

BRITISH COLLEGE OF
BCOM
OSTEOPATHIC MEDICINE



UNIVERSITY OF
PLYMOUTH

**University of Plymouth
Partner Student Institution
Handbook
2019-20**

Masters in Osteopathy

If you require any part of this Student Handbook in larger print, or an alternative format, please contact:

Alice Hughes (BCOM Registrar & Head of Admissions)

Tel: 020 7435 6464

E-mail: Registrar@bcom.ac.uk

Please note:

All the information in this handbook is correct at the time of printing.

BCOM is proud of its teaching and research and it undertakes all reasonable steps to provide educational services in the manner set out in this Handbook and in any documents referred to within it. It does not, however, guarantee the provision of such services. Should industrial action or circumstances beyond the control of the Institution interfere with its ability to provide educational services, the University undertakes all reasonable steps to minimise the resultant disruption to those services.

Contents Page

WHO'S WHO	6
Welcome and Introduction	6
Staff / Student Communication	8
Programme Management	8
Personal Tutor	9
Module Leaders	9
Course Contact List	15
Registration, Term Dates including Exam weeks	15
Student Voice	16
Student Representatives and the Feedback loop	16
Student Perception Questionnaire (SPQ) and National Student Survey (NSS)	17
Your Virtual Learning Environment	18
Your Library - Learning Resources	18
IT Facilities & WIFI	18
Room Access	19
Students as Partners – University of Plymouth	19
Applying for your University of Plymouth Student Card	20
The Plymouth Online Study Guide	20
Forwarding your Plymouth Emails to your preferred account	21
Mobile with Plymouth	21
University Computing Helpdesk	21
How to Change or Reset your Password	21
ASSESSMENT	22
Formative and Summative Assessment	22
Indicative Programme Assessment Schedule, Assessment Flowchart and Hand In	23
Extenuating Circumstances	24
Academic Offences	25
Academic Dishonesty: How to stay straight and clean	26
How to reference using the Harvard Referencing System	27
Hand in Process	28
Submission of Assessed Work	29
Return of Assessment and Feedback	29
Academic Matters - Procedures for dealing with late submissions and extenuating circumstances	29
Late Work	29
Turnitin	29
Progression to Further Study & How Your Marks are Calculated	30
Exit awards	31
Exam Procedures	31
External Examiner Arrangements	31
COMPLAINT PROCEDURE FOR UNIVERSITY OF PLYMOUTH STUDENTS	31
STUDYING AT BCOM	32
Student Support	32
Self Help Inspiring E-Resources (SHINE)	33
Anytime advice line	33
Enhancement Activities	33
Sport and Leisure	33
Social Activities	34
Financial Information and Guidance on Funding	34
Institution Policies	34
TAKING YOUR LEARNING SERIOUSLY	35
Key Features of University Level Study	35
Attendance	35

Your Approach to Studying	35
Suggested Reading for New Students	36
Reading for your study	36
Private Study	37
Study Groups	37
Personal Development Planning	37
Factors Affecting Your Learning	38
Effective Learning	38
Time Management	38
Coping with Stress	38
Learning Skills	39
ENRICHMENT AND CO-CURRICULAR ACTIVITIES	40
Plymouth Compass	40
The Plymouth Award	40
The Higher Education Achievement Record (HEAR)	41
WHAT NEXT?	41
Employment and Progression Opportunities	41
Access MyCareer	42
Work-Based Learning (WBL) / Work Related Learning (WRL) and Employability	42
Graduation and Results Guidance	43
Alumni	43
UNITED KINGDOM VISAS AND IMMIGRATION (UKVI)	44
HARVARD REFERENCING GUIDE	45
Harvard Referencing Guide	45
ANYTHING ELSE?	49
Frequently Asked Questions:	49
What if I want to withdraw from, or suspend, my course?	49
What if I want to change my course?	50
Where do I get my Timetable?	51
How do I submit my coursework?	51
How do I raise an issue?	51
How do I find out who my personal tutor is?	51
Where can I find information about:	51
What should I do if I can't make a deadline/sit an exam?	51
Who should I speak to regarding careers/employability?	51
When is graduation?	51

Dear Student,

Important – please note

The University will do its best to provide appropriate support for students with a disability. In the context of Higher Education study the term disability covers a range of impairments, medical conditions, mental health issues and specific learning difficulties. We have put in place a number of changes to procedures and to our campus to make our courses more accessible, and this is reflected in the diversity of students studying with us. However, it is important for us to consider any individual requirements sufficiently far in advance to enable us to advise you on the range of options available and to put in place appropriate arrangements.

So please ensure you have told us about any disability even if you do not think it will affect you while you are at the University

If you have already told us about a disability we may ask you for further information or invite you for an information meeting with the Head of Osteopathy and the Registrar if necessary. We can then properly assess, in discussion with you, your individual requirements and ensure that we have the best possible chance of having any necessary adjustments in place at the start of your course. We can also advise you further about claiming for Disabled Students' Allowance.

If you have a disability but have not yet told us about it, please contact the BCOM Registrar at registry@bcom.ac.uk Tel: 0207 435 6464. While we can make reasonable adjustments to our provision, we may not be able to meet your individual requirements if we do not have the opportunity to assess them in advance, and that could impact negatively on your experience of the course or even your ability to complete your course, or to take up your place.

Please respond positively to any requests from us for information. We can then explore with you the support available such as assistive technologies, study skills sessions and personal enablers. We can also address any health and safety issues and relevant academic or professional expectations and if necessary advise you on alternative options. Any information you give us will be dealt with in confidence and only shared within the College with your consent and on a 'need to know' basis. We want to give you the best possible chance to take up your place, to be ready for study and to be able successfully to complete your BCOM course.

Welcome and Introduction

Congratulations on your choice to study the Masters in Osteopathy at BCOM

This Masters in Osteopathy, BCOM and University of Plymouth Student Handbook contains important information, including:

- The Institution Procedures, facilities and opportunities
- Programme Information
- Academic Regulations including Extenuating Circumstances
- Student Support including careers education, information and guidance
- Financial information and guidance on funding
- Learning Resources
- Study Skills Support including key resources on Referencing and Plagiarism

Welcome to the British College of Osteopathic Medicine

The British College of Osteopathic Medicine (BCOM) was founded in 1936 and has been training osteopaths in London ever since. It is among the premier UK osteopathic education institutions and was the first to achieve a validated honours degree in osteopathic medicine and “approval without conditions” RQ status from the General Osteopathic Council.

A holistic approach to osteopathy is central to the philosophy of the College. The purpose of BCOM's courses is to guide student osteopaths through the acquisition of basic science and osteopathic technique skills towards an integrated clinical appraisal of patients.

This allows the formulation of safe, effective, rational and caring treatment plans for as beneficial an outcome as is feasible in a given situation. This may be summarised by the following aims:-

- To ensure that graduates acquire adequate clinical competence via a self-critical approach to integrated, learned skills.
- To promote an attitude of inquiry and the maintenance of this attitude into professional life to keep abreast of current knowledge.
- To instil a research ethos into practitioners of holistic Osteopathy.
- To increase access to osteopathic training to all those with a declared desire and appropriate academic qualifications.

Osteopathy was founded on the principle that an intimate relationship exists between the structure and function of the human body. There are considered to be three main elements central to this principle (see below), each of which is fundamentally related to the innate and acquired protective mechanisms of the body. The function of these mechanisms, particularly that of the immunological system, and their action in terms of stress is of particular importance to total health and is therefore of central importance in the teaching and philosophy of all BCOM courses.

The three main elements are based upon the premise that:

1. The physical structure or anatomy of the body relates to its physiological function.
2. The biochemical or nutritional structure of the body relates to its physiological function.

3. The emotional or mental structure of the individual relates to the psychosomatic function and therefore the physiological function of the individual.

The central principle of a structural and functional relationship is woven into the academic and clinical fabric of these osteopathic courses. Each element is interdependent upon the others and an individual cannot function healthily if any of the three is compromised. This philosophy forms the basis of osteopathic practice at BCOM.

Although osteopathy is associated with physical medicine and specifically with the musculo-skeletal system, it has far wider applications to visceral and holistic practice. It maintains the fundamental premise of patient contact with "hands on" practice whilst including nutritional, dietetic and counselling support. The patient-practitioner rapport is therefore close, with the practitioner utilising academic knowledge together with clinical skills for complete patient support.

Note: The information in this handbook should be read in conjunction with the current edition of:

- Your Programme Quality Handbook
 - available at: <https://www.bcom.ac.uk/osteonet/document-type/regulations-and-handbooks/>
- Your Module Teaching, Learning and Assessment Guides
 - available at: <https://www.bcom.ac.uk/osteonet/document-type/regulations-and-handbooks/>
- University of Plymouth's Student Handbook available at: <https://www.plymouth.ac.uk/your-university/governance/student-handbook>

Staff / Student Communication

Name		Email address	Extension number	Contact for
Dr Kerstin Rolfe	Principal	krolfe@bcom.ac.uk	340	Programme lead, Study skills
Manoj Mehta	Head of Osteopathy	mm@bcom.ac.uk	333	Practical class issues
Alice Hughes	Registrar	ahughes@bcom.ac.uk	330	Student issues, learning support, extenuating circumstances
Dr Caroline Green	Librarian	cgreen@bcom.ac.uk	230	Library issues, study skills
Jemma Sager	Head of Clinic	jsager@bcom.ac.uk	234	Clinic issues
Paul Fayker	Facilities & Estates Manager	pfayker@bcom.ac.uk	324	Report IT problems, facilities problems

BCOM staff will communicate with students in the following ways:

- Student BCOM Email address
- Institution extranet/ intranet / virtual learning environment (Osteonet - <https://www.bcom.ac.uk/osteonet/browse/>). All module information is available on Osteonet under 'Syllabus', assessment schedule can be found under Registry and all coursework guidelines can be found under lecture handouts under the appropriate module name.
- Plymouth University Student Portal (see section below)
- Programme Notice-Board Front page of Osteonet

Programme Management

Dr Kerstin Rolfe – Principal and Head of Department

RGN, BSc (Hons), PhD (Molecular Pathology), LL.M (Medical Law and Ethics), MBA

Modules: MOST4015 Gastro-intestinal system, nutrition and bio-chemistry
MOST4017 Physiology
MOST5013 Exercise Physiology
MOST5014 Functional Nutrition
MOST6014 Paediatrics
MOST6015 Psychology
MOST7009 Clinical Psychology

Email: krolfe@bcom.ac.uk

Dr Kerstin Rolfe started her career as a nurse working on a busy gynaecological ward at the Royal Free Hospital. Her interest in research grew when she was appointed as a MRC Clinical Research Nurse to project-manage a multi-centred surgical trial and a pharmaceutical trial. During this time she undertook a part-time BSc (Hons) in Biological Sciences from Birkbeck College. Her working career moved to running an ovarian scanning unit for women at high risk of developing ovarian cancer. Following attainment of her BSc (Hons) she was awarded a scholarship to undertake a PhD in molecular pathology in a gynaecological cancer unit which she did at the Royal Free Hospital whilst registered at UCL.

Her postgraduate career involved studying tissue regeneration, wound healing and adhesion formation in tendons and skin. She has supervised a number of surgeons helping them attain their postgraduate qualifications, MD and PhDs. She has further studied and been awarded an LLM in Medical Law and Ethics in 2009 from De Montfort University and in 2018 completed a part-time MBA from University of Leicester.

Kerstin is on a number of journal editorial boards and is currently the Editor in Chief for Bone and Tissue Regeneration Insights. Kerstin joined BCOM as Head of Research in 2012 and in 2014 was appointed Vice Principal and then the Principal of BCOM. She regularly supervises student research projects and has established a well-developing record in research and journal publications.

BCOM Heads of department: <https://www.bcom.ac.uk/the-college/heads-of-department/>

Personal Tutor

Personal tutors are chosen by you, as a sustained and first point of reference for individual students on personal, domestic or academic matters; detailed information will be available in your teaching, learning and assessment handbooks.

Further information can be found by following this link to the [University personal tutoring](#) policy.

Module Leaders

Sebastien De Sa Neves Da Rocha

BSc(Hons) Ost, DO, DPO, PGCert in HE

Modules: MOST6014 Paediatrics

Email: srocha@bcom.ac.uk

Sebastien qualified as an osteopath from the European School of Osteopathy (ESO) in 2007 with a BSc (Hons) in Osteopathy, and trained in Paediatric Osteopathy at the Osteopathic Centre for Children (OCC) where he gained a Diploma in Paediatric Osteopathy in 2014. He also did a Post Graduate Certificate in Higher Education (PGCHE) from Greenwich University in 2013. Sebastien's passion for Osteopathy began in his native France before completing his study in England while also learning English.

