



Course Handbook
FdSc Sport and Exercise Science
2021
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School of Sport and Wellbeing

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

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1. Welcome to the course

I would like to welcome all new students to the School of Sport and Well-Being. More significantly, welcome to the FdSc Sport and Exercise Science foundation degree.

The Foundation degree is a dynamic course that aims to develop your understanding of the theories and practice within the Sport and Exercise Science domains. In line with government policy our subject is seeking to further professionalise to ensure we offer a high quality experience to all our various clients. This will require highly skilled and knowledgeable individuals to develop professional practice. Consequently the main emphasis of the programme is placed on developing a range of intellectual, professional, practical and transferable attributes that are essential for the modern practitioner.

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 and college 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.



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UCLAN

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1.1 Rationale, aims and learning outcomes of the course

The British Association of Sport and Exercise Sciences (BASES) note that:

Sport and Exercise Science is the application of scientific principles to sport and exercise which is principally achieved through one of the three branches of science or through interdisciplinary approaches.

Biomechanics – is the examination of the causes and consequences of human movement and the interaction of the body with apparatus or equipment through the application of mechanical principles.

Physiology – is the branch of the biological sciences that is concerned with the way that the body responds to exercise and training.

Psychology – is the branch of sport and exercise science that seeks to provide answers to questions about human behaviour in sport and exercise settings.

Interdisciplinary Approaches – these involve seeking to contribute to the body of knowledge or solve a real-world problem in sport or physical activity using two or more disciplines in an integrated fashion from the outset. (BASES, 2017)

www.bases.org.uk/about-sport-and-exercise-science

Sport and Exercise Science has a variety of applications. Often these are most recognised within the domain of performance sport especially through the support, analysis and augmentation of elite athletic performance. The utility of Sport and Exercise Science is much more wide ranging however. It includes many areas that are also at the forefront of current government policy such as the promotion of healthy lifestyles, the development of mental health, nutrition and healthy eating, and physical activity referral to address disease and illness. As such the Foundation degree in Sport and Exercise Science will develop your knowledge and understanding of the underlying principles that are required for employment in this sector.

The underpinning philosophy of the FdSc Sport and Exercise Science is to create an educational experience which is intellectually and academically challenging but is also clearly focused on the vocational needs of the Sport and Exercise Science 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 FdSc Sport and Exercise Science programme has been designed to provide a high quality educational experience for existing and potential professionals within our sector. Emphasis throughout the programme is therefore placed on developing your theoretical and applied skills.

The modules that feature on the programme have been carefully devised to develop cognitive skills in a number of areas relevant to Sport and Exercise Science, and ensure a blend of theoretical and practical issues designed to increase awareness of, and enhance and improve application to the industry.

Students who successfully complete the FdSc 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 Sport and Exercise Science. The aims and outcomes of the Programme are therefore:

Course Aims

Aims of the Programme:

- To provide an intellectually stimulating and vocationally relevant programme that will enable students to gain skills, knowledge and experience that will prepare them to work in the sport, exercise or fitness industry
- To deliver a coherent suite of modules that address vocational development with specific reference to employability and additional qualifications as well as providing underpinning
- To promote an ethos of self-development and self-management, enabling the identification of ongoing professional development needs and strategies for achievement

Learning Outcomes

You will have to demonstrate that you have fulfilled a range of learning outcomes specific to each module. You will be able to graduate from the programme upon the achievement of these outcomes. On completion of the course you will be able to:

A. Knowledge and Understanding
A1. Analyse the concepts of sport and exercise science, within the core disciplines of physiology, psychology and biomechanics.
A2. Explore and evaluate key skills relevant to the sport and exercise science environment.
A3. Discuss the role of Sport Science through both academic and professional practice.
A4. Identify, evaluate and apply research techniques in order to analyse problems, answer questions and formulate solutions in academic and vocational contexts.
B. Subject-specific skills
B1. Plan, design and execute practical activities, associated with the study of sport and exercise science, using appropriate techniques and procedures.
B2. Undertake laboratory and field based experimental work with due regard for safety and risk assessment.
B3. Provide effective, quality feedback to subjects.
B4. Assess the moral, ethical, environmental and legal issues that underpin sport and exercise science practice.
C. Thinking Skills
C1. Research and assess subject specific facts, theories, principles and concepts.
C2. Assess and evaluate evidence.

