



University of Central Lancashire

Course Handbook  
**MSc Sport and Exercise Science**

Academic Year 2018-19  
Dr. Jonathan Sinclair  
School of Sport & Wellbeing



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.

## **Contents**

- 1 Welcome to the Course**
- 2 Structure of the Course**
- 3 Approaches to teaching and learning**
- 4 Student Support**
- 5 Assessment**
- 6 Classification of Awards**
- 7 Student Feedback**
- 8 Appendices**
  - 8.1 Programme Specification(s)**

## 1. Welcome to the course

I would like to welcome you to the School of Sport and Wellbeing and the academic team of Sport, Exercise and Nutritional Sciences. More significantly, welcome to the MSc in Sport and Exercise Sciences. To those students who are returning to the University, I hope that you have had a good break and are looking forward to the programme of study that awaits you.

This course will develop your expertise in applied sport and exercise physiology and/or biomechanics, depending on the target route you wish to take. The courses allow specialisation in one area or the ability to integrate specialisms. The courses focus on the scientific basis of physiological and/or biomechanical testing and interpretation within a variety of contemporary sport and exercise settings.

A key feature of the course is the use of your skills to facilitate research and sports science support/consultancy. We think this is an exciting area in which to study, forming an interesting, vocationally relevant course that produces sought-after graduates.

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

The purpose of this handbook is twofold. First, it aims to address many of the administrative questions that you may have during the early stages of the course. This may relate to enrolment or registering for the appropriate number of modules. Secondly, it addresses many academic issues including the modules that are available during each stage of the course. This handbook should be used alongside other university guides and should be kept in a safe place.

The handbook has been structured and laid out in a number of sections. This is to ensure that the information is clear and accessible.

From past experiences, the first few weeks are a source of fun for students and we are very pleased to see our students enjoy their studies and personal time. The first few weeks can also be confusing. As a team of academics and administrators, we are here to help. Simply go to the School office in Greenbank Room 001 where one of the School Administrators will assist, or see your Course Leader or Personal Tutor.

The School is very proud of its MSc suite of sport and exercise science programmes and a team of dedicated and enthusiastic staff will be in charge of teaching. In return we expect the highest levels of motivation and commitment from our students.

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

### 1.1 Rationale, aims and learning outcomes of the course

The role of the sport and exercise scientist has yet to have a clear vocational identity. To facilitate the achievement of UCLan's medium term strategy curriculum theme of Employability and Enterprise the proposed programmes will seek to develop not just the academic, but also the professional practice of graduates. Hybrid vocational avenues such as strength and conditioning coach, cardiac rehabilitation specialist and health promotion specialists are becoming more noticeable in many sport and exercise settings. The lack of a clear focus has

led to a wide variety of undergraduate and postgraduate courses; all assimilated under the broad term 'sport and exercise sciences'. The proposed courses have been designed to attend to the underpinning scientific rationale with regard to contemporary laboratory and field based sport and exercise testing and application. This ethos is underpinned by a strong vocational context whereby the use of such technologies, and attendant feedback/application mechanisms, can be used to provide the skills needed for work in contemporary sport and exercise science environments. Within the School of Sport & Wellbeing, the division of Sport Exercise and Nutritional Sciences, provides the first 'host' for postgraduate level study of sport and exercise sciences at UCLan. Sport Exercise and Nutritional Sciences not only provide a central hub for research excellence but will also attend to the development of consultancy and knowledge transfer thereby influencing the applied nature of both undergraduate and postgraduate course delivery.

Students studying the physiology and biomechanics disciplines will receive training and insight into the use of advanced methodologies to generate impactful data for athletes and exercisers in a variety of contexts. The broader sport and exercise science programme will allow students to study a wider variety of said methodologies. Graduates will be well equipped to enter practice through the use of a unique combination of academic study allied to research/sports science support experience. Embedding such vocational outputs will ensure an attractive and contemporary curriculum and context. The course has embraced guidance and benchmarks from the British Association for Sport and Exercise Sciences (BASES) and the American College of Sports Medicine (ACSM) to ensure a truly international feel to the advice and guidance provided.

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

## 1.2 Course Team

<b>Dr. Stephanie Dillon, Division Leader</b>	Darwin Building 201 ☎ 3516 💻 sdillon@uclan.ac.uk
<b>Dr. Chris Edmundson, Senior Lecturer</b>	Darwin Building 204 ☎ 3317 💻 cjedmundson@uclan.ac.uk
<b>Dr. Dave Fewtrell, Senior Lecturer</b>	Darwin Building 204 ☎ 3329 💻 djfewtrell@uclan.ac.uk
<b>Dr. Sarah Hobbs, Senior Lecturer</b>	Darwin Building 201 ☎ 3328 💻 <a href="mailto:sjhobbs1@uclan.ac.uk">sjhobbs1@uclan.ac.uk</a>
<b>Dr. Howard Hurst, Senior Lecturer</b>	Darwin Building 223 ☎ 3911 💻 hthurst@uclan.ac.uk
<b>Dr. Jonathan Sinclair, Senior Lecturer</b>	Darwin Building 217 ☎ 2796 💻 jksinclair@uclan.ac.uk
<b>Ian Bentley, Lecturer</b>	Darwin Building 226 ☎ 3511 💻 IBentley1@uclan.ac.uk
<b>Ben Dickinson, Lecturer</b>	Darwin Building 226 ☎ TBC 💻 BDickinson3@uclan.ac.uk

<b>Robert Graydon, Lecturer</b>	Darwin Building 226 ☎ 4576 ☎ 🖨 RWGraydon@uclan.ac.uk
<b>Dr. Brigit Ramsingh, Lecturer</b>	Darwin Building 203 🖨 bramsingh@uclan.ac.uk

I would encourage you to look at each staff member's research profile on researchgate – the links for each member of staff are given below.

