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.
Mission statement

WE PROMOTE ACCESS TO EXCELLENCE ENABLING YOU TO DEVELOP YOUR POTENTIAL
We value and practise equality of opportunity, transparency and tolerance.
We strive for excellence in all we do: locally regionally, nationally and internationally.
We work in partnership with business, the community and other educators.
We encourage and promote research innovation and creativity.

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

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

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

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</table>
1. Introduction to the course

1.1 Welcome to the course

We would like to take this opportunity to welcome you to the School of Psychology at the University of Central Lancashire, and we hope that your time here will be rewarding and enjoyable. This handbook provides an overview of the M.Sc. in Sport and Exercise Psychology. It contains details about the requirements and regulations for the named route, along with information that is relevant to all students studying at the University.

1.2 Rationale, aims and learning outcomes of the course

1.2.1 Rationale

The design of the programme reflects the importance the team puts in equipping students with the knowledge and skills necessary to operate within a range of vocational environments. This may include private and public organisations, National Governing Bodies for sports, professional sports clubs, Universities and Colleges, the Health Service and GP referral schemes. The teaching team consider it important that students on the programme obtain a comprehensive grounding in fundamental aspects of Sport and Exercise Psychology, but also that they are encouraged to develop a high level of expertise in an area of special interest.

To promote professional competence there is a strong emphasis on developing methodological rigour, research expertise, independent learning, and critical thought. This is facilitated by exposure to a learning and research environment which is rich in mentoring opportunities from members of a team with expertise in cognition and emotion in sport, exercise and health, social factors, motivation and applications of theory to practice in sport and exercise domains. The course is built around the fundamental theoretical, methodological, and empirical areas of Sport and Exercise Psychology. It incorporates a rigorous assessment strategy with coursework to test central areas of knowledge and core skills.

The research project assesses the students’ ability to integrate core information from the course, implement it within a research setting, and demonstrate a high level of organizational and communication skills. The project is also an opportunity for students to crystallise their research interests, and the programme team can provide expertise in a wide range of Sport and Exercise Psychology research areas (e.g. confidence and performance, motor control and learning, applied sport psychology, exercise behaviour, eating disorders, and coach-athlete relationships).

There is an emphasis in the course on students incorporating a Personal Development Plan as a key aspect of postgraduate learning. This is a way in which they can monitor and reflect on the development of their own academic skills (identifying throughout the course areas of strength and difficulty) and how these link to career goals. Self-reflection is an important element of development and to a large extent is a skill that needs to be continually developed so that students can benefit from being able to evaluate and analyse their own
performance in whatever career they choose to progress into. This embodies the ethos of continuing professional development (CPD) increasingly found in professional careers.

1.2.2 Aims

To prepare psychology graduates with Graduate Basis for Chartered (GBC) membership for Stage 2 Professional Training in Sport and Exercise Psychology, (subject to BPS accreditation) and to develop some of the knowledge required for future practice as a HCPC Registered Sport and Exercise Psychologist.

To provide an up-to-date curriculum in Sport and Exercise Psychology that emphasises the development of students' knowledge and skills related to the scientific and empirical aspects of the discipline.

To foster the development of key academic and transferable skills that will facilitate further academic and vocational training and subsequent employment.

To provide an opportunity to specialise in areas of psychology related to sport and exercise.

1.2.3 Learning Outcomes

A. Knowledge and Understanding

A1. To identify, explore and critically evaluate a range of psychological theories pertaining to sport and exercise contexts.

A2. Apply and evaluate psychological theory in sport and exercise contexts

A3. Demonstrate application of the role of ethics and professional standards within the discipline.

A4. Use a wide range of methodological and statistical techniques currently employed in the discipline.

B. Subject-specific skills

B1. To critically evaluate and integrate information from the relevant research literature

B2. Apply appropriate ethical and professional standards within the discipline.

C. Thinking Skills

C1. Review and critically interpret relevant academic and professional literature in sport and exercise psychology and apply to practice setting.
C2. Demonstrate a technical and critical knowledge of issues in research design and analysis

C3. Formulate hypotheses and plan research in a systematic and meaningful way.

C4. Demonstrate critical evaluation and innovative thinking.

D. Other skills relevant to employability and personal development

D1. Demonstrate skills in the use of appropriate software packages and internet facilities (e.g. SPSS, Web of Knowledge, PsycINFO, SPORTDiscus).

D2. Demonstrate an applied knowledge of the principles of effective communication, counselling and reflective skills.

D3. Conduct independent research and communicate research findings to others.

1.3 Course Team

Jamie Taylor is Course Leader for the MSc Sport & Exercise Psychology.

Module Leaders

<table>
<thead>
<tr>
<th>Name</th>
<th>Room</th>
<th>Extension</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jeannie Judge</td>
<td>DB107</td>
<td>5170</td>
<td><a href="mailto:jjudge@uclan.ac.uk">jjudge@uclan.ac.uk</a></td>
</tr>
<tr>
<td>Jamie Taylor</td>
<td>DB219</td>
<td>3438</td>
<td><a href="mailto:jataylor2@uclan.ac.uk">jataylor2@uclan.ac.uk</a></td>
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<tr>
<td>Vaithehy Shanmugam</td>
<td>DB110</td>
<td>3257</td>
<td><a href="mailto:vshanmugam@uclan.ac.uk">vshanmugam@uclan.ac.uk</a></td>
</tr>
</tbody>
</table>

Other Members of Teaching Team

<table>
<thead>
<tr>
<th>Name</th>
<th>Room</th>
<th>Extension</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Edson Filho</td>
<td>DB114</td>
<td>3436</td>
<td><a href="mailto:efilho@uclan.ac.uk">efilho@uclan.ac.uk</a></td>
</tr>
<tr>
<td>Gayle Brewer</td>
<td>DB218</td>
<td>5173</td>
<td><a href="mailto:gbrewer@uclan.ac.uk">gbrewer@uclan.ac.uk</a></td>
</tr>
<tr>
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<td>DB217</td>
<td>4474</td>
<td><a href="mailto:pjtaylor@uclan.ac.uk">pjtaylor@uclan.ac.uk</a></td>
</tr>
<tr>
<td>Andy Morley</td>
<td>DB104</td>
<td>3449</td>
<td><a href="mailto:ammorley@uclan.ac.uk">ammorley@uclan.ac.uk</a></td>
</tr>
<tr>
<td>Rachel Tarling</td>
<td>DB109</td>
<td>3880</td>
<td><a href="mailto:rtarling@uclan.ac.uk">rtarling@uclan.ac.uk</a></td>
</tr>
<tr>
<td>Mark Roy</td>
<td>DB113</td>
<td>3752</td>
<td><a href="mailto:mproy@uclan.ac.uk">mproy@uclan.ac.uk</a></td>
</tr>
<tr>
<td>Sarita Robinson</td>
<td>DB212</td>
<td>4494</td>
<td><a href="mailto:Sjrobinson1@uclan.ac.uk">Sjrobinson1@uclan.ac.uk</a></td>
</tr>
<tr>
<td>Linden Ball (Dean)</td>
<td>DB105</td>
<td>3421</td>
<td><a href="mailto:lball@uclan.ac.uk">lball@uclan.ac.uk</a></td>
</tr>
</tbody>
</table>
Phone Numbers: The phone numbers listed are the extension numbers for the staff. Should you wish to phone anyone from an external number then you will need to include the Preston dialling code (01772) AND 89 in front of the extension number. Should you be unable to contact the member of staff by phone you could either e-mail them, or leave a message either on the voicemail system or through the Hub office 01772 893420

1.4 Academic advisor

Your Academic advisor will be Jamie Taylor. The role of your Academic advisor is to:

- provide a focal point for academic development;
- provide individual feedback on progress & monitor progress through the course;
- help you identify areas needing improvement & discuss strategies for achieving this;
- discuss your further progression in the course; give individual guidance following Assessment Boards

1.5 Campus Administrative Services

Campus Admin Services provides academic administration support for students and staff and are located at Foster Building B058 and is open from 8:45am until 5:15 Monday to Thursday and until 4:00 on Fridays. The hub can provide general assistance and advice regarding specific processes such as extenuating circumstances, extensions and appeals. Course specific information is also available via blackboard sites.

