Course Handbook

BA (Hons) Sport and Physical Education

2017-2018

Danny Nuttall

School of Sport and Wellbeing

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 of School. This applies to the materials in their entirety and to any part of the materials.
COURSE SUBJECT TO CHANGE

The BA (Hons) Sport and Physical Education* is subject to formal course review and reapproval by the University in March 2017 as part of its normal cycle of regular review (a process called Periodic Review). Course information and programme specifications are updated and reviewed as part of this process and course structure and content may be changed to enable the University to deliver a better quality of educational experience to students. This can be in response to various factors including: student feedback; annual reports from external examiners; feedback from the sector or industry advisors or as part of the regular review process by course teams.

This process may well result in changes to the structure and content of the current course as outlined in this Handbook. Any changes made as a result of the process will be immediately included in the course documentation and all students holding current offers will be provided with revised versions prior to the commencement of their programme. If you are not satisfied with the changes, you will be offered the opportunity to withdraw from the programme and, if required, reasonable support to transfer to another provider.

The expected timetable for completion of this reapproval process is August 2017.

*subject to reapproval
1. Welcome to the Course

I would like to welcome you to the School of Sport and Wellbeing. More specifically, welcome to the BA (Hons) Sport and Physical Education course. To those students who are returning to the University, I hope that you have had a restful break and are looking forward to the new programme of study that awaits you.

The degree in Sport and Physical Education incorporates a variety of strands that can be incorporated within the sports sector. The course gives you the opportunity to learn and develop your professional knowledge and skills in a variety of areas and provide you with experiences that can be used not only in the sports sector, but also other sectors within and outside the leisure industry. The core areas of study focus around the socio-cultural, physical education and health aspects of sport, but there is an opportunity for you to choose options in other areas to develop your areas of interest. The course provides a challenging and engaging experience, which when tailored to meet specific career ambitions together with an opportunity to acquire substantial valuable work experience, enhance 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. 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 kept in a safe place. 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. Simply go to the School office in Greenbank Room 006 where one of the School Administrators will assist, or see your Course Leader or Personal Tutor.

The School is very proud of its BA (Hons) Sport and Physical Education programme and its team of experienced, dedicated and enthusiastic staff. In return we expect the highest levels of professionalism, motivation and commitment from our students.

I would like to take this opportunity to wish you the very best of luck in your studies this year.

Danny Nuttall
Course Leader
BA (Hons) Sport and Physical Education
Telephone: 01772 894928
Room: Greenbank 135 Email: dnuttall1@uclan.ac.uk

1.1 Rationale, aims and Learning Outcomes

The philosophy of the BA (Hons) Sport and Physical Education degree is to provide an intellectually challenging programme of study. The course content has been designed to provide a high quality education for those students aspiring to work in a variety of sporting fields or develop transferable skills that could be applied outside of the sports sector.

Currently, sport is receiving overt support from central government; social issues such as health, crime and social inclusion has meant that sport has risen up the political agenda. This coupled with the recent 2012 Olympic Games in London legacy has meant that it is a
challenging period for the sports industry and an exciting time to be an aspiring sport professional. This course examines the sports industry's response to this challenge and investigates how sports professionals can plan, manage and deliver sport and physical activity opportunities to achieve the targets set.

The courses embrace both the vocational and academic aspects of Sport and Physical Education. It is designed to give you a firm understanding of the issues that affect development and practice, such as partnership working, strategic planning and resource management. There are opportunities throughout the course to gain extra qualifications, membership to various associations and work experience.

The main focus, as explained in the previous section, of the core modules are on socio-cultural, physical education and health issues and students have the opportunities to have vocational experiences in each of these areas.

It should be regarded as vocationally relevant as opposed to purely vocational or academic. The object is to equip you with the skills, knowledge and understanding necessary to function in contemporary Sport and Physical Education 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 enable student to undertake a program that is intellectually challenging and vocationally relevant to student wishing to gain employment in the Sports and Physical Education sectors or further postgraduate study.
2. To develop a critical appreciation of the relationship between sport and health and the ability to monitor health through exercise and prescribe appropriate intervention.
3. To provide opportunities for students to problem solve and be creative relevant in a professional or vocational context.
4. To promote the ethos of critical self-reflection and self-development enabling the identification of on-going development needs and strategies for achievement.

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:

**Knowledge and Understanding**

1. To demonstrate an understanding of Socio Cultural, Historical and Political influences, with particular understanding of organisations and structures responsible for sport and the political outcomes arising from these.
2. To identify and examine the policy, planning and delivery of sport, health and physical activity in both national and international contexts.
3. To demonstrate a series of multi-disciplinary approaches to analysing sport and physical activity
4. To demonstrate a critical understanding of Physical Education and the possible facilitation principles in both national and international contexts.

