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.

The full list of options indicated may not all be delivered every year, and this may depend on how many students choose that particular option. When accepting your offer of a place to study on this course, you are accepting that not all of these options will be running. At (or before) the start of each year, you will have an opportunity to discuss your course and preferred options with your tutor. The University will do all it reasonably can to ensure that you are able to undertake your preferred options.
Mission and Values

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.

Our 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 in relation to 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. Introduction to the course

2. Structure of the course

3. Approaches to teaching and learning

4. Student support, guidance and conduct

5. Assessment

6. Course regulations

7. Student voice

8. Appendices

8. 1 Approved programme specification
1. Introduction to the course

1.1 Welcome to the course

I would like to welcome you to the School of Sport and Wellbeing, and onto the Foundation Entry programme associated with the following degree programmes:

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

Your programme will develop the key subject-specific knowledge, allied to the development of essential academic skills, needed for higher education study. We will also support the development of personal development needs and potential career pathways. Our expert course team will be available to advise and guide you through your career ‘journey’ throughout your time with us. 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. Secondly, it covers many of the academic issues you may have queries about as you progress along your chosen route of study. This handbook should be used alongside other university guides and should be kept in a safe place. The handbook has been structured and set out in a number of sections. This is to make sure that the information is clear and accessible. From past experiences, the first few weeks are a source of fun for students and we want to see our students enjoy their studies and personal time.

The first few weeks can also be very challenging. As a team of academics and administrators, we are here to help. If you have any questions about your time at UCLan there are a number of places to seek advice and guidance. Firstly, you can simply go to the CAS ‘Hub’ in Greenbank Building (006) where one of the Administrators will assist you. You will also be allocated an academic advisor. These advisors are academic staff who will have times of availability for individual appointments notified outside their offices. Finally, you can, of course,
pop along to visit your course leader. All staff roles and positions will be confirmed during the Welcome Weeks.

You will be taught and helped by a team of dedicated and enthusiastic academic and administrative staff. In return we expect you to be highly motivated, committed and courteous. I would like to take this opportunity to wish you the very best in your studies.

1.2 Rationale, aims and learning outcomes of the course

Each program of academic study in higher education has a set of “Intended Learning Outcomes” which define what it is you can expect to ‘be able to do’ upon successful completion of the programme. The intended learning outcomes for this programme are written with reference to a number of important policy documents:

- UCLan policies and procedures for Academic Quality
- The framework for higher education qualifications in England, Wales and Northern Ireland [QAA, 2008]
- HPC Standards of Education & Training [2009]
- UCLan Medium Term Strategy 2007-2017
- Embedding Curriculum Themes 2007/2008

We ensure that our programmes conform to the professional requirements of a number of organisations. For example, the BA (Hons) Sports Coaching is endorsed by sports coach UK. The course enjoys strong, live links with industry including Wigan Warriors, Preston City Council, Lancashire Sport and many other organisations. Most lecturers have worked in the real world and they are all currently research active and are passionate about embedding their latest research into the curriculum. We are continually seeking to add further external named awards/endorsements and will feed this back to you when successful. The themes of interdisciplinary working are embedded in the modules which make up the programme, and as you progress through the named award we will continually inform you, in greater detail, of the pertinent professional body recognition and standards.

Your studies will be underpinned at each level with the use of best available evidence and increasingly complex study material. You will engage in an increasingly independent, problem-solving and reflective approach to study as the programme progresses. This approach enables you to develop and transfer the skills you gain and apply them in a wide variety of settings.
Study at each level of the programme will become more complex and this will demand that you become increasingly independent and autonomous in your learning.

Initially, the emphasis of the delivery of the course content will be tutor directed, with discrete areas of study in each module. You will be encouraged to play an active role in lectures, practical sessions, tutorials and group work. As you progress through level 4 of the course you will be expected to take a more proactive role in your studies. You will be encouraged to formulate strategies for solving problems based on your own experiences, knowledge and research. Progression through level 5 and 6 will require you to engage in problem solving of increasingly complex and challenging scenarios, using and integrating your knowledge and skills from across the syllabus, reflecting business and management practice more closely.

