Department of Health Studies

MSc (Pre-registration) Occupational Therapy

Student Handbook

2024/2025

Disclaimer

This document was published in September 2024 and was correct at that time. The department* reserves the right to modify any statement, if necessary, make variations to the content or methods of delivery of courses of study, discontinue courses, or merge or combine courses if such actions are reasonably considered to be necessary by the university. Every effort will be made to keep disruption to a minimum and to give as much notice as possible.

* Please note, the term 'department' is used to refer to 'departments', 'Centres, and Schools'. Students on joint or combined degree courses should check both departmental handbooks.

Contents

1 Introduction to your department

1.1 Welcome

Welcome to Royal Holloway. Royal Holloway, University of London (hereafter 'the University') is one of the UK's leading research-intensive universities, with six academic schools spanning the arts and humanities, social sciences, and sciences.

Welcome to Royal Holloway's Department of Health Studies. We very much hope that your year with us will be enjoyable and challenging. We look forward to working with you on the courses. This handbook aims to give you all the basic information you will require for your academic studies. This includes information on the structure and organisation of the degree course, teaching arrangements and assessment.

This handbook should be read in conjunction with the *University Postgraduate Taught Student Handbook*, which is available on the Health Studies PGT Students Moodle page. Royal Holloway Moodle

1.2 How to find us: the Department

The administrative team is based in the Wolfson Laboratory (LF1-18), and our technical staff and the academic staff are located in Chestnuts.

1.3 Map of the Egham campus

https://intranet.royalholloway.ac.uk/aboutus/documents/pdf/locationmap/campusplan.pdf
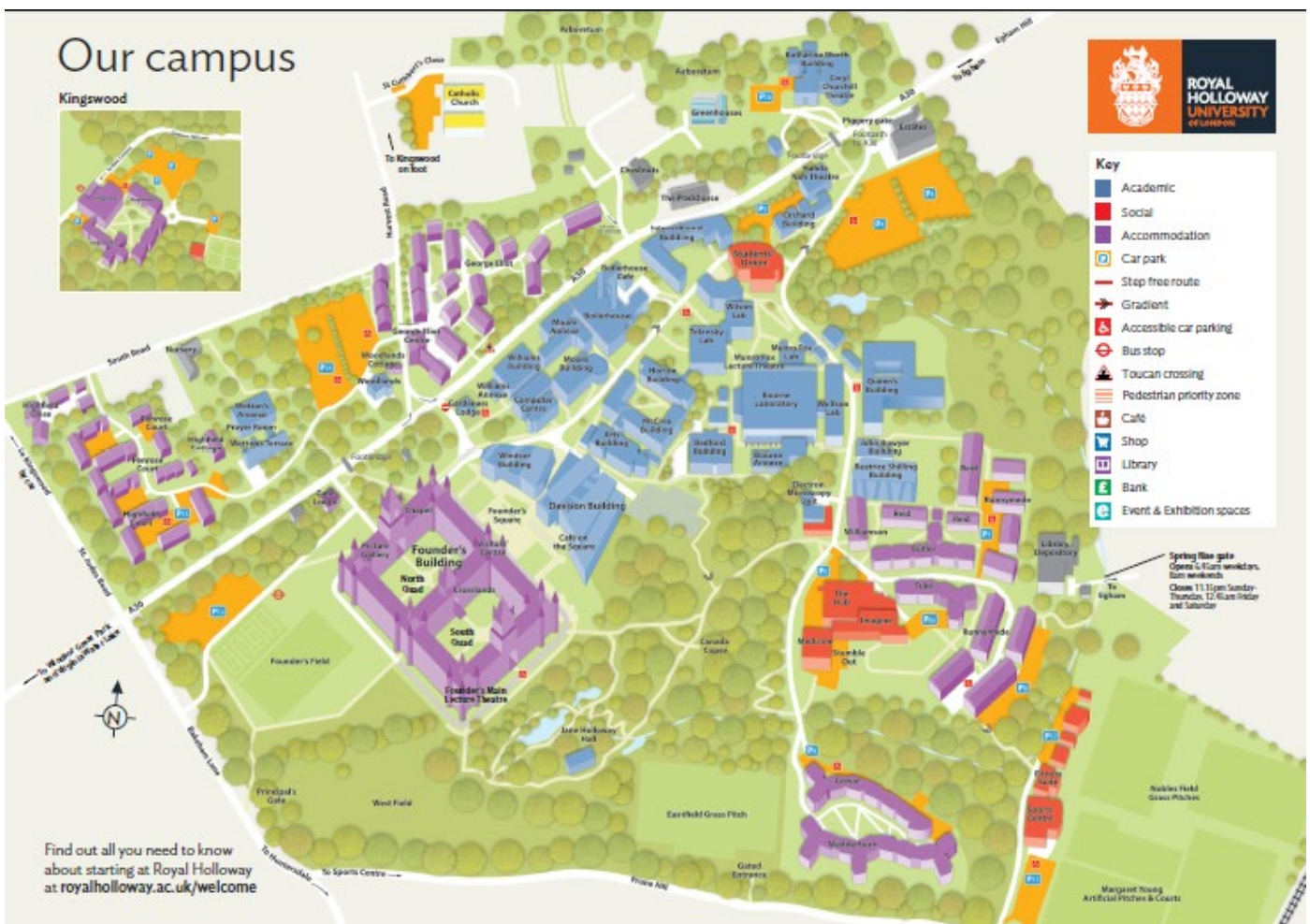
Please note, that student parking is very limited and is not available if you live in Halls or within 1.5 miles of campus. If you do live more than 1.5 miles away or have a particular reason why you need to come to campus by car, you must apply for a parking permit. If you have a motorbike or scooter, you must also register the vehicle with the University. Find more information about the Parking Permit portal here.

1.4 How to find us: the staff

	Code (01784)		
Head of School*:	Professor Klaus Dodds	44 3523	Wolfson 114
	K.Dodds@rhul.ac.uk		
	*(School of Life Sciences and the Environment)		
Head of Department:	Professor Alex Palombi		Chestnuts
	Alexandra.Palombi@rhul.ac.uk		
Course Director, MSc(pre-reg) Occupational Therapy			
	Samita Kirve		
	samita.kirve@rhul.ac.uk		Chestnuts
Technical Operations Officer:			
	Natalie Starkey		
	Natalie.starkey@rhul.ac.uk		
Academic Staff:			
	Dr. Lynn Tang		
	Lynn.tang@rhul.ac.uk		Chestnuts
	Dr. Anne Majumdar		
	anne. majumdar@rhul.ac.uk		Chestnuts
	Dr. Anusha Seneviratne		
	Anusha.Seneviratne@rhul.ac.uk		Chestnuts
Teaching Fellow:			
	Dr David Channon		Chestnuts
	David.Channon@rhul.ac.uk		
Specialist Teaching			
	Dr Fabrizia Ratto		Chestnuts
	Fabrizia.Ratto@rhul.ac.uk		
	Dr. Jennifer Cole		
	Jennifer.cole@rhul.ac.uk		
School Manager:	Michelle Jux		Wolfson 118
	Michelle.Jux@rhul.ac.uk	44 3763	
Help desk:	LSE-school@rhul.ac.uk	44 6884	Wolfson 118

Disability & Neurodiversity Services:		41 4621	FE153
	Disability@rhul.ac.uk		
Information Consultant	Debbie Phillips	41 4065	ED Library
(Library)	Deborah.Phillips@rhul.ac.uk		
Centre for the Development of Academic Skills (CeDAS)			
	CeDAS	44 3240	Founders West
	Cedas@rhul.ac.uk		FW128

1.5 How to find us: the school office

The school office is in the Wolfson Building, Room 118 on the ground floor.

1.6 The Department: practical information

The Chestnuts building is our newly refurbished, state-of-the-art home during your time at Royal Holloway. However, teaching will occur across the campus. Please check your timetable for the locations of specific classes.
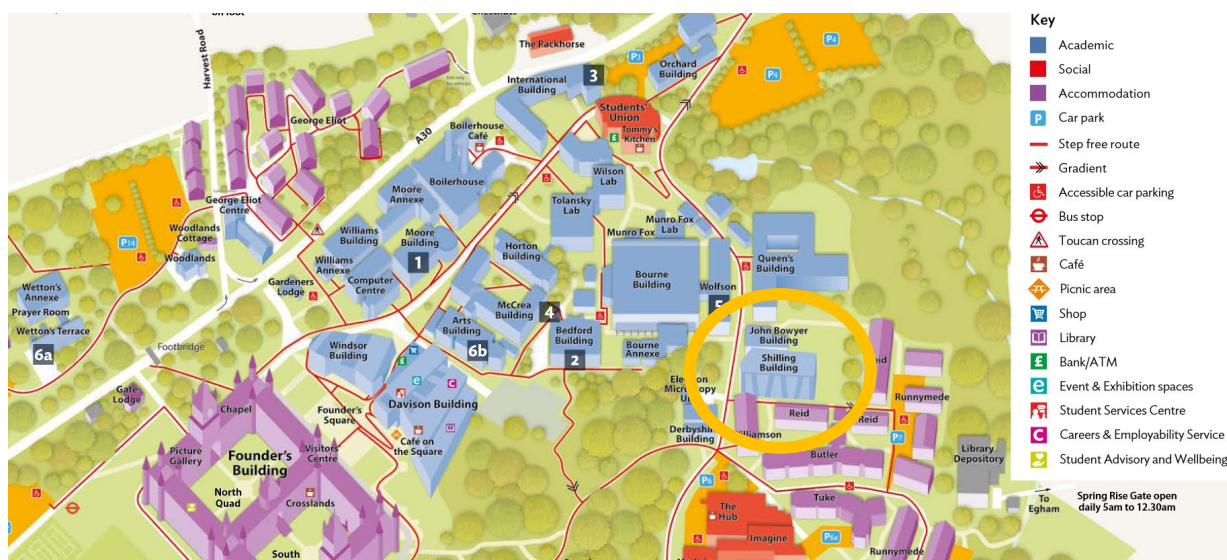
The specific location and times of individual lectures will be available on the course Moodle page. Please check this regularly, including on the morning of each lecture, as rooms and locations can change at short notice.

1.7 The Department: Key Staff & Staff research interests

Day-to-day administration of the Course is carried out primarily by the Administration Team and the Course Director.

If you find a particular piece of work difficult or experience health, financial, emotional or family problems that are affecting your performance and/or your ability to meet deadlines, you should notify one of your Course Directors, the Head of Department or a member of the Administration Team as soon as possible so that they can advise you on how to minimise the impact of such problems on your performance.

Academic Staff may include teaching fellows, lecturers, senior lecturers, readers, professors and visiting lecturers. Staff teach and conduct their own research.

Module Coordinators are responsible for the organisation, content, delivery, and assessment of the module(s) that they lead. If you have any questions relating to these, please make an appointment to see the relevant coordinator.

Head of Department
The Head of Department has ultimate responsibility for all the activities within the Department of Health Studies. They are responsible for dealing with any disciplinary matters, appeals or complaints that have not been successfully addressed by the appropriate procedures.

Course Director
The Course Director has the overall day-to-day responsibility for your degree course. They ensure that close contact with our students is maintained and you are encouraged to make your concerns about the degree course, the Department or anything else that is relevant to your studies, known at the earliest opportunity by making an appointment to see the Course Director. They are also your point of contact regarding requests for changes to your course, suspending or withdrawing from your studies.

Academic Coordinator
The Academic Coordinator supports students registered with The Disability and Neurodiversity Services (DNS). The Academic Coordinator liaises with Registry and DDS to support students with their studies, for example agreeing on alternative assessment arrangements and can advise students on various issues including academic progression, interruption, changes of degree, withdrawal, resits and module repeats.

Senior Tutor
The Senior Tutor is a member of the Academic staff who coordinates the personal tutor system, supervises the allocation of tutees, develops networking, and evaluates the system. The Senior Tutor is a point of contact for students who have concerns about how the system is working.

Personal Tutors (PT)
Your Personal Tutor will be the Course Directors. They are the first port of call for pastoral matters and will guide you through your course of studies. Please see Personal Tutors below for more details.

