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University of Central Lancashire

Course Handbook 2018/19

MSc Sports Coaching
Post Graduate Diploma Sports Coaching
Course Leader: Dr Craig Wright

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

Contents

1. Welcome to the course

I would like to welcome you to the School of Sport and Wellbeing and more significantly, welcome to the MSc Sports Coaching degree.

The MSc Sports Coaching is a dynamic course that aims to develop your critical understanding of the theories and practice of Sports Coaching. In line with the UK Coaching Framework, the intention is for sports coaching to be a fully licensed and professional career opportunity so that the UK becomes the number one coaching system in the World by 2016. This will require highly skilled and knowledgeable individuals to develop such a system over the next 5-6 years. Consequently, the main emphasis of the programme is placed on developing a range of intellectual, professional, managerial and transferable attributes that are essential for the modern sports coach.

The course is delivered by a dedicated and enthusiastic team of staff who will provide a challenging and engaging experience that will facilitate your success. In return we look for a similar level of enthusiasm and engagement from you. Through our mutual commitment working together we can ensure a worthwhile learning experience for all.

The purpose of this handbook is threefold. 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. Finally, the handbook provides a description of the tools that you will be using throughout the course and will explain the typical delivery process at a modular level. This handbook should be used alongside other university guides and should be kept in a safe place. This handbook is also available in electronic format.

As a team of academics and administrators, we are here to help. If you have a problem or question, either phone or email us. Our numbers and email addresses can be found in this handbook.

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

Dr Craig Wright
Course Leader - PGDip/MSc Sports Coaching

1.1 Rationale, aims and learning outcomes of the course

There has never been a better time to enter the sports coaching industry. Following the Olympic Games in 2012 and the Commonwealth Games in 2014, plus the legacy that has been promised from both major events means that employment within the sports coaching sector should be buoyant for many years to come. These events fall at a time when Sports Coach UK are planning to professionalize the industry. The roadmap for this has been outlined in the UK coaching framework. Its predominant aim is to be the best coaching system in the World by 2016. In order for this target to be realised, the workforce will need to be well trained to meet the forthcoming challenges ahead. One component of the UK Coaching Framework is the UK Coaching Certificate that provides parity across sports over four distinct levels. Level one represents the assistant coach, while level two provides the individual with the ability to operate autonomously as a practising coach. This culminates with level 4 that represents the 'master coach' and by this stage, the coach should have the knowledge and understanding to be able to experiment and innovate his/her coaching practice. Furthermore, a heightened awareness of all the allied professionals that support the coach and athlete is expected at this level. The UK Coaching Certificate has also highlighted distinct pathways that the coach can progress through. These are:

- Children participation coach
- Adult participation coach
- Talent development coach
- Elite performance coach

This will allow individuals with different interests and competencies to excel in their chosen specialist environment. The complexities and the challenges that the sports coaching sector faces over the next few years are enormous, and we are pleased to see that you have chosen to enhance your knowledge and skills to facilitate the realisation of this task.

The underpinning philosophy of the MSc Sports Coaching is to create an education which is intellectually and academically challenging but is also clearly focused on the vocational needs of the sports coaching industry, generating practitioners who can challenge and develop existing systems and processes. It aims to challenge current practice and provide a platform to experiment and innovate. The MSc Sports Coaching programme has been designed to provide a high quality educational experience for existing and potential professionals within the sports sector. Emphasis throughout the programme is therefore placed on developing your critical reflective and analytical skills from both a theoretical and applied perspective.

Students who successfully complete the MSc Sports Coaching programme will have, during the course of their studies, developed and mastered an array of cognitive and transferable skills alongside a complex blend of knowledge and theories. The development of such knowledge and skills will enhance students' abilities to manage and engage in informed decision-making specifically within Sports Coaching. The aims and outcomes of the Programme are organised at three levels: the Postgraduate Certificate; the Postgraduate Diploma and the Master of Science in Sports Coaching.

The aims of the Master of Science in Sports Coaching are

• To develop the students' abilities to critically interrogate theories that inform sports coaching / coaching science principles and practices.
• To provide a theoretically-derived platform for effective coaching management and delivery in relation to the UK Coaching Framework.
• To prepare and develop the students for a career in Sports Coaching and the wider sports industry by developing professional and transferable skills.
• To develop the students' critical evaluation of their own practice and that of performers with the intention to engage in innovative activities linked to enhancing performance of self and performer.
• To develop the students' ability to conduct research in the area of sports coaching and coaching science related areas.

