



**UNIVERSITY OF ULSTER
AT
JORDANSTOWN
SCHOOL OF SPORTS STUDIES
STUDENT HANDBOOK
2010/2011**

Bsc Sports Coaching(part-time)

This handbook should assist students in gaining an understanding of the BSc Course. This is a short version which will guide students however it is recommended that students download the main document from the School of Sports Studies website for further guidance and direction. The main points to remember for all academic courses are :

- * How do we write for our degree**
- * How should we reference for our degree**
- * What qualifies as specific bands – relating to writing**

BOOKLET CONTENTS

- 1. INTRODUCTION**
 - 2. GENERAL TEACHING & LEARNING INFORMATION**
 - 3. THE COURSE**
 - 4. STUDENT SUPPORT & GUIDANCE**
 - 5. GENERAL POLICIES**
 - 6. BIBLIOGRAPHY AND REFERENCING**
 - 7. STUDY SKILLS**
- Welcome to the School of Sports Studies**

September 2010

Dear Students,

I would like to extend a warm welcome to our new first year students in addition, I would like to welcome back our returning students.

In line with the university's vision to be the leading university on the island of Ireland for sport the **UU Sports Academy** was founded in 2006. As part of this exciting development a new **School of Sport Studies** was established in August 2006.

Our aim is to be the leading institution in Ireland for the study of Sport and Exercise and to use our knowledge and expertise for the benefit of the local, national and international community. The new School is the academic division of 'UU Sports Academy' which brings together the work of Sport & Recreation Services, Sports Development & Outreach, the Sports Union and the Sports Institute for Northern Ireland. Over the course of your studies I hope you will see many examples of all of the faces of sport at UU working towards common goals.

These are exciting times for sport at UU and we hope that you will take full advantage of the many opportunities to take part. I know that you will learn a great deal and develop your skills on the modules that you undertake on the degree course. However I would also encourage you to get involved in all aspects of Sport at UU (e.g. playing for teams, taking on administrative roles in your chosen club, volunteering for events and our sports outreach activities and taking up work placement opportunities) to allow you to develop the skills, knowledge and networks that will lead you into life beyond graduation!

In the new School we are proud to have an expanding team of highcalibre staff who are committed to student learning. You can find all our staff in Block 15 on E and C floors. Each of you has been assigned a studies adviser and I encourage you to speak to them if you wish to discuss any aspect of your progress this year.

Please also take time to visit our new website <http://www.science.ulster.ac.uk/sports/> and make maximum use of WebCT and the Personal Development System to assist you in your learning.

Have an enjoyable year!

Prof Marie Murphy Head of School of Sports Studies / Co Director
UU Sports Academy

The School address is;

**School of Sports Studies (15E08a)
University of Ulster
Jordanstown
Newtownabbey
Co Antrim
BT37 0QB**

Phone: 02890 368177

Staff postboxes are located in 15E08a, and this is the office where coursework should be submitted. The School Noticeboards are located along the corridor in 15E.

The School Website is available at <http://www.science.ulster.ac.uk/sports/>

SCHOOL OF SPORTS STUDIES, STAFF

HEAD OF SCHOOL

Prof Marie Murphy – Room 15E08b; Ext - 66669 or 68177

ASSOCIATE HEAD OF SCHOOL

Mr Shane McCullough – Room 15E05 ; Ext - 68538

ACADEMIC COORDINATOR

Ms Mary Margaret Meade – Room 15C04; Ext - 68450

COURSE DIRECTOR

Mr David Reid – Room 15E02a; Ext - 66579

ADMINISTRATIVE SUPPORT

**Mrs Barbara Gregg - Room 15E08a; Ext - 68177
(normally 9:00am – 5:00pm)**

Contact Details for all teaching staff

Name Room Ext. Email

Dr Deirdre Brennan 15E01b 66668 da.brennan@ulster.ac.uk
Dr Gavin Breslin 15E01d 68478 g.breslin1@ulster.ac.uk
Mrs Sinead Connolly 15C08 68160 se.connelly@ulster.ac.uk
Dr Gareth Davison 15E01f 66664 gw.davison@ulster.ac.uk
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Dr Tadhg MacIntyre 15C07 66163 te.macintyre@ulster.ac.uk
Mr David Reid 15E02A d.reid@ulster.ac.uk
Prof Eric Wallace 15E07b 66535 es.wallace@ulster.ac.uk

Staff should be contacted initially by phone or email to arrange an appointment. The Course Director is usually available outside office hours by email.

YEAR OUTLINE 2010/11

- **Semester 1 : Teaching ; 20th Sep – 6th Dec 2010**
- **Exam period : 5th January – 21st January 2011**

- **Semester 2 : Teaching ; 24th Jan – 27th May 2011**
- **Easter Holidays : 18th-29th April**
- **Exam period : Monday 9th May**

- **Resit exam period : 17th – 25th August 2011**

BSc (Hons) Sports Coaching Degree (part-time) Jordanstown

Year 1 Semester 1	Year 1 Semester 2
Sport and Society	Principles of Teaching and Coaching
Effective Learning (S1 & S2)	
Coaching in Context (S1 & S2)	
Year 2 Semester 1	Year 2 Semester 2
Skill Development	Research Methods
Exercise Science	Motor Learning and Performance or Coaching Science or Strength and Conditioning or Applied Fitness Techniques (1 from 4)
Year 3 Semester 1	Year 3 Semester 2
Sports Coaching	Motor Learning and Performance or Coaching Science or Strength and Conditioning or Applied Fitness Techniques (1 from 4)
Sports Development	Coaching Practice
Year 4 Semester 1	Year 4 Semester 2
Coaching Process or Advanced Sports Development or Skill Acquisition (2 from 3)	Advanced Community Sports Service or Physical Activity Exercise and Health or Elite Athlete or Sport and Exercise Nutrition (2 from 4)
Year 5 Semester 1	
Research Project	

Compulsory
Optional

Year 5

Semester 1

Semester 2

L6

Research Project
40 credits

Year 4

L6

Coaching
Process

Advanced Sports
Development

(2 from 3)

Skill
Acquisition

(2 from 4)

Elite Athlete

Sport & Exercise
Nutrition

Advanced
Community Sports
Service

Physical Activity,
Exercise & Health

Year 3

L5

Sports
Development

Sports
Coaching

Coaching
Practice

(1 from 4)

Motor Learning &
Performance

Strength and
Conditioning

Coaching Science

Applied Fitness
Techniques

Year 2

L4 (S1)

Skill Development

Exercise Science

L5 (S2)

Research
Methods

(1 from 4)