Educational Support Officer
An Educational Support Officer is a member of the Disability and Dyslexia network and is your port of call if you have an issue that affects your learning needs. If you have not already declared to the Disability and Dyslexia office a long-term condition that you may require support for, you should do so at the earliest opportunity.

Staff Research Interests

Prof Alexandra Palombi

Highly Specialist Occupational Therapist, Community Health Interventions, Parkinson's disease, Stroke, Leadership

Samita Kirve

Highly Specialist Occupational Therapist, Dementia, Long-term Neurological Conditions, Mental Health, Occupational Therapy Curriculum development

Kathryn Blair

Senior Occupational Therapist, Clinical Education expert, Mental Health

Dr. Anusha Seneviratne (Specialist in Anatomy & Physiology)

Immunologist specialising in vascular disease with an interest in environmental modulators of inflammation, macrophage activity in atherosclerotic vascular disease.

Dr. Lynn Tang (Specialist in Psychology and Sociology)

Research on suicide, collective trauma, and political crisis. core research area in mental health, inequalities, and related policies, special interest in lived experience and service users' perspectives.

Dr. Anne Majumdar (Specialist in Mental Health & well-being)

BAME Health, addressing health inequalities, improving prevention and management of chronic disease, integrative health, nutrition, and dietetics.

Dr. Jennifer Cole (Specialist in Global Health)

Health risks and health security; Socioeconomic and ecological determinants of health; Planetary Health; Health provision in conflict and disaster zones; health communication

Dr Fabrizia Ratto (Specialist in Sustainability)
Agroecology, Biological Control, Ecosystem services, Meta-analysis, Pollination, Sustainable Agriculture

Dr David Channon (Teaching Fellow)
Education for Sustainable Development; Environmental policy; Illegal wildlife trade Issues; Conservation psychology; Deep ecology; Biodiversity; Biophilia.

2   Support and advice

2.1 Support within your School

The School Helpdesk is there to help you with any questions or concerns you might have about your studies. It is situated in Room 118 on the ground floor of the Wolfson Building. Opening hours are 8:30am to 5:30pm in term time and 10:00am to 4:00pm during vacation. The Helpdesk is staffed throughout these opening hours. You can call in person during opening hours, ring 01784 276884 or email LSE-school@rhul.ac.uk. Depending on your query, the Helpdesk will answer your questions then and there, put you in touch with a colleague who can help, or find

out the answer and get back to you. If you wish, you may also talk to them in private and they will make sure you receive the support you require.

During term time the Disability & Neurodiversity team offer a confidential drop-in service from 11am to 2pm each day. They offer face to face, and online sessions and online sessions are available Monday, Wednesday, and Friday. Disability Drop-in (11am to 2pm weekdays during term-time) and face to face sessions take place in FE153 on Tuesday and Thursday 11am to 2pm. Please note you may be required to wait for either service. A disability adviser will let you into the drop-in as soon as they are available. Please check this link for additional information; https://intranet.royalholloway.ac.uk/students/help-support/help-and-support.aspx

If you have a problem or concern, approaching the right person in the first instance will allow the problem to be dealt with quickly and efficiently. For many issues, your personal tutor is the first point of contact, but for others, you should see the following:

- With a topic in an individual module: see the lecturer concerned.
- With the administration or examination of an individual module: see the Module Convenor
- With general academic organisation: see Dr Jennifer Cole
- With personal difficulties: see your Course Director or the Counselling Service
- With general non-academic queries or fees: use **Ask Royal Holloway**.
- Support with English language: contact your Course Director or the Centre for Development of Academic Skills (CeDAS) for referral to the global study group.
- With writing or mathematics skills in general: Contact CeDAS
- With issues relating to specific learning difficulties: Contact the Disability and Dyslexia Services. You can email or phone. If you would like to organise a meeting, Disability and Dyslexia Services can offer this via Microsoft Teams.

2.2 Equality, Diversity, and Inclusion

The Department is committed to being an inclusive and supportive environment for all students and staff, respecting each other and our diverse perspectives and experiences.

Any student who has concerns about equality, diversity, and inclusion issues in general, or relating to a specific incident, is encouraged to contact their Course Director. Students can also contact the Head of Department. The Equality, Diversity and Inclusion officer for the Department of Health Studies is Dr Fabrizia Ratto – fabrizia.ratto@rhul.ac.uk

2.3 Student Representation

A student representative is identified via volunteering and is invited to all staff-student committee meetings. Usually, this student will collate any concerns from their cohort and present these at the meeting for feedback. The current student representative will be indicated on the Moodle Course pages. Student rep will be invited for annual course review and other relevant meetings and open day events.

2.4 The Health Studies Student Society

Details of the Health Studies Student Society will be posted on Moodle. Please contact your Course Director or Head of Department to express an interest.

2.5 Careers Consultancy Services

Students can book a 121 careers appointment with a careers consultant to discuss any career-related issue they have, as well as book practice interviews, CV and application

checks. Careers services support to help you narrow down your options, work out the best way forward and apply for jobs or further study. They also work closely with academic departments to provide tailored advice and events linked to your discipline or area. You can contact the team by emailing: careers@rhul.ac.uk

3   Communication

3.1 Notice boards

The official student notice boards are on the Health Studies PGT Moodle page. Every effort is made to post notices relating to classes well in advance. Please also check your module-specific Moodle page for any information related to times, rooms and other details related to the modules. It is your responsibility to check the times and venues of all class meetings and of any requirements (e.g. essay deadlines) relating to your courses, so, if in doubt, please ask!

3.2 Your contact information

There can be occasions when the Department needs to contact you urgently by telephone or send you a letter by post. It is your responsibility to ensure that your telephone number (mobile and landline) and postal address (term-time and forwarding) are kept up to date. Further information about maintaining your contact information is available here.
You can find out about how the University processes your personal data by reading the Student Data Collection notice.

3.3 Email

The Department will only use the address in the University Global Address. We will not email you at a private or commercial address. Students who prefer to use commercial email services are responsible for making sure that their University email is diverted to the appropriate commercial address. Detailed instructions on how to forward mail can be accessed by visiting http://help.outlook.com/ and searching for forwarding. This process is very easy, but you do have to maintain your University account. When you delete a forwarded message from, for example, Hotmail, it will not be deleted from the Royal Holloway account.

3.4 Personal Tutor (PT)

 Your personal tutor is your first point of contact in the Department if you have any concerns or problems. You will normally remain with the same tutor for the duration of your studies, although at times staff are awarded a period of sabbatical research leave, in which case, another member of staff will act as a temporary personal tutor for the duration of leave (normally one term). Please check this link for personal tutoring information:
https://intranet.royalholloway.ac.uk/staff/teaching/personal-tutoring/find-out-about-personal-tutoring.aspx

If for any reason you wish to change your Personal Tutor, you should consult your MSc Course Director or Head of Department who will treat the matter in confidence should you wish.

3.5 Questionnaires

We take student feedback very seriously and welcome your comments on the Department and all taught courses. To obtain your feedback on taught courses, you are asked to complete an anonymous questionnaire at the end of each course. The feedback you give us helps in making changes to courses and to increase the effectiveness of our teaching and teaching resources.

All questionnaires are seen by the Head of Department, the MSc Course Director, and

Director of Teaching, and are analysed as part of the University's Annual Monitoring process. Constructive criticism is always welcomed and plays an important role in course development. (Deserved praise is also very welcome and can make a tremendous contribution to the job satisfaction of your lecturers!). You can also make comments throughout the year about the quality of your courses and degree course through the Course Rep system.

3.6 Space

The informal areas around Chestnuts are your spaces to use at any time between 9am and 5pm. These spaces can be used for both quiet study and for group work; however, students should be mindful of other users and try to keep noise to a minimum, if possible. No food or drink is allowed in these areas except water. If students want to eat while studying privately or when undertaking group study, appropriate areas are available in the various food outlets around College, in particular the coffee shop next to the library, and The Boilerhouse Café. Students are asked to look after the informal areas in Chestnuts and keep them tidy and looking nice. Chairs and other seating implements should be returned to their original place after use.

Please be mindful of others using shared informal space in Chestnuts and elsewhere across College and keep it tidy and clean by clearing away your own rubbish into the waste bins provided – it is not the job of the cleaning staff to do this for you. Do not eat in these spaces.

There are number of cafés, informal social spaces and study spaces across the university. If you would like directions to such spaces but are not sure which is most appropriate, ask.

Study location rooms will be listed on Moodle. Students should check Moodle the day before scheduled lectures and seminars as locations may change at short notice.

4   Teaching

4.1 Study weeks

You will have study weeks during both terms which are also called self-directed learning weeks. During this period, we will run a reduced timetable to allow time for the completion of assessments and independent study. Students will not be expected to come onto campus unless specific classes or meetings have been agreed upon and scheduled in advance.

4.2 Use of Moodle

All class sessions are supported by virtual learning tools, in particular Royal Holloway's 'Moodle' platform. All courses have designated Moodle sites that are made accessible to the students registered on that course. Individual courses use Moodle in varying ways as most appropriate to the broader course learning ethos and curriculum. However, all courses use Moodle to support your learning in at least five ways:

- The *digital provision of core information* for courses such as handbooks, reading lists, session timetables, coursework guidance, links to past exam papers, and so on.
- The provision of information, materials, and resources to be used by students in *preparation* for class sessions, including the uploading of lecture PowerPoints ahead of class sessions.
- The *archiving* of materials from class sessions, such as PowerPoint slides, class handouts, etc.
- The Supporting of students' *independent research after class* sessions, through guided reading, other activities, links to good quality media on relevant issues, etc.
- *Communication* with students via the Course Forum tools.

Some courses and lecturers use other online learning tools, as appropriate to their materials

and activities. In such cases, the lecturer will introduce the tools, explain how and why they are being used, and support your engagement with them.

The Moodle page will also have a discussion forum where you may post any question related to the course and/ or about modules which may be useful for other students as well.
It is your responsibility to make sure you are informed of the times and places of all classes, meetings and of any requirements (e.g., essay deadlines) relating to your course. Please feel free to email Course Director if you have any questions related to any part of the course. You will also be allocated a Personal Tutor (PT).

4.3 Conduct during teaching sessions and professional behaviours

Teaching sessions include all lectures, seminars, tutorials, practical, and practice placement both in person and online. As such, these sessions should be carried out in such a manner as to encourage learning and study. To enable this to happen, the following should be observed:

- Eating and drinking (except water) in class is not permitted by the university, in compliance with current Health and Safety legislation.
- Students must not engage in conversation with one another during a lecture or class unless it is part of an organised class activity.
- When wishing to ask a question or contribute a comment students should draw the lecturer's attention by putting their hand up.
- Mobile phones and other electronic devices must be switched off at the beginning of the lecture unless these devices are directly related to the lecture; for instance, laptops for note-taking or authorised recording devices for students registered with the Dyslexia and Disability Services and will not cause disruption to the class.
- Personal electronic recording of lectures is discouraged and should only be requested for good reason (e.g., specific learning difficulty). Permission to record classes should be sought in advance from the lecturer in charge. Some sessions will be recorded by the lecturer and then made available on Moodle.
- Students are welcome to use laptops in class for the purpose of notetaking. Web browsing should only be done as part of an organised class activity. Gaming and social networking in class are prohibited.

Abuse of these rules, particularly with respect of the use of phones/laptops/tablets, could lead to them being banned from the room.

Due to the nature of the course, students are expected to have professional behaviour throughout the course. Students will be formatively assessed on their professional conduct and behaviours throughout the course to ensure that they are appropriately prepared and suitable for registration with the HCPC upon successful completion of the course.
Students are expected to treat the learning environment with respect and to adhere to the points detailed above. Lecturing staff will remind individuals of their responsibilities to others as class members when breaches of this code of conduct are identified. In exceptional circumstances, persistent individuals may be asked to leave. Where students are concerned about the behaviour of others, in that it is disturbing their ability to concentrate, and this is not noticed by the lecturer, this should be brought to the attention of the lecturer in charge during a break or at the end of a class. The lecturing staff will be proactive in reminding individuals to be respectful of the needs of other members of the class.

If lecturing staff themselves fail to adhere to these principles, or if students have other concerns relating to staff teaching or conduct, students can contact their MSc Course Director with details of the incident. They will raise the matter with the lecturer in charge or the Head of Department as appropriate.