In order to fulfil those aims, students will have to demonstrate that they have fulfilled a range of learning outcomes throughout the duration of the course. Students will be able to graduate from the course on achieving these outcomes. The learning outcomes for each level of the programme are shown below.

Learning Outcomes
A. Knowledge and Understanding
A1. Critically analyse the use of interdisciplinary knowledge and competencies in relation to the successful management of coaching programmes.
A2. Synthesise innovative interventions based on appropriate objective analysis of the performer/s
A3. Display mastery of a specialised area of knowledge within sports coaching and allied disciplines through an independent study.
B. Subject-specific skills
B1. Critically reflect upon the student's coaching philosophy and relate these to coaching practice.
B2. Critically examine the holistic planning of coaching sessions and global training systems in relation to the relevant coaching pathway.
B3. Synthesise coaching solutions and programmes in relation to the relevant coaching pathway.
B4. Synthesise innovative interventions based on appropriate objective analysis of the performer/s.
C. Thinking Skills
C1. Synthesise coaching solutions and programmes in relation to the relevant coaching pathway.
C2. Employ a critical perspective to problem solving and decision making.
C3. Take control of their own intellectual development through the process of research, analysis and presentation.
C4. Display mastery of a specialised area of knowledge within sports coaching and allied disciplines through an independent study.
D. Other skills relevant to employability and personal development
D1. Critically reflect upon his/her coaching philosophy and relate these to coaching practice.
D2. Appraise the student's personal and career development needs through self-reflection, action planning and implementation.
D3. Take control of their own intellectual development through the process of research, analysis and presentation.

The learning outcomes form an integral part of the modules within the programme and are key to their design and organisation. The exposition of these learning outcomes and their integration within the modular structure of the programme are shown in Section 5.

Successful completion of the MSc in Sports Coaching is contingent upon the successful completion of the programme learning outcomes. The aggregate rating of these modules is normally 180 credits. To successfully complete the Postgraduate Diploma, a minimum rating of 120 credits is required. This normally applies to students who have successfully completed the taught element, but not the research element of the programme. For the Postgraduate Certificate in Sports Coaching a minimum credit rating of 60 would be required. These exit awards are particularly important to those students who may wish to complete only part of the course.

1.2 Course Team

Course Leader: Dr Craig Wright   **☎: 01772 894924**
🖳: CMWright1@uclan.ac.uk

Staff	Room	Ex. No.	Email
Dr John Stoszkowski	GR144	5702	jrstoszkowski@uclan.ac.uk
Andy Procter	GR132	5718	ADProcter@**uclan.ac.uk**
Danny Massaro	GR132	4690	DMassaro1@uclan.ac.uk
Dr Craig Wright	GR132	4924	CMWright1@uclan.ac.uk
Clifford Olsson	GR152	4690	COlsson@uclan.ac.uk
David Grecic	GR128	4237	DGrecic1@uclan.ac.uk
Stuart G Wilkinson	GR142	5487	SGWilkinson@uclan.ac.uk

1.3 Expertise of staff

The dedicated staff contribute a range of expertise in vocational practice including coaching, mentoring and coach educating in a range of sports. They also contribute to research and knowledge transfer in a range of areas including the use of performance analysis in sport, health strategy development and implementation, talent development and the role of family, elite performance in rugby league and coach education and learning. Expertise is also evident in our associated research institute. Led by Professor Dave Collins, the Institute of Coaching and Performance (ICaP) focuses on a broad spectrum of human challenge. The majority of this work is in high level sport, encompassing training and preparation, expertise in coaching and support science disciplines, skill development and refinement, and talent development. ICaP also addresses policy in these areas, together with broader elements of performance and coaching in business, military/emergency services and adventure education.

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. Your academic advisor will be Dr Craig Wright

1.5 Administration details

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

Greenbank Building
Sport and Wellbeing
Telephone: 01772 891998 or 01772 891999
Email: greenbankhub@uclan.ac.uk

1.6 Communication

The University expects you to use your UCLan email address and check regularly for messages from staff. If you send us email messages from other addresses they risk being filtered out as potential spam and discarded unread. All email communication is expected to be in a professional and polite tone and staff will reply accordingly. Individual staff will notify you of their preferred lines of communication and how you can book tutorials.