**Subject-specific skills**

1. To analyse the political, social and economic contribution that sport makes to society
2. To critically analyse, reflect and promote the advocacy of factors supporting a healthy lifestyle.
3. To identify, plan, deliver and analyse issues surrounding the delivery and participation in sport.
4. To develop a critical pedagogical appreciation of skills and practices that impact on the study of socio cultural, health and physical education information

**Thinking Skills**

1. To critically analyse a wide range of theoretical and research data and its application to the social cultural, health and physical education context
2. To display analytical, problem solving and reasoning skills in socio-cultural, health and physical activity settings, using various theories, principles and concepts.
3. To implement self-determined action planning through self-reflection and awareness for future progression

**Other skills relevant to employability and personal development**

1. To develop and implement the employability skills through work placement to contribute effectively to the vocational choice
2. To critically analyse and develop the skills necessary for both autonomous practices and team working.
3. To identify and develop a range of personal and professional innovative entrepreneurial skills through various contexts that can be applied in work place environments

### 1.2 Course Team

| Nicholas Passenger, Division Leader. Sports Business Management, Sport and Physical Education and The Outdoors. | Greenbank Building 154  
☎ 5890  
✉ nspassenger@uclan.ac.uk |
| --- | --- |
| David Grecic, Principal Lecturer (Internationalisation) | Greenbank Building 154  
☎ 4237  
✉ dgrecic1@uclan.ac.uk |
1.3 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. Please click here.

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.

1st Year Tutor – Danny Nuttall
2nd Year Tutor – Andrew Sprake
3rd Year Tutor – Sadie Hollins

1.5 Administration details
Campus Administrative Services provides academic administration support for students and staff. We are located in Greenbank Building room 006 and we are 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. Course specific information is also available via school blackboard sites.
The hub telephone number is 01772 89 4900
The hub email contacts for the School of Sport and Wellbeing are:

Student Administrative Office
sstoacademicadministrator@uclan.ac.uk 01772 895706

General School Enquiries
ssto clerical@uclan.ac.uk 01772 894900

Catherine Rankin – School Administrative Officer crankin@uclan.ac.uk 01772 894920
Helen Butcher – Senior Administrative Assistant hbutcher@uclan.ac.uk 01772 894238
Minaxi Dahya – Programme Administrator mdahya@uclan.ac.uk 01772 895893
Vicky Reid – Programme Administrator vjreid@uclan.ac.uk 01772 894906
Jess Finn – Programme Administrator jfinn1@uclan.ac.uk 01772 895708

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.

Your Course Academic team will communicate with you via your UCLan email – it is vital that you check this regularly for updates relating to your course. Other information will be available for you on Blackboard.

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.

Dr. Paul Salisbury
Associate Principal Lecturer in the Sociology of Sport
Leeds Trinity University
p.salisbury@leedstrinity.ac.uk
2. Structure of the course

2.1 Overall structure

There is a foundation entry route available for this course. The programme specification and information of the modules studied on this route is provided in Section 8 of this handbook.

Year One

<table>
<thead>
<tr>
<th>Module Code</th>
<th>Module Title</th>
<th>Semester</th>
<th>Year Long</th>
<th>Compulsory</th>
<th>1 Module</th>
</tr>
</thead>
<tbody>
<tr>
<td>XS1106</td>
<td>Introduction to Gym Instruction</td>
<td></td>
<td>Year Long</td>
<td>Compulsory</td>
<td>1 Module</td>
</tr>
<tr>
<td>TL1034</td>
<td>Sport in Society</td>
<td></td>
<td>Year Long</td>
<td>Compulsory</td>
<td>1 Module</td>
</tr>
<tr>
<td>TL1014</td>
<td>Introduction to Physical Education</td>
<td></td>
<td>Year Long</td>
<td>Compulsory</td>
<td>1 Module</td>
</tr>
<tr>
<td>TL1036</td>
<td>The Making of Modern Sport</td>
<td></td>
<td>Year Long</td>
<td>Option</td>
<td>1 Module</td>
</tr>
</tbody>
</table>

Year Two

<table>
<thead>
<tr>
<th>Module Code</th>
<th>Module Title</th>
<th>Semester</th>
<th>Year Long</th>
<th>Compulsory</th>
<th>1 Module</th>
</tr>
</thead>
<tbody>
<tr>
<td>TL2130</td>
<td>Health and Fitness</td>
<td>Semester</td>
<td></td>
<td>Compulsory</td>
<td>1 Module</td>
</tr>
<tr>
<td>TL2060</td>
<td>Sport Issues and Ethics</td>
<td>Semester</td>
<td></td>
<td>Compulsory</td>
<td>1 Module</td>
</tr>
<tr>
<td>TL2070</td>
<td>Applied Principles of Teaching in Physical Education</td>
<td>Semester</td>
<td></td>
<td>Option</td>
<td>1 Module</td>
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<tr>
<td>Option</td>
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### Year Three

<table>
<thead>
<tr>
<th>Module Code</th>
<th>Module Title</th>
<th>Type</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>TL3153</td>
<td>Personal Training</td>
<td>Year Long</td>
<td>1 Module</td>
</tr>
<tr>
<td>TL3069</td>
<td>Sport &amp; Politics or Sport in the Global Village</td>
<td>Year Long</td>
<td>1 Module</td>
</tr>
<tr>
<td>TL3068</td>
<td>Contemp. PE &amp; School Sport or Careers in Sport</td>
<td>Year Long</td>
<td>1 Module</td>
</tr>
</tbody>
</table>

The two options from Year 1 must be selected from 2 of the following:
- Coaching Pedagogy or a Language
- Introduction to Sport Business Management or The Sporting Infrastructure

#### Relevant Options Year 2
- Sport Business Marketing or Sociological Issues in Disability Sport.
- Sport for International Development or Managing Sports Events
- Sports Development in Action or Work to Learn

#### Options Year 3
- Dissertation (40 credits) or Single Research Project or Enterprise in Sport, Tourism and The Outdoors or Research Project or Consultancy Project.

