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

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

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

*subject to reapproval
1. Welcome to the course

I would like to welcome you to the Team of Sport, Exercise and Nutritional Sciences, part of the School of Sport and Wellbeing. More significantly, welcome to the BSc (Hons) Sport Science degree. 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 Sport & Exercise Physiology, Sport & Exercise Psychology, and Sports Biomechanics. In addition we have further sub-disciplines of Nutrition and Performance Analysis which help to further develop areas of specialisms you may wish to study. 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 go to the Campus Administrative Services Hub in Greenbank Building Room 006 where one of our administrators will assist, or see your Course Leader or Academic Advisor.

The School is very proud of its BSc (Hons) Sport Science 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. David Fewtrell
Course Leader
BSc (Hons) Sport Science
Telephone: 01772 893329 Room: Darwin204 Email: DJFewtrell@uclan.ac.uk

1.1 Rationale, aims and learning outcomes of the course

Sport Science has emerged as an academic area with a developing body of knowledge that encompasses the parent disciplines of Physiology, Psychology and Biomechanics, along with additional sub-disciplines of Nutrition and Performance Analysis. This programme adopts a multi-disciplinary approach with the aim of producing knowledgeable and skilful graduates in the field of Sport Science.

The curriculum emphasises the development of skills and knowledge that will help further academic and vocational training and in subsequent employment. Students will extend their knowledge and skills in a range of activities through integrated practical experiences. A
research project in the final year allows students to integrate their knowledge and skills in an area of specific interest.

**Course Aims:**

- To produce knowledgeable and skilful graduates in the field of Sport Science;
- To provide an up-to-date curriculum in sport science, through Research Informed Teaching, that emphasises the development of skills and knowledge related to the empirical aspects of the discipline.
- To provide choice and flexibility in the curriculum while at the same time maintaining a sufficiently ‘core' syllabus to ensure that all graduating students meet the subject benchmarks.
- To foster the development of skills which will be a help in further academic and vocational training and in subsequent employment, thereby developing the Employability and Enterprise of graduates.

**Course Learning Outcomes:**

Learning outcomes represent the things that you should be able to do upon successfully completing this programme. They can be classified in the broad categories of knowledge and understanding, cognitive skills, subject specific skills and key skills/transferable skills. It is important to remember that in actual practice, more than one of these labels will probably apply to any particular task or assessment that you face.

<table>
<thead>
<tr>
<th>A. Knowledge and Understanding</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>At the end of the course the graduate will be able to demonstrate:</strong></td>
</tr>
<tr>
<td>A1. A critical understanding of the parent disciplines: biomechanics, physiology and psychology, in sport science</td>
</tr>
<tr>
<td>A2. An understanding of the need for a multi-disciplinary approach to study of sport science, drawing as appropriate from service, research and professional contexts</td>
</tr>
<tr>
<td>A3. An understanding of Sport Science through both academic and professional practice within a framework of critical evaluation and synthesis</td>
</tr>
<tr>
<td>A4. Research and problem solving abilities by critically understanding methods of acquiring, interpreting and analysing information appropriate to Sport Science</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>B. Subject-specific skills</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>At the end of the course the graduate will be able to:</strong></td>
</tr>
<tr>
<td>B1. Plan, design and execute practical activities using appropriate techniques and procedures</td>
</tr>
</tbody>
</table>
B2. Plan, design, execute and communicate a sustained piece of independent intellectual work using appropriate media

B3. Undertake experimental work with due regard for safety and risk assessment

B4. Demonstrate a critical awareness of the moral, ethical, environmental and legal issues which underpin best practice

<table>
<thead>
<tr>
<th>C. Thinking Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>At the end of the course the graduate will be able to:</strong></td>
</tr>
<tr>
<td>C1. Research and assess subject specific facts, theories, paradigms, principles and concepts</td>
</tr>
<tr>
<td>C2. Critically assess and evaluate evidence</td>
</tr>
<tr>
<td>C3. Critically interpret data and text</td>
</tr>
<tr>
<td>C4. Describe and analyse information</td>
</tr>
<tr>
<td>C5. Apply knowledge to the solution of familiar and unfamiliar problems</td>
</tr>
<tr>
<td>C6. Develop a reasoned argument and challenge assumptions</td>
</tr>
<tr>
<td>C7. Take responsibility for their own learning and continuing professional development</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>D. Other skills relevant to employability and personal development</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>At the end of the course the graduate will be able to demonstrate:</strong></td>
</tr>
<tr>
<td>D1. Communication and presentation skills</td>
</tr>
<tr>
<td>D2. Numeracy and C &amp; IT skills</td>
</tr>
<tr>
<td>D3. Interactive and group skills</td>
</tr>
<tr>
<td>D4. Problem solving skills</td>
</tr>
<tr>
<td>D5. An ability to self-appraise and reflect on practice</td>
</tr>
<tr>
<td>D6. The ability to plan and manage learning</td>
</tr>
</tbody>
</table>

On successful completion of the course you will be awarded a BSc (Hons) degree in Sport Science from the University of Central Lancashire. The course is part of the BASES (British Association of Sport & Exercise Sciences) Undergraduate Endorsement Scheme (BUES) which is a recognised standard for all Sport & Exercise Science undergraduate programmes. BASES has a rigorous assessment criteria which ensures only the highest calibre courses achieve the endorsement award. See BASES for more details.

**Employers** looking to acquire the best sport and exercise scientists know that graduates of BASES endorsed programmes have received an appropriate curriculum, resources and opportunities that undergraduate courses offer for training sport and exercise scientists.

Individuals who have a BUES endorsed undergraduate degree and who complete a relevant postgraduate degree will be considered as having the required level of underpinning technical
knowledge and understanding for **BASES accreditation**. BASES accreditation is awarded to those practitioners who are deemed by the Association to have the minimum knowledge, skills and understanding necessary to be safe and fit to practice as a sport and exercise scientist.