Motor Learning &
Performance

Strength and
Conditioning

Coaching Science

Applied Fitness
Techniques

Year 1

L4

Sport and Society

Effective Learning
S 1 & 2

Principles of
Teaching &
Coaching

Coaching in Context
S 1 & 2

Level	Semester	Module Title	Code	Credit Value	Status Compulsory (c) Optional (o)	Assessment Methods		Contribution to the overall mark of the Final Award (%)
						% Examination	% Coursework	
4	1 & 2	Effective Learning	SLS108	20	C	40	60	0
4	1	Sport & Society	SLS111	20	C	50	50	0
4	1	Skill Development	SLS131	20	C	0	100	0
4	1	Exercise Science	SLS110	20	C	50	50	0
4	2	Principles of Teaching & Coaching	SLS115	20	C	0	100	0
4	1 & 2	Coaching in Context	SLS116	20	C	0	100	0
5	1	Sports Coaching	SLS306	20	C	50	50	0
5	1	Sports Development	SLS301	20	C	0	100	0
5	2	Coaching Practice	SLS309	20	C	0	100	0
5	2	Research Methods	SLS313	20	C	0	100	0
5	2	Coaching Science	SLS359	20	O	50	50	0
5	2	Strength & Conditioning	SLS304	20	O	0	100	0
5	2	Motor Learning & Performance	SLS305	20	O	0	100	0
5	2	Applied Fitness Techniques	SLS316	20	O	0	100	0

Level	Semester	Module Title	Code	Credit Value	Status Compulsory (c) Optional (o)	Assessment Methods		Contribution to the overall mark of the Final Award (%)
						% Examination	% Coursework	
6	1	Advanced Sports Development	SLS521	20	O	50	50	16.66
6	1	Coaching Process	SLS516	20	O	0	100	16.66
6	1	Skill Acquisition in Sport	SLS505	20	O	0	100	16.66
6	2	Advanced Community Sports Service	SLS503	20	O	0	100	16.66
6	2	Elite Athlete	SLS507	20	O	50	50	16.66
6	2	Sport & Exercise Nutrition	SLS528	20	O	50	50	16.66
6	2	Physical Activity, Exercise & Health	SLS527	20	O	50	50	16.66
6	1 & 2	Research Project	SLS519	40	C	0	100	33.33

2. GENERAL TEACHING AND LEARNING INFORMATION

UNIVERSITY, FACULTY AND SCHOOL ROLES and RESPONSIBILITIES:

Vice Chancellor : Professor Richard Barnett

FACULTY OF LIFE & HEALTH SCIENCES

Dean: Professor Hugh McKenna

Associate Dean : Prof Carol Curran

SCHOOL OF SPORTS STUDIES

Head of School: Prof Marie Murphy

HEAD OF SCHOOL

The ultimate responsibility for the overall health of the course rests with the Head of School.

COURSE DIRECTOR

The Course Director is responsible, subject to the overall responsibility of the Head of School to the Board of the Faculty, for the day to day running of the course.

STUDIES ADVISOR

Each student on the course will be assigned to a member of staff whose job it will be to advise that student on matters related to his or her progress through the degree. You should contact your Studies Advisor at least TWICE each semester.

Please use Email initially to arrange a time to see your Studies Advisor.

TEACHING AND LEARNING METHODS

The aim and objectives of your course will be achieved in a variety of ways through the application of a range of teaching and learning methods across all modules. The principal methods are as follows:

Lectures

Lectures are the traditional form of communication between the lecturer and the students. However, it must be noted that the term "lecture" is interpreted in a wider sense with an emphasis on encouraging two way communications. Handouts, worked examples, overhead projector presentations and videos are used, but a range of student/group activities are also being incorporated to encourage student participation. Similarly, the lectures are structured in such a

way as to stimulate and guide further reading and other student activity and to relate to the seminar situations. As the course progresses, the traditional teaching and learning mechanism is incrementally reduced in favour of more participative and student led systems.

Please note: *Lectures are not designed to spoon feed facts nor are seminars an opportunity to repeat lectures. Rather, as you are reading for your qualification, you should read widely on the topics covered in each module. This allows you to acquire knowledge while at the same time developing skills in information gathering and time management.*

Laboratory/Practical Classes

The objectives of laboratory/practical classes are to develop subject specific skills, reinforce and validate material exposed in lectures, simulate working environments, synthesise knowledge and provide opportunities for innovation. The School has a strong commitment to providing realistic work experiences and various simulated exercises are included in the laboratory and practical sessions.

Seminars

Seminars are organised for groups of students, under staff supervision. Here the emphasis is on student participation and initiation, with the overall aim of developing independent learning abilities. Each group of students can therefore, consolidate the knowledge gained through lectures and independent study, develop their problem solving and analytical skills and play a more active role in the teaching/learning effort. As the course develops, seminars become a more important teaching/learning vehicle in order to encourage independent and self-centered learning and to develop abilities, attributes and competencies which students will use in their managerial positions. These include the transferable skills of communication, leadership, negotiation, group dynamics and self presentation. The seminars also feature case studies and some role play.

Case Studies

Case studies of increasing complexity are used within the course. They develop an understanding of the nature and skills of logical reasoning, a capacity for creative thinking and problem solving and a facility for the enhancement of effective communication and interpersonal relations. Many of those in use have been developed by staff based on previous industrial and/or research experiences. The main aims underlying this learning/teaching mechanism are to allow students to develop powers of analysis and evaluation in defining problems, formulating and implementing solutions and assessing their impact in relation to either the organisation(s) or to the consumer(s) involved.

Tutorials

Tutorials may be conducted on a small group, or on an individual basis. They are used to assist those who are experiencing learning difficulties, and to assist and advise in preparation for the honours dissertation, curriculum projects, assignments and other investigations.

Workshops

Workshops are forums for open discussion. Students will research aspects of a given topic or case study and will discuss their findings with their peers in the workshops. They also provide a practical vehicle upon which certain theoretical perspectives can be applied, tested and evaluated.

3. COURSE ADMINISTRATION

Course Director Mr David Reid

1st Year Tutor Mr David Reid

SUPPORT FOR STUDENTS AND THEIR LEARNING

Students and their learning are supported in a number of ways:

A comprehensive induction for new students regardless of entry level. Given the anticipated profile of students coming onto this course (.i.e. mature and out of full time education for a significant period of time) induction will play a central role in preparing students for the demands of higher education work and commitments. Students will be provided with a programme which will include, for example, library and IT induction, study skills, Professional Development Planning (PDP), Student Welfare Services, course documentation and team building.

- Student handbooks and module booklets.
All students will receive a course handbook which will detail all necessary course information and regulations. Module handbooks will be provided by module coordinators for each module of study followed.
- Assignment of students to a studies advisor.
All students will be allocated an advisor of studies who they will be required to meet at least once a semester. Communication via email and telephone will also be facilitated given the part time mode of study.
- Access for students to the Course Director and academic staff through an 'office hours' system. All students will be informed via their course handbook of the contact details and office hours of all staff so that appointments can be arranged and communication off campus facilitated. Weekly tutorials will be facilitated for students by the course director and studies advisory team.
- Student representation on course committee, school board and school teaching and learning committee. Student representatives will be elected by each cohort of students. These representatives will be given the opportunity to attend course committee, school board and school teaching and learning meeting.
- Opportunity to address general concerns through the student/staff consultative committee. Student representatives will be given the opportunity to attend staff student consultative meetings once per semester. This forum provides the opportunity to discuss issues

related to course management and organisation, module delivery, teaching facilities and support.

