) and other websites, where you will find more detailed information about the procedures, guidelines, regulations and policies that relate to your study and life as a student here at UCS and at Oxford Brookes University.

Your handbook gives an outline of all the modules you will study, as well as the teaching, learning and assessment methods. It contains valuable information, for example offering explanations of the marks you will receive for assessed work and letting you know what will happen if you submit work late. It also gives you easy references to the information you need about learning resources.

List of programme leader and academic staff

We strive to provide teaching that is engaging, inspiring and stimulating. That way, you receive the expert tuition that will equip you for success in your degree and for your life beyond university.

A number of key staff have particular responsibility for your progress through the course. These include:

- The Curriculum Area Manager (CAM), who organises timetabling, resources and staffing
- The Programme Leader, who ensures effective delivery of the programme. This person will also provide you with specialist advice about your course, so that you can enhance your knowledge with the support of a highly experienced professional.

The other staff who you'll interact with during your studies are listed below.

Name	Role	Tel	Email
 Max Sauter	Programme Leader	01823 366451	sauterm@btc.ac.uk
 Ash Kempson	Lecturer	01278 4418225 (ext 1448)	kempsona@btc.ac.uk
 Alex Leach	Lecturer	01278 4418225 (ext 1868)	leacha@btc.ac.uk
 Julie Williams	Lecturer		williamsjul@btc.ac.uk
 John Jakeman	Oxford Brookes University – Liaison Manager		jjakeman@brookes.ac.uk

Subject Librarian

Each academic discipline has its own Subject Librarian who orders books, answers enquiries, teaches information skills and generally looks after the library needs of students and staff within their area. The subject librarian at the University Centre is Adele Roberts and her contact email address is robertsa@btc.ac.uk

At Oxford Brookes University the subject librarian is Mr Richard Persaud. He may be contacted for any information regarding library facilities at Oxford Brookes University such as e-books, e-journals, etc. His email address rapersaud@brookes.ac.uk and he is also contactable on 01865 483137.

Liaison Manager

The Liaison Manager is John Jakeman. He is the staff member at Oxford Brookes University appointed to communicate with the college on the day-to-day operation of the degree. John ensures that the provisions of the collaborative partnership with partner institutions are in full conformity with the University's requirements for quality assurance and assessment and with the Quality Assurance Agency Code of Practice on Collaborative Provision.

Keeping in Touch

If we need to get some information to you, we'll most likely do one of the following (if not all four):

- Send you an email.
- Put a sign on the programme noticeboard.
- Speak to you in a tutorial or lecture session.
- Put the info on Blackboard

In order to make sure you don't miss anything, it's worth keeping a regular eye on all of these places. That way, you can be confident you're up to date with the latest news.

Contacting staff

From time to time, you may want or need to see a member of academic staff – to discuss your progress, or ask a question. The best way to do this is by sending an email or giving them a call. All of our staff are very approachable, and care deeply about your success. So don't be afraid to get in touch.

Support staff

Name	Role	Email
<i>HE Team</i>	Higher Education Quality	HE@btc.ac.uk
<i>Technology Helpdesk</i>	IT problems	ITSHelpdesk@btc.ac.uk
<i>LRC Team</i>	Learning Resource Centre	tauntonlrc@btc.ac.uk 01823 366338
<i>Student Finance</i>	Funding concerns	Finance@btc.ac.uk

Curriculum Overview

Aims of the programme

The BSc (Hons) Applied Sports Science and Coaching degree has been designed to supplement the knowledge and skills developed through previous studies into sport science and coaching with a wider appreciation and understanding of the role these disciplines play in the industry. Students will develop further skills relevant to the wider aspects of working as a sports scientist and/or coach.

This programme aims to;

- Draw on a wide range of intellectual resources, theoretical perspectives and academic disciplines to develop an understanding of the role of sports science and coaching practice, and the impacts they can have on professional practice.
- Develop skills to allow students to monitor and evaluate sporting performance and coaching through the integrated knowledge of sports science and coaching.
- Develop a critical appreciation of the variables involved in sports science and the multi-faceted nature of the coaching environment.
- Critique the dynamic nature of the subject resulting from rapid modern developments in research findings, technological developments and applications.

