Course Handbook 2018/19

MRes Sport Leadership and Professional Development

School of Sport and Wellbeing

Course Leader: Clint Godfrey

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

Contents

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1. Welcome to the course

I would like to welcome you to the School of Sport and Wellbeing. More significantly, welcome to the MRes Sport Leadership and Professional Development degree. The programme offers students the opportunity to study full-time over one year or on a part-time basis. Whatever way you are joining us, a warm welcome!

The MRes in Sport Leadership and Professional Development is the most recent course to be added to the school's portfolio of postgraduate provision. You will find the same principles behind this course as our existing postgraduate courses; these include a dedicated and enthusiastic team of academic and administrative staff; a contemporary sports programme which is updated frequently to reflect and meet the demands of the modern-day sports sector; and a positive attitude which is student centred.

The programme is dynamic and enables you to examine and critically evaluate a range of contemporary issues relating to the practice of sport leadership and professional development. Throughout the programme emphasis is placed on developing a range of attributes and thinking essential for the modern sports leader. Sport leaders are essential in the vibrant and expanding area of the sport and leisure, and this course will develop your understanding both of a UK and international context. Particular focus is given to developing a critical awareness of the role of sport leaders and students will be encouraged to analyse themselves in relation to their practice. This, therefore, provides you with a contextual framework in which to develop a range of intellectual, professional, managerial and transferable skills which are necessary to engage and pursue a career in the sports sector or to progress in your current role

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.

From past experiences, the first few weeks are a time to get to know other students and the course team and can also be confusing. As a team of academics and administrators, we are here to help. Simply go to the Hub in Greenbank Room 006 where one of the School Administrators will assist, or see your Course Leader or Academic advisor.

We are very proud of the Sport Leadership and Professional Development programme and we endeavour to make sure that your experiences as a student are enjoyable and informative as we help you achieve your potential. I would like to take this opportunity to wish you the very best in your postgraduate studies. I look forward to meeting you.

Clint Godfrey
Course Leader/Senior Lecturer Sport Leadership and Professional Development
Telephone: 01772 895899
Room: Greenbank 144
Emai:CGodfrey1@uclan.ac.uk

1.1 Rationale, aims and learning outcomes of the course

The philosophy of the programme is to provide an intellectually challenging programme of study for experienced and aspiring sport leaders that are, or will be, undertaking a wide range of leadership roles within sport. Modules within the programme have been designed to provide a high quality education for you as an aspiring or current leader within a sporting environment. The basis of the course is driven by two central themes, firstly, students are provided with the opportunity to develop a range of thinking skills within a sport leadership context and this is underpinned by the second element which is developing a theoretical approach to evaluating practice within a sports leadership setting.

The programme has been designed to meet the challenge of providing a high quality vocational and intellectually challenging education for existing professionals within the sports sector and those seeking an exit route from undergraduate study. The course is aiming to appeal to students who wish to study the linkages between leadership in sport, professional development and research. A key influence on the course design was the desire to help up-skill current professionals in the sports industry who feel they have reached a glass ceiling and are looking to post graduate study for career advancement. Emphasis throughout the programme is therefore placed on developing a range of professional and transferable skills which are aligned with an extensive knowledge in a range of disciplines applicable to sport.

The modules that feature on the programme have been carefully devised to develop cognitive skills in a number of areas relevant to sport leadership and ensure a blend of theoretical and practical issues designed to enhance and improve application to the sports industry.

Students who successfully complete the MRes in Sport Leadership and Professional Development programme will have, during the course of their studies, developed and mastered an array of cognitive and transferable skills alongside a complex array of knowledge and theories. The development of such knowledge and skills will enhance students' abilities to manage and engage in informed decision-making specifically within sport.