He is a lecturer and a tutor at the ESO, where he teaches osteopathic diagnosis and treatment and has also lectured osteopathic principles, osteopathic diagnosis, balanced Ligamentous tension and general osteopathic treatment to students on a Masters programme at the AESOPLAT in Lima, Peru.

Dr Mark Hines, Head of Department

BSc (Hons) Sprt & Fit Sc; MSc Ex Sc; PhD Biomechanics, Neuromuscular Phys & Ex Phys

Module Leader	MOST4017	Physiology
	MOST5013	Exercise Physiology
	MOST5018	Biomechanics (Peripheral Mechanics)
	MOST6016	Research Methods
	MOST7011	Research Investigation

Email: mhines@bcom.ac.uk

Mark is an exercise physiologist, bio-mechanist, endurance athlete, and a writer. He has competed in some of the toughest ultra-endurance races in the world across rainforests, deserts, mountains, and in the sub-Arctic and Arctic.

After joining a gym as a teenager, he fell in love with sports science, so he studied for a BSc (Hons) Degree in Sport and Fitness Science followed by an MSc in Exercise Science from the University of Luton. In 2018 he completed his PhD in Biomechanics, Neuromuscular Physiology & Exercise Physiology. He supported himself through the studies by working in the fitness industry. Over the next few years, Mark did various jobs in health and fitness clubs from a personal trainer role to operations manager of a fitness club and says he found it fun and satisfying.

However, his passion was for academia and lecturing. He started off by lecturing on personal training courses and then took up part-time lecturing in Premier Training Cambridge. Mark joined BCOM in 2008 initially to lecturer in physiology and exercise physiology, but over the next 5 years of his employment he also held some management positions as interim Head of Academic studies. In 2017 Mark returned to BCOM as the new Head of Research. He also continues to supervise research projects for the final year students at BCOM.

Ms Anastassia Howarth

BSc Psych, MSc Health Psych, PhD Bhv Med

Module Leader MOST7009 Clinical Psychology

Email: ahowarth@bcom.ac.uk

Anastassia (or Ana as she is called) joined BCOM as a Lecturer of Psychology and Psychosomatics in 2013. Ana is the lead lecturer for the Clinical Psychology module at BCOM. Ana got a BSc in Psychology from University of Westminster in 2005 and then went on to do an MSc in Health Psychology from the City University, London in 2006 where her research focused on lower back pain. Ana is currently pursuing her PhD in Behavioural Medicine, specialising in Chronic Pain Management from St. George's University of London.

Ana says the foundation of her research experience is within the field of health outcomes research for various clients such as pharmaceutical companies, the NHS and medical charities but her aim has always been to specialise in pain management.

Ms Shireen Ismail

BSc (Hons) Osteopathic Medicine, MSc Osteopathic Medicine, Diploma in Acupuncture

Module Leader MOST5019 Osteopathic Practice 2

Email: sismail@bcom.ac.uk

Shireen graduated from the British College of Osteopathic Medicine in 1997 with a BSc (Hons) Osteopathic Medicine and with her research project "A Survey of the Most Commonly Presenting Conditions, Diagnostic Techniques and Treatment Modalities used in Naturopathic Practices in South India." Shireen holds a Diploma in Acupuncture. Since 2000 she works at BCOM as a Senior Lecturer and Clinic Tutor. Shireen supervises students in the clinic and leads Osteopathic Practice 2 module.

Mr Manoj Mehta, Head of Department

BSc (Ost Med), ND, DO

Module Leader	MOST6017	Musculoskeletal Conditions
	MOST7008	Clinical Rheumatology, Orthopaedics
	MOST4021	Osteopathic Practice 1
	MOST5018	Biomechanics
	MOST5019	Osteopathic Practice 2
	MOST5020	Pathology & Diagnosis
	MOST6017	Musculoskeletal Conditions
	MOST6018	Osteopathic Techniques
	MOST7008	Clinical Rheumatology and Orthopaedics
	MOST7012	Clinical Osteopathic Practice

Email: manojm@bcom.ac.uk

Manoj graduated from BCNO (BCOM) in 1985 with a BSc in Osteopathic Medicine, Diploma in Osteopathy and Naturopathy Diploma. Manoj started his teaching career at BCOM in 1985 and progressed from the role of assistant osteopathic technique and clinic tutor to the current position of Head of Osteopathy. He has played a major role in the development, management and provision of both undergraduate and post-graduate osteopathic education at BCOM for more than 3 decades. He is currently the Chairperson for BCOM's Academic Management Group and a member of the Academic Board and Board of Governors.

Manoj entered private Osteopathic and Naturopathic practice soon after graduating from BCOM, with special interest in osteopathic care of sports injuries and clinical application of osteopathic techniques. He was team osteopath to Old Albanions Rugby football club, Hertfordshire County Rugby Club, and Sprinter's squad at Haringey Athletics Club. Manoj is currently a Council member for Osteopathic Sports Care Association (OSCA) UK and was one of the Osteopaths appointed to be part of host nation medical team during the London 2012 Olympics and Paralympics Games.

In 2004 Manoj was appointed by Privy Council as the Education Member on the General Osteopathic Council for a period of four Years. He has acted as an External Examiner and Moderator for Final Clinical Competence Assessments at Osteopathic Educational Institutions in the UK and Europe (Belgium, France, Italy, Spain and Sweden), and is currently a General Osteopathic Council (GOsC) Examiner for post-registration Assessment of Clinical Performance (ACP). Other professional activities include member of validating and accreditation panels for degree courses in Osteopathy, member of the GOsC working party on undergraduate clinical competence assessment and member of the working group for Quality Assurance agency (QAA)/GOsC Benchmark Statement for Osteopathy.

Manoj was also appointed by QAA as the GOsC Visitor for the QAA/GOsC reviews of 'Recognised Qualifications'. He acts as External Examiner and External Expert for Osteopathy degree courses validated by University of Wales. Manoj supervises multiple student research projects at BCOM. He also has a well-developing record in research and journal publications.

Mr Savash Mustafa

BSc (Ost Med), ND, DO

Module Leader MOST4021 Osteopathic Practice 1

Email: sm@bcom.ac.uk

Savash has been practising Osteopathy since 1996 after he graduated from the BCOM with a BSc in Osteopathic Medicine, Naturopathy Diploma and a Diploma in Osteopathy.

Savash joined BCOM's faculty as lecturer in Osteopathic Techniques and Clinic Tutor soon after graduating from BCOM and currently he is the lead lecturer in both osteopathic technique and clinic. He is also an examiner for BCOM's final clinical competence (FCC) exams which all student osteopaths must pass to qualify and gain registration with the General Osteopathic Council.

Savash has lectured osteopathy modules at Oxford Brookes University's.

Mr Lazarus Nono

MSc in Perf Arts Med (PAM), BSc (Hons) Ost; Classical Dance in adv level

Module Leader MOST6018 Osteopathic Techniques

Email: lnono@bcom.ac.uk

Lazarus joined BCOM in 2001 as Clinic Tutor and techniques Lecturer and over the years, he tutored a variety of subjects ranging from anatomical studies to diagnostic reasoning and clinical skills. He is currently the lead lecturer for BCOM's year 3 Osteopathic Techniques module.

Before graduating from the British School of Osteopathy in 1997 with a BSc (Hons) in Osteopathy, Lazarus trained in Classical Ballet, Jazz, and Contemporary Dance. Lazarus' professional dance career was brought to an end by dance-related injuries, which led him to his career in Osteopathy.

In 2014 Lazarus successfully completed a Master's degree in Performing Arts Medicine, a collaborative program between University College of London and The British Association for Performing Arts Medicine, Royal College of Music & Trinity Laban Conservatoire of Music and Dance. The course further focused his understanding of performance-related injuries, not only for those from a dance background but also for singers, musicians and all those required to bring a production to life.

Dr Eve Pearce

DiplON Nut Therapy, PhD (Medicine), BSc (Hons) Bio-Chem, BANT, CNHC

Modules: MOST4015 Gastro-intestinal system, nutrition and bio-chemistry

MOST5022 Functional Nutrition

Email: epearce@bcom.ac.uk

Eve is a fully qualified practising Nutritional Therapist with a strong background of medical research in an academic teaching environment. Eve's passion for wellness and nutrition led her to complete an ION diploma in Nutritional Therapy in 2015. She is registered with British Association for Applied Nutrition & Nutritional Therapy (BANT) and Complementary and Natural Healthcare Council (CNHC).

Eve got a BSc in Biochemistry from Cardiff University in 1995 and a PhD in Medicine from University of Wales College of Medicine in 1998. Following her PhD, she worked as an academic postdoctoral researcher with Southampton University's Medical School where she provided both undergraduate biochemistry lecture material and laboratory supervision.

Dr Arjmand Saaid

MB CHB, PhD (neuro-anatomy), Dip Trop Med, FAETC

Modules: MOST4019 Anatomy 1 – Musculoskeletal Anatomy
 MOST4020 Anatomy 2 – Neuro-Anatomy
 MOST5017 Anatomy and Physiology
 MOST7007 Clinical Obs & Gynae, Dermatology & Gerontology

Email: as@bcom.ac.uk

Dr Saaid trained as a medical doctor and qualified with a MB CHB from Baghdad University in 1974. Then he held clinical posts in Baghdad teaching hospitals and in Baghdad General Hospital. He also worked as a Research Assistant and then as lecturer in the anatomy department of Baghdad Medical School.

Dr Saaid got a PhD in Neuro-anatomy from University College Galway, Ireland in 1985, and later lectured in the anatomy department of that university. He was awarded a Diploma in Tropical Medicine from the Royal College of Surgeons Ireland in 1985. He briefly returned to Iraq to lecture in Baghdad Medical School and subsequently also worked as a demonstrator at St. Georges Medical School. In 1994 he obtained a Teachers' Certificate in Further and Adult Education (FAETC).

Dr Saaid joined BCOM in 1989, using the facilities for dissection and research in the dissection room at University College London (UCL). He is currently the Head of Anatomy at BCOM, and teaches Anatomy modules to Year 1 and 2 students and clinical subjects to fourth year students.

Ms Jemma Sager, Head of Department

BSc (Hons) Ost Med, ND, DO, PGCert Med Edu

Module Leader MOST6011 Clinical Theory and Practice
 MOST7004 Practice Management, Ethics and Audit
 MOST7012 Osteopathic Clinical Practice
 MOST4018 Principles of Naturopathic Osteopathy
 MOST5020 Pathology and Diagnosis

Email: jsager@bcom.ac.uk

Jemma began her career as a management consultant, before embarking upon a career in osteopathy. She graduated from BCOM with a BSc (Hons) Osteopathic Medicine, Diploma in

Osteopathy and Naturopathy Diploma and joined a busy, multi-disciplinary practice. She completed her PG Certificate in Medical Education. Jemma is currently the Head of BCOM Clinic.

Mr Christian Scharsach

BSc (Hons) Ost Med, ND, BSc (Hons) Physics

Module Leader MOST5018 Biomechanics

Email: cscharsach@bcom.ac.uk

Christian graduated from BCOM in 1995 with a BSc degree in Osteopathic Medicine and a Diploma in Naturopathy. He has undertaken extensive post-graduate training in cranial osteopathy. Before embarking on an osteopathic career, Christian gained a BSc degree in physics and worked for some years in the field of fibre optic communications.

Christian joined BCOM's teaching faculty in 1999 and teaches Osteopathic Diagnosis and Osteopathic Technique and Clinical Osteopathy. He is the lead lecturer for Biomechanics (Spinal Mechanics). He also supervises student research projects.

Dr Bianca Serwinski

PhD Health Psych, MSc Health Psych , BSc Psych

Module Leader MOST6015 Psychology

Email: bserwinski@bcom.ac.uk

Bianca joined BCOM in 2015 as a Lecturer in Psychology and Psychosomatics. At BCOM, Bianca is the lead lecturer for year 3 psychology module and shares the teaching of year 4 clinical psychology with a colleague. Bianca also supervises

Bianca graduated with a Bachelor of Science in Psychology from University of Kent, and then she went on to do an MSc in Health Psychology from University College London (UCL) and completed her PhD in Health Psychology from UCL (funded by the Medical Research Council). Bianca's particular research interests are in the areas of Psychoneuroendocrinology, Psychobiology, Cortisol and Stress.