Oxford Brookes Graduate Attributes

On successful completion of the programme, graduates will demonstrate the following graduate attributes:

ACADEMIC LITERACY

- An ability to apply knowledge of the skills necessary to undertake Sports Science and sports coaching
- Critically review how the learning experience in sport science and coaching can be improved through planning, analysis and evaluation
- An ability to analyse, think laterally about a problem, identify strategic options and evaluate the success of different strategies in sports science and coaching

RESEARCH LITERACY

- An ability to use research design and statistical method to evaluate human responses to exercise and the impact of coaching practice on these
- Competently use appropriate field and laboratory methods and techniques for the study of human responses to exercise
- An ability to observe, gather, evaluate, interpret and integrate ideas and evidence in the domains of sports science and the coaching to exercise to support findings and hypotheses

CRITICAL SELF-AWARENESS AND PERSONAL LITERACY

- An ability to clarify personal values, to set personal objectives, manage time and tasks and evaluate one's own performance and plan for developments
- An ability to learn both independently and co-operatively, use library and research skills to find and organise information and synthesize this

DIGITAL AND INFORMATION LITERACY

- Use academic research to formulate and influence research topics
- Select and demonstrate effective use of IT programmes to communicate applied issues in academic and industry contexts
- Apply an understanding of current and rapidly changing technologies used within the sports industry

ACTIVE CITIZENSHIP

- Develop a critical awareness of the major issues at the forefront of sports science and coaching both nationally and internationally and the impact on society of these
- Recognise the role of sport and the contributions of the sport scientists and coaches to the welfare and development of people across the world
- Appreciate diversity within the contexts of sports science and coaching and the complexity of the interaction between individuals

Curriculum Content & Structure

PROGRAMME STRUCTURE AND REQUIREMENTS:

Students are required to achieve 120 credits at level 6 to gain the BSc (Hons) Applied Sports Science and Coaching qualification. This will be achieved through completion of all the compulsory modules and two elective modules. To exit with a BSc (Ordinary Degree), students who enter with credit from a Brookes award need to complete 60 level 6 credits. Students who enter without credit from a Brookes award, will be required to complete 105 level 6 credits to exit with a BSc (Ordinary Degree), in order to conform with the University regulations.

BSc (Hons) Applied Sports Science and Coaching (Full time)					
Module code	Module Title	Level	Credits	Status	Run
BWC0320	Dissertation	6	30	Compulsory	S1 & 2
BWC0321	Sport Coaching Pedagogy	6	30	Compulsory	S1 & 2
BWC0322	Multi-Disciplinary approaches in Sports Science	6	30	Compulsory	S1 & 2
BWE0323	Sports & Exercise Enterprise	6	15	Elective	S1
BWE0324	Optimising Human Performance	6	15	Elective	S2
BWE0325	Laboratory and Field Based Testing	6	15	Elective	S1
BWE0326	Managing Coaching Complexities	6	15	Elective	S2

BSc (Hons) Applied Sports Science Part-Time (Year 1)					
Module code	Module Title	Level	Credits	Status	Run
BWC0321	Sport Coaching Pedagogy	6	30	Compulsory	S1 & 2
BWC0322	Multi-Disciplinary approaches in Sports Science	6	30	Compulsory	S1 & 2
BWC0323	Sports & Exercise Enterprise	6	15	Elective	S1
BWE0324	Optimising Human Performance	6	15	Elective	S2

BSc (Hons) Applied Sports Science Part-Time (Year 2)					
Module code	Module Title	Level	Credits	Status	Run
BWC0320	Dissertation	6	30	Compulsory	S1 & 2
BWE0325	Laboratory and Field Based Testing	6	15	Elective	S1
BWE0326	Managing Coaching Complexities	6	15	Elective	S2