The outcomes of the Programme are organised at three levels: the Postgraduate Certificate, Postgraduate Diploma and the Master of Research in Sport Leadership and Professional Development. Those that complete the programme will have, during the course of their studies, developed and mastered an array of cognitive and transferable skills alongside a complex array of knowledge and theories. The development of such knowledge and skills will enhance students' abilities to manage and engage in informed decision-making specifically within sport. However, students may also apply these to other sectors. The outcomes of the Programme are organised at three levels: the Postgraduate Certificate, the Postgraduate Diploma and the Master of Research in Sport Leadership and Professional Development.

The aims of the MRes programme are to:

• 	To widen and deepen students' understanding of the role of sport leadership in contemporary sports environments.
• 	To support students to develop as reflective practitioners in order to aid their personal and professional development.
• 	To develop competence in research methodology, methods and procedures relevant to a range of sporting environments and professions.
• 	To enhance students' critical thinking, analytical, presentational and organisational skills with regard to research-based activity in sport.
• 	To equip participants with the diverse skills, knowledge and processes required to undertake a research-degree in sport.
• 	To increase students' ability to plan, project-manage and implement a major, original,

research/work-based evaluation project in sport.

In order to fulfill the those aims students will have to demonstrate they have fulfilled a range of learning outcomes throughout the duration of the course.

Learning Outcomes

Knowledge and Understanding

A1. A critical awareness of what leadership means and how it is applied in diverse, changing and challenging settings.
A2. A deep understanding of reflective practice and the implications for personal and professional development.
A3. A critical awareness of models of and approaches to sport leadership.
A4. An ability to critically analyse sport leadership practices in relation to historical and contemporary theories of leadership.
A5. Be able to analyse the relevance of appropriate theory within the sport industry.
A6. An ability to identify and apply appropriate research approaches in order to critically evaluate a specific sports related programme, initiative or work practices within the sports industry.
A7. Display mastery of a specialised area of knowledge within the sports industry
through an independent study.

Subject-specific skills

B1. Critically analysing sports related theories in relation to industry practices.
B2 Evaluating leadership practices within appropriate sporting environments.
B3. Analysing and applying theoretically driven, exploratory or action research approaches to evaluate sport leadership practices.
B4. Recognising the ethical implications of research within sports related settings and be able to sensitively manage these implications.

Thinking Skills

C1. Demonstrate a critical appreciation of opposing approaches and opinions related to leadership in sporting environments.
C2. Reflect and analyse appropriate personal and professional development strategies.
C3. Approach, develop and refine a focused and coherent research project contextualised within a work placed setting.

Other skills relevant to employability and personal development

D1. The development of skills necessary for the effective leadership of projects, people or teams within the sports industry.
D2. Generic as well as specific enhanced transferable research and analytical skills.
D3. Self-direction and originality in tackling and solving complex problems.

1.2 Course Team

Leona Trimble, Principle Lecturer and Division Leader	Greenbank 148 01772 894908 ☐ ltrimble@uclan.ac.uk
Bryan Jones, Principal Lecturer	Greenbank 147 01772 894918 ☐ bjones1@uclan.ac.uk
Cliff Olsson, Senior Lecturer	Greenbank 152 01772 894690 ☐ colsson@uclan.ac.uk
Clint Godfrey, Senior Lecturer and Course Leader for MRes Sport Leadership and Professional Development	Greenbank 144 01772 895899 ☐ cgodfrey1@uclan.ac.uk
Dr Craig Wright, Senior Lecturer and Course Leader MA Sports Coaching	Greenbank 132 01772 894924 ☐ cmwright1@uclan.ac.uk
Andy Procter, Senior Lecturer	Greenbank 132 01772 895718 ☐ adproctor@uclan.ac.uk ☐
Dr John Stoszkowski, Lecturer	Greenbank 144 01772 895702 ☐ jrstoszkowski@uclan.ac.uk
Stuart Wilkinson, Lecturer	Greenbank 142 01772 895487 SGWilkinson@uclan.ac.uk ☐
Sean Burgess, Lecturer	Greenbank 132 01772 895898 ☐ ssburgess@uclan.ac.uk
Robin Taylor, Lecturer	Greenbank 152 01772 895713 RDTaylor2@uclan.ac.uk ☐
Matthew Crowther, Lecturer	Greenbank 152 01772 894903 ☐ MCrowther1@uclan.ac.uk
Craig Lawlor, Demonstrator	Greenbank 274 CLawlor1@uclan.ac.uk ☐

1.3 Expertise of staff

The dedicated staff contribute a range of expertise in vocational settings and research. Further details can be found on our dedicated staff pages: http://www.uclan.ac.uk/staff_profiles/

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.

