

Course Handbook
BSc (Hons) Nutrition and Exercise Sciences
2017-2018
Course Leader: Dr Stephanie Anne Dillon
School of Sport & Wellbeing
Sport, Exercise & Nutritional Sciences



Please read this Handbook in conjunction with the University's Student 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 of School. This applies to the materials in their entirety and to any part of the materials.

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1. Welcome to the course

I would like to welcome you to the School of Sport and Wellbeing and the Academic Team of Sport, Exercise and Nutritional Sciences (SENS). More significantly, welcome to the BSc (Hons) Nutrition and Exercise Sciences. To those students who are returning to the University, I hope that you have had a good break and are looking forward to the programme of study that awaits you.

This course brings together the three distinct disciplines of Exercise Science and Nutrition (based in the School of Sport and Wellbeing), and Health Studies (based in the School of Health Sciences). We think this is an exciting area in which to study, bringing together the three disciplines to form an interesting, relevant course that produces sought-after graduates. Students will extend their knowledge and skills in a range of activities through integrated theory and practical experiences. A research project in the final year allows students to integrate their knowledge and skills in an area of specific interest.

We hope that you'll enjoy your studies. We want this to be a positive learning experience for you. There will be some hard work, but we hope that you'll find it interesting and challenging and that you'll have the chance to enjoy yourself along the way. 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 call into the course administrative services situated in Greenbank Building room 006 where one of the School Administrators will assist, or alternatively see your Course Leader or Personal Tutor.

The School is very proud of its BSc (Hons) Nutrition and Exercise Sciences course and a team of dedicated and enthusiastic staff will be in charge of teaching. In return we expect the highest levels of motivation and commitment from our students.

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

Dr Steph Dillon

Telephone: 01772 893516 Room Darwin DB202 Email: SDillon@uclan.ac.uk

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1.1 Rationale, aims and learning outcomes of the course



The BSc (Hons) Nutrition and Exercise Sciences has been designed to provide an intellectually stimulating and vocationally relevant programme for students interested in nutrition and exercise sciences and health. Sedentary lifestyles and poor nutrition can cause diseases that place an enormous burden on the individual and the whole society. The importance of achieving and maintaining a good level of health and nutrient intake is receiving greater recognition from employers, the government and the general public. To deal with these problems, there is growing emphasis placed on the fitness and preventative medicine sectors. Graduates who are specifically trained in methods to prevent and treat disease with exercise and nutritional intervention programmes are becoming more popular in these sectors. Nutrition and Exercise Sciences equips students with the knowledge and skills required for promoting the health of the general public, clients with risk factors or patients who already suffer from a disease. As its title suggests this is a truly multi-disciplinary course, with all areas taught by specialists in that field and the availability of the two pathways will also allow students the option to specialise in nutrition and food science or health-related fitness. This programme will produce graduates with in-depth knowledge in all facets of the degree.

We hope that you'll enjoy your studies. We want this to be a positive learning experience for you. There will be some hard work, but we hope that you'll find it interesting and challenging and that you'll have the chance to enjoy yourself along the way.

Aims

- To develop knowledgeable and skilful science graduates, specialising in the area of Nutrition and Exercise Sciences as it relates to health and wellbeing..
- To develop skills related to the research and practitioner aspects of the vocation thereby developing the Employability and Enterprise of graduates.
- To enhance the understanding of sustainability issues relating to the area of Nutrition and Exercise Sciences with particular regard to the health and wellness of clients, and wider benefits to society.
- To develop multidisciplinary students who appreciate the complex relationships between exercise, nutrition and health.
- To enable students to critically appraise and reflect upon their practice, using an evidence based approach, and maintain an on-going commitment to their own development and that of their chosen profession.

Learning Outcomes

A. Knowledge and Understanding

- A1. Understand the scientific basis of exercise and nutrition and how it relates to health and disease.
- A2. Recognise the need for a multi-disciplinary approach to the study of nutrition and exercise science using an evidence-based approach underpinned by academic and professional practice.
- A3. Acquire, interpret and critically analyse information appropriate to exercise and

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nutritional sciences.

B. Subject-specific skills

- B1. Plan, design and execute practical scientific activities using appropriate techniques and procedures.
- B2. Plan, design, execute and communicate a sustained piece of independent intellectual work using appropriate media.
- B3. Undertake practical work with due regard for health and safety, ethics and risk assessment.
- B4. Derive a critical awareness of the sustainability issues which underpin best practice in nutrition and health-related fitness provision.
- B5. Adopt & maintain professional behaviour in line with relevant professional standards.

C. Thinking Skills

- C1. Critically assess and evaluate evidence related to nutritional and exercise sciences.
- C2. Interpret experimental data related to the discipline area of exercise and nutritional sciences.
- C3. Apply knowledge of nutrition and exercise sciences to the solution of familiar and unfamiliar problems
- C4. Develop a reasoned argument and challenge assumptions about the discipline area .

D. Other skills relevant to employability and personal development

- D.1 Use intellectual skills to enhance knowledge and understanding (recognise and apply subject-specific principles; formulate and test hypotheses; apply subject knowledge to address problems; critically analyse, synthesise and summarise relevant information).
- D.2 Use practical skills to enhance subject knowledge and understanding (design and implement investigations; record and analyse data appropriately; carry out appropriate investigations in a responsible, safe and ethical manner).
- D.3 Use numeracy, C & IT to enhance subject knowledge and understanding (use a variety of information sources; communicate using a variety of formats and approaches; cite and reference work appropriately; prepare, process, interpret and present data appropriately; use computers to solve problems; use electronic sources as a source of information and to communicate).
- D.4 Use interpersonal and teamwork skills to enhance subject knowledge and understanding (identify individual and collective goals and responsibilities; use negotiating skills; evaluate performance as an individual and team member; appreciate the interdisciplinary/multidisciplinary nature of the subject area).

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Use self-management and professional development skills to enhance subject knowledge and understanding (skills involved include working independently; effective time management and organisation skills; identifying, working towards and achieving targets; and developing an adaptable, flexible and effective approach to study and work).