C3. Apply problem solving skills.

C4. Apply knowledge to the solution of familiar and unfamiliar problems.

D. Other skills relevant to employability and personal development

D1. Evidence communication and presentation skills, through engagement in interactive and group tasks.

D2. Demonstrate numeracy, communication & IT skills

D3. Develop skills of reflection and personal enhancement.

D4. Plan and manage learning.

1.2 Course Team

Joanne Caton, Course Leader, Lecturer in Sport and Exercise Science	H.N.C. 919/920 ☎ 4677 📧 jcaton1@uclan.ac.uk
Wayne Russell, Head of Department, Lecturer in Sport and Exercise Science	H.N.C. 919/920 ☎ 4677 📧 wrussell@uclan.ac.uk
Lee Speight, Lecturer in Sport and Exercise Science	H.N.C. 919/920 ☎ 4677 📧 lspeight@uclan.ac.uk
Leon Wright, Lecturer in Sport and Exercise Science	H.N.C. 919/920 ☎ 4677 📧 lwright@uclan.ac.uk
Louise Andrew, Lecturer in Sport and Exercise Science	H.N.C. 919/920 ☎ 4677 📧 landrew@uclan.ac.uk

1.3 Expertise of staff

Staff teaching on the modules are specialists in their chosen field. Where appropriate they will draw on their own research and practitioner skills to inform the content delivery.

1.4 Academic Advisor

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



1.5 Administration details

Campus Admin Services provides academic administration support for students and staff. The hub can provide general assistance and advice regarding specific processes such as extenuating circumstances, extensions and appeals.

Brook Partnership

Sport and Health Sciences

telephone: 01772 894906/893454

email: BrookPartnership@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.

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: Claire Thornton

Newcastle University



2. Structure of the course

2.1 Overall structure

FdSc Sport and Exercise Science

Year One

<p>SD1200 Personal & Vocational Development for Sport</p> <p>Compulsory 20 Credits</p>	<p>XS1910 Introduction to Sports Psychology</p> <p>Compulsory 20 Credits</p>	<p>XS1902 Principles of Physiology and Scientific Enquiry</p> <p>Compulsory 40 Credits</p>	<p>XS1914 Essentials of Training & Conditioning</p> <p>Compulsory 20 Credits</p>	<p>XS1911 Introduction to Biomechanics</p> <p>Compulsory 20 Credits</p>
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Year Two

<p>SD2200 Work Placement</p> <p>Compulsory 20 Credits</p>	<p>XS2913 Sport & Exercise Nutrition</p> <p>Compulsory 20 Credits</p>	<p>XS2902 Applied Physiology and Scientific Enquiry</p> <p>Compulsory 40 Credits</p>	<p>SD2210 Analysing and Improving Performance</p> <p>Compulsory 20 Credits</p>	<p>XS2915 Health, Exercise and Wellness</p> <p>Compulsory 20 Credits</p>
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2.2 Modules available

