Huddersfield New College

Student Handbook

Foundation Degree - Sport and Exercise Science

Course Leader: Joanne Caton

Host UCLan School: Sport and Wellbeing

2017-2019
Important Information about your Foundation Degree

The college is required by consumer legislation to provide you with essential information regarding your course, the College’s rules and regulations you will be subject to (referred to as student policies), fees and other charges, as well as your right to cancel your place. You will find all of this information in your PDF document links which you can find on your offer letter/email.

**Course start date:** September 2017

**Course end date:** May 2019

**Total cost of your course:** £11,990.00  for two years

**Included in the cost of your course will be:**

- Level 3 personal training award
- Sports Kit – including a tracksuit and polo shirt
- DBS (Disclosure Barring Service) check

Students should read this document alongside other College documents available via the college virtual learning environment ‘**Moodle**’ and the UCLan School of Guidance and Student Handbook available from the UCLan Schools website or **MyUCLan**.

Students should also read the following documents available on our website

[http://huddnewcoll.ac.uk/files/Admissions/HE_Provision_2017_Admissions Information.pdf](http://huddnewcoll.ac.uk/files/Admissions/HE_Provision_2017_Admissions Information.pdf)

i. Admissions Policy for Students Studying a HE Programme

ii. Students Studying a HE Programme UK Higher Education Providers; advice on Consumer Protection Law
Mission Statements

**Huddersfield New College Mission Statement**

Our mission is to provide the best inclusive education and the best care, by the best people, in a safe, supportive and welcoming environment, to enable our students to achieve their best, and to progress with confidence to the next stage of their lives.

**UCLAN 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.

**Student Charters**

The Student Charters have been developed by the College, the University and the Students’ Union so that students gain the maximum from their College and UCLan experience. They are a two-way commitment or ‘contract’; between the College and University and each individual student. They act as a means of establishing in black and white what students can expect from the College and the University and the Union in terms of support and in return what we expect from our students. The College Student Charter has been aligned to the UCLan Student Charter. Read the Huddersfield New College Student Charter and the UCLan Student Charter.

**Supporting Diversity**

Huddersfield New College and 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 here 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 Huddersfield New College Equality and Diversity Policy and report on the College website and the UCLan Equality and Diversity for further information.
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1 Introduction To The Course

1.1) Welcome to the course

Welcome to Huddersfield New College. In conjunction with the University of Central Lancashire (UCLan) it is our aim to provide you with an interesting and challenging study programme which will enrich your learning experience and help you succeed in your chosen career. The delivery of your course will be based at Huddersfield New College and your tutor will inform you if there are any sessions that you need to attend at UCLan.

Please read this handbook carefully in conjunction with other materials which will be given to you by the College and the University, and keep it in a safe place as it contains information about the course content, assessment regulations, support services and administrative aspects of the course that you will need to refer to throughout your course.

Your first few weeks in a new environment will be an exciting and enjoyable experience. However, it can also be an anxious time. Huddersfield New College staff are here to help you. Your Personal Tutor and Course Tutor are always ready to help you if you have a question or a problem. In addition, dedicated members of staff in the student guidance centre offer support, information and advice to help you get the best from your time at Huddersfield New College. Further information for students is also available via Moodle.

Please contact your course tutor if you find that there are points in this handbook which you do not understand or wish to discuss further.

1.2) Rational, aims and learning outcomes of the course

Your course has been designed through consultation with employers, representative organisations and QAA Subject Benchmark Statements to ensure that it is current and fit for purpose. Your course will provide you with the knowledge and skills required by employers. The University of Central Lancashire is the awarding body for all sports qualifications at Huddersfield New College. A general introduction and rationale for your course along with details of any accreditation by professional and/or regulatory bodies can be found on the relevant course factsheet on the College website.

The overall aims and learning outcomes for your course are detailed in the Programme Specification in the appendices.

Your course is based around the Quality Assurance Agency (QAA) UK Quality Code for Higher Education to ensure that it meets the high standards you would expect.

Further details of the QAA Quality Code can be found in the appendices.
1.3) Course Team

The programme is led by the Course Tutor who has overall responsibility for the course. All staff contributing towards the modules comprise the Course Team. The Course Tutor will run regular Course Team meetings to monitor and co-ordinate the progress of the course.

A list of the course team for your course can be found in the appendices.

1.4) Key Contact Details

Further information and key contacts for students are also available via Moodle.

A list of key contacts for your course, curriculum area and support services can be found in the appendices.

1.5) Communication

You will be issued with a Huddersfield New College and a University e-mail address and you are expected to use and check regularly for messages about your course. If you send us email messages from other addresses they risk being filtered out as potential spam and discarded unread.

Tutors will also use text messaging service to contact you so please make sure your mobile phone number is correct.

Your student log-in gives you access to your CEDAR page and the College Intranet where you can find your timetable and information about your course.

The Course Tutor will show you where the course notice board is located. Please keep referring to this for regular updates or information about the course.

1.6) 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. If you wish to make contact with your External Examiner, you should do this through your Course Leader and not directly. The full External Examiner report will be made available to you electronically via the College VLE (Moodle) and will be discussed at the Staff : Student liaison meeting.

A sample of student work will also be sent to the External Examiner for external moderation purposes once it has been marked and internally moderated by tutors. The sample will include work awarded the highest and lowest marks and work awarded marks in the middle range.

The name, position and institution of the External Examiner for your course and a summary of comments, actions and responses from the External Examiner report is provided in the appendices.
2 Structure of the Course

2.1) Overall Structure

The Course Structure outlines the length of your course, the modules that are studied in each semester of each year on the standard programme and any mandatory work placement requirements of the programme. If your course has a mandatory work placement, you tutors will discuss the arrangements and potential locations for your placement during the induction period and you will be issued with a separate placement handbook containing further details.