Programme Calendar

Module Number	Title	Assessment details. All assessments indicated are summative.	Module Outcome	Submission
BWC0320	Dissertation	Dissertation – 7500 words A detailed investigation into a subject of their choice	100%	Wk 25
BWC0321	Sport Coaching Pedagogy	Written Assignment (individual) – 3000 words A written essay from a sports coaching perspective on creating an effective learning environment	60%	Wk 32
		Written Assignment (individual) – 2500 words Written essay on the chosen scenario, with specific reference to the implication this has to their own practice through reflective/reflexive thought	40%	Wk 20
BWC0322	Multi-Disciplinary approaches in Sports Science	Written Assignment (individual) – 3000 words Analysis of different approaches for testing sports performance	50%	Wk 33
		Written Assignment (individual) – 3000 words Case study into an individual's performance	50%	Wk 19
BWE0323	Sports & Exercise Enterprise	Oral Assessment (individual) – 15 minutes Group to deliver a 15 min pop up launch event of their choice	50%	Wk 11
		Written Assignment (individual) – 3000 words Developing a successful exercise or coaching business (to include research, insight and review of existing companies etc)	50%	Wk 13
BWE0324	Optimising Human Performance	Written Assignment (individual) – 3000 words Analysis into factors affecting performance and measurement of these	100%	Wk 34
BWE0325	Laboratory and Field based Testing	Written Assignment (individual) – 3000 words Lab report into an agreed test protocol	100%	Wk 14
BWE0326	Managing Coaching Complexities	Oral assessment (group) Group presentation of a chosen PBL scenario provided during the lecture	40%	Wk 31

		Written Assignment (individual) – 2000 words Written essay on the chosen scenario, with specific reference to the implication this has to their own practice through reflective/reflexive thought	60%	Wk 33
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Admission to the Programme

ENTRY REQUIREMENTS

- A Foundation Degree in Sports Science with Sports Coaching Education awarded by Oxford Brookes University, successfully gaining 240 credits.
- A Foundation Degree in Sport Science or a related discipline in Sports awarded by another University, successfully gaining 240 credits.
- A Higher National Diploma in Sports Science or a related subject from another institution, successfully gaining 240 credits with a Merit profile at Level 5, subject to individual credit rating by Oxford Brookes University and completion of certain core units.
- Minimum 80 UCAS points plus GCSE English Language, Mathematics and Science at 9 to 4 grades or a minimum of Grade C. Students for whom English is not their main language also need to show that their English is proficient enough to succeed in their studies by achieving a score (IELTS 6 or 7) in a recognised test. This can be found at: <http://www.brookes.ac.uk/international/how-to-apply/undergraduate/undergraduate-entry-requirements/>
- Mature applicants with relevant experience who do not have the stated entry requirements are encouraged to apply and will be considered based on experience during an interview.

Learning, Teaching and Assessment

There are a variety of teaching and learning methods utilised throughout the programme ranging from lectures, to seminars, laboratory based sessions and practical sessions. All module leaders will make use of Blackboard, the College's Virtual Learning Environment (VLE) and the OBU online library to share materials with students. These will also be available for additional learning materials outside of lessons and assignment submissions.

There are also a variety of assessment methods such as essays, scientific reports and oral presentations. In addition, lab and field based work will be undertaken to prepare students for academic contextualisation of the nature of applied sports science and coaching. Reflective learning is encouraged through use of self, peer or staff formative feedback on assignments, group work, project work and reflective diaries as a sport scientist and coach.

Brookes Assessment Compact

The principles underpinning the University's approach to assessment are set out in the [Brookes Assessment Compact](#). The programme area team are committed to providing students with clear assessment criteria, along with useful and timely feedback on all their work. The quality of academic provision for students will continue to be assessed regularly by programme teams, principally through annual student evaluation of each module, and through critical evaluation of the annual external examiner reports and student feedback.

All modules provide opportunities for students to apply theoretical principles and research findings to their work as sports scientists and coaches. They will also have the opportunity to test these theories during and outside of timetabled lab based sessions. Articles from primary research journals are featured in student reading lists and students are encouraged to use primary research journals, alongside academic text books, in preparing assignments.

Further information about the Brookes Assessment Compact can be found under the Core Regulations, section A3 Assessment of Students, on the University website www.brookes.ac.uk.

Attendance requirements

Studying for a degree is a great opportunity, and it's one that we want you to participate in fully. As a result, we expect you to attend timetabled sessions wherever possible.