<p>XS1910</p>	<p>Introduction to Sport and Exercise Psychology</p> <p>This module is designed to introduce the student to the relationship between psychological factors and participation and performance in sports. Increased interest in sport and exercise science through both practical and financial terms has brought about a greater requirement for the athlete to be aware of all aspects for producing performance behavioural change. The use of psychological skills training is becoming increasingly prevalent in the field of sports performance. Players ranging from the beginner/amateur to the most senior professional have become more conscious of the requirement for psychological factors to be included in their game plan.</p>
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XS1911	<p>Introduction to Sports Biomechanics</p> <p>The module will introduce sports biomechanics, to include an overview of both the mechanical, technological and notational elements of sports science. Areas covered will be physiology, biomechanics, notational analysis and psychology. This module will use a theoretical base to develop an understanding of essential terminology and, importantly, the application of biomechanical and technological principles to the performance and analysis of sport. The application of these concepts to sport and exercise situations will illustrate the effectiveness and importance of biomechanics to the sports process.</p>
XS1914	<p>Essentials of Training and Conditioning</p> <p>The module will introduce students to the scientific principles, concepts, and theories of resistance training and conditioning as well as their practical applications to athletic performance. Students will review the key components of effective strength and conditioning development, through a variety of practical experiences. The module applies specific conditioning practices to the enhancement of performance, and utilises the key performance indicators outlined by the National Strength and Conditioning Association and the UK Strength and Conditioning Association.</p>
XS1902	<p>Principles of Physiology and Scientific Enquiry</p> <p>This module aims:</p> <ul style="list-style-type: none"> To provide an introduction to the principles of muscle and skeletal physiology, neurology, endocrinology, immunology and biochemical principles related to exercise, performance and health. To introduce the research processes and develop skills in presenting supporting evidence. To equip students with the relevant IT skills for future degree level work related to physiology. To introduce the students to basic statistical techniques and principles. To show how the statistical techniques and principles can be applied to answer research questions with an exercise and health framework.
SD1200	<p>Personal and Vocational Development in Sport</p> <p>This module will develop key academic skills in order to better bridge the gap from school/college to university; from more dependent to more independent modes of learning. These skills will be developed in the 'sport and leisure' context in conjunction with other Year 1 modules and will underpin subsequent years of study.</p>

XS2902	<p>Applied Physiology and Scientific Enquiry The aim of this module is to provide students with the skills necessary to carry out data collection and analysis of data, and to enable them to interpret critically the research findings within an applied sport and exercise physiology framework. Students will develop understanding of cardiovascular, respiratory and muscular physiology and how these systems interact both acutely and chronically in response to exercise stimuli. Students will develop their ability to conduct experiments and to undertake physiological measurement using a range of laboratory equipment, whilst also developing a range of data analysis skills.</p>
SD2210	<p>Analysing and Improving Performance To provide a framework where sports practitioners can apply the processes and develop techniques to evaluate sports performance, particularly technical and tactical analysis. This will include a review of pertinent scientific elements of training/performance.</p>
XS2915	<p>Health, Exercise and Wellness This module will provide a knowledge and understanding of the term physical activity in the lifestyle context and attendant issue relating to lifestyle and wellness. The term Active Living refers to the need for physical activity (PA) to be used as a non-pharmacological intervention in reducing mortality and morbidity. Given recent attention to the need for humans to be physically active, and that an inverse relationship exists between PA participation and premature mortality, it is important for students to appreciate the context of PA. In addition, the prescription of PA should be understood in relation to a variety of practically orientated contexts.</p>
XS2913	<p>Sport and Exercise Nutrition To develop your understanding of the importance to sports performance of optimum nutrition. To introduce ideas on methods for nutritional and activity assessment, requirements for energy and nutrients in relation to exercise, and the ways in which the diet can be manipulated and supplemented to enhance performance and recovery. You will be able to apply this knowledge to specific case studies. Specific skill objectives are to develop you competence in communication, numeracy, use of IT, working in groups and application of knowledge, analysis and evaluation.</p>
SD2200	<p>Work Placement This module aims to provide students with and gain credit for experiential learning opportunities within the sports and leisure industry. To provide students with the opportunity to undertake personal self-development and the acquisition of key skills within the workplace environment. To provide a setting where theory and practice can be integrated within the context of the sport and leisure industry. To provide an environment where students are required to evaluate contemporary issues within the sport and leisure industry.</p>

2.4 Study Time

2.4.1 Weekly timetable

Your timetable will be available online via CEDAR. Please be aware your timetable may vary throughout the academic year therefore it is vital that you check your timetable on a regular basis.