The programme also develops the key themes of Internationalisation, Sustainability, Enterprise and Employability. The commitment to internationalisation may include options to participate in Erasmus/ISEP exchanges overseas, an international gap year, or an international negotiated level 6 placement. The increase in the use of electronic media for the delivery of the course material supports the sustainability agenda. You are encouraged to engage with the Enterprise agenda through various modules. Employability is addressed through opportunities such as volunteering, engagement with personal development planning and your portfolio, lifelong learning, development of business skills, and structured support to prepare you for entry into the job market.

### 1.3 Course Team

<table>
<thead>
<tr>
<th>Name</th>
<th>Role</th>
<th>Room</th>
<th>Telephone</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>L Trimble</td>
<td>Divisional Leader</td>
<td>Gr148</td>
<td>01772 894908</td>
<td><a href="mailto:ltrimble@uclan.ac.uk">ltrimble@uclan.ac.uk</a></td>
</tr>
<tr>
<td>C Gunn</td>
<td>Module Leader and tutor</td>
<td>Gr161</td>
<td>01772 895491</td>
<td><a href="mailto:cngunn@uclan.ac.uk">cngunn@uclan.ac.uk</a></td>
</tr>
<tr>
<td>C Olsson</td>
<td>Course Leader Sports Coaching</td>
<td>Gr147</td>
<td>01772 894909</td>
<td><a href="mailto:akeaveny@uclan.ac.uk">akeaveny@uclan.ac.uk</a></td>
</tr>
<tr>
<td>C Godfrey</td>
<td>Course Leader Sports Coaching and Development</td>
<td>Gr144</td>
<td>01772 895899</td>
<td><a href="mailto:Cgodfrey1@uclan.ac.uk">Cgodfrey1@uclan.ac.uk</a></td>
</tr>
<tr>
<td>N Passenger</td>
<td>Divisional Leader</td>
<td>Gr128</td>
<td>01772 895890</td>
<td><a href="mailto:nspassenger@uclan.ac.uk">nspassenger@uclan.ac.uk</a></td>
</tr>
<tr>
<td>K McGregor</td>
<td>Course Leader</td>
<td>GR253</td>
<td>01772 895481</td>
<td><a href="mailto:kmcgregor@uclan.ac.uk">kmcgregor@uclan.ac.uk</a></td>
</tr>
</tbody>
</table>
1.4 Academic Advisor
You will be allocated an Academic Advisor during the induction period of your studies. Please make a note of who your Academic Advisor is, and seek a meeting to introduce yourself to them! You will be able to access this information through your My UCLan page.

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 891998 or 891999.

The hub email contact for the School of Sport and Wellbeing is: GreenbankHub@uclan.ac.uk

1.6 Communication
The University expects you to use your UCLan email address and check regularly for messages from staff. Please do not send email messages from other addresses e.g. Hotmail as they are usually blocked and 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 your School Blackboard site.
Communicating with the Course Leader, module and Academic Advisors, and other students is a fundamental and important part of studying in a higher education environment.

You are encouraged to maintain regular contact with members of the course team, especially your Academic Advisor. This is normally the best way to deal with any academic or personal issues and these should be dealt with as soon as they emerge.

You can arrange appointments with all members of staff. You should make sure that you have a clear agenda of what you would like to discuss in order to make sure that appointments are an effective use of time. However, please note that Academic Advisor meetings are not a substitute for unauthorised non-attendance at timetabled sessions.

Information regarding changes to the timetable, will be communicated to you either in the classroom or via your University email address. Specific module information will be posted onto the module area on Blackboard, and you can also communicate with module leaders using the discussion boards in 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/pathway coordinator, 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.

The External Examiner for your foundation entry programme is Mr Mark Harris.
2. Structure of the course

2.1 Overall structure

Year One (full time students)

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>TLC107</td>
<td>Essential Literature for Sport, Tourism and The Outdoors</td>
</tr>
<tr>
<td>TLC112</td>
<td>Fundamentals of Sport Delivery</td>
</tr>
<tr>
<td>TLC108</td>
<td>Professional Work Environments in SSTO</td>
</tr>
<tr>
<td>TLC115</td>
<td>Planning and Evaluating a Sports Event</td>
</tr>
<tr>
<td>VOC102</td>
<td>Volunteering and Safety Management</td>
</tr>
</tbody>
</table>

