



Student Handbook

PGDip Elite Coaching Practice

2018/19

Course Leader: Bryan Jones

School of Sport and Wellbeing

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.

Programme Specification Template

Mission and Values

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.

Our 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 in relation to race, gender, disability, religion or belief, sexual orientation and age. During your time at UCLan we expect you to be able to

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

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

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1. Introduction to the course

1.1 Welcome to the course

We would like to welcome you to the School of Sport and Wellbeing from the University of Central Lancashire (UCLan). More significantly, welcome to the Postgraduate Diploma in Elite Coaching Practice.

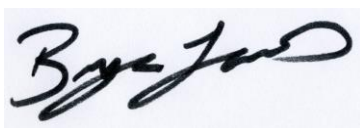
The PGDip Elite Coaching Practice is a dynamic course that aims to develop your critical understanding of the theories and practice of Sports Coaching. As you well know the UK Coaching Framework is well underway and the predominant aim of this strategy is to become the number one coaching system in the World. One feature of the implementation plan is the development of the UK Coaching Certificate. In order to achieve the high standards expected of such a system, it will require highly skilled and knowledgeable individuals to develop it over the next 5-6 years. Consequently the main emphasis of this 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 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 registration. 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 coaches, 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.

A handwritten signature in black ink on a light blue background. The signature is cursive and appears to read 'Bryan Jones'.

Bryan Jones
Course Leader
Principal Lecturer in Coaching & Performance

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1.2 Rationale, aims and learning outcomes of the course

Course Philosophy

The underpinning philosophy of the PGDip Elite Coaching Practice 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 PGDip Elite Coaching Practice programme has been designed to provide a high quality educational experience for existing UKCC level 3 coaches 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.

The modules that feature on the programme have been carefully devised using several industry partners to develop cognitive skills in a number of areas relevant to Sports Coaching and ensure a blend of theoretical and practical issues designed to increase awareness of, and enhance and improve application to population specific environments. Furthermore, the curriculum has been designed to meet the needs of the UK Coaching Framework and aligns closely with the skills and knowledge required for UKCC level 4. This does not mean that you are entitled to a level 4 qualification on successful completion of this award, but does allow you to use the knowledge and understanding gained from this course as evidence. This curriculum is targeted at talent development and high performance environments.

Course Aims and Learning Outcomes

Students who successfully complete the PGDip Elite Coaching Practice 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 within Sports Coaching. The aims and outcomes of the Programme are organised at two levels: the Postgraduate Certificate and the Postgraduate Diploma.

The aims of the Postgraduate Certificate in Elite Coaching Practice are to:

- Develop the students' abilities to critically interrogate theories that inform sports coaching principles and practices.
- Provide a theoretically-derived platform for effective coaching management and delivery in relation to the UK Coaching Framework.
- Provide the knowledge and understanding to generate, direct and manage the implementation of cutting edge coaching solutions and programmes.

For the Postgraduate Diploma in Elite Coaching Practice, the aims of the programme are those of the Postgraduate Certificate and furthermore, 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.

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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.

On successful completion of each award, students will be able to:

Postgraduate Certificate Outcomes

- Critically analyse theoretical principles and apply them in relation to the successful management of coaching programmes.
- Critically reflect upon the student's coaching philosophy and relate these to his/her coaching practice.
- Critically examine the periodised planning of coaching sessions and global training systems in relation to the relevant coaching pathway.
- Synthesise cutting edge coaching solutions and programmes in relation to the relevant coaching pathway.
- Employ a critical perspective to problem solving and decision making.

Post Graduate Diploma Outcomes

- Use his/her knowledge and understanding to synthesise innovative interventions based on appropriate objective analysis of the performer/s.
- Critically reflect on his/her coaching behaviour and management in relation to theory and shared experience.

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 2. Successful completion of the Postgraduate Diploma is contingent upon the successful completion of the programme learning outcomes. The aggregate rating of these modules is normally 120 credits. For the Postgraduate Certificate a minimum credit rating of 60 would be required. If you are using this course to gain credits for your UKCC Level 4 award, then you will need to complete the Postgraduate Diploma in its entirety.

