



Course Handbook
BA (Hons) Exercise and Fitness Management
2018-2019
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School of Sport and Wellbeing



Please read this Handbook in conjunction with the University's Student Handbook.

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1. Welcome to the course

I would like to welcome you to the School of Sport and Wellbeing and the Division of Sport Management, Studies and The Outdoors. More specifically, welcome to the BA (Hons) Exercise and Fitness Management

The BA (Hons) Exercise and Fitness degree is a dynamic course that examines a range of contemporary issues relating to the management and practice of health and fitness. Throughout the programme emphasis is placed on developing a range of attributes essential for the modern manager and practitioner. These skills are particularly important given recent government initiatives and its emphasis on the health and wellbeing of the nation. We can promise you a challenging and engaging experience that will enhance your professional success.

The purpose of this handbook is twofold. First, it aims to address many of the administrative questions that you may have during the early stages of the course. This may relate to enrolment or registering for the appropriate number of modules including electives. Secondly, it addresses many academic issues including the modules that are available during each stage of the course. This handbook should be used alongside other university guides and should be read regularly.

The handbook has been structured and laid out in a number of sections. This is to ensure that the information is clear and accessible.

From past experiences, the first few weeks are a source of fun for students and we are very pleased to see our students enjoy their studies and personal time. The first few weeks can also be confusing. As a team of academics and administrators, we are here to help. If you have a problem or question, either go to see the top up course leader John Metcalfe or contact the school administrator Maureen Morrison.

The School is very proud of its BA (Hons) Exercise and Fitness Management programme, and a team of dedicated and enthusiastic staff will be in charge of teaching. In return, we expect the highest levels of motivation and commitment from our students.

Dr John Metcalfe

Course Leader

BA (Hons) Sports (Studies)

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1.1 Rationale, aims and learning outcomes of the course

The philosophy of the BA (Hons) Exercise and Fitness Management is to provide an intellectually challenging programme of study. Modules within the BA (Hons) Exercise and Fitness Management course have been designed to provide a high quality education with a suitable practical experience base, from which to develop the skills and attributes necessary in the contemporary health and fitness arena. There are two major pathways throughout the course that you will follow. The first relates to development of operational management skills. There are several job opportunities in health and fitness facility management where an appreciation of the specific demands of the sector is required. Secondly, there will be some of you who are interested in continuing to develop your practical delivery skills. The focus on specific populations within the option modules will provide you with the skills and knowledge that are essential at this level.

The course embraces both the vocational and academic aspects of exercise and fitness. It is designed to give students a firm understanding of the issues that affect development and practice. It should be regarded as vocationally relevant as opposed to purely vocational or academic. The object is to equip students with the skills, knowledge and understanding necessary to function in contemporary health and fitness environments. Additionally, a number of transferable skills are developed during the course. These include presentation and leadership skills, communication, academic writing and time management. Each of these skills is essential in developing the knowledge and experiences necessary for the contemporary career market.

Course Aims

Aims of the Programme:

- 1) To provide an intellectually stimulating and vocationally relevant programme that will enable students to gain a wide range of practical skills, knowledge and experiences that will prepare them for employment as trainers and/or managers within the exercise and fitness industry.
- 2) To promote an ethos of critical self-reflection and self-development enabling the identification of career goals and strategies for improvement.
- 3) To provide a programme of education that will enable graduates to analyse and critically evaluate key academic themes within the different areas of the exercise and fitness industry

Learning Outcomes

You will have to demonstrate that you have fulfilled a range of learning outcomes specific to each module. You will be able to graduate from the programme upon the achievement of these outcomes. On completion of the course you will be able to:

A1. Critically appraise contemporary concepts, theories and industry practices in the exercise and fitness industry.

A2. Critically analyse and enhance a series of multidisciplinary skills and learning practices that can be applied to a variety of exercise and fitness industry contexts.

A3. Examine the wider context of the exercise and fitness industry and the roles of other health professionals.

B1. Critically apply an integrated approach to the principles and practices of contemporary exercise and fitness skills.

B2. Apply strategies for critical evaluation of management concepts and issues applied to exercise and fitness organisations and make appropriate recommendations.

- B3. Evaluate the differing needs of clients and develop and deliver strategies with rationales to meet their varied health and fitness goals.
- B4. Communicate effectively in a variety of means within the exercise and fitness industry context.
- C1. Critically analyse and interpret a wide range of theoretical concepts and apply them to the management and delivery of exercise fitness programmes and facilities.
- C2. Display critical, analytical problem-based learning skills in an academic and vocational context.
- D1. Implement self-determined action plan through self-reflection and awareness for future career progression.
- D2. Critically analyse and develop the skills necessary for both autonomous practice and team working.

1.2 Course Team

Dr John Metcalfe, Course Leader jmetcalfe1@uclan.ac.uk Andy
Procter, Course Tutor adprocter@uclan.ac.uk

1.3 Expertise of staff

Staff teaching on the modules are specialists in their chosen field. Where appropriate they will draw on their own research and practitioner skills to inform the content delivery.

1.4 Academic Advisor

You will be assigned an Academic Advisor who will provide additional academic support during the year. They will be the first point of call for many of the questions that you might have during the year. Your Academic Advisor will be able to help you with personal development, including developing skills in self-awareness, reflection and action planning.



1.5 Administration details

Campus Admin Services provides academic administration support for students and staff and are located in the following hubs which open from 8.45am until 5.15pm Monday to Thursday and until 4.00pm on Fridays. The hub can provide general assistance and advice regarding specific processes such as extenuating circumstances, extensions and appeals.

Greenbank Building

Sport and Wellbeing

Management

Business

telephone: 01772 89 1998 / 891999

email: Greenbankhub@uclan.ac.uk



1.6 Communication

The University expects you to use your UCLan email address and check regularly for messages from staff. If you send us email messages from other addresses they risk being filtered out as potential spam and discarded unread.

1.7 External Examiner

The University has appointed an External Examiner to your course who helps to ensure that the standards of your course are comparable to those provided at other higher education institutions in the UK. The name of this person, their position and home institution can be found below. If you wish to make contact with your External Examiner, you should do this through your Course Leader and not directly. External Examiner reports will be made available to you electronically. The School will also send a sample of student coursework to

the external examiner(s) for external moderation purposes, once it has been marked and internally moderated by the course tutors. The sample will include work awarded the highest and lowest marks and awarded marks in the middle range.

External Examiner: Kevin Wylde



2. Structure of the course

2.1 Overall structure

As below.

2.2 Modules available

Each module is a self-contained block of learning with defined aims, learning outcomes and assessment. A standard module is worth 20 credits. It equates to the learning activity expected from one sixth of a full-time undergraduate year. Modules may be developed as half or double modules with credit allocated up to a maximum of 120 credits per module.

Year Three

TL3133 Health and Fitness Operations Management Compulsory 1 Module	TL3153 Advances in Fitness Training Compulsory 1 Module	TL3148 Management and Professional Development for Sport OR TL3150 Careers in Sport Compulsory 1 Module	Independent Research Suite Module / s * Compulsory 1 (or2) Module(s)	Option	Option
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Compulsory Modules

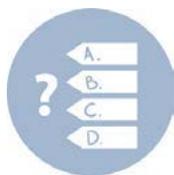
You must register for the compulsory modules that form the dominant part of the programme of study. The teaching, learning and assessments that take place within the compulsory modules form the essential aspects of the programme at each level.

