



Course Handbook 2020/21

MRes Sport Leadership and Professional Development

School of Sport and Health
Sciences
Course Leader: Clint Godfrey



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

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

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1. Welcome to the course

I would like to welcome you to the School of Sport and Health Sciences. 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 advice and 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, providing insight and direction to enable you to realise your potential.



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 Health Sciences

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

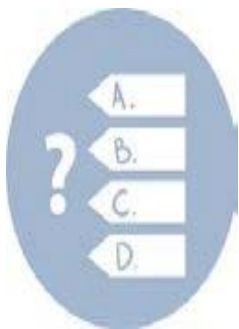


Part-time course



2.2 Modules Registration options

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 further 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

A timetable will be available once you have enrolled on the programme, through the student portal.

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.



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.

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

'Ask Your Librarian' https://www.uclan.ac.uk/students/support/study/it_library_trainer.php

You can book a one to one session with a subject Librarian via Starfish. These sessions will help with questions such as "My lecturer says I need a wider variety of sources in my references, what do I do?"

"I need to find research articles, where do I start?"

"How do I find the Journal of ...?"

"How do I use RefWorks?"

4.



4.1 Learning resources

3.4.1 Learning Information Services (LIS)

The best place to start when exploring the Library resources available to you is;

- Your 'Subject Guide' can be found in the [Library Resources](#)
- Your 'My Library' tab in the [Student Portal](#)
- [Library search](#)

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 be 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: srusso@uclan.ac.uk.
http://www.uclan.ac.uk/international/study_abroad.php

4. Student Support

Information on the support available is at: <https://www.uclan.ac.uk/students/>

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

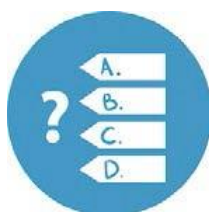
Arrangements are made for students who have a disability/learning difficulty for which valid supporting evidence can be made available. Contact the Disability Adviser for advice and information, disability@uclan.ac.uk

The disability contact for the School is: Nick Passenger

4.3 Students' Union

The Students' Union offers thousands of volunteering opportunities ranging from representative to other leadership roles. We also advertise paid work and employ student staff on a variety of roles.

You can find out more information on our website: <http://www.uclansu.co.uk/>



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 Health Sciences 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.

5.6 How do I know that my assessed work had been marked fairly?

Assessment is an integral part of the course. Module staff work closely together to design assessments, agree the marking criteria and approve final versions of assessments to ensure that these are appropriate. The criteria for assessment will be communicated to you clearly during the module teaching.

All module staff engage in development and training in assessment, marking and feedback. Once the assessments have been completed the module team will discuss the assessment methods and marking criteria, prior to starting to mark, so that there is a common understanding of what is expected of students. All assessed modules have moderation built into the marking process. Moderation involves sampling students' assessed work to make sure that the learning outcomes and agreed marking criteria have been interpreted and applied in the same way. This ensures that you and your fellow students are treated equitably and that the academic standards are applied consistently. During the marking process the module leader will co-ordinate moderation to ensure that at least 10% of assessed work (or a minimum of three pieces) has been reviewed by other markers and any concerns about consistency or accuracy addressed with the whole module team. Your work may or may not be part of this sample, but the processes for developing assessments and marking criteria as well as moderation mean that you can be confident that teaching staff are marking assessments to the same criteria. Module teams may then use feedback from moderation to improve clarity about the nature and purpose of future assessment, or to make changes if required.

Modules are also moderated externally. The module leader will arrange for the external examiner to receive a sample of work for review and comment. External examiners cannot change individual grades but can act as 'critical friends' and confirm that marking standards are in line with other, similar courses in the sector. If, on reviewing the sample, external examiners feel that the marking criteria have not been applied consistently the work of the whole cohort will be reviewed.

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 Leadership and Professional Development 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 time 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.

UNIVERSITY OF CENTRAL LANCASHIRE

Programme Specification

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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 Health Sciences
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	
<ul style="list-style-type: none"> • 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. Postgraduate Certificate in Sport Leadership and Professional Development (60 credits: TL4043 Strategic Sport Leadership and TL4044 The Reflective Sport Leader) 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)
	TL4044	The Reflective Sport Leader	30	
	TL4045	Research Methods for Sport Leaders	30	
	TL4046	Research Foundations for Sport Leadership	30	
	TL4186	Dissertation for Sport	60	
15. Personal Development Planning				
<p>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.</p>				
16. Admissions criteria *				
<p>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.</p> <p>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.</p>				
17. Key sources of information about the programme				
<ul style="list-style-type: none"> • 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

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.
- 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

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

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 sports industry.

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

B2 Evaluating leadership practices within appropriate sporting environments.

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.

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.

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

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 sports leadership.

A5. Be able to analyse the relevance of appropriate theory within the sports 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.

B1. Critically analysing sports related theories in relation to sport related 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.

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.