Bianca lectures Health Psychology and Psychosomatics at Council on International Educational Exchange. She also teaches at UCL's MSc Health Psychology course. She is a visiting lecturer for the BSc Behavioural Medicine course at St George's Medical School.

Dr Massud Wasel

M.D ,BSc (Hons) in Osteopathy, Naturopathy Diploma, PGCAP

Module Leader MOST5020 Pathology & Diagnosis

Email: mwasel@bcom.ac.uk

Dr Massud Wasel, MD, DO, ND, BSc (Hons) P.G.C.A.P has many years' experience in E.N.T. and Accident & Emergencies in several countries. Dr Wasel graduated in Kabul University Faculty of Medicine in 1978. After that, he relocated to Belorussia where he continued his medical studies and internship at the Belarusian Medical Institute in Minsk. Dr Wasel

completed additional studies at the College of Osteopaths Educational Trust in conjunction with the Middlesex University and graduated as registered Osteopath and Naturopath in 2003. In 2007 he completed his Diploma in Teaching for Professionals and became a Fellow of the Higher Education Academy.

Since 2003 Dr Wasel is a Senior Clinic Tutor and Academic Lecturer in Pathology & Diagnosis, Clinical Pharmacology, Clinical Reasoning and Disease and Dysfunction and a module leader at the British College of Osteopathic Medicine. He is also an international lecturer in the European Union and other countries.

Course Contact List

BCOM Reception	020 7435 6464
Clinic Reception - direct	020 7435 7830
Library – direct	020 7443 9910

Dr Kerstin Rolfe	Principal	krolfe@bcom.ac.uk	340
Manoj Mehta	Head of Osteopathy	mm@bcom.ac.uk	333
Alice Hughes	Registrar	registrar@bcom.ac.uk	330
Dr Caroline Green	Librarian	cgreen@bcom.ac.uk	230
Library staff - general	Library	library@bcom.ac.uk	
Paul Fayker	Facilities & Estates Manager	pfayker@bcom.ac.uk	324
Dr Mark Hines	Head of Research	mhines@bcom.ac.uk	326
Peter Fabbri	Finance Officer	pfabbri@bcom.ac.uk	334
Departure Lounge	Clinical Liaison	N/A	278

Registration, Term Dates including Exam weeks

Delivering academic and vocational programmes with a large clinical component, BCOM is operational for a full 51 weeks per year, whilst the academic year is currently three terms of usually 12 weeks over 36 week year in Years 1, 38 in year 2, 45 weeks in Year 3 and 40 weeks in Year 4.

It is explained to all applicants during open day and/or interview that BCOM students are required to continue their clinical training during the period normally regarded as vacation (Christmas, Easter, and Summer). Attendance for these weeks is compulsory and is prescribed within both the degree validation and the professional status of the accredited awards. Any clinical time missed for any reason must be made up in the summer period at the direction of the College.

Compulsory Attendance Weeks

Year 2 Induction to Clinic. Prior to entering clinic in the Third Year, you are required to attend induction for 2 weeks in the summer period. These two weeks are normally the last two weeks of summer vacation

Year 3 Christmas Vacation 2 weeks
Easter Vacation 2 weeks

	Summer Vacation	<u>5 weeks</u>	Total: 9 weeks
Year 4	Christmas Vacation	2 weeks	
	Easter Vacation	<u>2 weeks</u>	Total: 4 weeks

Registration

Registration for new students will take place on Monday 16th September 2019

2019-20 Term dates:

TERM 1:

Monday 16th September 2019 to 13th December 2019

13 Weeks

Half Term: 21st October-25th October 2019

TERM 2:

Monday 6th January 2020 to Friday 28th March 2020

13 Weeks

Half Term: 17th-21st February 2020

TERM 3:

Monday 5th May 2020 to Friday 10th July 2020

10 Weeks

Assessment Board meetings: 16th July 2020 & 3rd September 2020 (refer board)

Assessment schedule and end of year assessments dates are available on Osteonet:

<https://www.bcom.ac.uk/osteonet/document-type/timetable-student-information/>

Student Voice

Your opinions and needs, often known as 'Student Voice' are an important aspect of being an HE student. The Quality Assurance Agency (QAA) for Higher Education in the UK suggests that 'Student engagement is all about involving and empowering students in the process of shaping the student learning experience'. Thus the Student Voice is really important and as such we actively encourage all students to get involved at a range of levels in their learning and in quality assurance, enhancement and management of their course.

<https://www.bcom.ac.uk/student-voice/>

The University values the Student Voice and is actively promoting the work supported through the student community. More information can be found at

<https://www.plymouth.ac.uk/student-life/student-voice>



Student Representatives and the Feedback loop

Each programme should have one or more student representatives elected by their fellow students to sit on the Programme Committee. Course representatives are a vital conduit, linking staff and students so that issues of quality of provision affecting students can be promptly and appropriately addressed. In addition, representatives provide feedback to the programme's staff on innovations and can assist the programme team in developing the curriculum to meet student needs. Students are also represented on University of Plymouth

Joint Board of Studies (JBS), which scrutinises all the University of Plymouth programmes delivered at your institution.

Course representatives are will feedback from the meetings to all students on the programme demonstrating the impact of student voice and report on changes made to the programme based on feedback. Training will be given to all course representatives before commencing the role.



University of Plymouth Students' Union (UPSU) is led by students and supported by a team of staff, we are a separate organisation from the University and we are here to make sure that you have a successful, fulfilling and rewarding time, both whilst at University and in the future. We will work to ensure that you can learn and grow in an environment where you're supported and cared for. Find out more about your students' union at www.upsu.com

One of our essential services is the UPSU Advice Centre who offer free, confidential, and non-judgemental advice, which is independent from the University. As members of Advice UK and other advice organisations, we deliver the most current, relevant and accurate information available on a wide range of topics including; student funding, fitness to practice, advice on academic issues, academic complaints and appeals, housing, consumer rights and much more.

Whether you would like to talk face to face, on the phone, by Skype or via email, we are here for you. This is a drop in service on the Plymouth campus with appointments available to book online at <https://www.upsu.com/advice/> call us at 01752 588373 or email advice@su.plymouth.ac.uk

We represent your views in University decisions about your academic and extra-curricular experience and campaign on your behalf about the issues that matter to you. Five students are elected each year to be Sabbatical Officers, they are there to represent the needs of all students, including those studying at Partner Institutions. They are supported by a number of Part-time Representatives who are also current students.

If you would like to get in touch with your elected Representatives and discuss how they can support you in making the changes you want to see on your campus, please do not hesitate to get in touch at studentvoice@su.plymouth.ac.uk

Student Perception Questionnaire (SPQ) and National Student Survey (NSS)

The University will invite you (via your University of Plymouth student email account) to complete an annual online questionnaire (SPQ) specifically focused on your experiences as a Higher Education student. You will also be asked to participate in the National Student Survey (NSS) at the end of your programme. Both of these provide valuable information to enable us to improve your programme and learning experience. You will receive feedback from tutors on changes that have been made due to your feedback so it is key to engage with these surveys to have your voice heard.



Your Virtual Learning Environment

BCOM has its learning environment intranet, called **Osteonet**

You will get your Osteonet log in details at enrolment and will be shown how to log in.

Re-setting your password can be done by visiting the library desk – library staff will be able to re-set your password there and then.

What is included on Osteonet:

- Module guides - Teaching, Learning and Assessment
- Module documents/syllabi
- Student handbooks and regulations
- Teaching materials (lecture handouts, timetables, and assessment schedules)
- Sample exam questions & examples of coursework
- Links to appropriate academic resources
- Links to Study Skills
- Guide to referencing & other 'how to' guides

Your Library - Learning Resources

The institution provides resources that you need to successfully complete your studies. You will be introduced to these resources during your induction into the institution library. You will also be inducted in how to borrow books, access online materials, use systems and obtain the necessary resources to assist you with your studies. The Library staff are readily available to assist you with any queries you may have regarding computing including VLE and Wi-Fi / printing arrangements and connection instructions. All information is located on Osteonet or through the library, including information on:

- ID Cards
- Borrowing guidance including renewals
- USB stick with handbooks and How to Guides

If you have identified materials or resources that would be useful to other students or if you feel that the resources you can reasonably expect are not available e.g. online, library, physical materials etc., report this as soon as possible to the appropriate member of the academic or support staff. If you judge the response inadequate, contact your Programme Manager and student representative so that the issue can be addressed at the next Programme Committee Meeting.



IT Facilities & WIFI

Students have dedicated access to a number of desktop computers in the Library computer room and the Clinical Students' computer room. Printing, scanning and copying facilities are available. Microsoft Office is BCOM's standard software suite and offers word processing, spreadsheet and presentation packages. In addition, students have access to specialized

statistical software, dietary analysis software and exercise templates for patients. Wi-Fi is available throughout the college.

In the first instance, the Library staff and/or Facilities & Estates Manager at BCOM can be contacted on computing and IT issues.

Room Access

The student common room and canteen is open to all students though we do ask that you keep the communal areas tidy. Practical rooms in Lief House are available to use to practise when there are no lectures occurring, the room will have a timetable associated with it, which can be checked for availability.

Students as Partners – University of Plymouth



Founded in 1862 as a school of navigation, The University of Plymouth has been placed second in the UK and 86th globally in the 2018 Times Higher Education young University Rankings. Twice awarded the Queen’s Anniversary Prize for Higher Education, it has won numerous accolades in respect of its teaching and its research. The University has one of the highest number of National Teaching Fellows of any UK university. With two-thirds of its research ranked as world-leading or internationally excellent (2014 Research Excellence Framework). It was also the first university in the world to receive the Social Enterprise Mark.



The Institution is part of Academic Partnerships within the University of Plymouth, which houses around 15,000 students studying across the region and overseas. Academic Partnerships works closely to support the Institution in development and review of the programme to ensure the highest quality of teaching and learning is offered. The majority of provision delivered is at HE Level 4, 5 and 6 comprising of HNCs, HNDs, Foundation Degrees, Bachelors Awards, Higher and Degree Apprenticeships, however some masters-level study is also delivered.

University of Plymouth in numbers

100,000
alumni in over 100 countries

1st

Plymouth was the first university in the world to be awarded the Social Enterprise Mark

Over 21,000

University of Plymouth students, with a further 17,000 students studying for our awards at institutions both in the UK and overseas



awarded at institutional level

2,900 staff

Rated as one of the **Top 30**

universities in the 2016 Whatani Student Choice Awards



The Times Higher Education Top 150 global modern universities, ranked

Over 4,500

University of Plymouth students benefit from placements and work-based learning opportunities every year

No.1

nationally for clinical medicine research output (2014)

1st

The first and only post-1992 university to launch its own medical and dental school

One of just six

institutions internationally to receive a Global Showcase award from the Royal Institute of Chartered Surveyors (RICS)

Bloomberg Best Employers 2016

Top 50 employer: ranked third best employer in the education sector; behind only the University of Cambridge and University of Oxford

Top 50
Research Fortnight Power List

4th
in the UK and 59th globally

1,000 members
of our postgraduate community, the largest of any post-1992 university

The University of Plymouth Students’ Union (UPSU) has **121 societies** and **4,300 members**

Varsity Champions for the **4th** year running

The House and Marine Station building projects have been built to BREEAM Excellent standard (an environmental assessment method rating system for buildings)

Students and staff at the University of Plymouth have jointly developed an agreement that sets out key principles that underpin this partnership - "Students as Partners" - which can be found: <https://www.plymouth.ac.uk/student-life/students-as-partners>

Applying for your University of Plymouth Student Card

As a University of Plymouth student you are entitled to our student card. This is key for identification purposes but also allows you swipe access into our Charles Seale-Hayne library on the main Plymouth campus.

To complete this process you must be enrolled with The University of Plymouth. You will need your Plymouth Student Reference Number (SRN) to apply for a card, which you can get from your HE office. Once you have it go to <https://eservices.plymouth.ac.uk/app/> and then complete the online form and the card will be posted to your institution for collection.



The Plymouth Online Study Guide

As a University of Plymouth student you are able to access the University's e-resources through the Plymouth portal (the University's internal staff and student website).