All College higher education programmes are delivered at the Huddersfield New College campus.

2.2) Modules Available

A brief description of the modules available on your course can be found on the course factsheet available from the College website. Please note that where option modules are listed, they are subject to availability and not all option modules may run each academic year.

If your course structure contains elective modules you will be able to select a module to study. The elective may be:

A module from the College Electives Catalogue, this will be provided at the start of your course

A module from the University Free Choice Electives Catalogue, which includes foreign language elective modules.

Where an elective forms part of the course structure your Course Tutor will discuss this with you during the first week of the course. If you consider that you may have already achieved some of the learning outcomes of the course or a module through previous learning, please consult your Course Tutor in the first instance to find out whether you can make a claim for accreditation of prior learning for part of your course.

2.2.1. Progression

Your Course Tutor and Personal Tutor will discuss progression with you in Course Tutorials and Personal Tutorials. The tutorials are an opportunity for you to make plans for your study over the next academic year. The course team will tell you about the various modules / combinations available and you will both agree on the most appropriate course of study for you.

Following successful completion of your course you may wish to progress to further study.
From a foundation degree you can progress to a top-up degree. You may be required to complete bridging modules prior to the start of the top-up year. Please see the appropriate fact sheet on the College Website for details.

From an honours degree you can progress to post-graduate study which may be a taught MA/MSc or a research degree. From an MSc you can progress to a PhD by research. You can obtain further advice and guidance from both Huddersfield New College and University staff.

2.3 Study Time

Semester dates are detailed in the Diary Dates – Academic year 2017-2018 in the appendices.

2.3.1 Weekly Timetable

Your timetable can be found on CEDAR. In addition to your timetabled modules you will have a weekly timetabled course tutorial. Course tutorials include sessions on study skills and personal development. They also provide an opportunity for the Course Tutor to relate information about relevant course and College news and events. You may raise any course related issues with your Course Tutor in these tutorials.

2.3.2 Expected Hours of Study

The normal amount of timetabled and personal study time involved in achieving a successful outcome to your studies is to study for 10 hours per each unit of credit. This includes attendance at Huddersfield New College, UCLan and private study. For example a standard 20 credit module will require 200 hours of combined timetabled and personal study time. Details of the timetabled and personal study time expected for each module can be found in the Module Information Pack that will be issued to you at the start of each module. Your tutor will discuss and additional requirements with you.

2.3.3 Attendance Requirements

You are required to attend all timetabled learning activities for each module. Notification of illness or exceptional requests for leave of absence must be made to the Student Guidance Centre, 01484 355105 or via email absent@huddnewcoll.ac.uk as soon as possible. Requests for leave of absence must be made to your Course Tutor. In the event of absence due to illness, medical certificates must be produced promptly and forwarded to the College. You should be aware that failure to attend regularly will have an adverse effect on your academic progression as coursework and practical work are continuously assessed. If you receive University bursary payments, these may also be affected.

You may be contacted if your attendance is low to ask if you are experiencing any difficulties on the course and whether we can do anything to help. Non-attendance will also be followed up via Personal Tutorials. If your course or an individual module has a minimum attendance requirement, this will be detailed in the Programme Specification or relevant module descriptor and your tutor will discuss the requirements with you at the start of the course or module.

If you have not gained the required authorisation for leave of absence, do not respond to communications from the College and 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.
2.4 Data Protection

All of the personal information obtained from you and other sources in connection with your studies at the College and University will be held securely and will be used by the College and University both during your course and after you leave 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. The College Data Protection Policy is available on the College website.

The College may need to share personal information together with details of overall course performance and attendance with relevant external organisations such as professional bodies, employers and External Examiners. You will be informed of these disclosures. If either your home address or your local address (if different) or other contact details are changed during the course, you must inform the College by the ‘Change Details’ section on the CEDAR reporting portal and you must inform the University through ‘MyUCLan’.
3) Approaches to Teaching and Learning

3.1 Expertise of staff

Your tutors are specialists in their subject. Many have worked in the industry themselves and have a wealth of experience that will enhance your course. Your tutors are also qualified in teaching and learning or are working towards their teacher training qualification to ensure that you receive high quality teaching and learning opportunities. Tutors also undertake extensive continual professional development of their own to ensure that your course is current and up to date. The College recognises the importance of research in underpinning your course and many of your tutors will be involved in their own research projects. Your tutors will discuss their research with you during lectures and seminars. Tutors will also work with you to develop your own research skills as you progress through the course.

3.2 Learning and teaching methods

The learning and teaching methods used on your course are outlined in the Programme Specification in the appendices.

Higher education is concerned not only with enhancing your subject knowledge and skills but also with your personal development. Higher education courses encourage you to take responsibility for your own learning and to become more independent in your academic work. Lectures, tutorials and practical sessions are important and you should attend all of them, but your success depends on the amount of time you devote to further independent study and background reading. As you progress through the course and become a more independent learner this amount of time will increase. Students who use the knowledge they gain through further reading in assignments invariably achieve better results than those who don’t. Details of expectations for independent study for each module can be found in the Module Information Pack.

3.3 Study skills

To be successful you need the commitment to take responsibility for your own learning and the skills to study effectively. Your course tutorials and some of the modules on your course will feature sessions on study techniques such as note taking, assignment writing and examination technique. There are a variety of UCLan services to support you in your studies. The following can be accessed through the UCLan website or student portal: WISER UCLan LIS (Library and Information Services)

Studying for Success – Five Top Tips

1) Tackle problems immediately, problems that seem small at first can soon become serious if ignored.
2) Attend all classes, take notes and follow up further references
3) Talk to your tutors, if you are not sure – ask.
4) Read, read and then read some more.
5) Reflect on the feedback from assessments and use it to improve on the next one.
3.4 Learning resources

3.4.1 Learning Information Services (LIS)

Extensive resources are available to support your studies provided by the College Library and by UCLan LIS (Library and Information Services). You will be given an introduction to each during your induction period. Take advantage of the free training sessions designed to enable you to gain all the skills you need for your research and study. Further information about the College Library and UCLan LIS, including opening times, are available on the respective websites or directly from the Librarians.