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1.5 Administration details

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

Greenbank Building
Sport and Wellbeing
Telephone: 01772 891998 or 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. All email communication is expected to be in a professional and polite tone and staff will reply accordingly. Individual staff will notify you of their preferred lines of communication and how you can book tutorials.

1.7 External Examiner

The University has appointed an External Examiner to your course who helps to ensure that the standards of your course are comparable to those provided at other higher education institutions in the UK. The name of this person, their position and home institution can be found below. If you wish to make contact with your External Examiner, you should do this through your Course Leader and not directly. External Examiner reports will be made available to you electronically. The School will also send a sample of student coursework to the external examiner(s) for external moderation purposes, once it has been marked and internally moderated by the course tutors. The sample will include work awarded the highest and lowest marks and awarded marks in the middle range.
The name of the External Examiner is tbc.

2. Structure of the course
2.1 Overall structure

Full-time course

Semester 1	Semester 2	Semester 3
Research Foundations for Sports Leadership (30 credits)	Research Methods for Sports Leadership (30 credits)	Dissertation / Work Based Evaluation Project (60 credits)
Emerging Trends in Strategic Sports Leadership (30 credits)	The Reflective Sport Leader (30 credits)	

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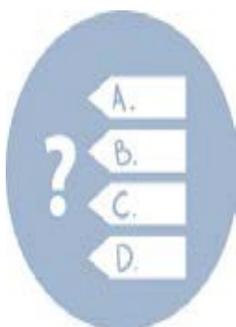**Part-time course**

2.2 Modules available

As above

2.3 Course requirements
Students must pass each level in order to progress.

2.4 Progression Information

Successful completion of 60 credits will mean either an exit with PG Certificate in Sport Leadership and Professional Development or progression to the PG Diploma component. A futher 60 credits (totaling 120) will mean either an exit award of PG Diploma in Sport Leadership and Professional Development or progression to the MRes dissertation.

2.5 Study Time
2.5.1 Weekly timetable
Your timetable will be available online via: https://intranet.uclan.ac.uk/ou/lis/Pages/DailyWeekly-Timetables.aspx

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

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2.5.3 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 through to your course leader. Please ensure any absences are reported to the following email address: Greenbankhub@uclan.ac.uk you will then receive an automated response with an absence form that you must complete.

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.

If you are an international student it is your responsibility under the Visas and Immigration (UKVI) points based system to attend your course regularly and inform UCLan if you decide to withdraw, defer or suspend your studies. Each time you are asked to enter your details on SAM you must remember that the University has a responsibility to keep information up to date and that you must only enter your own details on the system. To enter any other names would result in inaccurate records and be dishonest. Any student who is found to make false entries can be disciplined under the student guide to regulations.

3. Approaches to teaching and learning

3.1 Expertise of staff

The team involved in teaching on the programme are well qualified both academically and by their work experience. You are encouraged to read the mini biographies of staff on the School web page and check out information about their publications**.** **http://www.uclan.ac.uk/schools/sport-wellbeing/staff.php**

3.2 Learning and teaching methods

In the Sport Leadership and Professional Development programme a wide variety of teaching methods and learning environments are utilised to ensure learners are provided with opportunities to apply theoretical concepts in applied contexts throughout the programme. The programme will be delivered with the following criteria in mind:

- The importance of offering a diverse range of teaching styles, both within modules where this is appropriate, and the programme as a whole.
- The need to ensure that the mode of delivery and learning for each module is appropriate to the aims and learning outcomes of both the module itself and the programme of study.
- The need to ensure the progressive development of knowledge and skill throughout each year of the programme.