Optional Modules

In addition to the compulsory modules, you have the opportunity to select optional modules.

Level	Module Code	Module Title	Credit rating
Level 6	TL3133	Health and Fitness Operations (COMP)	20
	TL3153	Advances in Fitness Training (COMP)	20
	TL3148	Management and Professional Development (COMP)	20
	or	OR	20
	TL3150	Careers in Sport (COMP)	
		Choose one (Comp):	20
	TL3104	Consultancy Project	20
	XS3910	Research Project	20
	TL3138	Enterprise for Sport, Tourism & The Outdoors	40
	TL3102	Dissertation	40
XS3900	Dissertation	40	
PU3000	Dissertation – Paper / Viva	Exercise Referral (O)	
XS3200	Exercise Referral	20	

	TL3073 TL3154	Coaching Process for Specific Populations (O) Strength and Conditioning for Sport (O) (Comp) = Compulsory; (O) = option	20 20
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2.3 Progression Information

The course team will tell you about the various modules / combinations available during induction and you will both agree on the most appropriate (and legal) course of study for you.

2.4 Study Time

2.4.1 Weekly timetable

Your timetable will be available online via <https://apps.uclan.ac.uk/WeeklyTimetable>. Please be aware your timetable may vary throughout the academic year therefore it is vital that you check your timetable on a regular basis.

2.4.2 Expected hours of study

20 credits is a standard module size and equals 200 notional learning hours.

The normal amount of work involved in achieving a successful outcome to your studies is to study for 10 hours per each credit you need to achieve – this includes attendance at UCLan and time spent in private study.

The contact time with module tutors is not the total number of **learning hours**. The contact time is simply the number of **teaching hours** and is a fraction of the total learning hours. The total number of learning hours includes **personal study hours**. The total number of learning hours depends on the level of study. Students should at all levels expect to engage in no less than **36 hours** of learning and study each week. The following table outlines the key components of the approximate learning hours.

Activity	Total number of hours
• Lectures, seminars, workshops	12 hours
• Personal learning and study, library research, writing assignments	24 hours
Total workload per week	36 hours

2.4.3 Attendance Requirements



You are required to attend all timetabled learning activities for each module. Students should report non-attendance to the hub email – GreenbankHubAttendance@uclan.ac.uk or by telephoning the hub on 01772 891998 or 01772 891999.

International Students

It is your responsibility under the UK Border Agency (UKBA), Points Based System (PBS) – that you **MUST** attend your course of study regularly; under PBS, UCLan is obliged to tell UKBA if you withdraw from a course, defer or suspend your studies, or if you fail to attend the course regularly. Your attendance will be monitored closely.

If you have not gained the required authorisation for leave of absence, do not respond to communications from the University and if you are absent for four weeks or more, you may be deemed to have withdrawn from the course. If this is the case, then the date of withdrawal will be recorded as the last day of attendance.

Each time you are asked to enter your details on SAM you must remember that the University has a responsibility to keep information up to date and that **you must only enter your own details on the system**. To enter any other names would result in inaccurate

records and be dishonest. Any student who is found to make false entries can be disciplined under the student guide to regulations.

3. Approaches to teaching and learning

3.1 Expertise of staff

The team involved in teaching on the programme are well qualified both academically and by their work experience. You are encouraged to read the mini biographies of staff on the School web page and check out information about their publications. Just Click [Here](#)

3.2 Learning and teaching methods

In the Exercise and Fitness Management programme a wide variety of learning mechanisms are used. The skills nature of managerial competence is a feature of all years. As well as a number of practical sessions, the degree will look to develop an understanding of theoretical issues. This will be developed with increasing complexity as we move from the foundation themes in year one through to the contextualisation in year two and the critical and reflective final year.

The programme will be delivered with the following criteria in mind:

- The importance of offering a diverse range of teaching styles, both within modules where this is appropriate, and the programme as a whole.
- The need to ensure that the mode of delivery and learning for each module is appropriate to the aims and learning outcomes of both the module itself and the programme of study.
- The need to ensure the progressive development of knowledge and skill throughout each year of the programme.
- The need to develop confidence and independence of learning in a progressive manner through the course and encourage a reflective and critical approach to the process of learning about management issues within events.

3.3 Study skills

There are a variety of services to support students and these include

WISER https://portal.uclan.ac.uk/webapps/portal/frameset.jsp?tab_tab_group_id= 33_1

LIS https://portal.uclan.ac.uk/webapps/portal/frameset.jsp?tab_tab_group_id= 25_1



3.4 Learning resources

3.4.1 Learning Information Services (LIS)

Extensive [resources](#) are available to support your studies provided by LIS – library and IT staff. Take advantage of the free training sessions designed to enable you to gain all the skills you need for your research and study. The LIS provide an extensive range of resources and support particularly relevant for this course. The link below will take you to the LIS page for the School of Sport and Wellbeing where you can see subject guides and find how to access a range of on-line databases. If you need any specific help with the LIS you should contact the Senior Information Officer for our area – Caroline Gibson. her email address is cgibson1@uclan.ac.uk

3.4.2 Electronic Resources

LIS provide access to a huge range of electronic resources – e-journals and databases, e-books, images and texts.

Furthermore, interactive learning packages will be made available on Blackboard to support your studies.

3.5 Personal development planning

Each student has an allocated academic advisor who will meet up with you on a regular basis. As part of these meetings development plans will be incorporated to focus you on meeting potential career goals.

There are a variety of workshops available to students and these can be found through the Futures link in the section below.

As well as personal development, the academic advisor can be approached regarding any personal dilemmas that you may have. However there is also the senior tutor for the school – Maggie Ferguson (M Ferguson1@uclan.ac.uk) who is available to speak to



3.6 Preparing for your career

Your future is important to us, so to make sure that you achieve your full potential whilst at university and beyond, your course has been designed with employability learning integrated into it. This is not extra to your degree, but an important part of it which will help you to show future employers just how valuable your degree is. These “Employability

Essentials” take you on a journey of development that will help you to write your own personal story of your time at university:

- To begin with, you will explore your identity, your likes and dislikes, the things that are important to you and what you want to get out of life.
- Later, you will investigate a range of options including jobs and work experience, postgraduate study and self-employment,
- You will then be ready to learn how to successfully tackle the recruitment process.

You will be able to record your journey using Pebblepad, the university’s e-portfolio system, which will leave you with a permanent record of all the fantastic things you have achieved during your time at UCLan.

It’s your future: take charge of it!

[Careers](#) offers a range of support for you including:-

- career and employability advice and guidance appointments
- support to find work placements, internships, voluntary opportunities, part-time employment and live projects
- workshops, seminars, modules, certificates and events to develop your skills

Daily drop in service available from 09:00-17:00 for CV checks and initial careers information. For more information come along and visit the team (in Foster building near the main entrance) or access our careers and employability resources via the Student Portal.

The courses offered by the school allow for a great deal of flexibility in career choices and past students have gained employment with hundreds of different employers including local authorities, schools, health and fitness centres, visitor attractions, sport organisations, and sporting clubs. Students are well placed for career opportunities in many locations and can undertake periods of work as part of their study within organisations situated all around the world. Data on the Sports Studies programme has shown that 80% of the Sports Studies students have chosen Sports Studies due to Physical Education options and 70% have progressed onto applying for PGCE courses. A large percentage of alumni students have progressed into education.