The hub telephone number for the School of Psychology is 01772 891990 or 891991.

The hub email contact is FosterHub@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.

Email: is the main medium of messaging between staff and students. The University expects you to use your UCLan email address and check regularly for messages from staff. Please note that if you send us email messages from other addresses they risk being filtered out as potential spam and discarded unread. Similarly, you should also ensure that all your emails have a meaningful subject line, as emails sent without a subject line can often be missed or automatically filtered as potential spam.

Text Messages: We endeavour to ensure all classes are delivered as per the timetable and module handbooks, however, if there is an unavoidable change or cancellation to your class
then we will inform you via text messaging. Therefore it is important that you ensure that your mobile phone number details are kept up-to-date at myUCLan.

**Handbooks:** together with this Course Handbook, Module Handbooks and extensive course materials are available on the specific module Blackboard site. These will be demonstrated to you in your induction sessions.

**Meetings:** You are encouraged to maintain regular contact with members of the course team, especially your Academic advisor. Face-to-face meetings are normally the best way to deal with any academic or personal issues and these should be dealt with as soon as they emerge. You can arrange appointments with all members of staff. All academic staff have set aside several hours each week where students may see them and their availability is displayed on office doors. Before meetings, you should make sure that you have a clear agenda of what you would like to discuss in order to make sure that meetings are an effective use of time.

**1.7 External Examiner**
The University has appointed an External Examiner for 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. Similarly several members of the teaching staff here in the School similarly fulfil this role for other Universities. For Psychology there are three external examiners who oversee our courses; their home institution can be found below. If you wish to make contact with your External Examiner, you should do this through your Course Leader and not directly. The School will also send a sample of student coursework to the external examiner(s) for external moderation purposes, once it has been marked and internally moderated by the course tutors. The sample will include work awarded the highest and lowest marks and awarded marks in the middle range.

The current external examiner for the MSc Sport & Exercise Psychology is Dr Alkisti Olympiou, who is a Senior Lecturer in the School of Sport and Exercise Science at the University of Lincoln.

**2. Structure of the course**
**2.1 Overall structure**
The MSc. Sport & Exercise Psychology program consists of 9 modules (each module is equivalent to 20 credits), organised to deliver all the core areas identified in the BPS document “Criteria for the Accreditation of MSc. Programmes in Sport and Exercise Psychology” (2013) issued by the Division of Sport and Exercise Psychology Training Committee.
2.2 Modules available

The 9 modules are made up of the following:

Four single modules covering the core material from sport and exercise psychology namely,
PS4901 Cognition & Emotion in Sport
PS4902 Social & Motivational Processes in Sport & Exercise
PS4903 Psychology of Exercise and Physical Activity
PS4904 Applied Sport Psychology

Additionally, there is
PS4700 Advanced Methods in Psychology, which is a double module (40 credit) on research methods, and
PS4990 Advanced Sport & Exercise Psychology Project, which is a triple module (60 credits)

Course delivery on these modules will be by a combination of lecture, seminar, tutorial and workshop. More detail on the specific delivery mode for each module will be given in module handbooks.

The academic year is split into three semesters! (Approximately- September to January, January to May and June to August). All modules will run for one semester only, except PS4700, which runs over two semesters, and PS4990 which runs over all three (Full Year).

Students may choose between a one-year full time and a two-year part time route on the MSc. Part-time registered students typically take PS4700, PS4901 and PS4903 in the first year. In second year they would take PS4990, PS4902, PS4904. The Advanced Project cannot be started until the second year of registration when registered part-time. The Advanced Research Project is to be submitted by August.

2.2.1 Progression

Progression is only applicable to those on a part time route. Discussions about your progression through the course normally take place in February each year. It is an opportunity for you to make plans for your study over the next academic year. The course team will tell you about the various modules / combinations available and you will both agree on the most appropriate (and legal) course of study for you.

2.3 Study Time

2.3.1 Weekly timetable

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<th>Semester 2</th>
<th>Semester 3</th>
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<tbody>
<tr>
<td>Tuesday</td>
<td>PS4901 Cognition &amp; Emotion in Sport</td>
<td>PS4903</td>
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<tr>
<td>Time</td>
<td>Module Code</td>
<td>Module Title</td>
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<tr>
<td>Tuesday</td>
<td>PS4902</td>
<td>Social &amp; Motivational Processes in Sport &amp; Exercise</td>
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<tr>
<td>4-6pm</td>
<td>PS4904</td>
<td>Applied Sport Psychology</td>
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<tr>
<td>Tuesday</td>
<td>PS4700</td>
<td>Advanced Methods in Psychology</td>
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<tr>
<td>2-4pm</td>
<td>PS4700</td>
<td>Advanced Methods in Psychology</td>
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<tr>
<td>Tuesday</td>
<td>PS4990</td>
<td>Advanced Sport &amp; Exercise Psychology Project</td>
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<tr>
<td>Appointments with supervisor on agreed dates.</td>
<td>PS4990</td>
<td>Advanced Sport &amp; Exercise Psychology Project</td>
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<tr>
<td></td>
<td>PS4990</td>
<td>Advanced Sport &amp; Exercise Psychology Project</td>
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### 2.3.2 Expected hours of study

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

### 2.3.3 Attendance Requirements

You are required to attend all timetabled learning activities for each module. Notification of illness or exceptional requests for leave of absence must be made to Dr Jamie Taylor, Course Director.

**International students are required to attend their course of study regularly under the Visas and Immigration (UKVI) Points Based System (PBS), UCLan is obliged to tell UKVI if you withdraw from the course, defer or suspend your studies, or if you fail to attend the course regularly.**

If you have not gained the required authorisation for leave of absence, do not respond to communications from the University and if you are absent for four weeks or more, you may be deemed to have withdrawn from the course. If this is the case, then the date of withdrawal will be recorded as the last day of attendance.
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.

2.4 Data Protection

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

3. Approaches to teaching and learning

3.1 Expertise of staff

Dr Jamie Taylor

Background

I completed a BSc (hons) in Sport Science in 2000, a PGCE in Higher Education in 2004 and a PhD in Psychology in 2006 all at the University of Central Lancashire (UCLAN). In addition I completed a PGDip in Psychology at the University of Bolton in 2006. I am a BPS chartered psychologist, a full member of the BPS Division of Sport & Exercise Psychology, a HCPC registered Sport & Exercise Psychologist, and a fellow of the Higher Education Academy. I joined the School of Psychology at the University of Central Lancashire (UCLAN) in 2004, having previously lectured in Sport Psychology at Liverpool Hope University College.

Research Interests

My current research interests are in sport and exercise psychology, in particular:

Self-efficacy and motor performance in sport

Expertise in sport

Decision making in sport

Superstitious behavior in sport

Attentional focus and motor performance
**Dr Paul Taylor**

**Background**

Returning to education as a mature student in 1995 I enrolled at Lancaster and Morecambe College, where I completed an access course enabling me to Study at degree level. Upon finishing my degree at Lancaster University I secured funding from the ESRC to stay and study for my PhD.


**Research Interests**

Superstition in Sport

The Visual control of action.

The effects of action planning on perception.

Attention.

The use of imagery and observation in sport.

The goal directed nature of action planning.