In order for you to receive maximum benefit from your course of study it is in your interest to prepare for lectures and seminars by pre-reading notes from previous learning activities and engaging in all workshops, lectures and practicals. Most module leaders will post lectures notes and learning resources on Blackboard for your convenience.

3.3 Study skills

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

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

3.4 Learning resources
3.4.1 Learning Information Services (LIS)

Extensive resources are available to support your studies provided by LIS – library and IT staff. Take advantage of the free training sessions designed to enable you to gain all the skills you need for your research and study. The LIS provide an extensive range of resources and support particularly relevant for this course. The link below will take you to the LIS page for the School of Sport, Tourism and The Outdoors where you can see subject guides and find how to access a range of on-line databases. If you need any specific help with the LIS you should contact the Senior Information Officer for **sport which is Michael Hargreaves** MHargreaves@uclan.ac.uk

3.4.2 Electronic Resources

LIS provide access to a huge range of electronic resources – e-journals and databases, e-books, images and texts. In addition, through your course and modules you will have access to a range of learning materials through Blackboard.

3.5 Personal development planning

Years two and three (semester two if full-time) of the programme are designed to build upon the foundations laid in year one. At PG level you are expected to be continually thinking about your personal development planning and career progression. This will supported through the taught components of the course.

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.

A daily drop in service available from 10.30am-3pm for CV checks and initial careers information is available at UCLan. 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. http://www.uclan.ac.uk/students/careers/index.php

The Sport Leadership and Professional Development programme has been designed to ensure that graduates have the skills and knowledge that will make them employable and make a contribution to the profession of Sport.

3.6.1 Coaching and Leadership Awards
There are opportunities for you to acquire a range of national governing body awards and Sports Coaching UK minimum operating standard qualifications that are subsidised by the university and are often a minimum requirement to secure employment within the sports coaching sector. More details can be found at: www.uclan.ac.uk/coachingawards

• Internships

Within the last academic year 170 students engaged in a global learning experience and gained invaluable experience in the USA, Canada, France, Spain, Switzerland, Cyprus, Zambia, Tanzania, South Africa, Dubai, India, Cambodia, China, Australia and New Zealand.

You have the opportunity to study a semester or a full year abroad either within the Erasmus programme which is for European educational institutions or world- wide within the ISEP programme http://www.isep.org/.

For further Information on exchange programmes please contact: Erasmus/ ISEP: Shirley Russo: smrusso@uclan.ac.uk. http://www.uclan.ac.uk/international/study_abroad.php

4. Student Support
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 the Academic Advisor takes place. You will normally see your Academic Advisor at least once 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.

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

4.2 Students with disabilities
If you have a disability that may affect your studies, please either contact the Disability Advisory Service - disability@uclan.ac.uk - or let one of the course team know as soon as possible. With your agreement information will be passed on to the Disability Advisory Service. The University will make reasonable adjustments to accommodate your needs and to provide appropriate support for you to complete your study successfully. Where necessary, you will be asked for

evidence to help identify appropriate adjustments.

Assessment arrangements for students with a disability

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

The disability contact for the School is: Nick Passenger

4.3 Students' Union One Stop Shop

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

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

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

We hope your time at University is trouble free, but should you come into difficulties around anything from academic appeals, to issues with housing, benefits or debt, then our dedicated staff team in the Advice and Representation Centre are on hand to help. As we are independently run from the university, we can offer truly impartial advice.

More information on all these things, as well as details about all our (not-for-profit) commercial services, including our student-bar (Source) and student venue (53 Degrees), can be found at http://www.uclansu.co.uk/.

