

**UNIVERSITY OF ULSTER AT
JORDANSTOWN**

Ulster Sports Academy

STUDENT HANDBOOK

2011/2012

MSc PHYSICAL ACTIVITY AND POPULATION HEALTH



Welcome to the Ulster Sports Academy

Dear Students,

I would like to extend a very warm welcome to our students on this exciting and innovative postgraduate degree programme.

One of our aims is to be the leading institution in Ireland for the postgraduate study of Physical Activity and Health and to use our knowledge and expertise for the benefit of the local, national and international community.

These are exciting times for sport at Ulster 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 course. However I would also encourage you to get involved in all aspects of Sport at Ulster (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 Academy we are proud to have an expanding team of high-calibre 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/>.

Have an enjoyable year!

Dr Marie Murphy Head of Ulster Sports Academy

CONTENTS

1.	INTRODUCTION	
1.1	Introduction	2
1.2	Staff listing and contact information	7
1.3	Departmental Teaching and Research Interests	8
1.4	Year Outline and dates	9
	Timetable – Part-time and Full-time	10/11
2.	GENERAL TEACHING & LEARNING INFORMATION	
2.1	University, Faculty and School roles and Responsibilities	12
2.2	Teaching & Learning Methods	12
2.3	Enterprise in Higher Education (Transferable Skills)	13
3.	THE COURSE	
3.1	Course Administration	15
3.2	Course Structure	15
3.3	Course Aims	14
3.4	Course Learning Outcomes	14
3.5	Curriculum Maps	19/20
3.6	Subject Committee	21
3.7	Student/Staff Consultative Committee	21
3.8	Module Descriptions	21
3.9	Course Regulations	25
3.10	Attendance Requirements	25
3.11	Examination & Assessment	25
3.12	Progress	26
3.13	Condonement	26
3.14	Consequences of Failure	26
3.15	Classification of Final Result	27
3.16	Illness & Other Extenuating Circumstances	28

3.17	Revisions to Regulations	28
3.18	Matters Relating to Coursework Submission	29
3.19	Appeals Procedure	30
3.20	Procedures for Withdrawal from the Course	30
3.21	Plagiarism	31
3.22	Punctuality & Attendance	31
3.23	Failure to Submit Coursework	32
3.24	Payment of Fees	32

4.	STUDENT SUPPORT & GUIDANCE		
4.1	Studies Advice	33	
4.2	Disability Liaison Officer	33	
4.3	Student Support Services – Student Affairs	33	
	4.3.1 Student Accommodation	34	
	4.3.2 Health Service (including Meningitis Awareness)	34	
	4.3.3 Child Care	35	
	4.3.4 Counselling & Guidance	35	
	4.3.5 Financial Hardship	36	
	4.3.6 Careers Service	36	
4.4	Sport & Recreation	36	
4.5	Sports Scholarships	37	
4.6	Golf Scholarships	37	
4.7	Chaplains	38	
4.8	Students Union	38	
4.9	Educational Services	38	
	4.9.1 Library Facilities – Information Skills		38
	4.9.2 Computer Services – IT Skills	40	
4.10	University Alumni Association	40	
5.	GENERAL POLICIES		
5.1	Student Health & Safety Information	41	
5.2	E-Mail Etiquette	43	
5.3	Harassment	44	
5.4	Equality of Opportunity	45	
5.5	Student Complaints	45	
5.6	Misbehaviour – Enjoy yourself within the rules	46	
5.7	Criminal Convictions/PECS Check	47	
6.	STUDY SKILLS		
6.1	Taking Lecture Notes	48	
6.2	Reading for Study	48	
6.3	Preparation and Presentations of Essays	49	

6.4	References & Bibliography	52
6.5	Oral Presentations	54
Appendix 1	Using the Notification of Absence Form (NA1)	57
Appendix 2	Faculty Policy on Plagiarism	59
Appendix 3	Statement of Appropriate Classroom Conduct	61

The Academy address is;
Ulster Sports Academy (15E08a)
University of Ulster
Jordanstown
Newtownabbey
Co Antrim BT37 0QB

Phone: 02890 368177

Staff post-boxes are located in 15E08a, and this is the office where coursework should be submitted.

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

SCHOOL OF SPORTS STUDIES STAFF

		<i>Room No.</i>	<i>Extension</i>
HEAD OF SCHOOL:	Dr Marie Murphy	15E08b	66669 or 68177
ACADEMIC	Ms Mary-Margaret	15C04	68450
CO-ORDINATOR:	Meade		
COURSE DIRECTOR:	Dr Gareth Davison	15E01F	66664
ADMINISTRATIVE	Mrs Barbara Gregg	15E08a	68177
SUPPORT:	(normally 9:00am – 5:00pm)		

Name	Room	Ext.	Email
Dr Gavin Breslin	15E01d	68478	g.breslin1@ulster.ac.uk
Mrs Karen Casson	17J03	68293	k.casson@ulstrer.ac.uk
Dr Gareth Davison	15E01f	66664	gw.davison@ulster.ac.uk
Dr Conor McClean	15C01a	68435	cm.mcclean@ulster.ac.uk
Dr Tadhg MacIntyre	15C07	66163	te.macintyre@ulster.ac.uk
Ms Mary Margaret Meade	15C04	68450	mm.meade@ulster.ac.uk
Dr Marie Murphy	15E08b	68177	mh.murphy@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.

STAFF TEACHING and RESEARCH INTERESTS

Dr Marie Murphy (Head of School)

Exercise and Health: Brisk walking, women's health, blood lipids, coronary heart disease risk, exercise adherence, Psychophysiology.

Dr Gavin Breslin

Sport and exercise psychology, motor skill acquisition and observational learning.

Dr Gareth Davison

Exercise biochemistry and nutrition: Cellular and peripheral free radical production and antioxidant status in exercise, health and disease.

Ms Mary Margaret Meade

Psychological skills training (PST), exercise and psychological wellbeing, and eating disorders in sport.

Dr Tadhg MacIntyre

Sport Psychology.

Dr Conor McClean

Exercise biochemistry and Nutrition. Exercise and disease, specifically impaired glucose tolerance and cardiovascular disease.