2.4.2 Expected hours of study

20 credits is a standard module size and equals 200 notional learning hours.

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

The contact time with module tutors is not the total number of **learning hours**. The contact time is simply the number of **teaching hours** and is a fraction of the total learning hours. The total number of learning hours includes **personal study hours**. The total number of learning hours depends on the level of study. Students should at all levels expect to engage in no less than **36 hours** of learning and study each week. The following table outlines the key components of the approximate learning hours.

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



2.4.3 Attendance Requirements

You are required to attend all timetabled learning activities for each module. Students should report non-attendance to Huddersfield New College absence line – 01484 652341

International Students

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

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

Each time you are asked to register please note that the college 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. Just Click [Here](#)

3.2 Learning and teaching methods

The FdSc Sport and Exercise Science 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. The concentration of teaching during these two days means that learning is highly intensive. The teaching on these days is 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.

3.3 Study skills

There are a variety of services to support students and these include
WISER https://portal.uclan.ac.uk/webapps/portal/frameset.jsp?tab_tab_group_id=33_1
LIS https://portal.uclan.ac.uk/webapps/portal/frameset.jsp?tab_tab_group_id=25_1



3.4 Learning resources

3.4.1 Learning Information Services (LIS)

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

The 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 our area – Michael Hargreaves. His email address is

mhargreaves1@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.

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

3.5 Personal development planning

Each student has an allocated Academic Advisor who will meet up with you on a regular basis. As part of these meetings development plans will be incorporated to focus you on meeting potential career goals.

There are a variety of workshops available to students and these can be found through the Careers link in the section below.

As well as personal development, the Academic Advisor can be approached regarding any personal dilemmas that you may have. However there is also the senior tutor for the school

– Bryan Jones, bmjones1@uclan.ac.uk who is available to speak to.



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.

It's your future: take charge of it!

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

- career and employability advice and guidance appointments
 - support to find work placements, internships, voluntary opportunities, part-time employment and live projects
 - workshops, seminars, modules, certificates and events to develop your skills
- Daily drop in service available from 09:00-17:00 for CV checks and initial careers

information. For more information come along and visit the team (in Foster building near the main entrance) or access our careers and employability resources via the Student

Portal.

The Physical Education and School Sport programme has been designed to ensure that graduates have the skills and knowledge that will make them employable and make a contribution to the education profession. 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 physical education and school sport. 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.

The programme has been written in order to embed the UCLan Career Edge framework. These are the essential skill employers seek candidates to evidence from their study.

4. 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).



4.1 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 CVs. Your Academic Advisor will work with you to create an individualised learning/development plan that will see you becoming active, global citizens as per the UCLan Medium Term Strategy.

4.2 Students with disabilities

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

Assessment arrangements for students with a disability

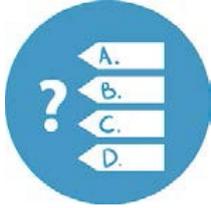
Arrangements are made for students who have a disability/learning difficulty for which valid supporting evidence can be made available. Contact the Disability Adviser for advice and information, disability@uclan.ac.uk

The disability contact for the School is: **Nick Passenger** NSPassenger@uclan.ac.uk

4.3 Students' Union One Stop Shop

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

5. Assessment



5.1 Assessment Strategy

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

The most appropriate method of assessment has been selected in order to meet the specified learning outcomes outlined in the module information pack. Assessment methods used include:

- Formal essays and reports
- Case study reflections
- Individual presentations
- Client reports
- Seminar papers on nominated topics
- Log books, diaries and portfolio of practical experience
- Industry based project

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

5.2 Notification of assignments and examination arrangements

All coursework must be submitted with a School of Sport and Well-Being student submission form that are available electronically. The details should be completed electronically and presented as the **first page** of your assessment submission. Please note that all assessments must be submitted in a clear, plastic wallet in the appropriate labelled Module Assignment Submission Box. Assessments submitted through Turnitin do not require an electronic submission sheet; however by submitting the work electronically you are acknowledging that the work has not been plagiarised.