You should also be aware that should you decide not to pursue a career not directly related to your degree subject you will still have developed the transferable skills needed to embark upon a wider range of career opportunities including retail management, the armed forces, and standard graduate training programmes. The graduate employment rate for the school is consistent with the university average and you will have plenty of opportunity to engage with all types of organisations during your period of study.

Incorporating the employability framework within the BA (Hons) Sports (Studies) Programme.

The Employability and Enterprise Strategy for the School of Sport and Wellbeing, seeks to ensure that students are given the best opportunity to develop their employability skills while they are on the above programmes: through the curriculum; through the work place; through voluntary work opportunities and through their social life. The School also recognises that students should be supported in the process of evidencing and articulating these experiences to make them more employable.

As such, the employability framework has been used for mapping the curriculum and identifying where and how such skills are taught, practiced and assessed within the Exercise and Fitness Management programme. The skills have been incorporated into the Programme Learning Outcomes (either explicitly or implicitly, as appropriate) and are also incorporated into the delivery of the modules within the programme. Where appropriately mapped these skills and are highlighted on the front of Module Information Packs (MIPs) to illustrate where specific skills are being enhanced and supported during the programme of study.

Additionally, these skills are interwoven with other thematic and professional body requirements in order to provide coverage of all areas relevant to successful graduate employment from the BA (Hons) Exercise and Fitness Management Programme.

The UCLan Employability Framework

Employability Skill		Examples within the BA (Hons) Exercise and Fitness Management
	Personal Development	Time management (punctuality, meeting deadlines), self-management and self-motivation, interpersonal skills like confidence, emotional intelligence etc., awareness of life-long learning and planning for future development
	Work Experience	Paid, Voluntary, Work Placement, Realistic Work Experience or Live Projects etc., ability to transfer learning, skills and experience from the classroom to work and back again; flexibility and adaptability; working with peers, colleagues, clients and customers
	Subject Skills	Understanding the key areas of knowledge and skills developed through the study of own subject/discipline (e.g. Subject Benchmarks) as well as the contexts where such knowledge and skills might be used; recognising differences between subjects/disciplines.
	Research Skills	IT, Internet, library skills, information literacy; identifying appropriate resources and knowing how to use them, submitting proposals, using findings to structure and complete coursework/projects, using theories, methods, ideas and approaches in a critical and scholarly way
	Team Working	Understanding and developing role in team, effectiveness as team member, working with, listening and encouraging the development of others; depending on team role this may include leadership skills, generating group ideas and resources
	Career Development	CV writing, interview/audition preparation and technique, action planning, knowledge about graduate employment options and understanding of the current employment situation and the changing nature of professions
	Reflection	Understanding own learning including recognising learning styles, metacognition (awareness of how one develops) and appropriate use of learning logs, critical incident analysis, learning journals etc.; recognition that people learn differently and see things from diverse perspectives

	Project Planning & Evaluation	Working to a brief (e.g. an assignment or external project/event etc.), setting goals and objectives, scheduling and managing tasks and putting plans into practice; producing risk assessment, & evaluation strategy to assess outcomes and outputs
	Innovation	Creativity, originality and innovation, including enterprise and entrepreneurship; generating new ideas and applying creative solutions in specific contexts including self-employment; understanding creative process
	Communication Skills	Oral, Written, Visual, PowerPoint and other forms of delivery; communicating academically, professionally and interculturally; choosing forms of delivery, structure and language appropriate to audience; leading discussions and responding to feedback
	Problem Solving	Decision-making skills, critical thinking and enquiry-based learning; sustained and applied analytical skills, negotiation skills, managing change and risk, testing different strategies and choosing most appropriate solution
	Business Skills	Awareness of work and organisational culture(s), financial and commercial awareness of business, numeracy and budgeting skills, networking skills, submitting business case/proposals and report writing; corporate social responsibility and sustainability
	Sector Skills	Industry or sector specific skills and understanding. Insight into the distinctive techniques, roles and terminology of specific industries/sectors; understanding how to behave and communicate within the industry/sector and follow codes of practice and ethical guidelines
	Social and Cultural Awareness	Recognising and valuing the variety of ways that different individuals, societies, cultures and communities behave; treating people fairly, responding to diversity of needs and making appropriate and legal adjustments to ensure that no discrimination takes place

4. Student Support

[The 'i'](#) is a central Student Information Centre and your first point of contact. You can obtain information on a wide range of topics including Council Tax Exemption Certificates, Bank and Confirmation of Study Letters, Portable Financial Credits, (continuing students only), Printing and Printer Credit, UCLan Cards, the 'i' shop and UCLan Financial Support Bursary (first year students only).



4.1 Academic Advisors

Your Academic Advisors will meet with you at least twice per year. They are here to work with you to help you understand your assignment feedback and help you reflect and action plan in order to improve your performance within and across academic years.

They will be able to help you plan for your intended future careers and encourage you to take up additional qualifications and opportunities that are available. They will help you collect evidence to create and dress CV's.

Your Academic Advisor will work with you to create an individualised learning/development plan that will see you becoming active, global citizens as per the UCLan Medium Term Strategy.

4.2 Students with disabilities

If you have a disability that may affect your studies, please either contact the Disability

Advisory Service - disability@uclan.ac.uk - or let one of the course team know as soon as possible. With your agreement information will be passed on to the Disability Advisory Service. The University will make reasonable adjustments to accommodate your needs and to provide appropriate support for you to complete your study successfully. Where necessary, you will be asked for evidence to help identify appropriate adjustments.

Assessment arrangements for students with a disability

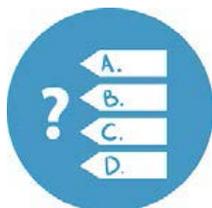
Arrangements are made for students who have a disability/learning difficulty for which valid supporting evidence can be made available. Contact the Disability Adviser for advice and information, disability@uclan.ac.uk

4.3 Students' Union One Stop Shop

The Opportunities Centre is the Union's One Stop Shop to find employment or volunteering whilst you study. With thousands of jobs and voluntary positions advertised, agency work through the Bridge and information on over 2000 volunteer positions within the Union.

As one of the thousands of students who are not studying on the main UCLan campus in Preston, the Students Union is still your union, please check <http://www.uclansu.co.uk/> for full details on what we may be running in your partner institution.

5. Assessment



5.1 Assessment Strategy

Assignments allow you to develop your own arguments and conclusions related to set tasks as there are often many possible solutions to a particular problem. Assessment is largely based on the ability to demonstrate clearly which approach you have taken and why.

The most appropriate method of assessment has been selected in order to meet the specified learning outcomes outlined in the module information pack. Assessment methods used include:

- Formal essays and reports
- Case study reflections
- Individual presentations
- Client reports
- Seminar papers on nominated topics
- Log books, diaries and portfolio of practical experience
- Industry based project

The course team have devised the assessment strategy with the needs of the sport industry in mind. The emphasis towards group work and presentational skills reflect the need and abilities of the industry more adequately than conventional examinations you would be expected therefore to have a professional approach to a wide range of assessment situations.

5.2 Notification of assignments and examination arrangements

All coursework must be submitted with a School of Sport and Wellbeing student submission form that are available electronically. The details should be completed electronically and presented as the **first page** of your assessment submission. Please note that all assessments must be submitted in a clear, plastic wallet in the appropriate labelled Module Assignment Submission Box. Assessments submitted through Turn It in do not require an electronic submission sheet; however by submitting the work electronically you are acknowledging that the work has not been plagiarised.