1.7 External Examiner

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

External Examiner: Dean Clark Hartpury College

2. Structure of the course
2.1 Overall structure

PG Certificate in Sports Coaching

TL4188	TL4189
Philosophy to Practice	Contemporary Practice in Sport
Compulsory	Compulsory
40 Credits	40 Credits

PG Diploma in Sports Coaching

TL4187	TL4109
Research Methods for Sport	Analysis of Coaching & Performance
Compulsory	Compulsory
20 Credits	20 Credits

MSc in Sports Coaching

TL486
Dissertation
for Sport
Compulsory
60 Credits

Successful completion of the MSc in Sports Coaching is contingent upon the successful completion of the programme learning outcomes. The aggregate rating of these modules is normally 180 credits. To successfully complete the Postgraduate Diploma, a minimum rating of 120 credits is required. This normally applies to students who have successfully completed the taught element, but not the research element of the programme. For the Postgraduate Certificate in Sports Coaching a minimum credit rating of 60 would be required. These exit awards are particularly important to those students who may wish to complete only part of the MSc coaching programme.

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.

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

The Theoretical Dimension

The content-driven modules within the PG Cert and PG Dip stages are designed to present and scrutinise theoretical positions from a multitude of disciplines that impact on the coaching process. While considering the integrity of theory, this will be considered in order to develop good practice from an interdisciplinary perspective. For example, **Contemporary Practice in Sport** focuses on the mechanics of session design right through to the consideration of global periodised training systems. This is placed within the context of skill development. Moreover, talent recruitment and development forms a significant proportion of the module, as well as health and safety, and effective planning. The final PG Cert module focuses on the coach directly. **Philosophy to Practice** examines the effects of our values and beliefs and how these translate into specific behaviours. Factors that influence self awareness will be discussed in relation to personal philosophy and coaching behaviours. The module will also focus on leadership behaviour as well as pedagogical tools for effective leadership. The PG Dip module – **Analysis of Coaching and Performance**, provides a focus around performance analysis. This is referring not only to the performer that you are working with, but also personal performance as a coach/leader/manager. Such factors as interpersonal skills will be deconstructed and evaluated in relation to effective coaching practice. The main focus however will be to critically review the industry standard equipment used for analysis of performance. Issues of the link between analysis and intervention planning will be explored.

The Research Element

The research element to a greater extent is what distinguishes the Master's award from the Postgraduate Certificate and Diploma, although elements of research are embedded within many of the modules that do feature in the Certificate and Diploma. However, research is formalised in the module, *Research Methods for Sport*. Students acquire a detailed understanding of the philosophies behind research, from methodological choices to ethical considerations. Students are exposed to a variety of research approaches and appropriate analytical approaches to match. Students will develop a range of approaches, which they can apply to a range of Sports Coaching problems. As an end in itself, students will be able to identify specific problems within a sporting context, identify the appropriate methods of inquiry, embark on a data gathering exercise, analyse data and make appropriate conclusions and recommendations. However, for those students who will like to engage in further research, the opportunities and challenges are made available in the form of the Master's *Dissertation*. A large scale research project which involves many of the key features in the Research Methodology module. The dissertation is an independent piece of work and is the key distinction between the Diploma and the Master's award. Students who qualify for and embark on the dissertation may choose to research in an area of personal interest. The rewards for completing the dissertation are both extrinsic and intrinsic and many students comment on the dissertation as being one of the most rewarding parts of the programme.

2.2 Modules available

All models outlined above are compulsory and must be successfully completed in order to achieve the award. There are no optional modules within this programme.
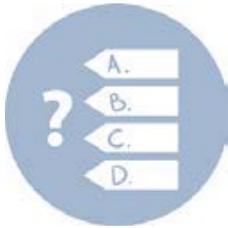
2.3 Course requirements
Students must pass each level (60 credits) in order to progress.

2.3 Progression Information
Discussions about your progression through the course normally take place in June each year. All taught modules will be considered and the successful completion of TL4186 Research Methods for Sport is a pre-requisite that enables you to proceed onto the final dissertation component of the overall programme.

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

2.4.2   Expected hours of study
Students often ask about the workload on the Course. 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. Students will also engage in work based learning as part of their own personal and professional development.

Activity	Total number of hours
Lectures, seminars and workshops	10.5
Personal learning and study, library research and writing assignments	25.5
Total workload per week	36 hours

2.4.3 Attendance Requirements
You are required to attend all timetabled learning activities for each module.
Notification of illness or exceptional requests for leave of absence must be made through to your course leader. Please ensure any absences are reported to the following email address: Greenbankhub@uclan.ac.uk you will then receive an automated response with an absence form that you must complete.