And one of the following options depending on the pathway chosen

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>TLC118</td>
<td>Introduction to Outdoor Leadership and Adventure Sports Coaching</td>
</tr>
<tr>
<td>Or</td>
<td>Introduction to Sport Studies</td>
</tr>
<tr>
<td>TLC116</td>
<td></td>
</tr>
<tr>
<td>Or</td>
<td>Fundamentals of Sports Business Management</td>
</tr>
<tr>
<td>TLC117</td>
<td></td>
</tr>
<tr>
<td>Or</td>
<td>The Sporting Landscape</td>
</tr>
<tr>
<td>TLC111</td>
<td></td>
</tr>
</tbody>
</table>

Successful completion of Year One provides progression onto one of the following programmes:

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

To complete the foundation year successfully, you will need to secure 120 credits of passed modules. This equates to passing all six of your modules. If you do not pass these modules, then progression onto your named route will be delayed.

There is a part-time study route also available. Please speak to your Course Leader to discuss the module route.
2.2 Modules available
The modules you will study are listed in the table above. They range from fundamental modules developing your academic skills and subject knowledge (TLC107, TLC111) to expert modules related to specific scientific content (TLC112 and TLC115). In addition, there are exciting modules in volunteering (VOC102) and professional practice (TLC108) that will begin the developmental ‘journey’ you will need to work in graduate-level employment.

2.2.1 Progression
Discussions about your progression through the course normally take place in February 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.

You will attend a progressi on talk by the course leader for your nominated programme, normally in February or March of the foundation year. This will allow you to see how the course is structured and timetabled, and also allows you to find out information about optional modules and key course content.

2.3 Study Time

2.3.1 Weekly timetable
Your timetable will be available online via https://apps.uclan.ac.uk/WeeklyTimetable
Please be aware your timetable will change, sometimes owing to unforeseen circumstances such as the weather, but will also vary throughout the academic year, therefore it is vital that you check your timetable on a regular basis.
Whether you are studying the programme full time or part time, you should not expect to only attend the University for formally timetabled sessions. We acknowledge that students need to spend time on private study, in accessing the Library, in working on group activities, and in completing assignments for a large proportion of the time at university (see below). There will also be additional activities outside the timetabled sessions, for example short courses or visiting speakers that you should also attend to facilitate your personal development.
2.3.2 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.

Students often ask about the workload on the Course.

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

Example of how to balance taught sessions with personal study:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Total number of hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Lectures, seminars, workshops</td>
<td>12 hours</td>
</tr>
<tr>
<td>• Personal learning and study, library research, writing assignments</td>
<td>24 hours</td>
</tr>
<tr>
<td>Total workload per week</td>
<td>36 hours</td>
</tr>
</tbody>
</table>

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

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 then 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 SAM you must remember that the University has a responsibility to keep information up to date and that **you must only enter your own details on the system**. To enter any other names would result in inaccurate records and be dishonest. Any student who is found to make false entries can be disciplined under the student guide to regulations.

**International Student Responsibilities**

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

**2.4 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 various purposes. These 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 contact the Information Governance Officer, Clerk to the Board Service, University of Central Lancashire, Preston, PR1 2HE or email DPFOIA@uclan.ac.uk.

**3. Approaches to teaching and learning**

**3.1 Expertise of staff**

The programme will be delivered by staff who have all undergone post graduate studies in education, and also specialist training in their main discipline. Most of our staff have doctoral qualifications, professional accreditation and higher level teaching awards. Academic staff generally have specific areas of expertise on which they tend to focus for their teaching areas. Information about staff and their academic / research interests can be accessed via the School Website.
3.2 Learning and teaching methods

The teaching and learning strategy of the programme aims to assist you in developing into an independent and autonomous learner. In acknowledgement that each student learns in a different way you will experience a variety of teaching styles and formats. This variety [outlined below] is intended to provide a rich assortment of learning experiences.

Key Note Lectures

Lectures will be used to introduce concepts, give information and to ‘set the scene’ for your learning. Study materials are made available via eLearn so that you have the opportunity to review materials to consolidate learning.

Group Work

Seminars, tutorials, discussions, debates and workshops will be used to develop your problem-solving ability and to allow you to explore and discuss concepts, ideas and information. You will be expected to ‘come prepared’ to these sessions, ready to discuss your ideas and understanding of a subject area in order to allow further development of ideas as a group. Group reflection and knowledge sharing workshops will be used during and after practice-based modules to encourage you to share your experiences and learning.