Coursework submitted without a completed Student Submission Form may be treated as a non-submission and marks may be deducted in accordance with the University regulations on late and non-submissions.

Assessment deadlines and submission processes including word counts will be clearly detailed in the Module Information Pack. Normally deadlines will be at 9am unless otherwise stated. Presentation schedules and examination dates and times will be communicated through the module leader via normal e. Communications. Marking criteria guidelines will be outlined in the Module Information Pack.

5.3 Referencing

Learning to be an effective student is also about learning to be an effective academic. In other words, it is important to understand the ways that effective academics carry out their work. Referencing is carried out by all academics in a specific way appropriate to their discipline. Students' work becomes professional and demonstrates higher levels of academic attainment if methods and modes of referencing are learnt. If referencing is not learnt and applied, students will be deemed to be incompetent academics at first glance and this generally leads to a loss of substantial marks.

Essentially the purpose of referencing is to ensure that presented work is substantiated with and supported by appropriate theories and evidence. By referencing, presented work for the most part becomes more reliable and valid. As a result, examiners are more likely to reward greater credit to students for their work.

The need to reference occurs at either of two specific moments. If any ideas "that belong to an author" is being expressed, it must be identified as belonging to that author. If any **words** are being written from **the words of the author**, then these must be clearly identified as not the students' but the author. There must be no doubt in the examiners mind as to when **your words and ideas start and finish** and **where the words and ideas of others are included**.

Another key moment is when specific ideas that are being presented in assignments need substantiating and justifying. This can often be done by using the work of others to provide evidence and support for the ideas that are being presented.

Throughout the three years of the degree, referencing should, for the most part, occur in the majority of written work (and presentations too). If there is any doubt, students must seek guidance from their module tutors.

Referencing within assignments can take many different forms. The **Harvard** style of referencing is the style that **must be** adopted in your academic work unless it has been specified otherwise. The following are some of the more common approaches and techniques within the style.

A common approach is to **directly** or explicitly quote the work of other academic(s) or author(s). It is normal for the direct quotation to be placed in quotation marks, followed by the surname of the author(s), the year of the publication and the page number(s) where the quote may be found. Where the **extract is longer than three lines of normal text**, it is convention to have the quote as a separate paragraph indented from the left and right margins without quotation marks.

An alternative is to make reference to the work of others **indirectly**. In this case quotations marks are not used and the page number is omitted. There are numerous sources of information in the University library on referencing. One such example is

Trimble, L., Buraimo, T., Godfrey, C., Grecic, D. and Minten, S. (2010) *Sport in the UK*. Exeter: Learning Matters.

The list of references that has been used in compiling the work follows the conclusion to a piece of academic work. Note: This is not called a bibliography. The reference List will include all the references that have been used in the study. In addition, it should NOT include additional reading that has not been referred to or referenced in the study. All entries in the

reference list must be in alphabetical order.

The following are examples of how a reference list would appear.

Lyle, J. (2004). *Sports Coaching Concepts*. London: Routledge. Lee, M. (1997). *Coaching Children in Sport*. London: Spon Press
Trimble, L., Buraimo, B., Godfrey, C., Grecic, D., and Minten, S. (2010) *Sport in the UK*. Exeter: Learning Matters.

Further information regarding "How to Reference" can be found at:

www.uclan.ac.uk/skills/TLTP3/WS/refintro.html

It is strongly recommended that you visit this website.

5.4 Confidential material

It is possible that during your programme of study you will require access to sensitive information, particularly when working in professional domains. It is essential that you ensure that any participants remain anonymous if they are reported as part of an assignment submission.

Students should be committed to pursue their research activities (project, investigation, enquiry, survey, or any other interaction with people, including the use of data derived from that interaction) in an ethical manner. The practice of ethics is about conducting one's research activity in a disciplined manner within legal and other regulated constraints and with minimal impact on and detriment to others. In the process of research the student should

- safeguard the interests of those involved in or affected by their work
- report their findings accurately and truthfully
- consider the consequences of their work or its misuse for those they study and other interested parties.

Students are responsible for considering the ethical implications of all research activities and should familiarise themselves with the University's ethical framework available at: If in doubt about any ethical issues related to their research students should consult their dissertation supervisor for advice.

5.5 Cheating, plagiarism, collusion or re-presentation

Please refer to the information included in section 6.6 of the University Student Handbook for full definitions. The University uses an online Assessment Tool called Turnitin. A pseudo-Turnitin assignment will be set up using the School space on Blackboard to allow students to check as many drafts as the system allows before their final submission to the 'official' Turnitin assignment. Students are required to self-submit their own assignment on Turnitin and will be given access to the Originality Reports arising from each submission. In operating Turnitin, Schools must take steps to ensure that the University's requirement for all summative assessment to be marked anonymously is not undermined and therefore Turnitin reports should either be anonymised or considered separately from marking. Turnitin may also be used to assist with plagiarism detection and collusion, where there is suspicion about individual piece(s) of work.

6. Classification of Awards

The University publishes the principles underpinning the way in which awards and results are decided in [Academic Regulations](#). Decisions about the overall classification of awards are made by Assessment Boards through the application of the academic and relevant course regulations.



7. Student Feedback

You can play an important part in the process of improving the quality of this course through the feedback you give. Formal channels include Student Staff Liaison Committee meetings (see below) and Module Feedback Questionnaires (MFQs).

7.1 Student Staff Liaison Committee meetings (SSLCs)

Details of the Protocol for the operation of SSLCs is included in section 8.2 of the University Student Handbook.

8. Appendices

8.1 Programme Specification(s)

UNIVERSITY OF CENTRAL LANCASHIRE

Programme Specification

This Programme Specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided.

Sources of information on the programme can be found in Section 17

1. Awarding Institution / Body	University of Central Lancashire
2. Teaching Institution and Location of Delivery	University of Central Lancashire – Burnley Campus, Preston Campus.
3. University School/Centre	School of Sport and Wellbeing.
4. External Accreditation	N/A
5. Title of Final Award	BA (Hons) Exercise and Fitness Management
6. Modes of Attendance offered	Full time, Part time, mixed delivery.
7a) UCAS Code	C616
7b) JACS Code	C600
8. Relevant Subject Benchmarking Group(s)	QAA Subject: Events, Hospitality, Leisure, Sport and Tourism (April 2016).

9. Other external influences	National Occupational Standards from Skills Active
10. Date of production/revision of this form	January 2017
11. Aims of the Programme	
<ul style="list-style-type: none"> • To provide an intellectually stimulating and vocationally relevant programme that will enable students to gain a wide range of practical skills, knowledge and experiences that will prepare them for employment as trainers and/or managers within the exercise and fitness industry. 	
<ul style="list-style-type: none"> • To promote an ethos of critical self-reflection and self-development enabling the identification of career goals and strategies for improvement. 	
<ul style="list-style-type: none"> • To provide a programme of education that will enable graduates to analyse and critically evaluate key academic themes within the different areas of the exercise and fitness industry. 	

12. Learning Outcomes, Teaching, Learning and Assessment Methods

A. Knowledge and Understanding

A1. Critically appraise contemporary concepts, theories and industry practices in the exercise and fitness industry.