**Stephanie Dillon**

[https://www.researchgate.net/profile/Stephanie\\_Dillon](https://www.researchgate.net/profile/Stephanie_Dillon)

**Chris Edmundson**

[https://www.researchgate.net/profile/Cj\\_Edmondson](https://www.researchgate.net/profile/Cj_Edmondson)

**Dave Fewtrell**

[https://www.researchgate.net/profile/David\\_Fewtrell](https://www.researchgate.net/profile/David_Fewtrell)

**Sarah Jane Hobbs**

[https://www.researchgate.net/profile/Sarah\\_Hobbs2](https://www.researchgate.net/profile/Sarah_Hobbs2)

**Howard Hurst**

[https://www.researchgate.net/profile/Howard\\_Hurst](https://www.researchgate.net/profile/Howard_Hurst)

**Jonathan Sinclair**

[https://www.researchgate.net/profile/Jonathan\\_Sinclair2](https://www.researchgate.net/profile/Jonathan_Sinclair2)

**Ian Bentley**

[https://www.researchgate.net/profile/Ian\\_Bentley2](https://www.researchgate.net/profile/Ian_Bentley2)

**Brigit Ramsingh**

[https://www.researchgate.net/researcher/2050811650\\_Brigit\\_Ramsingh](https://www.researchgate.net/researcher/2050811650_Brigit_Ramsingh)

**Robert Graydon**

[https://www.researchgate.net/profile/Robert\\_Graydon](https://www.researchgate.net/profile/Robert_Graydon)

**Ben Dickinson**

[https://www.researchgate.net/profile/Ben\\_Dickinson3?\\_sg=jSr4ub3JDPJ-zOT06P03BOIOkHhZKWQePdxXAdBQbvKQzbJelcH3bW2wfUbyYS7D2tV6WJLtyeKhNQ8VtZMuxkA.CmOtBWYHK0SRnN1ZLvWYTPR5keYxUhOKXzohdleXwKDwimKxHGGcnfKZSgQlwql3](https://www.researchgate.net/profile/Ben_Dickinson3?_sg=jSr4ub3JDPJ-zOT06P03BOIOkHhZKWQePdxXAdBQbvKQzbJelcH3bW2wfUbyYS7D2tV6WJLtyeKhNQ8VtZMuxkA.CmOtBWYHK0SRnN1ZLvWYTPR5keYxUhOKXzohdleXwKDwimKxHGGcnfKZSgQlwql3)

### 1.3 Expertise of staff

The above staff are all involved in the teaching and supervision of students enrolled onto the MSc in Sport and Exercise Science. Sarah Jane Hobbs, David Fewtrell and Jonathan Sinclair have specific expertise in biomechanics, Howard Hurst has expertise in sports physiology, Ian Bentley and Chris Edmundson have expertise in strength and conditioning and Stephanie Dillon and Brigit Ramsingh have expertise in nutritional and food sciences.

## 1.4 Academic Advisor

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



## 1.5 Administration details

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

### Greenbank Building

Sport and Wellbeing

Management

Business

telephone: +44 (0)1772 891998

email: [greenbankhub@uclan.ac.uk](mailto:greenbankhub@uclan.ac.uk)

## 1.6 Communication

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

Your Course Academic team will communicate with you via your UCLan email – it is vital that you check this regularly for updates relating to your course. Other information will be available for you on Blackboard site.

## 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.

Dr Thomas Korff, Centre for Sports Medicine and Human Performance, Brunel University.

## 2. Structure of the course

### 2.1 Overall structure

This section outlines the course structure and important information on the range of modules at each level is provided.

The information on the modular structure provided in this section is only a summary and for more information on courses, academic regulations and conducts for students go to The Student Guide to University regulations by [clicking here](#)

The course consists of a number of modules. All of these modules have a credit rating of 20, 40 or 60. The teaching session for some modules is Semester 1 while the teaching session for others is Semester 2. Some modules are taught across both Semesters 1 and 2, and are referred to as year-long modules. Some modules are also taught into the summer period, semester 3. This includes your research project.

You must ensure that you **register for 180 credits in total**.

#### Compulsory Modules

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

#### Optional Modules

In addition to the compulsory modules, you have the opportunity to select optional modules. You must adhere to the rules surrounding the selection of optional modules at each level.

Please note that not all Option modules may run in any one year and will definitely not run if undersubscribed.

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

**It is important that your programme of study is correct and you must regularly check all details on your profile (including home and term-time address details) via myUCLan.** Please follow this [link](#).

**It is your responsibility to ensure that all details are correct and up-to-date!**

**Before we move on a quick explanation of some of the jargon you will encounter.**

**Module** A unit of study with its own title, learning outcomes and assessment schedule, for which one grade is awarded at the end. Students take 180 credits in total. However, the term "module" is used to refer to separate units of study and also to their *value*. This will be a mix of half, single and double modules. Much of this handbook is about explaining which nine modules (180 credits) you need to do.

**Semester** The academic year is split into three semesters. Semester 1 starts in September with induction week. Examinations (if any) are held at the end of the semester. Semester 2 starts in late January. Examinations are held at the end of the semester. Modules may be 1 semester or may run across two semesters, and are referred to as 'year-long', with examination at the end of Semester 2. Semester 3 runs between May and August. Semester dates and examination weeks are included on the **University Academic Calendar**, on the web.