- Facilities and assistance offered by the library and computer services (ISD). All students will be inducted in the use of the library and ISD services.
- Student e-mail accounts and full access to the Internet. All students will be allocated a University email account and full access to the internet.
- The Department of Student Support provides services in the fields of accommodation, health, counselling & guidance, careers, childcare, finance & special needs. The student support services will be engaged in student induction and their details, facilities and support programmes will be detailed in the course handbook.
- Personal Development Portfolio (PDP). All students in consultation with their studies advisor will use the University PDP system.
- Placement Support – the placement co-ordinator in conjunction with the course director will provide placement advice and the preparation for work placement. The University Careers service will provide advice on career opportunities. Preparation for placement will be included in each of the work based learning modules and this will be supported by the development of a Personal Development Plan. In the final year students will receive careers advice as part of their annual induction programme.
- University has protocols for assessment of and provision for students with disabilities. The University protocols for people with disabilities will be adhered to.

COURSE STRUCTURE

PROGRAMME STRUCTURE AND REQUIREMENTS FOR THE AWARD

The course offers a programme of study leading to the award of a Foundation Degree. The programme is part-time and conforms to the University's modular requirements. An accumulation of 240 credit points, with 100 being at level 2, is necessary to complete the Foundation Degree.

The Foundation Degree is of 3 years duration in part-time mode with three 20 credit work-based learning modules offered, one at level 1 and two at level 2. All students will follow the same course of study and all modules are compulsory.

In each of the three years the programme requires students to undertake 4 modules of study, each of which is of 20 credit point value. Three of these modules, Coaching in Context, Coaching Practice and Reflective Practice, are work-based learning modules. In order to undertake the work-based learning modules in years two and three students will be required to have attained a Level 1 coaching award in a relevant sporting discipline. Those students who are unable to satisfy this requirement will be able to exit the course after the first year and will receive a Certificate of Higher Education in Sports Coaching if they have successfully completed the first six modules of study.

Students completing the Foundation Degree will have the opportunity to progress to an honours degree in Sports Studies or Sport and Exercise Science dependant on the following conditions :

- They have successfully completed the requisite modules for their chosen course. They have attained a sufficient level of merit (60% average with 50% of modules at 60% or above) in the course of study.

It should be noted that satisfying these conditions does not guarantee a place and that students may be required to undertake a formal interview. Should interviews be required a clear set of criteria (e.g. knowledge, commitment to course of study, motivations and performance in interview) will be established that will allow a selection panel, drawn from the course team, to make decisions about suitability.

COURSE AIMS

In line with the University Mission and the QAA Benchmarking statements, the primary aims of course are:

1. To provide an academically sound tertiary-level education within the area of Sports Coaching which allows students to develop their academic and professional potential.
2. To develop students' knowledge and critical understanding of this major study area within sport.
3. To provide students with a balance between the vocational skills necessary for immediate employment and the more fundamental knowledge necessary for further academic study.
4. To promote independent as well as group-based study opportunities directed at sports coaching.
5. To provide a sound knowledge base in a range of selected disciplines allied to the academic study of sports coaching.
6. To provide students with opportunities to pursue an understanding of and competence in a range of sports coaching activities.
7. To facilitate effective participation by students in the community through the development of cognitive, transferable and practical coaching skills.

STUDENT/STAFF CONSULTATIVE COMMITTEE

This consists of the Course Director and student representatives (normally two to four elected from each year of the course). It provides a forum for discussion of issues relating to the quality of the student experience on the course and acts as a formal link between students and the Course Committee. Student members normally act as Secretary and Chairperson to the Committee respectively. The Committee meets at least once per semester, or on request of the student representatives.

The Committee is required to;

- Evaluate the teaching of all modules,
- Consider external examiners reports and replies,
- Report on the working of the Studies Advisors procedure
- Consider reports of student misbehaviour in class

The Student Representatives are responsible for;

- Raising issues identified by the student cohort and representing that cohort on the Committee
- Reporting back to the student cohort on matters raised and decisions taken.
- Minutes of the Committee are discussed at Subject Committee meetings and by the Academic Coordinator at the Annual Course Review. Copies of Subject Committee Meetings (unreserved business) and Student Staff Consultative Committee meetings are available on request.

MODULE DESCRIPTIONS

The modules offered by the course team are subject to change (through the University procedures) according to staff profile / workload and availability. Please find below an outline of modules to be delivered with a brief outline:

YEAR ONE MODULES

Effective Learning
Sport and Society
Principles of Teaching and Coaching
Coaching in Context - WBL

EFFECTIVE LEARNING- Mrs Tandy Haughey

The module will equip the students with the skills set appropriate to HE before embarking on the higher level modules and this module will give them that opportunity. These include communication, research, information technology, presentation and data analysis skills and will require the use of the Personal Development and Placement Management Systems.

SPORT AND SOCIETY – Dr Rachel Brooks

The module introduces the students to the core disciplines of the social science of sport. It provides an introduction to the key theoretical provisions in the social science of sport and illuminates these by examining contemporary issues in sport.

PRINCIPLES OF TEACHING AND COACHING – Mrs Tandy Haughey

A fundamental knowledge and understanding of sport and physical education is a necessary starting point for students embarking on a career in the sports industry. Best practice principles in management, communication, planning, observation and evaluation common to teaching and coaching will be examined in theory and in practice highlighting contextual differences and preparing students for further specialised choices in the second year of their programmes.

COACHING IN CONTEXT – Mr David Reid

Work based learning is an invaluable tool for the transposition of theory into practice and for the development of students' personal and professional skills. This placement is designed to facilitate opportunities for students to develop a knowledge and understanding of sports **coaching**, administration, development in a practical setting, and to further develop competencies in this field. In the case of coaching students at this stage will not be expected to have gained a governing body coaching award which allows them to coach independently and consequently will only be required to act as an assistant coach. With the development of Personal Development Plans this work based learning opportunity can provide a medium for students to clearly evidence what skills they have and can develop. This module will actively engage students in a self-reflective personal skills audit out of which an action plan for personal development can then be drawn. Students work experience will be compulsory and as such will therefore provide a common experience against which aspects of the course can be critically and reflectively placed.

YEAR TWO MODULES

Exercise Science – Dr Michael Hanlon

Students require a solid foundation in exercise science, both in its theoretical concepts and the analytical skills that underpin it. The module draws upon the sub-disciplines of anatomy, kinesiology, physiology and biomechanics to facilitate an integrated understanding of the scientific basis of exercise. Module aims to introduce students to the multi-disciplinary nature and basic principles of exercise science.

Sports Coaching – Mr David Reid

A knowledge and understanding of sports coaching is vital for anyone working in a coaching context to assist with the enhancement of performance and athlete development. This module reflects the multi-faceted nature of modern-day sports coaching and provides the underpinning knowledge and competence required to plan, operate and evaluate effective participation and performance coaching programmes. The aim of this module is to provide students with knowledge and understanding of major influences and factors that have shaped present-day coaching. This will provide students with a clear understanding of the essential components involved in the coaching process at both participation and performance level.

Skill Development – Mrs Tandy Jane Haughey

This module will focus on the teaching and coaching of fundamental movement and core athletic skills and how these impact upon performance in a range of sporting activities. An understanding of key learning principles and their application will be developed within this module. The aim of this module is to further develop the students' knowledge and understanding of fundamental movement skills and how these should be progressed and developed. Students will be made aware of the role of the coach/teacher in the development of these core skills required for sporting performance and/or lifelong participation in physical activity.