Mrs Karen Casson

Health Promotio

2. GENERAL TEACHING AND LEARNING INFORMATION

2.1 UNIVERSITY, FACULTY AND SCHOOL ROLES and RESPONSIBILITIES:

UNIVERSITY OF ULSTER

Vice-Chancellor: Professor Richard Barnett

FACULTY OF LIFE & HEALTH SCIENCES

Dean: Professor Hugh McKenna

**Ulster Sports Academy
Head: Dr Marie Murphy**

HEAD OF ACADEMY

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

COURSE DIRECTOR

The Course Director is responsible, subject to the overall responsibility of the Head of the Academy 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.**

2.2 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 may all be 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.

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 student 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-centred 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.

Case Studies

Case studies of increasing complexity may be 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.

2.3 ENTERPRISE IN HIGHER EDUCATION (TRANSFERABLE) SKILLS

In keeping with the University's broad definition of enterprise, based on personal transferable skills, the main enterprise competencies will include the following:

Communication skills	-	written reports, oral presentations, media awareness
Group-work skills	-	leadership, teamwork, group dynamics
Personal skills	-	self-awareness and self-appraisal
Organisation skills	-	time management, task management, objective setting
Interpersonal skills	-	listening, negotiation and persuasion, mutual confidence and respect
Problem solving	-	problem analysis, creative thinking and decision

making

- Social and community - sensitivity to others, moral and ethical bases of decision making
- Resource management skills - economic awareness, costing and budgeting
- Information technology skills - computer literacy and awareness

The delivery and learning opportunities provided by these competencies are an integral part of the course structure. Communication skills are assessed in all modules of study by the preparation and delivery, both written and verbally, of assignments, seminar papers and the dissertation. Some of the modules in all years involve the oral presentation of material prepared by group and/or individual research into relevant issues. By their very nature, the syllabus content of the majority of modules lends themselves to a teamwork approach to learning.

Throughout the course, you will confront time management, in meeting deadlines for the presentation and submission of assignments and task management in theoretical studies involving group organisation. Problem solving, creativity, resource management and social and community awareness are also developed, where appropriate within the course.

3.1

COURSE ADMINISTRATION

Course Director	Dr Gareth Davison
Year Tutor	Dr Gareth Davison

3.2 COURSE STRUCTURE

The course is in full-time and part-time modes. All students are expected to complete the MSc, however students who for personal reasons are unable to continue on the course may exit following the successful completion of 6 taught modules. These students will be awarded a Postgraduate Diploma.

PgDip - a minimum of 120 credit points.

MSc - a minimum of 180 credit points

Module Title	Module level	Credits	Module status
Epidemiology for Population Health	M	15	Compulsory
Promoting Health of the Public	M	30	Compulsory
Research Methods for Physical Activity	M	30	Compulsory
Physical Activity and Psychological Well-Being	M	15	Compulsory
Physical Activity and Disease Prevention	M	15	Compulsory
Nutrition for Health and Disease Prevention	M	15	Compulsory
<i>PgDip Physical Activity and Population Health (120 Credits) – Optional exit route</i>			
MSc Research Project	M	60	Compulsory
<i>MSc Physical Activity and Population Health (180 Credits)</i>			

3.3 COURSE AIMS

The aims of the programme are to:

- Enable students to understand the role of physical activity and population health in modern society;
- Enable students to advance their professional development through reading for a higher degree in physical activity and population health and to provide an advanced educational basis for further qualifications;
- Produce graduates who can demonstrate increased capacity for understanding and evaluating the concepts, complexities and current issues in physical activity and population health;
- Develop an enhanced ability in students to apply their knowledge and skills in identifying, analysing and solving management problems.
- produce graduates who have gained experience of a supervised independent investigation of an issue of current interest in physical activity and population health using relevant research methodology.
- To enable students to gain an understanding of scientific methodological rigor and the ability to undertake and report on independent research in physical activity and population health.

3.4 COURSE LEARNING OUTCOMES

11K KNOWLEDGE AND UNDERSTANDING OF SUBJECT

Successful students will be able to:

For the PgDiploma exit award:

- K1 Display a comprehensive knowledge and systematic understanding of principles, theories and current practices;
- K2 Examine the impacts that physical activity has on the health and psychological well-being of individuals and populations;
- K3 Display a critical understanding of the development and significance of physical activity on population health in modern society;
- K4 Demonstrate a comprehensive understanding of the literature on the subject area of physical activity and population health;

For the MSc award:

- K5 Demonstrate mastery and a comprehensive understanding of techniques applicable to their own research or advanced scholarship;
- K6 Gain a critical understanding of new emerging developments within physical activity and population health;
- K7 Display a critical understanding through independent research

11I INTELLECTUAL QUALITIES

Successful students will be able to:

For the PgDiploma exit award:

- I1 Critically analyse, synthesise and evaluate the body of literature examining physical activity and population health;
- I2 *Construct and defend analyses of the scientific significance of physical activity and population health;*
- I3 Apply a critical understanding of key issues associated with physical activity and population health to a range of challenges and problems encountered when seeking to promote the health of the population;
- I4 Apply knowledge and understanding of current policy initiatives at local, national, and global levels which will enable a critical assessment of the contribution of policy to the health of defined populations;

For the MSc award:

- I5 Critically evaluate the literature with a view to constructing an appropriate research proposal.

11P PROFESSIONAL /PRACTICAL SKILLS

Successful students will be able to:

For the PgDiploma exit award:

- P1 Apply an in-depth knowledge of planning, implementation and evaluation strategies to the development of physical activity and health initiatives;
- P2 Demonstrate a range of high level competencies relevant to management and practice in physical activity and population health;

For the MSc award:

- P3 Source, critically review and use research material to plan and execute a significant programme of research and enquiry.

11T TRANSFERABLE SKILLS

Successful students will be able to:

For the PgDiploma exit award:

- T1 Present information and abstract ideas in a clear, logical and coherent manner;
- T2 Locate, analyse and evaluate relevant literature and data;
- T3 Use information technology to produce reports and presentations, access electronic information and analyse data;
- T4 Plan, organise and manage tasks;
- T5 Execute independence, self reliance and discipline in relation to academic study;
- T6 Work effectively as part of a team in problem solving activities and presentations;

For the MSc award:

- T7 Produce a formal research outcome that accurately and succinctly reflects the key subject issues, describes the methods and critically supports the conclusions;
- T8 Communicate effectively.