The following awards are available via this programme:

Target Awards	Title	Criteria
Postgraduate Diploma of Higher Education	PG Dip Elite Coaching Practice	120 credits
Exit Awards	Title	Criteria
Post graduate Certificate of Higher Education	PG Cert Elite Coaching Practice	60 credits

During each stage, students will complete modules of an aggregate rating of 60 credits. Successful completion of the first stage is equivalent to the Postgraduate Certificate. Completion of both stages is equivalent to the Postgraduate Diploma.

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Programme Structure PG Dip in Elite Coaching Practice (Talent Development)

TL4120 Issues in Performer Development Compulsory - 20 Credits	TL4121 Planning for Development Compulsory 20 Credits	TL4102 Coaching Practice Compulsory 20 Credits
TL4104 Coaching Analysis Compulsory-20 Credits	TL4105 Work Placement Compulsory-40 Credits	

1.3 Course Team

Course Team

As part of your PG Dip in Elite Coaching Practice (Talent Development) you will be in constant contact with the course leader, the mentor and the associate lecturer. Staff can be contacted using the details below.

Name	Role	Address	Telephone	Skype Address	E-Mail
Bryan Jones	Course Leader	Greenbank 147	07717 452913	bryan.jones1971	BJones1@uclan.ac.uk
John Trower	Coach Mentor	Shropshire	07718526357	JohnTrower 561	jtrower@uclan.ac.uk
Barrie Roberts	E-learning Facilitator	Preston	07875848402		baroberts@uclan.ac.uk

1.4 Academic Advisor

Your academic advisor will be Bryan Jones. He will be available to assist you on any academic or practical issues that you may be experiencing. Barrie Roberts is the best person to go to if you are experiencing any technical issues.

1.5 Administration details

Campus Admin Services provides academic administration support for students and staff and are 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. Course specific information is also available via school Blackboard sites. The person who administers the programme is Vicky Reid and her details are:

VJReid@uclan.ac.uk 01772 894906. If Vicky is not available, then contact the CAS hub on:

Greenbank Hub GreenbankHub@uclan.ac.uk 01772 891998

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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.

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.

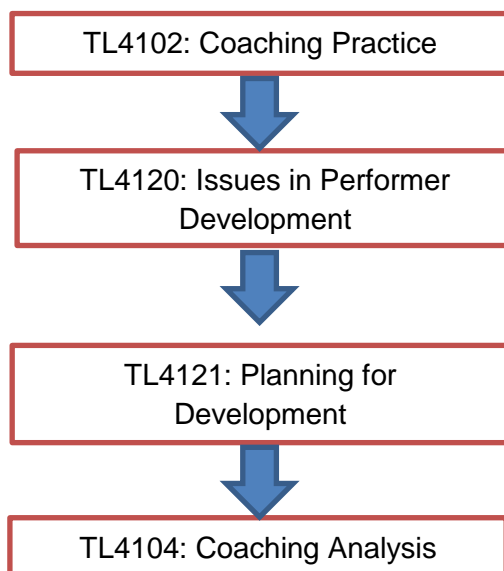
Dean Clark – Hartbury College

Email: dean.clark@hartbury.ac.uk

2. Structure of the course

2.1 Overall structure

This programme runs over a two year period. As it is a practitioner-focussed programme the programme only runs as a part time mode, and the modules flow in a serial manner. Below is a flow diagram of the order of modules.



You will also study TL4105: Work Based Learning that will be completed in practice throughout the duration of the course.

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2.2 Modules available

2.2.1 Coaching Practice

This module aims to enable the students to identify their own coaching behaviours, critically self-reflect upon their current coaching practice, and critique their own coaching philosophy in order to develop more effective coaching practice. They will study aspects of sports psychology in order to allow them to explore ways of developing successful coach-athlete relationships.