There is access to over £2 million of e-resources and e-journals in a variety of different subject ranges which can be used to support your studies. This link takes you to the [University of Plymouth Library](#) page via the Digital Learning Environment (DLE) and if you then click on 'Partner Institution – 'Your Library Subject Guide' then 'partner institutions' it will lead you to your institution pages which are essential to familiarise yourself with Plymouth services and e-resources. This [video guide](#) demonstrates how to access Primo at your institution. In addition the University has created a Student Study Guide available at www.studywithplymouth.ac.uk which signposts you to a wealth of resources including UPSU (University of Plymouth Students' Union), Study Skills Guides and using the portal.



Forwarding your Plymouth Emails to your preferred account

Any communications with University of Plymouth will come via your Plymouth email account so it is essential that you forward your University emails to your preferred email address. Please forward your emails on as soon as your programme starts to prevent missing key communications from tutors especially around the topics of module choice and dissertation choice as you enter level 5 study. Instructions on how to complete this is available through www.studywithplymouth.ac.uk under the Library and Digital Learning Environment Tab.

To access The University of Plymouth website directly:

- Type in www.plymouth.ac.uk and then click Login.
- Enter the **username** and **password** given to you by your Programme Manager or Learning Resource Staff member.

You will automatically have a **University of Plymouth e-mail account** accessed through 'My Email' structured as follows: Firstname.Surname@students.plymouth.ac.uk. Your password will always be given in this format Dob.dd/mm/yyyy e.g. Dob.10/07/1984. You can change your password once into the portal however please make sure it is something memorable as you will need it throughout your studies.

Mobile with Plymouth

The free official University of Plymouth app is the must have resource for students or prospective students. It is full of helpful University information that is easily accessible wherever you are. Available at: <https://www.plymouth.ac.uk/your-university/about-us/university-structure/service-areas/it-services/app>



University Computing Helpdesk

If you have any problems when you are creating your computer account or logging into the student portal or if you can't access the information you need, please contact the University's computing helpdesk by email: libraryandITenquiries@plymouth.ac.uk or by phone on: (01752) 588588. You could also enquire within your Institution's HE Office as they have access to the University password changer tool to change your password.

How to Change or Reset your Password

- To change your password at any time - click on the 'Change Password' on the top right hand side of the homepage.
- If you have forgotten your password follow this link: <http://www.plymouth.ac.uk/password>.

Formative and Summative Assessment

Module documents and guides are available on Osteonet. All coursework, presentations etc have guidance available on Osteonet. An example is shown in the Appendix of this document .

Your performance in a module will be assessed during the academic year, normally through a combination of coursework and end of year examinations. You must pass the assessments in order to be credited with that module for your award. In addition, some modules may have to be passed as pre-requisites for others taken later in your programme.

The method of assessment varies between modules and your lecturers will advise you of the method(s) to be used. This reflects the need to develop a range of different knowledge, understanding and skills. During your programme you may experience some, or all, of the following types of assessment:

- Coursework essay questions
- Coursework case study problems
- Group presentations
- Practical's
- Formal examinations
- In-class tests
- Portfolios
- Research project
- Research presentation
- ICSE
- Vivas

In all cases these are chosen and designed to assess your achievement of the particular learning outcomes for the module. Assessment Criteria which are used to judge the extent of your achievement are available on Osteonet.

Please note that ALL assessment marks and results are provisional until confirmed by the Subject Assessment Panel and verified by the Award Assessment Board.

Please reference the Benchmarking Skills Map within the Programme Specification for further details on how the teaching, learning and assessments are achieved within each module. This can be found within your Programme Quality Handbook.

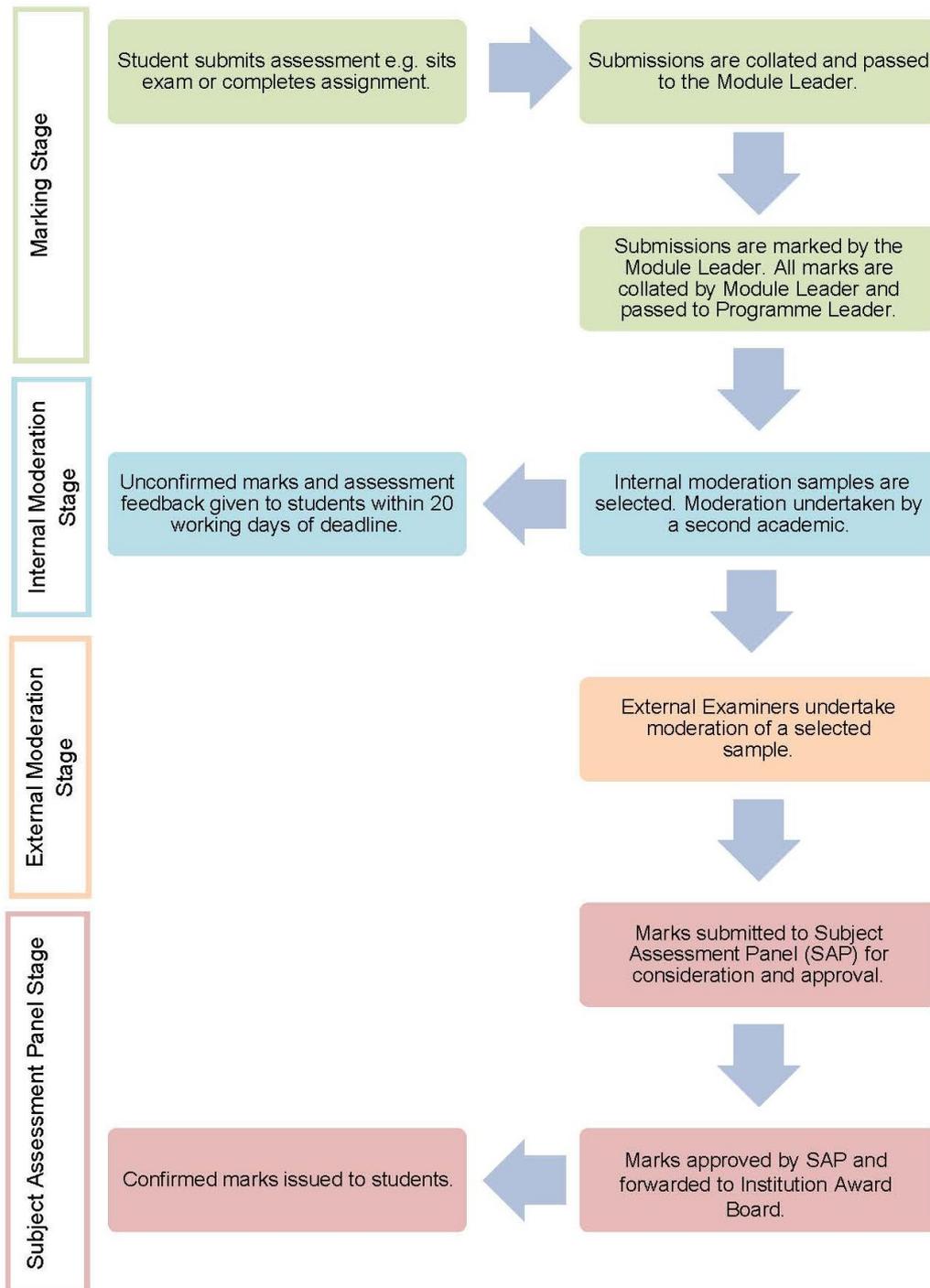
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Please note that ALL assessment marks and results are provisional until confirmed by the Subject Assessment Panel and verified by the Award Assessment Board.

Please reference the Benchmarking Skills Map within the Programme Specification for further details on how the teaching, learning and assessments are achieved within each module.

Indicative Programme Assessment Schedule, Assessment Flowchart and Hand In Process

Assessment Flowchart



Extenuating Circumstances

The University of Plymouth Extenuating Circumstances Policy can be found here:

<https://www.plymouth.ac.uk/student-life/your-studies/essential-information/exams/exam-rules-and-regulations/extenuating-circumstances>

Extenuating Circumstances are circumstances which:

- 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

Students who wish to claim Extenuating Circumstances should obtain a claim form from their **HE Office**. The form should be submitted to the **HE Office** accompanied by independent supporting evidence.

Assessed coursework / major project / dissertation or equivalent:

Extenuating Circumstances claims should be submitted as soon as possible, and normally no later than 10 working days after the deadline for the submission of the work.

Formal Examinations:

Extenuating Circumstances claims with respect to formal examinations should be submitted no later than the Monday after the end of the formal examination week.

Examples of extenuating circumstances that are likely to be deemed invalid:

- Alarm clock did not go off
- Car broke down, train/bus delayed or cancelled, other public transport problems (unless the student can demonstrate that he or she had allowed adequate time to compensate for such problems as might reasonably have been anticipated)
- Unspecified short-term anxiety from all sources, mild depression or examination stress.
- Minor illness, such as a cough/cold/sore throat or minor viral infection, unless the illness is incapacitating and at its peak at the time of a time-specific assessment such as an exam or test.
- Accidents or illness affecting relatives or friends, unless serious, or you are a sole carer.
- Financial problems, including debt sanctions imposed by the University, but excluding cases of exceptional hardship or significant changes in financial circumstances since enrolment.
- Family celebrations, holidays, house moves, or similar events, in which you have input to, or control over, the date or may choose not to participate.
- Computing problems, such as corrupt data or media, poor internet connectivity, printer failure, or e-submission of an assessment file in an incorrect format, or lack of access to IT facilities because of debt sanctions imposed by the University.
- Problems with postal or other third party delivery of work.
- Misreading timetables of any kind, or time management problems, such as assessment deadlines close to each other.
- Appointments of any kind, including legal or medical appointments, which could be rearranged.

- Sporting, recreational or voluntary commitments, unless you are representing the University at national level or your country at international level, or participating in an event that is of benefit to the University's national or international reputation.
- For full-time students, normal pressures of employment, because, by enrolling as a student, you have made a commitment to make time available to study.

Examples of extenuating circumstances which MIGHT be considered valid:

- Your own health problems, including major accident or injury, acute ailments, hospitalisation (including for operations), or those affecting a significant period of study.
- Personal or psychological problems for which you are receiving counselling, or have been referred to a counsellor or similarly qualified practitioner.
- Clinical depression or other significant mental health issue.
- Pregnancy-related conditions and childbirth (including a partner in labour).
- Bereavement causing significant impact.
- Separation or divorce of yourself or your parents.
- Recent burglary, theft or serious car accident.
- Jury service which cannot be deferred.
- Representing the University at national level, or your country at international level, or participation in an event that is of benefit to the University's national or international reputation.
- For part-time students in full-time employment, exceptional pressure of work or permanent change of employment circumstances.
- Late diagnosis of, for example, dyslexia, meaning you have not had the appropriate support for assessment, including provision in exams.
- Unavailability of the DLE where the module lead confirms that this would have a significant impact on your preparation for an assessment or exam.
- Disruption in an exam or assessment, such as a fire alarm going off, or excessive noise from building works.
- A significant change to your financial circumstances after enrolment, such as withdrawal of Student Finance England (SFE) funding or its equivalent mid-year.
- Interviews for placements, but only in cases where you have asked the employer or provider to reschedule, but this has not been possible.
- Significant positive life events, such as weddings of close family members, where you can show that no alternative arrangement, such as the date or your attendance, is possible.
- For research degree programme milestones (Project Approval and Confirmation of Route), methodological reasons why your research has not progressed at these stages as expected, submitted by your Director of Studies.

Academic Offences

Issues of plagiarism and any form of academic dishonesty are treated very seriously. They could result in you failing a module or even having to leave your programme.

The University has developed information on plagiarism which can be found here:

<https://www.plymouth.ac.uk/student-life/your-studies/essential-information/regulations/plagiarism>

Additional support is available from the library as part of their LibGuides:

<http://plymouth.libguides.com/c.php?g=48936&p=314461>

The University of Plymouth Library also has a LibGuide providing information regarding referencing: <http://plymouth.libguides.com/referencing>

Students receive a set of study skills lectures which provide support on referencing and these can also be found on osteonet.

Further support on regulations including academic appeals is available from University of Plymouth at:

<https://www.plymouth.ac.uk/student-life/your-studies/essential-information/regulations>

Academic Dishonesty: How to stay straight and clean

Types of Academic Dishonesty

- Buy an essay online
- Steal essays from another student
- Not doing your fair share of group work
- Copy bits of your housemate's essay
- Copy and paste large chunks of an essay from the internet
- Just copy 'a little bit'
- Work with a friend to produce an individual essay
- Taking bits from a coursework already submitted
- Making up results from a questionnaire

Types of Academic Dishonesty: Exams

- Take a paper out of an exam when you shouldn't
- Bringing in a translator or dictionary or programmable calculator to the exam
- Bringing in crib sheets or notes
- Getting someone else to take an exam for you
- Using your mobile to get answers in an exam
- Copying the work of another student by looking over their shoulders
- Learning some exam answers off by heart from the internet
- Working with other students to prepare exam answers

Why Cheat?

