



University of Central Lancashire

Course Handbook
MSc Sport and Exercise Science

Academic Year 2019-20
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

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

Robert Graydon, Lecturer	Darwin Building 226 ☎ 4576 ☎ 🖨 RWGraydon@uclan.ac.uk
Dr. Brigit Ramsingh, Lecturer	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

Chris Edmundson

https://www.researchgate.net/profile/Cj_Edmundson

Dave Fewtrell

https://www.researchgate.net/profile/David_Fewtrell

Sarah Jane Hobbs

https://www.researchgate.net/profile/Sarah_Hobbs2

Howard Hurst

https://www.researchgate.net/profile/Howard_Hurst

Jonathan Sinclair

https://www.researchgate.net/profile/Jonathan_Sinclair2

Ian Bentley

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

Ben Dickinson

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

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.

Lisa Griffiths, Senior Lecturer, University of Worcester.

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,

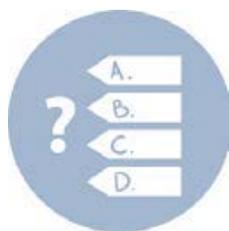
- the development of high level testing and interpretation skills commensurate with sport and exercise physiology.
- the suitability of using several laboratory based measurement techniques used in sport and exercise physiology.
- the reading and interpretation of primary research sources.
- the ability 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 Module Registration Options

N/A

2.5 Study Time

2.5.1 Weekly timetable

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

2.5.2 Expected hours of study

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

The contact time with module tutors is not the total number of **learning hours**. The contact time is simply the number of **teaching hours** and is a fraction of the total learning hours. The total number of learning hours includes **personal study hours**. The total number of learning hours depends on the level of study. 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">Lectures, seminars, workshops	4-12 hours
<ul style="list-style-type: none">Personal learning and study, library research, writing assignments	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, 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

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 - or let one of the course team know as soon as possible. With your agreement information will be passed on to the Disability Advisory Service. The University will make reasonable adjustments to accommodate your needs and to provide appropriate support for you to complete your study successfully. Where necessary, you will be asked for evidence to help identify appropriate adjustments.

Assessment arrangements for students with a disability

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

The disability contact for the School is:

Nick Passenger

Gr128

NSPassenger@uclan.ac.uk

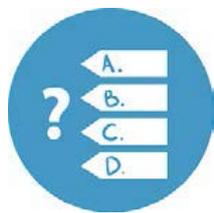
0177289495890

4.3 Students' Union

The Students' Union offers thousands of volunteering opportunities ranging from representative to other leadership roles. We also advertise paid work and employ student staff on a variety of roles. You can find out more information on our website:

<http://www.uclansu.co.uk/>

5. Assessment



5.1 Assessment Strategy

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

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.



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)

UNIVERSITY OF CENTRAL LANCASHIRE

Programme Specification

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

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

1. Awarding Institution / Body	University of Central Lancashire
2. Teaching Institution(s)	University of Central Lancashire, Preston Campus
3. University Department/Centre	Sport & Wellbeing
4. External Accreditation	None
5. Title of Final Award	MSc Sport & Exercise Sciences
6. Modes of Attendance offered	Full time/Part Time
7. a UCAS Code	UCAS N/A
b JACS Code	C600 & C630
8. Relevant Subject Benchmarking Group(s)	Events, Hospitality, Leisure, Sport and Tourism, (S) Biosciences (B), Engineering (E).
9. Other external influences	BASES, NSCA, UKSCA, ACSM
10. Date of production/revision of this form	March 2017
11. Aims of the Programme	
i.	To develop an advanced critical approach to theories and methods in the area of sport & exercise science, driven by Research-Informed Teaching.
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.
- iii. To show high level competence in the design and execution of scientific research in the field of sport & exercise sciences.
 - iv. To support the personal development of student's skills specific to the field of sport & exercise sciences, in relation to career prospects and contribution in the workplace, thereby supporting Employability and Enterprise.

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.

D. Other skills relevant to employability and personal development

- 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.

Teaching and Learning Methods

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.

Assessment methods

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	Master's Degree Sport & Exercise Sciences Requires 180 credits at Level 7 – i.e. all of the modules documented on the left.
	XS4000	Research Methods for Sport, Exercise & Nutritional Sciences	40	
	XS4301	Advanced practitioner skills for sport & exercise scientists	60	
	Optional Modules			Postgraduate Diploma Sport & Exercise Sciences Requires 120 credits at Level 7 – i.e. XS4301, XS4000 & XS4418 or XS4419
	XS4419	Contemporary issues in Sport & Exercise sciences	20	
	XS4418	Skills in 3D motion capture	20	Postgraduate Certificate Sport & Exercise Sciences Requires 60 credits at Level 7 – i.e. XS4301

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

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 - Main UCLan website.
- http://www.uclan.ac.uk/schools/ssto/about_the_school/sport/cases/index.php
- www.uclan.ac.uk/sport – UCLan Sport
- Fact sheet
- Prospectus
- www.bases.co.uk – course finder of the British Association of Sport and Exercise Sciences
- Outside the University – QAA website, including the Unit 25 benchmarks statements; UCAS handbooks and web site; National Occupational Standards

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				
I				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

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.
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.
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. 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.

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

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.
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.

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.