On successful completion of this module you will have demonstrated that you have:

1.	critically evaluate theoretical approaches to self-evaluation and self-reflection in order to identify future learning needs
2.	critically apply aspects of sports psychology and pedagogy to the development of the coach-athlete relationship
3.	articulate and critically reflect upon his/her own coaching philosophy

2.2.2 Issues in Performer Development

This module will focus on the systems and environments created to maximise performer development. It will consider the relationships between the coach, performer and other influential stakeholders involved in the development process. Moreover, the key factors that occur during a performer's development will be discussed from a physiological, psycho-social and skill development perspective.

On successful completion of this module you will have demonstrated that you have:

1.	Critically examine the factors that influence performer development and apply these to their own working context.
2.	Modify coaching practice based on the consideration of the appropriate developmental factors for each performer.
3.	Critically evaluate different systems with the intention of maximising performer development.

2.2.3 Planning for Development

This module will focus more on the issues of planning and preparation to meet the individualised needs of participants in a talent development programme. This will range from session development through to global training systems. A focus will be on how people learn and the associated pedagogical approaches as well as the integration of lifestyle factors into performance development plans.

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On successful completion of this module a student will have demonstrated that they have:

1.	Critically evaluate the merits of pedagogical approaches through learning and motivational theories.
2.	Construct an individualised performer development plan with associated rationales.
3.	Using appropriate models and theories, critically reflect on the efficacy of your current support structures to maximise the development of your participants.

2.2.4 Coaching Analysis

To enable students to apply theory to practice via a sustained period of analysis of their coaching delivery, and to demonstrate a creative and innovative approach to coaching which leads to effective coaching programmes. Students should demonstrate the ability to adjust programmes in response to this analysis, and to develop successful working relationships with other related professions.

On successful completion of this module you will have demonstrated that you have:

1.	Critically analyse both quantitative and qualitative approaches to performance analysis and apply these as appropriate to their coaching practice
2.	Demonstrate the ability to work with other appropriate professionals and to synthesise knowledge from other professions in order to enhance their coaching practice
3.	Demonstrate a creative approach to coaching practice which allows them to adjust programmes as required and to develop innovative approaches to coaching within their sport

2.2.5 Work based Learning Module

To give the coaches the opportunity to utilize theoretical and practical knowledge developed within their programme and to apply techniques of reflective learning to the work experience in order to ensure that learning is based upon both a sound theoretical basis and a robust practical application.

On successful completion of this module you will have demonstrated that you have:

1.	Contextualise relevant theories of sports coaching and relate them to current practices within their own sporting environment.
2.	Reflect on an individual and personal assessment of professional growth throughout the placement period and evaluate current strengths and competencies and relate these to potential development needs.
3.	Understand the sport's needs and relate these to personal career opportunities that can be utilised in conjunction with a developed self awareness to enable an improved focus on both career potential and direction.

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2.3 Study Time

2.3.1 Typical Schedule

Each module will require the attendance at two specific weekends throughout a three month period. In order to get the most out of each module, you will be expected to interrogate your working environment as a source of reflection and testing new ideas, as well as spending time on the University system and library to develop and nurture your knowledge.

2.3.2 Expected hours of study

The normal amount of work involved in achieving a successful outcome to your studies is to study for 10 hours per each credit you need to achieve – this includes attendance at UCLan and time spent in private study. Therefore, for a 20 credit module there is an expectation that you commit at least 200 hours of study.

2.3.3 Attendance Requirements

You are required to attend all scheduled learning activities for each module. Notification of illness or exceptional requests for leave of absence can be made to the course leader. This programme can interfere with your role as a coach and sometimes there will naturally be a clash with certain learning sessions. We do prefer you to attend, however, recognise that this is not always possible. We do record all learning sessions and therefore, the option to 'catch up' is available.

2.4 Data Protection

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

We are very aware that the content of your assignments could be very sensitive information, and therefore, you have our assurances that they will not be shared with other colleagues without your express permission to do so.

3. Approaches to teaching and learning

3.1 Expertise of staff

There are two staff that provide nearly all of the support to this programme.