A2. Critically analyse and enhance a series of multidisciplinary skills and learning practices that can be applied to a variety of exercise and fitness industry contexts.

A3. Examine the wider context of the exercise and fitness industry and the roles of other health professionals.

Teaching and Learning Methods

Knowledge and understanding are acquired through a combination of lectures, seminars, workshops, practical sessions, role plays and other formal sessions. Students will also engage in directed personal studies aimed at enhancing both knowledge and understanding.

Assessment methods

A wide range of assessment methods are utilised to assess the learning outcomes. Summative methods include but are not limited to: Essays, reports, examinations, practical delivery, presentations, independent research and group work. Formative assessment is a feature of all modules. Full details of the assessment methods and individual assignment briefs are provided in the module information packs.

B. Subject-specific skills

B1. Critically apply an integrated approach to the principles and practices of contemporary exercise and fitness skills.

B2. Apply strategies for critical evaluation of management concepts and issues applied to exercise and fitness organisations and make appropriate recommendations.

B3. Evaluate the differing needs of clients and develop and deliver strategies with rationales to meet their varied health and fitness goals.

B4. Communicate effectively in a variety of means within the exercise and fitness industry context.

Teaching and Learning Methods

Individual modules require students to develop and utilise one or more of these skills in preparing material for seminars, participating in activities and preparing assignments.

Assessment methods
Assessment of specific subject skills is undertaken both formatively and summatively throughout the course.
C. Thinking Skills
C1. Critically analyse and interpret a wide range of theoretical concepts and apply them to the management and delivery of exercise fitness programmes and facilities. C2. Display critical, analytical problem-based learning skills in an academic and vocational context.
Teaching and Learning Methods
Students are encouraged to challenge and present alternative approaches to the implementation of different delivery and management and training concepts within the exercise and fitness industry. This is further developed by in-depth analysis and evaluation in a critical context. The skills specifically developed in each module are highlighted in the skills matrix provided in the module information pack.
Assessment methods
Intellectual skill development is assessed through a variety of assessment strategies as listed above. Successful completion of these assessments requires the demonstration of analytical thinking.
D. Other skills relevant to employability and personal development
D1. Implement self-determined action plan through self-reflection and awareness for future career progression. D2. Critically analyse and develop the skills necessary for both autonomous practice and team working.
Teaching and Learning Methods
Modules TL3148 Management and Professional Development for Sport and TL3150 Career Issues in Sport are specifically developed to assess the skills depicted in section D above. Additionally the development of such skills is embedded in the teaching, learning and assessment strategies of all the modules undertaken on this programme. Skills developed in each module are identified in the matrix presented in each of the module handbooks.

Assessment methods
Students will be able to demonstrate these skills through the submission of different types of assessment listed above.

13. Programme Structures*				14. Awards and Credits*
Level	Module Code	Module Title	Credit rating	
Level 6	TL3133	Health and Fitness Operations (COMP)		Bachelor Honours Degree Requires 120 credits at Level 6
	TL3153	Personal Training (COMP)		
	TL3150	Careers in Sport (COMP) OR		
	TL3148	Management and Professional Development (COMP)		
	TL3172	One from five below (COMP) Consultancy Project		
	XS3910	Research Project		
	TL3138	Enterprise for Sport, Tourism & The Outdoors		
	TL3102	Dissertation		
	XS3900	Dissertation		
	XS3200	Exercise Referral (O)		

	TL307 3	Coaching Process for Specific Populations (O)		
	TL315 4	Strength and Conditioning for Sport (O)		
		Exceptionally, students may take up to one 20 credit option at Stage 2 from the School's module catalogue or the UCLan Advantage Curriculum Pathway (i.e. Language or Volunteering modules) provided that the option contributes to the learning outcomes of the programme. Permission of the Course Leader is required.		

15. Personal Development Planning

Personal Development Planning is an essential component of the course. Each student will be allocated an Academic advisor and will be encouraged to critically reflect on their personal and professional development. This will incorporate a skills assessment and needs analysis, and the development of long and short-term career goals. This process is addressed specifically in TL3148 Management and Professional Development for Sport/TL3150 Career Issues in Sport and is also embedded throughout the course. Students have the opportunity to broaden their skills throughout the programme by following various topics outside of the compulsory modules. Students have the opportunity to engage in employability and enterprise modules. Students are also given the opportunity to enhance their professional qualifications by becoming involved with the enhancement programme that is offered throughout the year.

16. Admissions criteria *

(including agreed tariffs for entry with advanced standing)

**Correct as at date of approval. For latest information, please consult the University's website.*

Successful applicants should possess a Foundation Degree, Diploma in Higher Education, or a HND at pass level (or above) in a relevant subject area. Non-standard applications are considered on an individual basis and applicants may be interviewed.

When English is not the student's first language, s/he will need to demonstrate an ability in English Language by obtaining an IELTS score of 6.0 or above (or equivalent).

17. Key sources of information about the programme

- **UCAS: <http://search.ucas.com/cgi-bin/hsrun/search/search/StateId/Q9FEM3eXAqHSv2unuF9wIUVRV5MBG-VuzD/HAHTpage/search.HsDetails.run?n=1080623>**
- **http://www.uclan.ac.uk/information/courses/ba_exercise_fitness_management.php**
- **University prospectus**
- **UCLan Open and Applicant days**
- **Factsheet**

or	or	or											
TL3172	Consultancy Project	O		✓	✓					✓	✓	✓	✓
or	or	or											
XS3900	Dissertation	O	✓	✓	✓	✓			✓	✓	✓	✓	✓
or	Or	or											
XS3910	Research Project	O	✓	✓	✓	✓			✓	✓	✓	✓	✓
or	Or	or											
TL3138	Enterprise for Sport, Tourism and the Outdoors	O	✓		✓				✓			✓	✓
		or											
XS3200	Exercise Referral	O	✓		✓	✓		✓	✓		✓		
TL3073	Coaching Process for Specific Populations	O	✓		✓	✓		✓			✓		
TL3154	Strength and Conditioning for Sport	O	✓	✓		✓		✓	✓		✓		✓

Note: Mapping to other external frameworks, e.g. professional/statutory bodies, will be included within Student Course Handbooks

19. LEARNING OUTCOMES FOR EXIT AWARDS:

None

University Student Handbook for Taught Courses



2018/19

Please read this Handbook in conjunction with your Course Handbook.

All course materials, including lecture notes and other additional materials related to your course and provided to you, whether electronically or in hard copy, as part of your study, are the property of (or licensed to) UCLan and **MUST** not be distributed, sold, published, made available to others or copied other than for your personal study use unless you have gained written permission to do so from the Dean/Head of School. This applies to the materials in their entirety and to any part of the materials.

This Handbook is produced centrally and locked for editing. Partner institutions only are given permission to contextualise the Handbook.

UCLan Mission statement

We create positive change in our students, staff, business partners and wider communities, enabling them to develop their full potential by providing excellent higher education, innovation and research.

UCLan Values

- The pursuit of excellence in all that we do.
- Equality of opportunity for all, supporting the rights and freedoms of our diverse community.
- The advancement and protection of knowledge, freedom of speech and enquiry.
- Supporting the health, safety and wellbeing of all.