5 Degree structure

Full details about your course, including, amongst others, the aims, learning outcomes to be achieved on completion, modules which make up the course and any course-specific

regulations are set out in the course specification available through the Course Specification Repository. Please check the link: https://www.royalholloway.ac.uk/degree-course-library/

5.1 Department-specific information about degree structure

MSc (pre-reg) Occupational Therapy (awarding body Royal Holloway University of London). validated by The Health and Care Professions Council (HCPC) and accredited by the Royal College of Occupational Therapists (RCOT).

The Master of Science in Pre-Registration Occupational Therapy at the Royal Holloway University of London is a unique two-year course that will focus on occupational therapy's role in disaster management and global health challenges. It will integrate occupational therapy theories and principles with environmental, social, and economic factors to equip students with the necessary skills to address local and global health needs. Practice-based learning is a key component of this occupational therapy course. It helps you develop your professional identity as an occupational therapist and prepares you to meet the professional standards for practice, as well as the ethical and professional conduct expectations of the profession.

After graduation, you will be prepared to work as an occupational therapist who is adept at promoting individual well-being and a sense of belonging while also contributing to the overall global health needs. After completion of the course, graduates will be eligible to apply for registration as an occupational therapist with the HCPC and for professional membership with RCOT at Master's degree award level.

Module code	Module title	Credits
Stage 1		
SS1001*	Academic Integrity	0
HE5200	Occupational Therapy with a Global Context	30
HE5201	Human Sciences and Occupational Performance	30
HE5202	Occupation in Practice- 1 (module focused on PP1 preparation)	15
HE5208	Practice Placement (PP) 1	0 credits Pass/fail
HE5203	Occupation in Practice-2 (**module** focused on PP2 preparation)	15
HE5209	Practice Placement (PP) 2	0 credits Pass/fail
Stage 2		
HE5204	Contemporary Practice in Occupational Therapy	30
HE5205	Collaborative approach in practice (module focused on PP3)	15
HE5210	Practice Placement (PP) 3	0 credits Pass/fail

HE5206	Research project in Occupational Therapy & Global Health	30
HE5207	Research in practice (module focused on PP4 preparation & research methods)	15
HE5211	Practice Placement (PP) 4	0 credits Pass/fail
Total		**180**

*SS1001 is a zero weighted Academic Integrity module that all PGT students have to take and pass as part of their PGT course. It's administered centrally by CeDAS and students will be automatically registered onto this mandatory module. If not, students should contact course director or personal academic tutor regarding the same.

Please read the Course Specification form carefully to understand your progression (stage 1 to stage 2) through this course. Please also read Postgraduate Taught (PGT) regulations or speak to your personal tutor for details.

5.2 Change of the course

If you are thinking about making a change to your study details, whether it is about withdrawal, interruption or changes in your degree or mode of study, please contact your School/Department to arrange to discuss this further. This could be with your Personal Tutor, Course Director or Supervisor. The changes can include changes in the academic and placement modules.

Once you've spoken to your School/Department, please complete the relevant forms from the link. There may be financial or visa implications to your request. Ensure that you read the important things to check before requesting any changes to your records. Please follow the instructions that accompany each form.

When your online form is successfully submitted, you will receive an email receipt with a copy of your request form. If this is blank, then you should submit a new form as the information won't have been registered in the system.

Completed forms will then be sent to your School for approval. Once approval has been received from your School, Student Administration will aim to process your request within 5 working days. During peak times of the academic year i.e. Enrolment, request processing times may be extended further than 5 working days.

If you have any further questions, please use ASK Royal Holloway.

6   Facilities

6.1 Facilities and resources within your department

In addition to existing learning spaces at the Egham campus, we are developing brand new learning spaces exclusively for the OT course opposite the main campus in Egham. It is known as the Chestnut Building. This building will have a lecture theatre, classrooms, a well-being garden, a creative room, and innovative spaces like vertical key gardens. The creative room is very adaptable, and we plan to use this for group work, to practice hands-on skills, role plays and splinting workshops.

6.2 The Library

One of the most important resources for you as a student at Royal Holloway is the Library Service. The Library is housed in the **Emily Wilding Davison Building**, located on the east side of Founder's Square. Details, including Library Search, dedicated subject guides and opening times can be found online from the Library home page.

The Ground Floor of the Library contains a High Use Collection which includes many of the books assigned for undergraduate courses. The rest of the Library collections are on the upper floors. There are plenty of study areas and bookable rooms to carry out group work, as well as many areas to work on your own. The Library contains a large number of PCs and has laptops to borrow on the ground floor to use in other study areas. There is a significant collection of online material, including e-books and electronic journals. Books heavily in demand may be on short loan. Please consult the course tutor in good time if there are particular works which you would like to see on short loan.

The library is always happy to consider students' suggestions for more books. If you think that the Library does not have a book useful for a course you are following, or for a dissertation you are writing, or if you feel more copies of a book are required, please contact the library's Information Consultant for your subject (and let your course tutor know). Be aware, however, that not all requests can be satisfied and that there is sometimes a delay between ordering and receipt depending on our supplier's stock. The Information Consultant for Health Studies is Debbie Phillips. She can be contacted if you have issues in accessing library resources.

Please note that the vast majority of items on the reading list is available via the Library online. For an online search of the library resources, click here.

Using other Libraries

Senate House Library (University of London), Senate House, Malet Street, London, WC1E 7HU (020 7862 8462) https://www.senatehouselibrary.ac.uk/

As a student at the University of London, you have access to the University of London Library (Senate House Library), which is situated in Central London. This central Library has large reference collections and facilities for borrowing and is an important resource for print and online material for the Arts & Humanities and Social Sciences (with limited Science coverage). In order to obtain a Senate House Library card, you must present your University ID card at the Senate House Library and complete a short application form. You also have access to SHL's online resources, and these can be accessed via the Library Subject Guides.

The British Library, 96 Euston Road, London, NW1 2DB (020 7412 7000) http://www.bl.uk
Please check the BL's web pages for registration and access regulations or contact the Royal Holloway Library for advice.

Other libraries
You may also be able to register as a reader at the libraries of other Universities if you can demonstrate that you need to use their collections. Please check the respective University Library's web pages before visiting.

You are strongly advised to familiarise yourself with the library and its resources as early as possible in your degree.

6.3 Photocopying and printing

The departmental printers and photocopier are reserved for staff use. Copier-printers (MFDs) for students are located in the Library, the Computer Centre and many PC labs, which will allow you to make copies in either black and white or colour.

Occasionally, students are expected to produce posters, or other printed material beyond the

A4 size typical of open access printers. Such printing can be arranged through the Cartographic Technician, Jen Thornton (QB137), for a charge (charge depends on page size). Department facilities allow for standard printing to A0, or special sizes on request. Details of how to book and pay for posters and other outside printing can be found here. Students should give at least 48 hours' notice of printing requirements.

6.4 Computing

There are ten open access PC Labs available on campus which you can use, including three in the Computer Centre. For security reasons access to these PC Labs is restricted at night and at weekends by a door entry system operated via your University card. At University registration you will be given details of induction procedures, user accounts and password procedures. This will also include discussion of MS Teams which we will be using for our online teaching. All students are expected to have basic information technology skills by the end of the first term of the first year (operation of Windows, word-processing, spreadsheet use and basic web skills). We expect you to have at least the basic competence in information technology as provided by some of the IT Training sessions run by the Computer Centre.

How to find an available PC

There are a range of self-study packs designed to enhance your current IT skills, these can be found by visiting the Skills Gateway. The Department recommends that you give consideration to courses relating to the use of Microsoft Office. Of particular use are courses relating to Word, Excel spreadsheets and PowerPoint. Other courses are available for later years, including data presentation, managing large documents, referencing and advanced Word for dissertations. Further advice will be given during the Research Skills modules.

Ray Aung (QB137) is the Computer Technician responsible for day-to- day running of the Departmental computing facilities.

7 Assessment information

7.1 Anonymous marking and cover sheets

In order to maintain fairness across all students, all coursework and examinations are submitted for marking with only your candidate number for identification. These numbers are issued by the University early in the first term. Examiners do not have access to any means by which they can match up names to numbers, this is not done until after the final submission board in June of the academic year.

When submitting your work, please complete a cover sheet. You can find this on the Health Studies PGT Students Moodle Page. The words on the cover sheet are not included in the word count for your assessment.

7.2 Submission of work

Submission of all coursework (summative, which receives a mark and contributes to your final degree award, and formative, which receives formal feedback but is not marked and does not contribute to your final award) should be through Turnitin, via each module's Moodle page, unless advised otherwise. Marking, wherever possible, will be done electronically. The nature of some assessments makes electronic marking impractical, however, and so for these pieces of work, a hard copy submission will be made via the School Helpdesk (Wolfson 118). Turnitin submission may still be required for plagiarism detection purposes. Please assume that all work should be submitted for plagiarism checking unless advised otherwise.

7.3 Penalties for over-length work

This master's degree develops your skills in communicating in different formats, including assessments of different lengths. In all cases, clear, succinct writing is required. All pieces of

coursework have maximum word lengths, and you will be informed of these when assessment information is given to you.

Any work (written, oral presentation, film, performance) may not be marked beyond the upper limit set. The upper limit may be a word limit in the case of written work or a time limit in the case of assessments such as oral work, presentations, films or performances. In the case of presentations, films or performances these may be stopped once they exceed the upper time limit.

In addition to the text, the word count should include quotations and footnotes. Please note that the following are excluded from the word count: cover sheet, candidate number, title, module title, figure/table/plate captions*, tables, figures, bibliography, and appendices. In addition, for field reports and dissertations, the title page, abstract, acknowledgements, contents page, list of plates, figures and tables are also excluded from the word count.

*Figure/table/plate captions should be of reasonable length and should only provide a title and source. You should avoid explanatory detail in these captions (narrative captions). Please refer to Postgraduate Taught Regulations for more detailed guidance on penalties for late submissions and other regulations.

7.4 What to do if things go wrong – Extensions to deadlines

Please refer to the Extensions Policy and guidance on the University's webpage about Applying for an Extension. All Health Studies Postgraduate assessments are eligible for extensions.

7.5 Support and exam access arrangements for students requiring support.

Some students at the University may have a physical or mental impairment, chronic medical condition, or a Specific Learning Difficulty (SpLD) which would count as a disability as defined by the Equality Act (2010). The Disability and Neurodiversity Support (DNS) can put in place adjustment, support and access arrangements following an assessment.

All students can contact the DNS directly to set up a meeting and assessment. Alternatively, if you are not sure whether that is appropriate for you, you can discuss your concerns with your Course Director.

7.6 Academic Misconduct – Plagiarism

'Plagiarism' means the presentation of another person's work in any quantity without adequately identifying it and citing its source in a way which is consistent with good scholarly practice in the discipline and commensurate with the level of professional conduct expected from the student. The source which is plagiarised may take any form (including words, graphs and images, musical texts, data, source code, ideas or judgements) and may exist in any published or unpublished medium, including the internet. Plagiarism may occur in any piece of work presented by a student, including examination scripts, although standards for citation of sources may vary dependent on the method of assessment.

The Department takes allegations of academic misconduct very seriously. Academic misconduct comes in a range of forms, (Please refer to the regulations on conduct of assessment and regulations on academic misconduct (Attendance and academic regulations - Royal Holloway Student Intranet). Plagiarism is the most common form of academic misconduct. This is rarely done intentionally, but even if it is done by accident, it is still an offence.

The students must take and pass the Academic Integrity module (SS1001 with 0 weighting) in the induction week as part of the academic integrity requirements. They are required to share the certificate with their personal academic tutor. The Department through CeDAS, provides study skills tutorials on plagiarism, which are compulsory and will

prepare you by offering a compulsory 'avoiding plagiarism' quiz on Moodle which you must undertake and pass before uploading your first assignment.

The use of AI in assignments (please refer to the policy link: https://intranet.royalholloway.ac.uk/students/study/our-University-regulations/generative-artificial-intelligence-at-royal-holloway.aspx#:~:text=Using%20AI%20to%20complete%20an,amount%20to%20an%20assessment%20offense

Assignments are designed to assess high-level skills, such as critical thinking and application of knowledge. Using AI to complete an assignment could undermine your learning as you prepare the assignment. Therefore, unless generative AI use is specifically specified in the assignment instructions, the use of AI tools can amount to an assessment offense.