If you don't turn up to classes, tutorials and seminars, you might not perform to the best of your ability. You could also miss activities such as assessed presentations and group work, thereby impeding your chances of success.

It's worth remembering that your absence could also affect your classmates, by disrupting group activities and limiting the range and scope of discussions.

As a general rule, we expect you to be available every week of term. So please make sure you only arrange to go away during the College holidays.

What happens if I can't attend class?

If you're too ill to attend class, you should send your apologies to your tutor via email or telephone and be sure to catch up on the work you've missed as soon as possible.

Student Support, Guidance and Advice

Induction arrangements

At the start of your course, you will have an induction week. A full programme is provided, which will include:

a) Enrolment

You will be notified when you are required to enrol. This is normally at a specified time during the first week when you will be asked to complete relevant forms. At enrolment you will be issued with your College ID card. You must wear this at all times when on the College premises.

b) Academic Induction

- Welcome and introduction to the team tutors
- What it means to study at degree level
- Developing independent learning skills
- Programme-specific information, including timetables, programme content, module descriptors, project briefs, module delivery, module feedback and arrangements for the preparation of your dissertation
- College induction talk
- The role of Learning Support
- Tutorial times - a short introductory tutorial with your year tutor

c) Induction to the College Environment

- A tour of the library/learning resource centre and an introduction on how to use the facilities, including the Virtual Learning Environment (VLE) and student portal
- Fire evacuation procedure
- Health and Safety

Personal tutoring

As part of our commitment to your wellbeing, you'll be allocated with a Personal Tutor who will guide you throughout your time at UCS. They will provide academic and pastoral support during your studies, and are your first point of contact with any issues.

A further aspect of the role is helping prepare you for life beyond your degree. Your Personal Tutor will help you think about the career you wish to pursue, and chart your progress throughout your studies so that you have a good sense of your likely performance when you're applying for jobs. They can also provide references to support job applications, and help you deal with any problems that occur during your time at UCS. Personal tutors will direct you to support services available at the College, if needed.

To ensure there is ample opportunity for you to establish a rapport with your Personal Tutor, we schedule regular 1:1 meetings throughout the term.

Opportunities for Professional Development Planning (PDP)

UCS is committed to the principles of Professional Development Planning, also known as PDP. All tutorials are documented within your PDP, resulting in an action plan addressing any issues that require future action. Copies are held electronically, accessible by the personal tutor and yourself only. These records are confidential and may only be shared with a third party with your consent

Careers advice

Preparing for your future

As a graduate, the world is your oyster when it comes to careers. You could work in the public, private or third (charity) sectors, in the UK or overseas.

As part of your learning and growth at Bridgwater and Taunton College, we encourage you to consider your career options at an early stage in your studies. We'll help you to find a pathway that makes the very best use of your skills and aptitudes, and provide you with the educational opportunities to pursue it.

The Information and Guidance Team offers information, advice and guidance that will help you make the right choice for your future. This includes:

- A wide range of up-to-date information on courses, careers, working/study abroad, voluntary work, grants and finance
- Individual and confidential careers interviews with the Information and Guidance Team or Careers Advisors

A dedicated Information and Guidance and Student Support area where you can access information and explore alternative sources of funding, as well as researching qualifications available and finding out more about the facilities at College

Provision for students with additional needs and long term health conditions

As part of our commitment to helping all students succeed we work closely with Oxford Brookes to ensure that no student is put at a disadvantage when disabilities or long term health conditions are present. All students affected by such issues are offered the opportunity to hold a meeting with their tutor to discuss how we can support them through their studies. Students may also be referred to the HE Team for guidance. In some cases, reasonable adjustments can be put in place to assist the student wherever possible. For further advice and information, please ask your personal tutor.

If you have a disability, UCS is committed to helping you make the most of your time studying with us. We are conscious that no two people are the same, and strive to make provision for your precise needs.

Here are some of the ways that we support people with disabilities during their time at UCS:

- Ensuring access to the physical environment (both facilities and equipment).
- Providing adequate and accurate information for students both prior to joining and while at UCS.
- Disability awareness workshops are held as part of the Bridgwater and Taunton College staff development programme.

Our Learning Support Team provides individualised support that is tailored to your needs. So whatever your disability, learning difficulty or additional needs, please tell us as soon as possible.