3.6 SUBJECT COMMITTEE

Subject Committees are responsible for the management, review and continuous reappraisal of courses and generally consist of all teaching staff. They meet regularly and submit annual reports to the Faculty Board to recommend amendments necessary in the light of experience and other developments. Examination results are considered and approved by the Board of Examiners. The Academic Co-ordinator chairs the Subject Committee. The Course Director is responsible for the day-to-day administration of the course.

3.7 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 mis-behaviour 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 Co-ordinator at the Annual Course Review. Copies of Subject Committee Meetings (unreserved business) and Student Staff Consultative Committee meetings are available on request.

3.8 MODULE DESCRIPTIONS

The modules offered by the course team are subject to change (through the University procedures) according to staff profile / workload and availability.

PROMOTING HEALTH OF THE PUBLIC

The promotion of the public's health has experienced ongoing change in the early years of the twenty first century. Determinants of health have continued to shift from a simplistic disease focus to a holistic focus which includes personal, social, economic and environmental elements. The disciplines of health promotion, population health and public health and their interrelationships have also experienced considerable change and it is, therefore, important that the theoretical, policy and professional contexts within which the health of the public is promoted are explored in depth.

The aims of this module are to give students:

an in-depth understanding of the determinants of health and how these affect the theoretical and practical underpinnings of the disciplines of health promotion, population health and public health;

an in-depth knowledge of a range of key theories in health psychology and the ability to critically assess how these can be used to understand debates centred on key outcomes for individuals and populations.

EPIDEMIOLOGY FOR POPULATION HEALTH

In 2002 the Department of Health, Social Services and Public Safety in Northern Ireland produced *Investing for Health* with the overarching aims to improve the health status of the people of Northern Ireland, and to reduce inequalities in health. The Irish Government's *National Health Promotion Strategy 2000-2005* also emphasises social, economic and environmental factors as the main determinants of health and wellbeing. The effective delivery of these policies requires the development of capacity and capability of professional disciplines working in organisations in the statutory, voluntary and community sectors in order to develop a common agenda and to plan programmes and services to promote the health and wellbeing of populations in all sectors of the community.

The aim of this module is to give students:

An in-depth knowledge of the use of epidemiologic data and analyses for addressing population health issues

RESEARCH METHODS FOR PHYSICAL ACTIVITY AND POPULATION HEALTH

This module builds upon undergraduate knowledge of research methods and equips the student to undertake a Master's level research study. It encompasses issues in the research process from development of a research question to advanced statistical analysis of a topic. The module is highly relevant as graduates of this course may be involved in conducting, evaluating or commissioning research.

The aim of this module is increase students knowledge and competencies to undertake research. It focuses on the application of advanced elements in experimental design, research synthesis and the presentation of data and findings.

PHYSICAL ACTIVITY AND DISEASE PREVENTION

Exercise, physical activity and physical fitness are now recognised as independent risk factors for a range of chronic and degenerative diseases. This module provides students with a critical understanding of these associations from an epidemiological (population) standpoint, and an

understanding of the physiological mechanisms which underlie the positive associations between exercise physical activity physical fitness and health.

The module aims to:

provide students with an opportunity to critically evaluate the literature addressing the role of exercise, physical activity and physical fitness on health and disease prevention.

Allow students to consider the mechanisms underlying the associations between physical activity and health and to consider how the epidemiological and empirical evidence.

NUTRITION FOR HEALTH AND DISEASE PREVENTION

Proper nutrition is an essential aspect of a healthy lifestyle as it provides basic energy for mechanical work and essential nutrients for the synthesis and maintenance of important body tissues. Improper nutrition may cause an increased susceptibility to many diseases such as diabetes, cancer and cardiovascular disease. This module explores relevant nutritional theory and will explain how a balanced diet may offset certain pathologies. Students will study the conceptual basis to recommended intakes of vitamins, minerals and energy nutrients and consider the effect of manipulating intakes through supplementation and restriction. The scientific basis for current nutrition guidelines and the nature of diet and its relationship to the health of specific groups within the population will also be considered. This module will also include an overview of current policy with regards the importance of nutrition promotion for good health.

This module aims to provide an overview of the importance of good nutrition and promotion and its ability to attenuate the onset of human disease.

PHYSICAL ACTIVITY AND PSYCHOLOGICAL WELLBEING

This module develops a critical appreciation and understanding of the link between physical activity, mental health and psychological well-being.

The module aims to examine theories of behaviour change that influence uptake and maintenance of physical activity. The relationship between motivation, physical activity, depression, anxiety, self-esteem, body image, the environment in clinical and non-clinical populations will be discussed. Interventions aimed to promote physical activity for enhanced mental health and psychological well being will be assessed and critically evaluated in light of current theoretical frameworks and scientific consensus.

RESEARCH PROJECT IN PHYSICAL ACTIVITY AND HEALTH

Carrying out an original, independent piece of research from the formulation of a research question through to reporting findings in accordance with the conventions of the academic area is an important part of the research training provided my Masters level study. This module draws upon the familiarity with the research literature in the field of physical activity and health gained during the taught modules, the increased understanding of research methods in the field and the

particular interests of students to design and carry out a research project which contributes to knowledge in the area.

The aim of this module is to allow students to:

Develop an original research question in the field of physical activity and health

Formulate a viable research methodology to address the identified research question

Gain ethical approval for carrying out a research study from appropriate research governance authorities

Collect and analyse data in accordance with the proposed methodology

Present research findings in oral and written form within the conventions of the chosen area of study

3.9 COURSE REGULATIONS

TITLE

Course Code: 6248 (PT) 6247 (FT)

Master of Science (MSc) in Physical Activity and Population Health
(With exit award in Postgraduate Diploma (PgDip) in Physical Activity and Population Health)

MODE OF ATTENDANCE

Full-time

Part-time

DURATION

Full -Time: 3 semesters of study – 1 calendar year

Part -Time: 3 years of study [6 semesters of study]

3.10 ATTENDANCE REQUIREMENTS

Students are expected to attend all classes associated with the course and punctual and regular in attendance.

A student who has not been in attendance for more than three days 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 five working days, 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.

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.

3.11 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 by coursework only in accordance with the attached table.

The pass mark shall be 50% for each assessment element and in the module overall.

ASSESSMENT

Coursework must be submitted by the dates specified by the course committee.