Bryan Jones is the course leader and has spent the past 25 years working in elite-level sport environments as a sport psychologist, strength and conditioning coach and as a coach. He has worked with a wide variety of elite sportsmen, women and teams as well as supporting coaching staff through a supervisory approach. More recently he works as a coach developer with many National Governing Bodies and sat on the UK Sport High Performance Coach Developers Board. He has a significant and active role in guiding the direction of coach development through UK Sport, National Governing Bodies and Sports Coach UK. He has conducted research on skill development, motivational climates, performance analysis and anxiety. He has created his own 900 pupil secondary School as well as his own football and education academy.

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John Trower is the coach mentor on the programme. His expertise in this domain has been honed through years of coaching at the very highest level. He was the coach to Steve Backley and the throwing squads for many years as well as becoming technical Director at UK Athletics. He now almost exclusively works in coach development both in the UK and the US. He has mentoring and development responsibilities with many National Governing Bodies as well as Independent Schools and private companies.

3.2 Learning and teaching methods

The weekend delivery will bombard you with theories, models and frameworks that you can utilise in practice. The strapline for the course is 'platform to innovate'. Our job is to provide you with innovative and useful knowledge that you can use to enhance your practice. This will require lots of shared practice as well as reading journal articles. There will be information presented on the blackboard space, the online portal that you will use to interface with the content. It is expected that you utilise the information presented to you and scrutinise your own working practice.

3.3 Study skills

Some of you may have had a long period since the last time you wrote anything that was academic. Don't panic. Most of the assessments are presentational but there are some that will require to write in an academic way. We will help you to write effectively, and we even have a service that is designed to support you. WISER is a service that allows you to submit a piece of work and they will comment on the writing only. They have no knowledge of the content, but will help you format the document well.

WISER https://portal.uclan.ac.uk/webapps/portal/frameset.jsp?tab_group_id=33_1

3.4 Learning resources

3.4.1 Learning Information Services (LIS)

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

3.4.2 Electronic Resources

LIS provide access to a huge range of electronic resources – e-journals and databases, e-books, images and texts. You are more than welcome to use the library as a physical resource, however, we have most of the books and journals that are relevant to the programme residing online. You will have access to all of this.

3.5 Personal development planning

This course represents one long personal and professional development programme. You will be challenged at every step along the programme. Your role is to ensure that you always come to sessions with a desire to learn and that you are prepared to challenge practice at every opportunity.

4. Student support, guidance and conduct

Throughout your journey through the course both Bryan and John will support you to do the very best that you can do. Bryan will lead on the academic responsibilities, while John will take a lead on the coaching skills side. Bryan will clearly contribute to this too, but John will

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visit you in practice to challenge you. Also, Barrie Roberts will provide all technical support. If anyone has a problem accessing blackboard or can't use the library systems etc., then Barrie is the man!

4.1 Student Support

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

4.2 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

4.3 Health and Safety

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

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

4.4 Conduct

You will be expected to abide by the [Regulations for the Conduct of Students](#) in the University. UCLan expects you to behave in a respectful manner demonstrated by using appropriate language in class, and switching mobile phones / other devices off prior to attending classes.

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

4.5 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

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building is located at the heart of the Preston campus, and is the hub for all student activities.

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

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

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

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

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

5.1 Assessment Strategy

All of the assessments that you will undertake are coursework. There are no exams. In fact, the assessments are designed to be utilised in your working context

5.2 Notification of assignments and examination arrangements

You will be notified of all assessments as part of each module. Typically, there are 2 assignments per module and the details of each assignment are included in the module information packs. As a consequence of your roles, all of the deadlines will be negotiated with you and the Course Leader will accept exceptions based on your professional workload.

5.3 Referencing

There is an expectation that you provide supporting evidence for all of your work. This means that you will need to read as much academic materials as is appropriate for each assignment. Furthermore, you will need to provide evidence of this in the form of a reference in the text and at the end as a list. In academic circles, we use specific formats to cite the research we are using. There are many different formats, but we use one called Harvard.

What is referencing?

Referencing is a simple issue but one that many students avoid getting just right. Referencing is the process of ensuring that any sources used are appropriately acknowledged. It is about being fair. If the ideas presented are not that of the students, its sources and authors need to be highlighted.

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Why reference?

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.

When to reference?