**Dr Vaithehy Shanmugam**

Vaithehy completed a PhD in Sport Psychology at Loughbrough University in 2012 under the supervision of Dr Sophia Jowitt. Her main research interest revolves around the clinical and social components of sport psychology. In particular, investigating the psychosocial, interpersonal, socio-cultural and sport specific correlates and risk factors of disordered eating and depressive symptoms in athletes. She has published in peer-reviewed journals and presented her work at national and international conferences. She is a BPS chartered psychologist and a full member of the BPS Division of Sport & Exercise Psychology. She has also worked with elite and grassroots athletes in a variety of sports including cricket, football, golf, hockey, modern pentathlon, and orienteering.

**Dr Edson Filho**

Edson received a B.Sc. in Kinesiology and a M.Sc. in Athletic Training from the Federal University of Minas Gerais (Brazil). He earned his doctoral degree in Sport Psychology from Florida State University (USA) and completed a post-doctoral term in Neuroscience and Psychophysiology at the Behavioural Imaging and Neural Dynamics Center at the University of Chieti (Italy). His research agenda revolves around peak performance experiences, team processes and social neuroscience in sports. Edson also has applied experience, having
served as a performance enhancement specialist for athletes and performing artists. He is a Certified Consultant by the Association for Applied Sport Psychology and a member of the Sport Psychology Registry of the United States Olympic Committee. His research and applied work has been recognized through several awards, including the Diversity Award by the Association for Applied Sport Psychology and the Dissertation Award in Sport and Exercise Psychology by the American Psychological Association. His work has been featured in distinguished media outlets including Nature Lindau, BBC Mundo, and Scientific American.

3.2 Learning and teaching methods

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 the programme.
- The need to develop confidence and independence of learning through the course and encourage a reflective and critical approach to the process of learning.

Course delivery is by a combination of lecture, seminar, tutorial, workshop and self-directed study. Assessment is by coursework only, with a wide range of assessment strategies including academic essays, oral presentations, poster presentations, magazine articles, professional reports, statistical analysis and reporting of quantitative data, qualitative analysis and reporting of verbal data, and a research project.

The BPS Code of Ethics and Conduct underpin the course as a BPS accredited professional training route in psychology. Teaching will focus on how the BPS Code of Ethics and Conduct inform both psychological research and applied practice in sport and exercise. Students are responsible for considering the ethical implications of all research activities and should also familiarise themselves with the University’s Ethical Principles. If in doubt about any ethical issues related to their research students should consult their project supervisor for advice.

3.3 Study skills

There are a variety of services to support students and these include:

WISER https://portal.uclan.ac.uk/webapps/portal/frameset.jsp?tab_tab_group_id= 33_ 1
LIS https://portal.uclan.ac.uk/webapps/portal/frameset.jsp?tab_tab_group_id= 25_ 1

3.4 Learning resources
3.4.1 Learning Information Services (LIS)
Extensive resources are available to support your studies provided by LIS – library and IT staff. Take advantage of the free training sessions designed to enable you to gain all the skills you need for your research and study. The library opening times can be found here: http://www.uclan.ac.uk/students/study/library/opening_hours.php

3.4.2 Electronic Resources
LIS provide access to a huge range of electronic resources – e-journals and databases, e-books, images and texts. Lecture material is provided for each module on Blackboard.

3.5 Personal Development Planning
Personal Development Planning (PDP) forms part of the continuous professional development (CPD) requirement of the professional body and as such is an important skill that the programme focuses on. Both PDP and CPD are discussed as part of a number of sessions and students are expected to maintain a record of their activities, and to reflect upon their needs and how they are met. Students maintain a portfolio of competences and are required to reflect upon aspects 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.

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

It’s your future: take charge of it!

Careers offers a range of support for you including:-

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

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

MSc Sport & Exercise Psychology and Employability
The MSc Sport & Exercise Psychology programme includes a rigorous and comprehensive assessment to ensure graduates have a high level of competence in all core areas of sport and exercise psychology and in the key skills that are fundamental to successful completion of stage 2 training and a future career as a registered Sport & Exercise Psychologist. The course is accredited by the British Psychological Society to provide Stage 1 training.

Students are advised about progression to Stage 2 training and how to become a registered Sport & Exercise Psychologist with eligibility to join the Health and Care Professions Council (HCPC). Students are advised about the different opportunities that might be open to them as both Stage one and Stage two graduates.
4. Student Support, Guidance and Conduct

4.1 Academic advisors
Dr Jamie Taylor will provide academic advice, offering support and advice in relation to your study and to assist you in accessing other services available to students within the University. However, you are ultimately responsible for ensuring that they are correctly registered for an appropriate set of modules.

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

4.3 Students with Disabilities
If you have a disability that may affect your studies, please either contact the Disability Advisory Service - disability@uclan.ac.uk - or let one of the course team 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.

Beth Richardson is the Special Needs Coordinator for the School of Psychology, she can be located in Darwin 112, Tel: 01772 893753, Email: BHRichardson@uclan.ac.uk

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

4.4 Health and Safety
As a student of the University you are responsible 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 demonstrated by using appropriate language in class, and switching mobile phones / other devices off prior to attending classes.
If your behaviour is considered to be unacceptable, any member of staff is able to issue an informal oral warning and the University will support staff by invoking formal procedures where necessary. You can read more about UCLan expectations in the regulations for the Conduct of Students.

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

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

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

We hope your time at University is trouble free, but should you come into difficulties around anything from academic appeals, to issues with housing, benefits or debt, then our dedicated staff team in the Advice and Representation Centre are on hand to help. As 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 supermarket (Essentials) and student-bar (Source) can be found at http://www.uclansu.co.uk/.

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

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

5.1 Assessment Strategy
Assessment is achieved through a combination of coursework assignments and the research project. Coursework assignments will include essays, reports, presentations, magazine articles, methodological exercises.

5.2 Notification of assignments and examination arrangements
You will find details of individual assessments (including marking criteria and submission guidelines) for each module in the module handbooks which are made available to students via Blackboard.
5.3 Referencing
Detailed referencing guidelines can be found in the School of Psychology Assessment Handbook including how to reference different types of sources. The handbook can be found on Blackboard under the MSc Sport & Exercise Psychology course page.

5.4 Confidential Material
All students should abide by the BPS code of ethics see http://www.bps.org.uk/what-we-do/ethics-standards/ethics-standards

5.5 Dealing with difficulties in meeting assessment deadlines
Assignments must be submitted no later than the date on your assignment instructions / brief. If you anticipate that you will have difficulty in meeting assessment deadlines or you have missed or are likely to miss in-semester tests you must report this at the earliest possible opportunity to Dr Jamie Taylor jataylor2@uclan.ac.uk

Authorisation of the late submission of work requires written permission. Your School is authorised to give permission for one extension period of between 1 and 10 working days where appropriate evidence of good reason has been accepted and where submission within this timescale would be reasonable taking into account your circumstances (Academic Regulations).

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

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

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

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

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

You can apply for extenuating circumstances online via myUCLan. You must apply no later than 3 days after any examination or assessment submission date. Do not wait until you receive your assessment results to submit a claim. It is in your own interests to submit the claim as soon as possible. All evidence that is provided relating to extenuating circumstances will be treated in a sensitive and confidential manner. Supporting evidence will not be kept for longer than is necessary and will be destroyed shortly after the end of the current academic year.

You will be expected to re-submit claims for extenuating circumstances for each semester.

Further information about the submission process is available at: https://www.uclan.ac.uk/students/study/examinations_and_awards/extenuating_circumstances_submission.php

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).

5.5.2 Late submissions
If you submit work late and unauthorised, a universal penalty will be applied in relation to your work:

- If you submit work within 5 working days following the published submission date you will obtain the minimum pass mark for that element of assessment.
- Work submitted later than 5 working days after the published submission date will be awarded a mark of 0% for that element of assessment.
- Unauthorised late submission at resubmission will automatically be awarded a mark of 0% for that element of assessment.

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

You will be provided with generic feedback for in-module formative and summative elements of assessment which contribute to a module within 15 working days of the scheduled submission or examination date. Generic feedback on end of module assessment and dissertations will be made available within 15 days of publication of results. Feedback may be oral, written, posted on a website or other.