Students may seek prior consent from the course committee to submit coursework after the official deadline; such requests 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.

3.12 PROGRESS

Progress from semester 1 to semester 2 is automatic.

In order to progress to the research project, candidates are required to have obtained an overall average of 50% in each taught module.

For part-time programmes, subject to 13 and 14 below, candidates are required to pass all modules in each year of study in order to proceed to the next.

3.13 CONDONEMENT

Condonement permits candidates to fail in modules without a requirement to repeat assessment. Condonement is not permitted in this programme.

3.14 CONSEQUENCES OF FAILURE

Candidates who fail to satisfy the Board of Examiners in assessment may be permitted at the discretion of the Board to represent themselves 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 the original mark in the failed coursework component shall be replaced by a mark of 50% or the repeat mark, whichever is the lower for the purpose of calculating the module result.

In each year, the consequences of failure which is not condoned shall normally be as follows:

Failure in module(s) with an overall value up to and including 60 credit points	Repeat once only of specified coursework in the failed module(s)
Failure in module(s) with an overall value of more than 60 credit points and less than 90 credit points	Repeat once only of specified coursework in the failed module(s) in the next academic year (January/May) with or without attendance.
Failure in module(s) with an overall value of 90 credit points or more	Repeat once only of specified coursework in the failed module(s) in the next academic year with or without attendance, OR withdraw from the course.

Candidates who fail the research project module may be permitted to resubmit the work for this module on one occasion only by a specified date, within a period not exceeding six months from the date of the board's decision.

3.15 CLASSIFICATION OF FINAL RESULT

All modules contribute to the final award. The table at section 18 indicates the contribution of each module to the final award. The weighting of each module's contribution to the overall mark shall be determined by its credit value.

Classification of Final Result for Master's Degrees

The following shall be the minimum percentages acceptable in determining the overall grading of candidates.

Pass with Distinction	70%
Pass	50%

The Board of Examiners shall recommend the award of a Pass with Distinction to a candidate who achieves an overall average of 70% or more, with a mark of at least 70% being achieved in modules amounting to at least 90 credit points, including the research project module.

Provided that they have not been exempted for modules amounting to more than 60 credit points, candidates who fail the research project and have passed the taught modules may be recommended for the award of a Postgraduate Diploma.

Candidates admitted with advanced standing shall be assessed in accordance with these programme regulations using the evidence from the accredited prior learning.

Classification of Final Result for Postgraduate Diploma

The following shall be the minimum percentages acceptable in determining the overall gradings of candidates.

Pass with Distinction	70%
Pass	50%

The Board of Examiners shall recommend the award of a Pass with Distinction to a candidate who achieves an overall mark of at least 70%, provided that a module mark of at least 70% has been achieved in modules amounting to 60 credit points for the Postgraduate Diploma.

3.16 ILLNESS AND OTHER EXTENUATING CIRCUMSTANCES

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 or whose result are substantially affected by illness or other sufficient cause:

- (a) permit the candidate to complete, take, or repeat the coursework or research project at an approved subsequent date **or**
- (b) deem the candidate to have passed and recommend an Aegrotat Master's Degree or Postgraduate Diploma.

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

3.17 REVISIONS TO REGULATIONS

These regulations may be revised during the student's period of registration in accordance with the procedures approved by Senate.

3.18 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 no later than 12 noon 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 1-week 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:** 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.

3.19 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 specified deadlines.

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 at

Completed forms must be returned to the Examinations Office within two working days of the publication of the results.

3.20 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.

3.21 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.

3.22 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 condonement or considering borderline profiles. (Staff are also asked to write references for students and time-keeping is usually an important issue).

It is expected that **all** students will attend **all** lectures 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.

3.23 FAILURE TO SUBMIT COURSEWORK

Students who fail to submit coursework, whether or not this is due to authenticated medical or compassionate circumstances, must notify the Course Director by the date on which the coursework was due to be submitted.

Where the student's failure 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:

Written medical evidence or evidence of compassionate circumstances relating to non-submission 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.

3.24 PAYMENT OF FEES

Course fees must be paid in all years.

4. STUDENT SUPPORT AND GUIDANCE

4.1 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 e-mail (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 full-time student, 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.

4.2 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/>

4.3 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 well-being.

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.

4.3.1 STUDENT ACCOMMODATION

On-site accommodation at Jordanstown is provided mainly for first year students, postgraduates and those with special needs, in residential blocks, six-bedroomed houses, flats and study bedrooms in Halls. However, the Accommodation Office keeps updated lists of off-campus accommodation in lodgings, furnished houses and flats. They can also provide information on housing benefits, rent cards, tenancy agreements and public health matters. The Office is located in the Student Services Building. The contact numbers are 02890 366942 (on campus) or 02890 366941 (off campus).

4.3.2 HEALTH SERVICE (INCLUDING MENINGITIS AWARENESS)

<http://www.studentsupport.ulster.ac.uk/health/>

Elizabeth Campbell

T | 028 9036 6138

E | ea.campbell@ulster.ac.uk

Nuala Thompson

T | 028 9036 6138

E | mn.thompson@ulster.ac.uk

The Health Centre is on the ground floor of the Student Services Building and registered general nurses and male and female doctors are available to deal with general illnesses and accidents and to advise students and staff. Nurses are available at the following times:

Monday - Thursday	8.45am-5.00pm
Friday	8.45am-4.00pm

Consultations with the GP are by appointment and only in the case of an emergency will a patient be seen without an appointment. No appointment is necessary for consultation with the nursing staff.

Meningitis Awareness

* ***What is meningitis?***

Meningitis means inflammation of the meninges [the lining of the brain]. It can be caused by several different germs, mainly bacteria and viruses.

* ***How serious is bacterial meningitis?***

If bacterial meningitis is diagnosed early and treated quickly, most people make a full recovery. But in some cases it can lead to death or permanent deafness or brain damage.

* ***How can you tell if someone has meningitis?***

Meningitis is not easy to spot at first because the symptoms are similar to those of flu.

Recognising the symptoms early enough could mean the difference between life and death. This illness can develop quickly and sometimes the patient will become critical inside a few hours.