Coursework submitted without a completed Student Submission Form may be treated as a non-submission and marks may be deducted in accordance with the University regulations on late and non-submissions.

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.

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

The need to reference occurs at either of two specific moments. If any ideas "that belong to an author" is being expressed, it must be identified as belonging to that author. If any **words** are being written from **the words of the author**, then these must be clearly identified as not the students' but the author. There must be no doubt in the examiners mind as to when **your words and ideas start and finish** and **where the words and ideas of others are included**.

Another key moment is when specific ideas that are being presented in assignments need substantiating and justifying. This can often be done by using the work of others to provide evidence and support for the ideas that are being presented.

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 quotation 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

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

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.

Lyle, J. (2004). *Sport and Exercise Science Concepts*. London:

Routledge. Lee, M. (1997). *Coaching Children in Sport*. London:

Spon Press

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

Further information regarding "How to Reference" can be found at:

www.uclan.ac.uk/skills/TLTP3/WS/refintro.html

It is strongly recommended that you visit this website.

5.4 Confidential material

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

Students should be committed to pursue their research activities (project, investigation, enquiry, survey, or any other interaction with people, including the use of data derived from

that interaction) in an ethical manner. The practice of ethics is about conducting one's research activity in a disciplined manner within legal and other regulated constraints and with minimal impact on and detriment to others. In the process of research the student should

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

Students are responsible for considering the ethical implications of all research activities and should familiarise themselves with the University's ethical framework available at:

http://www.uclan.ac.uk/information/research/research_degrees/ethics_research_governance.php

If in doubt about any ethical issues related to their research students should consult their dissertation supervisor for advice.

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. Formal channels include Student Staff Liaison Committee meetings (see below) and Module Feedback Questionnaires (MFQs).

7.1 Student Staff Liaison Committee meetings (SSLCs)

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

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

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

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

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

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	Burnley College Huddersfield New College UCO 'Oldham College'
3. University School/Centre	School of Sport and Wellbeing
4. External Accreditation	n/a
5. Title of Final Award	Foundation Degree (Science) Sport and Exercise Science

6. Modes of Attendance offered	Full or Part Time,
7a) UCAS Code	University of Central Lancashire
7b) JACS Code	
8. Relevant Subject Benchmarking Group(s)	QAA Benchmark statement Events, Hospitality, Leisure, Sport and Tourism Nov 16
9. Other external influences	Sport England Lancashire Sport Sportscoach UK BASES NSCA QAA Foundation Degree Characteristics Statement
10. Date of production/revision of this form	August 2019
11. Aims of the Programme	
<ul style="list-style-type: none"> • provide an intellectually stimulating and vocationally relevant programme that will enable students to gain skills, knowledge and experience that will prepare them to work in the sport, exercise or fitness industry 	
<ul style="list-style-type: none"> • deliver a coherent suite of modules that address vocational development with specific reference to employability and additional qualifications as well as providing underpinning subject knowledge of sports science that will afford opportunities for academic progression 	
<ul style="list-style-type: none"> • promote an ethos of self-development and self-management, enabling the identification of ongoing professional development needs and strategies for achievement 	