5.7 Cheating, plagiarism, collusion or re-presentation
You are required to sign a declaration indicating that individual work submitted for an assessment is your own.

If you attempt to influence the standard of the award you obtain through cheating, plagiarism or collusion, it will be considered 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:

In the case of a single offence of cheating, plagiarism, collusion or re-presentation:
• the penalty will be 0% for the element of assessment, and an overall fail for the module.
• the plagiarised element of assessment must be resubmitted to the required standard and the mark for the module following resubmission will be restricted to the minimum pass mark.
• when it is detected for the first time on a resubmission for an already failed module, no further resubmission for the module will be permitted, and the appropriate fail grade will be awarded.

In the event of a repeat offence of cheating, plagiarism, collusion or re-presentation (irrespective of whether the repeat offence involves the same form of unfair means) on the same or any other module within the course:
• the appropriate penalty will be 0% for the module with no opportunity for re-assessment. This penalty does not preclude you being able to retake the module in a subsequent year.

The penalties will apply if you transfer from one UCLan course to another during your period of study and module credits gained on the former course are transferred to the current course.

Contact the Students’ Union Advice and Representation Centre by emailing: suadvice@uclan.ac.uk for support and guidance.

5.8 Appeals against assessment board decisions

If you consider that you have a reason to appeal against an assessment board decision, please bear in mind that your reasons must fall within the grounds specified in the University Academic Regulations: Section I. You cannot appeal simply because you disagree with the mark given. The specified grounds for appeal are:

1. that an Assessment Board has given insufficient weight to extenuating circumstances;
2. that the student’s academic performance has been adversely affected by extenuating circumstances which the student has, for good reason, been unable to make known to the Assessment Board;
3. that there has been a material administrative error at a stage of the examining process, or that some material irregularities have occurred;
4. that the assessment procedure and/or examinations have not been conducted in accordance with the approved regulations.

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

6. Course regulations

6.1 Course requirements

6.1.1 Regulations for the Award of M.Sc.

The University’s Academic Regulations permit the Assessment Board to condone or compensate a single failed module within a Masters degree. However, because all modules within this programme are regarded as core and compulsory, the Assessment Board will not normally use condonement to permit the award of M.Sc.

6.1.2 General Regulations for the award of MSc.

To be eligible for the award of MSc. Sport and Exercise Psychology, the student must have passed PS4901, PS4902, PS4903, PS4904, PS4700 & PS4990.

6.1.3 The award of Distinction will be made where the advanced project component has been graded 70-100% and the average percentage mark is in the range 70-100%.

6.1.4 The award of Merit will be made where the advanced project component has been graded 60% or above and the average percentage mark is in the range 60-69%.

6.1.5 Regulations for the award of Postgraduate Diploma in Sport and Exercise Psychology (PgDip)

To be eligible for the award of Postgraduate Diploma in Sport and Exercise Psychology, the student must have passed 120 credits.

6.1.6 Regulations for the award of Postgraduate Certificate in Psychology

To be eligible for the award of Postgraduate Certificate in Psychology, the student must have passed 60 credits.

6.2 Classification of awards

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

It is standard practice in Higher Education to give marks on a scale that is related to
standards of performance. The relation between percentage marks in Psychology and
performance is shown below:

<table>
<thead>
<tr>
<th>LEVEL</th>
<th>PERCENTAGE RANGES</th>
</tr>
</thead>
<tbody>
<tr>
<td>DISTINCTION*</td>
<td>70 % upwards</td>
</tr>
<tr>
<td>MERIT*</td>
<td>60-69 %</td>
</tr>
<tr>
<td>PASS</td>
<td>50-59 %</td>
</tr>
<tr>
<td>FAIL</td>
<td>0-49%</td>
</tr>
</tbody>
</table>

For the award of Merit/Distinction it is not only required that you achieve the required APM
but also that your Advanced Research Project must also attain the level of the award.

7. Student voice

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

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

The Students’ Union and University work closely together to ensure that the student voice is
heard in all matters of student-life. We encourage students to provide constructive feedback
throughout their time at university, through course reps, surveys and any other appropriate
means,
The Union’s Student Affairs Committee (SAC), members of Students’ Council and School Presidents each have particular representative responsibilities, and are involved with decision making committees as high as the University Board. Therefore it is very important students engage with the democratic processes of the Students' Union and elect the students they see as most able to represent them.

Staff-student liaison meetings (SSLC) are an ideal opportunity for students to express their opinions. A student representative (see below) is elected at the start of the academic year to represent the MSc Health Psychology students at the SSLC’s. The representative is encouraged to raise any issues regarding the course at SSLC and in addition to discuss issues with the Course Director at any point during the course.

Module evaluation questionnaires provide one of the most important means for you to express your opinion about your teaching and learning experience. They capture feedback on your experience within each module and inform staff about where improvements could be made. Your module leaders will ensure that you receive the forms for completion either paper based or on-line, please complete and return these to ensure your voice is heard - all responses are anonymous. You are likely to see the module team responses to previous student feedback in your module handbooks / information packs.

7.1 Course Representatives and School Presidents

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

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

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

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

7.2 Student Staff Liaison Committee Meetings (SSLC)

The purpose of a SSLC meeting is to provide the opportunity for course representatives to feedback to staff about the course, the overall student experience and to inform developments which will improve future courses. These meetings are normally scheduled once per semester.

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

The course team encourage student feedback in all areas and recognise that additional items for discussion may also be raised at the meeting

- Update on actions completed since the last meeting
- Feedback about the previous year – discussion of external examiner’s report; outcomes of National /UCLan student surveys.
- Review of enrolment / induction experience;
- Course organisation and management (from each individual year group, and the course overall);
- Experience of modules - teaching, assessment, feedback;
- Experience of academic support which may include e.g. Personal Development Planning, academic advisor arrangements and The Card;
- Other aspects of University life relevant to student experience e.g. learning resources, IT, library;
- Any other issues raised by students or staff.

7.3 Complaints
The University recognises that there may be occasions when you have cause for complaint about the service you have received, when this happens, the complaints procedure is intended to provide an accessible, fair and straightforward system which ensures as effective, prompt and appropriate response. Click on this link for more information
Complaints Procedure