* ***What are the symptoms of meningitis?***

Someone with meningitis can become very ill. The illness may progress over one or two days, but it can develop very rapidly, sometimes in a matter of hours. A person with meningitis may have all or some of the following:

- Headache
- Fever
- Vomiting
- Red/purple rash or spots
- Neck stiffness and joint pains
- Dislike of bright lights
- Drowsiness or confusion - coma

* ***How is it spread?***

The germs that cause bacterial meningitis are very common and live naturally in the back of the nose and throat. They spread between people by coughing, sneezing and intimate kissing. The germs cannot live outside the body, so they cannot be picked up from water supplies, swimming pools or buildings. Usually the incubation period is 2-10 days. Only on rare occasions do the germs cause meningitis.

* ***What precautions can I take?***

Knowing the signs and symptoms of meningitis is one of the best forms of defence against these infections which can be treated with antibiotics.

* ***What should you do?***

If you think it is meningitis, you should contact the Health Centre on Campus or call your doctor immediately, if not available, go straight to the nearest casualty department, as early diagnosis is vital.

Website: <http://www.studentsupport.ulster.ac.uk/health/>

Health Centre Tel. numbers. - Jordanstown [02890] 366905

4.3.3 CHILD CARE

The University offers students, staff and community parents, the services of a nursery playgroup, catering for children between the ages of one month and five years. Student parents are eligible for financial assistance with sessional fees and should contact the Students' Union Education and Welfare Officers for advice. Hours are from 8.30am-5.30pm (4.30pm on Friday) during the academic year. The telephone number is 02890 366539, and website <http://www.studentsupport.ulster.ac.uk/nursery/jtown1.html>

4.3.4 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, 2-4pm. 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.

4.3.5 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 part-time, 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.

4.3.6 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 E-mail: 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.

4.4 SPORT AND RECREATION

This is an integral part of the University experience. Sport is available at all levels from recreational to highly competitive. The Sports Centre is located in Block 11.

Telephone the Reception for further details. 02890 366431 or email sportscentre@ulster.ac.uk

Sports Centre Opening Hours

Monday – Friday	7.00am – 10.00pm
Saturday	10.00am – 5.30pm
Sunday	12.30pm – 5.30pm

4.5. SPORTS SCHOLARSHIPS

<http://www.ulster.ac.uk/sportscentre/scholarships.html>

The Department of Sport and Recreation is keen to extend opportunities to achieve sporting excellence by offering a limited number of sports scholarships. Sports scholarships are available, on a competitive basis, to any person who is registered as a full-time student at the University of Ulster. Normally applicants will be national standard performers or above i.e. Senior inter-provincial, Irish or British National teams or age-group equivalents. The value of a sports scholarship varies. Currently, a world class performer may receive up to £2,000 per annum. Scholarships are awarded annually and may be renewable.

Application forms are available from the University of Ulster:

Reception Desk,
Sports Centre,
Jordanstown Campus
Shore Road
Newtownabbey BT37 0QB
Tel: (01232 366497)

4.6 GOLF SCHOLARSHIPS

http://www.ulster.ac.uk/sportscentre/golf_bursary.html

The University of Ulster has an enviable record in University Golf. The Department of Sport and Recreation is keen to enhance that reputation by providing increased opportunity for golfers of all standards.

The Royal and Ancient Golf Club at St. Andrews has agreed to support student golf by providing bursaries for outstanding golfers. The Royal and Ancient awards are the most valuable bursaries available for golf at the University of Ulster.

Any person who is registered as a full-time student of the University of Ulster may apply. Normally applicants will be low-handicapped players. Individuals who fulfil the criteria for Royal and Ancient bursaries are also eligible to apply for Sports Scholarships.

Application forms are available from the University of Ulster:
Reception Desk
Sports Centre
Jordanstown Campus
Shore Road
Newtownabbey
BT37 OQB
Tel: (01232) 366497

4.7 CHAPLAINS

The University Chaplains contribute to community life at each campus and believe firmly in promoting trust and respect between the different churches. There are four Chaplains who serve Jordanstown and Belfast. In Jordanstown, the Chaplains' Suite is located on the Mall. They also manage a student club, Mixers (a non alcoholic bar), in the Village Hall in the Student Village. Full details of chaplaincy activities and services are provided for students at registration and on chaplaincy notice boards. The contact number is 02890 366404.

4.8 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.

4.9 EDUCATIONAL SERVICES

4.9.1 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 organised 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:	Monday - Friday	09.00 - 22.00
	Saturday	10.00 - 17.00
	Sunday	10.00 - 17.00 during term time.
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.
- **Inter-Library Loans:** request forms are available within the library but remember that the minimum time you should allow for this service is three weeks.
- **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 full-text 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 off-campus 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 !

4.9.2 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/>

4.10 UNIVERSITY ALUMNI ASSOCIATION

The University has an Alumni Association for graduates to keep in touch with the University and vice versa. If you wish to receive correspondence and notification of events, graduates should ensure that the Association has your current address.

5. GENERAL POLICIES

We have identified a number of important policies. Please read carefully.

5.1 STUDENT HEALTH AND SAFETY INFORMATION

The University has in place, a safety policy under the Health and Safety at Work (Northern Ireland) Order 1978. All students and staff share responsibility for the protection of the health, safety and welfare of the community in which they work.

Fire and Emergency Procedures

Notices showing the Fire and Emergency procedures and the locations of Emergency Exits are displayed throughout the University. Please make yourself familiar with the locations of the emergency exit doors. The signal for the evacuation of the building is:

A CONTINUOUS ALARM SOUND

On hearing the signal you should follow the evacuation procedure:

Leave the building at a rapid walking pace by the nearest available exit. (You may push open the normally locked emergency exit doors)

Do not stop to collect personal belongings

Do not use lifts

Assemble outside in a safe place at least 50 metres from the building

Do not re-enter the building until your are told that it is safe to do so by the security staff.

FIRE DRILLS are held annually on all campuses. These are carried out for your safety and your co-operation in making the drills meaningful is important. When the alarm is heard you must immediately follow the evacuation procedure. Also fire alarms are currently tested every Wednesday at lunchtime.

Emergency Telephone Numbers

If you discover a Fire, an injured or seriously ill person or other situation that you consider to be an emergency, go to the nearest office and telephone the emergency number **62222** which will put you immediately in touch with the security staff:

First Aid

FIRST AID BOXES for your use are located throughout all campuses of the University. There is one in every workshop, laboratory and School Office. Several members of staff are TRAINED IN FIRST AID including most of the security and sports centre staff. Call on these people for assistance if required.