1.2 Course Team

Dr Stephanie Dillon, Principal Lecturer & Academic Lead	Darwin Building 202 ☎ 3516 💻 sdillon@uclan.ac.uk
Rob Allan, Lecturer	Darwin Building 223 ☎ 4913 💻 RAllan1@uclan.ac.uk
Dr Bojlul Bahar, Senior Lecturer	Darwin Building 329 ☎ 4914 💻 sdillon@uclan.ac.uk
Ian Bentley, Lecturer	Darwin Building 223 ☎ 3511 💻 ibentley1@uclan.ac.uk
Ben Dickinson, Lecturer	Darwin Building 226 ☎ 4561 💻 bdickinson3@uclan.ac.uk
Dr Chris Edmundson, Senior Lecturer	Darwin Building 204 ☎ 3317 💻 cjedmundson@uclan.ac.uk
Dr Dave Fewtrell, Senior Lecturer	Darwin Building 204 ☎ 3329 💻 djfewtrell@uclan.ac.uk
Rob Graydon, Lecturer	Darwin Building 226 ☎ 💻 rwgraydon@uclan.ac.uk
Dr Sarah Hobbs, Reader	Darwin Building 201 ☎ 3328 💻 sjhobbs1@uclan.ac.uk
Dr Howard Hurst, Senior Lecturer	Darwin Building 223 ☎ 3911 💻 hthurst@uclan.ac.uk
Professor Nicola Lowe	Darwin Building 230 ☎ 3599 💻 nmlowe@uclan.ac.uk
April Melia, Lecturer	Darwin Building 226 ☎ 2483 💻 aamelia@uclan.ac.uk
Suruchi Pradhan, Teaching Assistant	Darwin Building 329 ☎ 3751 💻 spradhan1@uclan.ac.uk
Dr Brigit Ramsingh, Lecturer	Darwin Building 201 ☎ 6370 💻 bramsingh@uclan.ac.uk
Linda Ratinckx, Senior Lecturer (School of Health Sciences)	Brook Building 328 ☎ 3404

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	 lratinckx@uclan.ac.uk
Paul Reid, Senior Lecturer (School of Health Sciences)	Brook Building 328  3411  pjreid1@uclan.ac.uk
Dr Jan Mei Soon, Lecturer	Darwin Building 217  2567  jmsoon@uclan.ac.uk
Dr Jonnie Sinclair, Senior Lecturer	Darwin Building 217  2796  jksinclair@uclan.ac.uk
Professor Carol Wallace	Darwin Building 203  3657  cawallace@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. The team are research-active and you are encouraged to read the mini biographies on the School web page and check out information about their publications. Just [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.



1.5 Administration details

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

Greenbank Building

Sport and Wellbeing
Management

Business

telephone: 01772 891992/891993

email: GreenbankHub@uclan.ac.uk

Allen Building

Medicine

Dentistry

telephone: 01772 895566

email: AllenHub@uclan.ac.uk

Harris Building

Lancashire Law School

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Humanities and the Social Sciences
 Centre for Excellence in Learning and Teaching
 telephone: 01772 891996/891997
 email: HarrisHub@uclan.ac.uk

Foster Building

Forensic and Applied Sciences
 Pharmacy and Biomedical Sciences
 Psychology
 Physical Sciences
 telephone: 01772 891990/891991
 email: FosterHub@uclan.ac.uk

Computing and Technology Building

Art, Design and Fashion
 Computing
 Journalism, Media and Performance
 Engineering
 telephone: 01772 891994/891995
 email: CandTHub@uclan.ac.uk

Brook Building

Community, Health and Midwifery
 Nursing
 Health Sciences
 Social Work, Care and Community
 telephone: 01772 891992/891993
 email: BrookHub@uclan.ac.uk

1.6 Communication



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

Communicating with your Course Leader, module tutors, 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 and 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. All members of staff display their availability on their office door along with instructions on how to arrange appointments. 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.

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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. 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 BSc (Hons) Nutrition and Exercise Sciences is Dr Kathleen Mooney, Senior Lecturer at Edge Hill University. External examiner reports will be made available to you electronically via the course area on Blackboard.



2. Structure of the course

2.1 Overall structure

This section outlines the course structure and important information on the range of modules available.

The course consists of a number of modules. All of these modules are single and have a credit rating of 20, with the exception of the research project which is a double module and equates to 40 credits. The teaching session for some modules is Semester 1 while the teaching session for others is Semester 2. Some modules are taught across both Semesters 1 and 2, and are referred to as year-long modules.

You must ensure that you **register for 6 modules/120 credits in total each year.**

For a part-time mode of study you would expect to register for 80 credits each year. The 40 credit research project would be completed in your final of study.

Compulsory Modules

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

Optional Modules

In addition to the compulsory modules, you have the opportunity to select optional modules. You must adhere to the rules surrounding the selection of optional modules at each level. Please note that not all Option modules may run in any one year and may not run if undersubscribed.

To register for modules or make changes to module registrations, you should fill in a **Module Change Form**. This must be signed by you and your Course Leader and submitted by the deadline indicated on the form.

It is important that your programme of study is correct and you must regularly check all details on your profile (including home and term-time address details) via the student portal. It is your responsibility to ensure that all details are correct and up-to-date!

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Course Structure for BSc (Hons) Nutrition and Exercise Sciences

Year 0:

Fundamentals of Sport, Exercise and Nutritional Sciences (60 Credits, Year-long)
Essential Study Skills for Lifelong Learning (20 Credits, Year-long)
Professional Work Environments for Sport (20 credits, Semester)
Practical Sport, Exercise and Physical Activity (20 credits, Semester)

Year 1:

Principles of Physiology and Scientific Enquiry (40 credits, Year-long)
Principles of Biology and Nutrition (40 credits, Year-long)
Planning and Instructing Exercise for Health and Fitness (20 credits, Year-long)
Health and the Social Sciences (20 credits, Semester)

Year 2:

Applied Physiology and Scientific Enquiry (40 credits, Year-long)	
Nutrition for Life (20 credits, Year-long)	
Performance Nutrition (20 credits, Year-long)	
Public Health: Needs and Contexts (20 credits, Semester 1)	
Nutrition Strand	Health and Fitness Strand