A reading list (indicative bibliography) and sources of information will be included in each Module Information Pack. Become familiar with the Library classification and layout and if any publications in the reading lists do not appear to be on the shelves and are not out on loan, ask the Library staff for assistance.

3.4.2 Electronic Resources

Both the College Library and UCLan LIS provide access to a huge range of electronic resources including; e-journals and databases, e-books, images and texts. Please check the on-line catalogues of the College and University for details.

The College has a Virtual Learning Environment (Moodle). There is a MOODLE site for each course and a separate MOODLE site for each module on your course. Your tutors will guide you towards the learning and assessment materials that are provided to help support and enhance your studies. The University’s own eLearn site may be used to provide support materials for some courses, your tutor will inform you of the details where this is the case.

3.5 Personal development planning

Personal Development Planning is an essential component of your course. The course will help you recognise the importance of being proactive within your own personal development. The course will help you develop key personal and transferable skills which promote employability, entrepreneurship, academic excellence, professional development and global citizenship.

Each student group has a weekly timetabled and structured course tutorial which will be used to develop generic personal, employability and academic skills with student groups. An on-line scheme of work, together with web based and other support materials, is available to staff and students alike in the delivery of these tutorial sessions.

Students have access to a wide range of personal development advisory services through the College Student Services; including careers, financial advice, pastoral support and help with study skills. Students have access to the student support services at the University through the ‘I’, ‘Careers’ and ‘WISER’ study skills.

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. Where appropriate the development of employability skills is included in course aims, module learning outcomes and assessment.

On Foundation Degrees the Work Skills Development and Work Project modules provide opportunity for employer engagement. On Honours Degrees the ‘Personal Development’, ‘Career
Development’ and ‘Professional Practice and Consultancy’ half modules are included as essential, elective or option modules.

The course may involve visits or guest lectures delivered by external speakers who will outline the work/research interests of the various organisations they represent. You should maximise these opportunities to find out about both the technical issues and developments being discussed and the employment/careers opportunities available in the various fields.

All students will also have access to the College ‘Graduate Employability’ programme (accessible through BLOOM) and activities that contribute to ensuring employability of our students can also count towards the ‘Graduate Employability’ awards.

These are not extra to your course, 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 the College:

To begin with, you will explore your identity, your likes and dislikes, the things that are important to you and what you want to get out of life.

Later, you will investigate a range of options including jobs and work experience, postgraduate study and self-employment. You will then be ready to learn how to successfully tackle the recruitment process.

You will be able to record your journey in your personal Individual Learning Plan (ILP), which will leave you with a permanent record of all the fantastic things you have achieved during your time at the college and UCLan.

The College student services and UCLan Careers offers a range of support for you including: career and employability advice; guidance appointments and support to find work placements, internships, voluntary opportunities, part-time employment and live projects. Workshops, seminars, modules, certificates and events to develop your skills. Careers service available from 9am–5pm for CV checks and initial careers information.
4) Student Support, Guidance and Conduct

4.1 Personal Tutors

You will be allocated a Personal Tutor with whom you will be encouraged to develop skills for independent learning and reflection on your academic, personal and professional development. You will meet with your personal tutor at least twice per semester to develop short and long-term goals, review and plan your progress on the course and discuss your future career path. For distance learning students, Personal Tutorials may be conducted by phone, Skype, email or other form of communication.

You will be informed who your Personal Tutor is at the start of your course. Your Personal Tutor is there to help you. However, you also need to take responsibility for your tutorials to get the most out of them:

- Respond to contact from your Personal Tutor.
- Attend Personal Tutorials at agreed dates and times.
- Prepare for Personal Tutorials through self-reflection on academic progress, personal development and additional support requirements.
- Take the initiative in instigating tutorials or contact if the need arises, seeking timely advice, when faced with academic, programme assessment, personal or other issues that require support.

4.2 Student Support

There are centralised student information services based at the College in the Study Guidance Centre, Finance Office and Student Services Team, and based in the ‘i’ at UCLan. You can obtain information on a wide range of topics including Council Tax, Exemption Certificates and Confirmation of Study Letters, Portable Finance Credits (continuing students only), Financial Bursaries (first year students only), Printing and Printer Credits at UCLan and the ‘I’ Shop at UCLan.

College Mentors and UCLan Student Liaison Officers have recent experience of what it is like to be a student and can advise you of the support systems available. They work towards improving your student experience here at the College and at UCLan.

4.3 Students with disabilities

If you have a disability that may affect your studies, please either contact the College study support team in the first instance or the UCLan 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 relevant service. The College and 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 College study support team in the first instance or University Disability Adviser for advice and information (disability@uclan.ac.uk) and provide the relevant supporting evidence as soon as possible before the required deadlines to ensure that we can meet your assessment needs.
4.4 Health and Safety

As a student of the College and 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 within each module where appropriate. These form an essential element of your personal development and contribute to the safety of others and you must ensure that you understand and apply all necessary safety codes and risk assessments.

4.5 Conduct

You will be expected to abide by the Huddersfield New College Code and by the Regulations for the Conduct of Students in the University. The College and UCLan expect you to behave in a respectful manner demonstrated by using appropriate language in class and when communicating with others, 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 the College and UCLan expectations in the Huddersfield New College Code and UCLan Regulations for the Conduct of Students.

4.6 Students’ Union

The College Students’ Union offers an extensive range of opportunities for you to get involved in activities, engage in College developments and get the best out of your time at the College.