Hazard Spotting

If you notice anything which you think could give rise to a risk of injury or cause ill health, for example, faulty electrical wiring and equipment, broken glass, absence of safety equipment, spilt chemicals, please report this to a member of staff. You may also wish to introduce health and safety matters as agenda items for Staff/Student Consultative Committees.

Drive Safely on Campus

The University Traffic Regulations apply to all campuses and there are penalties for non-compliance. Copies of the Regulations are available from the Security Desk. In particular drivers:

Must drive safely at all times on the campus and at a speed not exceeding 15 mph

Must not park vehicles so as to cause obstruction or danger to pedestrians or other drivers

Must obey the instructions on traffic signs

WE NEED YOU TO REPORT ACCIDENTS

If you are involved in an accident whilst engaged in University activities you should report this verbally as soon as possible to a member of staff involved in the activity; for example, in class or laboratory report to the lecturer, in the sports centre report a member of recreation staff. Later you should complete a University Accident Report Form, copies of which are available from Faculty Offices, the Health Centre and the Security Desk. This information will allow us to help prevent accidents.

OCCUPATIONAL HEALTH SERVICES

The medical and nursing staff in the University Health Centres are available for consultation or examination for illness or injury caused by activities in the University.

IMPORTANT ADVICE ON PARTICIPATION

1. You should not use while unsupervised, tools, material, equipment or apparatus in which you have not received adequate instructions. Normally a tutor will tell you when your competence is satisfactory, but when you are in some doubt, do not hesitate to ask. This particularly relates to processes involving heat or mixing constituents, which may give off dangerous fumes or gases or cause burns. It also includes the use of sports equipment, both indoors and outdoors, which may lead to injury either through lack of expertise or insufficient support from fellow students or tutors - trampolining, climbing and weight training are examples.
2. When working unsupervised with materials, apparatus or equipment, where you have any doubts about your competence you should not work alone, particularly in the evenings and at weekends, in case an accident occurs and you require assistance.
3. In any case in which you are unsure, you should inform one of the appropriate course tutors of your indication to carry out a particular task (if initiated by yourself) and to get his permission to carry it out.
4. Appropriate clothing (including the safeguarding of eyes, hair, hands, feet etc) should be observed at all times as required.
5. Any instructions on machines, apparatus or equipment and in safety precautions in which you have been instructed should always be followed.
6. You are strongly advised to seek cover against personal injury from a recognised insurance company.

While we are fortunate that few accidents occur and these are usually unavoidable, we do not wish anything to happen due to carelessness. The essence of the advice is always to be reasonable and do not take unnecessary risks.

5.2 E-MAIL ETIQUETTE

An electronic mail account is issued for staff/student communication in connection with their course of academic studies. You need to be aware of the statutory obligations and of the severe penalties when infringements are prosecuted. We urge everyone to take personal responsibility for their own e-mail accounts. Most e-mail abuse is carried out by people hiding behind a cloak of anonymity. The University has adopted the JANET Acceptable Use Policy within its own Rules and Regulations (for further information refer to the computer services website).

Examples of Bad Etiquette

- attempting to disguise the sender or sending address of a message, or the date and time of transmission;
- attempting to re-direct mail intended for another person to your own or someone else's account by re-setting the person's forwarding address;

- sending persistent messages to an individual or a mailing list after it has been made clear to you that your communications were not wanted;
- joining numerous distribution lists that have no relevance to your course of study at the University, in order to consume resources;
- failing to remove your e-mail address from distribution lists to which you have signed up, before going on long periods of absence or leaving the University, and not clearing your "in-box" regularly;
- sending chain letters and other inappropriate or irrelevant material by e-mail;
- overloading the mail relay by constructing distribution lists of excessive length (up to a few dozen addresses is reasonable - beyond that you should seek advice from Computer Services);
- overloading the mail relay by sending excessively long files via e-mail (up to a few tens of kilobytes is reasonable - many mail gateways will automatically truncate excessively long messages in any case).

5.3 HARASSMENT

University Policy

The University has a policy and code of practice on harassment - it covers sexual, racial and sectarian harassment as well as harassment on the grounds of a perceived disability. It also covers bullying.

What Constitutes Harassment?

It is difficult to define harassment in definitive terms because it will mean different things to different people and often depend on the circumstances. However, the following aspects may apply:

- it is behaviour which is unwanted and unwelcome
- it may be threatening, intimidating or offensive
- it does not simply depend on the intention of the offender, but rather, on the impact of the behaviour on others
- it can be physical, verbal or non-verbal.

For examples of specific behaviour which might constitute harassment you should refer to the University's policy.

What Should You Do if You Feel You Are Being Subjected to Harassment?

- do not feel you have to accept the situation
- ask for help: talk to one of the following people:
- Your Studies Adviser or Course Director
- One of the Harassment Advisers (a list is available in the Faculty Office and Students Union)
- One of the Student Union's Welfare Officers
- The Counselling staff in Student Services

All these people will be able to listen to you and advise you on what action you can take. Complaints of harassment can be dealt with either informally or formally. These people will be

able to advise you of the steps to take in each case.

Remember - harassment is unacceptable and you should not put up with it, **but** you must help the University to take action.

5.4 EQUALITY OF OPPORTUNITY

The University of Ulster is committed to a working and learning environment that is free of unlawful and unjust discrimination and in ensuring equality of opportunity. The University Charter states that "persons shall not be excluded by reason of religious belief, political opinion, race or sex from admission as members of the University or any advantage or privilege thereof; preference shall not be given on the grounds of religious belief, political opinion, race or sex". The School of Health Sciences welcomes applications from persons with physical disabilities. In addition to the academic criteria which apply to all candidates, consideration will be given to the nature of the disability and its likely consequences for the candidate's ability to undertake the course, and to the University's ability to provide for the candidate's personal needs in relation to the particular disability and course of study.

The staff within the School of Health Sciences fully embrace this Equal Opportunity Policy and comply with the procedures and codes of practice as set out in the relevant policy documents. Students are advised on and have access to a number of sources of help which are documented in the University pamphlet on Equal Opportunities.