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

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

3. Approaches to teaching and learning

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

3.2 Learning and teaching methods
The MSc in Sports Coaching is a demanding curriculum both in terms of academic challenge and time. To take full advantage of the programme, students must demonstrate commitment to the modules, subject disciplines, staff and other members of the group. Students will be exposed to a diverse range of teaching within and across modules. In addition, students will also benefit from working in teams and groups. Hence students will have the advantage of learning from staff who are experts in their field and from each other. The role of technology is also important and whilst students will broaden their technological skills, it will also form part of the teaching process.
To allow students to fully engage, the teaching and learning has been organised so that students can optimise their learning time. Much of the formal teaching that takes place on the programme is concentrated on two days: Thursday and Friday. The concentration of teaching during these two days means that learning is highly intensive. The teaching on these days are organised as a combination of lectures, seminars, computer workshops, debates and discussions and research presentations. The teaching and learning is highly interactive and students are encouraged to take a leading role in their learning and participate.

Students on the part-time programme will in their first academic session complete the "Thursday" programme. This is followed up with the "Thursday" programme the following academic session. Having successfully completed these, students may progress by undertaking the dissertation.

3.3 Study skills
In addition to this bespoke service which we offer within the School, you are also able to obtain further additional assistance from university wide services such as WISER and the Library. For additional information relating to WISER please follow the link below:
WISER https://www.uclan.ac.uk/students/study/wiser/index.php

3.4 Learning resources
3.4.1 Learning Information Services (LIS)

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

3.4.2 Electronic Resources

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

3.5 Personal development planning

The academic team actively encourage students to engage in their own personal development planning. You will be supported throughout the course by the academic course team.

3.6 Preparing for your career

Your future is important to us, so to make sure that you achieve your full potential whilst at university and beyond, your course has been designed with employability learning integrated into it. This is not extra to your degree, but an important part of it which will help you to show future employers just how valuable your degree is. These "Employability Essentials" take you on a journey of development that will help you to write your own personal story of your time at university:

• To begin with, you will explore your identity, your likes and dislikes, the things that are important to you and what you want to get out of life.
• Later, you will investigate a range of options including jobs and work experience, postgraduate study and self- employment,
• You will then be ready to learn how to successfully tackle the recruitment process.

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.
http://www.uclan.ac.uk/students/careers/index.php

The Sports Coaching programme has been designed to ensure that graduates have the skills and knowledge that will make them employable and make a contribution to the profession of Sports Coaching and Development. The compulsory elements of the course provide a platform for students to make good optional choices across themes related various aspects of coaching practice. Within the programme there is an opportunity to take a placement year that may include an international experience. Some of our students have worked in South America, African and Dubai before completing their final year.

3.6.1 Volunteering

An important part of your personal development, whilst an undergraduate, is to ensure that you develop your skills and experiences. As a school were work closely with a number of organisations both within the university and externally, for example, Lancashire Sport and Preston City Council to provide volunteering opportunities in the area across a range of community contexts that include, schools, local sports clubs and youth programmes. The benefits for you and the local community are excellent and should be an important part of your development to make you employable. Volunteering should be a fundamental part of your development and for many of our graduates has underpinned their employability.

All organizations that come into contact with children should have specific safeguarding policies and procedures in place. This includes voluntary and community organizations, faith groups, private sector providers, as well as schools, hospitals and sports clubs. Due to the practical nature of this programme and the potential for students to engage with volunteering/coaching with sports clubs we will work together to ensure appropriate safeguarding policies and procedures are in place in appropriate modules. As part of a holistic approach to safeguarding we will also work to protect vulnerable individuals and provide appropriate support through our PREVENT responsibilities.

3.6.2 Professional bodies

The programme content and learning objectives have closely consulted with the endorsement criteria for UK coaching certificate level 4 'master coach' criteria. This is currently the highest level of coaching qualification afforded to coaches. Despite the fact that the students will not be achieving UKCC level 4 certification, the ability for the students to evidence their knowledge, understanding and experiences against level 4 bench marks will significantly enhance their employability. The curriculum has a component of work-based reflection, in the form of a consultancy project. This will serve to enhance the skills of the students in a real world setting. Furthermore, several industry professionals will present on the programmes about aspects of expertise pertaining to coaching practice. By developing students with a heightened understanding of the industry, we thereby increase the likelihood that they will obtain jobs in management and mentoring positions.