The UCLan 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 UCLan Students’ Union building is located at the heart of the Preston campus, and is the hub for all student activities.

Representation and campaigning for students’ rights is at the core of what we do and is encompassed by our tag line of, Making Life Better for 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 UCLan 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 UCLan Opportunities Centre on the ground floor of the UCLan Students’ Union building and someone will point you in the right direction. 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.
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 UCLan 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 UCLan (not-for-profit) commercial services, including the UCLan student supermarket (Essentials) and UCLan student-bar (Source), can be found at http://www.uclansu.co.uk/.

As one of the thousands of students who are not studying on the main UCLan campus in Preston, the Students’ Union is still your union, please check http://www.uclansu.co.uk/ for full details on what we may be running in your partner institution.
5) Assessment

Assessment is the process by which the College and the University measure your progress. All modules will be assessed. The assessment methods used on your course are detailed in the Programme Specification in the appendices of this handbook and in the Module Information Pack for each module.

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.

Assignment briefs are included in the Module Information Pack for each module. All assignment briefs use a standard template which details the weighting of each assessment, the learning outcomes being assessed, the requirements for completion and submission of the assessment and the assessment criteria that will be used to grade your work. You should pay close attention to the assessment criteria and provide what is asked for. You will normally be required to word-process all assignments unless directed otherwise by your tutor and use a standard of English appropriate to higher education. This means using good sentence construction, correct spelling and the use of the third person or impersonal style. Always ask the Module Tutor if you are unsure what the assignment is asking for.

Prior to being issued to students, all assignment briefs and exams are scrutinised when they are designed to ensure they are clear, concise and easy to follow. When you submit work it is assessed and the tutor provides feedback. A sample of this marked work is passed onto an Internal Verifier and to the External Examiner for checking and moderation. In this way both the work you are set and the assessment of that marked work is quality assured. Please note that all assessment results are provisional until they have been through this process and confirmed at assessment boards. The UCLan Assessment Handbook provides further information and guidance relating to assessment.

5.1 Assessment Strategy

Assessments may be formative or summative. Formative assessments are equally important as they help your academic development without directly affecting your final grades. You will be given an initial formative assessment within the first few days of your course and the feedback from this will help you prepare for future summative assessments.

An assessment strategy, setting out the weighting applied to each element of assessment, will be provided for each module within the Module Information Pack. All assessments identify which learning outcomes are being assessed and are designed to develop a range of subject, personal and employability skills. An overall course assessment strategy will be provided for you by your Course Tutor during the induction period to help you manage your workload and deadlines. As a move to becoming an independent learner, why not note your assignment submission dates in your diary now so that you can continue to enjoy a social life without last-minute panics about handing in work?

5.2 Notification of assignments and examination arrangements

Assignments

Requirements for assignment submission are detailed on the Assignment Brief within the Module Information pack. Where possible, the normal method of submission for assignments is electronically via ‘TURNITIN’. Your tutor will go through the submission
method with you for each assessment. All assignments must be accompanied by a completed cover sheet which will be made available to you by your tutor or from MOODLE.

Coursework Reassessment

The occasion may arise when you need to reassess a module assignment because the pass mark has not been achieved on the first assessment. If there is opportunity to reassess the assignment within the module delivery your tutor will make you aware of this. If you want to take up the offer of in-module reassessment you must complete an ‘In-module Reassessment Opt-in Form’ available from your tutor. If there is not opportunity to reassess within module delivery you will be sent a reassessment notification with the relevant re-submission details following publication of results.

Examinations

You must be available for the examinations dates detailed in the Academic Calendar. A detailed timetable will be produced approximately three weeks prior to the exams and you will be able to view this timetable via the College website and the College Student Intranet.

Examination Reassessment

If you are required to re-sit any examinations, these will take place in May for semester 1 module resits and in August for semester 2 and full year module resits. It is your responsibility to make sure that you are available to attend College at this time. If you are required to re-sit an examination you will be sent a reassessment notification with the relevant details following publication of results.

5.3 Referencing

Assessments should include the sources of information you have used to support and develop your thoughts and knowledge. All sources of reference must be correctly cited in the text and a list of references should be included at the end of the assignment. You must use the Harvard System for referencing unless instructed otherwise by your tutor. For more information about Harvard referencing see the printed guides in the library or go to the College Library pages on the website. Use primary reference sources where possible. Internet sources are fine for some types of information, but be sure the sites you use are trustworthy and that you have no doubts about their authority.
Your Course Tutor will deliver tutorials on correct referencing and avoiding plagiarism (see section on cheating, plagiarism, collusion or re-presentation). Your tutors will use TURNITIN to check the originality of your work. Tutors will discuss the use of TURNITIN with you for each module and explain how to submit your work through TURNITIN. Your tutors may also ask you to complete a formative assignment at the start of your course which is fed through TURNITIN and discussed within seminars and tutorials to help you to learn more about referencing your work.

5.4 Confidential material

If your course involves undertaking a project or assessment that requires you to access or use confidential information your tutors will discuss the ethical and legal responsibilities to respect confidentiality and maintain the anonymity of individuals and organisations with you.
Projects of this nature (such as Research Dissertations) may be required to go through ethical approval.

5.5 Dealing with difficulties in meeting assessment deadlines

Assignments must be submitted no later than the date on your assignment 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 or an end of module examination you must report this at the earliest possible opportunity to your module tutor. In the case of confidential personal issues affecting an assessment or your studies contact the College Student Support Services in the study centre.

Authorisation of the late submission of work requires written permission. Your module tutor will be 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 (see UCLan Academic Regulations).