### 1.2 Course Team

**Contact Details for key SENS staff teaching on the BSc (Hons) Sport Science degree:**

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Darwin Building</th>
<th>Phone</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Stephanie Dillon</td>
<td>Academic Lead</td>
<td>202</td>
<td>3516</td>
<td><a href="mailto:sdillon@uclan.ac.uk">sdillon@uclan.ac.uk</a></td>
</tr>
<tr>
<td><strong>Steph leads the Nutrition &amp; Exercise Sciences degree and teaches on modules in Nutrition &amp; Physiology</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ian Bentley</td>
<td>Lecturer</td>
<td>223</td>
<td>3511</td>
<td><a href="mailto:iBentley1@uclan.ac.uk">iBentley1@uclan.ac.uk</a></td>
</tr>
<tr>
<td><strong>Ian teaches on modules related to Strength &amp; Conditioning as well as Physiology</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ben Dickinson</td>
<td>Lecturer</td>
<td>226</td>
<td>4561</td>
<td><a href="mailto:bdickinson3@uclan.ac.uk">bdickinson3@uclan.ac.uk</a></td>
</tr>
<tr>
<td><strong>Ben teaches on Physiology modules and some S&amp;C related modules</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dr. Chris Edmundson</td>
<td>Senior Lecturer</td>
<td>204</td>
<td>3317</td>
<td><a href="mailto:cjedmundson@uclan.ac.uk">cjedmundson@uclan.ac.uk</a></td>
</tr>
<tr>
<td><strong>Chris is course leader for Strength &amp; Conditioning and teaches on modules in Ergonomics and S&amp;C</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Dr. David Fewtrell, Senior Lecturer (Course Leader)</strong></td>
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<tr>
<td><strong>Darwin Building 204</strong></td>
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<td></td>
<td></td>
<td></td>
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<tr>
<td>☏ 3329</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>🌐 <a href="mailto:djfewtrell@uclan.ac.uk">djfewtrell@uclan.ac.uk</a></td>
<td></td>
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</tr>
</tbody>
</table>

Dave teaches modules on Research Methods and Biomechanics and leads on the Project module.

<table>
<thead>
<tr>
<th><strong>Robert Graydon, Associate Lecturer</strong></th>
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</thead>
<tbody>
<tr>
<td><img src="https://via.placeholder.com/150" alt="Image" /></td>
</tr>
<tr>
<td><strong>Darwin Building 226</strong></td>
</tr>
<tr>
<td>☏ 4576</td>
</tr>
<tr>
<td>🌐 <a href="mailto:rwgraydon@uclan.ac.uk">rwgraydon@uclan.ac.uk</a></td>
</tr>
</tbody>
</table>

Rob teaches on Research Methods and Biomechanics

<table>
<thead>
<tr>
<th><strong>Dr. Sarah Hobbs, Reader</strong></th>
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</thead>
<tbody>
<tr>
<td><img src="https://via.placeholder.com/150" alt="Image" /></td>
</tr>
<tr>
<td><strong>Darwin Building 201</strong></td>
</tr>
<tr>
<td>☏ 3328</td>
</tr>
<tr>
<td>🌐 <a href="mailto:sjobbs1@uclan.ac.uk">sjobbs1@uclan.ac.uk</a></td>
</tr>
</tbody>
</table>

Sarah teaches on specialist modules in Biomechanics at both undergraduate and postgraduate level

<table>
<thead>
<tr>
<th><strong>Dr. Howard Hurst, Senior Lecturer</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="https://via.placeholder.com/150" alt="Image" /></td>
</tr>
<tr>
<td><strong>Darwin Building 212</strong></td>
</tr>
<tr>
<td>☏ 3911</td>
</tr>
<tr>
<td>🌐 <a href="mailto:hthurst@uclan.ac.uk">hthurst@uclan.ac.uk</a></td>
</tr>
</tbody>
</table>

Howard teaches on modules in Physiology and Sports Nutrition
### Prof. Nicola Lowe

Nicky teaches on modules in Nutrition

- Darwin Building 230
- 3599
- nmlowe@uclan.ac.uk

### April Melia, Associate Lecturer

April teaches on Research Methods and Sports Nutrition modules

- Darwin Building 226
- 2483
- aamelia@uclan.ac.uk

### Dr. Jonathan Sinclair, Senior Lecturer

Jonnie teaches on modules in Biomechanics and is the course leader for the MSc Sport Science

- Darwin Building 217
- 2796
- jksinclair@uclan.ac.uk

Other members of staff also support us in the delivery of the course. Contact details for them will be provided in the Module Information Packs available on Blackboard.

### 1.3 Expertise of staff

All of the teaching team are highly qualified academics, each with years of experience of teaching and researching in the disciplines they specialise in. Staff have either already gained Doctorate level qualifications or are working towards these. As well as teaching the subject specific disciplines, a number of the course team are also active researchers who lead in their field. In addition, there is a large amount of cross discipline collaboration in both teaching and research which adds strength to the programme overall.
The academic profile of our course team (as well as other members of staff in the School of Sport & Wellbeing) can be found at:

http://www.uclan.ac.uk/schools/sport-wellbeing/staff.php

1.4 Academic Advisor

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

1.5 Administration details

Campus Admin Services provides academic administration support for students and staff and are located in the following hub which is 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 (Room GR006)
telephone: 01772 891999
email: Greenbankhub@uclan.ac.uk

1.6 Communication

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

Your Course Academic team will communicate with you via your UCLan email – it is vital that you check this regularly for updates relating to your course. In addition, look out for Notifications and Announcements made on Blackboard for each module you are studying. This will be essential if you are to keep up to date and be sure not to miss deadlines etc. Other information will be available for you on your School Blackboard site: you will find this in School of Sport & Wellbeing Student Office which you will find under My Organisations.

Staff will endeavour to respond to your email queries in a timely manner (usually within 72 hours) and will also have office hours published (both online and outside their office) when you can book one to one meeting with them.