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Food Processing and Preservation (20 credits, Semester 2)	Advanced Principles of Exercise and Training (20 credits, Year-long)
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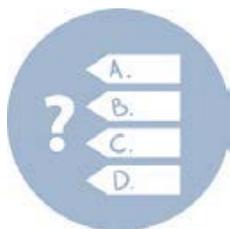
YEAR 3:

Research OR Consultancy Project (40 credits, Year-long)	
Nutrition and Health (20 credits, Semester 1)	
Nutrition Strand	Health and Fitness Strand
Nutritional Biochemistry	Exercise Referral (20 credits, Year-long)
2 options from:	2 options from:
Food Borne Disease (20 credits, Semester 2)	Training Prescription for the Elite Athlete (20 credits, Year-long)
Food Allergies and Intolerances (20 credits, Semester 1)	Public Health: Delivery and Action (20 credits, Semester 1)
Public Health: Delivery and Action (20 credits, Semester 1)	Psychology of Diet and Exercise (20 credits, Semester 1)
Psychology of Diet and Exercise (20 credits, Semester 1)	Professional Work Experience (20 credits, Year-long)
Professional Work Experience (20 credits, Year-long)	

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.

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2.3 Course requirements

Students must pass all modules. You complete modules each year that provide 120 credits (360 credits in total for an honours degree). All modules are 40 or 20 credits. The Research Project is a 40 credit module. Most of your module choices are compulsory, and must be passed to ensure progression. Please seek advice from the course leader if you have any issues relating to this.

There is considerable scope for work experience as part of your degree. The key avenue for this is the experience 'spine' encompassing research methods/project and work experience modules. Work experience may be more substantive in nature and the avenue for this is to take a sandwich year between years 2 and 3. Whilst we endeavour to acquire contacts for work experience you are actively encouraged to undertake such searches yourself. Work experience is a most valuable and attractive addition to your CV, and is highly regarded by employers. Volunteering programmes will also enable you to generate many hours of work experience. Finally, contact your course tutors for additional details of potential experience avenues.

2.3 Progression Information

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. Progression onto the next year of study is important and you can discuss this with the course team at any time during the year.

2.4 Study Time

2.4.1 Weekly timetable

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

2.4.2 Expected hours of study

20 credits is a standard module size and equals 200 notional learning hours. The normal amount of work involved in achieving a successful outcome to your studies is to study for 10 hours per each credit you need to achieve – this includes attendance at UCLan and time spent in private study.

The contact time with module tutors is not the total number of **learning hours**. The contact time is simply the number of **teaching hours** and is a fraction of the total learning hours. The total number of learning hours includes **personal study hours**.

The total number of learning hours depends on the level of study. Students should at all levels expect to engage in no less than **36 hours** of learning and study each week.

Programme Specification Template**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 your course leader and school office. You can check your own attendance record via myUCLan.

If you are an international student there are additional attendance responsibilities under the Visas and Immigration (UKVI) Points Based System (PBS) - 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.

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.

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. The team are research-active and you are encouraged to read the mini biographies on the School web page and check out information about their publications. Just [Click Here](#).

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3.2 Learning and teaching methods

The School's strategy in all of its courses is to promote deep and active learning and to achieve an appropriate balance between the accumulation of subject specific knowledge, the understanding of subject-specific concepts, the application of these, and the development of general skills. The overall strategy is for the development of transferable skills to be encouraged within all modules, with increased emphasis on independent and group work as you progress from Level 4 to Level 6. Personal Development Planning (PDP) and employability is encouraged through many modules and the personal tutor system, together with specific sessions related to career planning.

You will be encouraged to learn using a range of teaching methods to accommodate the range of preferred learning styles of the students.

- Lectures are used to introduce you to new areas, define the scope of topics, communicate information, and explain concepts.
- Tutorials are used to develop skills or encourage learning through the application of the concepts covered in lectures.
- Seminars are used to develop communication skills, literature searching, and analysis and evaluation.
- Practical sessions are employed in all courses to provide demonstrations of theory and practice and to develop practical skills.
- Group exercises are effective in developing a range of skills, including communication and working with others.
- Problem-based learning is being used in an increasing number of modules to promote your active participation in determining what you need to learn.
- The final-year project, undertaken by all students, is a substantial piece of work that encourages independence and self-management.

Our electronic learning environment, Blackboard, is being used on all modules to provide a framework for the organisation of module materials, and to support your learning. In a number of modules, the use of Blackboard is more advanced in delivering structured learning and both formative and summative assessments. In line with the School's ethos of developing you as an independent learner, at Level 4 practical sessions tend to be completely directed, whilst at Level 5, and particularly at Level 6, practical exercises frequently extend over several weeks (mini-projects) and are more open-ended to allow the development of independence, group working and problem solving skills.

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You will have an IT induction session during your first week. Learning and Information Services (LIS) offer a range of IT based sessions/tutorials for you to further develop these skills, and the Library Helpdesk is able to offer personal support to resolve IT-related problems. Basic IT skills (word-processing, use of email, use of library databases and simple statistical analysis) are developed during Level 4 modules. From Level 4 all reports are expected to be submitted in a word-processed form. You then further develop IT skills at Level 5 as described below. The School subscribes to a number of electronic journals, textbooks and on-line services, and you are encouraged to utilise these as part of your studies. Students are encouraged to use IT in a variety of ways including email communication and the accessing of important materials on the School's web site or Blackboard.

How does the work change across the years?

By the end of Level 4 you will have developed an understanding of the key concepts relevant to your programme, and have started to develop a wide range of relevant graduate skills such as oral and written communication, problem solving, data analysis and presentation. To achieve this, factual information is delivered through lectures, and the provision of lectures and support material in electronic form via eLearn. Learning and writing skills are reinforced through the use of regularly set 'short-notes' assignments; these are focused on the subject matter of the relevant modules, and provide an opportunity for staff to give specific feedback on writing skills. The skills modules also focus on the development of teamwork, planning, understanding accuracy and variability, and the generation of scientific hypotheses. All students are able to word-process, use e-mail, and access the University network, as demonstrated by coursework. Effective time-management is encouraged through tutorial exercises.