Other support

Here are some of the other ways that we help you to fulfil your potential while at College:

- We provide detailed feedback on assessed work, helping to develop your knowledge and understanding.
- Tutorials – many subjects have timetabled tutorials where work can be discussed with subject tutors. You can also arrange to meet tutors at other times to discuss your progress.
- The College Virtual Learning Environment (VLE, Blackboard) and email. Some staff use these to initiate discussions and set up learning support groups for their modules, ensuring you can keep thinking together, even when you're not in class.
- Electronic learning. We provide access to eBooks, electronic journals and research papers as well as resources such as eBook readers and laptop computers.
- The College HE Study Centre and periodicals room, located on the second floor of the main College building at the Taunton Campus. Professional LRC staff are available to help you with any queries. Full details of how to access these resources are available via your course tutors, your Personal Tutor and our .VLE.

Financial advice and support.

If you need help with your finances, speak to the student support staff who are available at both the Taunton and Bridgwater Campuses, next to the reception desk.

Student Union Matters

As a student of Bridgwater and Taunton College, you can become a Student Representative and participate in Programme Committee Meetings and student forums. You can also apply to become a BTCSU Officer and be involved in the organisation of Student Union activities.

As a student of Oxford Brookes University, you are also able to participate in the University's union activities. To find out more, please visit their website at <https://www.brookesunion.org.uk/>.

Health and Safety

The UCS is committed to ensuring the health, safety and welfare of staff, students and visitors. This is achieved through the co-operation of all personnel within the UCS in implementing the Bridgwater and Taunton College Health and Safety Policy. For a copy of the Policy as detailed please see HE Information on Blackboard via this [link](#).

Equality and Diversity

Bridgwater and Taunton College encourages access to all students regardless of age, race, colour, ethnic origin, religious belief, gender, sexuality or disability. UCS is working to create an environment in which diversity and individual difference are positively valued in an atmosphere free from harassment and discrimination. Details of the policy can be obtained through the Student Hub.

The Bridgwater and Taunton College is committed to the implementation and maintenance of its equal opportunities policy, which includes the following:

- Equality and diversity
- Recruitment;
- Equality in teaching and learning

Data Protection

Oxford Brookes University and Bridgwater and Taunton College hold and process a great deal of information about students and also employees. When handling such information, the University and UCS must comply with the Data Protection Principles which are set out in the Data Protection Act 1998 (the Act).

The UCS needs to collect, store and use information about its staff, students, applicants, former students and others in order to carry on its business as an institution of Further & Higher Education. The UCS is committed

to doing this in such a way as to protect the privacy of individuals and to comply with relevant legislation, in particular the Data Protection Act (1998). The Data Protection Act requires the UCS to collect and use data fairly, to store it safely and not to disclose it to any other person unlawfully. To this end the Act sets out Data Protection Principles. Please see here:

For more information on Oxford Brookes Data Protection Policy, please follow this link:
<https://www.brookes.ac.uk/regulations/current/other/>

HE Information on Blackboard via this [link](#).

Learning Resources

Study Skills Support

The Learning Resource Centre (LRC) and HE Study Centre (HESC) provide study skills support to students throughout their time at UCS and offer a range of guidance sessions aimed to develop your study skills.

HE students have the opportunity to complete our HEADstart programme (Higher Education Academic Development), which will develop the skills required to confidently succeed at university level studies. The core modules are:

- Using LRC resources (via Blackboard)
- Partner University resources
- Plagiarism
- Referencing
- Evaluating resources
- Research skills

In addition, the Learning Resources Centre offers sessions that help you with study skills and research. Group sessions are organised by your lecturers, but you can arrange individual appointments to help with the following areas:

- The Harvard and Numeric referencing systems
- Academic writing skills
- Essay structure
- Searching the Heritage library catalogue
- Searching e-books
- Searching other academic electronic sources – databases, e-journals, e-newspapers, company/market research reports
- Searching the Internet
- Searching strategy (Boolean operators, search strings)

- General research sessions (using various information sources from printed to electronic and audio-visual)
- Advanced study skills/research (conducting a literature search and literature review)
- Using Turnitin plagiarism detection service
- Being an effective learner (critical thinking skills, information dissemination, writing skills), etc.