If you feel that you need an assignment extension and may qualify, you should complete and submit an extension request form, with any supporting evidence, to your Module Tutor. Further information is available on the UCLan Student Portal at: https://www.uclan.ac.uk/students/study/examinations_and_awards/extenuating_circumstances.php

We aim to let you know if your 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 (see UCLan Academic Regulations and Assessment Handbook).

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 studies than can be solved by use of an extension. If this applies to you, the College and the University is ready to support you both with regard to your course and your personal wellbeing through a process called Extenuating Circumstances (see UCLan 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 UCLan Academic Regulations). Further information is available on the UCLan 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 will be treated in a sensitive and confidential manner. Supporting evidence will not be kept 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 on the UCLan Student Portal at: https://www.uclan.ac.uk/students/study/examinations_and_awards/extenuating_circumstance_submission.php

The deadline dates for submission of extenuating circumstances are detailed in the Diary Dates - Academic year 2017-18 in the appendices.

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

More information about deadlines and applying for extenuating circumstances is available from the College Website and from the UCLan ‘i’ website.

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.

5.6 Feedback Following Assessments

The College and UCLan are committed to giving you clear, legible and informative feedback for all your assessments (see UCLan Academic Regulations). The feedback pro-forma includes the learning outcomes and assessment criteria, grade, strengths, areas for improvement and reflection on personal development. 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.

Depending on the nature of your course feedback on assessment will be provided as follows (see UCLan Academic Regulations):

For courses except distance learning

You will be provided with generic feedback for in-module formative and summative elements of assessment which contribute to a module within 15 working days of the scheduled submission or examination date. Individual feedback will be provided within the 15 day period where possible. Generic feedback on end of module assessment and dissertations will be made available within 15 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 UCLan Academic Regulations and the Assessment Handbook.

- Cheating is any deliberate attempt to deceive and covers a range of offences described in the UCLan 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

5.9 Reporting of student results

Module Tutors report results of their modules at the Module Assessment Boards at the end of the semester in which the module is completed. At the end of each academic year a Course Assessment Board is held to determine student progression and awards at which the External Examiner attends. The Chair of the Assessment Board receives claims for Extenuating Circumstances and appeals according to University regulations. Students can view their results via 'MyUclan' following publication of results.
6. Course Regulations

6.1 Course Requirements

Please check with your tutor if you are unsure of the requirements for your course. If your course leads to entry onto a professional register your tutors will discuss the requirements, processes and any professional code involved with you during tutorials.

6.2 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.

Honours Degrees

In simple terms an undergraduate honours degree classification is based on the highest classification from:

1. The Average Percentage Mark (APM) of your level 5 and 6 modules (generally taken in years 2 and 3 of a full time course) weighted 30:70.

Or:

2. Your Average Percentage Mark in year 3 only (ie your level 6 modules)
If the APM is near a borderline, ‘at the discretion of the Assessment Board, honours degree students may be classified according to the academic judgement of the Assessment Board taking into account their overall profile and performance with the minimum requirement that:

1. A minimum of 3 modules (60 credits) at level 6 are in the classification band and
2. The APM is no lower than 2 percentage points below that required for the higher classification.’ In operating discretion for profiling Course Assessment Boards will use academic judgement and may refer to performance in core modules; the placement component, the dissertation/project or other factors which have been published to students.

Foundation Degrees, MSc’s and other Awards

The method for calculating the APM and classification of foundation degrees, MSc’s and other awards is detailed in the Academic Regulations. Note that discretionary profiling is not available for foundation degrees, MSc’s or awards other than honours degrees.

The specific requirements and credits required for your course are outlined in the Programme.
7. Student Voice

You can play an important part in the process of improving the quality of this course through the feedback you give. In addition to the on-going discussion with the course team throughout the year, there are a range of mechanisms for you to feedback about your experience of teaching and learning including course tutorials, student surveys, student focus groups and suggestions. We will respond to your feedback and let you know of our plans for improvement through your tutors, the College Student Intranet and the ‘your comments count’ posters around the College. Further details of student feedback mechanisms are available on the College Student Intranet.

Module evaluation questionnaires (MEQs) are undertaken on completion of all modules. They feed into the overall quality cycle of the College and the University and are used to inform changes to the module. Examples of improvements that have been made in response to previous student comments from MEQs are included in the Module Information Pack for each module on your course. The Students’ Union can support you in voicing your opinion, provide advice and support, and encourage your involvement in all feedback opportunities. They will be requesting that you complete the National Student Survey (during semester 2 for students in their final year of study). The Students’ Union and University work closely together to ensure that the student voice is heard in all matters of student life. We encourage students to provide constructive feedback throughout their time at the College and University, through Course Representatives, surveys and any other appropriate means.

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

7.1 Course Representatives and UCLan School Presidents

A Course Representative is a student who represents their fellow students’ views and opinions to the Course Team, Curriculum Area, College and University and Students’ Union. Course Representatives work proactively and diplomatcially to improve the academic and non-academic experiences of students. The role of a Course Representative is extremely beneficial to both students on your course and the College and University. It enables students to have ownership of their student experience and voice their opinions and share positive practice with the Course Team, primarily the Student Staff Liaison Committee Meetings (see below). Course Representatives will be elected every year in September. Your Course Tutor will discuss the election of Course Representatives with you at the start of each academic year. Alongside receiving recognition, support and respect, being a course representative is a great opportunity to enhance your employability skills. If you are interested in becoming a Course Representative yourself and wish to find out more about the role, visit the College Student Intranet, or the UCLan Students’ Union or email: coursereps@uclan.ac.uk. UCLan School Presidents meanwhile, are elected representatives who voice the opinions of students within each UCLan School. They communicate and engage with students in their
School to gain feedback and work in partnership with senior management at UCLan to create positive change. They are also trained to support and signpost Course Representatives where needed. If you wish to find out who is your UCLan School President or more about the role visit the Students’ Union website or email: coursereps@uclan.ac.uk

7.2 Student Staff Liaison Committee Meetings (SSLC)

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 and you will be notified of 20 the dates in advance through Course Tutorials. For distance learning courses this may be facilitated by an on-line discussion forum and/or individual communication.