Practical Skills Sessions

Practical sessions allow you to acquire and practice the necessary skills for safe and effective management, leadership and professional practice. These sessions will progressively be linked to research and practitioner informed teaching.

Problem based learning

Problem based learning [PBL] uses approaches that involve scenarios/triggers as the focus of learning in selected modules. In PBL you work out what you need to learn and how to apply this new knowledge as solutions to the problem. In PBL the Lecturer’s role is one of facilitator, keeping you on track and helping you to identify relevant resources and you will assume a high degree of responsibility for your learning. This will require you to work collaboratively and effectively with others and set relevant learning goals for yourself and the group as a whole. You will need to take the initiative and be prepared to present your learning achievements.

Independent / self-directed study / research

For each hour of tutor contact that you have within a module you will be expected to do 1-2 hours of additional study in your own time. As you progress on the course, answers to your
questions will not always be readily available in standard textbooks. You will need use your
independent study time to find and use contemporary, research-based materials (journal
articles, conference papers, Internet postings, current research programme briefs, research
work in progress, and so on). Self-directed study will enable you to develop the skills for
Lifelong Learning (LLL) and Continued Professional Development (CPD) that are essential
components of your future professional responsibility.

**Blackboard (Managed Learning Environment)**
Blackboard is a key component of the school’s teaching strategy and as such it is a major
teaching and learning resource in each module. You will need to have broadband internet
access to enable you to view the full scope of teaching materials. Blackboard module sites will
include information such as module information packs (MIPs)/ module handbooks, module
assessments and provide you with access to a range of resources to support your learning.
Blackboard also provides access to other supporting materials which include directed study
notes to prepare in advance for timetabled sessions, material relating to taught sessions, live
electronic links, discussion sites and chat rooms.

Some modules will deliver teaching material through the e-learning medium, and it is important
that you engage fully with this process.

**Presentations**
Presentations are often used to enable you to feedback to the student group following a period
of directed or self-directed study. You will develop your presentation skills throughout the
levels of the programme. A variety of different modes of presentation will be used including
verbal, poster and PowerPoint. Presentations in different formats are a key feature of the
assessment strategy on your programme.

**3.3 Study skills**
The development of study skills are supported throughout the programmes in a number of
ways, with the most significant of these being through the use of Personal Development
Planning (PDP). The University’s Employability Skills Self-Assessment Profile will also be
used to monitor and encourage your personal development and progression of employability
skills through the programme.

PDP is inherent within all our programmes so as to equip you with the essential skills required
to successfully undertake the course and to develop additional skills which will enhance your
future employability. 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. There are a variety of services to support students and these include,

WISER https://portal.uclan.ac.uk/webapps/portal/frameset.jsp?tab_tab_group_id=33_1
LIS https://portal.uclan.ac.uk/webapps/portal/frameset.jsp?tab_tab_group_id=25_1

3.4 Learning resources

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

If you need any specific help with the LIS you should contact the specialist subject liaison officer for our area who will be confirmed during Welcome Weeks.
You will be introduced to a lot of the specific resources for your programme during the different course modules, for example TLC107 Essential Literature which is vital in terms of your ability to study independently and complete assessed work. Please make every effort to attend lectures and additional free training sessions.

The library is open all day, every day during term-time but please check their website out to clarify for specific days/dates. http://www.uclan.ac.uk/students/study/library/index.php

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. Each module will also have its own online reading list.

The course team strive to facilitate significant access to electronic learning resources. Many of these will be available as links via Blackboard. This may include access to useful websites, videos and PDF files. It is therefore highly important that you have access to broadband in order to access these resources as they will often form part of directed study in preparation for sessions.
3.5 Personal development planning

Personal development planning (PDP) will be an integral part of the programme (included in modules such as 'Professional Work Environments') and will be facilitated by your Academic Advisor. You will be introduced to this at the beginning of the programme.

3.6 Preparing for your career

Your future is important to us, so to make sure that you achieve your full potential whilst at university and beyond, your course has been designed with employability learning integrated into it. This is not extra to your degree, but an important part of it which will help you to show future employers just how valuable your degree is. These “Employability Essentials” take you on a journey of development that will help you to write your own personal story of your time at university:

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

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

It’s your future: take charge of it!