If use of an AI tool is permitted and/or required in the description of the assignment, you should clearly state in your submission which AI tool has been used and how it has been used. If there is no specific permission to use AI to generate part of an assignment, you should not use it.

Please see the link to the academic regulations: https://intranet.royalholloway.ac.uk/students/study/our-college-regulations/attendance-and-academic-regulations.aspx

7.7 Referencing & Bibliographies (Reference lists)

A reference is the way in which you tell the reader where you have got the information you have used in your work. It also tells the reader that the information you are using was produced by someone else. For this reason, acknowledging all such sources of information is critical, not least because failure to do so can lead to accusations that you are trying to use someone else's information as your own (Plagiarism, section 7.6). Students are encouraged to use referencing software, such as Mendeley. Please contact librarian for any support with using the software and referencing.

All assessed coursework, therefore, should be properly referenced and have a full bibliography at the end, including all of the sources you have cited in your work. In some cases, you may not have been able to find the original source. For example, you may have read a paper in which the author cites another, for example a paper by Smith (2009) may include a statement that 'Hunt (2006) showed that there was a correlation between variable A and B'. If you want to quote Hunt's results, you should, ideally, go to Hunt's paper and check that Smith has cited correctly. If this is not possible, you should acknowledge the secondary reference by acknowledging this correlation as 'Hunt, (2006), quoted in Smith, (2009)'. In formal 'unseen' examinations you are expected to provide references in your answers and show that you know the sources of the facts and arguments that you are presenting, but you are not expected to produce a bibliography.

Examples of referencing & bibliographies can be found in Appendix B.

7.8   Illustrations

The use of illustrations in your work is important, as these can convey a lot of information and replace text. These should be scanned and cut and pasted into the essay. If work is presented in hard copy form, avoid cutting out photocopies and sticking them onto the relevant page with glue. Colour is fine. It is important, however, to obey a few rules:

- All illustrations should be numbered consecutively and referred to in the text. This can be sequentially, e.g., Figure 1, Figure 2, etc; or by sections, Figure 1.1, Figure 1.2, Figure 2.1, etc.
- Refer to graphs and diagrams as 'Figures'; tables as 'Tables', and

Photographs as 'Plates'

- All should have a title and a source (reference from where they are obtained); not referencing the source is plagiarism (see section above). If you use a website, such as Google image, then you should acknowledge this.
- Make sure that after scanning, the quality of the image is still readable at the size you reproduce it.
- If images have been produced in Excel, then JPG or TIFF high quality images are preferable.
- For images produced in R then PDF images or images transferred to Microsoft Publisher and then saved as TIFF images are preferable.

7.9 Grade Descriptors & Marking Criteria

See Appendix A for the assessment criteria that are used by examiners in marking work within the Department. These show the general criteria that are used to calculate grades and marks. They are general models of the characteristics that are expected of work being awarded particular grades. Please note that all your assessments will follow a departmentwide moderation process to ensure a fair marking process.

When looking at these tables you should keep the following points in mind:
- Many pieces of work will have characteristics that fall between two or more classes. Your examiners retain the ultimate decision (academic judgement) as to the mark given to a particular piece of work, and your mark may be amended following consultation with second markers or visiting examiners.
- Look at the full range of assessment criteria, rather than just those that correspond to your own judgement of your abilities. When marking your work, examiners look at a range of different aspects of your work. For example, the form for comments on coursework essays shows the most important aspects of essay writing as a series of tick-boxes. Think about how you could improve each of these aspects of your work.
- These criteria give general models of assessment criteria. Your course director and module leaders will also discuss the specific assessments for their courses, particularly where these are not standard essays.
- You will be supported in knowing what is expected in the assessments- e.g., practising skills, additional sessions and discussing exemplars/criteria/peer feedback on drafts. And more on applying feedback and supporting you with the learning process.

7.10 Feedback

Feedback is an important part of your learning process as it allows us to communicate with you regarding the quality of work you are producing and to suggest ways in which you can improve your work in future. It should not be regarded purely as a means of communicating your mark. The most obvious form of feedback is the returned coursework feedback, which is usually delivered online. This contains important detail of the areas in which your work has succeeded in its aims, and comments on how you could improve for the next assessment. The feedback will always include a comment sheet, but it may also include comments on the actual text of the assessment, either in the form of comment bubbles, or in text comments.

It is important that you understand this form of feedback and take it on board. If there is any aspect that you don't understand, then please contact the marker for clarification. Feedback dates are available alongside the assessment deadlines on the student noticeboards and on the Health Studies Postgraduate Moodle page. You will be sent an email to inform you when the feedback is available online.

The comments on the feedback are based on the marking criteria in Appendix A. Different sets of marking criteria apply to different forms of work, but in general, there are a set of common criteria which the marker is looking for. These are detailed on each of the relevant tables. You are advised to study the marking criteria before completing assignments, in order to understand the differences between the different marks.

Marks below 50% are regarded as fails. The significance of failing a course are detailed in the University regulations. Marks between 40-49% may allow a candidate to resit the failed elements of that module/s.

The return of coursework feedback represents only one form of feedback. There are also other forms of feedback which you should also consider. This may take different forms, and may be 'informal' in nature, but is still important to you as a way of finding out how your work can be improved. Such feedback includes:

1) Comments and discussion with staff and demonstrators in practical sessions.
2) Discussion with course director in office hours
3) Critique of dissertation draft material by your allocated advisor.
4) Discussion in seminars and debates.
5) Generic, group feedback to a whole class.
6) Moodle self or group assessment.

7.11 See assessment information in detail in section 10 in the course information section.

8   Attendance and Engagement Requirements

The Department of Health Studies uses the university's designated attendance record system for students on postgraduate taught courses of study to ensure a consistent approach and robust recordkeeping. Please refer to the central Engagement web pages and Attendance and Engagement Policy for full details. All students must read these pages and policy and ensure that their attendance is recorded accurately through the university's attendance record system.

9   Health and Safety Information

The Health and Safety webpage provides general information about our health and safety policies. In addition to this, please follow RCOT's professional standards for OT practice, conduct and ethics, HCPC's standards for proficiency and HCPC standards of conduct, performance and ethics

The Departmental Health & Safety Co-ordinator oversees health and safety procedures in the Department, in order to ensure that all persons working in the Department do so in a healthy and safe environment. Some rules and regulations are specific to particular Departmental activities, and every person who is working in or visiting these areas must make sure that they are acquainted with these regulations. Ignoring such provisions means not only putting yourself at risk but those around you also.

The Department is committed to providing a healthy and safe environment for staff and students to work in. Risk assessment is an ongoing part of Departmental activity, to ensure that all procedures, courses (including the dissertation) and field trips are implemented with the minimum risk to all concerned. Whilst the Department will do all that is reasonably practicable to reduce any risk to health and safety in the Department, it is also the responsibility of individuals to ensure that their working environment, procedures and actions are safe. **Safety is everyone's responsibility.**

Health and safety concerns or suggestions should be submitted to the Departmental Health & Safety Coordinator. The Department has facilities located across a number of buildings. Persons with specific responsibilities for each site are:

Dr Jennifer Cole	Diane Serpant
Chestnuts	Wolfson Building
	LF1-18

9.1 Code of practice on harassment for students

The University is committed to upholding the dignity of the individual and recognises that harassment can be a source of great stress to an individual. Personal harassment can seriously harm working, learning and social conditions and will be regarded and treated seriously. This could include grounds for disciplinary action, and possibly the termination of registration as a student.

The University's Code of Practice on personal harassment for students should be read in conjunction with the Student Disciplinary regulations and the Complaints procedure. Please also read RCOT's professional standards for OT practice, conduct and ethics and HCPC's standards for proficiency.

9.2 General Safety in the Department

Working hours. Teaching laboratories are open from 0900-1300 and 1400-1650 each weekday. Special arrangements must be made with the Laboratory Manager for access outside these hours. There is no guarantee that work outside normal hours will be permitted. Unsupervised work by undergraduates in the laboratories is not permitted.

Conduct. Always behave in a responsible manner when in the Department. Never run in the corridors or on the stairs, you could cause an injury or spillage. Mobile phones should be switched off in all study areas and should only be used in the foyer and in informal areas.

Belongings. Do not leave your belongings unattended at any time. They should not be left:
- In corridors or stairwells
- Near exits, particularly fire exits
- Near to emergency equipment, such as fire extinguishers
- Near to electrical equipment or sources of heat

Safety Provisions. Be aware of the fire exit routes, fire extinguishers, fire alarms and first aid kits in the Department and in all spaces where teaching activity is undertaken.

Medical Conditions. Students will be asked to complete the School Health and Safety Form which includes a medical questionnaire. This information will be shared with field trip leaders so that adequate safety measures can be put in place. Ethical considerations forbid the Health Centre from passing on relevant health information regarding individual students to the Department.

Some teaching spaces may have designated exit routes. You should follow any instructions given to you by teaching staff and pay attention to all signage in rooms notifying you of the correct route to take to leave the building.

9.3 Emergencies

The Health and Safety webpage provides general information about our health and safety policies.

The Technical Operations Manager oversees health and safety procedures. There are rules

and regulations that are specific to particular Departmental activities and every person who is working in or visiting these areas must make sure that they are acquainted with these regulations. Ignoring such provisions means not only putting yourself at risk but also those around you.

The Department is committed to providing a healthy and safe environment for staff and students to work in. Risk assessment is an ongoing part of Departmental activity, to ensure that all procedures, modules (including projects), laboratory experiments, fabrication laboratory work and field trips are implemented with the minimum risk to all concerned.

First Aid. First aid kits are situated in all buildings where lectures and teaching take place. If you suffer an injury or find someone injured, call a qualified First Aider. Posters displaying the room and extension number of the closest first aiders are located across campus and in each building. In the event that no staff can be found call Security on x3063.

Fire Alarm. If the fire bell rings continuously:
- Leave the building immediately, by the nearest safe route. Note: This may not be the door you used to enter the building. Do not stop to collect belongings.
- Muster at the Assembly Point indicated for the building you are in straight away; do not wander off without reporting to a Fire Marshall.
- Do not enter the building again until authorised to do so.

Fire alarms are routinely tested. The test days/times are posted in the Department foyer. You should familiarize yourselves with the arrangements for all buildings in which you have classes.

Dealing with fires. If you discover a fire:
- Activate the nearest fire alarm immediately – this is your main priority
- Leave the building by the nearest safe route
- Report to your designated Assembly Point. Let a Fire Marshall know the location of the fire
- Do not fight fires unless trained to do so – the incorrect choice or use of a fire extinguisher could put your life at risk and/or make the fire worse.

9.4 Lone working policy and procedures

The University has a 'Lone Working Policy and Procedure' that can be found here.

Lone working is defined as working during either normal working hours at an isolated location within the normal workplace or when working outside of normal hours. There is a range of different rooms across College, from general teaching, reading and computer facilities, to technical laboratories and analysis suites. Access to the Department is available from 0900 to 1700.

The risk associated with using Departmental facilities varies, and thus there are different rules in force for different rooms. These are detailed below:

- Inspections/risk assessments of work areas are carried out by the Departmental Health and Safety Coordinator to ensure that hazards have been identified, risks controlled and provisions for emergencies are in place (e.g., escape routes open, firefighting equipment, first aid).
- During study visits, students should work in groups when possible, such as when on sim suite trips and study visits.

Staff will brief all students undertaking these activities on relevant health and safety issues. Any health and safety concerns should be brought to the attention of the Departmental Health and Safety Coordinator or the University Health and Safety Office.

It is likely that most activities will take place on university premises. However, the principles contained in the above section will apply to students undertaking duties off campus.

9.5 Wellbeing

Please note that the University provides a full range of student support and counselling should you feel you need this support. If you are facing personal difficulties for a multitude of reasons, then you must talk to the Course Director or the Head of the Department and make an appointment to meet professionals in the Student Well-being Services of the University, who will be happy to help.
The Wellbeing: The Mental Health team within the Wellbeing Department are an important element of the mental health support we can provide to you at the university.
Accessing wellbeing support - Royal Holloway Student Intranet

You will be made aware of the support available to them in practice settings through placement preparation sessions and please read the practice placement handbook. Each placement has a placement profile within its audit documentation outlining the experiences available to students. Many placements have developed 'Welcome' packs to inform students of the learning opportunities within the placement and to enable them to gain the most from their learning experiences. We will discuss HCPC Standards of Proficiencies (2023) & HCPC Standards of Conduct, performance and Ethics (effective from 2024) in the placement preparation and during induction to make you aware of your responsibilities as well as how to look after your health & well-being during the course.