**Course structure MSc Sport and Exercise Science**

COMPULSORY MODULES		
Semester 1	Semester 2	Semester 3
XS4000 Research methods for Sport, Exercise and Nutritional Scientists (40 credits)		
XS4301 Advanced Practitioner Skills for Sport and Exercise Scientists (60 credits)		
	XS4900 Research Project for Sport Exercise and Nutritional Scientists (60 credits)	
OPTIONAL MODULES (Choose 1)		
Semester 1	Semester 2	
XS4418 Skills in 3D motion capture (20 credits)		
XS4419 Contemporary issues in Sport and Exercise Sciences (20 credits) Independent Module		

**2.2 Modules available**

**XS4000 Research methods for Sport, Exercise and Nutritional Scientists**

**This module aims to** provide guidance and experience in:

- Research paradigms.
- Research study design and implementation.



- The use of a wide range of statistical analysis relevant to Sport and Exercise Science.
- The peer review process of scientific communication.
- Presenting work in both paper and non-paper based formats.
- Appraising empirical studies and meta-analyses.
- The use of electronic and paper-based literature sources, in written presentation and citation skills.

### **XS4301 Advanced Practitioner Skills for Sport & Exercise Scientists**

**This series of modules share a common heritage, and focus on,**

- the development of high level testing and interpretation skills commensurate with sport and exercise physiology.
- the suitability of using several laboratory based measurement techniques used in sport and exercise physiology.
- the reading and interpretation of primary research sources.
- the ability to apply methodologies in the research or sports science support/health-related fitness screening context.

### **XS4900 Research Project**

**The final submission is the most important. In this module you will aim,**

- To further develop the student's ability to formulate hypotheses and through the process of effective decision making employ relevant experimental strategies.
- To engender a spirit of enquiry in both the practical and theoretical aspects of research.
- To encourage students to apply the knowledge gained in the academic programme to a research programme.
- To expand the student's ability to critically evaluate experimental methods and analyse data.
- To provide the means whereby students can present research data both orally and in the form of a written report.

**Detail of the optional modules will be given by tutors during the first week of the programme**



#### **2.3 Course requirements**

You must pass all modules. You complete modules that provide 180 credits. All modules are 20, 40 or 60 credits. There are no restricted combinations related to optional/elective module choice on this programme.

#### **2.4 Progression Information**

N/A

#### **2.5 Study Time**

##### **2.5.1 Weekly timetable**

Your timetable will be available online via <https://apps.uclan.ac.uk/WeeklyTimetable>

Please be aware your timetable may vary throughout the academic year, therefore it is vital that you check your timetable on a regular basis.

### 2.5.2 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. Students should at all levels expect to engage in no less than **36 hours** of learning and study each week. The following table outlines the key components of the approximate learning hours.

Activity	Total number of hours
<ul style="list-style-type: none"><li>Lectures, seminars, workshops</li></ul>	4-12 hours
<ul style="list-style-type: none"><li>Personal learning and study, library research, writing assignments</li></ul>	24 hours
Total workload per week	36 hours

During the course it is normal to follow a typical full-time working week with extra time needed for the assignments. Remember: It is students' responsibility to manage their time effectively. Note that time is "perishable" and lost time can never be regained.



### 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 to: [sstoabsence@uclan.ac.uk](mailto:sstoabsence@uclan.ac.uk), you will then receive an automated response with an absence form that you must complete.

### International Students

It is your responsibility under the UK Border Agency (UKBA), Points Based System (PBS) – that you **MUST** attend your course of study regularly; under PBS, UCLan is obliged to tell UKBA if you withdraw from a course, defer or suspend your studies, or if you fail to attend the course regularly. Your attendance will be monitored closely.

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.

The School of Sport, & Wellbeing will monitor your attendance on a weekly basis to ensure that you are continuing to fully engage in your programme of study, if your attendance is poor than you will be referred and asked to attend a meeting with your course team, it is important that you respond to any correspondence regarding this.

You will be able to check your own attendance record through your myUCLan.

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 Learning and teaching methods**

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.

#### **3.2 Study skills**

The development of study skills are supported throughout the programmes in a number of ways, with the most significant of these being through the use of Personal Development Planning (PDP).

PDP is inherent within all our programmes so as to equip you with the essential skills required to successfully undertake the course and to develop additional skills which will enhance your future employability. In addition to this bespoke service which we offer within the School, you are also able to obtain further additional assistance from university wide services such as WISER and the Library.

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



### **3.3 Learning resources**

#### **3.3.1 Learning Information Services (LIS)**

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

The LIS provide an extensive range of resources and support particularly relevant for this course. The link below will take you to the LIS page for the School of Sport, Tourism and The Outdoors where you can see subject guides and find how to access a range of on-line databases. If you need any specific help with the LIS you should contact the specialist subject liaison officer for our area – Ian Sheridan. His email address is [isheridan@uclan.ac.uk](mailto:isheridan@uclan.ac.uk)

[http://www.uclan.ac.uk/students/library/sport\\_tourism\\_outdoors\\_resources.php](http://www.uclan.ac.uk/students/library/sport_tourism_outdoors_resources.php)

### 3.3.2 Electronic Resources

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

Furthermore, interactive learning packages will be made available on Blackboard to support your studies.

LIS has recently subscribed to an exciting new interactive e-learning resource offering in-depth modules on four core study skills:-

Writing skills

Reading and Note-Making

Critical Thinking Skills

Referencing and Plagiarism.

### 3.4 Personal development planning

The programme provides an intellectually rigorous programme of academic study and enables students to demonstrate a depth of understanding in issues central to hospitality management both theoretically and practically.