The Sporting Image or Sport and Identity.

Brands in the 21st Century Sport, or Sport, Equity and Inclusion, or Industry Based Learning Internship.

Each module is worth 20 credits (unless stated) and takes place over the whole of the year (also, unless otherwise stated). There are work placement opportunities in the TL2070 Physical Education module and the TL3150 Careers in Sport module, as well as the internship programme that sees the student taking a year out between their second year and final year of study.
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.

XS1106- Introduction to Gym Instruction

This module aims to introduce the physiology, mechanics and psychology of sports performance and exercise participation. Theoretical principles will be discussed and examples of application will be suggested.

TL1014 – Introduction to Physical Education

This module aims to introduce the basic principles of the Physical Education curriculum. The group will look at the development of the curriculum over the years and its place in the school curriculum. Students will learn how to lead a variety of practical activities using various teaching strategies and this will form part of the final assessment.

TL1034 - Sport and Society

This module aims to provide a foundation of core knowledge into the role of sport in society. Conceptual definitions of and the relationship between sport, leisure, physical activity and recreation act as the introductory point before the module concentrates on the study of sport and socialization issues, participation factors and sport, and access to sporting opportunities. The module concludes by focusing on how the study of sport in society can be enhanced through the application of social theories.

TL1036 - The Making of Modern Sport

The aim of this module is to provide you with an understanding of the roots and subsequent development of modern sport. By looking at the social influences that shaped modern society, the module encourages you to evaluate the development of sport from pre-industrial society to contemporary society.

TL2060 - Sporting Issues and Ethics

The module aims to examine a range of sporting issues and ethical dimensions within a variety of contexts and locations critical to the modern sports world. Case study examples will be used to exemplify the range of sporting issues and ethical dimensions and the use of social theory will be applied to seek to understand the modern sports world.

TL2070 – Applied Principles of Teaching in Physical Education

This module aims to look at the issues that Physical Education teaches face in a variety of situations. As well as the use of case studies, the students will also be undertaking a work placement in a local primary or secondary school that will see them gain first-hand experience of the teaching profession.
TL2130 – Health and Fitness

This module aims to provide an understanding of anatomy and physiology relating to exercise programming for clients. Specific aims include developing the knowledge, understanding and skills required to maintain the health, safety and welfare of clients in a fitness environment and to support clients taking part in exercise and physical activity sessions. A further aim is for students to understand the benefits of exercise, physical activity and healthy eating. A key component of the module is for students to reflect on their own professional practice and ensure targeted professional competencies (such as Skills Active standards) are met.

TL3069 - Sport and Politics

The module aims to examine the multi-dimensional framework exhibited in the relationship between politics and sport by analysing the politics and sport interface and the varied power relations that are manifested within the sports world. The use of politically themed case studies will be used to provide critical examples of the diverse relationship between sport and politics.

TL3068 – Contemporary Issues in Physical Education

This module looks to elaborate on the material taught in the first and second year. However there is a greater critical analysis on current issues within teaching, such as government policies and strategies that have been introduced and the impact that they have had on delivery methods within schools.

TL3150 – Careers in Sport

Careers in Sport is a reflective module, where students have the opportunity to undertake a sporting work placement in an area of their choice before writing a reflective piece of work with relation to the industry that they are graduating into.

TL3153 – Personal Training

This module aims to provide an understanding and develop the relevant skills to be able to design, manage and adapt training programmes to meet client goals and maintain exercise adherence. A further aim is for students to have an understanding of the role nutrition has in conjunction with exercise to support client goals. A key component of the module is for students to reflect on their own professional practice and ensure targeted professional competencies (such as Skills Active standards) are met.

2.2.1 Progression

Discussions about your progression through the course normally take place in March each year. It is an opportunity for you to make plans for your study over the next academic year. The course team will tell you about the various modules / combinations available 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
The above equates to roughly 36 hours of study per week. For each hour spent in class (approximately 2 hours per module), you are expected to spend a further 2 hours of your time conducting independent studies.

2.4.3 Attendance Requirements
You are required to attend all timetabled learning activities for each module. Notification of illness or exceptional requests for leave of absence must be made to: sstoabsence@uclan.ac.uk, you will then receive an automated response with an absence form that you must complete.

International Students
It is your responsibility, under the UK Visas and Immigration regulations (UKVI) and Points Based System (PBS), that you MUST attend your course of study regularly; under PBS, UCLan is obliged to tell UKVI 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.

The School of Sport and Wellbeing will monitor your attendance on a weekly basis to ensure that you are continuing to fully engage in your programme of study, if your attendance is poor than you will be referred and asked to attend a meeting with your course team, it is important that you respond to any correspondence regarding this.

You will be able to check your own attendance record through your myUCLan.

Each time you are asked to enter your details on SAMs (Student Attendance Monitoring) 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. Please click here.

3.2 Learning and Teaching Methods
In the Sport and Physical Education 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
In addition to this bespoke service which we offer within the School, you are also able to obtain further additional assistance from university wide services such as WISER and the Library.

For additional information relating to WISER and LIS please follow the links below.

WISER https://www.uclan.ac.uk/students/study/wiser/index.php
LIS https://www.uclan.ac.uk/students/study/

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 specialist subject liaison officer for our area – Michael Hargreaves (MHargreaves@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 personal tutor 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 personal tutor 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
The Career Support branch of the university offers a one stop service to help you progress to a successful future. Whatever stage of study you are at, or whatever your future aspirations are they can help. They are a friendly and experienced team with expertise in a wide range of areas. Please take advantage of all the services they offer. It's always advisable to visit them sooner rather than later in your University journey.