http://www.sportscoachuk.org/

3.6.4 Global Learning Experience

Within the school our aim is to give you every opportunity to develop your skills and enable you to become employable not just in the UK but globally and within the course we will provide you with International opportunities. Within your curriculum you may experience working with students from different countries, and modules that will challenge you to experience cultural differences around the world. Other areas may include
• Exchange programmes
• Study trips

Within the last academic year 170 students engaged in a global learning experience and gained invaluable experience in the USA, Canada, France, Spain, Switzerland, Cyprus, Zambia, Tanzania, South Africa, Dubai, India, Cambodia, China, Australia and New Zealand. You have the opportunity to study a semester or a full year abroad either within the Erasmus programme which is for European educational institutions or world- wide within the ISEP programme http://www.isep.org/.

3.6.5 UCLanSport for Development

We take for granted the opportunity to play and study sport, however there are many young people across the globe that live in disadvantaged communities who do not either have the time, money, resources or facilities to play. For a number of years, UCLan students have worked alongside international aid agencies to support those less fortunately to raise money and heighten the profile of sport for development. In the last two years students have raised over £10,000 that have supported various sports based projects in Africa. Working through our partners Right TO Play and Sport in Action.

4. Student Support

During the first week of a course, you will be assigned to one member of the academic staff to act as your Academic Advisor: Dr Craig Wright who should be your first port of call. The induction programme will indicate the time during the first week at which the first meeting with the Academic Advisor takes place. You will normally see your Academic Advisor at least once per semester and their primary role is to guide you on the academic aspects of your programme. However, if you are encountering personal problems or difficulties, your Academic Advisor will be able to provide assistance and where appropriate refer you to specialist services within the University such as the Student Counselling Service.

4.1 Academic Advisors

Your Academic Advisors will meet with you at least twice per year. They are here to work with you to help you understand your assignment feedback and help you reflect and action plan in order to improve your 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 University's strategic plan.

4.2 Students with disabilities

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

Assessment arrangements for students with a disability

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

The disability contact for the School is: Nick Passenger

4.3 Students' Union One Stop Shop

The Students' Union is the representative body for all UCLan students. The organisation exists separately from the University and is led by the elected officers of the Student Affairs Committee (SAC) as well as representatives on the Students' Council. The Students' Union building is located at the heart of the Preston campus, and is the hub for all student activities. Representation and campaigning for students' rights is at the core of what we do and is encompassed by our tag line of, *Making Life Better for Student*s. Should you wish to make a change to any aspect of your student experience, whether it be academically related or not, then the Union is where your voice can be heard, actions taken, or campaigns launched.

Your Union is also the home to a fantastic range of student-led societies and sports teams and multitude of volunteering opportunities. You can also receive help in finding part-time

work, whilst you study. Not sure where to go? Pop into the on the ground floor of the Students' Union building and someone will point you in the right direction.

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

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

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

5. Assessment
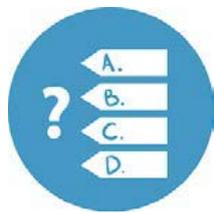
5.1 Assessment Strategy

Please note that all modules will be assessed. You are expected to attempt all required assessments for each module for which you are registered, and to do so at the times scheduled unless authorised extensions, special arrangements for disability, or extenuating circumstances allow you to defer your assessment. Many modules will include opportunities to engage with formative assessment which allows you to develop your learning and knowledge, gain feedback from peers and staff in order to improve for the summative assessment, normally at the end of the module.

The assessment strategies have been designed to ensure that you have every opportunity to demonstrate your knowledge and understanding of the topic area and in addition develop the skills and experience that will underpin your development as a graduate and a sports coach A number of the modules, particularly the practical modules are underpinned by reflective assessments and therefore require a minimum attendance in order to complete the module successfully. There are a range of assessment strategies that include
• Formal essays and reports
• Practical observations and skill competence
• Individual and group presentations
• Seminar papers on nominated topics
• Log books, diaries and portfolio of practical work
• Industry based project

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

Please note that the majority of written assessments are submitted via Turnitin within the Blackboard area of your module. Assessments submitted through Turnitin *may not* require you to paste in an electronic submission sheet, however you will be advised by the module leader and it will be made clear in each Module Information Pack under submission details.
Assessment deadlines and submission processes including word counts will be clearly detailed in the Module Information Pack. Normally deadlines will be at 9am unless otherwise

stated. Presentation schedules and examination dates and times will be communicated through the module leader via normal e. Communications. Marking criteria guidelines will be outlined in the Module Information Pack

5.3 Referencing

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. Referencing examples include:

Trimble, L., Buraimo, T., Godfrey, C., Grecic, D. and Minten, S. (2010) *Sport in the UK*. Exeter: Learning Matters.