1.7 External Examiner

The University has appointed an External Examiner to your course who helps to ensure that the standards of your course are comparable to those provided at other higher education institutions in the UK. The name of this person, their position and home institution can be found below. If you wish to make contact with your External Examiner, you should do this through your Course Leader and not directly. External Examiner reports will be made available to you electronically via the course Blackboard page. 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 current External Examiner for Sport Science is Dr. Denise Roche who is a Senior Lecturer in Exercise Physiology at Liverpool Hope University. You can access her External Examiner report for last year on the Blackboard space for the School of Sport & Wellbeing.

2. Structure of the course
2.1 Overall structure

This section outlines the course structure and important information on the range of modules at each level is provided. Each of the three levels of the course consists of a number of modules. All of these modules are full modules and have a credit rating of 20. You must note the teaching sessions associated with these modules. 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 six full modules each year.

The course is taught as a three year programme on a full time basis, however there is an option to take a ‘Sandwich’ year between 2nd and 3rd year to take on a placement or Internship etc. which will increase the number of years to four. The course is also available to study on a part-time basis, usually lasting between 4 and 7 years.

**Compulsory Modules:**
You will automatically be registered 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 will definitely not run if undersubscribed. You will be notified in advance if this is the case.

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 to the School office 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 myUCLan. It is your responsibility to ensure that all details are correct and up-to-date!
Course structure BSc (Hons) Sport Science

**Year One** (see Section 2.2 for details of optional modules available)

<table>
<thead>
<tr>
<th>Module Code</th>
<th>Module Title</th>
<th>Duration</th>
<th>Type</th>
<th>Number of Modules</th>
</tr>
</thead>
<tbody>
<tr>
<td>XS1100</td>
<td>Introduction to Biomechanics in Sport</td>
<td>Year long</td>
<td>Compulsory</td>
<td>1 Module</td>
</tr>
<tr>
<td>XS1200</td>
<td>Introduction to Applied Human Physiology</td>
<td>Year long</td>
<td>Compulsory</td>
<td>1 Module</td>
</tr>
<tr>
<td>XS1700</td>
<td>Introduction to Research Methods</td>
<td>Year Long</td>
<td>Compulsory</td>
<td>1 Module</td>
</tr>
<tr>
<td>PS1112</td>
<td>Introduction to Psychology in Sport</td>
<td>Year Long</td>
<td>Optional</td>
<td>1 Module</td>
</tr>
</tbody>
</table>

*Successful completion of Stage 1 (year 1) will provide you with 120 Credits towards your target award.

**Year Two** (see Section 2.2 for details of optional modules available)

<table>
<thead>
<tr>
<th>Module Code</th>
<th>Module Title</th>
<th>Duration</th>
<th>Type</th>
<th>Number of Modules</th>
</tr>
</thead>
<tbody>
<tr>
<td>XS2100</td>
<td>Sports Biomechanics</td>
<td>Year Long</td>
<td>Compulsory</td>
<td>1 Module</td>
</tr>
<tr>
<td>XS2200</td>
<td>Physiology of Human Performance</td>
<td>Year long</td>
<td>Compulsory</td>
<td>1 Module</td>
</tr>
<tr>
<td>PS2710</td>
<td>Research Methods</td>
<td>Year Long</td>
<td>Compulsory</td>
<td>1 Module</td>
</tr>
<tr>
<td>PS2900</td>
<td>Sport Psychology</td>
<td>Year Long</td>
<td>Optional</td>
<td>1 Module</td>
</tr>
</tbody>
</table>

*Successful completion of Stage 2 (year 2) will provide you with 240 Credits towards your target award.

**Year Three** (see Section 2.2 for details of optional modules available)

<table>
<thead>
<tr>
<th>Module Code</th>
<th>Module Title</th>
<th>Duration</th>
<th>Type</th>
<th>Number of Modules</th>
</tr>
</thead>
<tbody>
<tr>
<td>Project</td>
<td>Option</td>
<td>Year Long</td>
<td>Optional</td>
<td>1 Module</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Compulsory</td>
<td>Optional</td>
<td>1 Module</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2 Modules</td>
<td>1 Module</td>
<td></td>
</tr>
</tbody>
</table>

*Successful completion of Stage 2 (year 3) will provide you with 360 Credits and allow you to achieve your target award of a BSc (Hons) degree in Sport Science.
2.2 Modules available
Each module is a self-contained block of learning with defined aims, learning outcomes and assessment. A standard module is worth 20 credits. It equates to the learning activity expected from one sixth of a full-time undergraduate year. Modules may be developed as half or double modules with credit allocated up to a maximum of 120 credits per module.

Year One: Compulsory Modules

<table>
<thead>
<tr>
<th>Module Code</th>
<th>Module</th>
<th>Duration</th>
<th>Module Size</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>XS1100</td>
<td>Introduction to Biomechanics in Sport</td>
<td>Year Long</td>
<td>1</td>
<td>20</td>
</tr>
<tr>
<td>XS1200</td>
<td>Introduction to Applied Human Physiology</td>
<td>Year Long</td>
<td>1</td>
<td>20</td>
</tr>
<tr>
<td>XS1700</td>
<td>Introduction to Research Methods</td>
<td>Year Long</td>
<td>1</td>
<td>20</td>
</tr>
<tr>
<td>PS1112</td>
<td>Introduction to Psychology in Sport</td>
<td>Year Long</td>
<td>1</td>
<td>20</td>
</tr>
</tbody>
</table>

Relevant Optional Modules at Year 1

<table>
<thead>
<tr>
<th>Module Code</th>
<th>Module</th>
<th>Duration</th>
<th>Module Size</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>XS1104</td>
<td>Introduction to Sports Ergonomics and Functional Anatomy</td>
<td>Year Long</td>
<td>1</td>
<td>20</td>
</tr>
<tr>
<td>XS1106</td>
<td>Introduction to Exercise Leadership &amp; Gym Orientation</td>
<td>Year Long</td>
<td>1</td>
<td>20</td>
</tr>
<tr>
<td>XS1600</td>
<td>Introduction to Nutrition</td>
<td>Year Long</td>
<td>1</td>
<td>20</td>
</tr>
</tbody>
</table>

More detail for the above modules is provided in the Year 1 folder on the Sport Science Blackboard space.