COACHING SCIENCE - Mr David Reid

Effective coaching requires an understanding on behalf of the coach of each of the scientific disciplines that underpins all levels of performance. It also requires knowledge of scientific support mechanisms, which are deemed to enhance performance and an ability to utilise these appropriately. This module will examine the disciplines of applied physiology, psychology and biomechanics and their application in coaching contexts.

Motor Learning and Performance- Gavin Breslin
Strength and Conditioning- Rodney Kennedy
Applied Fitness techniques- Rodney Kennedy

YEAR THREE MODULES

SPORTS COACHING – Mr David Reid

Through a series of lectures and tutor led practical sessions students will develop a clear understanding of the essential components of safe and effective coaching methodology and develop competence in planning, implementing and evaluating effective coaching programmes.

SPORTS DEVELOPMENT – Dr Rachel Brooks

Sports development is a comparatively new and emerging occupation within sport at governing body, local authority, Education and Library Board and Sports Council levels. It is an occupation not yet fully supported by a recognized conceptual or theoretical framework. This module promotes the opportunity to review current and proposed sports development at individual, community and national sporting levels. Through critical reflection and appraisal it will identify the strengths and weaknesses of current principles and practice while focussing on change within this context.

REFLECTIVE PRACTICE – Mrs Tandy Jane Haughey

Work-based learning is a key component of this foundation degree and each year's coaching placement is designed increasingly challenge students in terms of their level of engagement and reflection. As this is a final year module students will be required to develop a coaching programme or engage in a particular facet of coaching which will be discussed with and approved by their tutor. A key component of this module will be the crafting of a dissertation that will demonstrate the student's ability to reflect upon the programme they have developed and measure its effectiveness. The module will give students the opportunity to apply identified models of recognized good coaching practice and to engage in a process of action research.

COACHING PRACTICE – Mrs Tandy Jane Haughey

Work-based learning is an invaluable tool in the transposition of theory into practice and this module will include a significant placement element designed to facilitate opportunities for students to develop personal, transferable and professional skills. Students will be required to hold a Level 1 coaching award (or equivalent) in a relevant discipline so that they can coach independently and consequently lead the planning, delivery and evaluation of coaching sessions

Year 4 Modules

Coaching Process- Mrs Tandy Jane Haughey

The aim of the module is to give student-coaches a sense of how theory can inform their practice, and hence of the integrated nature of their work. In constructing the curriculum around a set of practical experiences and theoretically driven discussion groups, the aim is to develop in students an integrated knowledge base of how theory can and should be reflected in real life coaching

Advanced Sports Development- Dr Rachel Brooks

The aim of this module is to facilitate a critical analysis of the multiple facets of sports development and foster an understanding of the factors that have led to its emergence as a key vocational area within sport.

Skill Aquisition- Gavin Breslin

To outline and critically evaluate theoretical perspectives of skill acquisition. Students will be made aware of the strengths and weaknesses of each approach and have the opportunity to perform laboratory tasks exploring and assessing cognitive skills.

Advanced Community Sports Service- Mrs Tandy Jane Haughey

This module aims to enable students to further develop their personal and professional skills through work based learning in the coach setting. The work placement will facilitate the development of these skills and the collection of evidence to support the development of a personal skills audit, goal setting and action planning. The students will therefore be offered the opportunity to; reflect upon their current skills, action plan to develop other skills, develop personally and professionally, collate evidence to support their repertoire of skills, reflect and evaluate on their work experience, draw up personal improvement goals (PIGS) for their personal development plans

Physical Activity Exercise and Health-Dr Conor McLean

The aim of this module is to provide students with the ability to critically evaluate current understanding of the role of exercise in the prevention and treatment of chronic disease from a population standpoint and a theoretical overview of the physiological mechanisms thought to underpin the beneficial effects of exercise. Students will be encouraged to critically evaluate the literature that attempts to elucidate our understanding of the role of exercise in the prevention disease.

Elite Athlete- David Reid

The aim of the module is to give students a detailed understanding of what is involved in Elite performance drawing on the underpinning knowledge from preceding modules throughout their study. The aim is to develop in students an integrated knowledge base of how theory can be reflected in real life coaching and performer programmes, as well as critically appraise current coaching and elite sports programmes from the lead agencies across the British Isles, Ireland, Europe and further afield.

Sport and Exercise Nutrition- Dr Andrea McNeilly

This module aims to provide an overview of the biochemical principles of Sport and Exercise Nutrition, and the role of nutrition in exercise performance and in the prevention of disease

COURSE REGULATIONS

While students will be examined in two/three modules each semester, their overall performance and progression will be considered in June.

MODE OF ATTENDANCE

Part time

DURATION

Five years

WORK BASED LEARNING

In each of the academic years of study, students will be expected to participate in a work based learning module which will consist of 12 weeks within a coaching environment. Each of these WBL blocks will build upon experiences gained in previous years.

ATTENDANCE REQUIREMENTS

Students are expected to attend all classes associated with the course and be punctual and regular in attendance. A student who has not been in attendance for more than two days (2 consecutive Monday evenings) through illness or other cause must notify immediately the Course Director. The student shall state the reasons for the absence and whether it is likely to be prolonged. Where the absence is for a period of more than two weeks, and is caused by illness which may affect their studies, the student shall provide appropriate medical certification in accordance with the General Regulations for Students. **(see 'Using the Notification of Absence Form', Appendix 1 (main document on web) and under 'Current Students' on the School Website)**. Students who are absent without good cause for a substantial proportion of classes may be required to discontinue studies, in accordance with the General Regulations for Students.

EXAMINATION AND ASSESSMENT

The performance of candidates shall be assessed by the Board of Examiners in accordance with the Regulations Governing Examinations in Courses of Study. Candidates shall be assessed in the modules for which they have enrolled in each year of study. At the discretion of the Board of Examiners candidates may be required to attend a *viva voce* examination. Within each module candidates shall be assessed in accordance with the following:

ASSESSMENT

Form of Assessment

Performance is assessed in all modules. Two modes of assessment are used, cumulative assessment and examination. Candidates will be assessed in each

module by cumulative assessment and written examination or by cumulative assessment only.

Cumulative assessment will be based on any or a combination of the following: class tests, written assignments, oral presentations, individual or group projects, reports, seminar papers, debates or practical tests other simulation exercises.

A dissertation/reflective practice project will be undertaken and submitted during the final year. It will be examined solely by assessment of that piece of work (plus presentation).

Cumulative assessment work must be submitted by dates specified by the Course Committee. Students may seek prior consent from the Course Committee to submit cumulative assessment work after the official deadline or to be absent from class test; such requests must be accompanied by a satisfactory explanation, accompanied in the case of illness by a medical certificate.

Work submitted without consent after the deadline will not normally be accepted. Absence from a class test without consent will normally be regarded as a fail. The pass mark for each module is 40%. Where modules are assessed by a combination of cumulative assessment and written examination the pass mark for each element shall be 40%.