More specifically, the courses offered by the school of Sport and Wellbeing 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 Sport and Physical Education programme has shown that 80% of the Sport and Physical Education students have chosen Sport and Physical Education due to Physical Education options and 70% have progressed onto applying for PGDE courses or the Schools Direct. 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) Sport and Physical Education 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 Sport and Physical Education 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) Sport and Physical Education Programme.

The UCLan Employability Framework

<table>
<thead>
<tr>
<th>Employability Skill</th>
<th>Examples within the BA (Hons) Sport and Physical Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>PD</td>
<td>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.</td>
</tr>
<tr>
<td>WE</td>
<td>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.</td>
</tr>
<tr>
<td>SS</td>
<td>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.</td>
</tr>
<tr>
<td>RS</td>
<td>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.</td>
</tr>
<tr>
<td>TW</td>
<td>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.</td>
</tr>
<tr>
<td>CD</td>
<td>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.</td>
</tr>
<tr>
<td>R</td>
<td>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.</td>
</tr>
<tr>
<td>PP</td>
<td>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, &amp; evaluation strategy to assess outcomes and outputs.</td>
</tr>
</tbody>
</table>

Creativity, originality and innovation, including enterprise and entrepreneurship; generating new ideas and applying creative
## Innovation
- 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, guidance and conduct

Your Student Liaison Officer is
Your Senior Tutor is
Your Student Support Administrator is

#### 4.1 Academic Advisors

Your Academic Advisor will meet with you at least twice per semester. 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 CVs.

Your Personal Tutor will work with you to create an individualised learning/development plan that will see you becoming active, global citizens.

#### 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.

The disability advisor for the School is:
Nick Passenger  
NSPassenger@uclan.ac.uk  
Tel: 01772 895890

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.

If your course is for students not studying on the main campus please include the following:
– 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
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 allow you to defer your 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 (available electronically in the course pages of Blackboard). 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 either in class or via email. 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;


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;


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. In addition to the on-going discussion with the course team throughout the year, there are a range of mechanisms for you to feedback about your experience of teaching and learning. We aim to respond to your feedback and let you know of our plans for improvement.

For example, in the Sport and Physical Education course there have been changes in assessment methods and also the inclusion of work placements due to the feedback from students.

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 representatives, surveys and any other appropriate means.

We value the opinion of our students and encourage them to voice that within the Sport and Physical Education course. In particular, we make effective use of Module Feedback Questionnaires (MFQs) and Staff Student Liaison meetings in order to ensure that the student experience is reflected in our curriculum delivery.

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.

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 and voice their opinions and share positive practice with the course team, primarily the Student Staff Liaison Committee Meetings.

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.

The purpose of a SSLC meeting is to provide the opportunity for course representatives to feedback to staff about the course, the overall student experience and to inform developments which will improve future courses. These meetings are normally scheduled once per semester.

Your Course Leader will facilitate the meetings using guidelines and provide a record of the meeting with any decisions and / or responses made and / or actions taken as a result of the discussions held. The meetings include discussion of items forwarded by course representatives, normally related to the following agenda items (dependent on time of year).

The course team encourage student feedback in all areas and recognise that additional items for discussion may also be raised at the meeting

- Update on actions completed since the last meeting
- Feedback about the previous year – discussion of external examiner’s report; outcomes of National /UCLan student surveys.
- Review of enrolment / induction experience;
- Course organisation and management (from each individual year group, and the course overall);
- Experience of modules - teaching, assessment, feedback;
- Experience of academic support which may include e.g. Personal Development Planning, personal tutoring arrangements and The Card;
- Other aspects of University life relevant to student experience e.g. learning resources, IT, library;
- Any other issues raised by students or staff.
8. Appendices

8.1 Programme Specification(s)

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.

<table>
<thead>
<tr>
<th>1. Awarding Institution / Body</th>
<th>University of Central Lancashire</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Teaching Institution and Location of Delivery</td>
<td>University of Central Lancashire, Main Campus, Preston, Lancashire</td>
</tr>
<tr>
<td>3. University School/Centre</td>
<td>School of Sport and Wellbeing</td>
</tr>
<tr>
<td>4. External Accreditation</td>
<td></td>
</tr>
<tr>
<td>5. Title of Final Award</td>
<td>BA (Hons) Sport and Physical Education</td>
</tr>
<tr>
<td>6. Modes of Attendance offered</td>
<td>3 Yr Full Time and 4 Yr Sandwich (Part Time course)</td>
</tr>
<tr>
<td>7. UCAS Code</td>
<td>C602</td>
</tr>
<tr>
<td>8. Relevant Subject Benchmarking Group(s)</td>
<td>Unit 25</td>
</tr>
<tr>
<td>9. Other external influences</td>
<td>Not applicable</td>
</tr>
<tr>
<td>10. Date of production/revision of this form</td>
<td>April 2016</td>
</tr>
</tbody>
</table>