Year Two: Compulsory Modules

<table>
<thead>
<tr>
<th>Module Code</th>
<th>Module</th>
<th>Duration</th>
<th>Module Size</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>XS2100</td>
<td>Sports Biomechanics</td>
<td>Year Long</td>
<td>1</td>
<td>20</td>
</tr>
<tr>
<td>XS2200</td>
<td>Physiology of Human Performance</td>
<td>Year Long</td>
<td>1</td>
<td>20</td>
</tr>
<tr>
<td>PS2710</td>
<td>Research Methods</td>
<td>Year Long</td>
<td>1</td>
<td>20</td>
</tr>
<tr>
<td>PS2910</td>
<td>Sport Psychology</td>
<td>Year Long</td>
<td>1</td>
<td>20</td>
</tr>
</tbody>
</table>

Relevant Optional Modules

<table>
<thead>
<tr>
<th>Module Code</th>
<th>Module</th>
<th>Duration</th>
<th>Module Size</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>TL2026</td>
<td>Performance Analysis in Sport</td>
<td>Year</td>
<td>1</td>
<td>20</td>
</tr>
<tr>
<td>TL2110</td>
<td>Work &amp; Learn</td>
<td>Sem 1</td>
<td>1</td>
<td>20</td>
</tr>
<tr>
<td>XS2500</td>
<td>Essentials of Sport Training and Conditioning</td>
<td>Year</td>
<td>1</td>
<td>20</td>
</tr>
<tr>
<td>XS2601</td>
<td>Sports Nutrition</td>
<td>Year</td>
<td>1</td>
<td>20</td>
</tr>
</tbody>
</table>

More detail for the above modules is provided in the Year 2 folder on the Sport Science Blackboard space.
### Year Three: **Compulsory Modules**

<table>
<thead>
<tr>
<th>Module Code</th>
<th>Module</th>
<th>Duration</th>
<th>Module Size</th>
<th>Credit Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>XS3900</td>
<td>Research Project (Biomechanics or Physiology or Psychology)</td>
<td>Year Long</td>
<td>2</td>
<td>40</td>
</tr>
<tr>
<td>or PS3990</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Optional Modules

<table>
<thead>
<tr>
<th>Module Code</th>
<th>Module</th>
<th>Duration</th>
<th>Module Size</th>
<th>Credit Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>XS3100</td>
<td>Applied Biomechanics</td>
<td>Year Long</td>
<td>1</td>
<td>20</td>
</tr>
<tr>
<td>XS3101</td>
<td>Biomechanics of Posture and Injury</td>
<td>Year Long</td>
<td>1</td>
<td>20</td>
</tr>
<tr>
<td>XS3200</td>
<td>Exercise Referral</td>
<td>Year Long</td>
<td>1</td>
<td>20</td>
</tr>
<tr>
<td>XS3203</td>
<td>Current Topics in Population Health and Exercise</td>
<td>Sem 1</td>
<td>1</td>
<td>20</td>
</tr>
<tr>
<td>XS3204</td>
<td>Advanced Methods in Performance Assessment and Conditioning</td>
<td>Year Long</td>
<td>1</td>
<td>20</td>
</tr>
<tr>
<td>TL3147</td>
<td>Performance Analysis for High Performance Sport</td>
<td>Year Long</td>
<td>1</td>
<td>20</td>
</tr>
<tr>
<td>TL3114</td>
<td>Industry Based Experience</td>
<td>Sem 1</td>
<td>1</td>
<td>20</td>
</tr>
<tr>
<td>PS3030</td>
<td>Theory &amp; Practice in Sport Psychology</td>
<td>Year Long</td>
<td>1</td>
<td>20</td>
</tr>
<tr>
<td>PS3035</td>
<td>Psychology of Health &amp; Wellbeing</td>
<td>Sem 1</td>
<td>1</td>
<td>20</td>
</tr>
</tbody>
</table>

More detail for the above modules is provided in the **Year 3 folder** on the Sport Science Blackboard space.

Students wishing to undertake optional modules offered outside of the lists above may take advantage of a range of 'free-choice electives' offered each year, subject to timetabling compatibility with compulsory modules. Please see [Electives Catalogue](#).

### 2.3 Course requirements

In order to be awarded a BSc (Hons) Sport Science degree students must complete 360 credits including a minimum of 220 at Level 5 and above (Year 2 and 3) and 100 at Level 6 (Year 3 only). Students must study at least 20 credits at Year 6 from two of three the key disciplines (Biomechanics, Physiology, Psychology).

### 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.
2.4 Study Time
2.4.1 Weekly timetable

Your timetable will be available online via [https://apps.uclan.ac.uk/WeeklyTimetable](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.

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: Greenbankabsence@uclan.ac.uk

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](#).
3.2 Learning and teaching methods

The Division’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.

You will have an IT induction session during your first week. Learning and Information Services (LIS) offer a range 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
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.

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 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.

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.
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 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.


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 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.
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 gym instruction module at year 1.