Timing of First Sits

Candidates permitted to take autumn semester examinations as for the first time should **normally** take these in May; **alternatively** a first sit in August may be permitted, following consultation between the Course Director and the student. However, if a student takes the first sit in August, and fails, they will not have an opportunity to resit until the following session. The student will be asked to sign understanding of, and agreement to, this condition.

EXAMINATION AND ASSESSMENT

The performance of candidates shall be assessed by the Board of Examiners in accordance with the Regulations Governing Examinations in Programmes of Study.

Candidates shall be assessed in the modules for which they have enrolled in each year of study. At the discretion of the Board of Examiners candidates may be required to attend a viva voce examination.

Within each module candidates shall be assessed by coursework, examination, or a combination of coursework and examination, in accordance with the attached table.

The pass mark for the module shall be 40%. Where a module is assessed by a combination of coursework and examination a minimum mark of 35% shall be achieved in each element.

SUBMISSION OF COURSEWORK

Coursework must be submitted by the dates specified by module coordinators. Students may seek prior consent from the Course Director to submit coursework after the official deadline; such requests (on an EC1 form) must be accompanied by a satisfactory explanation, accompanied in the case of illness by a medical certificate. This application shall be made to the Course Director. Coursework submitted without consent after the deadline shall not normally be accepted.

PROGRESS

Candidates are required to pass all modules in each year of study in order to proceed to the next.

CONSEQUENCES OF FAILURE

Candidates who fail to satisfy the Board of Examiners in assessment may be permitted at the discretion of the Board to re-present themselves as specified in for one or more supplementary examination and repeat such coursework or other assessment requirements as shall be prescribed by the Board. Such candidates may be exempted at the discretion of the Board from the normal attendance requirements. Where candidates are required to repeat coursework or to take a supplementary examination the original mark in the failed coursework component or examination shall be replaced by a mark of 40% or the repeat mark whichever is the lower for the purpose of calculating the module result

In each year, other than the final year, the consequences of failure shall normally be as follows:

Failure at the First Attempt

Failure in modules with an overall value up to and including 60 credit points	Repeat specified examinations and/or coursework in the failed modules (examinations August).
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Failure in modules with an overall value of between 60 and 80 credit points	Repeat specified examinations and/or coursework in the failed first semester module(s) (examinations January) and of specified examinations and/or coursework in the second semester modules (examinations May) with or without
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attendance.

Failure in modules with an overall value of more than 80 credit points Withdraw from the programme.

Failure at the Second Attempt
Failure in modules with an overall value up to and including 20 credit points Provided that the module(s) are not prerequisite(s) which must be passed, proceed to next year and repeat *once only* specified examination(s) and/or coursework in the failed module(s) at the next examination period (January or May).

Failure in modules with an overall value up to and including 40 credit points (except as above) Repeat *once only* specified examination(s) and/or coursework in the failed module(s) at the next examination period (January or May or August if semester already repeated) with or without attendance (progress to next year not permitted).

Failure in modules with an overall value of more than 40 credit points Withdraw from the programme.

Failure in the Final Year (Honours degree)

In the final year the consequences of failure shall normally be as follows:

Failure in modules with an overall value up to and including 40 credit points Repeat *once only* specified examination(s) and/or coursework in the failed module(s) in consideration for Honours classification (examinations August).

Failure in modules with an overall value of more than 40 credit points Withdraw from the programme.

CLASSIFICATION OF FINAL RESULT

The overall Honours classification of successful candidates shall be based on the assessment results from all Level 6 modules. The weighting of each module's contribution to the overall mark shall be determined by the module credit value. The table at section 18 indicates the contribution of each module to the final award.

Classification of Final Result (Honours degree)

The following percentages shall be used to determine candidates overall grading:

Class I	At least 70%
Class II (division i)	At least 60% and less than 70%
Class II (division ii)	At least 50% and less than 60%
Class III	At least 40% and less than 50%

ILLNESS AND OTHER EXTENUATING CIRCUMSTANCES

In any year other than final year:

The Board of Examiners may in the case of candidates who are prevented by illness or other sufficient cause from taking or completing the whole or part of the assessment during the course, or whose results are substantially affected by illness or other sufficient cause, permit the candidates to complete, take, or repeat the assessment in one or more modules at an approved subsequent date.

Examples of Extenuating Circumstances

The term *extenuating circumstances* will have a restrictive interpretation. While an element of discretion will always have to remain with Boards of Examiners, some examples should serve to differentiate between valid and nonvalid extenuating circumstances:

Examples of extenuating circumstances that may be accepted by an Exam Board:

- (a) Illness in the run-up to an examination or coursework deadline, or during an examination
 - (b) Bereavement in the run-up to an examination or coursework deadline (*normally a close relative i.e. parent, child, partner or sibling*)
 - (c) Sudden illness or emergency in connection with a family member or dependent
 - (d) Civil disturbance (rioting, intimidation, bomb scares, bus and rail disruption)
 - (e) Traumatic event (e.g. being assaulted, or witnessing an accident or assault)
 - (f) Extreme weather conditions preventing either study or travel
 - (g) Domestic upheaval (fire, burglary, eviction)
- Examples of extenuating circumstances that would not normally be accepted:

- (h) Employment commitments limiting time available for study (*although greater flexibility may be applicable to part time students in fulltime employment*)
- (i) Pressure of other academic work e.g. other coursework due around the same time
- (j) Having to take a prearranged holiday
- (k) Wedding preparations
- (l) Sporting commitments (*although exceptions might sometimes be made, e.g. if the student were representing his/her country, or the University*)
- (m) Missing a bus
- (n) Moving house
- (o) Failure of IT systems, or inability to gain access to IT systems, when the student has not taken adequate precautionary measures – e.g. failure to keep copies or save backup versions, or ill judged reliance on friends' or classmates' equipment or help, or leaving it to the last minute to seek access to University facilities. In all such cases, these difficulties could have been foreseen and avoided at an earlier stage.

NB These examples are not definitive, and are intended only as a guide. In all cases, the Board of Examiners has ultimate authority to use its discretion, taking into account the full circumstances of a particular case.

Final year (Honours Degree):

The Board of Examiners may in the case of candidates who are prevented by illness or other sufficient cause from taking or completing the whole or part of the final stage assessment or whose results are substantially affected by illness or other sufficient cause:

- (a) permit the candidate to complete, take, or repeat as candidates for the Honours degree, the assessment in one or more modules at an approved subsequent date **or**
- (b) deem the candidate to have passed and recommend the award of an Aegrotat Honours Degree.

Before an Aegrotat award is recommended a candidate must have signified that he or she is willing to accept the award.

MATTERS RELATING TO EXAMINATIONS

Examinations will be held in January and May. Resit examinations will take place in late August. It is your responsibility to inform yourself of the dates of examinations. The meetings of the Board of Examiners will be held shortly after the examination period and the Examinations Office will publish pass lists. If your name does not appear you must see the Course Director as soon as possible. Actual module marks will be available on the web within 1 week of the Exam Board.

Individual exam timetables are available on the examinations website..

Please note: ALL students MUST be available in Northern Ireland until the date of the Board of Examiners meeting, and may be required for interview by the external examiner.

Examination results will not be given out over the telephone. Please do not ask. It is your responsibility to check your results posted on the Website.