9.6 Practice placements

Practice-based learning is an integral part of the OT course and all students in the occupational therapy programme are required to complete four practice-based learning placements and a minimum of 1000 hours of practical learning over two years, as per the requirements of RCOT Learning and Development standards of pre-reg education (2019, 5.2.1) and the World Federation of Occupational Therapists (WFOT, 2016). Each learning placement practice-based learning module (Practice Placement) is linked to an academic module which is a 15-credit module such as Occupation in Practice 1, Occupation in Practice 2, Collaborative Approach in Practice, and Research in Practice. To progress to the next placement, students must pass the previous one by meeting the criteria specified in the placement module & Practice Placement Assessment Document (PPAD). The PPAD criteria align with the HCPC Standards of Proficiency (Occupational Therapists, RCOT Learning and Development standards for pre-reg education and students must complete the required hours. Formative (halfway) and summative (final) assessments are conducted in each placement to assess the progress and achievement of students over the two years. The primary responsibility for the assessment of students is held by the practice educator, who has undergone formal preparation and education, including regular updates, before the placement. The Occupational Therapy Placement Lead will support the practice educator and student to ensure robust and consistent arrangements for the assessment of practice learning.

All students must read the **Practice Placement handbook** which outlines their responsibilities in relation to their ability and requirements for all practice placements. This is available from the practice-based learning placement Moodle pages. All students must participate actively in training, supervision and mentoring in supporting high standards of practice, and personal and professional conduct, and the importance of demonstrating this in practice. (HCPC, SOP 5).

Whilst every effort is made to ensure that placement provided by the University is safe, it has, by its nature some inherent risks, for example, health and safety risks at the placement settings, Severe weather conditions or travel-related risks may be encountered in all seasons. In accordance with the Health & Safety at Work Act 1974, course director have a responsibility to ensure that correct precautions are taken and have a duty to inform you of all health & safety issues relating to the work they are supervising. In law, **YOU** have a duty of care to yourself and others whilst engaged in any activity related to your studies at Royal Holloway. It is **imperative that students cooperate fully and behave responsibly** whilst on any

practice placement and they adhere to the policies at the placement settings. **Potential dangers make it imperative that students cooperate by behaving responsibly in order to minimise the risk of accidents. Each individual is responsible for their own safety.**

A course director, and/ or placement lead will give you a clear and precise information about the placement involved and safety instructions should be observed by all members of the group at all times. Anyone not conforming to the standards required may be disciplined and dismissed from the course. Such action could jeopardize the continuation of the course.

An occupational health questionnaire must be completed by all students. This will be requested at the beginning of the term 1. You should update your details if anything changes. Students will be required to read and sign an appropriate Risk Assessment prior to all practice placements. You will be asked to complete an annual self-declaration as a part of the monitoring process.
All department-led field trips are covered by University insurance. There may be some exemptions for students with particular health conditions. Students will be informed of this by the Module Leader and will then need to arrange their own additional insurance.

9.7 Skills Practice and Practical Skills Assessment

As part of this course, you will participate in practical skills, hands-on activities, moving and handling practice with peers, handling of equipment, etc. Please follow the guidelines given at the beginning of the practical to ensure health and safety are observed. Please discuss health and safety and complete a risk assessment with the module leader if necessary.

10 Course Information

10.1 Degree course weighting

The course(s) total is **180 credits**. The following table details all the work you will do, and how it counts towards your final degree mark for the **MSc (Pre-reg) Occupational Therapy.**

Module code	Module title	Credits
Stage 1		
HE5200	Occupational Therapy with a Global Context	30
HE5201	Human Sciences and Occupational Performance	30
HE5202	Occupation in Practice 1 (linked to PP1)	15
HE5203	Occupation in Practice 2 (linked to PP2)	15
HE5208	Practice Placement (PP) 1	0
HE5209	Practice Placement (PP) 2	0
Stage 2		
HE5204	Contemporary Practice in Occupational Therapy	30
HE5205	Collaborative approach in practice (linked to PP3)	15
HE5206	Research project in Occupational Therapy and Global Health	30
HE5207	Research in practice (linked to PP4)	15
HE5210	Practice Placement 3	0
HE5211	Practice Placement 4	0
Total		**180**

Module code	Module title	Assessment	weighting	Credits
HE5200	Occupational Therapy with a Global Context	3500 words written assignment. Students will be given a case study and they need to demonstrate a deep understanding of communication strategies/therapeutic processes for an allocated case study. In addition, they will critically evaluate this case study in relation to AHP's model of sustainability and occupational science. OR	100%	30

		*1000 words written background with a 20-minute presentation		
HE5201	Human Sciences and Occupational Performance	Two assessments: 1. Case study based on anatomy, physiological aspects, and psychological and sociological theories with a link to occupational performance. 50% weighting. Word count. 2000 words 2. Practical Skills assessment (Objective Structured Clinical Examination) based on Anatomy and Physiology with a link to occupational performance. Submit a reflection of up to 300 words after the assessment. 50 % weighting Duration: 20 minutes	100%	30
HE5202	Occupation in Practice-1 (PP1)	E-portfolio: 2000 words	100%	15
HE5203	Occupation in Practice-2 (PP2)	15-minute case presentation plus 5-minute Q&A based on a case study at the practice placement 2 The student will present the case in the OT process format (information gathering, interview, the rationale for OT theory/model, critical analysis, clinical reasoning, care planning, review, etc.) The practice educator, module lead, and client/ carer will be a part of the assessment panel. Submit a summary of the case study and a reflection of up to 500 words after the assessment.	100%	15
HE5204	Contemporary Practice in Occupational Therapy	Assignment 1: 40% weighting Opinion Piece or Scholarly Commentary – 1500 words Write OR present an Opinion Piece/commentary/editorial/reflection that provides a coherent and professional argument or critique of a specific established practice or	100%	30

		theoretical assumption related to OT/ global health/sustainability practices in healthcare.		
		The opinion piece should ask questions of, and challenges accepted in the above areas in local, national, or international contexts, with a focus on disadvantaged and excluded populations.		
		Your argument should be clearly articulated, demonstrate good reasoning skills, and be supported by key references. The opinion piece should meet the chosen journal author's guidelines.		
		For the presentation, the panellists will include an OT clinician, an OT lecturer, and a service user. Submit your reflection of up to 300 words after the presentation.		
		Assignment 2:		
		60 % weighting- 2500 words		
		Write a service improvement plan for the placement settings you worked (PP1 or PP2 or PP3) that focuses on improving services concerning sustainable healthcare and critically evaluate OT models/interventions that may support this service improvement.		
		You may use the service audit or patient outcomes, or other quality improvement plans as a part of this assignment.		
		Your plan should be clearly articulated, demonstrate good reasoning skills, and be supported by key references.		
HE5205	Collaborative Approach in practice (PP3)	Students will participate in an escape room practical assessment where they will work in groups to solve MDT (multi-disciplinary team) scenarios. During the exercise, they will manage the processes, such as deciding which members of the MDT should be involved, identifying any safeguarding issues, following procedures or protocols, and effectively	100%	15

		communicating with the service user and/or family members.		
		After completing the exercise, the students will individually reflect on their key learnings personally, professionally, and collaboratively and present them. An assessment panel consisting of a practice educator, service user, and carers will evaluate the student's performance.		
		To help students improve their skills, a formative opportunity will be offered to discuss the scenarios and practice them with peers. The summative assessment will last 20 minutes, followed by 3-5 questions by the panel.		
		The presentation will be in a format like a poster/ creative PPT with references.		
HE5206	Research Project in Occupational Therapy and Global Health	Section 1: Research project proposal with aims, objectives, and rationale (2000 words) Section 2: The main body of the research project in an article format (4000 words) Section 3: Reflection and how this is aligned with WFOT and/or RCOT research priorities and/or Sustainability development goals (1000 words)	100%	30
HE5207	Research in practice (PP4)	Students will submit a research proposal of up to 2000 words. The proposal will be based on module aims and learning outcomes. Students will explore research priorities mentioned by RCOT/ WFOT/ AHP's Sustainability framework/ Global health initiatives which are explicitly linked with the placement settings and role of OT. Alternatively, they can select an area of service improvement at the placement setting and submit it as a research proposal or proposal for literature/ scoping review. This will comprise the following:	100%	15

		• Articulate your area of inquiry/ background. • Select and justify your research method in a research paradigm. • Identify relevant OT theories and models that can be integrated into the proposed research and critically evaluate the chosen research methods. • Explain the potential outcomes and how this might impact local and global health needs.		
Total				**180**

10.2 Summary of summative assessment deadlines

The following table gives a summary of all the deadlines. Please also refer to the year timetable in Section 3 for how these fit in with the rest of the activities.

Module code	Module title	Assessment	Deadline
HE5200	Occupational Therapy with a Global Context	3500 words written assignment. Students will be given a case study and they need to demonstrate a deep understanding of communication strategies/therapeutic processes for an allocated case study. In addition, they will critically evaluate this case study in relation to AHP's model of sustainability and occupational science. OR *1000 words written background with a 20-minute presentation	Week commencing 05/05/2025
HE5201	Human Sciences and Occupational Performance	Two assessments: 1. Case study based on anatomy, physiological aspects, and psychological and sociological theories with a link to occupational performance. 50% weighting. Word count. 2000 words	Week commencing 19/05/2025

		2. Practical Skills assessment (Objective Structured Clinical Examination) based on Anatomy and Physiology with a link to occupational performance. Submit a reflection of up to 300 words after the assessment. 50 % weighting Duration: 20 minutes	
HE5202	Occupation in Practice-1	E-portfolio: 2000 words	Week commencing 06/01/2025
HE5203	Occupation in Practice-2	15-minute case presentation plus 5-minute Q&A based on a case study at the practice placement 2 The student will present the case in the OT process format (information gathering, interview, the rationale for OT theory/model, critical analysis, clinical reasoning, care planning, review, etc.) The practice educator, module lead, and client/ carer will be a part of the assessment panel. Submit a summary of the case study and a reflection of up to 500 words after the assessment.	Week commencing 14/04/25
HE5204	Contemporary Practice in Occupational Therapy	Assignment 1: 40% weighting Opinion Piece or Scholarly Commentary – 1500 words Write OR present an Opinion Piece/commentary/editorial/reflection that provides a coherent and professional argument or critique of a specific established practice or theoretical assumption related to OT/ global health/sustainability practices in healthcare. The opinion piece should ask questions of, and challenges accepted in the above areas in local, national, or international contexts, with a focus on disadvantaged and excluded populations. Your argument should be clearly articulated, demonstrate good	Week starting 06/04/2026

			reasoning skills, and be supported by key references. The opinion piece should meet the chosen journal author's guidelines.	
			For the presentation, the panellists will include an OT clinician, an OT lecturer, and a service user. Submit your reflection of up to 300 words after the presentation.	
			Assignment 2:	
			60 % weighting- 2500 words	
			Write a service improvement plan for the placement settings you worked (PP1 or PP2 or PP3) that focuses on improving services concerning sustainable healthcare and critically evaluate OT models/interventions that may support this service improvement.	
			You may use the service audit or patient outcomes, or other quality improvement plans as a part of this assignment.	
			Your plan should be clearly articulated, demonstrate good reasoning skills, and be supported by key references.	
HE5205	Collaborative Approach in Practice	Students will participate in an escape room practical assessment where they will work in groups to solve MDT (multi-disciplinary team) scenarios. During the exercise, they will manage the processes, such as deciding which members of the MDT should be involved, identifying any safeguarding issues, following procedures or protocols, and effectively communicating with the service user and/or family members.	Week starting 15/12/2025	
			After completing the exercise, the students will individually reflect on their key learnings personally, professionally, and collaboratively and present them. An assessment panel consisting of a practice educator, service user, and carers will evaluate the student's performance.	