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.
**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         | University of Central Lancashire |
| 3. University Department/Centre | Sport, Tourism and The Outdoors |
| 4. External Accreditation       | None                              |
| 5. Title of Final Award         | BSc (Hons) Sport Science          |
| 6. Modes of Attendance offered  | Full Time, Part time & Sandwich   |
| 7. UCAS Code                    | C600                              |
| 8. Relevant Subject Benchmarking Group(s) | Hospitality, Leisure, Sport and Tourism; (S) Biosciences (B), Psychology (P), Engineering (E). |
| 9. Other external influences    | Skills active, BASES (endorsed programme) |
| 10. Date of production/revision of this form | June 2012 (updated July 2015) |
11. Aims of the Programme

- To produce knowledgeable and skilful graduates in the field of Sport Science;
- To provide an up-to-date curriculum in sport science, through Research Informed Teaching, that emphasises the development of skills and knowledge related to the empirical aspects of the discipline.
- To provide choice and flexibility in the curriculum while at the same time maintaining a sufficiently ‘core’ syllabus to ensure that all graduating students meet the subject benchmarks.
- To foster the development of skills which will be a help in further academic and vocational training and in subsequent employment, thereby developing the Employability and Enterprise of graduates.
- To develop students’ critical awareness of the key issues and trends within Sports Science including Internationalisation and Sustainability.

12. Learning Outcomes, Teaching, Learning and Assessment Methods

A. Knowledge and Understanding

At the end of the course the graduate will be able to demonstrate:

A1. A critical understanding of the parent disciplines: biomechanics, physiology and psychology, in sport science (S,E,B,P)
A2. An understanding of the need for a multi-disciplinary approach to study of sport science, drawing as appropriate from service, research and professional contexts (S)
A3. An understanding of Sport Science through both academic and professional practice within a framework of critical evaluation and synthesis (S)
A4. Research and problem solving abilities by critically understanding methods of acquiring, interpreting and analysing information appropriate to Sport Science (S)

Teaching and Learning Methods

Lectures, practicals, tutorials, problem solving exercises, and discussions.

Assessment methods

Workbooks; short notes; essays; reports of various types e.g. practical reports, summaries, data analysis; group and individual presentations; end of module seen and unseen examinations.

B. Subject-specific skills

At the end of the course the graduate will be able to:

B1. Plan, design and execute practical activities using appropriate techniques and procedures (S,E,B,P)
B2. Plan, design, execute and communicate a sustained piece of independent intellectual work using appropriate media (S,E,B,P)
B3. Undertake experimental work with due regard for safety and risk assessment (S,E,B,P)
B4. Demonstrate a critical awareness of the moral, ethical, environmental and legal issues which underpin best practice (S)

Teaching and Learning Methods

Practical work, including a research project; discussions within the group and with tutors.

Assessment methods

Workbooks; reports of various types e.g. practical reports, summaries, the individually undertaken research project..
### C. Thinking Skills

**At the end of the course the graduate will be able to:**

- **C1.** Research and assess subject specific facts, theories, paradigms, principles and concepts  (S,E,B,P)
- **C2.** Critically assess and evaluate evidence  (S,E,B,P)
- **C3.** Critically interpret data and text   (S,E,B,P)
- **C4.** Describe and analyse information   (S,E,B,P)
- **C5.** Apply knowledge to the solution of familiar and unfamiliar problems  (S,E,B,P)
- **C6.** Develop a reasoned argument and challenge assumptions   (S,E,B,P)
- **C7.** Take responsibility for their own learning and continuing professional development (S,E,B,P)

### Teaching and Learning Methods

Lectures; practical work, including a research project; data interpretation exercises; discussions within the group and with tutors.

### Assessment methods

Workbooks; short notes; essays; reports of various types e.g. practical reports, summaries, data analysis; the individually undertaken research project; end of module seen and unseen examinations.

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

**At the end of the course the graduate will be able to demonstrate:**

- **D1.** Communication and presentation skills  (S,E,B,P)
- **D2.** Numeracy and C & IT skills  (S,E,B,P)
- **D3.** Interactive and group skills  (S,E,B,P)
- **D4.** Problem solving skills  (S,E,B,P)
- **D5.** An ability to self-appraise and reflect on practice  (S,E,B,P)
- **D6.** The ability to plan and manage learning  (S,E,B,P)

### Teaching and Learning Methods

various forms of written report (see above) as coursework is generally required to be word processed; evidence of appropriate IT sources, including the World Wide Web, the use of databanks and suitable IT analytical packages; evidence of the use of the library and literature searching; communication skills in discussions and presentations; numeracy and statistics in association with practical work; teamwork through class work in tutorials, practicals and problem solving activities. Students are given guidance on the development of key skills via the personal tutor system, with a student record to collate evidence.

### Assessment methods

Assessment:  written reports, presentation skills; practicals; group and individual projects
### 13. Programme Structures*

<table>
<thead>
<tr>
<th>Level</th>
<th>Module Code</th>
<th>Module Title</th>
<th>Credit rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 6</td>
<td>XS3900</td>
<td>Dissertation (COMP) or Sport Science Project (COMP)</td>
<td>40</td>
</tr>
<tr>
<td></td>
<td>PS3990</td>
<td></td>
<td>40</td>
</tr>
<tr>
<td></td>
<td>TL3147</td>
<td>Performance Analysis for High Performance Sport</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>XS3100</td>
<td>Applied Biomechanics</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>XS3101</td>
<td>Biomechanics of Posture &amp; Injury in Sport</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>XS3200</td>
<td>Exercise Referral</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>XS3203</td>
<td>Current Topics in Population, Health and Exercise</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>XS3204</td>
<td>Advanced Methods in Performance Assessment and Conditioning</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>PS3030</td>
<td>Theory &amp; Practice in Sport</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>PS3035</td>
<td>Psychology of Diet &amp; Exercise</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Group A - Biomechanics</strong></td>
<td><strong>20</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Group B – Physiology</strong></td>
<td><strong>20</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Group C – Psychology</strong></td>
<td><strong>20</strong></td>
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</tbody>
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**Level 5**