A dedicated study skills area is available on the BTC Libraries link on Blackboard. The libraries at all our campuses stock a good range of study skills books, details are available via the Heritage library catalogue <http://heritage/HeritageScripts/Hapi.dll/search1>

The Quality of the Learning Experience

Assessment Strategies

When you start a module, you will be briefed about the criteria used to assess your work, as well as being given the hand-in dates for assignments, and guidance on how to submit them.

As you work through the module, your tutors will review any assessed work that you have in progress and provide informal ('formative') feedback on it. This will help you refine your work prior to formal submission, thereby giving you every opportunity to achieve your full potential.

A feedback form will be completed by the marker for each assessment, and given to you so that you know how you have done. The mark awarded will provide an overall picture of your performance.

Criteria	A (70%+)	B+ (60-69%)	B (50-59%)	C (40-49%)	F (30% or less)
Learning outcomes	Clearly meets learning outcomes	Clearly meets learning outcomes	Clearly meets learning outcomes	Largely meets learning outcomes	Does not meet learning outcomes
Understanding	A high level of understanding and ability to link relevant subject matter	A clear understanding of the topic	A reasonable level of understanding	A general understanding but some inaccuracy/confusion	A lack of understanding
Content selection	A highly accurate description with no major omissions or errors	An appropriate selection of content in key areas	Thought given to identification and selection of content	A generally appropriate selection, but some key aspects omitted	An inappropriate selection and/or major omissions
Critical thought	Own ideas developed and justified from theoretical frameworks	Reasonable evaluation / justification / critical thought	Some critical thought	Very little critical thought	A lack of critical thought
Literary skills	Accurate grammar, spelling and punctuation	Accurate grammar, spelling and punctuation	Largely accurate grammar, spelling and punctuation	Poor use of grammar, spelling and punctuation	Not sufficiently literate
Data analysis	Rigorous handling of evidence / data	An appropriate analysis of evidence / data	A largely accurate analysis of evidence / data	A limited analysis of evidence / data	An inaccurate and / or inappropriate analysis of evidence / data
Additional reading	Reading and analysis of additional material beyond that taught	Reading and understanding of additional material	Limited additional reading	Lack of additional reading	Lack of additional reading
Referencing	Relevant and accurate referencing	Relevant and accurate referencing	Mostly accurate referencing	Referencing incomplete or	No references provided
Presentation	Logical, concise and creative presentation	Clear presentation	Reasonable presentation	Poor presentation	Unacceptably poor presentation

Assessment regulations

The programme conforms to the University Regulations which can be found at: <https://www.brookes.ac.uk/regulations/current/specific/b2/>

A student who attempts an element of assessment and achieves less than 40% in that element of assessment, will be permitted one opportunity to resit the failed element, unless their performance on other elements of assessment within the module means they have passed the module overall. Some modules may specify that all assessment components must be passed, in which case a resit will be required. Resits will normally take place in the resit period. The mark awarded at resit will be capped at 40% unless the student has made a successful claim for consideration of exceptional circumstances.

A student who does not pass a module at resit will be eligible to retake the module. When retaking the module, the student is required to register to take the entire module again, for which a fee is payable. The student is expected to attend all classes and to take all elements of assessment listed in the module descriptor. A student will have two opportunities to demonstrate that they have met the learning outcomes of the module at retake, a first sit and a resit. Students may only retake a module once i.e. a module can be attempted a maximum of twice.

Detailed assessment regulations can be found here
<https://www.brookes.ac.uk/regulations/current/specific/b1/b1-4/>

Release of assessment marks

All marks are provisional until they have been approved by the Oxford Brookes University Examination Committee. Examination Committees are normally held in February and June with a Referral Examination Committee held in August, and results will normally be released to students within 2 weeks after the Examination Committee.

Ensuring Assessment is fair

Assessment plays a key role in ensuring that students develop and demonstrate the required knowledge and skills to complete their programme. Modules are assessed either by coursework or examination or both and full details are given in the student quality handbook for your programme. University and College processes ensure that assessment is rigorous, of an appropriate standard and fair, and a key role in this is that of the External Examiner, who ensures that the standards used to assess students are comparable with other universities.