Modules at Level 5 and 6 are still delivered by a mixture of teaching methods, but with an increased emphasis on input from the student. Class sessions are used more widely for problem-solving and group work. A range of other skills are developed, e.g. oral skills through discussions and oral presentations. Modules use teaching aids as deemed appropriate by the module teams. These may include videos, e.g. showing an experimental technique; software such as diet analysis and statistical packages; and printed material for problems, data manipulation and interpretation, case studies, etc.

Skills in carrying out practical work are fostered through laboratory classes with workbook or practical manuals, with safe working practices described. Mini-projects lasting several weeks help you learn how to design and organise project-type practical work, and to write laboratory reports and interpret other data. This approach is important in developing the skills necessary to undertake the final year project.

The Level 6 modules are designed to provide in-depth study in selected areas. By the end of the course it is expected that you will have developed the appropriate skills to undertake independent study; be able to demonstrate higher level cognitive skills such as evaluating information, and developing clear and consistent arguments; be able to plan, design and undertake investigative work; be able to work effectively as part of a group; to apply theory/knowledge to new situations; formulate and test hypotheses by designing experiments and applying practical techniques; analyse and evaluate data supported by logical and structured argument; and define and develop strategies for solving problems.

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At each level you are expected to spend a significant amount of time in private study. At level 4 this is typically 15-20 hours per week, and reading is mainly of set texts. By levels 5 and 6 as class contact time is reduced, more private study time is expected, with reading of reviews and the primary literature, some being suggested and some found by you.

Communication is developed through discussions and presentations; numeracy and statistics via practical work; IT through coursework; and teamwork through class work in problem-based learning, tutorials, case studies, and problem-solving. Generally class sizes are smaller for Level 6 modules, providing the opportunity for more of a 'seminar' type of approach. There is an increasing expectation that material is prepared in advance of sessions for discussion/presentation, and that wider use is made of the primary literature. The final-year research project at Level 6 allows you to develop and demonstrate your self-organisation and planning.

3.3 Study skills

In addition to the supported offered within modules on your programme of study, you are also able to obtain further additional assistance from university wide services. Details can be found here [Study Support](#) and more specifically from WISER [here](#).



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 library opening times can be found [here](#).

3.4.2 Electronic Resources

LIS provide access to a huge range of electronic resources – e-journals and databases, e-books, images and texts. Module specific reading/learning material will also be made available via Blackboard.

3.5 Personal development planning

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). 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.



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

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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 Pebble pad, the university's e-portfolio system, which will leave you with a permanent record of all the fantastic things you have achieved during your time at UCLan.

It's your future: take charge of it!

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

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

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

The courses offered by the school allow for a great deal of flexibility in career choices and past students have gained employment with hundreds of different employers including local authorities, NHS, schools, health and fitness centres, the food industry and sport organisations. 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. 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.

4. Student Support

[The 'i'](#) is a central Student Information Centre and your first point of contact. You can obtain information on a wide range of topics including Council Tax Exemption Certificates, Bank and Confirmation of Study Letters, Printing and Printer Credit, UCLan Cards, the 'i' shop and Financial Support. Please remember you can also contact your course leader, academic advisor and the staff in your school office who can provide support and/or signpost you to the correct service.



4.1 Academic Advisors

During the first week of a course, you will be assigned to one member of the academic staff to act as your academic advisor. The induction programme will indicate the time during the first week at which the first meeting with your academic advisor takes place.

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You will normally see your academic advisor at least twice per semester and their primary role is to guide you on the academic aspects of your programme. However, if you are encountering personal problems or difficulties, your academic advisor will be able to provide assistance and where appropriate refer you to specialist services within the University such as the Student Counselling Service.

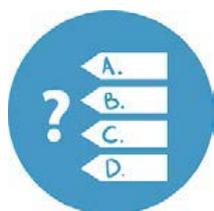
4.2 Students with disabilities

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. There is a school lead for students with disabilities. An assistant in the Greenbank hub will be able to provide contact details for the school lead.

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.

5. Assessment



5.1 Assessment Strategy

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.

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 may include:

- Formal essays and reports
- Laboratory reports
- Practical observations and skill competence
- Individual and group presentations
- Seminar papers on nominated topics
- Log books, diaries and portfolios
- Research and Consultancy-based projects
- Multiple choice questionnaires
- Short answer and essay-style seen and unseen exams

The course team have devised the assessment strategy with the needs of the course learning outcomes in mind. All undergraduate work is assessed against specific criteria that relate to a nationally set framework of what constitutes undergraduate level work. Module Information Packs will also include both generic and specific assessment criteria for each piece of assessment that will complement the overall criteria.

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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. In class tests will be identified in the module information pack and examinations scheduled during the formal exam weeks will be displayed on your timetable before the exam period. Lead lecture, seminar and practical sessions are designed to support both your assignment submission and any exams and failure to attend any of these sessions may result in module tutors not offering additional individual tutorials. Module information packs will contain details on how and when you are to submit your assignments as well as providing marking criteria.

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 your 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 or APA 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

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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. When writing scientific reports or papers, essays it is common practice to reference indirectly and this is what will be expected many of your assignments.

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.

References

Department of Health (1991) Dietary Reference Values for food energy and nutrients for the United Kingdom. Reports on Health and Social Subjects, 41. HMSO.

Eastwood, M. (2003) Principles of Human Nutrition, Chapter 5. 2nd Edition. Blackwell Publishing.

Gibney, MJ., et al. (2009) Introduction to Human Nutrition, Chapter 7. 2nd Edition. Wiley-Blackwell.

Ministry of Agriculture, Fisheries and Food (MAFF). (1999) Manual of Nutrition. Chapter 9. 10th Edition. The Stationary Office.

Whitehead, R.G. (1992) Dietary reference values, Proceedings of the Nutrition Society, 51, 29-34.

Further information regarding "How to Reference" can be found at https://www.uclan.ac.uk/students/study/wiser/referencing_guides.php

It is recommended that you visit this website.

5.4 Confidential material

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

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

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

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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 [here](#).

If in doubt about any ethical issues related to their research students should consult their project 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 will 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.

In order to help understand plagiarism, collusion and how to avoid it with effective referencing and appropriate academic writing skills workshops will take place in research methods during the 1st year of the programme.