8. Appendices

8.1 Programme Specification

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

<p>| 1. Awarding Institution / Body | University of Central Lancashire |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2. Teaching Institution</strong></td>
<td>University of Central Lancashire, Preston campus</td>
</tr>
<tr>
<td><strong>3. University School/Centre</strong></td>
<td>Psychology</td>
</tr>
<tr>
<td><strong>4. External Accreditation</strong></td>
<td>Division of Sport &amp; Exercise Psychology Training Committee of the British Psychological Society</td>
</tr>
<tr>
<td><strong>5. Title of Final Award</strong></td>
<td>MSc Sport and Exercise Psychology</td>
</tr>
<tr>
<td><strong>6. Modes of Attendance offered</strong></td>
<td>Full-Time and Part-Time</td>
</tr>
<tr>
<td><strong>7. UCAS Code</strong></td>
<td>N/A</td>
</tr>
<tr>
<td><strong>8. Relevant Subject Benchmarking Group(s)</strong></td>
<td>Psychology</td>
</tr>
<tr>
<td><strong>9. Other external influences</strong></td>
<td>Division of Sport &amp; Exercise Psychology Training Committee of the British Psychological Society</td>
</tr>
<tr>
<td><strong>10. Date of production/revision of this form</strong></td>
<td>Jan 2014</td>
</tr>
<tr>
<td><strong>11. Aims of the Programme</strong></td>
<td></td>
</tr>
<tr>
<td>To prepare psychology graduates with Graduate Basis for Chartered (GBC) membership for Stage 2 Professional Training in Sport and Exercise Psychology, (subject to BPS accreditation) and to develop some of the knowledge required for future practice as a HCPC Registered Sport and Exercise Psychologist.</td>
<td></td>
</tr>
<tr>
<td>To provide an up-to-date curriculum in Sport and Exercise Psychology that emphasises the development of students’ knowledge and skills related to the scientific and empirical aspects of the discipline.</td>
<td></td>
</tr>
<tr>
<td>To foster the development of key academic and transferable skills that will facilitate further academic and vocational training and subsequent employment.</td>
<td></td>
</tr>
<tr>
<td>To provide an opportunity to specialise in areas of psychology related to sport and exercise.</td>
<td></td>
</tr>
<tr>
<td><strong>12. Learning Outcomes, Teaching, Learning and Assessment Methods</strong></td>
<td></td>
</tr>
<tr>
<td><strong>A. Knowledge and Understanding</strong></td>
<td></td>
</tr>
<tr>
<td>A1. To identify, explore and critically evaluate a range of psychological theories pertaining to sport and exercise contexts.</td>
<td></td>
</tr>
<tr>
<td>A2. Apply and evaluate psychological theory in sport and exercise contexts</td>
<td></td>
</tr>
<tr>
<td>A3. Demonstrate application of the role of ethics and professional standards within the discipline.</td>
<td></td>
</tr>
<tr>
<td>A4. Use a wide range of methodological and statistical techniques currently employed in the discipline.</td>
<td></td>
</tr>
<tr>
<td><strong>Teaching and Learning Methods</strong></td>
<td>Teaching and learning is by lectures, seminars, workshops, independent study and individual project supervision.</td>
</tr>
</tbody>
</table>
Assessment methods
Assessment is achieved through a combination of coursework assignments (essays, presentations) and the research project.

B. Subject-specific skills
B1. To critically evaluate and integrate information from the relevant research literature
B2. Apply appropriate ethical and professional standards within the discipline.

Teaching and Learning Methods
Teaching and learning is by lectures, seminars, workshops, independent study, and individual project supervision.

Assessment methods
Assessment is achieved through a combination of coursework assignments (essays, presentations) and the research project.

C. Thinking Skills
C1. Review and critically interpret relevant academic and professional literature in sport and exercise psychology and apply to practice setting.
C2. Demonstrate a technical and critical knowledge of issues in research design and analysis
C3. Formulate hypotheses and plan research in a systematic and meaningful way.
C4. Demonstrate critical evaluation and innovative thinking.

Teaching and Learning Methods
Teaching and learning is by lectures, seminars, workshops, independent study, computer practical sessions and individual project supervision.

Assessment methods
Assessment is achieved through a combination of coursework assignments (essays, presentations) and the research project.

D. Other skills relevant to employability and personal development
D1. Demonstrate skills in the use of appropriate software packages and internet facilities (e.g. SPSS, Web of Knowledge, PsyCINFO, SPORTDiscus).
D2. Demonstrate an applied knowledge of the principles of effective communication, counselling and reflective skills.
D3. Conduct independent research and communicate research findings to others.

Teaching and Learning Methods
Teaching and learning is by lectures, seminars, workshops, independent study, computer practical sessions and individual project supervision.

Assessment methods
Assessment is achieved through a combination of coursework assignments (essays, statistical exercises, presentations) and the research project.

13. Programme Structures*

<table>
<thead>
<tr>
<th>Level</th>
<th>Module Code</th>
<th>Module Title</th>
<th>Credit rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 7</td>
<td>PS4700</td>
<td>Advanced Methods in Psychology</td>
<td>40</td>
</tr>
<tr>
<td></td>
<td>PS4901</td>
<td>Cognition &amp; Emotion in Sport</td>
<td>20</td>
</tr>
</tbody>
</table>

14. Awards and Credits*

MSc in Sport & Exercise Psychology Requires 180 credits at level 7.
<table>
<thead>
<tr>
<th>Code</th>
<th>Module</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PS4902</td>
<td>Social &amp; Motivational Processes in Sport &amp; Exercise</td>
<td>20</td>
</tr>
<tr>
<td>PS4903</td>
<td>Psychology of Exercise &amp; Physical Activity</td>
<td>20</td>
</tr>
<tr>
<td>PS4904</td>
<td>Applied Sport Psychology</td>
<td>20</td>
</tr>
<tr>
<td>PS4990</td>
<td>Advanced Sport &amp; Exercise Psychology Project</td>
<td>60</td>
</tr>
</tbody>
</table>

**Postgraduate Diploma in Sport & Exercise Psychology**
Requires 120 credits at level 7

**Postgraduate Certificate in Psychology**
Requires 60 credits at level 7.

15. **Personal Development Planning**

The School of Psychology offers a range of support to promote personal development planning, including the academic advisor system, key skills embedded in all modules, and online skills learning materials. In addition, each student is expected to keep an individual *Personal Development Log* throughout the course. This is aimed at encouraging students to be proactive in reflecting on their learning. Logs can be discussed at any point with a member of the academic staff. Dissertation supervisors may ask students about their logs to see if they require further assistance/guidance. The log embodies the ethos of continuing professional development (CPD) increasingly found in professional careers.

16. **Admissions criteria**

Students must have an honours degree in Psychology (or an equivalent Psychology qualification) recognised by the BPS as conferring GBC, which should normally be an upper second. Students with a 2:2 degree will be considered on an individual basis.

A minimum IELTS score of 6.5 or equivalent qualifications.

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

- UCLAN Prospectus
- UCLAN Website
- MSc. Sport & Exercise Psychology Brochure
- Psychology Factsheet
- BPS Website
## 18. Curriculum Skills Map

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

<table>
<thead>
<tr>
<th>Level</th>
<th>Module Code</th>
<th>Module Title</th>
<th>Core (C), Compulsory (COMP) or Option (O)</th>
<th>Programme Learning Outcomes</th>
<th>Other skills relevant to employability and personal development</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Knowledge and understanding</td>
<td>Subject-specific Skills</td>
<td>Thinking Skills</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>A1</td>
<td>A2</td>
<td>A3</td>
</tr>
<tr>
<td>Level 4</td>
<td>PS4700</td>
<td>Advanced Methods in Psychology</td>
<td>C</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>PS4901</td>
<td>Cognition &amp; Emotion in Sport &amp; Exercise</td>
<td>C</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PS4902</td>
<td>Social &amp; Motivational Processes in Sport &amp; Exercise</td>
<td>C</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PS4903</td>
<td>Psychology of Exercise &amp; Physical Activity</td>
<td>C</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PS4904</td>
<td>Applied Sport Psychology</td>
<td>C</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PS4990</td>
<td>Advanced Sport &amp; Exercise Psychology Project</td>
<td>C</td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>

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

8.2.1 Introduction

This information below is a guide for students wishing to claim Accreditation of Prior Learning (APL) using prior certificated learning.

8.2.2 Background

The University has adopted a modular course structure and a credit accumulation and transfer scheme (known as MODCATS) for the delivery of its courses.

All taught courses at the University of Central Lancashire operate under the MODCAT scheme. Student's progress towards a target award through the study of credit rated course modules. The scheme of accumulating credits to obtain an award provides for a great deal of flexibility in study patterns allowing students more mobility between programmes and modes of study within the University and greater opportunity of transfer between institutions without loss of credit already gained.

A module is a component of a course with its own approved aims and objectives, learning outcomes and assessment methods.

A number of credits are allocated to each module at a level appropriate to its content and learning objectives. Students must complete the required number of modules at the required levels in order to complete their course.