Careers offers a range of support for you including:-

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

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

4. Student support, guidance and conduct

The foundation entry programme is managed by Leona Trimble and Nick Passenger, supported by Chris Gunn for the sport coaching and business management pathways. In
addition, there is also a named Academic Advisor for all students. This will be notified to you during the first Welcome Week.

4.1 Academic Advisors
Your Academic Advisors will meet with you at least twice per year. Academic Advisors are here to work with you to help you understand your assignment feedback and help you reflect and action plan in order to improve your performance within and across academic years. They will be able to help you plan for your intended future careers and encourage you to take up additional qualifications and opportunities that are available. They will help you collect evidence to create and dress CV’s. Your Academic Advisor will work with you to create an individualised learning/development plan that will see you becoming active, global citizens.

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

4.3 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, for example your Academic Advisor, 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 requirements and provide appropriate support for you to complete your study successfully. Where necessary, you will be asked for evidence to help identify appropriate adjustments.

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

Within each School there is also a disability contact. This person’s details will be provided during the Welcome Weeks.
4.4 Health and Safety
As a student of the University you are responsible for the safety of yourself and of others around you. You must understand and follow all the regulations and safety codes necessary to maintain 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 demonstrated by using appropriate language in class and switching off mobile phones / other devices prior to attending classes.

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.

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

Representation and campaigning for students’ rights is at the core of what we do and is encompassed by our 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 Union is where your voice can be heard, actions taken, or campaigns launched.

Your 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 our dedicated staff team in the Advice and Representation Centre are on hand to help. As this is independently run from the university, we can offer truly impartial advice.

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

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.

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

Assessment is an essential part of any academic programme. The main purpose of assessment is to establish that you achieve the intended learning outcomes of the modules and thus the programme. Throughout the course of your degree programme you will be assessed on all the modules that you undertake. Normally you will gain a percentage mark for the assessment except for those assessments that are pass/fail only. Within each module, there may be more than one piece of assessed work. Generally the higher the credit rating of the module the larger the assessment will be. All assessed work is marked and internally moderated by academic staff. In addition assessed work is externally moderated by an external examiner. External examiners are appointed in line with University policy.

The following list show an overview of the assessments used across all the modules of the programme at all levels. You should refer to your Student School Handbook and Module Handbooks for more detailed information related to assessment.
Your chosen foundation entry programme is made up of 120 credits at level 3, leading on to a standard 360 credit BA award from level 4 onwards. You must satisfactorily complete all these credits to be awarded the degree.

Examples of how you will be assessed are shown below

<table>
<thead>
<tr>
<th>Level 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practical assessment</td>
</tr>
<tr>
<td>Written assignments</td>
</tr>
<tr>
<td>Online tests</td>
</tr>
<tr>
<td>Presentations</td>
</tr>
<tr>
<td>Written Examinations</td>
</tr>
</tbody>
</table>

It is strongly recommended that you keep a copy of all your assessment work. The University is only required to keep copies of assessments for 4 months following the exam boards, after which time it will usually be destroyed. All assessment work is the intellectual property of the University of Central Lancashire and therefore your assessments may be used as examples for future students.

Details of module assessments can be found in the Module Information Packs that will be provided to you at the beginning of each module.
In order to progress from one level of study to the next you will normally need to have achieved 120 credits at the previous level.

5.1.1 Proof Reading Assignments

Assignments should normally go through a number of drafts and should be proof read before submission. Assignments will lose marks for poor spelling, grammar and referencing. Proof reading should include the following.

1. A spell check set to English Language UK
2. Use of appropriate grammar (avoid the use of the first and second person, e.g. “my”, “I”, “we”, “our”, etc. in essays and reports). Personal development assignments may, of course, use the expressions.
3. Accurate referencing (cross check from citations to the references/bibliography)
4. Ensuring that the assignment is clear and logical in its approach
5. Ensuring that the assignment actually addresses the set question and meets the assessment criteria

It is the lack of the above checks that often lead to assignments being awarded marks of less than 40%.

5.2 Notification of assignments and examination arrangements

All of the hand-in deadlines for formal assessments are published in the Module Information Packs at the start of the academic year. It is your responsibility to manage the research, synthesis and production of your assignments throughout the year to ensure you submit within the hand-in deadlines. Lead lectures, seminars and group tutorials are designed to support your assignment submission and failure to attend any of these sessions may result in module tutors not offering additional individual tutorials.