		To help students improve their skills, a formative opportunity will be offered to discuss the scenarios and practice them with peers. The summative assessment will last 20 minutes, followed by 3-5 questions by the panel. The presentation will be in a format like a poster/ creative PPT with references.	
HE5206	Research project in Occupational Therapy and Global Health	Section 1: Research project proposal with aims, objectives, and rationale (2000 words) Section 2: The main body of the research project in an article format (4000 words) Section 3: Reflection and how this is aligned with WFOT and/or RCOT research priorities and/or Sustainability development goals (1000 words)	Week starting 03/08/2026
HE5207	Research in practice	Students will submit a research proposal of up to 2000 words. The proposal will be based on module aims and learning outcomes. Students will explore research priorities mentioned by RCOT/ WFOT/ AHP's Sustainability framework/ Global health initiatives which are explicitly linked with the placement settings and role of OT. Alternatively, they can select an area of service improvement at the placement setting and submit it as a research proposal or proposal for literature/ scoping review. This will comprise the following: • Articulate your area of inquiry/ background. • Select and justify your research method in a research paradigm. • Identify relevant OT theories and models that can be integrated into the proposed research and critically	Week starting 20/07/2026

		evaluate the chosen research methods. • Explain the potential outcomes and how this might impact local and global health needs.	

Please note that all the assessments including both academic and practice-based learning components contribute to the award and must be successfully completed by the student in order for them to be eligible to apply to register with the HCPC as an occupational therapist and to be eligible for professional membership with RCOT. (RCOT, 2019,4.11)

10.3 Level of award for entry to the profession:

Upon successful completion of this pre-registration course, graduates will be eligible to apply for registration as an occupational therapist with the HCPC and for professional membership with RCOT at the following award level:
Master's degree in occupational therapy.

11 Core Student Handbook
The University's Core Student Handbook has further information about the following: -
- Support and Advice
- Communication
- Teaching
- Attending Classes and Engaging with your Studies
- Degree Structure
- Facilities
- Assessment Information
- Careers information
- Complaints and academic appeals procedure
- Equal opportunities statement and University codes of practice

12 Marking Criteria (See Appendix A for general marking criteria)

Please note, that **non-submission** for any assessed piece of work results in a **mark of zero**.

Work submitted for assessment will be graded by using a set of marks with the pattern X2, X5 or X8. This means that a merit piece of work would be awarded 62%, 65% or 68%. This approach, which is called **stepped marking**, has been found to help in better aligning grades with marking criteria and for providing greater clarity to students about the standard of their work and how close they are to lower and upper grade boundaries. For example, a 62% represents a low merit, while a 68% indicates a high merit, for marks in the distinction range, the following marks are intended to be allocated in the same pattern (e.g., 72, 75, 78, 82 etc.) all the way up to 100.

Essay / Reflective essay		
Level 7		
92% +	Upper Distinction	*An exceptional and outstanding piece of academic work; showing transdisciplinary advanced and critical awareness at the forefront of scholarship, policy, research and/or professional practice. Exceptional use of appropriate texts, research and other learning materials, well beyond the taught content, displaying new insights and advanced scholarship; mastery of clarity in argument and communication including innovative solutions. Exemplary. Nearing publishable quality in peer reviewed journal. Outstanding academic writing and structure.*
88-82%	High Distinction	*An excellent piece of academic work clearly demonstrating transdisciplinary critical awareness in current research, policy and/or professional practice. Evidence of originality and advanced scholarship. Excellent analysis in most areas identifying solutions; use of new sources and approaches evident; balanced in analysis and argument. Clarity of argument and comprehensive knowledge. Excellent academic writing and structure.*
78-72%	Distinction	*A very good and competent piece of work, demonstrating very good transdisciplinary critical awareness and analysis of the subject. Comprehensive understanding of knowledge, with the ability to develop critiques at an advanced level identifying gaps with some evidence of originality and understanding of proposed solutions, negligible errors or omissions. Notably good presentation/communication of*

		ideas and comprehension. *A very good level of academic writing and structure.*
68-62%	Merit	*A good piece of academic work demonstrating the ability to critically evaluate. Good interdisciplinary knowledge and understanding of research, policy and or professional practice. Some ability to develop critiques at an advanced level and some evidence of originality. Good understanding of main concepts, current issues and developments, but could be further developed and strengthened with greater focus and more in-depth analysis. Good evidence of appropriate reading. Accurately and appropriately referenced.* *A good level of academic writing and structure.*
58-52%	Pass	*Meets the relevant learning outcomes. Some basic cross-disciplinary critical awareness and review of existing literature/policy and/or concepts, current issues and developments is present. Analysis is evident but could be strengthened in originality and/or scope. Some evidence of appropriate focussed reading. Synthesis and evaluation limited but evident. Communication of ideas is mostly clear/coherent, but presentation/structure could be improved.* *A coherent structure of an academic piece of work.*
48-42%	Marginal Fail	*Little evidence of understanding and overall does not reach the minimum pass standard due to some key omissions in presentation, argument or structure. Limited critique and evaluation.* *Writing not all academic and structure incoherent. Limited engagement with the literature and little evidence of appropriate referencing.*
38-32%	Limited piece of work – Fail	*Some evidence of effort but missing essential aspects. May be lacking in evidence of understanding, focus and structure. Likely to have no analysis or discussion and material may lack relevance. Presentation may need to be improved. Likely to show insufficient evidence of reading.* *Writing is not academic and overall structure is poor. Poor engagement with the literature and insufficient evidence of referencing.*

Below 28%	Insufficient piece of work	*Some material presented but generally unsatisfactory with some irrelevant or incorrect material. Lack of discussion. Likely to show insufficient evidence of reading. Likely to be incomplete.*

Case study presentation		
Level M/FHEQ Level 7		
92% +	Upper Distinction	*An exceptional and outstanding piece of academic work; showing transdisciplinary advanced and critical awareness at the forefront of scholarship, policy, research and/or professional practice. Exceptional use of appropriate texts, research and other learning materials, well beyond the taught content, displaying new insights and advanced scholarship; mastery of clarity in argument and communication including innovative solutions. Exemplary.* Clear awareness of current debates in the literature. Explicit, well structured, detailed research questions. Consultation and evaluation of a broad range of relevant methods. Ethical considerations of professional standard. Clearly audible presentation. Audio visual aids used to a professional standard. Appropriately paced and on time. Eye contact and body language used to engage audience. Gaged audience needs and encourages involvement and questioning. Answering with knowledge and understanding.
88-82%	High Distinction	*An excellent piece of academic work clearly demonstrating transdisciplinary critical awareness in current research, policy and or professional practice. Evidence of originality and advanced scholarship. Excellent analysis in most areas identifying solutions; use of new sources and approaches evident; balanced in analysis and argument. Clarity of argument and comprehensive knowledge.* Clear awareness of clear debates in the literature. Explicit, well structured, detailed research questions. Consultation and evaluation of a broad range of relevant methods. Ethical considerations of very high standard. Clearly audible presentation. Audio visual aids used to a very high standard. Appropriately paced and on time. Eye

		contact and body language used to engage audience. Gaged audience needs and encourages involvement and questioning. Answering with knowledge and understanding.
78-72%	Distinction	*A very good and competent piece of work, demonstrating very good transdisciplinary critical awareness and analysis of the subject. Comprehensive understanding of knowledge, with the ability to develop critiques at an advanced level, identifying gaps with some evidence of originality and understanding of proposed solutions, negligible errors or omissions. Notably good presentation/communication of ideas and comprehension.* *Awareness of some clear debates in the literature. Explicit, well structured, detailed research questions. Consultation and evaluation of a broad range of relevant methods. Ethical considerations of high standard. Clearly audible presentation. Audio visual aids used to increase effectiveness. Almost appropriately paced and on time. Eye contact and body language used for most of the presentation. Obvious attempt to gauge audience needs and encourage involvement and questioning. Demonstrating knowledge and understanding in answers. Well presented.*
68-62%	Merit	*A good piece of academic work demonstrating the ability to critically evaluate. Good interdisciplinary knowledge and understanding of research, policy and or professional practice. Some ability to develop critiques at an advanced level and some evidence of originality. Good understanding of main concepts, current issues and developments, but could be further developed and strengthened with greater focus and more in-depth analysis. Good evidence of appropriate reading. Accurately and appropriately referenced. Awareness of wider debates in the literature. Focused research questions. Ethical considerations of very good standard. Commencement and conclusion could have been more appropriate. Evidence of some relevant methods consulted and could have been evaluated more effectively. Audible for all the presentation and all audiovisual aids have been used. Pace not always appropriate, ran over/under*

		time. More use of eye contact and body language could have been made. Audience needs not well engaged and limited encouragement to participate or question. Answering with some understanding. Well presented.
58-52%	Pass	Meets the relevant learning outcomes. Some basic cross-disciplinary critical awareness and review of existing literature/policy and/or concepts/current issues/developments is present. Analysis is evident but could be strengthened in originality and/or scope. Some evidence of appropriate focussed reading. Synthesis and evaluation limited but evident. Communication of ideas is mostly clear/coherent but presentation and/or structure could be improved. *Presentation partially rambling or unfocused. Ideas could have been linked more coherently. Commenced and concluded with some hesitation or confusion. Included little or no methodological awareness. Poor research questions. Ethical considerations weak. Presenter slightly inaudible and audiovisual aids not very effective. Presentation run over/under time. Presentation paced too fast or too slow to be completely effective. Little use of eye contact and body language. Audience needs not taken into account in the design of the presentation. No attempt made to engage appropriate audience involvement in questioning and some weaknesses in basic understanding indicated in answers. Adequate presentation.*
48-42%	Marginal Fail	*Little evidence of understanding and overall did not reach the minimum pass standard due to some key omissions in presentation, argument or structure. Limited critique and evaluation. Presentation rambling or unfocused. Commenced and concluded with some hesitation or confusion. No methodological awareness demonstrated. Poor research questions. Ethical considerations weak. Presenter partially inaudible and audiovisual aids ineffective. Presentation run over/under time. Presentation paced too fast or too slow to be completely effective. Little use of eye contact and body language. No attempt to gauge audience needs or audience involvement in questioning. Answers larger erroneous with little relevance to topic. Poor presentation.*

| 38-32% | Limited piece of work – Fail | Some evidence of effort but missing essential aspects. May be lacking in evidence of understanding, focus and structure. Likely to have no analysis or discussion and material may lack of relevance. Presentation may need to be improved. Likely to show insufficient evidence of reading. *Presentation very rambling or unfocused. Commenced and concluded with hesitation or confusion. No methodological awareness demonstrated. Poor research questions. No ethical considerations. Presenter fully inaudible and audiovisual aids ineffective or not used. Presentation ran severely over/under time. Presentation paced too fast or too slow to be effective. No use of eye contact and body language. No attempt to gauge audience needs or audience involvement in questioning. Unable to answer questions.* |
| Below 28% | Insufficient piece of work | Some material presented but generally unsatisfactory with some irrelevant or incorrect material. Lack of discussion. Likely to show insufficient evidence of reading. Likely to be incomplete. |

Blog/ Media article/ opinion piece		
Level M/FHEQ Level 7		
92% +	Upper Distinction	An exceptional and outstanding piece of academic work; showing transdisciplinary advanced and critical awareness at the forefront of scholarship, policy, research and/or professional practice. Exceptional use of appropriate texts, research and other learning materials, well beyond the taught content, displaying new insights and advanced scholarship; mastery of clarity in argument and communication including innovative solutions. Exemplary. *Exceptionally written and concisely argued with professional level journalistic competence. Conveys a deep, rigorous, academic understanding of the topic in accessible language. Relevant hyperlinks used with professional use of other media. Contains easy to follow and professionally presented infographics and explainer videos.*
88-82%	High Distinction	An excellent piece of academic work clearly demonstrating transdisciplinary critical awareness in current research, policy and or professional practice. Evidence of originality and advanced scholarship. Excellent analysis in most areas identifying solutions; use of new sources and approaches evident; balanced in analysis and argument. Clarity of argument and comprehensive knowledge. *Exceptionally written and concisely argued with near professional level journalistic competence. Conveys a deep, rigorous, academic understanding of the topic in accessible language. Relevant hyperlinks used with creative use of other media. Contains easy to follow and creatively presented infographics and explainer videos.*
78-72%	Distinction	A very good and competent piece of work, demonstrating very good transdisciplinary critical awareness and analysis of the subject. Comprehensive understanding of knowledge, with the ability to develop critiques at an advanced level, identifying gaps with some evidence of originality and understanding of proposed solutions, negligible errors or omissions. Notably good presentation/communication of ideas and comprehension.