For example, the minimum number of credit points required for these University awards is as follows:

<table>
<thead>
<tr>
<th>Award</th>
<th>Credits</th>
<th>Modules</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor degree (Honours)</td>
<td>360 credits</td>
<td>18 modules</td>
</tr>
<tr>
<td>Bachelor degree (non-Honours)</td>
<td>320 credits</td>
<td>16 modules</td>
</tr>
<tr>
<td>Dip HE</td>
<td>240 credits</td>
<td>12 modules</td>
</tr>
<tr>
<td>Foundation Degree</td>
<td>240 credits</td>
<td>12 modules</td>
</tr>
<tr>
<td>Cert HE</td>
<td>120 credits</td>
<td>6 modules</td>
</tr>
</tbody>
</table>

8.2.3 What is APL?

A major benefit of the MODCAT scheme for students is that they can bring forward previous learning (academic, professional or experiential) for accreditation within their chosen programme of study thereby achieving recognition for what has already been learned. This is what is meant by the term Accreditation of Prior Learning (APL).

APL is a process which aims to recognise learning in whatever context it has taken place. It is based on the premise that learning can be identified, measured, assessed and accredited within academic programmes, regardless of the context in which it is acquired.

Within this overall definition, two forms of prior learning are recognised:

**Accreditation of Prior Certificated Learning (AP(C)L)**

- Learning associated with a structured, formal course of study which has already been assessed and accredited either in higher education or by a professional body.

**Accreditation of Prior Experiential Learning (APEL)**
– Learning acquired through personal development or work experiences and informal or training study not previously attested through formal education/certification.

To be given credit on a programme, prior certificated or experiential learning needs to be at an appropriate Higher Education level. If in doubt as to whether or not your prior learning is at an appropriate level to count for credit, consult the APL Co-ordinator, initially.

8.2.4 What is Credit?

Credit is an educational currency which provides a measure of learning achieved at a given level.

Notionally, 10 hours of student effort equates to one credit.

120 credits represent the normal workload for a full-time programme of study in the standard academic year (comprising the autumn and spring semesters). This amounts to some 36 to 42 hours of study per week (inclusive of class content, practical’s, field work, private study etc.).

20 credits is the standard size of a module with 10 credits representing a half module and 40 credits a double module. Normally, 120 credits are taken in an academic year by full time undergraduate students but part-time students may complete their programme on a module by module basis, taking up to a maximum of 90 credits (4.5 modules) each year.

For postgraduate study, 60 credits are normally required for a Post Graduate Certificate, 120 for a Post Graduate Diploma and 180 for a Masters degree.

8.2.5 Course Specific and Module Specific Credit

The University makes a distinction between Course Specific and Module Specific Credit. Not all credit can count, even if it is at the right level, as there has to be relevance towards your programme of study. For example, credits gained in the subject of History will have limited, if any, relevance to a Physics programme.

Example of Course Specific Credit
A student has studied Shakespeare during year one of their English Literature course at another University. The student wishes to continue their study at UCLan and may be allowed to transfer these credits even though the UCLan based course has studied Renaissance Poetry in year one instead.

Module Specific Credit
This is where learning has been undertaken and shows an exact match with the learning outcomes of a specific module taught at UCLan. These modules can be core, optional or elective.

Elective Credit
Elective components of a programme do not require subject relevancy for credit to count. If the amount and educational level of the previous learning is equivalent to the number and level of elective credits being claimed, there does not have to be a match in terms of a subject area. You will be able to use HE level credit towards your programme by counting them as APL electives.
Example of Elective Credit
A student has credits in Zoology from another University and is currently studying an English and Education Studies Combined Honours programme at UCLan. This student would be eligible to claim credit (up to two elective modules), even though the Zoology credits do not specifically relate to either of the chosen subject areas or to any modules listed in the Electives Catalogue.

8.2.6 Restrictions to the Award of Credit

- If a qualification is a general requirement for admission to a programme, it may not be used to claim credit.

- Some professional and statutory bodies will not allow APL in any circumstances or may restrict it.

- The award of credit will be reviewed if a student changes his/her target award and may be withdrawn.

- An individual module may not be simultaneously associated with two or more awards. E.g. there can be no “double counting” of modules.

- A student who is awarded credit may be excluded from certain course modules containing a substantial element of commonality with the accredited modules - this is to prevent repetition of the same learning.

- Students who are repeating a year, in full, on the same programme cannot use credits from the failed year to satisfy any part of the repeat year programme - this does not, however, apply to students who change their programme of study.

- Full time students who wish to retain their full time status must be registered to study at least 5 modules in any academic year.

- The maximum amount of credit which can be awarded for prior learning is generally set at two-thirds of the credit required to complete the course. However, where an equal or higher level qualification already awarded is presented for accreditation towards a lower level or equal level programme of study, the maximum APCL is set at one-third of the overall credit requirement for the new award.

8.2.7 How to apply for credit using Prior Certificated Learning (AP(C)L) see figure 1

Application procedure and deadlines for submission

If you wish to receive accreditation for prior certificated learning you should apply as soon as possible after enrolment and no later than 6 weeks after the start of teaching.

Do not assume that a conversation or E-mail exchange with your course team or APL Unit will result in APL being awarded.

You must follow the procedures and complete the necessary paperwork

The procedure is as follows:
1. Make an appointment with Course Leader or Academic advisor to discuss whether APL is available and appropriate for you.

2. Complete the APL Application form indicating which modules you wish to claim for. If you are unsure, ask the academic supporting your claim for advice.

3. When you return the application forms you must attach a copy/copies of transcripts or certificates as proof of the awards obtained: original(s) must be made available if requested.

4. Return the application form and copy certificate(s) etc to the APL Unit in the first instance.

This process is summarised in Figure 1 below.

**Figure 1. Accreditation of Prior Certificated Learning (AP(C)L) Process**

- Student applies by completing the APL Application form with academic support and providing evidence of prior learning to APL Unit within published deadlines.

- APL Unit will check paperwork and confirm authorisation of credit award either from form or via discussions with Academic.

- **Award of credit not recommended**
  - Student notified by E-mail by APL Unit.
  - May request review of decision within one month of notification.
  - APL decisions are subject to the usual University appeals process. Any appeals against AP(C)L decisions should be made in writing to the Head of Admissions.

- **Award of credit recommended**
  - Student notified by E-mail by APL Unit.
  - Credit recorded on student profile/transcript by APL Unit.
  - Final ratification of recommendation by Assessment Board.
8.2.8 Assessment of claims

1. The member of staff responsible for assessing APL will:
   - Scrutinise your application form.
   - Recommend whether credit should be awarded and if the total and level is appropriate to the course.
   - If the award of credit is based on previous UCLan study, it will retain its grade unless the applicant is entering at Final year stage. If it is credit from outside UCLan, it will be recorded as non graded (NG) credit. This means that it will not be assigned a percentage mark and will not, therefore, be included in any classification calculations. 
     Please discuss the potential impact of ungraded APL on your final classification calculations with your academic advisor.

2. A notification of the assessor’s decision will be sent to you and your student record will be updated, if appropriate.

3. If the application for credit is not approved, you may request that the Academic Assessor(s) review their recommendation, but only on the basis of additional evidence which was not available at the time of application.

   This request must be put in writing to the APL Co-ordinator within 21 days of notification of the decision not to award credit.

   However, the appeals procedure for both APCL and APEL recommendations follows the same principles as for taught modules. An appeal cannot therefore be made against the academic judgment of the assessors, properly exercised. The procedure for appealing can be found at:
   http://www.uclan.ac.uk/information/services/sas/quality/regulations/acaRegs.php

   In determining the credit which can be awarded in individual cases, assessors will pay regard to:

4. **Level rating:** is the level of the prior learning submitted equivalent to the level of the credit claimed?

   **Amount:** is the amount of prior learning submitted equivalent to the volume of study hours ie credits being claimed?

   **Content / Learning outcomes:** has the applicant matched his/her prior learning to the specific learning outcomes of the module(s) claimed? Or demonstrated the same level and volume of learning in the case of unnamed elective credit?