11. Aims of the Programme

- To enable student to undertake a program that is intellectually challenging and vocationally relevant to student wishing to gain employment in the Sports and Physical Education sector or further postgraduate study.
- To develop a critical appreciation of the relationship between sport and health and the ability to monitor health through exercise and prescribe appropriate intervention.
- To demonstrate a critical appreciation and cultural awareness of the processes that are undertaken to enhance learning and participation within sport in a variety of local, national and international contexts.
- To provide opportunities for students to problem solve and be creative relevant in a professional or vocational context.
- To promote the ethos of critical self-reflection and self-development enabling the identification of on-going development needs and strategies for achievement.
### 12. Learning Outcomes, Teaching, Learning and Assessment Methods

#### A. Knowledge and Understanding

| A1. | To demonstrate an understanding of Socio Cultural, Historical and Political influences, with particular understanding of organisations and structures responsible for sport and the political outcomes arising from these. |
| A2. | To identify and examine the policy, planning and delivery of sport, health and physical activity in both national and international contexts. |
| A3. | To demonstrate a series of multi-disciplinary approaches to analysing sport and physical activity. |
| A4. | To demonstrate a critical understanding of Physical Education and the possible facilitation principles in both national and international contexts. |

#### Teaching and Learning Methods
- Lectures, Seminars, Workshops, Practical, Guest Speakers, Work Placements, External Visits, Self-Directed Learning.

#### Assessment methods
- Presentations, Reports, Literature Reviews, Essays, Poster / Leaflet, Test, Examinations, Debates, Proposals, Viva, Electronic Submissions, Electronic Portfolio.

#### B. Subject-specific skills

| B1. | To analyse the political, social and economic contribution that sport makes to society. |
| B2. | To critically analyse, reflect and promote the advocacy of factors supporting a healthy lifestyle. |
| B3. | To identify, plan, deliver and analyse issues surrounding the delivery and participation in sport. |
| B4. | To develop a critical pedagogical appreciation of skills and practices that impact on the study of socio cultural, health and physical education information. |

#### Teaching and Learning Methods
- Lectures, Seminars, Workshops, Practical, Guest Speakers, Work Placements, External Visits, Self-Directed Learning.

#### Assessment methods
- Presentations, Reports, Literature Reviews, Essays, Poster / Leaflet, Test, Examinations, Debates, Proposals, VIVA, Electronic Submissions, Electronic Portfolio.

#### C. Thinking Skills

| C1. | To critically analyse a wide range of theoretical and research data and its application to the social cultural, health and physical education context. |
| C2. | To display analytical, problem solving and reasoning skills in socio-cultural, health and physical activity settings, using various theories, principles and concepts. |
| C3. | To implement self-determined action planning through self-reflection and awareness for future progression. |

#### Teaching and Learning Methods
- Lectures, Seminars, Workshops, Practical, Guest Speakers, Work Placements, External Visits, Self-Directed Learning.

#### Assessment methods
- Presentations, Reports, Literature Reviews, Essays, Poster / Leaflet, Test, Examinations, Debates, Proposals, Viva, Electronic Submissions, Electronic Portfolio.

#### D. Other skills relevant to employability and personal development

| D1. | To develop and implement the employability skills through work placement to contribute effectively to the vocational choice. |
| D2. | To critically analyse and develop the skills necessary for both autonomous practices and team working. |
| D3. | To identify and develop a range of personal and professional innovative entrepreneurial skills through various contexts that can be applied in work place environments. |

#### Teaching and Learning Methods
- Lectures, Seminars, Workshops, Practical, Guest Speakers, Work Placements, External Visits, Self-Directed Learning.

#### Assessment methods
- Presentations, Reports, Literature Reviews, Essays, Poster / Leaflet, Test, Examinations, Debates, Proposals, Viva, Electronic Submissions, Electronic Portfolio.
### 13. Programme Structures*

<table>
<thead>
<tr>
<th>Level</th>
<th>Module Code</th>
<th>Module Title</th>
<th>Credit rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 6</td>
<td>TL3069</td>
<td>Sport and Politics (O)</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>TL3076</td>
<td>Sport in the Global Village (O)</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>TL3153</td>
<td>Advances in Fitness Training (Comp)</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>TL3068</td>
<td>Contemporary Issues in Physical Education (O)</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>TL3150</td>
<td>Careers in Sport (O)</td>
<td>20</td>
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<tr>
<td></td>
<td>TL3101</td>
<td>Internship (O)</td>
<td>120</td>
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<tr>
<td></td>
<td>TL3104</td>
<td>Consultancy Project</td>
<td>20</td>
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<tr>
<td></td>
<td>TL3910</td>
<td>Research Project</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>TL3138</td>
<td>Enterprise for Sport, Tourism and The Outdoors</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>TL3102</td>
<td>Dissertation</td>
<td>40</td>
</tr>
<tr>
<td></td>
<td>TL3031</td>
<td>The Sporting Image (O)</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>TL3129</td>
<td>Sport and Identity (O)</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>TL3130</td>
<td>Brands in the 21st Century Sport</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>TL3079</td>
<td>Sport, Equity and Inclusion (O)</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>TL3114</td>
<td>Industry Based Experience (O)</td>
<td>20</td>
</tr>
</tbody>
</table>