The modules on personal development enable students to develop professional and personal skills in order to enhance future career prospects. Students will evaluate their core skills and assess their personal, academic and professional competencies with the view of developing appropriate strategies to enhance these in the context of a service sector environment- PDP resources.



### 3.5 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 10.30am-3pm for CV checks and initial careers information. For more information come along and visit the team (in Foster building near the main entrance) or access our careers and employability resources via the Student Portal.

The courses offered by the school allow for a great deal of flexibility in career choices and past students have gained employment with hundreds of different employers including local authorities, schools, health and fitness centres, cinemas, visitor attractions, hotels, sport organisations, tourism companies and football clubs. Students are well placed for career opportunities in many locations and can undertake periods of work as part of their study within organisations situated all around the world. Many of our past graduates have also embarked upon teaching as a career and have been able to enhance their chances of entry into this area by undertaking specific modules of particular relevance to teaching. You should also be aware that should you decide not to pursue a career not directly related to your degree subject you will still have developed the transferable skills needed to embark upon a wider range of career opportunities including retail management, the armed forces, and standard graduate training programmes. The graduate employment rate for the school is consistent with the university average and you will have plenty of opportunity to engage with all types of organisations during your period of study.

#### 4. Student Support

Explain who is available in your School / in relation to this course to support students and connect them into central services e.g. Year Tutor, Personal Tutor.



##### 4.1 Academic Advisors

Your Academic advisor will want to 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 performance 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 UCLan Medium Term Strategy.

##### 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](mailto: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](mailto:disability@uclan.ac.uk)

The disability contact for the School is:

Nick Passenger

Gr128

[NSPassenger@uclan.ac.uk](mailto:NSPassenger@uclan.ac.uk)

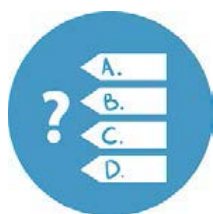
0177289495890

### 4.3 Students' Union One Stop Shop

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

If your course is for students not studying on the main campus please include the following :  
– as one of the thousands of students who are not studying on the main UCLan campus in Preston, the Students Union is still your union, please check <http://www.uclansu.co.uk/> for full details on what we may be running in your partner institution.

## 5. Assessment



### 5.1 Assessment Strategy

Assignments allow you to develop your own arguments and conclusions related to set tasks as there are often many possible solutions to a particular problem. Assessment is largely based on the ability to demonstrate clearly which approach you have taken and why.

The most appropriate method of assessment has been selected in order to meet the specified learning outcomes outlined in the module

information pack. Assessment methods used 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

The course team have devised the assessment strategy with the needs of the sport industry in mind. The emphasis towards group work and presentational skills reflect the need and abilities of the industry more adequately than conventional examinations you would be expected therefore to have a professional approach to a wide range of assessment situations.

### 5.2 Notification of assignments and examination arrangements

All of the hand-in deadlines for formal assessments are published in the Module Information Packs at the start of the academic year. It is your responsibility to manage the research, synthesis and production of your assignments throughout the year to ensure you submit within the hand-in deadlines. Lead lectures, seminars and applied practical's are designed to support your assignment submission and failure to attend any of these sessions may result in module tutors not offering additional individual tutorials.

### 5.3 Referencing

Learning to be an effective student is also about learning to be an effective academic. In other words, it is important to understand the ways that effective academics carry out their work. Referencing is carried out by all academics in a specific way appropriate to their discipline. Students' work becomes professional and demonstrates higher levels of academic attainment if methods and modes of referencing are learnt. If referencing is not

learnt and applied, students will be deemed to be incompetent academics at first glance and this generally leads to a loss of substantial marks.

Essentially the purpose of referencing is to ensure that presented work is substantiated with and supported by appropriate theories and evidence. By referencing, presented work for the most part becomes more reliable and valid. As a result, examiners are more likely to reward greater credit to students for their work.

The need to reference occurs at either of two specific moments. If any ideas “that belong to an author” is being expressed, it must be identified as belonging to that author. If any words are being written from the words of the author, then these must be clearly identified as not the students’ but the author. There must be no doubt in the examiners mind as to when your words and ideas start and finish and where the words and ideas of others are included. Another key moment is when specific ideas that are being presented in assignments need substantiating and justifying. This can often be done by using the work of others to provide evidence and support for the ideas that are being presented.

Throughout your masters, referencing should, for the most part, occur in the majority of written work (and presentations too). If there is any doubt, students must seek guidance from their module tutors.

Referencing within assignments can take many different forms. The Harvard style of referencing is the style that must be adopted in your academic work unless it has been specified otherwise. The following are some of the more common approaches and techniques within the style.

A common approach is to directly or explicitly quote the work of other academic(s) or author(s). It is normal for the direct quotation to be placed in quotation marks, followed by the surname of the author(s), the year of the publication and the page number(s) where the quote may be found. Where the extract is longer than three lines of normal text, it is convention to have the quote as a separate paragraph indented from the left and right margins without quotation marks.

An alternative is to make reference to the work of others indirectly. In this case quotations marks are not used and the page number is omitted. When writing scientific reports or papers, essays it is common practice to reference indirectly and this is what will be expected many of your assignments.

The list of references that has been used in compiling the work follows the conclusion to a piece of academic work. Note: This is not called a bibliography. The reference list will include all the references that have been used in the study. In addition, it should NOT include additional reading that has not been referred to or referenced in the study. All entries in the reference list must be in alphabetical order.

The following are examples of how a reference list would appear.