		Very well written and concisely argued with very good level of journalistic competence. Conveys a rigorous, academic understanding of the topic in accessible language. Relevant hyperlinks used with very good use of other media. Contains easy to follow and very well-presented infographics and explainer videos.
68-62%	Merit	*A good piece of academic work demonstrating the ability to critically evaluate. Good interdisciplinary knowledge and understanding of research, policy and or professional practice. Some ability to develop critiques at an advanced level and some evidence of originality. Good understanding of main concepts, current issues and developments, but could be further developed and strengthened with greater focus and more in-depth analysis. Good evidence of appropriate reading. Accurately and appropriately referenced.* *Well written and concisely argued with good level of journalistic competence. Conveys a good understanding of the topic in accessible language. Relevant hyperlinks used with use of other media. Contains easy to follow infographics and explainer videos.*
58-52%	Pass	*Meets the relevant learning outcomes. Some basic cross-disciplinary critical awareness and review of existing literature/policy and/or concepts, current issues and developments is present. Analysis is evident but could be strengthened in originality and/or scope. Some evidence of appropriate focussed reading. Synthesis and evaluation limited but evident. Communication of ideas is mostly clear/coherent, but presentation/structure could be improved.* *Adequately argued with adequate level of journalistic competence. Conveys a limited but acceptable understanding of the topic. Limited hyperlinks used with no use of other media. May not contain appropriate infographics and/or explainer videos.*
48-42%	Marginal Fail	*Little evidence of understanding and overall does not reach the minimum pass standard due to some key omissions in presentation, argument or structure. Limited critique and evaluation.*

		Poorly written in an inaccessible style. Very little understanding of the topic. No hyperlinks used with no use of other media. Does not contain infographics or explainer videos.
38-32%	Limited piece of work – Fail	*Some evidence of effort but missing essential aspects. May be lacking in evidence of understanding, focus and structure. Likely to have no analysis or discussion and material may lack of relevance. Presentation may need to be improved. Likely to show insufficient evidence of reading.* *Very poorly written with inaccessible style. No understanding of the topic. No hyperlinks used with no use of other media. Does not contain infographics or explainer videos.*
Below 28%	Insufficient piece of work	*Some material presented but generally unsatisfactory with some irrelevant or incorrect material. Lack of discussion. Likely to show insufficient evidence of reading. Likely to be incomplete.*

Infographic/poster		
Level M/FHEQ Level 7		
92% +	Upper Distinction	An exceptional and outstanding piece of academic work; showing transdisciplinary advanced and critical awareness at the forefront of scholarship, policy, research and/or professional practice. Exceptional use of appropriate texts, research and other learning materials, well beyond taught content. Displays new insights and advanced scholarship; mastery of clarity in argument and communication including innovative solutions. Exemplary. *Exceptionally written and concisely presented with professional level competence. Conveys a deep, rigorous, academic understanding of the topic in accessible language. Relevant hyperlinks used with professional use of other media. Contains easy to follow and professionally presented infographics and explainer videos.*
88-82%	High Distinction	An excellent piece of academic work clearly demonstrating transdisciplinary critical awareness in current research, policy and or professional practice. Evidence of originality and advanced scholarship. Excellent analysis in most areas identifying solutions; use of new sources and approaches evident; balanced in analysis and argument. Clarity of argument and comprehensive knowledge. *Exceptionally written and concisely presented with near professional competence. Conveys a deep, rigorous, academic understanding of the topic in accessible language. Relevant hyperlinks used with creative use of other media; easy to follow and creatively presented infographics and explainer videos.*
78-72%	Distinction	A very good and competent piece of work, demonstrating very good transdisciplinary critical awareness and analysis of the subject. Comprehensive understanding of knowledge, with the ability to develop critiques at an advanced level identifying gaps with some evidence of originality and understanding of proposed solutions, negligible errors or omissions. Notably good presentation/communication of ideas and comprehension. *Very well written and concisely presented with very good level of*

		competence. Conveys a rigorous, academic understanding of the topic in accessible language. Relevant hyperlinks used with very good use of other media. Contains easy to follow and very well-presented infographics and explainer videos.
68-62%	Merit	A good piece of academic work demonstrating the ability to critically evaluate. Good interdisciplinary knowledge and understanding of research, policy and or professional practice. Some ability to develop critiques at an advanced level and some evidence of originality. Good understanding of main concepts, current issues and developments, but could be further developed and strengthened with greater focus and more in-depth analysis. Good evidence of appropriate reading. Accurately and appropriately referenced. *Well written and concisely presented with good level of competence. Conveys a good understanding of the topic in accessible language. Relevant hyperlinks used with use of other media. Easy to follow infographics and explainer videos.*
58-52%	Pass	Meets the relevant learning outcomes. Some basic cross-disciplinary critical awareness and review of existing literature/policy and/or concepts, current issues and developments is present. Analysis is evident but could be strengthened in originality and/or scope. Some evidence of appropriate focussed reading. Synthesis and evaluation limited but evident. Communication of ideas is mostly clear/coherent, but presentation/structure could be improved. *Adequately presented with adequate level of competence. Conveys a limited understanding of the topic. Limited hyperlinks used with no use of other media. May not contain infographics or explainer videos.*
48-42%	Marginal Fail	Little evidence of understanding and overall does not reach the minimum pass standard due to some key omissions in presentation, argument or structure. Limited critique and evaluation. *Poorly written with inaccessible style. Very little understanding of the topic. No hyperlinks used with no use of other media. Does not contain infographics and explainer videos.*

38-32%	Limited piece of work – Fail	Some evidence of effort but missing essential aspects. May be lacking in evidence of understanding, focus and structure. Likely to have no analysis or discussion and material may lack relevance. Presentation may need to be improved. Insufficient evidence of reading. *Very poorly written with inaccessible style. No understanding of the topic. No hyperlinks used with no use of other media. Does not contain infographics and explainer videos.*
Below 28%	Insufficient piece of work	Some material presented but generally unsatisfactory with some irrelevant or incorrect material. Lack of discussion. Likely to show insufficient evidence of reading. Likely to be incomplete.

Project proposal		
Level M/FHEQ Level 7		
92% +	Upper Distinction	An exceptional and outstanding piece of academic work; showing trans-disciplinary advanced and critical awareness at the forefront of scholarship, policy, research and/or professional practice. Exceptional use of appropriate texts, research and other learning materials, well beyond the taught content, displaying new insights and advanced scholarship; mastery of clarity in argument and communication including innovative solutions. Exemplary. *Exceptional levels of originality in the construction of the main aims and questions. Detailed justification of methodology or other independent research. Excellent justification of appropriate data gathering and analytical techniques. In depth preparatory reading. Exemplary use of figures, tables and maps where appropriate. Professionally presented with referencing and bibliography of exemplary standard. Incisive and fluent style. Should approach professional standards. Ethics need to approach professional standards.*
88-82%	High Distinction	An excellent piece of academic work clearly demonstrating transdisciplinary critical awareness in current research, policy and or professional practice. Evidence of originality and advanced scholarship. Excellent analysis in most areas identifying solutions; use of new sources and approaches evident; balanced in analysis and argument. Clarity of argument and comprehensive knowledge. *High levels of originality in the construction of the main aims and questions. Detailed justification of methodology or other independent research. Detailed justification of appropriate data gathering and analytical techniques. In-depth preparatory reading. Excellent use of figures, tables and maps where appropriate. Professionally presented with referencing and bibliography of excellent standard. Incisive and fluent style. Ethics need to approach high/professional standards.*

78-72%	Distinction	*A very good and competent piece of work, demonstrating very good transdisciplinary critical awareness and analysis of the subject. Comprehensive understanding of knowledge, with the ability to develop critiques at an advanced level identifying gaps with some evidence of originality and understanding of proposed solutions; negligible errors or omissions. Notably good presentation/communication of ideas and comprehension. Some levels of originality in the construction of the main aims and questions. Very good justification of methodology or other independent research. Very good justification of appropriate data gathering and analytical techniques. Very good preparatory reading. Very good use of figures, tables and maps where appropriate. Professionally presented with referencing and bibliography of very good standard. Fluent style. Ethics need to approach high standards.*
68-62%	Merit	*A good piece of academic work demonstrating the ability to critically evaluate. Good interdisciplinary knowledge and understanding of research, policy and or professional practice. Some ability to develop critiques at an advanced level and some evidence of originality. Good understanding of main concepts, current issues and developments, but could be further developed and strengthened with greater focus and more in-depth analysis. Good evidence of appropriate reading. Accurately and appropriately referenced.* *Thorough justification of methodology or other independent research. Thorough justification of appropriate data gathering and analytical techniques. In-depth preparatory reading. Good use of figures, tables and maps where appropriate. Professionally presented with referencing and bibliography of high standard. Inclusive and fluent style. Ethics need to approach high standards.*
58-52%	Pass	*Meets the relevant learning outcomes. Some basic cross-disciplinary critical awareness and review of existing literature/policy and/or concepts/current issues/developments is present. Analysis is evident but could be strengthened in originality and/or scope.*

		Some evidence of appropriate focussed reading. Synthesis and evaluation limited but evident. Communication of ideas is mostly clear/coherent but presentation/structure could be improved. *Coherent justification of methodology or other independent research. Coherent justification of appropriate data gathering and analytical techniques but may lack detail. Adequate preparatory reading. Appropriate use of figures, tables and maps where appropriate. Adequately presented with properly formatted referencing and bibliography and ethically sound.*
48-42%	Marginal Fail	*Little evidence of understanding and overall does not reach the minimum pass standard due to some key omissions in presentation, argument or structure. Limited critique and evaluation.* *Limited justification of methodology or other independent research. Limited justification of appropriate data gathering and analytical techniques but may lack detail. Limited preparatory reading. Limited use of figures, tables and maps where appropriate. Unstructured presentation with poorly formatted referencing and bibliography. Some ethical issues addressed.*
38-32%	Limited piece of work – Fail	*Some evidence of effort but missing essential aspects. May be lacking in evidence of understanding, focus and structure. Likely to have no analysis or discussion and material may lack relevance. Presentation may need to be improved. Likely to show insufficient evidence of reading.* *Inadequate justification of methodology or other independent research. Inadequate justification of appropriate data gathering and analytical techniques and incomplete. Poor preparatory reading. No use of figures, tables and maps where appropriate. Referencing and bibliography inadequate. Ethical flaws.*
Below 28%	Insufficient piece of work	*Some material presented but generally unsatisfactory with some irrelevant or incorrect material. Lack of discussion. Likely to show insufficient evidence of reading. Likely to be incomplete.*