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

5. Assessment
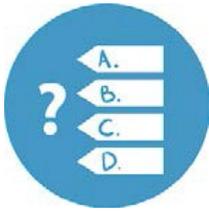
5.1 Assessment Strategy

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. Many modules will include opportunities to engage with formative assessment which allows you to develop your learning and knowledge, gain feedback from peers and staff in order to improve for the summative assessment, normally at the end of the module.

The assessment strategies have been designed to ensure that you have every opportunity to demonstrate your knowledge and understanding of the topic area and in addition develop the skills and experience that will underpin your development as a leader within sport. There are a range of assessment strategies that include
 • Formal essays and reports
 • Practical observations and skill competence
 • Individual and group presentations
 • Seminar papers on nominated topics
 • Log books, diaries and portfolio of practical work
 • Industry based project

It is important that you use the assessment activities as an opportunity to learn and utilize the full range of support services to produce work of the highest quality.

allowed to pass the module without the attendance module being achieved

5.2 Notification of assignments and examination arrangements

All coursework must be submitted with a School of Sport and Wellbeing student submission form that are available electronically. The details should be completed electronically and presented as the **first page** of your assessment submission. Please note that the majority of written assessments are submitted via Turnitin within the Blackboard area of your module. Assessments submitted through Turnitin *may not* require you to paste in an electronic submission sheet, however you will be advised by the module leader and it will be made clear in each Module Information Pack under submission details.

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

5.3 Referencing

A divisional referencing guide located in the Blackboard area for this programme is provided for your support but you should refer to guidance provided within each module information pack for specific requirements at modular level.

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.
If in doubt about any ethical issues related to their research students should consult a member of the academic teaching team.

5.5 Cheating, plagiarism, collusion or re-presentation

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

6. Classification of Awards

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

In order to achieve Certificate/Diploma/MRes in Sport Leadersip and Professional Developemnt students are expected to fulfil all the requirements of the programme. Students must complete all the compulsory modules indicated in the course structure and must achieve in total the required number of modules as indicated in academic regulations.

7. Student Feedback

You can play an important part in the process of improving the quality of this course through the feedback you give. In addition to the on- going discussion with the course team throughout the year, there are a range of mechanisms for you to feedback about your experience of teaching and learning. We aim to respond to your feedback and let you know of our plans for improvement. For example, in previous years we have changed

the timetable in response to issues raised from feedback from students.

The Students' Union can support you in voicing your opinion, provide on-going advice and support, and encourage your involvement in all feedback opportunities.

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), and members of Students' Council each have particular representative responsibilities, and are involved with decision making committees as high as the University Board. Therefore it is very important students engage with the democratic processes of the Students' Union and elect the students they see as most able to represent them.

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. There are Student Staff Liaison meetings held twice per year that provide an opportunity for you to make a contribution to the operation of your course through your student reps or at any type you can book an appointment with your course leader to discuss any emerging issues related to the course.

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

The course team encourage student feedback in all areas and recognise that additional items for discussion may also be raised at the meeting
• Update on actions completed since the last meeting
• Feedback about the previous year – discussion of external examiner's report.
• Review of enrolment / induction experience;
• Course organisation and management (from each individual year group, and the course overall);
• Experience of modules - teaching, assessment, feedback;
• Experience of academic support which may include e.g. Personal Development Planning, academic advisor arrangements;
• Other aspects of University life relevant to student experience e.g. learning resources, IT, library;

As a year cohort you can nominate students to represent you at liaison team meetings who you can provide feedback that will help us make your time on the course more enjoyable and of value.AS a course team we will endeavour to feedback to you through appropriate channels.