Student Charter

The Student Charter has been developed by the University and the Students' Union so that students gain the maximum from their UCLan experience. It is a two-way commitment or 'contract' between the University and each individual student. It acts as a means of establishing in black and white what students can expect from the University and the Union in terms of support, and in return what we expect from our students. [Read the full Student Charter](#)

Supporting Diversity at UCLan

UCLan recognises and values individual difference and has a public duty to promote equality and remove discrimination on various grounds including race, gender, disability, religion or belief, sexual orientation and age. During your time at UCLan we expect you to be able to

- experience "an integrated community based on mutual respect and tolerance where all staff and students can feel safe, valued and supported."
- contribute to creating a positive environment where discriminatory practices and discrimination no longer happen.

Please review the UCLan [Equality and Diversity Policy](#) for further information.

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- 1. Welcome and Introduction to the University**
- 2. Learning Resources**
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- 4. Student support**
- 5. Students' Union**
- 6. Rationale, aims and learning outcomes of the course**
- 7. Assessment**
- 8. Student Voice**

1. Welcome and Introduction to the University

The University of Central Lancashire (UCLan) welcomes you and hopes that you will enjoy studying at UCLan and that you will find your course both interesting and rewarding. This Handbook provides you with generic University level information and the Course Handbook provides specific information about your programme of study.

1.1 Communication

The University expects you to use your UCLan email address and check regularly for messages from staff. If you send us email messages from other addresses they risk being filtered out as potential spam and discarded as unread.

1.2 External Examiner

The University has appointed an External Examiner to your course who helps to ensure that the standards of your course are comparable to those provided at other higher education institutions in the UK. External Examiner reports will be made available to you electronically. The School will also send a sample of student coursework to the external examiner(s) for external moderation purposes, once it has been marked and internally moderated by the course tutors. The sample will include work awarded the highest and lowest marks and awarded marks in the middle range. Details of the External Examiner associated with your course can be found in your Course Handbook.

1.3 Expected hours of study

The normal amount of work involved in achieving a successful outcome to your studies is to study for 10 hours per each credit you need to achieve – this includes attendance at UCLan and time spent in private study. Please note however that this may vary depending on your particular course and programme of study. You should therefore check your Course Handbook or contact a member of staff within the relevant School.

1.4 Attendance Requirements

Student attendance at timetabled learning activities of courses and modules is required. Notification of illness or exceptional requests for leave of absence must be made as detailed in the Course Handbook. Individual modules and/or courses may incorporate a specific attendance requirement as part of the assessment criteria for successful completion of a module.

Students with continuous unauthorised absence may be deemed to have withdrawn from the course. The date of withdrawal will be recorded as the last day of attendance. You may request a review of this decision if you have grounds in line with the [Academic Appeals Procedure](#). Tuition fees will be charged in accordance with Appendix 2 of our [Tuition Fee Policy](#).

You must swipe in using your student card. Each time you are asked to enter your details on the Student Attendance Monitoring system (SAM) you must remember that the University has a responsibility to keep information up to date. **You must only enter your own details on the system** as to enter any other names would result in inaccurate records and be dishonest. Any student who is found to make false entries, such as scanning but not attending, can be disciplined under the [Regulations for the Conduct of Students](#)

1.5 Data Protection

All of the personal information obtained from you and other sources in connection with your studies at the University will be held securely and will be used by the University both during your course and after you leave the University for a variety of purposes. These purposes are all explained during the enrolment process at the commencement of your studies. If you would like a more detailed explanation of the University's policy on the use and disclosure of personal information, please see the University's Data Protection Policy and [Privacy Notice](#) or contact the Information Governance Officer, Office of the University Secretary and Legal Officer, University of Central Lancashire, Preston, PR1 2HE or email DPFOIA@uclan.ac.uk.

2. Learning resources



2.1 Learning Information Services (LIS)

Extensive [resources](#) are available to support your studies provided by LIS – library and IT staff. Take advantage of the free training sessions designed to enable you to gain all the skills you need for your research and study.

You can find the link to the Library Opening Hours here:

http://www.uclan.ac.uk/students/study/library/opening_hours.php

2.2 Electronic Resources

LIS provide access to a range of electronic resources – e-journals and databases, e-books, images and texts.

3. Preparing for your career

Your future is important to us, so to make sure that you achieve your full potential whilst at university and beyond, your course has employability learning integrated into it. This is not extra to your degree, but an important part of it.

Your course will take you on a journey of development that will help you to map your personal story of your time at university.

You will be encouraged to record your learning journey so that you can demonstrate all the work-related skills you have developed, both before and during your time at UCLan. This will help you to show future employers just how valuable your degree is and the employability skills you have acquired.

- You will be given the opportunity to explore your identity, your strengths and areas for development, your values and what you want to get out of life.
- You will be able to investigate a range of options, including jobs and work experience, postgraduate study and self-employment.
- We will support you to enable you to successfully tackle the recruitment process and to develop your enterprise skills.

UCLan [Careers](#) offers a range of support for you including:-

- One to one career and employability advice and guidance appointments.

- Advice on finding graduate jobs, including how to improve your CV with work placements, internships, voluntary opportunities and part-time employment.
- Workshops, seminars, and events to enhance your learning and develop your skills.
- Employer presentations and events, to give you the chance to network with potential employers and find out from them what they are looking for.

The UCLan careers portal [careerEDGE](#) contains all the information and resources you will need to help navigate your way to a successful career, including access to hundreds of graduate vacancies, placements and part-time jobs.

We are based in the entrance to Foster building and are open from 09:00-17:00, Monday to Thursday, 9:00-16:00 on Fridays. Come to see us to arrange your guidance appointment, have your CV and cover letter checked, get help in applying for a job or just to find out more about our full range of services. It's your future: take charge of it!

UCLan Careers | Foster Building | University of Central Lancashire, Preston PR1 2HE
 01772 895858
careers@uclan.ac.uk
www.uclan.ac.uk/careers

4. Student support, guidance and conduct



4.1 Student Support

“Got a Problem to Sort? Come to us for Support”.

The <i> is your first point of call for all enquiries, help and advice. We provide guidance to all UCLan students whatever the query may be. We offer advice on:

- Bank and Confirmation of Study Letters
- Council Tax Exemption Certificates
- International Student Support
- Library Services and Support
- Printing and Printer Credit
- Student Financial Support
- UCLan Cards
- UCLan Financial Bursary (1st year students only)
- Student Support and Wellbeing (including Disability)

and much more.

We are based on the ground floor of the UCLan Library and open 7 days a week most of the year. Our friendly and approachable team will do their best to ensure your query is answered. Come and have a chat with us if you have a query on any aspect of student life and study.
http://www.uclan.ac.uk/students/study/library/the_i.php

If you are struggling financially or have financial concerns which may prevent you from continuing on your course, you are advised to seek advice from the University's Finance Support Team, based in the <i>, or in the Advice and Representation Centre at the Students' Union.

If you are finding the course challenging or cannot complete independent study and assessments on time you should consult your Academic Advisor.

4.2 Students with disabilities

You are strongly encouraged to declare your disability on your application form when you apply to study at UCLan. If you have declared this Disability Services will be in contact with you to advise you about reasonable adjustments which may be appropriate in the circumstances. You can also tell any member of staff at the University, who will ask you to sign a disability disclosure form, to let the Disability Service know that you have a disability and agree to share this information with them. Disability Services will then get in touch with you to discuss your available options. Following this you will be assigned a Disability Adviser whom you can contact should you need any further help or assistance.

https://www.uclan.ac.uk/students/health/disability_services.php

4.3 Assessment arrangements for students with a disability

Arrangements are made for students who have a disability/specific learning difficulty for which valid supporting evidence can be made available. Contact your Disability Adviser for advice and information, disability@uclan.ac.uk



4.4 Health and Safety

As a student of the University you share responsibility for the safety of yourself and for that of others around you. You must understand and follow all the regulations and safety codes necessary for a safe campus environment. Please help to keep it safe by reporting any incidents, accidents or potentially unsafe situations to a member of staff as soon as possible.