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. In simple terms an undergraduate honours degree classification is based on the highest classification:

1. The Average Percentage Mark (APM) of your level 5 and 6 modules (generally taken in years 2 and 3 of a full time course) weighted 30:70.
Or
2. Your Average Percentage Mark in year 3 only (i.e. your level 6 modules)

If the APM is near a borderline, 'at the discretion of the Assessment Board, students may be classified according to the academic judgement of the Assessment Board taking into account their overall profile and performance with the minimum requirement that:

1. A minimum of 3 modules (60 credits) at level 6 are in the classification band **and**
2. The APM is no lower than 2 percentage points below that required for the higher classification.'

In operating discretion for profiling Course Assessment Boards will use academic judgement and may refer to performance in core modules; the placement component, the dissertation/project or other factors which have been published to students.

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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.

Student feedback has made many differences to this course, examples include the introduction of nutritional science and physiology laboratory sessions at year 1, and the introduction of an optional food processing and preservation module at year 2.

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,

Moreover, there will be regular opportunities to provide feedback on a modular level. It is expected that you complete a Module Feedback Questionnaire after each module.

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. 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. 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.

Course representatives are normally recruited through the Students Union. Schedules of SSLC meetings are then circulated to the representatives through the UCLan email.

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8. Appendices

8.1 Programme Specification(s)

UNIVERSITY OF CENTRAL LANCASHIRE

Programme Specification

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

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

1. Awarding Institution / Body	University of Central Lancashire
2. Teaching Institution and Location of Delivery	University of Central Lancashire Preston Campus
3. University School/Centre	School of Sport and Wellbeing
4. External Accreditation	None
5. Title of Final Award	BSc (Hons) Nutrition and Exercise Sciences
6. Modes of Attendance offered	Full-time, Part-time, Sandwich, FE.
7. a UCAS Code	B4C0
7. b JACS Code	B400 C600
8. Relevant Subject Benchmarking Group(s)	Subjects Allied to Agriculture, Horticulture, Forestry, Food, Nutrition and Consumer Sciences (2016), Biosciences (2015), Events, Hospitality, Leisure, Sport and Tourism (2016), Health (2016).
9. Other external influences	Association For Nutrition, Register of Exercise Professionals (REPS), BASES
10. Date of production/revision of this form	March 2017
11. Aims of the Programme	
<ul style="list-style-type: none"> To develop knowledgeable and skilful science graduates, specialising in the area of Nutrition and Exercise Sciences as it relates to health and wellbeing.. 	
<ul style="list-style-type: none"> To develop skills related to the research and practitioner aspects of the vocation thereby developing the Employability and Enterprise of graduates. 	
<ul style="list-style-type: none"> To enhance the understanding of sustainability issues relating to the area of Nutrition and Exercise Sciences with particular regard to the health and wellness of clients, and wider benefits to society. 	
<ul style="list-style-type: none"> To develop multidisciplinary students who appreciate the complex relationships between exercise, nutrition and health. 	

Programme Specification Template

- To enable students to critically appraise and reflect upon their practice, using an evidence based approach, and maintain an on-going commitment to their own development and that of their chosen profession.

Programme Specification Template

12. Learning Outcomes, Teaching, Learning and Assessment Methods
A. Knowledge and Understanding
<u>BSc (Hons) Degree</u>
At the end of the course the student will be able to:
<p>A1. Understand the scientific basis of exercise and nutrition and how it relates to health and disease.</p> <p>A2. Recognise the need for a multi-disciplinary approach to the study of nutrition and exercise science using an evidence-based approach underpinned by academic and professional practice.</p> <p>A3. Acquire, interpret and critically analyse information appropriate to exercise and nutritional sciences.</p>
Teaching and Learning Methods
Modes of delivery include teacher-led lectures, student-led seminars and workshops, laboratory sessions, practical sport activities, and group and individual tutorial sessions.
Assessment methods
Workbooks; short notes; laboratory and field based testing; essays; examinations; reports of various types e.g. practical reports, summaries, data analysis; group and individual presentations, student led practical sessions. eLearn based interactive assessments are also utilised for several modules.
B. Subject-specific skills
<u>BSc (Hons) Degree</u>
At the end of the course the student will be able to:
<p>B1. Plan, design and execute practical scientific activities using appropriate techniques and procedures.</p> <p>B2. Plan, design, execute and communicate a sustained piece of independent intellectual work using appropriate media.</p> <p>B3. Undertake practical work with due regard for health and safety, ethics and risk assessment.</p> <p>B4. Derive a critical awareness of the sustainability issues which underpin best practice in nutrition and health-related fitness provision.</p> <p>B5. Adopt & maintain professional behaviour in line with relevant professional standards.</p>
Teaching and Learning Methods
A variety of methods are used, ranging from traditional lead lectures to seminars, PBL sessions and workshops. These are allied to digital delivery and support using eLearn. Small group laboratory, field and gymnasium sessions will be a part of teaching and learning strategy, though these will depend upon choice of pathway and modules. Student learning is encouraged and supported by digital delivery, eLearn (web-based virtual learning environment), reflective practice and study groups.
Assessment methods
Essays, examinations, laboratory reports, on-line tests. A key component of this programme is the ability perform key skills in laboratory and field based environments. Depending upon choice of route, there is also a requirement to instruct and lead exercise classes/sessions. Some assessment takes the form of practical assessment of skills.
C. Thinking Skills
<u>BSc (Hons) Degree</u>
At the end of the course the student will be able to:
<p>C1. Critically assess and evaluate evidence related to nutritional and exercise sciences.</p>