<table>
<thead>
<tr>
<th>Level 5</th>
<th>Module Code</th>
<th>Module Title</th>
<th>Credit rating</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>XS2100</td>
<td>Sport Biomechanics (COMP)</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>XS2200</td>
<td>Physiology of Human performance (COMP)</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>PS2900</td>
<td>Sport Psychology (COMP)</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>PS2710</td>
<td>Research Methods (COMP)</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>XS2601</td>
<td>Sports Nutrition</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>XS2500</td>
<td>Essentials of Sport Training &amp; Conditioning</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>TL2026</td>
<td>Performance Analysis for Sport</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>AL****</td>
<td>Language</td>
<td>20</td>
</tr>
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</table>

**Level 4**

<table>
<thead>
<tr>
<th>Level 4</th>
<th>Module Code</th>
<th>Module Title</th>
<th>Credit rating</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>XS1100</td>
<td>Introduction to Biomechanics in Sport (COMP)</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>XS1200</td>
<td>Applied Human Physiology (COMP)</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>PS1112</td>
<td>Introduction to Psychology in Sport (COMP)</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>XS1700</td>
<td>Introduction to Research Methods (COMP)</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>XS1106</td>
<td>Introduction to Exercise Leadership and Gym Instruction</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>XS1600</td>
<td>Introduction to Nutrition</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>XS1104</td>
<td>Sports Ergonomics &amp; Analysis Functional Anatomy</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>AL****</td>
<td>Language</td>
<td>20</td>
</tr>
</tbody>
</table>

*Exceptionally, students may take up to one 20 credit option at Stage 1 and up to one 20 credit option at Stage 2 provided that the option contributes to the learning outcomes of the programme. Permission of the Course Leader is required.*

### 14. Awards and Credits*

<table>
<thead>
<tr>
<th>Credit rating</th>
<th>BSc (Hons) Sport Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>40</td>
<td>Requires 360 credits, including a minimum of 220 at Level 5 or above, and including 100 at Level 6. At least 20 credits from two of the three sub-area option groups A, B, or C. (Compulsory).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Credit rating</th>
<th>BSc Sport Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>40</td>
<td>Requires 320 credits including a minimum of 180 at Level 5 or above, and including 40 at Level 6.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Credit rating</th>
<th>HE Diploma Sport Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>40</td>
<td>Requires 240 credits including a minimum of 100 at Level 5.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Credit rating</th>
<th>HE Certificate</th>
</tr>
</thead>
<tbody>
<tr>
<td>40</td>
<td>Requires 120 credits including 100 at Level 4.</td>
</tr>
</tbody>
</table>
### 15. Personal Development Planning

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, including a talk from a careers advisor or employer and meetings with their personal tutor. Reflection and self-assessment on their achievements and goal setting is supported by linking selected coursework to the reflection process. Students are asked to reflect (and record their reflections) on these pieces of work both before submission and after obtaining the mark and feedback. The students have meetings with their personal tutors who are responsible for discussing the reflection and notifying the module tutors that it has occurred. Reflection is encouraged by assessing its occurrence by modifying coursework marks. 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. Work on career development, CV writing etc is incorporated in group sessions scheduled in induction/reading weeks.

### 16. Admissions criteria

280-320 points at A2 (or equivalent)

A relevant advanced GNVQ with Merit profile, or

An AdExcel (BTEC) National Diploma in a relevant discipline, or

Qualification deemed equivalent to one of the above.

Students without qualifications which are on this list you 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.

### 17. Key sources of information about the programme

- Outside the University – QAA website; including the benchmark statements for: HLST, Biosciences, Psychology, Engineering; UCAS handbooks and web site; BASES & ACMS website.

- University sources – University/Faculty of Science/Department of Biological Sciences web sites; Faculty of Science/Department of Biological Sciences brochures; University prospectus; course fact sheets.
## 18. Curriculum Skills Map

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

<table>
<thead>
<tr>
<th>Level</th>
<th>Module Code</th>
<th>Module Title</th>
<th>Core (C), Compulsory (COMP) or Option (O)</th>
<th>Knowledge &amp; understanding</th>
<th>Subject-specific Skills</th>
<th>Thinking Skills</th>
<th>Other skills relevant to employability and personal development</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>A1</td>
<td>A2</td>
<td>A3</td>
<td>A4</td>
<td>B1</td>
</tr>
<tr>
<td>LEVEL 6</td>
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<td>Research Project</td>
<td>COMP</td>
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<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>PS3990</td>
<td>Sport Psychology Project</td>
<td>COMP</td>
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<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>TL3114</td>
<td>Industry Based Experience</td>
<td>O</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>TL3147</td>
<td>Performance Analysis for High Performance Sport</td>
<td>O</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
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<tr>
<td></td>
<td>XS3100</td>
<td>Applied Sports Biomechanics</td>
<td>O</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>XS3101</td>
<td>Biomechanics of Posture &amp; Injury in Sport</td>
<td>O</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>XS3200</td>
<td>Exercise Referral</td>
<td>O</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>XS3203</td>
<td>Current Topics in Population, Health and Exercise</td>
<td>O</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>XS3204</td>
<td>Advanced Methods in Performance Assessment and Conditioning</td>
<td>O</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>PS3030</td>
<td>Theory &amp; Practice in Sport Psychology</td>
<td>O</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>PS3035</td>
<td>Psychology of Diet &amp; Exercise</td>
<td>O</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>
### 18. Curriculum Skills Map