- I got desperate at the last moment: I could not keep up with the work
- My family expect me to succeed: I have to get good marks
- The lecturers don't care anyway
- Why not? I will probably get away with it
- All I need is that bit of paper at the end of the course
- But the teacher said, "Work together"!
- I am only showing respect for the original writer, who is far cleverer than I am
- If I write in my own words it will be full of mistakes

Plagiarism

Definition: using others' ideas, words or research without clearly acknowledging the source of that information.

To plagiarise, you:

- never have references to your sources
- Reference some sources, but not all

- Reference bullet points or phrases without showing that they are direct quotations

Some students might feel that paraphrasing is disrespectful, produces nonsense, or poor English. However, a British university education is meant to teach you how to criticise the work of others. We expect original work: your own poor English is preferred to other people's good English - you will improve. In addition, good paraphrasing improves the meaning.

Writing in your own words

Academic writing involves summarising, synthesising, analysing or evaluating other people's arguments. To "write in your own words" you understand, reflect on and digest your source material. Then you discuss or re-state this using your own vocabulary and an argument that is structured to the specific task you have been set. (Source: Open University)

Advantages of good paraphrasing

- It clarifies your understanding of the material
- It improves your ability to remember it
- You will be able to use the material in new contexts
- Your argument will be tighter, with fewer words
- Your argument will be appropriate to the question or assignment
- If you can't handle the coursework you won't be able to answer the exam questions

Contract Cheating

Issues of plagiarism, collusion and any other form of academic dishonesty are treated very seriously. They could result in you failing a module or even having to leave your programme. Some offences, such as contract cheating, where you deliberately pay someone else to write work for you, will be punished more severely than plagiarism, where you copy a paragraph from a published source without properly referencing the source. Support on referencing including online tutorials is available here <http://plymouth.libguides.com/referencing>

How to reference using the Harvard Referencing System

The University of Plymouth Library has produced an online support referencing guide which is available here: <http://plymouth.libguides.com/referencing>.



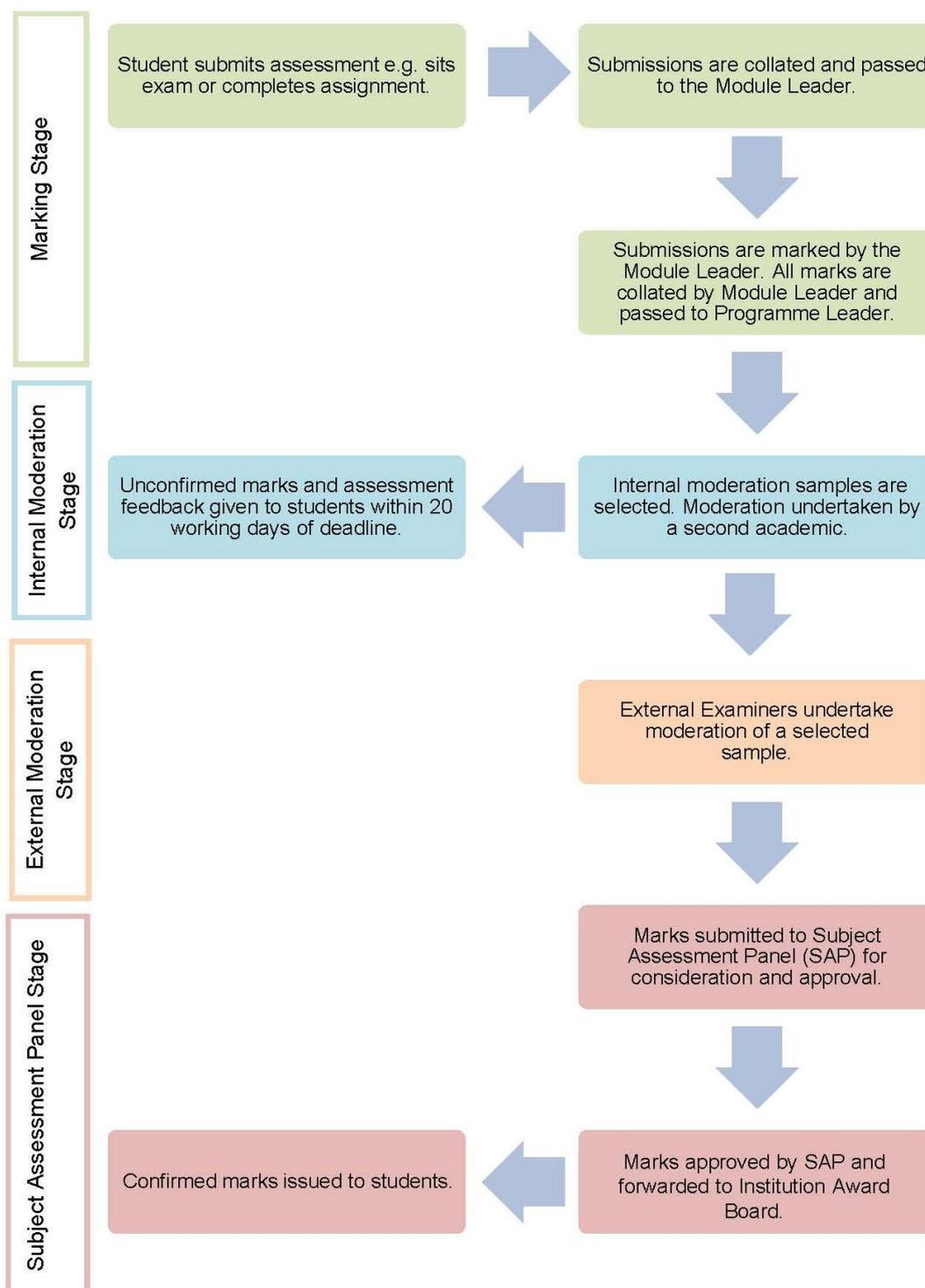
Another recommended referencing resource is [Cite Them Right Online](#); this is an online resource which provides you with specific guidance about how to reference lots of different types of materials. From books to TV shows, journals and podcasts it is expanded regularly to include new types of source material. Although based on the Harvard Referencing System it is useful for all students no matter which referencing system is preferred by their institution. There is a detailed guide at the end of this [handbook](#).

Hand in Process

Assessment timetables are available for each cohort on Osteonet. These are sent to both faculty and the student body for feedback prior to being accepted by Management. Students are asked to feedback at the start of the academic year any concerns with the timetabling of assessments.

BCOM prides itself on the feedback given to students. The feedback should enable you to understand how you were awarded marks and were the work could be improved. Module

Assessment Flowchart



leaders are happy to go over marked work on an individual basis. Students with specific learning difficulties, who have had a report produced, recommending reasonable adjustments for the institution to make, will work together with the Registrar to implement appropriate

modifications to assessments to allow the student to be fairly assessed using a format that is suitable to their needs.

Submission of Assessed Work

Students will normally be required to hand in a paper copy with the cover sheet attached to be submitted through the coursework box situated in the Lief House Seminar room on the 1st floor, by 16.30pm, as well as an electronic pdf copy sent to coursework@bcom.ac.uk also by the same deadline of 16.30pm by the date of submission. Coursework that has different modes of submission will be noted on the Module TLA guides and students will be notified by the registry team via the student BCOM email address.

Return of Assessment and Feedback

Written feedback and the provisional marks will be available usually 20 working days after submission. Marks are provisional until ratified by the assessment board. Registry will inform students via their BCOM email address when coursework is ready for collection.

ISCE feedback is given immediately after assessment. Results are provided through Registry once the Head of Osteopathy has moderated the provisional assessment marks.

Academic Matters - Procedures for dealing with late submissions and extenuating circumstances

For more detailed programme guidance please see your Programme Quality Handbook available on your Institution website. Your programme operates under University of Plymouth Academic Regulations; to view these regulations, go to:

<https://www.plymouth.ac.uk/student-life/your-studies/essential-information/regulations>

Late Work

Work submitted after the deadline will be marked as normal to give you an indication of the standard of your work, but a capped mark of 40% for Levels 4,5 and 6 and 50% for Level 7 will be recorded if the work is submitted up to 24 hours after the deadline and a **zero** mark will be recorded after this time. Further information can be found at https://www.plymouth.ac.uk/uploads/production/document/path/8/8388/Section_D_Assessment.pdf. If you have a reason that your work was late i.e. illness etc. you can complete an Extenuating Circumstances Form.

Turnitin

Turnitin (<http://www.turnitinuk.com/>) is an Internet-based 'originality checking tool' which allows documents to be compared with content on the Internet, in journals and in an archive of previously submitted works. It can help to detect unintentional or deliberate plagiarism.



It is a formative tool that makes it easy for students to review their citations and referencing as an aid to learning good academic practice. Turnitin produces an 'originality report' which may be necessary to be attached to your coursework and your tutors will advise you on how to access and use Turnitin where required for your studies. To learn more about Turnitin go to: <https://help.turnitin.com/Home.htm>

Turnitin is used in all coursework with the exception of ethics applications. Students in study skills will be given an introduction concerning Turnitin and the first piece of coursework will be a trial for the student to understand both the process and the outcome.

Progression to Further Study & How Your Marks are Calculated

An Integrated Master's Degree will be awarded to a student who has passed 480 credits, including at least 120 at Level 7, a further 120 at Level 6 or above, and a further 240 at Level 4, 5 or above.

An Integrated Master's Degree may be classified, or may be awarded with Commendation and/or with Distinction. Classification will be based initially on the aggregate percentage mark. Levels 4 : 5 : 6 : 7 will be weighted 1 : 2 : 3 : 4 This is based on the following calculation:

- 10% of Level 4 of the best 80 credits
- 20% of Level 5 (all credits included)
- 30% of Level 6 (all credits included)
- 40% of Level 7 (all credits included)

Further Information can be found within the Regulatory Framework documents; both postgraduate and undergraduate documents can be found here:

<https://www.plymouth.ac.uk/student-life/your-studies/essential-information/regulations>

If you are studying an undergraduate programme and progress to an alternative University of Plymouth honours degree programme, University of Plymouth will calculate your final Honours Degree classification to include marks from each of your levels of study.

- 10% from Level 4 – calculated from the highest achieved 80 credits. Where modules are arranged in such a way that the 80 credits of 'highest module marks' cannot be identified unequivocally, the average for the best 70 credits and 90 credits will be calculated and the student given the best advantage.
- 30% from Level 5
- 60% from Level 6

If you progress onto Level 5 of a programme at University of Plymouth, then 10% (of the highest achieved 80 credits or where modules are arranged in such a way that the 80 credits of 'highest module marks' cannot be identified unequivocally, the average for the best 70 credits and 90 credits will be calculated and the student given the best advantage) will come from your level 4 marks studied previously, 30% of your level 5 aggregate mark will be drawn from the level 5 modules studied at University of Plymouth and then 60% from your level 6 aggregate mark at University of Plymouth.

There may be wider progression opportunities available to you however you must discuss your individual requirements with programme staff who will be able to offer further guidance. Please note there is a deadline for progression applications (circa end of November) with the actual date determined annually) and places may be subject to availability.

Further Information can be found within the Regulatory Framework documents; both postgraduate and undergraduate documents can be found here:

<https://www.plymouth.ac.uk/student-life/your-studies/essential-information/regulations>

Exit awards

Successful completion of Level 4 (year 1) and leave the course: Certificate in Higher Education (CertHE)

Successful completion of level 5 (year 2) and leave the course: Diploma in Higher Education (DipHE)

Successful Completion of Level 6 (year 3) and leave the course: Bachelor of Science in Applied Science (BSc Applied Science)

Successful completion of all Modules of Level 7 with the exception of MOST7011 (Research investigation, but the student has to submit): awarded Bachelor of Science in Osteopathic Medicine (BSc Osteopathic Medicine) (RQ by GOsC).