8. Appendices

8.1 Programme Specification(s)

UNIVERSITY OF CENTRAL LANCASHIRE	

Programme Specification

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

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

1.	**Awarding Institution / Body**	University of Central Lancashire
2.	**Teaching Institution and Location of Delivery**	University of Central Lancashire
3.	**University School/Centre**	School of Sport and Wellbeing
4.	**External Accreditation**	n/a
5.	**Title of Final Award**	Masters of Research in Sport Leadership and Professional Development
6.	**Modes of Attendance offered**	1 year Full Time, 2/3 year Part Time.
7a.	**UCAS Code**	N/A
7b.	**JACS Code**	N880 N800
7.	**Relevant Subject Benchmarking Group(s)**	QAA Subject Benchmark Statement: Events, Hospitality, Leisure, Sport and Tourism. (Nov, 2016).
8.	**Other external influences**	Chartered Institute for the Management of Sport and Physical Activity
9.	**Date of production/revision of this form**	March 2017
10.	**Aims of the Programme**	

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• To widen and deepen students' understanding of the role of sport leadership in contemporary sports environments.
• To support students to develop as reflective practitioners in order to aid their personal and professional development.
• To develop competence in research methodology, methods and procedures relevant to a range of sporting environments and professions.
• To enhance students' critical thinking, analytical, presentational and organisational skills with regard to research-based activity in sport.
• To equip participants with the diverse skills, knowledge and processes required to undertake a research-degree in sport.
• To increase students' ability to plan, project-manage and implement a major, original, research/work-based evaluation project in sport.

11. Learning Outcomes, Teaching, Learning and Assessment Methods

A. Knowledge and Understanding

Students will develop and show:

A1. An ability to critically analyse what leadership means and how it is applied in diverse, changing and challenging settings.

A2. Their understanding of reflective practice and the implications for personal and professional development.

A3. A critical awareness of models of and approaches to sport leadership.

A4. An ability to critically analyse sport leadership practices in relation to historical and contemporary theories of leadership.

A5. An ability to analyse the relevance of appropriate theory within the sport industry.

A6. An ability to identify and apply appropriate research approaches in order to critically evaluate a specific sports related programme, initiative or work practices within the sports industry.

A7. Mastery of a specialised area of knowledge within the sports industry
through an independent study.

Teaching and Learning Methods

1.   Workshops, seminars and tutorials, structured dissertation supervision.
2.   Group discussion and debate.
3.   Audio-visual teaching, e-learning and online discussion.

Assessment methods

1.   Essays, other written work, reports and research presentations.
2.   Research-portfolios, reflective progress reports and case studies.
3.   Oral presentations.

B. Subject-specific skills

Students will become proficient at:

B1. Critically analysing sports related theories in relation to industry practices.

B2 Evaluating leadership practices within appropriate sporting environments.

B3. Analysing and applying theoretically driven, exploratory or action research approaches to evaluate sport leadership practices.

B4. Analysing the ethical implications of research within sports related settings and be able to sensitively manage these implications.

Teaching and Learning Methods

1.   Workshops, seminars and tutorials, structured dissertation supervision.
2.   Group discussion and debate.
3.   Audio-visual teaching, e-learning and online discussion.

Assessment methods

1.   Essays, other written work, reports and research presentations.
2.   Research-portfolios, reflective progress reports and case studies.
3.   Oral presentations.

C.   Thinking Skills
Students will be able to:
C1. Critically evaluate opposing approaches and opinions related to leadership in sporting environments.
C2. Reflect and analyse appropriate personal and professional development strategies.
C3. Approach, develop and refine a focused and coherent research project contextualised within a work placed setting.

Teaching and Learning Methods
1. Lectures, seminars and tutorials, structured dissertation supervision.
2. Group discussion and debate.
3. Analysis of documents, printed texts, artefacts, film, oral testimony, buildings and landscape.
4. Audio-visual teaching, e-learning and online discussion.

Assessment methods
1. Essays, other written work, reports and research presentations.
2. Research portfolios, reflective progress reports and case studies.
3. Oral presentations.
4. Websites, displays, broadcasts, exhibitions.

D.   Other skills relevant to employability and personal development
D1. Effective development of skills necessary for the effective leadership of projects, people or teams within the sports industry.
D2. Transferable research and analytical skills.
D3. Self-direction and originality in tackling and solving complex problems.