MATTERS RELATING TO COURSEWORK SUBMISSION

Staff involved in teaching will provide:

1. Details of the lecture programme.
2. Booklists including both prescribed and recommended readings.
3. Assignment titles.
4. Submission dates for assignments.

Submission of Coursework

1. Work should be 'posted' in the appropriate box in the School Office, or through WebCT no later than 4.15pm on the date and time specified by the tutor in charge. Work received after that time and date will be deemed as a late submission.

2. The submission date must be strictly observed and work received later should be clearly marked "**LATE SUBMISSION**" and dated.

3. LATE SUBMISSION OF COURSEWORK POLICY).

The following penalties for late submission of coursework will be applied in all modules on Sports Courses.

Late submission on the day of submission Penalty 2%

Submission 1week late Penalty 10%

Submission 2 weeks late Penalty 20%

4. The only work which may be fully admitted when late, will be that which is properly supported by evidence showing that the student is genuinely unable to submit in time, eg illness. It is desirable that any extension is negotiated **in advance** of the due date, and must be accompanied by an EC1 form and any other relevant documentation (eg medical certificate).

5. Procedure to ensure correct submission. Students are required to complete the declaration sheet and attach to the front of each individual assignment.

6. **Please note: ALL** final year coursework **MUST** be kept and returned to the Tutor at the end of the year for assessment by the External Examiners. These are retained for subject review purposes, therefore remember to make a copy for yourself to keep if you need it.

Marking of Coursework

In the marking of coursework the agreed University convention is:

A 70+

Critical evaluation and synthesis of issues and material which includes an original and reflective approach clear evidence of relevant applications and/or empirical results, where applicable comprehensive knowledge and depth of understanding of principles and concepts extensive evidence of reading supplementary sources (including comprehensive referencing and bibliography). Excellent, well directed presentation, logically structured, using correct spelling and grammar.

B 60 - 69

Critical evaluation and synthesis of issues and material evidence of relevant applications and/or empirical results, where applicable wide knowledge and depth of understanding of principles and concepts. Evidence of reading supplementary sources (including comprehensive referencing and bibliography). Good presentation, logically structured, using correct grammar and spelling.

C 50 - 59

Description of main issues and material (but no critical evaluation) occasional use of relevant applications and/or empirical results, where applicable. Reasonable knowledge and understanding of principles and concepts. Limited evidence of reading supplementary sources (and adequate referencing and bibliography).

D 40 - 49

Description of main issues and material only. No evidence or very limited evidence of relevant applications and/or empirical results basic. Knowledge of key principles and concepts only evidence of basic reading only (and limited referencing).

E 35 - 39 FAIL

Omission of some relevant material limited and/or inconsistent knowledge of key principles and concepts. Evidence of minimal reading only (and inadequate referencing). Poor presentation, grammar and inadequate structure.

F 0 - 34 FAIL

Insufficient and largely irrelevant material. Little or no evidence of knowledge of key principles and concepts. Little or no evidence of reading (and little or no referencing). Unacceptable presentation, grammar and structure.

Note:

1. Normally students will have their assignments (with marks and written comments) returned by the staff within four weeks of the submission date.
2. It is essential that students retain all assignments, including marks and written comments, not only for their own revision purposes, but also for examination by Studies Advisers and External Examiners at the end of the final year.

APPEALS PROCEDURE

If a student wishes to appeal a decision made by the Board of Examiners they must register this appeal through the Examinations Office within the advertised period (normally 1 week) after the Exam Board. Full details of dates and procedures are available through the University website, and are provided in the Guide to New Students.

Appeal of Decisions on Academic Performance

Students may ask for review of decisions taken at Progress Boards and Boards of Examiners on their academic performance and progress. Such requests may be on the basis of:

- (a) evidence of extenuating circumstances relevant to the student's performance, which was not available to the Board when it made its decision; or
- (b) evidence of a procedural or other irregularity associated with the decision of the Board.

If a student requests a review based on evidence of extenuating circumstances, he/she will be required to provide a satisfactory explanation as to why they did not submit the information by the deadlines set out in the section entitled 'Absence from Examinations'. Students should note that once they submit themselves for examination, reviews are not allowed on the grounds of complaint about the delivery or management of the course.

The academic judgement of examiners is not open to review, but if a student considers that there has been an irregularity in any aspect of the examination procedures, they are entitled to request a review. An irregularity in procedures is normally regarded as deviation from published examination procedures which has not been notified in advance to students or which has been applied to some but not other students in the course/module.

Students requesting a review should complete:

- (i) Form EC1: for the submission of evidence relating to extenuating circumstances, or
- (ii) Form SC1: for the submission of evidence relating to procedural or other irregularities.

Forms EC1 and SC1 may be obtained from the Examinations Office, Registry or on the university website. Completed forms must be returned to the Examinations Office within two working days of the publication of the results.

PROCEDURES FOR WITHDRAWAL FROM THE COURSE

Students who withdraw from the course are requested to complete a Student Record Amendment Form which is obtainable from the Course Director.

PLAGIARISM

Plagiarism is the act of taking or copying someone' else's work, including another student's, and presenting it as if it were your own. Typical plagiarists use ideas, texts, theories, data, created artistic artefacts or other material without acknowledgement so that the person considering this work is given the impression that what they have before them is the student's own original work when it is not. Plagiarism is a form of cheating and is dishonest.

All coursework including dissertations, projects, essays and seminar papers must be your own work. Sources of information (including Web pages) must be acknowledged and a piece of work containing passages copied from publications, books or from other sources including work of other students, with only minor variations or without quotation marks and acknowledgements, will not be accepted. You will be shown how to reference (Harvard method) and produce a bibliography correctly. Please ensure that this procedure is adhered to at all times. Plagiarised material will be assigned the mark zero.

Plagiarism is regarded by the Course Committee as a very serious offence and may be subject to formal disciplinary proceedings under University Ordinance 1985/87 (Student Discipline). A full description of the University Policy on Plagiarism is available in Appendix 2.

PUNCTUALITY AND ATTENDANCE

It is expected that **all** students will be punctual for **all** classes. If a lecturer is late for a class the following procedure should be adopted: wait ten minutes, if the lecturer is not present the student representative should report the absence to the Departmental Office to allow alternative arrangements to be made to avoid programme disruption. Students should not leave the classroom until officially informed to do so.

Almost 75% of students across the University now combine work with full time studying. The University recognises the severe financial pressures that are on students and the implications that this has for both submission of work and attendance at classes. However the School also is concerned about the clear correlation between lack of attendance and failure, leading to issues with student retention. Therefore, we require that students attend practical sessions and tutorial/seminars. In addition, attendance records are routinely kept at all classes in all years and the information from these records is used to monitor student progress.

Students are informed that their attendance record is taken into account at progress examination boards in January and June when applying for condonement or considering borderline profiles. (Staff are also asked to write references for students and timekeeping is usually an important issue).

It is expected that **all** students will attend **all** classes unless prevented by illness or other extenuating circumstances. The Course Director will notify the Academic Registrar of the University of any extended unexplained absences, who in turn will report the absence to the Local Authority and Student Loan Company.