5.5 STUDENT COMPLAINTS

Securing feedback from students on their experience of University life is an integral part of the University's approach to the development and enhancement of the quality of all aspects of its services. This is achieved by means such as; student participation in staff/student consultative committees; the use of student questionnaires; and a graduate survey. These arrangements are designed to provide opportunities for students to comment on aspects of their university experience which they particularly enjoyed, and to identify problems or make suggestions for improvement.

In addition, the University believes that it is important that its students should have ready access to fair and impartial complaints and review procedures. Towards this end the University has established procedures for dealing with:

- (i) student complaints about the academic and other services provided by the University, including complaints about any aspects of course delivery; and
- (ii) requests for review of decisions on academic performance and progress.

Student Complaints Procedure

The leaflet entitled "*Student Complaints Procedure*" provides details of both the scope of the scheme and the procedure to be followed in the case of complaint. Copies of the leaflet are available from the Faculty Office or the School Office.

Students should note that it is important that they bring any complaint to the attention of the member of staff concerned as soon as possible and normally not later than five working days after the failure in service or the incident giving rise to the complaint.

Separate procedures exist for grievances relating to personal harassment or discrimination on sexual, religious, racial or other grounds.

5.6 MISBEHAVIOUR - ENJOY YOURSELF WITHIN THE RULES

Make sure you never get in a situation to be presented to Disciplinary Committee. **Most** students manage to combine a good social life whilst at University with gaining a degree or other qualification. **some** students, however, fail to behave in a reasonable fashion and end up in trouble. This notice gives some information about the consequences of misbehaviour. You should remember even though you are off campus, you represent the University in all you do and say.

Staying Out of Bother

- You are responsible for your own behaviour and property. If you occupy University controlled accommodation, you are responsible for the area occupied and the behaviour of guests you invite for parties.
- Moderate consumption of alcohol is fully acceptable. The University authorities will, however, never accept drunkenness as an excuse for misbehaviour. Most infringements of discipline involve students who are drunk.
- Always comply with legitimate instructions given by those in authority. Repeated offending could result in expulsion.

What Happens if you Breach Discipline

- Designated University staff eg Wardens can impose fines. The Disciplinary Committee can impose severe fines, or suspend you or both. In the worst cases, students can be expelled from the University. You cannot graduate if you owe the University money.
- You will be disciplined if you deface or destroy property.
- Depending on the nature of the offence, if you are convicted in the Courts, you may also face disciplinary action by the University.
- Tampering with fire equipment, drug abuse, sexual or physical assault and persistent harassment are just some of the offences that are always referred to the Disciplinary Committee. These are treated very seriously by the University.

Advice and Support

- You are encouraged to be accompanied by another member of the University (usually a Students' Union representative) if you are being disciplined.
- If you get into bother, contact the Students' Union. If you are required to attend a disciplinary interview or meeting, always turn up.
- Always make sure you know what is involved in your case. It is your responsibility to ask questions where necessary and put up a coherent defence.

The Disciplinary Committee hopes that your time at University is successful and trouble free.

5.7 CRIMINAL CONVICTIONS/PECS CHECK

Before confirming students' enrolment on the course, it is the University's policy to ask for a check to be carried out by the Department of Health and Social Services (DHSS) Pre-Employment Consultancy Service (PECS). The purpose of the check is to make sure that students are not enrolled who might be a risk to children.

A student who is convicted of a criminal offence during his or her period of enrolment at the University must notify the Academic Registrar without delay. Failure to disclose information about criminal convictions may result in the student being required to withdraw from the University.

When disclosing a conviction, a student is required to give the University written permission to request a police check or to seek information from any other appropriate body or person.

In the case of any student convicted of a criminal offence or given a custodial sentence, whether suspended or not, the University may seek further information including a character reference from any individual body which the University considers appropriate. The student's registration may be reviewed in the light of the reference.

6. STUDY SKILLS

6.1 TAKING LECTURE NOTES

A great deal of material and guidance is dispensed in the form of lectures and this will form an important link between what you will find in books and other published materials. However, it is expected that you will spend a lot of time **learning on your own** without close supervision - the initiative rests with **you**.

Making notes is the means by which you build up a record of your learning and can help you to learn as you go along. Taking notes also helps you to concentrate, to focus, to keep alert, and to remember what you have heard, later on. The main value of your lecture notes will be as a memory aid when you are revising for exams; perhaps also as an information source for assignments.

It helps to know in advance what the lecture is going to be about. The lecturer may say what she/he is going to cover next time; consult the course outline; have you been given advance reading? The main purpose is to help you "orientate" yourself towards what is going to be said. Try not to be late - you may miss crucial context-setting information. Try also to engage in **actively** listening to the lecture. You will not soak up information like a human sponge. The more you engage mentally with what is being said the more likely you are to understand it and relate it to what you already know. The very act of taking notes will help because this requires you to process information within milliseconds of hearing it.

Lecturers will differ in how they structure their sessions. You will have to adapt to a variety of styles. What you are looking for is an understanding of what the lecturer's main points are, and how they have been developed and explained. Try to distinguish between the main points and the details - most lecturers will give you "signposts" - verbal pointers - to help you to do this. Many will begin by giving you an outline of the topic or issue to be discussed. Try to identify **key words** or phrases which recur, and which may sum up the lecturer's main message. These will express the main ideas. Pick out the main points; do not become preoccupied with the words by trying to take down everything that is said. What is important is understanding. You should aim to get down just enough material to reconstruct the ideas for later use. After the lecture is over, it is tempting to put away your notes and forget about them until you really need them again. But you should **check them** over very soon after the lecture, while it is still fresh in your mind. Are they legible? Is the structure clear? Have you missed out anything important? Do you understand your notes? It may be useful to cross-check your notes with a classmate, helping each other to clarify what was said.

6.2 READING FOR STUDY

Reading the written word is fundamental to all academic work and gives you access to the thinking of other people who have considered the subjects through the years. Broadly speaking there are four styles of reading:

Receptive reading: the most common, which is close to simply "listening" to the author. It takes place at a steady, easy pace.

Reflective reading: this occurs when we need to think carefully about what we are reading - to analyse, compare, weigh up arguments. There are frequent pauses to think about the material. This kind of reading is particularly necessary for study purposes.

Skimming: this involves running the eyes down a text very rapidly, to give a good general impression of what the material is about.