### 14. Awards and Credits*

<table>
<thead>
<tr>
<th>Level</th>
<th>Module Code</th>
<th>Module Title</th>
<th>Credit rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 6</td>
<td>TL2060</td>
<td>Sport Issues and Ethics (Comp)</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>TL2070</td>
<td>Applied Principles of Teaching Physical Education (Comp)</td>
<td>20</td>
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<tr>
<td></td>
<td>TL2130</td>
<td>Health and Fitness (Comp)</td>
<td>20</td>
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<tr>
<td></td>
<td>TL2002</td>
<td>Sport Business Marketing (O)</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>TL2126</td>
<td>Sociological Issues in Disability Sport (O)</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>TL2105</td>
<td>Sport and International Development (O) or Managing Sports Events (O)</td>
<td>20</td>
</tr>
</tbody>
</table>

**BA (Hons) Sport and Physical Education**
Requires 360 credits including a minimum of 220 at Level 5 or above and 100 at Level 6

**BA (Hons) Sport and Physical Education (Sandwich)**
Requires 360 credits including a minimum of 220 at Level 5, 100 at Level 6 and completion of TL3101

**Diploma of Higher Education in Sport and Physical Education**
Requires 240 credits including a minimum of 100 at Level 5 or above
<table>
<thead>
<tr>
<th>Code</th>
<th>Course</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>TL2131</td>
<td>Sports Development in Action (O) or Work to Learn (O)</td>
<td>20</td>
</tr>
<tr>
<td>TL2110</td>
<td>Enterprise Operations and Management (O)</td>
<td>20</td>
</tr>
<tr>
<td>TL2197</td>
<td></td>
<td>20</td>
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<tr>
<td>Level 4</td>
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<tr>
<td>TL1034</td>
<td>Sport in Society (Comp)</td>
<td>20</td>
</tr>
<tr>
<td>TL1014</td>
<td>Introduction to Physical Education (Comp)</td>
<td>20</td>
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<tr>
<td>TL1036</td>
<td>The Making of Modern Sport (Comp)</td>
<td>20</td>
</tr>
<tr>
<td>XS1106</td>
<td>Introduction to Exercise Leadership and Gym Orientation (Comp)</td>
<td>20</td>
</tr>
<tr>
<td>TL1097</td>
<td>Coaching Pedagogy (O) Or A Language (O)</td>
<td>20</td>
</tr>
<tr>
<td>TL1035</td>
<td>Sporting Infrastructure (O) Or Introduction to Sport Business Management (O)</td>
<td>20</td>
</tr>
</tbody>
</table>

Exceptionally, students may take up to one 20 credit option at Stage 1 and up to one 20 credit option at Stage 2 from the School’s module catalogue and/or a module from the UCLan Advantage Curriculum Pathway (i.e. Language, Futures, Volunteering modules) provided that the option contributes to the learning outcomes of the programme. Permission of the Course Leader is required.

**Certificate of Higher Education in Sport and Physical Education**
Requires 120 credits

### 15. Personal Development Planning

Students have the opportunity to broaden their skills throughout the programme by following various themes outside of the compulsory social cultural, physical education and health strand. Students have the opportunity to engage in employability and enterprise modules, as well as enhance their learning skills by studying abroad in an international experience. Each student also has the opportunity to undertake an internship.

Students are also given the opportunity to enhance their professional qualifications by becoming involved with the vast enhancement programme that is offered throughout the three years. Throughout the programme, personal development skills are embedded through modules and this includes research skills and career development, with the latter featuring predominantly in the third year.

### 16. Admissions criteria

Programme Specifications include minimum entry requirements, including academic qualifications, together with appropriate experience and skills required for entry to study. These criteria may be expressed as a range rather than a specific grade. Amendments to entry requirements may have been made after these documents were published and you should consult the University’s website for the most up to date information.
Students will be informed of their personal minimum entry criteria in their offer letter.

Successful applicants must look to have between 240 and 280 points from at least two A2 subjects or equivalent and 5 GCSE’s at C and above including English and Mathematics. Non standard applications are considered on an individual basis and applicants can be asked to attend an interview. Where English is not the first language, students are required to demonstrate their ability by obtaining a IELTS score of 6.0 or above.

17. Key sources of information about the programme

- University Website: [www.uclan.ac.uk](http://www.uclan.ac.uk) / Sport@uclan
- Portal
- Factsheets
- University Prospectus
- Open Days and Applicant Days
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 taking full advantage of the learning opportunities that are provided.

<table>
<thead>
<tr>
<th>13. Awarding Institution / Body</th>
<th>University of Central Lancashire</th>
</tr>
</thead>
<tbody>
<tr>
<td>14. Teaching Institution and Location of Delivery</td>
<td>UCLan, Preston</td>
</tr>
<tr>
<td>15. University School/Centre</td>
<td>School of Sport, Tourism and The Outdoors</td>
</tr>
<tr>
<td>16. External Accreditation</td>
<td>None</td>
</tr>
<tr>
<td>17. Title of Final Award</td>
<td>BA (Hons) Sports Leadership (Foundation Entry) – non award-bearing programme: first stage of 4 year degree course</td>
</tr>
<tr>
<td>18. Modes of Attendance offered</td>
<td>Full Time/Part Time</td>
</tr>
<tr>
<td>19. UCAS Code</td>
<td>TBC</td>
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<tr>
<td>20. Relevant Subject Benchmarking Group(s)</td>
<td>QAA Subject Benchmarking Statement: Hospitality, Leisure, Sport and Tourism</td>
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<tr>
<td>21. Other external influences</td>
<td>QAA Academic Codes of Practice,</td>
</tr>
<tr>
<td>22. Date of production/revision of this form</td>
<td>July 2015</td>
</tr>
</tbody>
</table>
23. Aims of the Programme

- To enable students to develop key academic skills so that they can gain confidence as learners in an HE context in order to work both independently and as part of a group.