Your Course Tutor will facilitate the SSLC 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.

These records from SSLC meetings will be discussed in subsequent Course Tutorials and are shared with the host UCLan School for the course. The course team encourage student feedback in all areas and meetings will include discussion of items forwarded by Course Representatives, normally related to the following agenda items:

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

Make sure you know who your Course Representatives are and talk to them about any course related concerns. Please see the ‘Course Reps’ page on the College Student Intranet for more information.

Cross-College Course Representatives meetings are also held three times per year to discuss general College issues such as catering, residencies, estates, IT and other services. These are attended by managers of the relevant areas to enable direct communication. Minutes, actions and responses from these meetings are made available on the College Student Intranet and can be fed back to students by Course Representatives in Course Tutorials.

7.3 Complaints

The College and the University recognise that there may be occasions when you have cause For complaint about the service you have received, when this happens, the complaints procedures of the College and the University are intended to provide an accessible, fair and straightforward system which ensures as effective, prompt and appropriate response.

As a student registered for a University award at a partner college, who is dissatisfied with the provision at the College, you should pursue your complaint in accordance with the College’s Complaints Procedure in the first instance. In the event of continuing dissatisfaction
upon exhaustion of the College’s procedure, you will be entitled to submit your complaint to UCLan, click on this link for more information on the University Complaints Procedure.
### 8. Appendices

#### 8.1 Course Team

<table>
<thead>
<tr>
<th>Module Code</th>
<th>Module Title</th>
<th>Staffing</th>
<th>Ext.</th>
<th>e-mail</th>
</tr>
</thead>
<tbody>
<tr>
<td>SD1200 (L4)</td>
<td>Personal and Vocational Development In Sport</td>
<td>Jo Caton</td>
<td>4677</td>
<td><a href="mailto:j.caton@huddnewcoll.ac.uk">j.caton@huddnewcoll.ac.uk</a></td>
</tr>
<tr>
<td>XS1910 (L4)</td>
<td>Introduction to Sport and Exercise Psychology</td>
<td>Wayne Russell</td>
<td>4677</td>
<td><a href="mailto:w.russell@huddnewcoll.ac.uk">w.russell@huddnewcoll.ac.uk</a></td>
</tr>
<tr>
<td>XS1911 (L4)</td>
<td>Introduction to Sports Biomechanics</td>
<td>Wayne Russell</td>
<td>4677</td>
<td><a href="mailto:w.russell@huddnewcoll.ac.uk">w.russell@huddnewcoll.ac.uk</a></td>
</tr>
<tr>
<td>XS1912 (L4)</td>
<td>Fitness Testing and Exercise Prescription</td>
<td>Jo Caton</td>
<td>4677</td>
<td><a href="mailto:j.caton@huddnewcoll.ac.uk">j.caton@huddnewcoll.ac.uk</a></td>
</tr>
<tr>
<td>XS1914 (L4)</td>
<td>Essentials of Training and Conditioning</td>
<td>Lee Speight</td>
<td>4677</td>
<td><a href="mailto:l.speight@huddnewcoll.ac.uk">l.speight@huddnewcoll.ac.uk</a></td>
</tr>
<tr>
<td>XS1915 (L4)</td>
<td>Applied Anatomy and Physiology for Sport and Exercise Science</td>
<td>Lee Speight</td>
<td>4677</td>
<td><a href="mailto:l.speight@huddnewcoll.ac.uk">l.speight@huddnewcoll.ac.uk</a></td>
</tr>
<tr>
<td>SD2210 (L5)</td>
<td>Analysing and Improving Performance</td>
<td>Lee Speight</td>
<td>4677</td>
<td><a href="mailto:l.speight@huddnewcoll.ac.uk">l.speight@huddnewcoll.ac.uk</a></td>
</tr>
<tr>
<td>XS2910 (L5)</td>
<td>Research Methods for Sport and Exercise Scientists</td>
<td>Wayne Russell</td>
<td>4677</td>
<td><a href="mailto:w.russell@huddnewcoll.ac.uk">w.russell@huddnewcoll.ac.uk</a></td>
</tr>
<tr>
<td>XS2911 (L5)</td>
<td>Measurement Techniques in Sport and Exercise Science</td>
<td>Lee Speight</td>
<td>4677</td>
<td><a href="mailto:l.speight@huddnewcoll.ac.uk">l.speight@huddnewcoll.ac.uk</a></td>
</tr>
<tr>
<td>XS2912 (L5)</td>
<td>Sport Science Support Issues and Practices</td>
<td>Wayne Russell</td>
<td>4677</td>
<td><a href="mailto:w.russell@huddnewcoll.ac.uk">w.russell@huddnewcoll.ac.uk</a></td>
</tr>
<tr>
<td>XS2913 (L5)</td>
<td>Sport and Exercise Nutrition</td>
<td>Jo Caton</td>
<td>4677</td>
<td><a href="mailto:j.caton@huddnewcoll.ac.uk">j.caton@huddnewcoll.ac.uk</a></td>
</tr>
<tr>
<td>XS2914 (L5)</td>
<td>Sport and Exercise Physiology</td>
<td>Lee Speight</td>
<td>4677</td>
<td><a href="mailto:l.speight@huddnewcoll.ac.uk">l.speight@huddnewcoll.ac.uk</a></td>
</tr>
<tr>
<td>XS2915 (L5)</td>
<td>Health, Exercise and Wellness (OPTIONAL UNIT)</td>
<td>Jo Caton</td>
<td>4677</td>
<td><a href="mailto:j.caton@huddnewcoll.ac.uk">j.caton@huddnewcoll.ac.uk</a></td>
</tr>
<tr>
<td>SD2210 (L5)</td>
<td>Analysing and Improving Performance (OPTIONAL UNIT)</td>
<td>Lee Speight</td>
<td>4677</td>
<td><a href="mailto:l.speight@huddnewcoll.ac.uk">l.speight@huddnewcoll.ac.uk</a></td>
</tr>
</tbody>
</table>
### 8.2 Key Contacts