Each assessment is written so that students can show they have achieved the learning outcomes for the module and for the whole programme, and the range, type and timing of assessment have been carefully chosen to enable students to become independent and reflective learners. Tasks and questions are set by the Module Leader, internally moderated (checked by another member of staff in the College), moderated by Oxford Brookes University, to ensure a parity of standards with those of the University and then sent to the External Examiner, to ensure that they are appropriate for assessment of the module learning outcomes and that the instructions and marking criteria are clear.



Student work is marked and then either a sample or all of the marking is internally moderated by a double marker at the College. Samples from modules are also sent to the External Examiner so that they can monitor standards and ensure that the marking is consistent.

The Examination Committee comprises College and Oxford Brookes staff, including the Programme Lead, Module Leaders, the Oxford Brookes' Programme Liaison Manager, as well as the External Examiner.

At the end of each academic year External Examiners submit reports to the University which are published on the College VLE and on the PIP (Personal Information Page) for the programme at Oxford Brookes.

Rules for determining degree classification

Your award

The award you receive will depend upon the amount of modules completed, and how many credits you accrue as a result. Here is a guide to the qualifications available:

Qualification	FHEQ Qualification Level	Overall Number of Credits required for award
Non-Honours Bachelor's Degree	Level 6	105 / 60
Bachelor's Degree with Honours	Level 6	120

Degree classifications

You will receive a classification that reflects your overall performance in your certificate or degree. Here's how classifications are set at each level:

Overall Mark	Bachelors Degrees
0% - 39%	Fail
40% - 49%	Third (3rd)
50% - 59%	Lower Second (2.2)
60% - 69%	Upper Second (2.1)
70% - 100%	First (1 st)

Rules governing extensions to submission deadlines and Penalties for Late Submission

Late Submission is the failure to submit assessed work by the set (or agreed extension) date/time. Work submitted after the approved deadline will be deemed late and the grade awarded will be a Fail (0%). It is therefore vitally important that you manage your time carefully to ensure that you can meet all your coursework deadlines. A zero mark for a piece of coursework will affect your overall mark for a module, and may result in module failure if either that piece of work was a compulsory element or it carried a high assessment weighting. Failing a module will also have workload and/or financial implications later on.

Exceptional (Mitigating) Circumstances

If you experience difficulties in submitting a particular assignment, you may apply to have exceptional circumstances taken into account. Also known as Mitcircs or ECs, these are circumstances that:

- Affect your ability to attend or complete an assessment or a number of assessments.
- Are exceptional.
- Are outside your control.
- Can be corroborated by independent evidence.
- Occurred during or shortly before the assessment in question.

If you want to apply for exceptional circumstances, you need to complete the appropriate form, which can be found on the HE Info Hub on Blackboard. Fill this in, sign it and then give this to your personal tutor or programme lead to check and sign. The form must be accompanied by independent corroborating evidence. This should be before the assignment deadline if possible, but if there is a good reason for it to be delayed, you should submit it as soon as possible after the deadline has passed. The details are then passed onto the college's HE Team who will hold an EC sub-committee to consider the request for an extension, and who will write to confirm the outcome.

Examples of circumstances that would not normally be considered valid:

- Alarm clock did not go off.
- Car broke down, train/bus delayed or cancelled, other public transport problems (unless you can demonstrate that you allowed adequate time to compensate for such problems as might reasonably have been anticipated).
- Childcare problems that could have been anticipated.
- Accidents or illness affecting relatives or friends (unless serious, or you are a sole carer).
- Unspecified anxiety, mild depression or examination stress.
- Cough, cold, upper respiratory tract infection, sore throat, minor viral infection, unless the illness was at its peak at the time of an examination, end-of-module test or in-class test and the corroborating evidence refers to the impact on your performance.
- Financial problems (other than cases of exceptional hardship).
- Holidays, house moves, family celebrations or other events where you either have control over the date or may choose not to participate.
- Computer problems, corrupt data, disk or printer failure or similar.
- Problems with postal delivery of work (unless recorded delivery or registered mail).
- Time-management problems (e.g. competing deadlines).
- Appointments (legal, medical etc.) that could be rearranged.