ABSENCE FROM EXAMINATIONS AND FAILURE TO SUBMIT COURSEWORK

Students who fail to attend for examination or to submit coursework, whether or not this is due to authenticated medical or compassionate circumstances, must notify the Course Director:

- (a) not later than two days following the examination, or
- (b) by the date on which the coursework was due to be submitted.

Where the student's failure to attend for examination or to submit coursework is due to extenuating circumstances, or where the student considers that his/her performance has been affected by extenuating circumstances, he/she should ensure that:

- (a) written medical evidence or evidence of compassionate circumstances relating to his/her absence or performance in the written examination is presented to the Course Director not later than five days following the examination.
- (b) Written medical evidence or evidence of compassionate circumstances relating to nonsubmission of or performance in coursework is presented to the Course Director by the date on which the work was due to be submitted.

Please note that it is the student's responsibility to submit all relevant information regarding extenuating circumstances on Form EC1 [(see Appendix 1)].

Information supplied after the above deadline may not be taken into account.

4. STUDENT SUPPORT AND GUIDANCE STUDIES ADVICE

1. You will be given the name of a member of academic staff who will act as your Studies Adviser during the current academic year.
2. The role of the Studies Adviser is to provide you with advice and guidance on anything likely to affect your academic performance
3. You have the right to meet with your Studies Adviser at specified times and/or by prior appointment. You can make an appointment by email (preferable), or if necessary, telephone. However, Studies Advisers may be available to meet students outside these times if the need arises.
4. You should expect your Studies Adviser to be available and approachable. If you experience any difficulties in contacting or interacting with your Studies Adviser, you should inform your Course Director without delay.
5. You should not regard your Studies Adviser as a convenient source of basic information (e.g. class timetables) which is readily available to you elsewhere (e.g. in your Student Handbook, or your course website, or on the notice board).
6. If you are a first year part time undergraduate, you should meet with your studies advisor at induction, or during the first week, and at least twice each semester.
7. You do not have to meet with your Studies Adviser if you feel you do not need to do so.

Disability Liaison Officer.

The Disability Services aim to provide appropriate support and facilities for students with disabilities including physical and sensory disabilities, medical conditions, mental health difficulties and specific learning difficulties. The website can be found at; <http://www.studentsupport.ulster.ac.uk/disability/>

STUDENT SUPPORT SERVICES/STUDENT AFFAIRS

This University offers information and help in the areas of Accommodation, Health, Childcare and Student Development, incorporating Guidance/Counselling and Careers. The Staff in Student Affairs are experienced in dealing with all of the problems and anxieties which can affect you in your University career. Their work is confidential and they can help sort out any such problems which might hamper your academic life as well as your personal, emotional and social wellbeing.

The Student Services building is located midway between the Student Residences and the main building and they will provide more information of the range of services available, which are outlined below.

COUNSELLING AND GUIDANCE

This service can be used by all students and staff and by their immediate family or friends where appropriate. People use the service when they want to talk in confidence with a professional counsellor about a personal concern or problem. Advice/information can also be directed to overseas students or to mature students who may well have some difficulties in adjusting to University life.

There is a drop in session in Jordanstown on Wednesday Afternoons, 24pm. No Appointment necessary. Ideal for a quick query or something that can be dealt with in less than half an hour. Further (longer) appointments can be arranged if it's thought to be necessary. Some useful guides are available at the website

<http://www.student.counselling.co.uk/guide.html>

Contact: Margaret Calvert

T | (028) 9036 6336

E | em.calvert@ulster.ac.uk

Opening hours are 9.00am to 5.00pm Monday to Thursday or 4.00pm on Fridays.

FINANCIAL HARDSHIP

Financial guidance and Welfare Advice are available and offer advice and real help when needed. Officers will be able to advise on various funds available to help students in times of particular financial hardship.

Funds:

The access fund for UK residents can be used to help any eligible student in financial difficulty and anyone who is initially turned down for an award can appeal that decision in consideration of exceptional personal circumstances. It is particularly aimed at students who are single parents, at families where both parents are students or one partner is unemployed, final year students and mature students.

The hardship fund for all students including parttime, EU and overseas students, can provide loans up to £50 for expenses such as when grants are paid late and to attend placement or job interviews.

The VISA Card Royalty Fund, also for all students, is financed by the University's Visa card holders and can be used for small loans and in exceptional circumstances, grants.

CAREERS SERVICE

The Careers Advisory Service provides a focal point for career education and guidance within the university. It is situated in 2F01 on the Jordanstown campus. The Careers Advisor for the course is Mrs Rosemary Donnelly (Tel: 028 9036 8423 Email: r.donnelly@ulster.ac.uk in room 2F17) and services offered include advice on courses, study programmes, vacation work, career opportunities and information on vacancies and organisations. In addition, practice workshops for interviews and a service dedicated to students with special needs are also provided. Final year students will have a timetabled careers session but you are advised to make contact with this valuable service early in your university life.

STUDENTS' UNION

<http://www.uusu.org/main/index.php>

This is the main focus of student activity in the University and is the principal vehicle of communication and representation for the student body. Membership of the Union is automatic and its social, political, cultural and sporting activities complement the academic life of the institution. The Union provides a wide range of services for its members. It nominates six students in every Faculty to the Faculty Board, where academic matters are discussed and it provides a wide range of welfare services including giving advice and information, providing representation and hardship support. The Jordanstown campus houses its Students' Union facilities in Block 11, adjacent to the Sports Centre. Facilities include a social club, lounge bar, games area and hot food cafeteria. Staff are also available to give advice and information on grants, accommodation and problems with courses. A typing and photocopying facility is also available. Three elected full time officers are on hand to make representations or answer queries on behalf of individual students. The Union also operates its own printing facility and Union Shop and leases travel and insurance outlets to commercial agencies. The Students' Union places emphasis on the importance of a full and rewarding social and recreational life in support of academic achievement. For more information on the range of clubs and societies, and on other social events, visit the Union facilities.

EDUCATIONAL SERVICES

LIBRARY FACILITIES INFORMATION SKILLS

The Jordanstown library is located in the Learning Resource Centre (LRC). At an early stage in your course you should learn how to use the library effectively. Further information is available in a leaflet found throughout the library. Students are also advised to attend one of the organized library tours, held at the beginning of each academic year. As well as standard seating, the Jordanstown library provides cubicles capable of accommodating up to two people and group study rooms, which may be booked, accommodating up to 6 or 12 people who wish to work on a group project without disturbing others.

Opening hours are: (During term time)

Monday - Friday ; 09.00 - 22.00

Saturday ; 10.00 - 17.00

Sunday ; 10.00 - 17.00

Vacation times:

Monday – Thursday ; 09.00 - 17.00

Friday ; 09.00 - 16.00

These hours are subject to change so please check the library notice boards at the entrance.

Please note that vandalism of library books has become a major problem. Students suspected of damaging library textbooks or periodicals will be referred to the Jordanstown Provost for disciplinary proceedings.

Categories of material can be classified as follows:

Short Loan: located behind the Issue Desk. These are books and other items which are in heavy demand and can be borrowed for a four hour period, for use within the library only (or for overnight use).