Research Project		
Level M/FHEQ Level 7		
92% +	Upper Distinction	*An exceptional and outstanding piece of academic work; showing transdisciplinary advanced and critical awareness at the forefront of scholarship, policy, research and/or professional practice. Exceptional use of appropriate texts, research and other learning materials, well beyond the taught content, displaying new insights and advanced scholarship; mastery of clarity in argument and communication including innovative solutions. Exemplary.* *Demonstrating significant subtlety and sophistication that is of publishable and professional quality. Exceptional level of originality in its construction of main research aims and questions throughout. Substantial independent research conducted at a very high level of professional competence. Critical understanding of research design and methodology. Coherent structure. In-depth reading. Presentation and style are outstanding. Ethics must be of professional standards. A dissertation of upper distinction contains work of publishable quality and makes a significant and original contribution to existing literature.*
88-82%	High Distinction	*An excellent piece of academic work clearly demonstrating transdisciplinary critical awareness in current research, policy and or professional practice. Evidence of originality and advanced scholarship. Excellent analysis in most areas identifying solutions; use of new sources and approaches evident; balanced in analysis and argument. Clarity of argument and comprehensive knowledge.* *Demonstrating significant subtlety and sophistication that is of excellent quality. Exceptional level of originality in its construction of main research aims and questions throughout. Substantial independent research conducted at a very high level of professional competence. Critical understanding of research design and methodology. Coherent structure. In-depth reading. Presentation and style are excellent. Ethics must be of professional standards. A dissertation of high distinction contains work of near*

		publishable and professional quality that can make an original contribution to existing literature.
78-72%	Distinction	A very good and competent piece of work, demonstrating very good transdisciplinary critical awareness and analysis of the subject. Comprehensive understanding of knowledge, with the ability to develop critiques at an advanced level, identifying gaps with some evidence of originality and understanding of proposed solutions; negligible errors or omissions. Notably good presentation/communication of ideas and comprehension. *Demonstrating significant subtlety and sophistication that is of very good quality. Very good level of originality in its construction of main research aims and questions throughout. Substantial independent research conducted at a very high level of professional competence. Critical understanding of research design and methodology. Coherent structure. In depth reading. Presentation and style are very good. Ethics must be of professional standard. A dissertation of distinction may contain some sections of publishable quality.*
68-62%	Merit	A good piece of academic work demonstrating the ability to critically evaluate. Good interdisciplinary knowledge and understanding of research, policy and/or professional practice. Some ability to develop critiques at an advanced level and some evidence of originality. Good understanding of main concepts, current issues and developments, but could be further developed and strengthened with greater focus and more in-depth analysis. Good evidence of appropriate reading. Accurately and appropriately referenced. *Some originality in its construction of main research aims and questions throughout. Substantial independent research conducted with professional competence. Clear understanding of research design and methodology. Coherent structure. In-depth reading. Presentation and style are good. Ethics must be of professional standards. A dissertation of merit mark is appropriate where some sections of work demonstrate distinction characteristics.*
58-52%	Pass	Meets the relevant learning outcomes. Some basic cross-disciplinary critical awareness and review of existing

		literature/policy and/or concepts, current issues and developments is present. Analysis is evident but could be strengthened in originality and/or scope. Some evidence of appropriate focussed reading. Synthesis and evaluation limited but evident. Communication of ideas is mostly clear/coherent but presentation/structure could be improved. *Clear formation of main research aims and questions. Significant independent research conducted at an adequate level of competence. Clear understanding of research design and methodology. Satisfactory structure, presentation and style. Adequate reading. Ethically sound.*
48-42%	Marginal Fail	*Little evidence of understanding and overall does not reach the minimum pass standard due to some key omissions in presentation, argument or structure. Limited critique and evaluation.* *Confused or vague research aims and questions. Limited interpretation of source material relying on description rather than analysis. Limited independent research. Serious weakness in scope, coverage, contextual reading, organisation, presentation or style. May have some ethical issues.*
38-32%	Limited piece of work – Fail	*Some evidence of effort but missing essential aspects. May be lacking in evidence of understanding, focus and structure. Likely to have no analysis or discussion and material may lack of relevance. Presentation may need to be improved. Likely to show insufficient evidence of reading.* *Wholly inadequate or seriously erroneous discussion of subject area. No or very limited interpretation of source material. Inadequate independent research. Ethical flaws. Profound weaknesses in scope, coverage, contextual reading, organisation, presentation or style.*
Below 28%	Insufficient piece of work	*Some material presented but generally unsatisfactory with some irrelevant or incorrect material. Lack of discussion. Likely to show insufficient evidence of reading. Likely to be incomplete.*

APPENDIX A

Department of Health General Marking Descriptors PGT based on QAA benchmark for PGT as follows:

QAA descriptor for a higher education qualification at Level M
- *a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of their academic discipline, field of study or area of professional practice*
- *a comprehensive understanding of techniques applicable to their own research or advanced scholarship*
- *originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline*
- *conceptual understanding that enables the student:*
  - *to evaluate critically current research and advanced scholarship in the discipline*
  - *to evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses.*

Interdisciplinary appreciation for all PGT courses in the Department of Health Studies at Royal Holloway is embedded throughout the curriculum and also defined here in the marking criteria.

Defining Interdisciplinary:
1. *Cross-disciplinary – Researchers from two or more disciplines work collaboratively on a common problem without modifying disciplinary approaches. (Graybill et al, 2006[i])*
2. *Interdisciplinary – Involves the use of an innovative conceptual framework to synthesise and modify two or more disciplinary approaches to deal with a common problem (Graybill et al, 2006[i]).*
3. *Transdisciplinary – Moves beyond disciplinary approaches to address a common problem (Harvard University[ii])*

Level 7 General Marking Descriptors for Department of Health Studies PGT		
92% +	Upper Distinction	*An exceptional and outstanding piece of academic work; showing transdisciplinary advanced and critical awareness at the forefront of scholarship, policy, research and/or professional practice. Exceptional use of appropriate texts, research and other learning materials, well beyond the taught content, displaying new insights and advanced scholarship; mastery of clarity in argument and communication, including innovative solutions. Exemplary.*
88-82%	High Distinction	*An excellent piece of academic work clearly demonstrating transdisciplinary critical awareness in current research, policy and or professional practice. Evidence of originality and advanced scholarship. Excellent analysis in most areas identifying solutions; use of new sources and approaches evident; balanced in analysis and argument. Clarity of argument and comprehensive knowledge.*

78-72%	Distinction	*A very good and competent piece of work, demonstrating very good trans-disciplinary critical awareness and analysis of the subject. Comprehensive understanding of knowledge, with the ability to develop critiques at an advanced level identifying gaps with some evidence of originality and understanding of proposed solutions; negligible errors or omissions. Notably good presentation/communication of ideas and comprehension.*
68-62%	Merit	*A good piece of academic work demonstrating the ability to critically evaluate. Good interdisciplinary knowledge and understanding of research, policy and or professional practice. Some ability to develop critiques at an advanced level and some evidence of originality. Good understanding of main concepts, current issues and developments, but could be further developed and strengthened with greater focus and more in-depth analysis. Good evidence of appropriate reading. Accurately and appropriately referenced.*
58-52%	Pass	*Meets the relevant learning outcomes. Some basic cross-disciplinary critical awareness and review of existing literature/policy and/or concepts, current issues and developments is present. Analysis is evident but could be strengthened in originality and/or scope. Some evidence of appropriate focussed reading. Synthesis and evaluation limited but evident. Communication of ideas is mostly clear/coherent but presentation and/or structure could be improved.*
48-42%	Marginal Fail	*Little evidence of understanding and overall does not reach the minimum pass standard due to some key omissions in presentation, argument or structure. Limited critique and evaluation.*
38-32%	Limited piece of work – Fail	*Some evidence of effort but missing essential aspects. May be lacking in evidence of understanding, focus and structure. Likely to have no analysis or discussion and material may lack relevance. Presentation may need to be improved. Likely to show insufficient evidence of reading.*

Below 28%	Insufficient piece of work	*Some material presented but generally unsatisfactory with some irrelevant or incorrect material. Lack of discussion. Likely to show insufficient evidence of reading. Likely to be incomplete.* *Significant deficiencies. Likely to have insufficient, irrelevant or incorrect material. Likely to have very poor structure and no discussion.* *Insufficient material presented. No evidence of sufficient preparation. Zero is reserved for failure to attempt an answer but where a submission has been made.*

APPENDIX B

Referencing & Bibliographies Examples

Example of a Journal Article (Single Author)

Petrikova, I. (2019) 'Food-security governance in India and Ethiopia: A comparative analysis' Third World Quarterly, 40(4), pp.743-762.

Example of a Journal Article (Multiple Authors)

Lin, Y.H., Jen, M.H. and Chien, K.L. (2017) 'Association between life-course socioeconomic position and inflammatory biomarkers in older age: a nationally representative cohort study in Taiwan', BMC Geriatrics, 17(1), pp.1–11.

Example of a Book (Single Author)

Cole, J. (2019), Planetary Health: Human Health in an Era of Global Environmental Change. CABI.

Example of a Book (Edited)

Adey, P., Bowstead, J.C., Brickell, K., Desai, V., Dolton, M., Pinkerton, A. and Siddiqi, A. (eds) (2020). The Handbook of Displacement. Palgrave Macmillan.

Example of a Chapter in Edited Book

Foster, A., (2020). Chapter 17. Bodies of the Anthropocene: Health, Ontology, Ecology. In Zywert, K. and Quilley, S. (eds). Health in the Anthropocene. Toronto: University of Toronto Press. pp. 339-356

Example of a Research Report

Brisley, R., Welstead, J., Hindle, R., and Paavola, J. (2012) Socially just adaptation to climate change [Online]. Available at http://www.jrf.org.uk/sites/files/jrf/climate-change-adaptation-full_0.pdf (Accessed: 6 August 2012).

Or, without a named author:
European Commission (2010) Europe's ecological backbone: recognising the true value of our mountains. Luxembourg: Office for Official Publications of the European Communities.

Example of an Article in an Online-only Journal (NOTE: This is different from a printed journal which is available electronically, which should follow the conventions of a journal article)

Davidson M. (2012) 'Sustainable city as fantasy', Human Geography, 5(2) [Online]. Available at: http://www.hugeog.com/index.php?option=com_sectionex&view= category&id=5&Itemid=64#catid47 (Accessed: 6 August 2012).

Example of an Unpublished Thesis

Shah, R.S. (2010) Global Health Inequality: Justice and Public Health Ethics. Unpublished PhD thesis. Keele University.
[An unpublished thesis has been completed, submitted and the candidate may have been awarded a PhD, but the work has not been published in an academic journal or commercial publication outside of the thesis or, if it has, the form of the work referenced is more similar to the version in the thesis].

Example of an Official Publication

Department of Energy and Climate Change (2011) National policy statement for renewable

energy infrastructure. London: The Stationery Office.

Example of an Unpublished Conference Paper

Brickell, K. (2012) '"Plates in a basket will rattle": gendered experiences of abandonment, separation and divorce in Cambodia', RGS-IBG Annual Conference. University of Edinburgh, 3–5 July.

Example of a Published Conference Paper

Cole, J., Kleine, D. and Watkins, C. (2016) 'Internet discussion forums: Maximizing choice in health-seeking behaviour during public health emergencies'. Proceedings of the International Conference on Cyber Situational Awareness, Data Analytics And Assessment *(CyberSA). London, UK. 14-16 June 2016.* IEEE. pp 99-104

Example of a Newspaper Article

McCracken, K. (2011) 'Danger in the demographics', *Otago Daily Times*, 26 May, p. 17.

Or, without an author cited:
The Times (2008) 'Bank accounts', 14 June, p. 7.

Or, from an online edition:
Neville, S. (2012) 'Prize fund for carbon capture projects shrinks by £800m', *The Guardian*, 5 August [Online]. Available at: http://www.guardian.co.uk/environment/2012/aug/05/value-carbon-capture-fund-declines (Accessed: 6 August 2012).

Example of a WWW page with obvious author and clear date of last update

Pongsiri, M. (2016) Tackling Air Pollution and Non-Communicable Diseases. Available at: https://www.planetaryhealth.ox.ac.uk/2019/04/16/tackling-non-communicable-diseases/ (Accessed 1 April 2022) [Reference in test as (Pongsiri, 2016) were the where the date is the date of last update.]

Example of a WWW page from an organization

Department of Health Studies, Royal Holloway, University of London. 7 February 2022. New Department of Health Studies Opens at Royal Holloway. Available at: https://www.royalholloway.ac.uk/about-us/more/local-community/news/new-department-of-health-studies-opens-at-royal-holloway/ (Accessed: 1 April 2022)

Example of a WWW page from an organisation, no clear date of last update

Department of Health Studies Advisory Board, Royal Holloway, University of London. Available at: https://www.royalholloway.ac.uk/research-and-teaching/departments-and-schools/health-studies/about-us/department-of-health-studies-advisory-board/ (no date) (Accessed: 1 April 2022)

Example of an episode of a TV series

'The Arctic' (2008) Wilderness Explored. BBC Four, 28 October.

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[i] Graybill, J.K., Dooling, S., Shandas, V., Withey, J., Greve, A. and Simon, G.L., 2006. A rough guide to interdisciplinarity: Graduate student perspectives. *BioScience*, 56(9), pp.757-763.

[ii] https://research.umn.edu/inquiry/post/addressing-grand-challenges-through-transdisciplinary-research