#### References

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

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

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

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

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

Further information regarding “How to Reference” can be found at [http://www.uclan.ac.uk/students/wiser/referencing\\_guides.php](http://www.uclan.ac.uk/students/wiser/referencing_guides.php)

It is strongly recommended that you visit this website.

## 5.4 Confidential material

It is possible that during your programme of study you will require access to sensitive information, particularly when working in professional domains. It is essential that you

ensure that any participants remain anonymous if they are reported as part of an assignment submission.

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

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

### **5.5 Cheating, plagiarism, collusion or re-presentation**

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. You will be required give 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 - section 6.6 of the University Student Handbook for full definitions

- Cheating is any deliberate attempt to deceive and covers a range of offences described in Appendix 6.6.
- 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.
- Representation is an attempt to gain credit twice for the same piece of work.

"It is important to acknowledge all of the sources utilised in an assignment to avoid being accused of plagiarism. Therefore, it is important to keep accurate records of where information is obtained in order to incorporate it into the assignment

In the case of a single offence of cheating, plagiarism 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 (ie 40% for undergraduate work, 50% for postgraduate work).
- 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 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.

## **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.

The University publishes the principles underpinning the way in which awards and results are decided in Academic Regulation I 3. Decisions about the overall classification of awards are made by Assessment Boards through the application of the academic and relevant course regulations. It is based on the Average Percentage Mark (APM) or, at the discretion of the Course Assessment Board, on the basis of your overall profile and performance.

Grading - All modules at Level 7 or above have a pass mark of 50%

For taught Master's degrees the following classifications apply:

<u>APM</u>	<u>Award</u>
70% or above	Distinction
60% or above	Merit
50% or above	Pass

### **Borderline APMs**

According to the regulations APMs of x9.5 and above will automatically be rounded to the number above and the higher award granted.



### **7. Student Feedback**

You can play an important part in the process of improving the quality of this course through the feedback you give.

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 ongoing discussion with the course team throughout the year, there are a range of mechanisms for you to feedback about your experience of teaching and learning. We aim to respond to your feedback and let you know of our plans for improvement.

Student feedback informs the curriculum and its diversity offered within our teaching, learning and assessment strategy. For example, a new research methods module was written specifically for sport in response to student concerns about the generic research methods module encompassing sport, tourism and hospitality being too wide ranging. In addition the biomechanical skills module was similarly introduced in order to address student needs.

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.

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

#### **7.1 Student Staff Liaison Committee meetings (SSLCs)**

Details of the Protocol for the operation of SSLCs is included in section 8.2 of the University Student Handbook.

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

Your Course Leader will facilitate the meetings using 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, personal tutoring arrangements and The Card;
- Other aspects of University life relevant to student experience e.g. learning resources, IT, library;
- Any other issues raised by students or staff.

Course representatives are normally recruited through the Student Liaison Officer, Students Union and the Course Leader. Schedules of SSLC meetings are then circulated to the representatives through the UCLan email. Minutes from the meetings are circulated to all course leaders and course representatives who will then distribute to the whole course cohort.

## 8. Appendices

### 8.1 Programme Specification(s)

<b>UNIVERSITY OF CENTRAL LANCASHIRE</b>
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#### 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*

<b>1. Awarding Institution / Body</b>	University of Central Lancashire
<b>2. Teaching Institution(s)</b>	University of Central Lancashire, Preston Campus
<b>3. University Department/Centre</b>	Sport & Wellbeing
<b>4. External Accreditation</b>	None
<b>5. Title of Final Award</b>	MSc Sport & Exercise Sciences

<b>6. Modes of Attendance offered</b>	Full time/Part Time
<b>7. a UCAS Code</b>	UCAS N/A
<b>b JACS Code</b>	C600 & C630
<b>8. Relevant Subject Benchmarking Group(s)</b>	Events, Hospitality, Leisure, Sport and Tourism, (S) Biosciences (B), Engineering (E).
<b>9. Other external influences</b>	BASES, NSCA, UKSCA, ACSM
<b>10. Date of production/revision of this form</b>	March 2017
<b>11. Aims of the Programme</b>	
<ul style="list-style-type: none"> <li>i. To develop an advanced critical approach to theories and methods in the area of sport &amp; exercise science, driven by Research-Informed Teaching.</li> <li>ii. To provide a MSc level learning environment enabling the development of independent study, collaboration with others in team settings, a broad International perspective and an awareness of Sustainability issues relating to the promotion of health and wellness.</li> <li>iii. To show high level competence in the design and execution of scientific research in the field of sport &amp; exercise sciences.</li> <li>iv. To support the personal development of student's skills specific to the field of sport &amp; exercise sciences, in relation to career prospects and contribution in the workplace, thereby supporting Employability and Enterprise.</li> </ul>	

## **12. Learning Outcomes, Teaching, Learning and Assessment Methods**

### **A. Knowledge and Understanding**

A1. Apply a high level of knowledge and critical application of contemporary issues/theories in sport and exercise science, with a focus on physiological and biomechanical aspects of the discipline.

A2. Apply theory/knowledge to new situations in both laboratory and field based environments.

A3. Debate the key philosophical and ethical issues involved in the study of sport and exercise science.

### **Teaching and Learning Methods**

Modes of delivery include teacher-led lectures, student-led seminars and workshops, laboratory sessions, practical sport activities, and group and individual tutorial sessions. It is expected that small group field-based sessions will be a part of teaching and learning. Student learning is encouraged and supported by e-Learn (web-based virtual learning environment), reflective practice and study groups.

**Assessment methods**

Workbooks; short notes; laboratory and field based testing; essays; examinations; reports of various types e.g. practical reports, summaries, data analysis; individual presentations, student led practical sessions. e-Learn based interactive summaries are also utilised for several modules.