Lyle,.J. (2004). Sports Coaching Concepts. London: Routledge.

Lee,. M. (1997). Coaching Children in Sport. London: Spon Press

For further information regarding how to reference please follow the link;
http://www.uclan.ac.uk/students/study/wiser/referencing_guides.php

5.4 Confidential material

It is possible that during your programme of study you will require access to sensitive information, particularly when working in professional domains. It is essential that you ensure that any participants remain anonymous if they are reported as part of an assignment submission.

Students should be committed to pursue their research activities (project, investigation, enquiry, survey, or any other interaction with people, including the use of data derived from that interaction) in an ethical manner. The practice of ethics is about conducting one's research activity in a disciplined manner within legal and other regulated constraints and with minimal impact on and detriment to others. In the process of research the student should
- safeguard the interests of those involved in or affected by their work
- report their findings accurately and truthfully
- consider the consequences of their work or its misuse for those they study and other interested parties.
If in doubt about any ethical issues related to their research students should consult a member of the academic teaching team.

5.5 Cheating, plagiarism, collusion or re-presentation

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

6. Classification of Awards

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

7. Student Feedback

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

The Students' Union can support you in voicing your opinion, provide on-going advice and support, and encourage your involvement in all feedback opportunities. 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), and members of Students' Council each have particular representative responsibilities, and are involved with decision making committees as high as the University Board. Therefore it is very important students engage with the democratic processes of the Students' Union and elect the students they see as most able to represent them.

7.1 Student Staff Liaison Committee meetings (SSLCs)

Details of the Protocol for the operation of SSLCs is included in section 8.2 of the University Student Handbook. There are Student Staff Liaison meetings held twice per year that provide an opportunity for you to make a contribution to the operation of your course through your student reps or at any type you can book an appointment with your course leader to discuss any emerging issues related to the course. Meetings will be facilitated using guidelines and a record of the meeting will be provided with any decisions and / or responses made and / or actions taken as a result of the discussions held. The meetings include discussion of items forwarded by course representatives, normally related to the following agenda items (dependent on time of year).

The course team encourage student feedback in all areas and recognise that additional items for discussion may also be raised at the meeting
• Update on actions completed since the last meeting
• Feedback about the previous year – discussion of external examiner's report; outcomes of National /UCLan student surveys.
• Review of enrolment / induction experience;
• Course organisation and management (from each individual year group, and the course overall);
• Experience of modules - teaching, assessment, feedback;

• Experience of academic support which may include e.g. Personal Development Planning, academic advisor arrangements;
• Other aspects of University life relevant to student experience e.g. learning resources, IT, library;

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

8. Appendices

8.1 Programme Specification(s)

UNIVERSITY OF CENTRAL LANCASHIRE

Programme Specification

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

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

1.	Awarding Institution / Body	University of Central Lancashire
2.	Teaching Institution and Location of Delivery	University Main Campus
3.	University School/Centre	Sport and Wellbeing
4.	External Accreditation	N/A
5.	Title of Final Award	MSc Sports Coaching

6. **Modes of Attendance offered**	Full time/ part time/ blended delivery
7a) UCAS Code	C610
7b) JACS Code	
8. Relevant Subject Benchmarking Group(s)	Events, Hospitality, Leisure, Tourism, Sport & Tourism.
9. Other external influences	UK Coaching Framework
10. Date of production/revision of this form	March 2017

11. Aims of the Programme

- To develop the students' abilities to critically interrogate theories that inform sports coaching / coaching science principles and practices.
- To provide a theoretically-derived platform for effective coaching management and delivery in relation to the UK Coaching Framework.
- To prepare and develop the students for a career in Sports Coaching and the wider sports industry by developing professional and transferable skills.
- To develop the students' critical evaluation of their own practice and that of performers with the intention to engage in innovative activities linked to enhancing performance of self and performer.
- To develop the students' ability to conduct research in the area of sports coaching and coaching science related areas.

12. Learning Outcomes, Teaching, Learning and Assessment Methods

A. Knowledge and Understanding

A4. Critically analyse the use of interdisciplinary knowledge and competencies in relation to the successful management of coaching programmes.