One Week Loan: on the open shelves in the library but ensure that as many students as possible have access to certain books. These books can be identified in the catalogue and have a blue dot on the spine, together with a blue date label inside the book.

Part Time Loan: behind the Issue Desk, for use by part time students only, these books can be borrowed for one week at a time.

Files: behind the Issue Desk, a file contains an article selected by a member of staff. All files are listed in the catalogue under author, title and the name of the lecturer placing the item on file.

Periodicals/Reference collection: for use within the library.

InterLibrary Loans: request forms are available within the library but remember that the minimum time you should allow for this service is three weeks. Undergraduates require the signature of a member of staff.

Photocopying: there are six photocopiers on the middle floor of the library. These are operated by cards, which can also be purchased there.

Electronic Information Sources on the Library Server: a wide range of information sources are held on electronic databases (CDROM's, networked or online). These include the UU and Queen's library catalogue; Information Services and CDROM databases. The major fulltext databases relevant to the Faculty of Business and Management are ABI/Inform, Emerald Library and European Business ASAP. Details of their full text coverage and offcampus access are available from the Electronic Information Services page at <http://www.ulst.ac.uk/library/electronic/> . Where user names and passwords are required, these may be obtained from Library staff. As the networked services are constantly evolving please check regularly for changes or new services. Please remember that smoking, eating and drinking in the library are forbidden. You should also avoid unnecessary conversation and refrain from creating noise and distraction. **IF YOU NEED HELP, PLEASE ASK !**

COMPUTER SERVICES IT SKILLS

This department offers a wide range of software, hardware and networking facilities to meet the needs of teaching, research and administrative activities. Relevant laboratories and software packages for your use have already been identified and the aims of this service are: to encourage creative use of the computer in all departments, especially in association with research and project work to develop the service so that all students will obtain a practical experience of computing which will also be of use in their future careers to develop communication between the users, and to ensure that all students are aware of the impact of IT in society.

When working with VDU units, ensure you are in a comfortable position, with chair and VDU correctly positioned. Don't sit in the same position for long periods, change posture frequently and try to avoid reflections on the screen. Rest your eyes during work breaks.

For further information on Educational Services, refer to the relevant website, as indicated: <http://www.ulst.ac.uk/library/>

GENERAL POLICIES

See main handbook on web for further details.

6. REFERENCES AND BIBLIOGRAPHY

When making reference to any published or unpublished work, credit to the author(s) must be included in the text and in the bibliography. In the text it is sufficient to write "Schmidt (1982) noted that.....etc" or "It has been emphasised that.....(Schmidt, 1982)". When you are quoting, you should also include the page number e.g. (Schmidt, 1982, p62). Electronic sources do not usually include page numbers. If paragraph numbers are visible, use the ¶ symbol followed by the paragraph number (Schmidt, 2007, ¶ 5). When paragraphs are not numbered and headings are included, cite the heading and the number of the paragraph following it (Schmidt, 2007, 70 Introduction, ¶ 5).

In the bibliography, reference to all published and unpublished material should be in accordance with the format laid down by the American Psychological Association (APA).

Here are some examples:

1. Reference to a book by a single author

Surname, Initials. (Year). *Title of book* (Edition). Location: Publisher. McGinnis,

P. M. (2005). *Biomechanics of sport and exercise* (2nd ed.). Champaign, IL: Human Kinetics.

2. Reference to a book by more than one author

Surname, Initials., & Surname, Initials. (Year). *Title of book* (Edition). Location: Publisher.

Wilmore, J. H., & Costill, D. L. (2004). *Physiology of sport and exercise* (3rd ed.). Champaign, IL: Human Kinetics.

3. Reference to an article in a journal

Surname, Initials., & Surname, Initials. (Year). Title of article. *Title of Journal*, Volume (Issue), Pages.

Bridgett, L. A., & Linthorne, N. P. (2006). Changes in long jump takeoff technique with increasing runup speed. *Journal of Sports Sciences*, 24(8), 889-897.

4. Reference to a chapter in an edited book

Surname, Initials., & Surname, Initials. (Year). Title of chapter. In Initials. Surname & Initials. Surname (Eds.), *Title of book* (Edition, Pages). Location: Publisher.

Potach, D. H., & Chu, D. A. (2000). Plyometric training. In T. R. Baechle & R. W. Earle (Eds.), *Essentials of strength training and conditioning* (2nd ed., pp. 427-470). Champaign, IL: Human Kinetics.

Use 'pp' to denote pages. This abbreviation is not used in journal referencing.

5. Reference to an unpublished paper presented at a conference

Surname, Initials. (Year, Month) *Title of paper*. Paper presented at the Conference Name, Location.

Terry, P. C. (1984, January). *The coaching preferences of elite athletes competing at Universiade ' 83*. Paper presented at the Olympic Scientific Congress, Eugene, OR.

6. Reference to an unpublished MPhil or PhD thesis

Surname, Initials. (Year). *Title of thesis*. Unpublished PhD thesis, University, Location.

Horner, M.S. (1969). *Sex difference in achievement motivations and performances in competitive and noncompetitive situations*. Unpublished PhD thesis, University of Michigan, Michigan, United States.

7. Reference to a web page document on the internet

Surname, Initials. (Year). *Title of document*. Retrieved month day, year, from <http://www.someaddress.com/full/url/>.

McKenzie, B. (n.d.). *Weight Training*. Retrieved August 09, 2007, from <http://www.brianmac.co.uk/weight.htm>

Use n.d. (no date) when a publication date is not available

8. Reference to an Internet only journal article

Surname, Initials., & Surname, Initials. (Year, Month) Title of article. *Title of Journal, Volume* (Issue), Pages. Retrieved month day, year, from <http://www.someaddress.com/full/url/>.

Trenell, M. I., Rooney, K. B., Sue, C. M., & Thompson, C. H. (2006, March). Compression garments and recovery from eccentric exercise: A P31MRS study. *Journal of Sports Science and Medicine*, 5(1), 106-114. Retrieved August 10, 2007, from <http://www.jssm.org/vol5/n1/12/v5n112pdf>.

The date "retrieved" is the date on which you viewed or downloaded the document. This allows for any subsequent modifications to the document, common with this type of medium. Much information is put up on the Internet by organisations without citing a specific author. In such cases, ascribe authorship to the smallest identifiable organisational unit (this is similar to the standard method for citing works produced by a corporate body).

[Remember also, in addition to the search engines such as Yahoo (www.yahoo.co.uk) , subject gateways such as SOSIG (www.sosig.ac.uk), NISS (www.niss.ac.uk) and BUBL (www.bubl.ac.uk) are useful starting points on looking for high quality Internet information in specific subject fields.

Please note that if you are writing for publication, it may be necessary to obtain written permission to cite unpublished material.

7. STUDY SKILLS

Information relating to this aspect will be covered in the Effective Learning Module but is also available on the School of Sports Studies Website (FDSc section – student handbook).

TAKING LECTURE NOTES

READING FOR STUDY

PREPARATION AND PRESENTATION OF ESSAYS

PREPARATION FOR EXAMINATIONS

REFERENCES AND BIBLIOGRAPHY – THIS IS AN IMPORTANT AREA FOR ALL STUDENTS

ORAL PRESENTATIONS