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 the three years of the degree, 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.

How to reference?

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. There are numerous sources of information in the University library on referencing. One such example is

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Brotherton, B. (2008) *Researching Hospitality and Tourism: A Student Guide*, Sage, London.

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
Ritzer,G. (2004) <i>The Globalization of Nothing</i> , Pine Forge Press, London.
Ball, S., Kirk, D., Jones, P, and Lockwood, A. (2003) <i>Hospitality Operations: A Systems Approach</i> , Continuum , London.

5.4 Confidential material

As previously discussed, if you provide details in your assignments that you would prefer to remain confidential, then please inform the Course Leader, and he will ensure that your work is not used as part of any moderation process.

5.5 Dealing with difficulties in meeting assessment deadlines

Assignments must be submitted no later than the date on your assignment instructions / brief. If you anticipate that you will have difficulty in meeting assessment deadlines or you have missed or are likely to miss in-semester tests you must report this at the earliest possible opportunity to Bryan Jones.

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

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

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

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

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5.5.1 Extenuating circumstances

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

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

Further information is available on the Student Portal at:

https://www.uclan.ac.uk/students/study/examinations_and_awards/extenuating_circumstances.php

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

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

Further information about the submission process is available at:

https://www.uclan.ac.uk/students/study/examinations_and_awards/extenuating_circumstances_submission.php

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

5.5.2 Late submissions

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

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

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5.6 Feedback Following Assessments

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

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. Feedback may be oral, written, posted on a website or other.

5.7 Cheating, plagiarism, collusion or re-presentation

You are required to sign a declaration indicating that individual work submitted for an assessment is your own.

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

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

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

In the case of a single offence of cheating, plagiarism, collusion or re-presentation:

- the penalty will be 0% for the element of assessment, and an overall fail for the module.
- the plagiarised element of assessment must be resubmitted to the required standard and the mark for the module following resubmission will be restricted to the minimum pass mark.
- when it is detected for the first time on a resubmission for an already failed module, no further resubmission for the module will be permitted, and the appropriate fail grade will be awarded.

In the event of a repeat offence of cheating, plagiarism, collusion or re-presentation (irrespective of whether the repeat offence involves the same form of unfair means) on the same or any other module within the course:

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

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

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

5.8 Appeals against assessment board decisions

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

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

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

6.1 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. Complaints

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

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8. Programme Specification

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 of Central Lancashire
3. University School/Centre	School of Sport and Wellbeing
4. External Accreditation	UK Coaching Certificate Level 4
5. Title of Final Award	PGDip Elite Coaching Practice
6. Modes of Attendance offered	2 Year Part Time Blended Delivery
7. UCAS Code	

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8. Relevant Subject Benchmarking Group(s)	Subject Benchmarks for Events, Hospitality, Leisure, Sport and Tourism – November 2016
9. Other external influences	UK Coaching Certificate, National Governing Bodies of Sport, UK Sport.
10. Date of production/revision of this form	November 2016
11. Aims of the Programme	
<ul style="list-style-type: none"> • Develop the students' abilities to critically interrogate theories that inform sports coaching principles and practices. • Provide a theoretically-derived platform for effective coaching management and delivery in relation to the UK Coaching Framework. • Provide the knowledge and understanding to generate, direct and manage the implementation of cutting edge coaching solutions and programmes. • 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. 	
1. Learning Outcomes, Teaching, Learning and Assessment Methods	
A. Knowledge and Understanding	
<p>A1. Critically analyse theoretical principles and apply them in relation to the successful management of coaching programmes.</p> <p>A2. Synthesise cutting edge coaching solutions and programmes in relation to the relevant coaching pathway.</p>	
Teaching and Learning Methods	
Learning will take place through tutor- and student-led workshops on residential weekends. This will be supplemented with on-line interactive learning packages. Also, students will be mentored in practice through a course mentor.	
Assessment methods	
Essays, Reports, Presentations, professional discussions and case studies	
B. Subject-specific skills	
<p>B1. Critically reflect upon the student's coaching philosophy and relate these to his/her coaching practice.</p> <p>B2. Critically examine the periodised planning of coaching sessions and global training systems in relation to the relevant coaching pathway.</p>	

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B3. Synthesise cutting edge coaching solutions and programmes in relation to the relevant coaching pathway.