A5. Synthesise innovative interventions based on appropriate objective analysis of the performer/s

A6. Display mastery of a specialised area of knowledge within sports coaching and allied disciplines through an independent study.

Teaching and Learning Methods

Tutor-led workshops and problem-based student-led workshops. Some material will be placed on Blackboard as interactive learning tools. For blended programmes, the students will attend two weekends for face-to-face delivery followed by electronic learning through Blackboard

Assessment methods

Essays, Reports, Presentations, Case studies, Debates, Professional Discussion and Practical Projects

B. Subject-specific skills

B5. Critically reflect upon the student's coaching philosophy and relate these to coaching practice.

B6. Critically examine the holistic planning of coaching sessions and global training systems in relation to the relevant coaching pathway.

B7. Synthesise coaching solutions and programmes in relation to the relevant coaching pathway.

B8. Synthesise innovative interventions based on appropriate objective analysis of the performer/s.

Teaching and Learning Methods

Tutor-led workshops and problem-based student-led workshops. Some material will be placed on Blackboard as interactive learning tools. For blended programmes, the students will attend two weekends for face-to-face delivery followed by electronic learning through Blackboard.

Assessment methods

Essays, Reports, Presentations, Case studies, Debates, Professional Discussion and Practical Projects

C. Thinking Skills

C5. Synthesise coaching solutions and programmes in relation to the relevant coaching pathway.
C6. Employ a critical perspective to problem solving and decision making.
C7. Take control of their own intellectual development through the process of research, analysis and presentation.
C8. Display mastery of a specialised area of knowledge within sports coaching and allied disciplines through an independent study.

Teaching and Learning Methods

Tutor-led workshops and problem-based student-led workshops. Some material will be placed on Blackboard as interactive learning tools. For blended programmes, the students will attend two weekends for face-to-face delivery followed by electronic learning through Blackboard.

Assessment methods

Tutor-led workshops and problem-based student-led workshops. Some material will be placed on Blackboard as interactive learning tools. For blended programmes, the students will attend two weekends for face-to-face delivery followed by electronic learning through Blackboard.

D. Other skills relevant to employability and personal development

D4. Critically reflect upon his/her coaching philosophy and relate these to coaching practice.
D5. Appraise the student's personal and career development needs through self-reflection, action planning and implementation.
D6. Take control of their own intellectual development through the process of research, analysis and presentation.

Teaching and Learning Methods

Tutor-led workshops and problem-based student-led workshops. Some material will be placed on Blackboard as interactive learning tools. For blended programmes, the students will attend two weekends for face-to-face delivery followed by electronic learning through Blackboard.

Assessment methods
Essays, Reports, Presentations, Case studies, Debates, Professional Discussion and Practical Projects

13. Programme Structures*				14. Awards and Credits*
Level	**Modul e Code**	**Module Title**	**Credit rating**	
Level 7	TL4186	Dissertation for Sport	60	**Masters Degree** Requires 180 credits at Level 7
	TL4189	Contemporary Practice for Sport	40	
	TL4188	Philosophy to Practice	40	**Postgraduate Diploma** Requires 120 credits at level 7
	TL4109	Analysis of Coaching & Performance	20	
	TL4187	Research Methods for Sport	20	**Postgraduate Certificate** Requires 60 credits at level 7

15. Personal Development Planning

This programme has been designed to meet the needs of the sports coaching industry through the UK Coaching Framework. All aspects of the programme have been discussed with industry partners to ensure that the career-oriented features of the course are as current as possible. A key focus of TL4188 Philosophy to Practice module is to audit knowledge, skills and competencies that each student possesses in relation to the sports coaching industry.

Personal Development Planning is a crucial element of the courses and students are provided the opportunity to develop and learn through self-determined reflection and action planning. This dimension of the programme, through TL4189, TL4188 and TL4187 gives students the opportunity to develop professional and personal skills in an attempt to enhance future career developments. Students will evaluate their core skills and attributes and assess their personal, academic and professional competencies with the view of developing appropriate strategies to enhance their professional practice.

16. Admissions criteria *

(including agreed tariffs for entry with advanced standing)

Correct as at date of approval. For latest information, please consult the University's website.

Students require a good honours degree (or equivalent) in which a major part of their studies has incorporated aspects of sports coaching or related disciplines (e.g. sport science). Other graduates who can demonstrate a commitment to the study of sport or who have significant experience in the sport industry will also be considered for entry.