- To equip students with the key subject-specific knowledge, understanding and skills to enable them to successfully progress onto an appropriate undergraduate programme of study.

- To enable students to build an awareness of personal development needs and potential career pathways and to develop their transferrable skills.
24. Learning Outcomes, Teaching, Learning and Assessment Methods

A. Knowledge and Understanding

A1. The sports delivery principles required for study of sport coaching, business management, outdoors, development and studies at degree level.
A2. Select and collate information from a wide range of sources to analyse the sporting environment.
A3. Basic skills in information technology allied to practical assessment when analysing the sporting environment.
A4. Communication of information using written, oral and visual techniques.

Teaching and Learning Methods

Core knowledge acquisition occurs principally through tutor-led lectures (teaching) and directed study of textbooks and electronic resources. This is followed up by student led learning activity using text (books and e-resources), media (software, video, technical articles) and practical sessions.

The understanding comes by way of application. This is aided by tutorials/workshops, fieldtrips/ practical. The use of independent study to consolidate understanding is encouraged through research based tasks built into assignments.

The Teaching and Learning strategies employed deliver opportunities for the achievement of the learning outcomes, demonstrate their attainment and recognise the range of student backgrounds. Delivery methods, activities and tasks are aligned with the learning outcomes for this programme, taking account of the learning styles and stage of the student.

Assessment methods

Assessment is through examination of key facts using a variety of methods. These may include formal examinations, or ‘phase tests’ during the year, focussing on a limited range of material. Written work will form the majority of the assessment process, including essays, lab reports and portfolios. Presentations and posters will also be used. Formative assessment is promoted within the programme to promote achievement. This is a structured application of knowledge derived from the tutor-led and individual student activities. The grades achieved are according to the Principles of Assessment, and results moderated by peer lecturers. Consideration of results at Module and Course Assessment Boards lead to recommendations for student Progression or Awards.

B. Subject-specific skills

B1. Apply sports delivery principles to the analysis of problems.

B2. Make effective use of information technology tools for presentation and analysis of findings.

B3. Demonstrate a logical approach to problem solving and basic research questions.

Teaching and Learning Methods

A combination of tutorials/workshops, practical work and laboratory experiments are used to bolster the subject-specific skill development. For all coursework, timely feedback is used to reinforce the specific learning outcomes, nurture confidence and facilitate engagement with the learning process. This is allied to formative feedback for certain elements of work. Greater emphasis is placed on independent learning in the second semester of the course.

Assessment methods
As mentioned previously, a combination of written work, lab/practical reports and examinations are used to assess individual achievement. This is supplemented, where appropriate, with group based work, including posters and presentations.

### C. Thinking Skills

C1. Select and interpret information from relevant sources  
C2. Use information in order to be able to draw inferences, make decisions and reach conclusions  
C3. Recognise and apply the appropriate concepts and techniques to the solution of problems.  
C4. Clarify, explain and summarize ideas.

#### Teaching and Learning Methods

General intellectual skills are developed through the teaching and learning programme as outlined above. These include traditional lead lecture, allied workshops and seminars, practical and laboratory sessions and some field-based work. Specialist facilities are used to support student learning, such as laboratories and sports holdings.

Applied numeracy and literacy skills are developed by tutorial support, with an increasing emphasis on independent study as the year progresses. Research skills (C3) are developed by applying them to specific tasks and practical exercises. An appreciation of the wider context of sports delivery (C4) is developed through directed research, seminars and assignment work.

Formative and evaluative feedback is used as an essential part of the learning process.

#### Assessment methods

Formative feedback through the process of in-class interaction is valued in the development of the above intellectual skills. The skills outlined above are assessed through a combination of written, visual and oral assessments such as essays/reports, negotiated group assignments, presentations, examinations and practical portfolios.

### D. Other skills relevant to employability and personal development

D1. Coherent, effective communication using written, visual and oral means.  
D2. Work effectively both independently and in teams to achieve assigned objectives.  
D3. Identify existing skills and recognize needs for further development.  
D4. Devise a personal development plan based on existing skills and knowledge of progression and career pathways.

#### Teaching and Learning Methods

The teaching and learning methods applied throughout the programme, as outlined above, are used to assist the progress of transferrable skills development. One-to-one tutorials with a Personal Tutor will also be invaluable in the development process.

#### Assessment methods

A range of assessments will be employed throughout the programme in order to assess communication skills in written (essays/reports, blogs/wikis, practical portfolio, examinations), visual (posters/presentations) and oral (presentations) forms. The majority of assessments will be individual, but group work in included in the professional case study module. Skills D3 and D4 will mainly be assessed through a portfolio and action plan.
<table>
<thead>
<tr>
<th>Level</th>
<th>Module Code</th>
<th>Module Title</th>
<th>Credit rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 3 (FE)</td>
<td>TLC107</td>
<td>Essential Literature for Sport, Tourism and The Outdoors (C)</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Planning and Evaluating a Sports Event (C)</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>TLC115</td>
<td>Professional Work Environments in Sport, Tourism and The Outdoors (C)</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>TLC108</td>
<td>Fundamentals of Sports Delivery (C)</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>TLC112</td>
<td>Volunteering and Safety Management</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>VOC 102</td>
<td>Sport Coaching / Sport Coaching and Development Pathway</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The Sporting Landscape (C)</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>TLC111</td>
<td>Sport Studies Pathway</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Introduction to Sport Studies (C)</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Sport Business Management Pathway</td>
<td>20</td>
</tr>
</tbody>
</table>

Requires completion of 120 credits at Level 3.