Exam Procedures

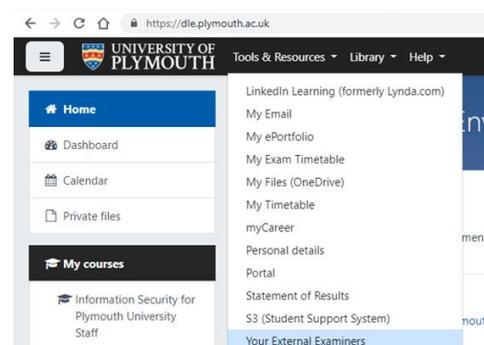
Exams are usually at the end of the academic year and will be timetabled on your assessment schedule. Formative assessments are provided for a number of the practical based assessments, which are run as if summative to prepare you for your final year exams. It is recommended that students use the formative assessments to understand their knowledge and receive feedback from the tutors.

For essential help and information about exams follow this link:

<https://www.plymouth.ac.uk/student-life/your-studies/essential-information/exams/help-and-support-for-exams>

External Examiner Arrangements

Each Programme has an External Examiner who comes from a Higher Education Institution in the UK (not from the University of Plymouth). The Subject External Examiner is primarily concerned with the standards of assessment of the subject and therefore attends the subject assessment panel. They will verify the process of assessment throughout your modules advise upon re-assessment (further information can be found within your teaching learning and assessment handbook). Your final result is decided by an Examination Board which happens in July followed by resit boards in September.



You can find your External Examiner reports online through the Digital Learning Environment or DLE (<https://dle.plymouth.ac.uk/>): click on “Tools/Resources” then “Your External Examiners”. For further Programme external examiner details please see your teaching, learning and assessment handbook.

Complaint Procedure for University of Plymouth Students

We aim to provide high quality services to students. Unfortunately things occasionally go wrong. Whatever your complaint, you can expect it to be dealt with promptly and fairly and in line with the University’s policies and procedures. You will not be disadvantaged or treated less favourably by making a complaint. Please see the following link that will direct you to our Complaints Policy, you need to ensure that you read the policy thoroughly and follow the guidance:

https://www.plymouth.ac.uk/uploads/production/document/path/13/13366/Student_complaints_procedure_v11.pdf

Campus Information

- Accommodation adverts are sent out to students
- Catering – the BCOM canteen is run for and by students
- Local Students Union arrangements – BCOM SU organise events throughout the academic year and send out information on these events to students regularly
- Careers Advice and Guidance – in year 4, students have a dedicated module to careers advice and guidance where they will learn about audits, setting up a practice, CV writing etc.
- Learning Development – BCOM holds study skills sessions, and fortnightly coursework workshops.
- Healthcare – BCOM has several hospitals near the campus, including Royal Free. There are also dental practices available, as well as GP practices to register with.
- Counselling services – BCOM employs its own counsellors who are available to all students for free, their details will be provided to students at enrolment. Students can also access Disability Assist by University of Plymouth:
<https://www.plymouth.ac.uk/student-life/services/learning-gateway/disability-and-dyslexia>
- Gym / Recreation facilities – There are two gyms situated very nearby to the BCOM campus:
 - https://www.virginactive.co.uk/promotions/ppc/brand?gclid=EA1aIQobChMI4KXJyf62glVrLztCh2psgzLEAAYASAAEgJe2_D_BwE
 - <https://www.better.org.uk/leisure-centre/london/camden/swiss-cottage-leisure-centre>
- IT Support – Library staff and the Facilities & Estates manager can help with any IT & computing issues
- Study Spaces – the BCOM library serves as the main space for students to study.

Student Support

Students at BCOM have access to BCOM counsellors which for free. Staff have an open door policy, so students can see them.

Each student can choose their own personal tutor who will be their first point of contact for any queries or concerns through the academic year.

The Registry department provides support on a number of queries and can point students to the appropriate services.

Each cohort has its own Academic Facilitators – 2 students from the year above will guide the cohort through the academic year and will answer queries about preparation for the year ahead, what to expect, how to best approach certain aspects of the course etc.

Self Help Inspiring E-Resources (SHINE)

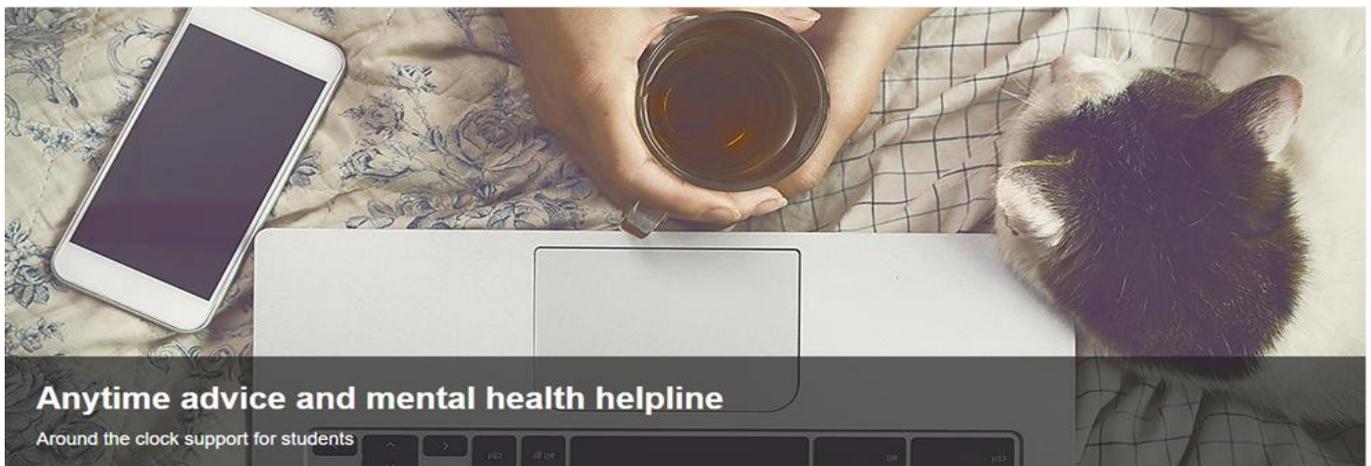


Self Help Inspiring E-Resources - an innovative new, stand alone, self-help website which was developed through the Student Counselling & Personal Development Service and students. You can watch, read, listen and find apps and useful links to the best online resources and information about mental health and well-being:

<https://www.plymouth.ac.uk/student-life/services/learning-gateway/shine>

Anytime advice line

Plymouth has an 'Anytime advice line' offering around the clock, free, confidential assistance please follow the link: <https://www.plymouth.ac.uk/student-life/services/learning-gateway/anytime-advice-line>



Enhancement Activities

The BCOM student Union will organise events throughout the academic year and will communicate these to all students.

Sport and Leisure

The BCOM student Union will organise events throughout the academic year and will communicate these to all students.

Social Activities

The BCOM student Union will organise events throughout the academic year and will communicate these to all students.

Financial Information and Guidance on Funding

For advice on any of these please contact the Registry Department at BCOM

- Fees
- Council tax
- Student Funding arrangement – bursaries, www.gov.uk/student-finance, tax credits
- Disabled Students' Allowance
- Bursaries
- Any student funding opportunities

Institution Policies

- Health & Safety <https://www.bcom.ac.uk/osteonet/document-type/in-an-emergency/?document=2663>
- Equality & Diversity <https://www.bcom.ac.uk/osteonet/document-type/policies-and-info/?document=1624>
- Professional practice Handbook <https://www.bcom.ac.uk/osteonet/document-type/college-policies/>
- Debt and Fee policies <https://www.bcom.ac.uk/osteonet/document-type/college-policies/>
- Exam and marking policies <https://www.bcom.ac.uk/osteonet/document-type/college-policies/>

Key Features of University Level Study

Outlined below are key features of University or Higher Education (HE) level education, including what differentiates this from other forms of education e.g. at school, institution or in the workplace.

Attendance

You are expected to take responsibility for your learning and attendance in timetabled sessions. In some modules if you do not attend consistently you may risk losing marks, either directly or by missing an assessed presentation or group activity. Any absence also affects your peers as it may disrupt planned group activities and limit the range of discussions. You will be expected to be available for every week of your Institution terms. Please ensure that holidays are only arranged outside of term and assessment commitments. Students who do not attend run a very high risk of failure.

University of Plymouth expects all students to attend all scheduled classes, field trips and other events that are part of their programme of study. All teaching is developed to give you relevant and necessary experience. We know that students who do not attend perform less well.

If you are ill or otherwise unable to attend, you should send apologies to your tutor and ensure that you have caught up with the work.

Programme leaders work very hard to make sure that teaching and assignments are well designed, and that they support your learning. Where minimum attendance is required before an assessment can be undertaken this will be clarified in the Module guides.

Due to the clinical nature of the course students must attend 80% of all practical classes in all years. If a student has a problem with attendance then they need to contact as a first point the Registry Department, who monitor attendance. Clinic attendance is 100% and the information in regards to attendance and make ups are available in the Professional Practice Handbook which is available on Osteonet.

Your Approach to Studying

Probably the most significant difference between university level study and other levels of education is the amount of personal responsibility you have. This has implications for how you approach your studies.

Staff will use a variety of educational approaches, depending on the learning outcomes of the module. These may include: lectures, group work, discussion, student led activities, simulation; technology supported activity, practical scenarios, and directed study. Your active participation will enhance your learning. It is **your responsibility** to acquire the required knowledge and skills.

Key strategies to become a Successful Student

You must take proactive responsibility for your own studies. We will give you as much help and support as we can but ultimately your success (or failure) is down to you.

Plan your time carefully. Write a personal timetable as soon as you can.

Attend all lectures and tutorials and take notes.

Do not miss deadlines.

Read extensively around your subject. Just being familiar with the set text books is unlikely to be enough to pass.

Seek help, if you need it, as soon as possible. If you need specific help with your studies, speak to your lecturer or tutor or make a personal appointment to see them. Even if your problem has nothing to do with your programme, it may have an effect on your ability to study. Let someone at the Institution know - ignoring problems will only make things worse later on.

At this level of study, **you will be treated as a responsible adult**, capable of acting on your own initiative.

You may be used to a learning or workplace environment with fixed hours and routine activities. However HE study requires you to develop new study, time-management and prioritisation skills to make effective use of your study time and to meet programme deadlines. Your weekly timetable consists of planned learning activities, such as lectures, and time for you to undertake additional reading, assignment preparation and private study. The contact time that you have with lecturers is only part of your module timetable. As an indication, the average amount of 'total student effort' expected for a 20 credit module will be around 200 hours, but you may only be timetabled for (*Institution to insert appropriate number*) hours.

You must, therefore, learn to use your time constructively. Your most valuable learning will be done in your own time and in your own way.

Suggested Reading for New Students

- Bedford, D. and Wilson, E. (2013) *Study Skills for Foundation Degrees*. Brighton: David Fulton Publishers
- Burns, T. and Sinfield, S. (2012) *Essential Study Skills: The Complete Guide to Success at University*. Sage Study Skills Series
- Cottrell, S. (2015) *Skills for Success: the Personal Development Planning and Employability Handbook*. Palgrave Macmillan.
- Greetham, B. (2013) *How to Write Better Essays*. Palgrave Macmillan.

Reading for your study

You will not complete your programme successfully if you do not read regularly and in-depth. You will be given reading lists for each module. You should purchase at least one recommended text for each module. Since books are expensive, however, it may be a good idea to pool resources by sharing with friends in a study group.

Please note that you may only be able to borrow basic texts from the library on a short-term basis. Demand for such texts may be very high at certain times in the year; so do not rely on them being available.

You are strongly recommended to follow current issues relevant to your programme in the quality press, for example, The Times, Independent, Guardian and Telegraph. You should also make use of subject-related journals held in the library.

Reading texts for Higher Education demands note-taking as well as reading skills; as with lectures keep careful notes from your reading.

Private Study

Your private study time is likely to be taken up by different tasks for each module or by preparing for tutorials or undertaking some reading of a programme text or library research. In addition, private study time provides students with the opportunity to ensure they have understood the subject, for reflecting on any feedback on assessed work and building up a good set of notes for revision.

Study Groups

In all our programmes, the institution encourages students to learn skills to enable them to work as groups and teams. These are not merely useful during your programme. In any employment context you will find such skills and experiences invaluable. Sometimes you will find you are assessed on a piece of written work or presentation completed as a group. Many students benefit significantly from working collaboratively in study groups, to check their understanding of difficult issues or concepts and to revise.

Personal Development Planning

It is important to bear in mind from the outset of your study that you are working toward a degree that will provide you with a foundation for a potential career. It is important to be aware of your own career direction from the early stages of the programme. Therefore, we place a great deal of importance in Personal Development Planning (PDP). This describes the **'means, by which students can monitor, build and reflect upon their personal development'**.