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<p>C2. Interpret experimental data related to the discipline area of exercise and nutritional sciences.</p> <p>C3. Apply knowledge of nutrition and exercise sciences to the solution of familiar and unfamiliar problems</p> <p>C4. Develop a reasoned argument and challenge assumptions about the discipline area</p>
<p>Teaching and Learning Methods</p>
<p>Thinking skills are developed throughout all modules. Students will develop these skills through a combination of review and experimental academic work. The variety of teaching and learning experiences offered will facilitate the students experience greatly. These include labs, workshops, lectures, seminars, personal study and group review.</p>
<p>Assessment methods</p>
<p>Workbooks; essays; reflective diaries, Personal Development Files; research project.; examinations.</p>
<p>D. Other skills relevant to employability and personal development</p>
<p><u>BSc (Hons) Degree</u></p> <p>At the end of the course the student will be able to:</p> <p>D.5 Use intellectual skills to enhance knowledge and understanding (recognise and apply subject-specific principles; formulate and test hypotheses; apply subject knowledge to address problems; critically analyse, synthesise and summarise relevant information).</p> <p>D.6 Use practical skills to enhance subject knowledge and understanding (design and implement investigations; record and analyse data appropriately; carry out appropriate investigations in a responsible, safe and ethical manner).</p> <p>D.7 Use numeracy, C & IT to enhance subject knowledge and understanding (use a variety of information sources; communicate using a variety of formats and approaches; cite and reference work appropriately; prepare, process, interpret and present data appropriately; use computers to solve problems; use electronic sources as a source of information and to communicate).</p> <p>D.8 Use interpersonal and teamwork skills to enhance subject knowledge and understanding (identify individual and collective goals and responsibilities; use negotiating skills; evaluate performance as an individual and team member; appreciate the interdisciplinary/multidisciplinary nature of the subject area).</p> <p>D.9 Use self-management and professional development skills to enhance subject knowledge and understanding (skills involved include working independently; effective time management and organisation skills; identifying, working towards and achieving targets; and developing an adaptable, flexible and effective approach to study and work).</p>
<p>Teaching and Learning Methods</p>
<p>Other skills are developed throughout the programme. Again, the variety of teaching and learning experiences offered will facilitate the students experience greatly. Students will also evidence management and organisation skills through the creation, provision and review of support services, and their unique interpretation and solution to a variety of problems.</p>
<p>Assessment methods</p>
<p>Workbooks; essays; group and individual presentations, practical sessions, reflective diaries, Personal Development Files; written reports.</p>

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13. Programme Structures*				14. Awards and Credits*
Level	Module Code	Module Title	Credit rating	
Level 6	XS3900 TL3172	Double Research Project or Consultancy Project (Compulsory for Hons Degree Award)	40 40	<p>Bachelor Honours Degree in Nutrition and Exercise Sciences requires 360 credits including a minimum of 220 at Level 5 or above and 100 at Level 6.</p> <p>Bachelor Degree in Nutrition and Exercise Sciences requires 320 credits including a minimum of 180 at Level 5 or above and 60 at Level 6.</p>
	XS3601	Nutrition and Health (Compulsory)	20	
	XS3600	For Human Nutrition strand: Nutritional Biochemistry (Compulsory) plus 2 from *	20	
	XS3200	For Health & Fitness strand Exercise Referral (Compulsory) plus 2 from #	20	
	XS3009	Food Allergy and Intolerance*	20	
	XS3008	Foodborne Disease*	20	
	HS3003	Public Health: Delivery & Action**	20	
	XS3003	Psychology of Diet and Exercise**	20	
	XS3005	Professional Work Experience 2**	20	
	XS3103	Training Prescription for the Elite Athlete#	20	
Level 5	XS2902	Applied Physiology & Scientific Enquiry (Compulsory)	40	<p>Diploma of Higher Education in Nutrition and Exercise Sciences; requires 240 credits including a minimum of 100 at Level 5 or above.</p>
	XS2600	Nutrition for Life (Compulsory)	20	
	XS2601	Performance Nutrition (Compulsory)	20	
	HS2003	Public Health: Needs & Contexts (Compulsory)	20	
	XS2001	For Human Nutrition strand: Food Processing and Preservation (compulsory)	20	
	XS2206	For Health & Fitness Strand: Advanced Principles of Exercise & Training (Compulsory)	20	
Level 4	XS1902	Principles of Physiology & Scientific Enquiry (Compulsory)	40	<p>Certificate of Higher Education in Nutrition and Exercise Sciences requires 120 credits at Level 4 or above.</p>
	XS1601	Principles of Biology and Nutrition (Compulsory)	40	
	HS1100	Health and the Social Sciences (Compulsory)	20	
	XS1205	Planning and Instructing Exercise for Health & Fitness (Compulsory)	20	
<p>Exceptionally, students may take up to one 20 credit option at Stage 2 (Level 6) provided that the option contributes to the learning outcomes of the programme. Permission of the Course Leader is required.</p>				

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Foundation Entry (Preston campus) only:				
Level	Module Code	Module Title	Credit rating	
Level 3	XSC102	Fundamentals of Sport, Exercise and Nutritional Sciences	60	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
	TLC125	Essential Study Skills for Lifelong Learning	20	
	TLC108	Professional Work Environments for Sport	20	
	TLC123	Practical Sport, Exercise and Physical Activity	20	
15. Personal Development Planning				
<p>A personal development planning programme (PDP) is based around compulsory modules and assessments rather than stand-alone modules. Students are introduced to the idea of PDP and career planning through sessions in induction week, invited talks from a careers advisor and meetings with their personal tutor. Students are asked to reflect (and record their reflections) The students can request meetings with their personal tutors to discuss the reflection. Students are advised to keep a progress file containing the reflections and examples of work. In the 3rd year, students are asked to supply to their personal tutor their best examples and reflections showing achievement in a list of skills. Any references are based on the information the student has provided plus module results.</p>				
<p>16. Admissions criteria</p> <p>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.</p> <p>Students will be informed of their personal minimum entry criteria in their offer letter.</p>				
Foundation entry (Preston campus) only:				
<p>Admissions criteria: 80 Points at A2 or one of the following BTEC Extended Diploma: Merit, Pass, Pass BTEC Diploma: Merit, Merit Pass Access Course with 80 UCAS Points International Baccalaureate 24P In addition 5 GCSE's at Grade C including Maths and English or equivalent and IELTS 6.0 with no Component lower than 5.5 or equivalent.</p> <p>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 science, nutrition and exercise science, strength and conditioning and sports rehabilitation, 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.</p> <p>Applicants 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 will normally be accepted onto this programme.</p> <p>Students with equivalent international overseas qualifications will also be considered.</p>				

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BSc (Hons) degree:

Admissions criteria: 112 - 128 UCAS points at **A2**; or one of the following:

a **BTEC Extended Diploma**: Distinction, Merit, Merit - Distinction, Distinction, Merit profile

a **BTEC Diploma**: Distinction* Distinction*

Pass access to HE with 112 Points

International Baccalaureate 28 - 30P

In addition, 5 GCSE's at Grade C including Maths and English or equivalent and **IELTS** 6.0 with no Component lower than 5.5 or equivalent.