<table>
<thead>
<tr>
<th>Role</th>
<th>Name</th>
<th>Email</th>
<th>Office</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal of Huddersfield New College</td>
<td>Angela Williams</td>
<td><a href="mailto:a.williams@huddnewcoll.ac.uk">a.williams@huddnewcoll.ac.uk</a></td>
<td>Senior Leadership Building</td>
</tr>
<tr>
<td>Deputy Principal</td>
<td>Peter Kennedy</td>
<td><a href="mailto:p.kennedy@huddnewcoll.ac.uk">p.kennedy@huddnewcoll.ac.uk</a></td>
<td>Senior Leadership Building</td>
</tr>
<tr>
<td>Student Support Services</td>
<td>Paula Barber</td>
<td><a href="mailto:p.barber@huddnewcoll.ac.uk">p.barber@huddnewcoll.ac.uk</a></td>
<td>Student Guidance Centre</td>
</tr>
<tr>
<td>College Librarian</td>
<td>Rebecca Hill</td>
<td><a href="mailto:r.hill@huddnewcoll.ac.uk">r.hill@huddnewcoll.ac.uk</a></td>
<td>Library</td>
</tr>
<tr>
<td>Financial Services</td>
<td>Sharon Littler</td>
<td><a href="mailto:s.littler@huddnewcoll.ac.uk">s.littler@huddnewcoll.ac.uk</a></td>
<td>Finance Office</td>
</tr>
<tr>
<td>Head of Inclusive Learning</td>
<td>Sonia Ross</td>
<td><a href="mailto:s.ross@huddnewcoll.ac.uk">s.ross@huddnewcoll.ac.uk</a></td>
<td>Senior Leadership Building</td>
</tr>
<tr>
<td>Exams and Awards</td>
<td>Peter Kennedy</td>
<td><a href="mailto:p.kennedy@huddnewcoll.ac.uk">p.kennedy@huddnewcoll.ac.uk</a></td>
<td>Senior Leadership Building</td>
</tr>
</tbody>
</table>

The following contacts relate to your Academic Area

<table>
<thead>
<tr>
<th>Role</th>
<th>Name</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Head of Curriculum Area</td>
<td>Wayne Russell</td>
<td>The Head of Curriculum Area has overall responsibility for the courses in your Academic Area.</td>
</tr>
<tr>
<td>Course Tutor</td>
<td>Jo Caton</td>
<td>The Course Tutor has overall responsibility for your course.</td>
</tr>
<tr>
<td>Module Tutor</td>
<td>Please see Course Team List</td>
<td>The Module Tutor has responsibility for the delivery of assessment of module.</td>
</tr>
<tr>
<td>Personal Tutor</td>
<td>In the first week of the academic year you will be allocated a Personal Tutor</td>
<td>The Personal Tutor will help support your academic, personal and professional development.</td>
</tr>
</tbody>
</table>
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**

<table>
<thead>
<tr>
<th>1. Awarding Institution / Body</th>
<th>University of Central Lancashire</th>
</tr>
</thead>
</table>
| 2. Teaching Institution and Location of Delivery | Burnley College  
Myerscough College  
Runshaw College  
Accrington & Rossendale College  
Huddersfield New College |
<p>| 3. University School/Centre | School of Sport and Wellbeing |
| 4. External Accreditation | None |
| 5. Title of Final Award | FdSc Sport and Exercise Science |
| 6. Modes of Attendance offered | Full or Part Time |
| 7. UCAS Code | C600 |</p>
<table>
<thead>
<tr>
<th>8. Relevant Subject Benchmarking Group(s)</th>
<th>Foundation Degree Qualification benchmark</th>
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<tbody>
<tr>
<td>9. Other external influences</td>
<td>Sport England</td>
</tr>
<tr>
<td></td>
<td>Lancashire Sport</td>
</tr>
<tr>
<td></td>
<td>Bolton FC</td>
</tr>
<tr>
<td></td>
<td>Burnley FC</td>
</tr>
<tr>
<td></td>
<td>Sportscoach UK</td>
</tr>
<tr>
<td></td>
<td>BASES</td>
</tr>
<tr>
<td></td>
<td>NSCA</td>
</tr>
<tr>
<td>10. Date of production/revision of this form</td>
<td>June 2012</td>
</tr>
<tr>
<td>11. Aims of the Programme</td>
<td></td>
</tr>
<tr>
<td>• 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</td>
<td></td>
</tr>
<tr>
<td>• 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</td>
<td></td>
</tr>
<tr>
<td>• promote an ethos of self-development and self-management, enabling the identification of ongoing professional development needs and strategies for achievement</td>
<td></td>
</tr>
</tbody>
</table>
## 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 Web CT (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. Web CT 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 sports 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 Web CT (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>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>C1.</td>
<td>Research and assess subject specific facts, theories, principles and concepts.</td>
</tr>
<tr>
<td>C3.</td>
<td>Apply problem solving skills.</td>
</tr>
<tr>
<td>C4.</td>
<td>Apply knowledge to the solution of familiar and unfamiliar problems.</td>
</tr>
</tbody>
</table>

#### 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>| | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>D1.</td>
<td>Evidence communication and presentation skills, through engagement in interactive and group tasks.</td>
</tr>
<tr>
<td>D2.</td>
<td>Demonstrate numeracy and C &amp; IT skills</td>
</tr>
<tr>
<td>D3.</td>
<td>Develop skills of reflection and personal enhancement.</td>
</tr>
<tr>
<td>D4.</td>
<td>Plan and manage learning.</td>
</tr>
</tbody>
</table>
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.