In cases where it is not possible establish the equivalency of learning from the certificate alone, the APL Unit may request further information such as course outline, syllabus information, assessment details etc.
Shelf-life: how recent is the prior learning that is being presented? Is it still current / relevant to the subject now? There are no fixed rules about how recent the prior learning has to be, and questions of currency will be individually assessed.

Quality of application: is it coherently presented with all the relevant information (including documentary evidence where appropriate)?

The onus is on the applicant to provide the necessary evidence to support their claim.

8.2.9 Charges

The University does not charge a fee for the assessment of claims made on the basis of certificated learning.

8.2.10 What next?

If you decide, after reading this information, to proceed with your claim for AP(C)L, please follow the instructions above and return your APL claim and evidence to:

APL Unit  
University of Central Lancashire  
The Admissions Office  
Foster 110a  
Preston  
PR1 2HE  
Tel: 01772 895008  
Fax: 01772 894954  
Email: aplunit@uclan.ac.uk

8.2.11 Examples of Credit Equivalencies of Qualifications

This is not a complete listing and is for guidance only – claims will be assessed on an individual basis.

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Equivalency</th>
</tr>
</thead>
<tbody>
<tr>
<td>NVQ Level 2</td>
<td>GCSE Level (no credit)</td>
</tr>
<tr>
<td>NVQ Level 3</td>
<td>‘A’ Level (no credit)</td>
</tr>
<tr>
<td>NVQ Level 4</td>
<td>Degree Level 4/5 Credit varies.</td>
</tr>
<tr>
<td>CACHE Advanced Diploma in Childcare</td>
<td>Degree levels 4/5 (120 credits)</td>
</tr>
<tr>
<td>OU Support Teacher’s Assistant</td>
<td>Degree Level 4 (60 credits)</td>
</tr>
<tr>
<td>Certificate in Education</td>
<td>Degree Levels 4/5 (180 credits)</td>
</tr>
<tr>
<td>Edexcel (BTEC) National Certificate/Diploma</td>
<td>‘A’ Level (no credit)</td>
</tr>
<tr>
<td>Edexcel (BTEC) Higher National Certificate</td>
<td>Degree Levels 4/5 (160 credits)*</td>
</tr>
<tr>
<td>Edexcel (BTEC) Higher National Diploma</td>
<td>Degree Levels 4/5 (240 credits)*</td>
</tr>
</tbody>
</table>

Note: 120 credits is equivalent to one year of full time study.
* Some HNC/HND programmes attain credits gained at level 3 – pre HE level. Therefore AP(C)L claims using these qualifications will not necessarily award the full amount of credit detailed above.
The British Psychological Society: Your professional body

The British Psychological Society is the representative body for psychology and psychologists in the United Kingdom. We promote excellence and ethical practice in the science, education and practical applications of psychology.

As a postgraduate student on an accredited programme, Graduate membership of The British Psychological Society will broaden your appreciation and understanding of psychology, and open up a network of like-minded students, academics and professionals, not to mention future opportunities. Membership of the Society also reflects your aspiration to represent the highest possible professional standards.

Completing an accredited programme gives you a route for progressing to Chartered Psychologist status, the gold standard within the discipline. Only Chartered members of the Society can use the designation CPsychol after their name and the Chartered Psychologist logo.

Our membership has a powerful voice in raising the profile of psychology, developing standards and advancing the discipline. We champion the work of our members and the contribution psychology can make to society. We support our members by providing guidance, career development and networking opportunities.

Our members matter to us and Graduate members have a competitive advantage in the jobs market with:

- MBPsS, your designation as a Graduate Member in recognition of your academic achievement and professional status
- our monthly flagship publication, The Psychologist, keeping you up-to-date with the very latest research, news and views
- our Member Networks: Providing a rich web of personal and professional contacts that enable you to stay informed with your areas of interest
- invaluable rates on professional development opportunities, conferences and events, designed to inspire and guide you throughout your studies and career
- PsychSource, a single access point to our 11 journals and 32 other titles published by Wiley-Blackwell. This facility also includes full-text journal articles, journal abstracts, BPS Blackwell books and multimedia content. PsychSource is fully searchable and personalisable according to Member interests
- A wide range of guidelines, guidance documents and support in professional practice and ethical decision-making
- Opportunities to join specialist registers and promote your competence and expertise.

To find out more and hear what benefits of belonging to the Society our members enjoy most, watch our videos on www.bps.org.uk/membership. Our membership team is available at membership@bps.org.uk or +44 (0)116 252 9911.

Psychology Postgraduate Affairs Group (PsyPAG)
PsyPAG is a national organisation for all psychology postgraduates based at UK Institutions. Funded by the British Psychological Society, PsyPAG is run on a voluntary basis by postgraduates for postgraduates.

Its aims are to provide support for postgraduate students in the UK, to act as a vehicle for communication between postgraduates, and to represent postgraduates within the Society. It also fulfills the vital role of bringing together postgraduates from around the country.

- PsyPAG has no official membership scheme; anyone involved in postgraduate study in psychology at a UK Institution is automatically a member.
- PsyPAG runs an annual workshop and conference and also produces a quarterly newsletter, which is delivered free of charge to all postgraduate psychology departments in the UK.
- PsyPAG is run by an elected committee, which any postgraduate student can be voted on to. Elections are held at the PsyPAG Annual Conference each year.
- The committee includes representatives for each sub-division within the BPS, their role being to represent postgraduate interests and problems within that division or the BPS generally. They also liaise with the Student Members Group of the BPS to raise awareness of postgraduate issues in the undergraduate community.
- Committee members also include Practitioners-in-Training who are represented by PsyPAG.
- PsyPAG maintains a JISCmail list open to ALL psychology postgraduate students. This list is a fantastic resource for support and advice regarding your research, statistical advice or postgraduate issues.
- PsyPAG presents an annual award that recognises outstanding research in a Masters (MSc, MA, MRes, and MPhil) level research project. Submissions are invited for all areas of psychology.
- PsyPAG awards a number of bursaries each year to help its members attend conferences and other events, both at home and abroad.

For more information, visit the PsyPAG website at www.psypag.co.uk.
Twitter: @psypag
Facebook: www.facebook.com/psypag
Your Tuition Fees include:

- Scheduled course tuition, academic, technical and administrative support, use of course equipment and facilities.
- Course related induction activities.
- Course assessment and awards.
- Access to the university’s library and online resources, including on-campus wifi, networked and remote access to the university’s virtual learning environment,
- Use of the university’s estate and resources for scheduled activities and learning support
- Dissertation, project and/or thesis printing and binding where the submission of printed and bound documents is a requirement for assessment of the module.
- Use of the university’s technical equipment and materials identified by the course teaching team as essential for the completion of the course.
- Items identified under your course name in Table One below:

<table>
<thead>
<tr>
<th>Table One:</th>
<th>Year one</th>
<th>Year two</th>
<th>Year three</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BSc Psychology</td>
<td>Critical thinking guide.</td>
<td>BPS Membership Fees.</td>
<td>BPS Membership Fees.</td>
</tr>
<tr>
<td>BSc Sport and Exercise Psychology</td>
<td>Critical thinking guide.</td>
<td>BPS Membership Fees.. out documents for Labs (PS2900)</td>
<td>BPS Membership Fees.</td>
</tr>
<tr>
<td>BSc Psychology and Criminology</td>
<td>Critical thinking guide.</td>
<td>BPS Membership Fees.</td>
<td>BPS Membership Fees.</td>
</tr>
<tr>
<td>BSc Neuropsychology</td>
<td>Critical thinking guide.</td>
<td>BPS Membership Fees.</td>
<td>BPS Membership Fees.</td>
</tr>
<tr>
<td>----------------------------------------------------</td>
<td>-------------------------</td>
<td>----------------------</td>
<td>--------------------------</td>
</tr>
<tr>
<td><strong>BSc Forensic Psychology</strong></td>
<td>Critical thinking guide.</td>
<td>BPS Membership Fees.</td>
<td>Second year lab stimuli.</td>
</tr>
<tr>
<td><strong>BSc Neuroscience</strong></td>
<td>Critical thinking guide.</td>
<td>BNA Membership Fees.</td>
<td>Second year lab stimuli.</td>
</tr>
<tr>
<td><strong>Graduate Diploma in Psychology.</strong></td>
<td>Critical thinking guide.</td>
<td>BPS Membership Fees.</td>
<td>BPS Membership Fees.</td>
</tr>
<tr>
<td><strong>BSc Psychology with Psychotherapy and Counselling</strong></td>
<td>Critical thinking guide.</td>
<td>BPS Membership Fees.</td>
<td>BPS Membership Fees.</td>
</tr>
<tr>
<td><strong>BSc Health Psychology</strong></td>
<td>Critical thinking guide.</td>
<td>BPS Membership Fees.</td>
<td>Second year lab stimuli.</td>
</tr>
</tbody>
</table>
Additional optional opportunities listed in Table Two may be offered on your course.