12 Learning Outcomes, Teaching, Learning and Assessment Methods	
A.	Knowledge and Understanding
A1.	Analyse the concepts of sport and exercise science, within the core disciplines of physiology, psychology and biomechanics.
A2.	Explore and evaluate key skills relevant to the sport and exercise science environment.
A3.	Discuss the role of Sport Science through both academic and professional practice.
A4.	Identify, evaluate and apply research techniques in order to analyse problems, answer questions and formulate solutions in academic and vocational contexts.
Teaching and Learning Methods	
Modes of delivery include teacher-led lectures, student-led seminars and workshops, laboratory sessions, practical sport activities, and group and individual tutorial sessions. Student learning is encouraged and supported by Blackboard (web-based virtual learning environment), reflective practice and study groups.	
Assessment methods	
Workbooks; short notes; laboratory and field based testing; essays; reports of various types e.g. practical reports, summaries, data analysis; group and individual presentations, student led practical sessions. Blackboard based interactive summaries are also utilised for several modules.	
B.	Subject-specific skills
B1.	Plan, design and execute practical activities, associated with the study of sport and exercise science, using appropriate techniques and procedures.
B2.	Undertake laboratory and field based experimental work with due regard for safety and risk assessment.
B3.	Provide effective, quality feedback to subjects.
B4.	Assess the moral, ethical, environmental and legal issues that underpin sport and exercise science practice.

Teaching and Learning Methods
Modes of delivery include lectures, practical laboratory experiences, field-based scientific work, seminars and workshops. Student learning is encouraged and supported by Blackboard (web-based virtual learning environment), reflective practice and study groups.
Assessment methods
Practical reports, summaries, data analysis; group and individual presentations, student led practical sessions/demonstrations.
C. Thinking Skills
<p>C1. Research and assess subject specific facts, theories, principles and concepts.</p> <p>C2. Assess and evaluate evidence.</p> <p>C3. Apply problem solving skills.</p> <p>C4. Apply knowledge to the solution of familiar and unfamiliar problems.</p>
Teaching and Learning Methods
Thinking skills are developed throughout all modules. Students will develop these skills through a combination of review and experimental academic work. The variety of teaching and learning experiences offered will facilitate the students experience greatly. These include labs, workshops, lectures, seminars, personal study and group review.
Assessment methods
Workbooks; essays; reflective diaries, Personal Development Files.
D. Other skills relevant to employability and personal development
<p>D1. Evidence communication and presentation skills, through engagement in interactive and group tasks.</p> <p>D2. Demonstrate numeracy, communication & IT skills</p> <p>D3. Develop skills of reflection and personal enhancement.</p> <p>D4. Plan and manage learning.</p>

Teaching and Learning Methods
Other skills are developed throughout all modules. Again, the variety of teaching and learning experiences offered will facilitate the students experience greatly. Students will also evidence management and organisation skills through the creation, provision and review of sports science supports services, and their unique interpretation and solution to a variety of problems. Other skills are developed throughout all modules. Again, the variety of teaching and learning experiences offered will facilitate the students experience greatly. Students will also evidence management and organisation skills through the creation, provision and review of sports science supports services, and their unique interpretation and solution to a variety of problems.
Assessment methods
Reports, presentations and multimedia presentations consultancy/placement activity Workbooks; essays; group and individual presentations, practical sessions, reflective diaries, Personal Development Files.

13. Programme Structures*				14. Awards and Credits*
Level	Module Code	Module Title	Credit rating	
Level 5	XS2902	Applied Physiology and Scientific Enquiry	40	Foundation Degree Requires 240 credits including a minimum of 100 at Level 5 or above.
	SD2210	Analysing and Improving Performance	20	
	XS2915	Health, Exercise and Wellness	20	
	XS2913	Sport and Exercise Nutrition	20	
	SD2200	Work Placement	20	
Level 4	XS1910	Introduction to Sport and Exercise Psychology	20	Foundation Certificate Requires 120 credits at Level 4 or above.
	XS1911	Introduction to Sports Biomechanics	20	

	XS1914	Essentials of Training and Conditioning	20	
	XS1902	Principles of Physiology and Scientific Enquiry	40	
	SD1200	Personal and Vocational Development in Sport	20	

15. Personal Development Planning

Certain modules within the programme relate to personal development planning. These are SD1200 and SD2200. Students will also be given the opportunity and encouraged to engage in vocationally relevant qualifications. Work-based elements are embedded throughout a range of modules (SD1200, SD2200, XS1902, XS2902, SD2210 and XS 2913), which allow the student to reflect on their vocational development

Students are encouraged to make good use of all the resources on offer to help develop potential.