**B. Subject-specific skills**

B1. Examine the essential health, safety and ethical aspects to be considered when undertaking applied sport and exercise science investigations.

B2. Manipulate, interpret and report conclusions related to a range of complex data and advanced applied problems.

B3. Evaluate appropriate laboratory equipment to enable a sport and exercise physiology and/or biomechanics investigation to be undertaken.

B4. Integrate advanced scientific and professional skills in the context of sport and exercise physiology and/or biomechanics.

**Teaching and Learning Methods**

Modes of delivery include lectures, practical laboratory experiences, field-based scientific work, seminars and workshops. Student learning is encouraged and supported by e-Learn (web-based virtual learning environment), reflective practice and study groups.

**Assessment methods**

Practical reports, summaries, data analysis; individual presentations, student led practical sessions/demonstrations; examinations.

**C. Thinking Skills**

C1. Employ advanced discipline specific theories, concepts and principles.

C2. Evaluate critically a range of data and information derived either experimentally or from within scientific literature / data banks, and supported by logical and structured argument.

C3. Collect and integrate several lines of evidence to develop and test theories, hypotheses and concepts.

C4. Apply a high level of specialist knowledge and understanding to address complex familiar and unfamiliar problems.

**Teaching and Learning Methods**

Thinking skills are developed throughout all modules. Students will develop these skills through a combination of review and experimental academic work. The variety of teaching and learning experiences offered will facilitate the students experience greatly. These include labs, workshops, lectures, seminars, personal study and group review.

**Assessment methods**

Workbooks; essays; reflective diaries, Personal Development Files; research project.; examinations.
<b>D. Other skills relevant to employability and personal development</b>
D1. Develop and effectively pursue a programme of high quality research in an accurate and applied sport & exercise science context. D2. Exhibit high level interpersonal and teamwork skills D3. Proficient use of IT for information retrieval, advanced data analysis, communication and presentations D4. Apply advanced knowledge/theory to new situations such as the formulation of hypotheses and innovative experimental design.
<b>Teaching and Learning Methods</b>
Other skills are developed throughout the programme. Again, the variety of teaching and learning experiences offered will facilitate the students experience greatly. Students will also evidence management and organisation skills through the creation, provision and review of support services, and their unique interpretation and solution to a variety of problems.
<b>Assessment methods</b>
Workbooks; essays; individual presentations, practical sessions, reflective diaries, Personal Development Files; written reports.

13. Programme Structures*				14. Awards and Credits*
Level	Module Code	Module Title	Credit rating	
Level 7	XS4900	Research project for sport exercise & nutritional scientists	60	<b>Master's Degree Sport &amp; Exercise Sciences</b> Requires 180 credits at Level 7 – i.e. all of the modules documented on the left.  <b>Postgraduate Diploma Sport &amp; Exercise Sciences</b> Requires 120 credits at Level 7 – i.e. XS4301, XS4000 & XS4418 or XS4419  <b>Postgraduate Certificate Sport &amp; Exercise Sciences</b> Requires 60 credits at Level 7 – i.e. XS4301
	XS4000	Research Methods for Sport, Exercise & Nutritional Sciences	40	
	XS4301	Advanced practitioner skills for sport & exercise scientists	60	
	<b>Optional Modules</b>			
	XS4419	Contemporary issues in Sport & Exercise sciences	20	
	XS4418	Skills in 3D motion capture	20	

## 15. Personal Development Planning

Personal Development Planning (PDP) is a core learning process for all levels of higher education, work-based learning and continuing professional development. The University is committed to PDP being a part of every course at all levels. PDP at postgraduate level is about students continuing to develop, for example, skills of reflection on their academic, personal and professional development, and self awareness of their skills and attitudes. PDP is about students improving their learning and performance by taking responsibility for their development, and developing independent learning skills. It is important, therefore, for students to identify their strengths and weaknesses, set goal and action plans for developing, and compile their own records of learning experiences and achievements. A further aspect of PDP is related to students reviewing their progress and managing their future career development and lifelong learning.

Students will be briefed and given written guidelines to support their PDP. The guidelines include, for example, self assessment exercises, planning tasks, and examples of record keeping. Students are encouraged to use the information to engage in PDP at course and/or module level. Web resources at the University (e.g. careers service, help and support sites) are also given. Students can access further information and exercises on PDP at [www.uclan.ac.uk/ldu/resources/pdp](http://www.uclan.ac.uk/ldu/resources/pdp)

## 16. Admissions criteria

- 1) A minimum of a lower second class (2:2) honours degree of a UK university or its equivalent in a discipline associated with Sport and Exercise Physiology and/or Biomechanics. Students should have studied a substantial amount of sport and exercise physiology, biomechanics and research methods during undergraduate studies.
- 2) A qualification or experience deemed to be equivalent to the above.

Those applicants seeking entry with appropriate experiences will be required to demonstrate the suitability of this experience both on application and at interview.

Those applicants seeking entry with appropriate experiences will be required to demonstrate the suitability of this experience both on application and at interview.