Safety assessments have been undertaken for each module of your course and you will be advised of all applicable safety codes and any specific safety issues during the induction to your course and modules. You must ensure that you understand and apply all necessary safety codes. These form an essential element of your personal development and contribute to the safety of others.

4.5 Conduct

You will be expected to abide by the [Regulations for the Conduct of Students](#) in the University. UCLan expects you to behave in a respectful manner towards all members of the University at all times demonstrated by using appropriate language in class, switching mobile phones / other devices off prior to attending classes, and also in your use of any social networking sites.

If your behaviour is considered to be unacceptable, any member of staff is able to issue an informal oral warning and the University will support staff by invoking formal procedures where necessary. You can read more about UCLan expectations in the Regulations for the Conduct of Students.



5. Students' Union

The Students' Union is the representative body for all UCLan students. The organisation exists separately from the University and is led by the elected officers of the Student Affairs Committee (SAC) as well as representatives on the Students' Council. The Students' Union building is located at the heart of the Preston campus, and is the hub for all student activities.

Representation and campaigning for students' rights is at the core of what the Students' Union does and is encompassed by its tag line of *Making Life Better for Students*. Should you wish to make a change to any aspect of your student experience, whether it be academically related or not, then the Students' Union is where your voice can be heard, actions taken, or campaigns launched.

Your Students' Union is also the home to a fantastic range of student-led [societies](#), [sports teams](#) and multitudes of volunteering opportunities. You can also receive help in finding part-time work whilst you study. Not sure where to go? Pop into the [Opportunities Centre](#) on the ground floor of the Students' Union building and someone will point you in the right direction.

We hope your time at University is trouble free, but should you come into difficulties around anything from academic appeals, to issues with housing, benefits or debt, then the Student Union's dedicated staff team in the [Advice and Representation Centre](#) are on hand to help and offer impartial advice.

More information on all these things, as well as details about all the Student Union's (not-for-profit) commercial services, including its student supermarket (Essentials) and student-bar (Source) can be found at www.uclansu.co.uk

6. Rationale, aims and learning outcomes of the course

6.1 You will find information specific to your chosen course of study in your Course Handbook, in the form of a 'programme specification'. As defined by the QAA (Quality Assurance Agency) - the regulatory body responsible for overseeing quality compliance in the Higher Education Sector - a programme specification is a concise description of the intended learning outcomes of an HE programme. It is the means by which the outcomes are achieved and demonstrated. In general, modules or other units of study have stated outcomes, often set out in handbooks provided by institutions to inform student choice. These intended learning outcomes relate directly to the curriculum, study and assessment methods and criteria used to assess performance. Programme specifications can show how modules can be combined into whole qualifications. However, a programme specification is not simply an aggregation of module outcomes; it relates to the learning and attributes developed by the programme as a whole and which, in general, are typically in HE more than the sum of the parts.

6.2 Sometimes certain aspects of courses may be subject to change. Applicants are encouraged to check information on our relevant course pages from time to time, particularly before submitting any application for their academic year of study. Material changes about a

course will be notified to you in material produced after the change is made and at the time you are made any offer of a place of study for that course. For details about changes to course information after you have accepted any offer, please see our [Additional Information and Conditions of Offer](#)



7. Assessment

Please note that all modules will be assessed. You are expected to attempt all required assessments for each module for which you are registered, and to do so at the times scheduled unless authorised extensions, special arrangements for disability, or extenuating circumstances have been expressly agreed by the University to allow you to defer your assessment.

7.1 Dealing with difficulties in meeting assessment deadlines

Assignments must be submitted no later than the time and date on your assignment instructions / brief. If you anticipate that you will have difficulty in meeting assessment deadlines or you have missed or are likely to miss in-semester tests you must report this at the earliest possible opportunity. An academic staff member, such as your Academic Advisor or Module or Course Leader, will be able to provide advice to you on how to do this. Extenuating Circumstances are defined as unforeseen, unpreventable circumstances that significantly disrupt student performance in assessment. Where students have a temporary unexpected circumstance that means that they are unable to complete a particular assignment on time the student may apply for an extension of up to ten working days.

7.2 Extensions

Authorisation of the late submission of work requires written permission. Your School is authorised to give permission for **one extension period of between 1 and 10 working days** where appropriate evidence of good reason has been accepted and where submission within this timescale would be reasonable taking into account your circumstances. Requests for extensions should be made prior to the submission date as extensions cannot be given Retrospectively ([Academic Regulations](#)).

You should complete and submit an extension request form, with any supporting evidence, to your CAS Hub. Further information is available on the Student Portal at: https://www.uclan.ac.uk/students/study/examinations_and_awards/extensions.php

We aim to let you know if the extension has been granted within 1 working day of the receipt of the request.

If you are unable to submit work within 10 working days after the submission date due to verifiable extenuating circumstances, you may submit a case for consideration in accordance with the University's Policies and Procedures on Extenuating Circumstances ([Academic Regulations](#) and [Assessment Handbook](#)).



7.3 Extenuating circumstances

Some students face significant events in their personal life that occur after their course has started, which have a greater impact on their studies than can be solved by the use of an extension. If this applies to you, the University is ready

to support you, with both your course and your personal wellbeing, through a process called Extenuating Circumstances (see [Academic Regulations and Assessment Handbook](#))

You can apply for Extenuating Circumstances online via [myUCLan](#). You must apply no later than 3 days after any examination or assessment submission date. Do not wait until you receive your assessment results to submit a claim. It is in your own interests to submit the claim as soon as possible.

You will be expected to re-submit claims for extenuating circumstances for each semester in which they apply. All evidence provided relating to extenuating circumstances will be treated in a sensitive and confidential manner. Supporting evidence will not be kept for longer than is necessary and will be destroyed shortly after the end of the current academic year.

[Further information about the submission process](#)

In determining assessment recommendations, Assessment Boards will consider properly submitted claims from students who believe their performance has been adversely affected by extenuating circumstances. N.B. Assessment Boards are not permitted to alter individual assessment marks to take account of extenuating circumstances ([Academic Regulations](#) and [Assessment Handbook](#)).



7.4 Late submissions

If you submit work late without authorisation, a universal penalty will be applied in relation to your work:

- If you submit work within 5 working days following the published submission date you will obtain the minimum pass mark for that element of assessment.
- Work submitted later than 5 working days after the published submission date will be awarded a mark of 0% for that element of assessment.
- Unauthorised late submission at resubmission will automatically be awarded a mark of 0% for that element of assessment.

You may apply to appeal this decision in accordance with the University's [Academic Regulations](#).

7.5 Feedback Following Assessments

UCLan is committed to giving you clear, legible and informative feedback for all your assessments ([Academic Regulations](#)). You are expected to review and reflect on your feedback and learn from each experience to improve your performance as you progress through the course.