- Territorial Army commitments or similar (unless unavoidable).
- Sporting or recreational commitments (unless the student is representing the College in a national competition or representing his/her country in an international competition).
- De-registration.

Examples of circumstances that might be considered valid:

- Hospitalisation, including operations.
- Health problems.
- Personal or psychological problems for which you are undergoing counselling or have been referred to a counsellor or other qualified practitioner.
- Childbirth (including a partner in labour).
- Bereavement causing significant impact/effect.
- Major accident or injury, acute ailments or conditions which coincide with an assessment deadline or an examination or test, or are sufficiently long-lasting to impact on a significant part of a term.
- Clinical depression or other mental health problem.
- Recent burglary/theft/serious car accident.
- Jury Service that cannot be deferred.
- Representing the College at national level or your country at international level in a sporting event.
- For part-time students in full-time employment, exceptional pressure of work or permanent change of employment circumstances.
- Late diagnosis of, for example, dyslexia, resulting in no support or examination provision.
- Separation or divorce - student or parental (provided the facts and the effects are independently corroborated).
- Unavailability of the VLE prior to the deadline for an assignment or examination where it has been confirmed by the module leader that this would have had a material effect on the preparation for an assessment.

If you are unsure about any of these areas, please consult with your Programme Leader or Personal Tutor. For further information, please refer to the guidance available on the HE Info Hub on Blackboard (VLE) and to the University regulations A3.5. Exceptional Circumstances. <https://www.brookes.ac.uk/regulations/current/core/a3/a3-5/>

Reassessment and re-sits

Failing an assessment

Reassessment will imply the submission/re-submission of coursework, the submission of further coursework or take/retake of an examination. These assignments/examinations must reach at least a pass mark (40%) on re-submission. Only one resit or re-submission attempt is allowed for each piece of assessment for each module.

At reassessment only a maximum of 40% (P) will be awarded unless you have recognised mitigating circumstances. If this is the case then you will be awarded the highest grade obtained in either the original assessment or the re-assessment.

Your Programme Leader and tutors will be able to advise you further on rules surrounding re-sits of exams and resubmissions of course work. For more details, please refer to section B1.4 Assessment on the Oxford Brookes website: <https://www.brookes.ac.uk/regulations/current/specific/b1/b1-4/>.



Using Turnitin

Turnitin is an internet-based tool that compares documents to see if there is any matching content, thereby helping you avoid inadvertent plagiarism. It checks your assignment against other documents on the internet, as well as journal articles and previously submitted works.

Because it is based entirely online, Turnitin is available around the clock. It's a great way of checking your citations and referencing, and ensuring you haven't accidentally passed someone else's ideas off as your own.

To ensure you have access to Turnitin, your tutor will provide you with a special ID and password for the programme. That gives you free use of the tool, and should help you avoid unintended plagiarism.

Appeals and complaints procedure

This procedure allows a student to appeal against a decision of an Examination Committee (e.g. a coursework or examination assessment, withdrawal from a course or placement, etc) if it is believed an error has occurred under one of the grounds stated in this set of regulations:

- the assessment was not conducted in accordance with the regulations for the programme
- the judgement of an examiner(s) was affected by personal bias
- there was an administrative error or some other irregularity in the conduct of the assessment causing the assessment decision to be significantly different

If you think a particular Examination Committee decision is incorrect, you are strongly advised to consult the Brookes Union Advice Service who can help you decide what your options are and help you put forward your case.

If for any reason your appeal is not resolved and you would like to take the issue further then you can also escalate the appeal Oxford Brookes University by completing the form [Appeals Form - Collaborative Provision](#). Oxford Brookes University encourages all students to speak with either a representative of the advice service or an Oxford Brookes Student Disputes Officer before submitting this form.

We greatly value student feedback, and have procedures and policies in place to ensure your views are heard. If you have a particular concern, we hope to deal with it informally in the first instance, either via your tutor or Programme Leader or through the Student Representative/Learner Voice system.

You can find details of our [HE Academic Complaints Policy and Procedure](#) on the HE Info Hub.