B4. Use his/her knowledge and understanding to synthesise innovative interventions based on appropriate objective analysis of the performer/s.

Teaching and Learning Methods

Learning will take place through tutor- and student-led workshops on residential weekends. This will be supplemented with on-line interactive learning packages. Also, students will be mentored in practice through a course mentor.

Assessment methods

Essays, Reports, Presentations, professional discussions and case studies

C. Thinking Skills

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

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

C3. Use his/her knowledge and understanding to synthesise innovative interventions based on appropriate objective analysis of the performer/s.

Teaching and Learning Methods

Learning will take place through tutor- and student-led workshops on residential weekends. This will be supplemented with on-line interactive learning packages. Also, students will be mentored in practice through a course mentor.

Assessment methods

Essays, Reports, Presentations, professional discussions and case studies

D. Other skills relevant to employability and personal development

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

D2. Critically reflect on his/her coaching behaviour and management in relation to theory and shared experience.

Teaching and Learning Methods

Learning will take place through tutor- and student-led workshops on residential weekends. This will be supplemented with on-line interactive learning packages. Also, students will be mentored in practice through a course mentor.

Assessment methods

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Essays, Reports, Presentations, professional discussions and case studies

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13. Programme Structures*				14. Awards and Credits*
Level	Module Code	Module Title	Credit rating	
Level 7	TL4102	Coaching Practice (comp)	20	PGDip Elite Coaching Practice Requires 120 credits at Level 7
	TL4104	Coaching Analysis (comp)	20	
	TL4105	Work-Based Learning (comp)	40	
	TL4101	The Sporting Environment (option)	20	PGCert Elite Coaching Practice Requires 60 credits at level 7
	TL4103	Planning for Competition (option)	20	
	TL4120	Planning for Development (option)	20	
	TL4121	Issues in Performer Development (option)	20	
15. Personal Development Planning				
<p>Personal development is embedded throughout the modules on this programme. This is evidenced in the nature of assessments within the module descriptors. The student is expected to link theory to practice and in some cases, practice to theory to identify his/her skill gaps for future development. This culminates in the 40 credit work-based learning module, whereby the students are expected to spend significant time innovating their coaching practice and reporting this in a reflective piece.</p>				
16. Admissions criteria				
<p>Students are expected to hold a minimum of a lower second class honours degree or equivalent qualification. Furthermore, candidates will be required to hold a UK Coaching Certificate level 3 award in their sport, have a minimum of six years coaching experience, and will require a letter of support from the National Governing Body of Sport to be accepted on the programme. Non-standard entrants will be considered on a case by case basis and must fulfil the SEEC requirements for entry at level 7. Students where English is not the first</p>				

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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

- University website (www.uclan.ac.uk)
- PDF interactive document
- UCLansport postgraduate Open days
- National Governing Body advertisements

18. Curriculum Map

Level	Module Code	Module Title	Comp (C) or Opti on (O)	Knowledge and understanding			Subject specific skills				Thinking Skills			Employability/PDP	
				A 1	A 2	A 3	B 1	B 2	B 3	B 4	C 1	C 2	C3	D1	D2
LEV EL 7	TL4 102	Coaching Practice	C	✓	✓		✓	✓	✓		✓	✓		✓	
	TL4 104	Coaching Analysis	C		✓	✓			✓	✓	✓	✓			✓
	TL4 105	Work-Based Learning	C		✓	✓	✓		✓	✓	✓	✓		✓	✓
	TL4 101	The Sporting Environment	O	✓	✓		✓		✓		✓	✓		✓	
	TL4 103	Planning for Competition	O	✓	✓		✓	✓	✓		✓	✓		✓	
	TL4 120	Planning for Development	O	✓	✓		✓	✓	✓		✓	✓		✓	
	TL4 121	Issues in Performer Development	O	✓	✓		✓		✓		✓	✓		✓	