Teaching and Learning Methods
1. Lectures, seminars and tutorials, structured dissertation supervision.
2. Group discussion and debate.
3. Analysis of documents, printed texts, artefacts, film, oral testimony, buildings and landscape.
4. Audio-visual teaching, e-learning and online discussion.

Assessment methods
1. Essays, other written work, reports and research presentations.
2. Research portfolios, reflective progress reports and case studies.
3. Oral presentations.
4. Websites, displays, broadcasts, exhibitions.

13. Programme Structures*				14. Awards and Credits*
Level	**Module Code**	**Module Title**	**Credit rating**	
Level 7	TL4043	Strategic Sport Leadership	30	**MRes in Sport Leadership and Professional Development** A Master's Degree is awarded upon the completion of a minimum of 180 credits at level 7.
	TL4044	The Reflective Sport Leader	30	**Postgraduate Certificate in Sport Leadership and Professional Development** (60 credits: TL4043 Strategic Sport Leadership and TL4044 The Reflective Sport Leader)
	TL4045	Research Methods for Sport Leaders	30	
	TL4046	Research Foundations for Sport Leadership	30	
	TL4186	Dissertation for Sport	60	**Postgraduate Diploma in Sport Leadership and Professional Development** (120 credits: PGCert modules plus TL4045 Research Methods for Sport Leaders and TL4046 Research Foundations for Sport Leadership)

15. Personal Development Planning

PDP (including project-management and time-management) skills are continuously developed throughout the course of this programme, by means of the encouragement of personal reflection, group discussion and self-awareness. The Reflective Sport Leader module specifically encourages students to focus on their personal and professional development in relation to the course and their practice. Students will be encouraged to use a range of reflective tools in order to identify their strengths and weaknesses and to be able to take appropriate action to develop themselves as leaders within the sports industry.

16. Admissions criteria *

Entry requirement: Bachelor's degree with honours at lower second or above, preferably in a sports related discipline. An upper second is desirable but we are willing to consider each case on its merits including where applicants can demonstrate significant experiential skills and knowledge that may have been acquired through independent study and research.

Students for whom their first language is not English: **(English Language Requirements):** IELTS score 6.5; or **other international tests:** TOEFL PAPER BASED 600 and TWE of 5; TOEFL COMPUTER BASED 240 and TWE of 5; TOEFL iBT 90+ with 23+ in writing subscore; Cambridge Proficiency B; International Baccalaureate Standard Level (Grade 5 in English); London Test of English Level 5; WELT BBC/BCC; City and Guilds English for Business Communication-Level 3 pass; International ESOL and International Spoken ESOL Mastery Level; LCCI Level 4; MELAB 85 or above; Trinity College (ESOL and ISE) Grade 12 or ISE IV; ESB (International) All-Modes Examinations and the Lancashire English Language Examinations C2.

17. Key sources of information about the programme

- University Prospectus, Brochures, School Brochures, Advancement
- Electronic and CD-ROM versions of UCLan Prospectus

• School and University Websites, Course Factsheets: http://www.uclan.ac.uk/courses/sport-leadership-and-professional-development.php
• UCLan, The 'I', Podcasts where available
• Open days
• Websites of sports organisations and publications

18. Curriculum Skills Map

Level	Module Code	Module Title	Comp (C) or Option (O)	Knowledge and understanding							Subject specific skills				Thinking skills			Other		
				A1	A2	A3	A4	A5	A6	A7	B1	B2	B3	B4	C1	C2	C3	D1	D2	D3
Level 7	TL4043	Strategic Sport Leadership	C	x		x	x	x			x	x			x			x	x	x
	TL4044	The Reflective Sport Leader	C		x			x			x					x		x	x	x
	TL4045	Research Methods for Sport Leaders	C					x	x		x		x			x		x	x	x
	TL4046	Research Foundations for Sport Leadership	C					x	x		x		x			x		x	x	x
	TL4186	Dissertation for Sport	C	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x

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

19.   LEARNING OUTCOMES FOR EXIT AWARDS:

For **each exit award available**, list learning outcomes relating to the knowledge and understanding, subject specific skills, thinking, other skills relevant to employability and personal development that a typical student might be expected to gain as a result of successfully completing each level of a course of study.