Assessment methods

Workbooks; essays; group and individual presentations, practical sessions, reflective diaries, Personal Development Files.

13. Programme Structures*

<table>
<thead>
<tr>
<th>Level</th>
<th>Module Code</th>
<th>Module Title</th>
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<tr>
<td>Level 5</td>
<td>XS2910</td>
<td>Research Methods for Sport and Exercise Sciences</td>
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<td></td>
<td>XS2911</td>
<td>Measurement Techniques in Sports &amp; Exercise Science</td>
<td>20</td>
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<tr>
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<td>XS2913</td>
<td>Sport and Exercise Nutrition</td>
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<tr>
<td></td>
<td>XS2914</td>
<td>Sport and Exercise Physiology</td>
<td>20</td>
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<tr>
<td>Options</td>
<td>XS2915</td>
<td>Health, Exercise and Wellness</td>
<td>20</td>
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<td></td>
<td>SD2210</td>
<td>Analysing and Improving Performance</td>
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</table>

<table>
<thead>
<tr>
<th>Level 4</th>
<th>Module Code</th>
<th>Module Title</th>
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<tbody>
<tr>
<td>XS1910</td>
<td></td>
<td>Introduction to Sport and Exercise Psychology</td>
<td>20</td>
</tr>
<tr>
<td>XS1911</td>
<td></td>
<td>Introduction to Sports Biomechanics</td>
<td>20</td>
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<tr>
<td>XS1912</td>
<td></td>
<td>Fitness Testing and Exercise Prescription</td>
<td>20</td>
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<tr>
<td>XS1914</td>
<td></td>
<td>Essentials of Training and Conditioning</td>
<td>20</td>
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<tr>
<td>XS1915</td>
<td></td>
<td>Applied Anatomy and Physiology for Sport and Exercise Science</td>
<td>20</td>
</tr>
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14. Awards and Credits*

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<table>
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</thead>
<tbody>
<tr>
<td>Foundation Degree</td>
<td>Requires 240 credits including a minimum of 100 at Level 5 or above.</td>
<td></td>
</tr>
<tr>
<td>Foundation Certificate</td>
<td>Requires 120 credits at Level 4 or above.</td>
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</tr>
</tbody>
</table>
15. **Personal Development Planning**

Students will develop skills valuable to potential employer. These will include,

- self-organisation
- good written communication
- good oral communication
- team work
- problem solving

The School has introduced a system that aims to help students identify the skills that need development and to take action to improve those skills.

The approach has three components, closely linked together, as shown below. These are:

- A Personal and Academic RECORD / PORTFOLIO for each student.
- A PERSONAL TUTOR
- 'SKILLS' which are embedded within the modules.

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

16. **Admissions criteria**

Programme Specifications include minimum entry requirements, including academic qualifications, together with appropriate experience and skills required for entry to study. These criteria may be expressed as a range rather than a specific grade. Amendments to entry requirements may have been made after these documents were published and you should consult the University's website for the most up to date information.

Students will be informed of their personal minimum entry criteria in their offer letter.

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](http://www.uclan.ac.uk) - Main UCLan website.
- College HE websites
- [www.uclan.ac.uk/sport](http://www.uclan.ac.uk/sport) – Sport@UCLan
- Fact sheet
- Prospectus
- [www.bases.co.uk](http://www.bases.co.uk) – course finder of the British Association of Sport and Exercise Sciences
18. Curriculum Skills Map

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

<table>
<thead>
<tr>
<th>Level</th>
<th>Module Code</th>
<th>Module Title</th>
<th>Core (C), Compulsory (COMP) or Option (O)</th>
<th>Knowledge and understanding</th>
<th>Subject-specific Skills</th>
<th>Thinking Skills</th>
<th>Other skills relevant to employability and personal development</th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>A1</td>
<td>A2</td>
<td>A3</td>
<td>A4</td>
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<tr>
<td>LEVEL 5</td>
<td>XS2910</td>
<td>Research Methods for Sport and Exercise Sciences</td>
<td>Comp</td>
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<td>✔</td>
<td>✔</td>
<td>✔</td>
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<tr>
<td></td>
<td>XS2911</td>
<td>Measurement Techniques in Sports &amp; Exercise Science</td>
<td>Comp</td>
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<td>✔</td>
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<tr>
<td></td>
<td>XS2913</td>
<td>Sport and Exercise Nutrition</td>
<td>Comp</td>
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<td>XS2914</td>
<td>Sport and Exercise Physiology</td>
<td>Comp</td>
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<tr>
<td></td>
<td>XS2915</td>
<td>Health, Exercise and Wellness</td>
<td>O</td>
<td>✔</td>
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<tr>
<td></td>
<td>SD2210</td>
<td>Analysing and Improving Performance</td>
<td>O</td>
<td>✔</td>
<td>✔</td>
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<tr>
<td>LEVEL 4</td>
<td>Course Title</td>
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<tr>
<td>XS1915</td>
<td>Applied Anatomy and Physiology for Sport and</td>
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<tr>
<td></td>
<td>Exercise Science</td>
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<tr>
<td>XS1910</td>
<td>Introduction to Sport and Exercise Psychology</td>
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<tr>
<td>XS1911</td>
<td>Introduction to Sports Biomechanics</td>
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<tr>
<td>XS1912</td>
<td>Fitness Testing and Exercise Prescription</td>
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<tr>
<td>XS1914</td>
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<td>SD1200</td>
<td>Personal &amp; Vocational Development in Sport</td>
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</tbody>
</table>

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