Therefore, PDP is a structured and supported process undertaken by an individual to reflect upon their own learning, performance and / or achievement and to plan for their personal educational and career development. You are ultimately in charge of your own career direction but we are more than happy to help and advise you throughout your degree programme. You will be introduced to the use of [PebblePad](#) which will provide you with a flexible electronic resource which you can use to plot and reflect on your learning achievement. [PebblePad](#) allows you to plan and develop strategies for learning and also to reflect and evaluate your accomplishments



It is hoped that the PDP process available on this programme will enable you to:

- Become more effective, independent and confident self-directed learners;
- Understand how you are learning and relate your learning to a wider context;
- Improve your general skills for study and career management;
- Articulate your personal goals and evaluate progress towards your achievement; and
- Encourage a positive attitude to learning throughout life.

Factors Affecting Your Learning

In addition to teaching, academic support and private study there are often factors which influence your learning environment. If you are aware of these, you will be able to manage your studies more effectively.

Effective Learning

Learning refers not simply to the sum total of facts and information you can recall at a given moment. It also relates to how you use and apply information and how you find, store and retrieve it. One of your aims as a student should be to become a more effective learner.

The quality of your learning will depend on these starting points:

- Your attitudes, attendance, aims and goals
- Your dedication
- Your aptitude for the subject
- Your intelligence
- Your willingness and ability to learn
- Your use of resources - tutors, books, materials, the work experiences built into the programme, etc - and time - your timetabled lectures and tutorials as well as private study.

To assess how well you are learning, you should frequently check your progress by keeping in touch with your tutors and your fellow students and ensure you are up-to-date with deadlines.

Time Management

Good time management lies at the root of effective learning. You will need to plan the use of your time carefully. You will have the demands of your programme, learning in lectures and tutorials, working on assessments and completing your private study to consider.

A personal timetable can help you in assessing all your priorities: paid work, social and family commitments, as well as your studies.

You will have to think realistically about the number of hours that you need to study to be a successful student. If you are studying full-time, we would expect that your lectures, other timetabled sessions and private study taken together will only account for a proportion of the 200 hours of study required for each 20 credit module. However, the amount of study effort required varies from student to student.

Coping with Stress

Stress can be a serious problem, particularly in your first year when you may be adjusting to a new environment, arranging accommodation, managing your finances, living away from home and balancing your time between study and family / work commitments. There is, however, plenty of help available and you are encouraged to make use of support services, such as the free BCOM Counselling Service. The counsellors can be contacted directly and their numbers are on the notice boards throughout the college – as well as available from the Registry Department if needed.

University of Plymouth has also developed a set of e-resources to help support students wellbeing. Self Help Inspiring E-Resources (SHINE) are available here:

<https://www.plymouth.ac.uk/student-life/services/learning-gateway/shine>

Learning Skills

Some students find the transition to university level study, particularly student-centred learning, more difficult than they expected. This can be because they have not yet developed the required learning skills. Although you will receive help throughout your programme to improve these skills, there is specific support, advice and resources available through the Institution's Learning Skills Service concerning issues such as:

- Presentations
- Essay Writing
- Referencing
- Time Management
- Reading and Note-taking
- Revision and Examinations

New students have a 6-week introductory period on study skills and the lectures and the How to Guides are available on Osteonet and the USB sticks provided at the start of your year 1 at BCOM.

University of Plymouth has a suite of excellent support resources which are available at: <https://www.plymouth.ac.uk/student-life/services/learning-gateway/learning-development>

Plymouth Compass

While you're at Plymouth, you'll gain more than just your degree

The Plymouth Compass helps you to navigate your way through your whole university experience, in both your taught curriculum and your extra-curricular activities. What you learn at university prepares you for more than a career, so the Compass identifies key attributes in four broad areas of your life - academic, civic, professional, and personal.

During your time here, you'll have plenty of opportunities to practice and develop these attributes, helping you gain experiences, improve skills, and build networks for your life beyond graduation. The Compass also supports us, as a community, to coordinate our efforts to offer you as broad an education as possible. It clarifies what the University values and what it anticipates will help you, as a graduate, in a future that is hard to predict.



Find more information at: <https://www.plymouth.ac.uk/your-university/teaching-and-learning/plymouth-university-compass>

The Plymouth Award

Students are encouraged to sign up for the [Plymouth Award](#) which is designed to recognise and celebrate student achievements outside the curriculum. Many students already make significant contributions to the life of their institution and the communities in which they live and work. The Plymouth Award is one way of recognising the value that we place on these contributions and on the learning and personal growth that students gain from these activities. It is also recognized by many employers as a demonstration that you have gone above and beyond your studies.

The Higher Education Achievement Record (HEAR)

The HEAR includes and extends the existing record of academic achievement: the academic transcript, and the European Diploma Supplement. This information follows the same documentation you would expect for students graduating from any university in Europe. It also features additional achievements relating to co-curricular activities which are formally recognised by the University, for example, the Plymouth Award, or being a Course Rep. A full list of what is included on your HEAR is available on the [FAQs](#) website. You can also view an example of a [mock HEAR report](#).

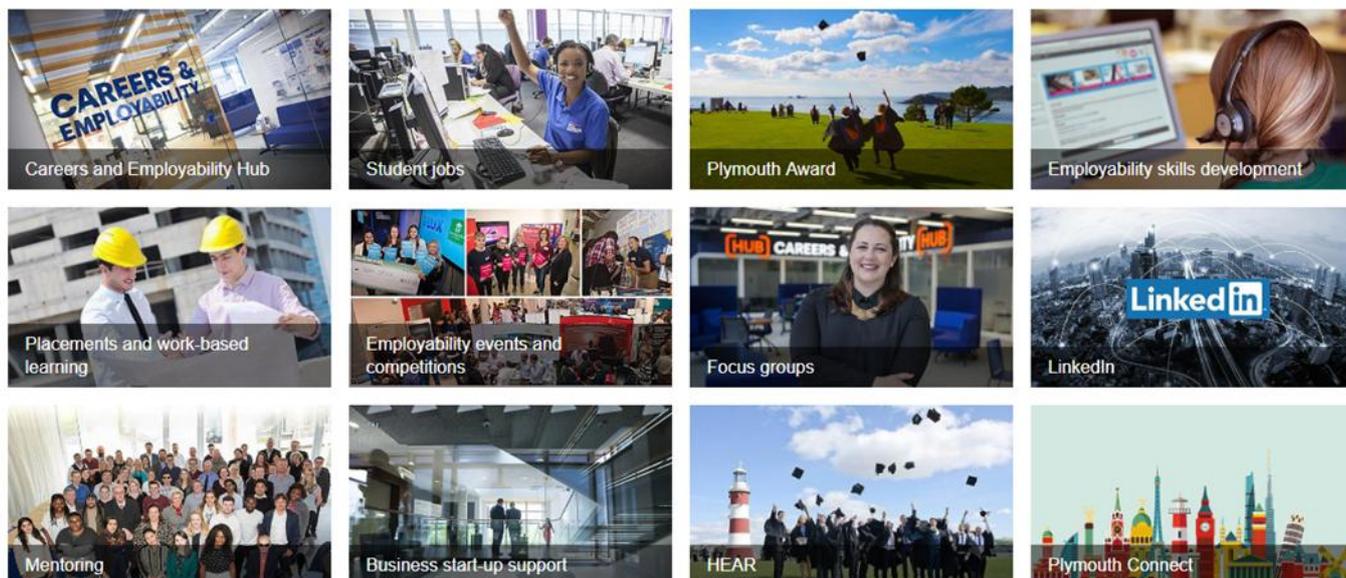
What Next?

Employment and Progression Opportunities

As a student studying Higher Education your programme has been designed to help you to succeed in your career aspirations and has been designed with the involvement of employers. Many of these are prepared to come to your Institution to give talks to students about their working environment and the qualities that they expect in potential employees. Please make every effort to attend such events and to profit from such employer contacts.

BCOM has no dedicated Careers Service but Heads of Department, teaching staff and clinic tutors will be able to give you helpful career advice.

Further advice is available from the [University of Plymouth Careers and Employability Service](#). As a graduate you will have a wide choice of career opportunities throughout the private and public sectors, both in the United Kingdom and abroad.



Access MyCareer

MyCareer is the University of Plymouth's career management portal. This will be your central system to see all that the Careers and Employability Service have to offer.

MyCareer will give you access to:

- Individual careers appointments to support you in identifying opportunities to get involved in and help with career planning.
- Hundreds of vacancies, from part-time work to fit around your studies, to summer internships and graduate vacancies.
- A wide range of workshops and activities to help you develop your employability skills. These include mock interviews and a variety of skill sessions from job searching to enhancing your CV.
- Access to events such as Career Fairs and Networking Evenings to help develop your confidence, expand your professional network and explore your career options.

You can access myCareer at any point through your computer or mobile device. Please see the following link to access myCareer: www.plymouth.ac.uk/mycareer

Work-Based Learning (WBL) / Work Related Learning (WRL) and Employability

WBL and WRL, in its various forms, is one of the major defining characteristics of your studies. It plays a central role in enabling you to apply academic study to workplace environments and problems. In turn, your programme of study should enable you to integrate knowledge and skills developed in WBL / WRL into your project work and study in taught modules.

An employable graduate is one who is able to meet the requirements of employers and fulfil their career aspirations at a graduate level. They will be able to apply the skills, knowledge and personal qualities developed during their programme to the workplace and other contexts. An employable graduate will need to be able to:

- Demonstrate and apply graduate attributes and skills;
- Demonstrate and apply career management skills: e.g. preparing effectively for the recruitment and selection process;
- Demonstrate and apply lifelong learning skills: e.g. reflecting critically on academic, personal and professional development, identifying and articulating achievements and planning for the future;
- Demonstrate business and organisational awareness: e.g. understand changing working practices, including self-employment, with particular reference to the professions and sectors relating to their programme of study;
- Demonstrate an international outlook: e.g. understanding the attributes and breadth of outlook appropriate for working in a global economy.

Your programme has been designed to put all this in perspective, and give you the opportunities to develop the requisite skills. Work-related skills are integral to the modules and many specifically offer you the opportunity to experience the world of work, even if you are studying full time. Your programme specification details the knowledge, skills and

understanding you will be able to demonstrate when you gain your award which is available in your Programme Quality Handbook.

Graduation and Results Guidance

University of Plymouth has developed a guide to your statement of results, transcripts and award verification. The information has been gathered together to help answer any questions you may have regarding your results, how and when you can access them and links to further information on what happens if you fail any part of your course. Click [here](#) to access the guide:



<https://www.plymouth.ac.uk/student-life/your-studies/essential-information/results-guidance-notes>

BCOM holds a dedicated graduation ceremony usually in late October/early November. Registry will inform all students eligible to attend when results are released at the end of the academic year and referral period.

Alumni

Graduating from Plymouth means you will become part of a thriving alumni community making a difference across the world. Your lifelong connection with us will offer you many benefits, including careers support for three years after graduation and a host of alumni events around the world to help you to network and stay in touch with your old university friends.

More information can be found at <https://www.plymouth.ac.uk/alumni-friends/alumni>

As well as being able to join the Plymouth Alumni, BCOM graduates are able to join the BCOM alumni and Registry will ask you if you wish to join once you have completed the course.



United Kingdom Visas and Immigration (UKVI)

If you are from outside the EU the compliance / immigration team at your college will need to check that you hold the correct visa that permits study in the UK. If you require a Tier 4 visa for study in the UK, they will be required to ensure you meet all Tier 4 requirements before issuing you with a CAS, so you can apply for a Tier 4 visa. Copies of your visa and passport will need to be checked and stored by your college at enrolment and there may be other processes connected with immigration compliance that you will be expected to follow. For further information please contact the Registrar and Head of Admissions, Alice Hughes here at BCOM on admissions@bcom.ac.uk

University of Plymouth publish regular updates specifically for new and current international students. Please find these here: <https://www.plymouth.ac.uk/international/compliance/updates>

If you are an EEA (European Economic Area) or Swiss national we would recommend that you seek immigration advice from The Registrar and Head of Admissions, Alice Hughes in the here at BCOM on admissions@bcom.ac.uk at the time of your application.