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.*

At least one A2 level pass in a suitable subject with GCSE at Grade C or above in

English and Mathematics, or

A relevant advanced GNVQ with Merit

profile, or

An Edexcel (BTEC) National Diploma in a

relevant discipline, or

Qualification deemed equivalent to one of

the above

Students without qualifications which are on this list may still qualify for entry. Mature students with relevant industrial experience, may qualify for entry. Applications from people with relevant work or life experience and/or non-standard qualifications who can demonstrate the ability to cope with and benefit from foundation degree-level studies are welcome.

Students for whom English is not their first language need to demonstrate their ability in the English language through obtaining an IELTS score of 5.5 or above or equivalent.

17. Key sources of information about the programme

- www.uclan.ac.uk - Main UCLan website.
- College HE websites www.burnley.ac.uk www.huddnewcoll.ac.uk
www.uco.oldham.ac.uk
- Fact sheet
- Prospectus

18. Curriculum Skills Map

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

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

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

				A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4	D1	D2	D3	D4
LEVEL 5	XS2902	Applied Physiology and Scientific Enquiry	Comp	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	XS2913	Sport and Exercise Nutrition	Comp	✓	✓	✓	✓		✓	✓		✓	✓	✓			✓		✓
	XS2915	Health, Exercise and Wellness	Comp	✓	✓	✓		✓		✓		✓	✓	✓		✓	✓		✓

	SD2210	Analysing and Improving Performance	Comp	✓	✓		✓	✓				✓				✓			
	SD2200	Work Placement	Comp	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
LEVEL 4	XS1902	Principles of Physiology and Scientific Enquiry	Comp	✓	✓	✓		✓	✓	✓		✓		✓	✓		✓		✓
	XS1910	Introduction to Sport and Exercise Psychology	Comp	✓	✓	✓			✓			✓		✓	✓		✓		✓
	XS1911	Introduction to Sports Biomechanics	Comp	✓	✓	✓			✓			✓		✓	✓		✓		✓
	XS1914	Essentials of Training and Conditioning	Comp	✓	✓	✓		✓	✓	✓				✓	✓	✓	✓	✓	✓
	SD1200	Personal & Vocational Development in Sport	Comp		✓	✓								✓	✓	✓	✓	✓	✓

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.

For example, for a standard BA/BSc (Hons) award the exit award learning outcomes for CertHE (Level 4) and DipHE (Level 5), BA/BSc (Level 6) should be included; for a postgraduate Masters, this would normally be PGDip and PGCert.

Learning outcomes for the award of: Higher Education Certificate (Science) Sport and Exercise Science

- A1. Analyse the concepts of sport and exercise science, within the core disciplines of physiology, psychology and biomechanics.
- A2. Explore and evaluate key skills relevant to the sport and exercise science environment.
- A3. Discuss the role of Sport Science through both academic and professional practice.

- B1. Plan, design and execute practical activities, associated with the study of sport and exercise science, using appropriate techniques and procedures.
- B2. Undertake laboratory and field based experimental work with due regard for safety and risk assessment.
- B3. Provide effective, quality feedback to subjects.

- C1. Research and assess subject specific facts, theories, principles and concepts.
- C3. Apply problem solving skills.
- C4. Apply knowledge to the solution of familiar and unfamiliar problems.

- D1. Evidence communication and presentation skills, through engagement in interactive and group tasks.

- D2. Demonstrate numeracy, communication & IT skills
- D3. Develop skills of reflection and personal enhancement.
- D4. Plan and manage learning.