Students who exit after successful completion of 120 credits at Level 3 will receive a transcript of the modules and grades.
Successful completion of this programme provides specific progression onto Year 1 of one of the following degree courses within the School of Sport, Tourism and The Outdoors at the University of Central Lancashire:

BA (Hons) Sports Coaching and Development
BA (Hons) Sports Coaching
BA (Hons) Sports Studies
BA (Hons) Adventure Sports Coaching
BA(Hons) Outdoor Leadership
BSc (Hons) Sport Business Management

Additionally, successful completion of this programme can, on a case-by-case basis dependent upon extra-curricular activity and prior relevant experience, lead to consideration for progression onto Year 1 of other appropriate degree courses within the School of Sport, Tourism and The Outdoors.

15. Personal Development Planning

Opportunities to develop academic, subject specific and transferrable skill will be presented across the programme. The specific course modules will provide opportunities to help students develop an awareness of career pathways. Students will also have one-to-one development sessions with their personal tutor.

16. Admissions criteria
Programme Specifications include minimum entry requirements, including academic qualifications, together with appropriate experience and skills required for entry to study. These criteria may be expressed as a range rather than a specific grade. Amendments to entry requirements may have been made after these documents were published and you should consult the University’s website for the most up to date information.

Students will be informed of their personal minimum entry criteria in their offer letter.

Applicants would normally be expected to have a minimum of 160 UCAs points or equivalent with a minimum proficiency in English equivalent of IELTS 6.

Given the nature of this programme, applications from individuals with non-standard qualifications, or relevant work/life experience and who have aspirations for professional careers in the fields of sport coaching, development, education, adventure sport or outdoor leadership, but lack the requisite academic qualifications, are welcome. Such applications will be reviewed on an individual basis and may require the applicant to be invited to interview.

Applicants will normally be accepted onto this programme who hold the University's minimum entry requirements but have failed to secure the minimum offer for a specified degree within the School of Sport, Tourism and The Outdoors.

Students with equivalent international overseas qualifications will also be considered.

17. Key sources of information about the programme

- http://www.uclan.ac.uk/schools/sport_tourism_outdoors/index.php
- http://www.uclan.ac.uk/information/courses/index.php
## 18. Curriculum Skills Map

Please tick in the relevant boxes where individual Programme Learning Outcomes are being assessed

<table>
<thead>
<tr>
<th>Level</th>
<th>Module Code</th>
<th>Module Title</th>
<th>Core (C), Compulsory (COMP) or Option (O)</th>
<th>Knowledge and understanding</th>
<th>Subject-specific Skills</th>
<th>Thinking Skills</th>
<th>Other skills relevant to employability and personal development</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Core (C), Compulsory (COMP) or Option (O)</td>
<td>Knowledge and understanding</td>
<td>Subject-specific Skills</td>
<td>Thinking Skills</td>
<td>Other skills relevant to employability and personal development</td>
</tr>
<tr>
<td>LEVEL 3</td>
<td>TLC107</td>
<td>Essential Literature for Sport, Tourism and The Outdoors</td>
<td>COMP</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>TLC112</td>
<td>Fundamentals of Sport Delivery</td>
<td>COMP</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>TLC108</td>
<td>Professional Work Environments in SSTO</td>
<td>COMP</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>TLC115</td>
<td>Planning and Evaluating a Sports Event</td>
<td>COMP</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>VOC102</td>
<td>Volunteering and Safety Management</td>
<td>COMP</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>

**Core Modules for all courses**
<table>
<thead>
<tr>
<th>Level</th>
<th>Pathway</th>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Sport Coaching / Sport Coaching and Development Pathway</td>
<td>TLC111</td>
<td>The Sporting Landscape</td>
<td>COMP</td>
</tr>
<tr>
<td></td>
<td>Sport Studies Pathway</td>
<td>TLC116</td>
<td>Introduction to Sport Studies</td>
<td>COMP</td>
</tr>
<tr>
<td></td>
<td>Sport Business Management Pathway</td>
<td>TLC117</td>
<td>Fundamentals of Sports Business Mgmt</td>
<td>COMP</td>
</tr>
<tr>
<td></td>
<td>Adventure Sports Coaching / Outdoor Leadership Pathway</td>
<td>TLC118</td>
<td>Introduction to Outdoor Leadership and Adventure Sports Coaching</td>
<td>COMP</td>
</tr>
</tbody>
</table>
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.
Contents page

1. Welcome and Introduction to the University
2. Learning Resources
3. Preparing for your career
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. Part one of 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 appeal this decision by following the Complaints Procedure.

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, Clerk to the Board Service, 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.

Our drop-in service is available from 09:00-17:00, Monday to Thursday, 9:00-16:00 on Fridays. We offer CV and cover letter checks, careers information and can tell you about our full range of services. 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

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 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

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

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. Where appropriate, we aim to respond to your feedback and let you know of our plans for improvement.

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 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;
4. 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 this course through the feedback you give. In addition to the on-going discussion with the course team throughout the year, there are a range of mechanisms for you to feedback about your experience of teaching and learning. 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 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 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.