Students where English is not the first language need to demonstrate their ability in the English language through obtaining an IELTS score of 6.5 or above or equivalent.

17. Key sources of information about the programme

- **UCLansport promotional material**
- **Prospectus**
- **University website**

18. Curriculum Skills Map

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

				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
	TL4186	Dissertation for Sport	Comp			✓						✓	✓	✓			✓
	TL4189	Contemporary Practice for Sport	Comp	✓			✓		✓	✓	✓	✓		✓	✓		
	TL4188	Philosophy to practice	Comp	✓	✓		✓	✓	✓		✓		✓	✓	✓	✓	✓
	TL4109	Analysis of Coaching & Performance	Comp		✓			✓	✓	✓		✓	✓	✓	✓	✓	
	TL4187	Research Methods for Sport	Comp			✓						✓	✓	✓			✓

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

19. LEARNING OUTCOMES FOR EXIT AWARDS:

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

Learning outcomes for the award of: Postgraduate Certificate

A1. Critically analyse the use of interdisciplinary knowledge and competencies in relation to the successful management of coaching programmes.

B1. Critically reflect upon the student's coaching philosophy and relate these to coaching practice.

C1. Synthesise coaching solutions and programmes in relation to the relevant coaching pathway.

D1. Critically reflect upon his/her coaching philosophy and relate these to coaching practice.

Learning outcomes for the award of: Postgraduate Diploma

A2. Synthesise innovative interventions based on appropriate objective analysis of the performer/s

B2. Critically examine the holistic planning of coaching sessions and global training systems in relation to the relevant coaching pathway.

C2. Employ a critical perspective to problem solving and decision making.

D2. Appraise the student's personal and career development needs through self-reflection, action planning and implementation.

University Student Handbook
for Taught Courses

2018/19

Please read this Handbook in conjunction with your Course Handbook.

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

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

UCLan Mission statement

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

UCLan Values

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

Student Charter

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

Supporting Diversity at UCLan

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

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

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

Contents page

1. Welcome and Introduction to the University

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

1.1 Communication

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

1.2 External Examiner

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

1.3 Expected hours of study

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

1.4 Attendance Requirements

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

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

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

1.5 Data Protection

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

2. Learning resources

2.1 Learning Information Services (LIS)

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

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

2.2 Electronic Resources

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

3. Preparing for your career

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

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

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

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

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

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

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

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

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

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

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

4.1 Student Support
"Got a Problem to Sort? Come to us for Support".

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

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

and much more.

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

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

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

4.2 Students with disabilities

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

4.3 Assessment arrangements for students with a disability

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

4.4 Health and Safety

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

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

4.5 Conduct

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

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

5. Students' Union

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

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

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

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

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

6. Rationale, aims and learning outcomes of the course

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

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

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

7. Assessment

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

7.1 Dealing with difficulties in meeting assessment deadlines

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

7.2 Extensions

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

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

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

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

7.3 Extenuating circumstances

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

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

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

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

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

7.4 Late submissions
If you submit work late without authorisation, a universal penalty will be applied in relation to your work:
- If you submit work within 5 working days following the published submission date you will obtain the minimum pass mark for that element of assessment.
- Work submitted later than 5 working days after the published submission date will be awarded a mark of 0% for that element of assessment.
- Unauthorised late submission at resubmission will automatically be awarded a mark of 0% for that element of assessment.
You may apply to appeal this decision in accordance with the University's Academic Regulations.

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

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

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

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

7.6 Unfair Means to Enhance Performance

The University regards any use of unfair means in an attempt to enhance performance or to influence the standard of award obtained as a serious academic and/or disciplinary offence. Such offences can include, without limitation, cheating, plagiarism, collusion and re-presentation ('unfair means'). You are required to sign a declaration indicating that individual work submitted for assessment is your own and will be able to view your Originality Report following e-submission of assessed work.

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

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

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

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

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

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

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

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

7.7 Appeals against assessment board decisions

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

1. that an Assessment Board has given insufficient weight to extenuating circumstances;
2. that the student's academic performance has been adversely affected by extenuating circumstances which the student has, for good reason, been unable to make known to the Assessment Board;
3. that there has been a material administrative error at a stage of the examining process, or that some material irregularities have occurred;

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

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

8. Student voice

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

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

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

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

8.1 Course Representatives and School Presidents

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

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

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

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

8.2 Student Staff Liaison Committee Meetings (SSLC)

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

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

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

8.3 Complaints

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

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