In addition, students entering onto the Human Nutrition strand should possess 2 Science A levels or equivalent or achieve >60% in XS1601.

Students without qualifications which are on this list may still qualify for entry. Mature students with relevant industrial experience, may qualify for entry. Applications from people with relevant work or life experience and/or non-standard qualifications who can demonstrate the ability to cope with and benefit from degree-level studies are welcome.

Direct entry applicants at level 6 must possess a Foundation Degree in Health, Fitness & Nutrition or a related subject.

17. Key sources of information about the programme

- QAA website: <http://www.qaa.ac.uk/en>
- UCAS web site: <https://www.ucas.com/>
- BASES website: <http://www.bases.org.uk/>
- University sources –
http://www.uclan.ac.uk/courses/bsc_hons_nutrition_exercise_sciences.php
- www.exerciseregister.org – the website of the Register of Exercise Professionals
- www.unistats.direct.gov.uk – Unistats website; to secure information on the National Student Survey.
- www.Skillsactive.com – website of Skills Active

18. Curriculum Skills Map – BSc (Hons) Nutrition and Exercise Sciences
Please tick in the relevant boxes where individual Programme Learning Outcomes are being assessed

Level	Module Code	Module Title	Compulsory (COMP) or Option (O)	Programme Learning Outcomes																	
				Knowledge and understanding			Subject-specific Skills					Thinking Skills				Other skills relevant to employability and personal development					
				A1	A2	A3	B1	B2	B3	B4	B5	C1	C2	C3	C4	D1	D2	D3	D4	D5	
LEVEL 6	TL3172	Consultancy Project	COMP					✓		✓				✓	✓			✓	✓		
	XS3900	Double Research Project	COMP	✓	✓	✓		✓				✓				✓			✓	✓	
	XS3601	Nutrition and Health	COMP	✓	✓	✓	✓					✓	✓		✓	✓		✓	✓	✓	
	XS3200	Exercise Referral	COMP	✓						✓		✓		✓	✓	✓				✓	
	XS3600	Nutritional Biochemistry	COMP	✓	✓	✓	✓		✓	✓		✓	✓			✓	✓		✓	✓	
	XS3103	Training Prescription for the Elite Athlete	O				✓		✓					✓	✓	✓	✓	✓			
	HS3003	Public Health: Delivery and Action	O	✓		✓						✓	✓					✓		✓	
	XS3008	Foodborne disease	O	✓	✓				✓			✓	✓			✓		✓		✓	
	XS3009	Food Allergy and Intolerance	O	✓	✓	✓	✓		✓		✓	✓				✓		✓		✓	
	XS3005	Professional Work Experience 2	O		✓	✓		✓	✓	✓	✓		✓		✓	✓	✓	✓	✓		
	XS3003	Psychology of Diet and Exercise	O	✓	✓	✓	✓					✓	✓			✓		✓		✓	
LEVEL 5				A1	A2	A3	B1	B2	B3	B4	B5	C1	C2	C3	C4	D1	D2	D3	D4	D5	
	XS2902	Applied Physiology & Scientific Enquiry	COMP	✓		✓	✓		✓	✓	✓	✓	✓	✓			✓	✓			
	XS2601	Performance Nutrition	COMP	✓	✓	✓			✓			✓	✓			✓		✓		✓	
	XS2600	Nutrition for Life	COMP		✓	✓	✓		✓		✓	✓	✓				✓				
	HS2003	Public Health: Needs and Contexts	COMP	✓	✓	✓	✓		✓	✓		✓	✓					✓	✓	✓	
	XS2001	Food Processing and Preservation	COMP	✓	✓	✓			✓			✓	✓			✓		✓		✓	

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	XS2206	Advanced Principles of Exercise & Training	COMP	✓	✓		✓				✓	✓		✓	✓				✓	
				A1	A2	A3	B1	B2	B3	B4	B5	C1	C2	C3	C4	D1	D2	D3	D4	D5
LEVEL 4	XS1601	Principles of Biology and Nutrition	COMP			✓	✓				✓	✓	✓			✓	✓		✓	
	XS1902	Principles of Physiology & Scientific Enquiry	COMP	✓					✓				✓							
	XS1205	Planning & Instructing Exercise for Health & Fitness	COMP	✓	✓		✓		✓				✓			✓	✓	✓		
	HS1100	Health and the Social Sciences	COMP	✓	✓	✓	✓					✓						✓		✓
LEVEL 3	XSC102	Fundamentals of Sport, Exercise and Nutritional Sciences	COMP		✓		✓									✓				
	TLC125	Essential Study Skills for Lifelong Learning	COMP													✓	✓			
	TLC108	Professional Work Environments for Sport	COMP								✓					✓	✓	✓	✓	
	TLC123	Practical Sport, Exercise and Physical Activity	COMP		✓											✓	✓	✓	✓	

19. LEARNING OUTCOMES FOR EXIT AWARDS

Learning Outcomes for the Certificate of Higher Education in Nutrition and Exercise Sciences
A. Knowledge and Understanding
A2. Recognise the need for a multi-disciplinary approach to the study of nutrition and exercise science. A3. Acquire, interpret and analyse information appropriate to nutrition and exercise sciences.
B. Subject-specific skills
B1. Execute practical scientific activities using appropriate techniques and procedures. B3. Undertake practical work with due regard for health and safety, ethics and risk assessment. B5. Adopt & maintain professional behaviour in line with relevant professional standards.
C. Thinking Skills
C1. Describe evidence related to nutrition and exercise sciences. C2. Interpret data related to the discipline area of exercise and nutrition sciences. C3. Apply knowledge of nutrition and exercise sciences to the solution of familiar problems
D. Other skills relevant to employability and personal development
D.1 Use intellectual skills to enhance knowledge and understanding (recognise and apply subject-specific principles D.2 Use practical skills to enhance subject knowledge and understanding (implement investigations; record and analyse data appropriately; carry out appropriate investigations in a responsible, safe and ethical manner). D.3 Use numeracy, C & IT to enhance subject knowledge and understanding (use a variety of information sources; communicate using a variety of formats and approaches; cite and reference work appropriately; prepare, process, present data appropriately; use computers to solve problems; use electronic sources as a source of information and to communicate). D.4 Use interpersonal and teamwork skills to enhance subject knowledge and understanding D.5 Use self-management to enhance subject knowledge and understanding (skills involved include working independently; effective time management and organisation skills; identifying, working towards and achieving targets; and developing an adaptable, flexible and effective approach to study and work).