**For international students IELTS: 6.5 with no subscore lower than 6.0 is required,**

## 17. Key sources of information about the programme

- [www.uclan.ac.uk](http://www.uclan.ac.uk) - Main UCLan website.
- [http://www.uclan.ac.uk/schools/ssto/about\\_the\\_school/sport/cases/index.php](http://www.uclan.ac.uk/schools/ssto/about_the_school/sport/cases/index.php)
- [www.uclan.ac.uk/sport](http://www.uclan.ac.uk/sport) – UCLan Sport
- Fact sheet
- Prospectus

- |   |
|---|
| <ul style="list-style-type: none"><li>• <a href="http://www.bases.co.uk">www.bases.co.uk</a> – course finder of the British Association of Sport and Exercise Sciences</li></ul>                  |
| <ul style="list-style-type: none"><li>• Outside the University – QAA website, including the Unit 25 benchmarks statements; UCAS handbooks and web site; National Occupational Standards</li></ul> |



## 18. Curriculum Skills Map – MSc Sport & Exercise Sciences

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

Level	Module Code	Module Title	Core (C), Compulsory (COMP) or Option (O)	Programme Learning Outcomes															
				Knowledge and understanding				Subject-specific Skills				Thinking Skills				Other skills relevant to employability and personal development			

				A1	A2	A3		B1	B2	B3	B4	C1	C2	C3	C4		D1	D2	D3	D4
LEVEL 7	XS4900	Research project for sport exercise & nutritional scientists	COMP	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓		✓		✓	✓
	XS4000	Research Methods for Sport, Exercise & Nutritional Sciences	COMP	✓		✓		✓	✓				✓		✓				✓	
	XS4301	Advanced practitioner skills for sport & exercise scientists	COMP	✓	✓			✓	✓			✓	✓		✓			✓	✓	✓
	XS4418	Skills in 3D motion capture	O	✓	✓			✓		✓	✓		✓	✓					✓	✓
	XS4419	Contemporary issues in Sport & Exercise sciences	O	✓									✓	✓		✓				✓

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

## 19. LEARNING OUTCOMES FOR EXIT AWARDS

### 1. Learning outcomes for the award of Postgraduate Certificate Sport & Exercise Sciences

<b>A. Knowledge and Understanding</b>
A1. Apply a high level of knowledge and critical application of contemporary issues/theories in sport and exercise science, with a focus on physiological and biomechanical aspects of the discipline. A2. Apply theory/knowledge to new situations in both laboratory and field based environments.
<b>B. Subject-specific skills</b>
B1. Examine the essential health, safety and ethical aspects to be considered when undertaking applied sport and exercise science investigations. B2. Manipulate, interpret and report conclusions related to a range of complex data and advanced applied problems.
<b>C. Thinking Skills</b>
C1. Employ advanced discipline specific theories, concepts and principles. C2. Evaluate critically a range of data and information derived either experimentally or from within scientific literature / data banks, and supported by logical and structured argument. C4. Apply a high level of specialist knowledge and understanding to address complex familiar and unfamiliar problems.
<b>D. Other skills relevant to employability and personal development</b>
D2. Exhibit high level interpersonal and teamwork skills D3. Proficient use of IT for information retrieval, advanced data analysis, communication and presentations D4. Apply advanced knowledge/theory to new situations such as the formulation of hypotheses and innovative experimental design.

### 2. Learning outcomes for the award of Postgraduate Diploma Sport & Exercise Sciences

<b>A. Knowledge and Understanding</b>
A1. Apply a high level of knowledge and critical application of contemporary issues/theories in sport and exercise science, with a focus on physiological and biomechanical aspects of the discipline. A2. Apply theory/knowledge to new situations in both laboratory and field based environments. A3. Debate the key philosophical and ethical issues involved in the study of sport and exercise science.
<b>B. Subject-specific skills</b>
B1. Examine the essential health, safety and ethical aspects to be considered when undertaking applied sport and exercise science investigations. B2. Manipulate, interpret and report conclusions related to a range of complex data and advanced applied problems. B3. Evaluate appropriate laboratory equipment to enable a sport and exercise physiology and/or biomechanics investigation to be undertaken. B4. Integrate advanced scientific and professional skills in the context of sport and exercise physiology and/or biomechanics.

**C. Thinking Skills**

- C1. Employ advanced discipline specific theories, concepts and principles.
- C2. Evaluate critically a range of data and information derived either experimentally or from within scientific literature / data banks, and supported by logical and structured argument.
- C3. Collect and integrate several lines of evidence to develop and test theories, hypotheses and concepts.
- C4. Apply a high level of specialist knowledge and understanding to address complex familiar and unfamiliar problems.

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

- D2. Exhibit high level interpersonal and teamwork skills
- D3. Proficient use of IT for information retrieval, advanced data analysis, communication and presentations
- D4. Apply advanced knowledge/theory to new situations such as the formulation of hypotheses and innovative experimental design.

## University Student Handbook for Taught Courses



**2018/19**

Please read this Handbook in conjunction with your Course Handbook.

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

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

### **UCLan Mission statement**

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

### **UCLan Values**

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

### **Student Charter**

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

### **Supporting Diversity at UCLan**

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

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

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

## **Contents page**

- 1. Welcome and Introduction to the University**
- 2. Learning Resources**
- 3. Preparing for your career**
- 4. Student support**
- 5. Students' Union**
- 6. Rationale, aims and learning outcomes of the course**
- 7. Assessment**
- 8. Student Voice**

## 1. Welcome and Introduction to the University

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

### 1.1 Communication

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

### 1.2 External Examiner

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

### 1.3 Expected hours of study

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

### 1.4 Attendance Requirements

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

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

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

## 1.5 Data Protection

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

## 2. Learning resources



### 2.1 Learning Information Services (LIS)

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

You can find the link to the Library Opening Hours here:

[http://www.uclan.ac.uk/students/study/library/opening\\_hours.php](http://www.uclan.ac.uk/students/study/library/opening_hours.php)

### 2.2 Electronic Resources

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

## 3. Preparing for your career

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

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

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

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

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

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



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

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

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

**UCLan Careers** | Foster Building | University of Central Lancashire, Preston PR1 2HE  
 01772 895858  
[careers@uclan.ac.uk](mailto:careers@uclan.ac.uk)  
[www.uclan.ac.uk/careers](http://www.uclan.ac.uk/careers)

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



##### 4.1 Student Support

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

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

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

and much more.