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

<table>
<thead>
<tr>
<th>Level</th>
<th>Module Code</th>
<th>Module Title</th>
<th>Core (C), Compulsory (COMP) or Option (O)</th>
<th>Programme Learning Outcomes</th>
<th>Other skills relevant to employability and personal development</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>A1</td>
<td>A2</td>
<td>A3</td>
</tr>
<tr>
<td>LEVEL 5</td>
<td>XS2100</td>
<td>Sport Biomechanics</td>
<td>COMP</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>XS2200</td>
<td>Physiology of Human performance</td>
<td>COMP</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>PS2900</td>
<td>Sport Psychology</td>
<td>COMP</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>PS2710</td>
<td>Research Methods in Sport Science</td>
<td>COMP</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>XS2601</td>
<td>Sports Nutrition</td>
<td>O</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>XS2500</td>
<td>Essentials of Sport Training &amp; Conditioning</td>
<td>O</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>TL2026</td>
<td>Performance Analysis for Sport</td>
<td>O</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>TL2110</td>
<td>Work and Learn</td>
<td>O</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>LEVEL 4</td>
<td>XS1100</td>
<td>Intro to Biomechanics in Sport</td>
<td>COMP</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>XS1200</td>
<td>Applied Human Physiology</td>
<td>COMP</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>PS1112</td>
<td>Intro to Psychology in Sport</td>
<td>COMP</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>XS1700</td>
<td>Intro to Research Methods</td>
<td>COMP</td>
<td>✓</td>
<td>✓</td>
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<tr>
<td></td>
<td>XS1106</td>
<td>Intro to Exercise Leadership &amp; Gym Instruction</td>
<td>O</td>
<td>✓</td>
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<td>XS1600</td>
<td>Intro to Nutrition</td>
<td>O</td>
<td>✓</td>
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</tr>
<tr>
<td></td>
<td>XS1104</td>
<td>Sports Ergonomics &amp; Analysis</td>
<td>O</td>
<td>✓</td>
<td>✓</td>
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</tbody>
</table>
This Programme Specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if taking full advantage of the learning opportunities that are provided.

<table>
<thead>
<tr>
<th>13. Awarding Institution / Body</th>
<th>University of Central Lancashire</th>
</tr>
</thead>
<tbody>
<tr>
<td>14. Teaching Institution and Location of Delivery</td>
<td>UCLan, Preston</td>
</tr>
<tr>
<td>15. University School/Centre</td>
<td>School of Sport and Wellbeing</td>
</tr>
<tr>
<td>16. External Accreditation</td>
<td>None</td>
</tr>
<tr>
<td>17. Title of Final Award</td>
<td>BSc (Hons) Sport, Rehabilitation and Nutritional Sciences (Foundation Year Entry) – non award-bearing programme: first stage of 4 year degree course</td>
</tr>
<tr>
<td>18. Modes of Attendance offered</td>
<td>Full Time/Part Time</td>
</tr>
<tr>
<td>19. UCAS Code</td>
<td></td>
</tr>
<tr>
<td>20. Relevant Subject Benchmarking Group(s)</td>
<td>QAA Subject Benchmarking Statement: Hospitality, Leisure, Sport and Tourism</td>
</tr>
<tr>
<td>21. Other external influences</td>
<td>QAA Academic Codes of Practice,</td>
</tr>
<tr>
<td>22. Date of production/revision of this form</td>
<td>March 2014</td>
</tr>
</tbody>
</table>
23. Aims of the Programme

- To enable students to develop key academic skills so that they can gain confidence as learners in an HE context in order to work both independently and as part of a group.
- To equip students with the key subject-specific knowledge, understanding and skills to enable them to successfully progress onto an appropriate undergraduate programme of study.
- To enable students to build an awareness of personal development needs and potential career pathways and to develop their transferrable skills.

24. Learning Outcomes, Teaching, Learning and Assessment Methods

A. Knowledge and Understanding

A1. The anatomical and physiological principles required for study of sport, rehabilitation and nutritional sciences at degree level.
A2. The fundamental scientific concepts applicable to human movement, including biomechanics and basic kinesiology.
A4. Communication of technical information using written, oral and visual techniques.

Teaching and Learning Methods

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

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

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

Assessment methods

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

B. Subject-specific skills

B1. Apply scientific principles to the analysis of problems.

B2. Make effective use of information technology tools for presentation and analysis of findings.
B3. Demonstrate a logical approach to problem solving and basic research questions.

**Teaching and Learning Methods**

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

**Assessment methods**

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

C. **Thinking Skills**

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

**Teaching and Learning Methods**

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

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

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

**Assessment methods**

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

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

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

**Teaching and Learning Methods**

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

**Assessment methods**

A range of assessments will be employed throughout the programme in order to assess communication skills in written (essays/reports, blogs/wikis, practical portfolio,
examinations), visual (posters/presentations) and oral (presentations) forms. The majority of assessments will be individual, but group work included in the professional case study module. Skills D3 and D4 will mainly be assessed through a portfolio and action plan.

### 13. Programme Structures*

<table>
<thead>
<tr>
<th>Level Code</th>
<th>Module Title</th>
<th>Credit rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>TLC107</td>
<td>Essential Literature for Sport, Tourism and The Outdoors</td>
<td>20</td>
</tr>
<tr>
<td>XSC101</td>
<td>Fundamentals of Sport, Exercise and Nutritional Sciences</td>
<td>20</td>
</tr>
<tr>
<td>PUC102</td>
<td>The Basis of Human Movement</td>
<td>20</td>
</tr>
<tr>
<td>TLC108</td>
<td>Professional Work Environments for STO</td>
<td>20</td>
</tr>
<tr>
<td>TLC106</td>
<td>Study Skills for Lifelong Learning</td>
<td>20</td>
</tr>
<tr>
<td>VOC102</td>
<td>Volunteering and Safety Management</td>
<td>20</td>
</tr>
</tbody>
</table>

Successful completion of this programme provides specific progression onto Year 1 of one of the following degree courses within the School of Sport, Tourism and The Outdoors at the University of Central Lancashire:
- BSc (Hons) Sport Science
- BSc (Hons) Nutrition and Exercise Sciences
- BSc (Hons) Strength and Conditioning
- BSc (Hons) Sports Therapy

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

### 14. Awards and Credits*

- Requires completion of 120 credits at Level 3.
- Students who exit after successful completion of 120 credits at Level 3 will receive a transcript of the modules and grades.