Learning outcomes for the award of: PGCert Sport Leadership and Professional Development

Students will develop and show:
A1. An ability to critically analyse what leadership means and how it is applied in diverse, changing and challenging settings.
A2. Their understanding of reflective practice and the implications for personal and professional development.
A3. A critical awareness of models of and approaches to sport leadership.
A4. An ability to critically analyse sport leadership practices in relation to historical and contemporary theories of leadership.
A5. An ability to analyse the relevance of appropriate theory within the sport industry.

Students will become proficient at:
B1. Critically analysing sports related theories in relation to industry practices.
B2 Evaluating leadership practices within appropriate sporting environments.

Students will be able to:
C1. Critically evaluate opposing approaches and opinions related to leadership in sporting environments.
C2. Reflect and analyse appropriate personal and professional development strategies.

D1. Effective development of skills necessary for the effective leadership of projects, people or teams within the sports industry.
D2. Transferable research and analytical skills.
D3. Self-direction and originality in tackling and solving complex problems.

Learning outcomes for the award of: PGDip Sport Leadership and Professional Development

Students will develop and show:
A1. An ability to critically analyse what leadership means and how it is applied in diverse, changing and challenging settings.
A2. Their understanding of reflective practice and the implications for personal and professional development.
A3. A critical awareness of models of and approaches to sport leadership.
A4. An ability to critically analyse sport leadership practices in relation to historical and contemporary theories of leadership.
A5. An ability to analyse the relevance of appropriate theory within the sport industry.
A6. An ability to identify and apply appropriate research approaches in order to critically evaluate a specific sports related programme, initiative or work practices within the sports industry.

Students will become proficient at:
B1. Critically analysing sports related theories in relation to industry practices.
B2 Evaluating leadership practices within appropriate sporting environments B4. Recognising the ethical implications of research within sports related settings and be able to sensitively manage these implications.

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B4. Analysing the ethical implications of research within sports related settings and be able to sensitively manage these implications.

D1. Effective development of skills necessary for the effective leadership of projects, people or teams within the sports industry.
D2. Transferable research and analytical skills.
D3. Self-direction and originality in tackling and solving complex problems

University Student Handbook
for Taught Courses

2018/19

Please read this Handbook in conjunction with your Course Handbook.

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

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

UCLan Mission statement

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

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

Student Charter

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

Supporting Diversity at UCLan

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

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

Contents page

1. Welcome and Introduction to the University

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

1.1 Communication

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

1.2 External Examiner

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

1.3 Expected hours of study

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

1.4 Attendance Requirements

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

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

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

1.5 Data Protection

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

2.   Learning resources

2.1 Learning Information Services (LIS)

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

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

2.2 Electronic Resources

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

3. Preparing for your career

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

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

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

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

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

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

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

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

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

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

4. **Student support, guidance and conduct**
    4.1 Student Support
    "Got a Problem to Sort? Come to us for Support".

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

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

and much more.

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

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

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

4.2 Students with disabilities

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

4.3 Assessment arrangements for students with a disability

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

4.4 Health and Safety

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

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

4.5 Conduct

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

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

5. Students' Union

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

Representation and campaigning for students' rights is at the core of what the Students' Union does and is encompassed by its tag line of *Making Life Better for Student*s. 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.

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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;
that the assessment procedure and/or examinations have not been conducted in accordance with the approved regulations (this fourth ground will not be relevant to an appeal against a decision relating to an interruption or discontinuance of study. Such an appeal should be based on one or more of the three grounds above.

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

8. Student voice

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

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

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

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

8.1 Course Representatives and School Presidents

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

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

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

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

8.2 Student Staff Liaison Committee Meetings (SSLC)

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

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

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

8.3 Complaints

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

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