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

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

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

#### **4.2 Students with disabilities**

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

[https://www.uclan.ac.uk/students/health/disability\\_services.php](https://www.uclan.ac.uk/students/health/disability_services.php)

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

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



#### **4.4 Health and Safety**

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

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

#### **4.5 Conduct**

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

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



## 5. Students' Union

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

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

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

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

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

## 6. Rationale, aims and learning outcomes of the course

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

6.2 Sometimes certain aspects of courses may be subject to change. Applicants are encouraged to check information on our relevant course pages from time to time, particularly before submitting any application for their academic year of study. Material changes about a

course will be notified to you in material produced after the change is made and at the time you are made any offer of a place of study for that course. For details about changes to course information after you have accepted any offer, please see our [Additional Information and Conditions of Offer](#)



## 7. Assessment

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

### 7.1 Dealing with difficulties in meeting assessment deadlines

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

### 7.2 Extensions

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

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

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

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



### 7.3 Extenuating circumstances

Some students face significant events in their personal life that occur after their course has started, which have a greater impact on their studies than can be solved by the use of an extension. If this applies to you, the University is ready

to support you, with both your course and your personal wellbeing, through a process called Extenuating Circumstances (see [Academic Regulations and Assessment Handbook](#))

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

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

[Further information about the submission process](#)

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



#### 7.4 Late submissions

If you submit work late without authorisation, a universal penalty will be applied in relation to your work:

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

You may apply to appeal this decision in accordance with the University's [Academic Regulations](#).

#### 7.5 Feedback Following Assessments

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

For courses (except distance learning):

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

For distance learning courses:

You will be provided with generic feedback for in-module formative and summative elements of assessment which contribute to a module within 20 working days of the scheduled

submission or examination date. Generic feedback on end of module assessment and dissertations will be made available within 20 days of publication of results. Generic feedback may be oral, written, posted on a website or other.



### 7.6 Unfair Means to Enhance Performance

The University regards any use of unfair means in an attempt to enhance performance or to influence the standard of award obtained as a serious academic and/or disciplinary offence. Such offences can include, without limitation, cheating, plagiarism, collusion and re-presentation ('unfair means').

You are required to sign a declaration indicating that individual work submitted for assessment is your own and will be able to view your Originality Report following e-submission of assessed work.

If you attempt to influence the standard of the award you obtain through cheating, plagiarism or collusion, it will be considered as a serious academic and disciplinary offence as described within the [Academic Regulations](#) and the [Assessment Handbook](#).

- Cheating is any deliberate attempt to deceive and covers a range of offences described in the [Assessment Handbook](#).
- Plagiarism describes copying from the works of another person without suitably attributing the published or unpublished works of others. This means that all quotes, ideas, opinions, music and images should be acknowledged and referenced within your assignments.
- Collusion is an attempt to deceive the examiners by disguising the true authorship of an assignment by copying, or imitating in close detail another student's work - this includes with the other student's consent and also when 2 or more students divide the elements of an assignment amongst themselves and copy one another's answers. It does not include the normal situation in which you learn from your peers and share ideas, as this generates the knowledge and understanding necessary for each individual to independently undertake an assignment; nor should it be confused with group work on an assignment which is specifically authorised in the assignment brief.
- Re-presentation is an attempt to gain credit twice for the same piece of work.

The process of investigation and penalties which will be applied can be reviewed in the [Assessment Handbook](#). If an allegation is found to be proven then the appropriate penalty will be implemented as set out below:

In the case of a **single** offence of unfair means in an undergraduate or postgraduate assessment:

- the appropriate penalty will be 0% for the element of assessment, and an overall fail for the module (whether or not the resulting numeric average mark is above or below the minimum pass mark). The affected element of the assessment must be resubmitted to the required standard. The mark for the module following resubmission will be restricted to the minimum pass mark. Where unfair means is detected for the first time on a reassessment for an already failed module, no further reassessment for the module will be permitted, and the appropriate fail grade will be awarded.

In the event of a **repeat** offence of unfair means (irrespective of whether the repeat offence involves the same form of unfair means) on the same or any other module within the course:

- the appropriate penalty will be 0% for the module with no opportunity for re-assessment. This penalty does not preclude you being able to retake the module in a subsequent year.

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

Contact the [Students' Union Advice and Representation Centre](#) by emailing: [suadvice@uclan.ac.uk](mailto:suadvice@uclan.ac.uk) for support and guidance.

### 7.7 Appeals against assessment board decisions

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

1. that an Assessment Board has given insufficient weight to extenuating circumstances;
  2. that the student's academic performance has been adversely affected by extenuating circumstances which the student has, for good reason, been unable to make known to the Assessment Board;
  3. that there has been a material administrative error at a stage of the examining process, or that some material irregularities have occurred;
- that the assessment procedure and/or examinations have not been conducted in accordance with the approved regulations (this fourth ground will not be relevant to an appeal against a decision relating to an interruption or discontinuance of study. Such an appeal should be based on one or more of the three grounds above.

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



## 8. Student voice

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

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

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

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

### **8.1 Course Representatives and School Presidents**

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

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

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

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



### **8.2 Student Staff Liaison Committee Meetings (SSLC)**

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

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



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

### **8.3 Complaints**

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

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