### 15. Personal Development Planning

Opportunities to develop academic, subject specific and transferrable skill will be presented across the programme. The Study Skills for Lifelong Learning module will specifically allow for the development of information searching, sourcing and referencing, academic writing, evaluation, reflection, using feedback and action planning. The professional case study module will provide opportunities to undertake industry-based filed trips and have interaction with industry professional and will therefore help students develop an awareness of career pathways. Students will also have one-to-one development sessions with their personal tutor.

### 16. Admissions criteria

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

Students will be informed of their personal minimum entry criteria in their offer letter.
Applicants will normally have a minimum of 200 UCAS points and a minimum proficiency in English equivalent to IELTS 6. Given the nature of this programme, applications from individuals with non-standard qualifications, or relevant work/life experience and who have aspirations for professional careers in the fields of sport 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. Applicants will normally be accepted onto this programme who hold the University's minimum entry requirements but have failed to secure the minimum offer for a specified degree within the School of Sport, Tourism and The Outdoors. Students with equivalent international overseas qualifications will also be considered.

### 17. Key sources of information about the programme

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

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

<table>
<thead>
<tr>
<th>Level</th>
<th>Module Code</th>
<th>Module Title</th>
<th>Core (C), Compulsory (COMP) or Option (O)</th>
<th>Programme Learning Outcomes</th>
<th>Other skills relevant to employability and personal development</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>A1</td>
<td>A2</td>
<td>A3</td>
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<tr>
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</tr>
<tr>
<td>LEVEL 3</td>
<td>TLC107</td>
<td>Essential Literature for Sport, Tourism and The Outdoors</td>
<td>COMP</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>XSC101</td>
<td>Fundamentals of Sport, Exercise and Nutritional Sciences</td>
<td>COMP</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>PUC102</td>
<td>The Basis of Human Movement</td>
<td>COMP</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>TLC108</td>
<td>Professional Work Environments in SSTO</td>
<td>COMP</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>TLC106</td>
<td>Study Skills for Lifelong Learning</td>
<td>COMP</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>VOC102</td>
<td>Volunteering and Safety Management</td>
<td>COMP</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>

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Please read this Handbook in conjunction with your Course Handbook.

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

*This Handbook is produced centrally and locked for editing. Partner institutions only are given permission to contextualise the Handbook.*
UCLan Mission statement
We create positive change in our students, staff, business partners and wider communities, enabling them to develop their full potential by providing excellent higher education, innovation and research.

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

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

Supporting Diversity at UCLan
UCLan recognises and values individual difference and has a public duty to promote equality and remove discrimination on various grounds including race, gender, disability, religion or belief, sexual orientation and age. During your time at UCLan we expect you to be able to
- experience "an integrated community based on mutual respect and tolerance where all staff and students can feel safe, valued and supported."
- contribute to creating a positive environment where discriminatory practices and discrimination no longer happen.

Please review the UCLan Equality and Diversity Policy for further information.
Contents page

1. Welcome and Introduction to the University
2. Learning Resources
3. Preparing for your career
4. Student support
5. Students’ Union
6. Rationale, aims and learning outcomes of the course
7. Assessment
8. Student Voice
1. Welcome and Introduction to the University
The University of Central Lancashire (UCLan) welcomes you and hopes that you will enjoy studying at UCLan and that you will find your course both interesting and rewarding. Part one of this Handbook provides you with generic University level information and the Course Handbook provides specific information about your programme of study.

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

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

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

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

Students with continuous unauthorised absence may be deemed to have withdrawn from the course. The date of withdrawal will be recorded as the last day of attendance. You may appeal this decision by following the Complaints Procedure.

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

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

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

You can find the link to the Library Opening Hours here: http://www.uclan.ac.uk/students/study/library/opening_hours.php

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

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

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

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

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

UCLan Careers offers a range of support for you including:-

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

Our drop-in service is available from 09:00-17:00, Monday to Thursday, 9:00-16:00 on Fridays. We offer CV and cover letter checks, careers information and can tell you about our full range of services. For more information come along and visit the team (in Foster building
near the main entrance) or access our careers and employability resources via the Student Portal

It’s your future: take charge of it!

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

4. **Student support, guidance and conduct**

4.1 **Student Support**

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

The <i> is your first point of call for all enquiries, help and advice. We provide guidance to all UCLan students whatever the query may be. We are based on the ground floor of the UCLan Library and open 7 days a week most of the year. Our friendly and approachable team will do their best to ensure your query is answered. Come and have a chat with us if you have a query on any aspect of student life and study.

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

4.2 **Students with disabilities**

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

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

4.3 **Assessment arrangements for students with a disability**

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

4.4 **Health and Safety**

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

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

4.5 **Conduct**

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

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

5. Students’ Union

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

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

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

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

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

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

6. Rationale, aims and learning outcomes of the course

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

6.2 Sometimes certain aspects of courses may be subject to change. Applicants are encouraged to check information on our relevant course pages from time to time, particularly before submitting any application for their academic year of study. Material changes about a course will be notified to you in material produced after the change is made and at the time you are made any offer of a place of study for that course. For details about changes to course information after you have accepted any offer, please see our Additional Information and Conditions of Offer.

7. Assessment

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

7.1 Dealing with difficulties in meeting assessment deadlines

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

7.2 Extensions

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

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

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

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

7.3 Extenuating circumstances

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

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

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

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

7.4 Late submissions
If you submit work late without authorisation, a universal penalty will be applied in relation to your work:
- If you submit work within 5 working days following the published submission date you will obtain the minimum pass mark for that element of assessment.
- Work submitted later than 5 working days after the published submission date will be awarded a mark of 0% for that element of assessment.
- Unauthorised late submission at resubmission will automatically be awarded a mark of 0% for that element of assessment.
You may apply to appeal this decision in accordance with the University's Academic Regulations.

7.5 Feedback Following Assessments
UCLan is committed to giving you clear, legible and informative feedback for all your assessments (Academic Regulations). You are expected to review and reflect on your feedback and learn from each experience to improve your performance as you progress though 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.