Learning Outcomes for the Diploma of Higher Education in Nutrition and Exercise Sciences
A. Knowledge and Understanding
A1. Understand the scientific basis of exercise and nutrition and how it relates to health. A2. Recognise the need for a multi-disciplinary approach to the study of nutrition and exercise science using an evidence-based approach underpinned by academic and professional practice. A3. Acquire, interpret and critically analyse information appropriate to nutrition and exercise sciences.
B. Subject-specific skills

<p>B1. Plan, design and execute practical scientific activities using appropriate techniques and procedures.</p> <p>B3. Undertake practical work with due regard for health and safety, ethics and risk assessment.</p> <p>B4. Demonstrate an awareness of the sustainability issues that underpin best practice in nutrition and health-related fitness provision.</p> <p>B5. Adopt & maintain professional behaviour in line with relevant professional standards.</p>
<p>C. Thinking Skills</p> <p>C1. Begin to critically evaluate evidence related to nutritional and exercise sciences.</p> <p>C2. Interpret experimental data related to the discipline area of exercise and nutritional sciences.</p> <p>C3. Apply knowledge of nutrition and exercise sciences to the solution of familiar and unfamiliar problems</p> <p>C4. Develop a reasoned argument and challenge assumptions about the discipline area</p>
<p>D. Other skills relevant to employability and personal development</p> <p>D.1 Use intellectual skills to enhance knowledge and understanding (recognise and apply subject-specific principles; formulate and test hypotheses; apply subject knowledge to address problems).</p> <p>D.2 Use practical skills to enhance subject knowledge and understanding (design and implement investigations; record and analyse data appropriately; carry out appropriate investigations in a responsible, safe and ethical manner).</p> <p>D.3 Use numeracy, C & IT to enhance subject knowledge and understanding (use a variety of information sources; communicate using a variety of formats and approaches; cite and reference work appropriately; prepare, process, interpret and present data appropriately; use computers to solve problems; use electronic sources as a source of information and to communicate).</p> <p>D.4 Use interpersonal and teamwork skills to enhance subject knowledge and understanding (identify individual and collective goals and responsibilities; use negotiating skills; evaluate performance as an individual and team member; appreciate the interdisciplinary/multidisciplinary nature of the subject area).</p> <p>D.5 Use self-management and professional development skills to enhance subject knowledge and understanding (skills involved include working independently; effective time management and organisation skills; identifying, working towards and achieving targets; and developing an adaptable, flexible and effective approach to study and work).</p>
<p>Learning Outcomes for the BSc Nutrition and Exercise Sciences (without hons)</p>
<p>A. Knowledge and Understanding</p> <p>A1. Understand the scientific basis of exercise and nutrition and how it relates to health and disease.</p> <p>A2. Recognise the need for a multi-disciplinary approach to the study of nutrition and exercise science using an evidence-based approach underpinned by academic and professional practice.</p> <p>A3. Acquire, interpret and critically analyse information appropriate to exercise and nutritional sciences.</p>
<p>B. Subject-specific skills</p> <p>B1. Plan, design and execute practical scientific activities using appropriate techniques and procedures.</p> <p>B3. Undertake practical work with due regard for health and safety, ethics and risk assessment.</p>

<p>B4. Derive a critical awareness of the sustainability issues which underpin best practice in nutrition and health-related fitness provision.</p> <p>B5. Adopt & maintain professional behaviour in line with relevant professional standards.</p>
<p>C. Thinking Skills</p> <p>C1. Critically assess and evaluate evidence related to nutritional and exercise sciences.</p> <p>C2. Interpret experimental data related to the discipline area of exercise and nutritional sciences.</p> <p>C3. Apply knowledge of nutrition and exercise sciences to the solution of familiar and unfamiliar problems</p> <p>C4. Develop a reasoned argument and challenge assumptions about the discipline area</p>
<p>D. Other skills relevant to employability and personal development</p> <p>D.1 Use intellectual skills to enhance knowledge and understanding (recognise and apply subject-specific principles; formulate and test hypotheses; apply subject knowledge to address problems; critically analyse, synthesise and summarise relevant information).</p> <p>D.2 Use practical skills to enhance subject knowledge and understanding (design and implement investigations; record and analyse data appropriately; carry out appropriate investigations in a responsible, safe and ethical manner).</p> <p>D.3 Use numeracy, C & IT to enhance subject knowledge and understanding (use a variety of information sources; communicate using a variety of formats and approaches; cite and reference work appropriately; prepare, process, interpret and present data appropriately; use computers to solve problems; use electronic sources as a source of information and to communicate).</p> <p>D.4 Use interpersonal and teamwork skills to enhance subject knowledge and understanding (identify individual and collective goals and responsibilities; use negotiating skills; evaluate performance as an individual and team member; appreciate the interdisciplinary/multidisciplinary nature of the subject area).</p> <p>D.5 Use self-management and professional development skills to enhance subject knowledge and understanding (skills involved include working independently; effective time management and organisation skills; identifying, working towards and achieving targets; and developing an adaptable, flexible and effective approach to study and work).</p>

University Student Handbook



2017/18

Please read this Handbook in conjunction with your Course Handbook.

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

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

UCLan Mission statement

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

UCLan Values

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

Student Charter

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

Supporting Diversity at UCLan

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

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

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

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1. Welcome and Introduction to the University

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.