For courses (except distance learning):

You will be provided with generic feedback for in-module formative and summative elements of assessment which contribute to a module within 15 working days of the scheduled submission or examination date. Generic feedback on end of module assessment and dissertations will be made available within 15 days of publication of results. Generic feedback may be oral, written, posted on a website or other.

For distance learning courses:

You will be provided with generic feedback for in-module formative and summative elements of assessment which contribute to a module within 20 working days of the scheduled

submission or examination date. Generic feedback on end of module assessment and dissertations will be made available within 20 days of publication of results. Generic feedback may be oral, written, posted on a website or other.



7.6 Unfair Means to Enhance Performance

The University regards any use of unfair means in an attempt to enhance performance or to influence the standard of award obtained as a serious academic and/or disciplinary offence. Such offences can include, without limitation, cheating, plagiarism, collusion and re-presentation ('unfair means').

You are required to sign a declaration indicating that individual work submitted for assessment is your own and will be able to view your Originality Report following e-submission of assessed work.

If you attempt to influence the standard of the award you obtain through cheating, plagiarism or collusion, it will be considered as a serious academic and disciplinary offence as described within the [Academic Regulations](#) and the [Assessment Handbook](#) .

- Cheating is any deliberate attempt to deceive and covers a range of offences described in the [Assessment Handbook](#).
- Plagiarism describes copying from the works of another person without suitably attributing the published or unpublished works of others. This means that all quotes, ideas, opinions, music and images should be acknowledged and referenced within your assignments.
- Collusion is an attempt to deceive the examiners by disguising the true authorship of an assignment by copying, or imitating in close detail another student's work - this includes with the other student's consent and also when 2 or more students divide the elements of an assignment amongst themselves and copy one another's answers. It does not include the normal situation in which you learn from your peers and share ideas, as this generates the knowledge and understanding necessary for each individual to independently undertake an assignment; nor should it be confused with group work on an assignment which is specifically authorised in the assignment brief.
- Re-presentation is an attempt to gain credit twice for the same piece of work.

The process of investigation and penalties which will be applied can be reviewed in the [Assessment Handbook](#). If an allegation is found to be proven then the appropriate penalty will be implemented as set out below:

In the case of a **single** offence of unfair means in an undergraduate or postgraduate assessment:

- the appropriate penalty will be 0% for the element of assessment, and an overall fail for the module (whether or not the resulting numeric average mark is above or below the minimum pass mark). The affected element of the assessment must be resubmitted to the required standard. The mark for the module following resubmission will be restricted to the minimum pass mark. Where unfair means is detected for the first time on a reassessment for an already failed module, no further reassessment for the module will be permitted, and the appropriate fail grade will be awarded.

In the event of a **repeat** offence of unfair means (irrespective of whether the repeat offence involves the same form of unfair means) on the same or any other module within the course:

- the appropriate penalty will be 0% for the module with no opportunity for re-assessment. This penalty does not preclude you being able to retake the module in a subsequent year.

The penalties will apply if you transfer from one UCLan course to another during your period of study and module credits gained on the former course are transferred to the current course.

Contact the [Students' Union Advice and Representation Centre](mailto:suadvice@uclan.ac.uk) by emailing: suadvice@uclan.ac.uk for support and guidance.

7.7 Appeals against assessment board decisions

If you consider that you have a reason to appeal against an assessment board decision, please bear in mind that your reasons must fall within the grounds specified in the University [Academic Regulations](#): Section I. You cannot appeal simply because you disagree with the mark given. The specified grounds for appeal are:

1. that an Assessment Board has given insufficient weight to extenuating circumstances;
 2. that the student's academic performance has been adversely affected by extenuating circumstances which the student has, for good reason, been unable to make known to the Assessment Board;
 3. that there has been a material administrative error at a stage of the examining process, or that some material irregularities have occurred;
- that the assessment procedure and/or examinations have not been conducted in accordance with the approved regulations (this fourth ground will not be relevant to an appeal against a decision relating to an interruption or discontinuance of study. Such an appeal should be based on one or more of the three grounds above.

If you want to appeal, then you must do so within 14 days of your results being published. The onus is on you to find out your results and submit your appeal on time. Contact the [Students' Union Advice and Representation Centre](#) by emailing: suadvice@uclan.ac.uk for support and guidance.



8. Student voice

You can play an important part in the process of improving the quality of your course through the feedback you give. In addition to the ongoing discussion with the course team throughout the year, there are a range of mechanisms for you to feed back about your experience of teaching and learning which are outlined below. Where appropriate, we aim to respond to your feedback and let you know of our plans for improvement.

The Students Union can support you in voicing your opinion, provide on-going advice and support and encourage your involvement in all feedback opportunities. They will be requesting that you complete the National Student Survey (during semester 2 for students in their final year of study) or the UCLan Student Survey (all other students).

The Students' Union and University work closely together to ensure that the student voice is heard in all matters of student-life. We encourage students to provide constructive feedback throughout their time at university, through course reps, surveys and any other appropriate means.

The Union's Student Affairs Committee (SAC), members of Students' Council and School Presidents each have particular representative responsibilities and are involved with decision making committees at levels as high as the University Board. Therefore it is very important students engage with the democratic processes of the Students' Union and elect the students they see as most able to represent them.

8.1 Course Representatives and School Presidents

A course representative is a student who represents their fellow students' views and opinions to the course team, school, university and students' union. Course representatives work proactively and diplomatically to improve the academic and non-academic experiences of students.

The role of a course representative is extremely beneficial to both students on your course and the University. It enables students to have ownership of their student experience, to voice their opinions and to share positive practice with the course team, primarily at the Student Staff Liaison Committee Meetings (see below).

Course representatives will be elected every year either in April or September. Alongside receiving recognition, support and respect, being a course representative is a great opportunity to enhance your employability skills. If you are interested in becoming a course representative and wish to find out more about the role visit the [Students' Union](#) website or by emailing: coursereps@uclan.ac.uk.

School Presidents are annually elected representatives who voice the opinions of students within each school. They communicate and engage with students in their school to gain feedback and work in partnership with senior management to create positive change. They are also trained to support and signpost course representatives where needed. If you wish to find out who your School President is or more about the role visit the [Students' Union website](#) or email: coursereps@uclan.ac.uk



8.2 Student Staff Liaison Committee Meetings (SSLC)

The purpose of a SSLC meeting is to improve courses, to have an open discussion and respect each other's views, to share good practice where identified, to provide opportunity for students to feedback to staff about their course and student experience, to regularly review the course to improve its development, and to jointly work together to action plan against issues raised.

There will normally be one meeting per semester which will last no more than 2 hours. Your School President will Chair the meetings with an academic co-Chair, using guidelines and will provide a record of the meeting with any decisions and / or responses made and / or actions taken as a result of the discussions held. A standard agenda and action grid template will be

used. Course representatives will gather feedback from students and communicate this to the School President in advance of the meetings.

8.3 Complaints

The University recognises that there may be occasions when you have cause for complaint about the service you have received. When this happens, the University's Student Complaints Procedure is intended to provide an accessible, fair and straightforward system which ensures an effective, prompt and appropriate response. Click on this link for more information University's Student [Complaints Procedure](#)

If you are a student registered for a University award at a partner college, who is dissatisfied with the provision at the college, you should pursue your complaint in accordance with the college's complaints procedure in the first instance. In the event of continuing dissatisfaction when you have completed the college's procedure, you will be entitled to submit your complaint to UCLan under stage 3 of the procedure.