The optional and extra costs listed in Table Two are not included within your Tuition Fees.

<table>
<thead>
<tr>
<th>Table Two Course title</th>
<th>Optional costs NOT included in tuition fees</th>
<th>Estimated costs</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSc Psychology</td>
<td>Cyprus leadership trip in year two or three: Estimated costs £150.</td>
<td></td>
</tr>
<tr>
<td>BSc Sport and Exercise Psychology</td>
<td>Optional costs year one and two: Cohort Identity activity: Estimated costs £50.</td>
<td></td>
</tr>
<tr>
<td>BSc Neuropsychology</td>
<td>Cyprus leadership trip in years two or three: Estimated costs £150.</td>
<td></td>
</tr>
<tr>
<td>BSc Forensic Psychology</td>
<td>Cyprus leadership trip in year two or three: Estimated costs £150.</td>
<td></td>
</tr>
<tr>
<td>BSc Neuroscience</td>
<td>Optional costs year three:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Trip to BNA symposium in London £70.</td>
<td>Estimated costs £70.</td>
</tr>
<tr>
<td></td>
<td>Cyprus leadership trip in year two or three: Estimated costs £150.</td>
<td>Total = £220</td>
</tr>
<tr>
<td>BSc Health Psychology</td>
<td>Cyprus leadership trip in year two or three: Estimated costs £150.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Optional supplementary reading materials (not required for course): Estimated costs £120 per year.</td>
<td>Estimated costs £120</td>
</tr>
<tr>
<td></td>
<td>Total = £270</td>
<td></td>
</tr>
</tbody>
</table>

Living costs:

These are not included in tuition fees. You will need to budget for these separately. Below is an indication of some typical living costs, but everyone is different and you are strongly advised to plan your own budget.

<table>
<thead>
<tr>
<th>Typical items</th>
<th>Estimated weekly costs lower range</th>
<th>Estimated weekly costs higher range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accommodation: University Halls of Residence based on a 42 week contract.</td>
<td>£79.03</td>
<td>£107.83</td>
</tr>
<tr>
<td>Item</td>
<td>Cost 1</td>
<td>Cost 2</td>
</tr>
<tr>
<td>-------------------------------------------</td>
<td>---------</td>
<td>--------</td>
</tr>
<tr>
<td>Private Halls of Residence</td>
<td>£70</td>
<td>£110</td>
</tr>
<tr>
<td>(Living at home may reduce your accommodation costs)</td>
<td>(£0)</td>
<td>(£0)</td>
</tr>
<tr>
<td>Food</td>
<td>£20</td>
<td>£30</td>
</tr>
<tr>
<td>Internet connection</td>
<td>£0</td>
<td>£12</td>
</tr>
<tr>
<td>(free wifi on campus, in university halls of residence and in some private accommodation)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Toiletries/Laundry</td>
<td>£5</td>
<td>£15</td>
</tr>
<tr>
<td>Gas/electricity/water</td>
<td>£0</td>
<td>£20</td>
</tr>
<tr>
<td>(included within university halls of residence costs and some private accommodation – check your contract)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Printing, copying, stationery.</td>
<td>£2.50</td>
<td>£10</td>
</tr>
<tr>
<td>Travel expenses</td>
<td>£0</td>
<td>£40</td>
</tr>
<tr>
<td>(vary by travel method &amp; distance - on foot/bicycle, bus, train or car. If using bus or train check travel card / season ticket rates for savings).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>University halls of residence and a good selection of private accommodation are available either on campus or a short walk from campus.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mobile phone or landline</td>
<td>£2.50</td>
<td>£10</td>
</tr>
<tr>
<td>Books</td>
<td>£5</td>
<td>£10</td>
</tr>
<tr>
<td>Leisure</td>
<td>£5</td>
<td>£25</td>
</tr>
<tr>
<td><strong>Total per week</strong></td>
<td>£110</td>
<td>£282</td>
</tr>
<tr>
<td><strong>Total for 42 weeks</strong></td>
<td>£4,620</td>
<td>£11,844</td>
</tr>
<tr>
<td>(typical halls of residence contract)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total for 52 weeks</strong></td>
<td>£5,720</td>
<td>£14,664</td>
</tr>
</tbody>
</table>

**You may also need to budget for ‘one off’ or irregular costs**

<table>
<thead>
<tr>
<th>Typical items</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bedding</td>
<td>From £20</td>
</tr>
<tr>
<td>Clothes</td>
<td>Costs vary depending on your needs</td>
</tr>
<tr>
<td>Optional items – all courses</td>
<td>Estimated costs</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>TV licence</strong></td>
<td><strong>£145.50 per year</strong></td>
</tr>
<tr>
<td><strong>Insurances</strong></td>
<td>Varies depending on your needs</td>
</tr>
<tr>
<td><strong>Computer/laptop/telephone</strong></td>
<td>Varies depending on model and whether new or second hand</td>
</tr>
<tr>
<td><strong>Furniture, crockery etc.</strong></td>
<td>Furnished accommodation may include all your needs. Check what is included.</td>
</tr>
</tbody>
</table>

**Additional optional costs may be incurred by some students.**

These optional extra costs are **NOT** included within the **Tuition Fees**.

<table>
<thead>
<tr>
<th>Optional items – all courses</th>
<th>Estimated costs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Travel to course related work placements, work experience, voluntary work, or site visits (for example costs of petrol, business level motor insurance cover, taxis, train fares, bus fares etc.).</td>
<td>Variable depending on the distance travelled and the method of transport chosen.</td>
</tr>
<tr>
<td>Library fines &amp; charges</td>
<td>On time <strong>£0.00</strong></td>
</tr>
<tr>
<td><em>Avoid these by returning on time or renewing books!</em></td>
<td>0-8 days overdue <strong>£0.10-0.50 per day</strong></td>
</tr>
<tr>
<td></td>
<td>9+ days overdue <strong>£0.50-£1.00 per day</strong></td>
</tr>
<tr>
<td></td>
<td>40+ days replacement cost and administrative charges/account suspension</td>
</tr>
<tr>
<td>Costs of obtaining medical or other evidence to support applications for extenuating circumstance applications relating to assessments.</td>
<td>For example a medical certificate may cost from <strong>£10.</strong></td>
</tr>
<tr>
<td>Fees for arranging and invigilating course examination(s) off campus are payable by the student (where permitted by course regulations and approved by course leaders)</td>
<td><strong>£300</strong></td>
</tr>
<tr>
<td>Printing of electronic books, journals etc.</td>
<td>Variable, but recommended academic text books often cost between <strong>£15-80 per copy</strong>, although some cost outside of this range.</td>
</tr>
<tr>
<td>Printing of reports, course materials and other course documents, which have been supplied or are available</td>
<td>Estimated <strong>£0.10 per copy sheet</strong></td>
</tr>
</tbody>
</table>
electronically or in hard copy in the library.