5.3 Referencing

This is an important aspect of academic work and is very easy to understand. A key starting point in understanding referencing is to address the questions, what, why, when and how.

Referencing is a simple issue but one that many students accord insufficient attention. Referencing is the process of ensuring that any sources used are appropriately acknowledged. It is about being fair and honest. If the ideas presented are not yours, sources and authors need to be highlighted and accredited.

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 and used appropriately. If referencing is not learnt and applied, students will be deemed to be incompetent academics and this generally leads to a substantial loss of marks.

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

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 those of the student but the author. There must be no doubt in the assessor’s/ examiner’s mind as to when your words and ideas start and finish and where the words and ideas of others are used and 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 degree programme, 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.

In order to be consistent with your referencing we encourage you to use the RefWorks guidance related to how to reference. Further detail re this will be given during modules and in sessions with the Library support staff.

5.4 Confidential material
During the foundation year, you will not be expected to deal with any confidential information. However, we do operate a strict policy relating to the handling and use of confidential information. This will be outlined to you when required, and further details can be found on the university website.

5.5 Dealing with difficulties in meeting assessment deadlines
Assignments must be submitted no later than the 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 to the relevant module tutor/ leader or Academic Advisor by email.

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 (Academic Regulations).

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

5.5.1 Extenuating circumstances

Some students face significant events in their personal life that occur after their course has started. These have a greater impact than can typically be resolved by the use of an assignment extension. If this applies to you, the University is can offer support with regard to your course and your personal wellbeing through a process called Extenuating Circumstances (see Academic Regulations and Assessment Handbook).

Normally extenuating circumstances will relate to circumstances which have had a significant, adverse effect on your studies. Everyday occurrences such as colds or known conditions such as hay-fever will not qualify unless the effects are unusually severe and this is corroborated by a medical note. The University does not look sympathetically on absences or delays caused by holiday commitments or by work commitments in the case of full-time students. The normal work commitments of students would not constitute an extenuating circumstance. A disability or learning difficulty does not constitute an extenuating circumstance (see Academic Regulations). Further information is available on the Student Portal at: https://www.uclan.ac.uk/students/study/examinations_and_awards/extenuating_circumstances.php

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. All evidence that is 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.

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

5.5.2 Late submissions
If you submit work late and unauthorised, 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.

5.6 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.

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. Feedback may be oral, written, posted on a website or other.

5.7 Cheating, plagiarism, collusion or re-presentation
You are required to sign a declaration indicating that individual work submitted for an assessment is your own.
If you attempt to influence the standard of the award you obtain through cheating, plagiarism or collusion, it will be considered 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 markers or 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.

Within the School of Sport and Wellbeing, all student text-based assessments are submitted via a software package called 'Turnitin. This is accessed through your module Blackboard space. While this package will provide you with your feedback and grade, its original purpose is to examine the originality of your work. Turnitin works by comparing your submitted assignments to an extremely large database of journals and books as well as websites and student work from UCLan and other Universities. If you copy information from these sources, ‘Turnitin’ will signpost these to the tutor in the final originality report. The tutor will then make a judgement as to whether you have plagiarised or not. This is a very robust tool and has identified plagiarism that may have gone unnoticed previously.

You will be shown how to access ‘Turnitin’ and will use it throughout the duration of your programme. If you would like to know more about the Originality check in ‘Turnitin’ then follow the link: http://turnitin.com/en_us/features/originalitycheck.
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:

In the case of a single offence of cheating, plagiarism, collusion or re-presentation:

- the penalty will be 0% for the element of assessment and an overall fail for the module.
- the plagiarised element of assessment must be resubmitted to the required standard and the mark for the module following resubmission will be restricted to the minimum pass mark.
- when it is detected for the first time on a resubmission for an already failed module, no further resubmission for the module will be permitted and the appropriate fail grade will be awarded.

In the event of a repeat offence of cheating, plagiarism, collusion or re-presentation (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.

**5.8 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.

If you want to appeal, then you must do so within 14 days of your results being published. It is your responsibility 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.

Dates of result publication will be notified through the UCLan Academic Calendar. Please see this link for details https://www.uclan.ac.uk/students/study/key_dates.php

6. Course regulations

6.1 Course requirements
You must successfully complete all 120 credits on the programme in order to progress to the standard degree pathway.