Harvard Referencing Guide

When the Harvard system is used, acknowledgement of the work of others appears within the text; it includes making direct quotes and paraphrasing. (NB Footnotes do not need to be used with this system; however, your tutor may allow you to use them to expand or qualify points in the text). You need to note the author's surname, followed by the year of publication and, for a direct quote, the page number.

- Where you are citing from **more than one work** published by an author in one year you add a lower case letter after the year eg (Bloggs 1994a).
- Where there are **two authors**, give the surnames of both authors.
- Where there are **three or more authors**, give the surname of the first followed by *et al.*

There are several ways in which these references can be made; there are some examples below. (The full details of sources are given in the list of references at the end; see the next section).

How not to Plagiarise: Direct Quotations

Either:

- "Place in quotation marks", or
single spaced with indented margins for large amounts of text, like this
- Give author's **surname, year** of publication and **page number** (write n.p. if there is no number e.g. for internet sources)
- Only use quotations when the **exact words** are important
- Give the full reference in a list at the end

How not to Plagiarise: Figures and Tables

You can use maps, tables or diagrams from other people but you **MUST** show the source underneath. Then give the full reference in the list of references.

How not to Plagiarise: Paraphrasing

Take information from a source, put it in your own words (paraphrase) and then add the author (or organisation) and year in brackets. In addition, give the full reference in a list at the end.

Type of sources:

- Direct quotations
- Statistics
- Facts which are not common knowledge
- The results of another's research or study
- Other people's theories and ideas
- Other people's interpretations of events

Quotation

If you take a passage, a sentence, a phrase, or even a distinctive word from a book, article, or other source you **must** put the borrowed material in single quotation marks (with double

quotation marks for a quote within a quote). Quotations and their introductory clauses need to be grammatically complete. If something is left out of the original quote then three dots should be used to show the omission. If you add words, these should be in square brackets.

eg

He lists twenty-four names of people who had 'felt hitherto strange and unfamiliar desire to have images formed by light spontaneously fix themselves' from as early as 1782 (Batchen 1990: 9).

eg

Whilst Williams (1989) suggested that 'schools in Devon are...'

A longer quotation (more than three lines) should be indented and single spaced in a separate paragraph.

eg

Terry Eagleton explicitly links Freud's psychoanalytic theories with his politics, claiming that his limitations as a political thinker were conditioned by his own historical circumstances.

When Freud turns to directly political themes, a notable coarsening of his intelligence sets in; like many a bourgeois intellectual, his ideological obtusenesses are at war with his native wit. If Freud had lived through a different, more hopeful political history, much in his theoretical doctrine would have been transformed. (Eagleton 1990: 283)

Paraphrase

If you paraphrase or summarise information or ideas from a book, article, or other source you must take great care to put the information into **your own words**, and you must, again, clearly indicate the source from which the information came.

eg

Biographies of Rossetti tend to differentiate the successive stages of his career by associating each of them with a particular woman in his life (Prettejohn 1997: 9).

eg

E. H. Carr has observed that is a construct consequent upon the questions asked by the historian (Carr 1964).

eg

In a further article (Johnson 1989a) it is argued that...

eg

In this article (Nicholls *et al.* 1990) the view is taken that...

eg

This finding has been confirmed by other researchers in the United States (Smart 1986; Billings and Brown 1990).

Secondary Citation

Sometimes you need to cite the ideas of an author that were referred to in someone else's writing, though, where possible, you should try to read the original source. You must show that you used the secondary source.

eg

Learmouth (1978 cited in Short 1984) acknowledges that it is impossible to...

List of Sources (Bibliography)

Introduction

All written work should include a list of sources at the end detailing, in alphabetical order by author, all the sources you used to research the topic. (You may divide it into sections according to the format of the resources from which you have obtained information eg Books and Journals; Films; Websites etc.).

When there are two authors, cite them both. For three or more authors cite the first author followed by *et al.*

The following guide combines the conventions used in the Harvard System and the style recommended by the Faculty of Arts.

Book

Surname and initials of author (if **editor/editors**, put ed./eds in brackets after the name)

Year of publication (in brackets)

Title of book (in italics)

Edition (omit if first edition)

Place of Publication

Publisher

Page or chapter numbers if needed

eg

LaBelle, B. and Roden, S. (eds) (1999) *Site of Sound: of Architecture and the Ear*, Los Angeles: Errant Bodies Press

Article in edited book

Surname and initials of author

Year of publication (in brackets)

Title of article (in quotation marks)

In , then surname and initials of editor/editors of book, followed by (ed.)/(eds)

Title of book (in italics)

Place of publication

Publisher

Page numbers.

eg

Jameson, F. (1983) 'Postmodernism and consumer society' in Foster, H. (ed.), *Postmodern Culture*, London: Pluto Press, 111-126.

Article in journal/newspaper

Surname and initials of author

Year of publication (in brackets)

Title of article (in quotation marks)

Title of journal (in italics)

Volume number (in bold)

Part number (in brackets)

Page number(s).

eg

Hall, K. (2001) 'An analysis of primary literary policy in England using Barthes' notion of "readerly" and "writerly" texts'. *Journal of Early Childhood Literacy*, **1**(2, August), 153-165.

Video and Film

Title (in italics)

Year of release (in brackets)

Medium

Director

Other relevant detail re writers, performers etc.

Distributor

Other relevant detail re physical characteristics eg size, length of film

eg

A Room with a View (1985) Film. Dir. James Ivory. Cinecom Intl. Films.

If you are citing the relevance of a particular individual, begin with that person's name and contribution.

eg

Mifune, T. actor. *Rashomon* (1950) Dir. Akira Kurosawa. Daiei.

Television / Radio Programme

Title of programme (in italics) **or, when in series**, title of programme (in quotation marks) and title of series (in italics)

Broadcast date

Other relevant detail re producer etc.

Network

Other relevant detail re physical characteristics, length of programme etc.

eg 'The First Human Clone', *Panorama* (8 February 1999) British Broadcasting Corporation,. Video, 45 minutes.

If you are citing the relevance of a particular individual, begin with that person's name and contribution.

eg Hitler, A. '1933: Master Race', *People's Century* (1995) British Broadcasting Corporation. Video, 55 minutes.

World Wide Web Document

Author or editor (if known)

Title of document (in quotation marks) followed by Online (in square brackets)

Location of document (full web address)

Access date (in square brackets)

eg Brown, M. 'Impressionist painting' [Online] <http://www.fisk.edu/> [27th September 1999]

Article in Electronic Journal

Author

Year of publication

Title of article (in quotation marks)

Title of journal (in italics)

Type of medium (in square brackets)

Volume, part of journal

Location of document (full web address)

Pages (if given) or other indicator of length

Available: Supplier/ Database name/ Identifier or number (if given)

Academic Partnerships Student Handbook (UK) 2019-20

Last Saved 21/08/2019

Access date (in square brackets)

eg Anderson, B. (2002) 'September 11 has turned out to be a good thing for America and the world'. *The Independent* [Online], 9 September 2002.
<http://www.infoweb.newsbank.com/> Approx. 4 printed pages. Available: NewsBank Newspapers UK [12 September, 2002].

Miscellaneous

For information about citing letters, computer software, music recordings, performances, works of art, interviews, maps etc. please refer to the *MLA Handbook for Writers of Research Papers*. Please note that when using these examples the elements of the entry are suitable for Harvard, but that you need to put the date of publication in round brackets after the first element.

Use of Latin

You will encounter a variety of Latin abbreviations in references, especially if the book or article is more than twenty years old. A list of the four most common abbreviations is given below. (It is not necessary to use these when using the Harvard referencing system).

1. *ibid.* [short for ibidem] meaning "in the same book, chapter etc." and used when a reference is given to the same source as the immediately preceding reference. For clarity you should add the page number.

eg

59. Herzog, D. *Poisoning the Minds of the Lower Orders*, Princeton: Princeton University Press, 1998, p. 83.

60. *Ibid.*, p. 84

2. *loc. cit.* [short for locato citato] meaning "in the passage already quoted"

3. *op. cit.* [short for opere citato] meaning "in the work already quoted"

Both *loc. cit.* and *op. cit.* are used when the full reference has already been given in an earlier footnote, but not in the immediately preceding one. For clarity, you should add the page number of the relevant passage and also the date if the author has more than one source listed in your footnotes.

eg 67. Herzog, *op. cit.* p. 80 [or 67. Herzog, *op. cit.* (1998) p. 80]

passim [from passus meaning scattered] and used when a point is made in many places, here and there or throughout a passage, a chapter or even a whole book.

eg a reference to 'pp. 60-80' might indicate a concentrated discussion of an idea, whereas 'pp.60-80 *passim*' shows that the idea makes numerous, but sporadic appearances.

Anything else?

Frequently Asked Questions:

What if I want to withdraw from, or suspend, my course?

If you are considering withdrawing from the University or interrupting your studies for any reason, please consult your programme leader and seek advice if you are experiencing

difficulties. Just talking to someone may be enough to put you back on track. Students choose to interrupt study or withdraw for a variety of reasons and we may be able to help.

If you decide that you don't want to continue with your studies in this academic year, it is important that you correctly withdraw or interrupt study as there are academic and financial implications that you need to consider. For international students there will also be implications with regard to your visa.

You must complete the withdrawal or interrupt study form, which is available from the Registry Office. Please note, if you wish to email this form we'll only accept it if sent from your University of Plymouth student email account as proof of signature. Do not, under any circumstances withdraw or interrupt study without completing this form.

Depending on the date you withdraw or suspend study, you may be deemed to have had an attempt at the modules you are enrolled on. Further information on the cut-off dates by which you would be considered to have an attempt are detailed on our withdrawing from a module pages (<https://www.plymouth.ac.uk/student-life/your-studies/essentialinformation/regulations/withdrawing-from-a-module>).

If you have extenuating circumstances for withdrawing or interrupting study you should complete an extenuating circumstances claim form now. A valid claim for extenuating circumstances could mean you do not lose an attempt at some or all of your modules. This is important as there is a maximum number of attempts any student can have at a module and second and third attempt marks are capped. Please refer to our extenuating circumstances policy for more information on making a claim (<https://www.plymouth.ac.uk/student-life/your-studies/essentialinformation/exams/exam-rules-and-regulations/extenuating-circumstances>).

For further details on funding implications, please see the BCOM tuition fee policy: <https://www.bcom.ac.uk/osteonet/document-type/college-policies/>.

We recommend that you discuss this with them before you make your decision as this may affect your ability to receive funding in the future.

Once your withdrawal/interruption has been formally processed, BCOM will communicate this to University of Plymouth who will communicate this to the relevant funding body advising them of your last date of attendance as recorded on your withdraw/interrupt study form.

If you require any support with your student funding please contact UPSU: Advice.

What if I want to change my course?

You'll need to get advice from your Programme Leader or Personal Tutor if you wish to change course. You will need to complete a form and get your current Programme Leader to sign it, along with the Programme Leader of the alternative course you wish to join. The form is available from the Registry. It is important that you follow University procedures as you may find that your student loan is at risk if you do not. You will also be required to inform Student Finance England/Student Finance Wales/Student Finance Northern Ireland/Your Funding Body to a change in your circumstances.

Where do I get my Timetable?

By contacting the Registry department: Registry@bcom.ac.uk

Or by visiting Osteonet: <https://www.bcom.ac.uk/osteonet/document-type/timetable-student-information/>

How do I submit my coursework?

Please see the section on Assessment above.

How do I raise an issue?

Please see the section above on Taking Your Learning Seriously and contact the Registrar in the first instance. Depending on the issue, you can also raise an issue through your class reps or SU reps who will bring it to senior management at the termly programme committee meetings.

How do I find out who my personal tutor is?

Registry staff will circulate a list of available personal tutors, students will then be able to choose from that list themselves

Where can I find information about:

Counselling

You will receive a flyer with the counsellor's details, you can also contact the Registrar for information. <https://www.bcom.ac.uk/osteonet/document-type/student-support/?document=1910>

Disability Assist

By contacting the Registrar: Registrar@bcom.ac.uk

Help with writing essays and study support

Study skills sessions are given in the first term of year 1. Further support can be given by module leaders.

What should I do if I can't make a deadline/sit an exam?

Please see the section above regarding Extenuating Circumstances, and always inform the Registrar at the earliest opportunity.

Who should I speak to regarding careers/employability?

Your lecture leaders

The head of clinic: JSager@bcom.ac.uk

The head of Osteopathy: ManojM@bcom.ac.uk

When is graduation?

BCOM'S graduation ceremony is normally held in October. Details for students, who are eligible, will be sent out with final results.