6.2 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 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.

In recent years, we have changed the course to reflect greater professional practice requirements and also adopt more ‘digital’ teaching methods as a result of student feedback. This is a truly important process to ourselves.
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 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.

During the academic year you will have the opportunity to discuss course and module issues with academic staff from the delivery teams. This is via the mechanism of our Staff Student Liaison Committee (see section 7.2).

Additionally, at the end of each module you are invited to provide feedback via the process of Module Evaluation. Please take this opportunity to tell us what we are doing well, and perhaps could improve upon. This is another essential process in ensuring we make your experience the best it can be.

Finally, you will also have the chance to provide feedback via the university’s own Student Survey. Again, details will be provided to you near to the time of completion.

7.1 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 and voice
their opinions and share positive practice with the course team, primarily 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 meanwhile 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 is your School President or more about the role visit the Students’ Union website or email: coursereps@uclan.ac.uk

7.2 Student Staff Liaison Committee meetings (SSLC)

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.

Meetings will be facilitated using guidelines and a record of the meeting will be provided 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, academic advisor arrangements;
- Other aspects of University life relevant to student experience e.g. learning resources, IT, library;
- Any other issues raised by students or staff.

7.3 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 complaints procedure is intended
to provide an accessible, fair and straightforward system which ensures as effective, prompt and appropriate response. Click on this link for more information Complaints Procedure
8. Appendices

8.1 Programme Specification

UNIVERSITY OF CENTRAL LANCASHIRE

Programme Specification

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

1. Awarding Institution / Body
   University of Central Lancashire

2. Teaching Institution and Location of Delivery
   UCLan, Preston

3. University School/Centre
   School of Sport and Wellbeing

4. External Accreditation
   None

5. Title of Final Award
   BA (Hons) Sports Leadership (Foundation Entry) – non award-bearing programme: first stage of 4 year degree course

6. Modes of Attendance offered
   Full Time/Part Time

7. UCAS Code
   TBC

8. Relevant Subject Benchmarking Group(s)
   QAA Subject Benchmarking Statement: Hospitality, Leisure, Sport and Tourism

9. Other external influences
   QAA Academic Codes of Practice,

10. Date of production/revision of this form
    July 2015

11. 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.
## 12. 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 an Academic Advisor 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.
### 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 3 (FE)</td>
<td>TLC107</td>
<td>Essential Literature for Sport, Tourism and The Outdoors (C)</td>
<td>20</td>
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<tr>
<td></td>
<td>TLC115</td>
<td>Planning and Evaluating a Sports Event (C)</td>
<td>20</td>
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<tr>
<td></td>
<td>TLC108</td>
<td>Professional Work Environments in Sport, Tourism and The Outdoors (C)</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>TLC112</td>
<td>Fundamentals of Sports Delivery (C)</td>
<td>20</td>
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<td></td>
<td>VOC 102</td>
<td>Volunteering and Safety Management</td>
<td>20</td>
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<td></td>
<td>TLC111</td>
<td>The Sporting Landscape (C)</td>
<td>20</td>
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<tr>
<td></td>
<td>TLC116</td>
<td>Introduction to Sport Studies (C)</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>TLC117</td>
<td>Fundamentals of Sports Business Management (C)</td>
<td>20</td>
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</tbody>
</table>

### 14. Awards and Credits*

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 Academic Advisor.

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 and Wellbeing.

Students with equivalent international overseas qualifications will also be considered.

<table>
<thead>
<tr>
<th>17. Key sources of information about the programme</th>
</tr>
</thead>
<tbody>
<tr>
<td>• <a href="http://www.uclan.ac.uk/schools/sport_tourism_outdoors/index.php">http://www.uclan.ac.uk/schools/sport_tourism_outdoors/index.php</a></td>
</tr>
<tr>
<td>• <a href="http://www.uclan.ac.uk/information/courses/index.php">http://www.uclan.ac.uk/information/courses/index.php</a></td>
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</tbody>
</table>
### 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>Programme Learning Outcomes</th>
<th>Other skills relevant to employability and personal development</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Knowledge and understanding</td>
<td>Subject-specific Skills</td>
<td>Thinking Skills</td>
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### Selected Pathways

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