Scanning: also involves running your eyes over a text but in this case you are looking for particular points. It is very useful for looking up answers to particular questions or for specific references.

It can be quite illuminating to think about what you are trying to do when you read. Are you trying to remember facts? Are you trying to pick out ideas for an essay? Are you trying to build up a better picture of the author's viewpoint? Are you interested in weighing up underlying ideas and the relationships between them? or are you just content to memorise facts? Try to think about the task you have to do and vary your approach according to the task.

In learning from reading you may find the old "SQ3R" formula useful:

S = Survey: leaf through the chapter quite quickly, concentrating on first and last paragraphs.

Q = Question: think of questions this chapter might answer. What concepts are you likely to encounter? What theories might be put forward? What arguments might be considered? What conclusions might be reached? This helps focus your attention on what you are reading.

1R = Read: only now are you ready to start reading the chapter. Read it all in a receptive fashion, trying to get an overall grasp of the contents.

2R = Recall: now you are ready to take notes, trying to indicate the main points and supporting ideas. Try to write notes in your own words - this way you are processing the information and it will be easier both to use and to revise from later on. Occasionally of course, you will want to include a quotation, using the author's exact words - this can be very useful providing it is not a substitute for your own thinking. Note: it is very important to note the source, ie everything required for full and proper referencing (see later). This is best done at the time of reading and you may wish to consider developing a library card system for your notes.

3R = Review: finally skim through the chapter again. Have you got the main ideas? Have your questions been answered? Do your notes make sense? Have you grasped what the chapter is about?

This approach can help you read purposefully and systematically. Do however also make use of your fellow students. Discussing your reading in a small group can be a most effective way of getting to grips with the material and can lead to new ideas being generated. This kind of discussion can take place quite informally and can be very useful.

6.3 PREPARATION AND PRESENTATION OF ESSAYS

As a student you will be expected to produce essays in a variety of circumstances, principally as part of your coursework/assignments. Everyone has their own method of writing but whatever your own style, always reckon that the preparation will take longer than you expect. There are more stages to writing an extended essay than "sitting down to write". Do check out carefully specific requirements for the essay; How long should it be? Must it be presented in any

particular

way? Is there any particular format or convention with which you must conform? How many parts are there to the question and what weight is to be given to each? Discuss it with fellow students. If you are still in real doubt about what is required, check with the lecturer.

You must look very closely at the precise wording of the question. What exactly is the task you are being asked to undertake? Look for the vital words/phrases which determine exactly what you must do. A list of the key directive words commonly found in essay titles is as follows:

Analyse	Examine critically; determine the constituent parts.
Compare	Look for similarities and differences between; perhaps reach a conclusion about which is preferable.
Contrast	Set in opposition in order to bring out the differences.
Criticise	Give your judgement about the merit of theories, opinions or truth; back your judgement by reference to the evidence or reasoning involved.
Define	Set down the precise meaning of a word or phrase. In some cases it may be necessary (or desirable) to examine two or more definitions of the same thing.
Describe	Give a detailed or graphic account of.
Discuss	Investigate or examine the arguments; sift and debate them; give reasons for and against; examine the implications of.
Evaluate	Make an appraisal of the worth of something; judge its truth or usefulness; perhaps include your personal opinion.
Explain	Make plain; interpret and account for; give reasons.
Illustrate	Use a figure or diagram to explain or clarify; or make clear by the use of examples.
Interpret	Expound the meaning of; make clear and explicit. This often requires giving your own judgement as well.
Justify	Give adequate grounds for decisions or conclusions; answer the main objections likely to be made to them.
Outline	Give the main features or general principles of a subject, omitting minor details.
Relate	Make a survey of, examining the subject carefully.
State	Present in a brief, clear form.
Summarise	Give a concise account of the chief points of a matter, omitting details and examples.
Trace	Follow the development or history of a topic from some point of origin.

When collecting the information, **start early**. It will take you longer than you think. Do some preliminary thinking and start to do some background reading as soon as possible after you know the title of the essay. Use all library (and other) sources, remembering to record the sources for referencing purposes.

Always **plan** your essay. This may take a few minutes or an hour but only by having a plan will you be able to present your answer in a coherent, logical and concise fashion. An essay should consist of an introduction, the information and argument, and the conclusion.

The introduction - might cover definitions if necessary, some explanation of what you understand by the title, the aspects of the topic you intend dealing with and why, and perhaps the

broad arguments which you consider will support your answer. In other words, it will give your reader a clear idea of what is to follow.

The information and argument - the main body of the essay - will take each of the main points of information and argument and develop them, with examples and illustrations.

The conclusion - will summarise the main theme and might offer some thoughts on future trends and wider implications.

Regarding **length**, there are no hard and fast rules. However, it's worth thinking in terms of the introduction taking up no more than 10% and the conclusion about 15%. When **writing up**, it is often a good idea to write a first draft and then leave it for a while before reviewing it. Quite often you will find inconsistencies, disconnections and irrelevancies. With **writing style**, what is really important is to write with clarity of meaning and correct grammar and punctuation. You should **avoid**:

- long, difficult and complex sentences.
- obscure words and expressions, especially if you are not quite sure of their meaning.
- slang, jargon, colloquialisms and abbreviations. Your main objective is to be clear and concise, so that your reader can follow your argument with ease.
- redundant words and phrases.
- the passive mood where possible.
- the use of jargon for its own sake and when short simple words will do, use them rather than long ones. For example, use "before" rather than "prior to"; avoid expressions like "it has been proved" - say who proved what and when.
- lengthy paragraphs/sentence structures.
- single sentence paragraphs.

You **must not plagiarise** (see Appendix 2). As already stressed, it is essential to identify the sources not only of direct quotations from other authors, but also of ideas drawn from them. The first essential is a bibliography at the end of your work, listing (in alphabetical order according to author) all the books, articles and other publications which you have used or consulted. For referencing and bibliography conventions, see Section 7.5 below.

Technical Organisation

Normally course work should be word processed or typed. Use A4 white paper on one side only.

Double space the lines of your paper to allow for the assessor's comments and allow 1" margins all round. Give, as an appendix, references and a bibliography listing the works consulted in single line spacing (see next section for detailed specification).

The prescribed length should be observed. Part of the art of writing is to say what is important in a prescribed space.

Number sheets consecutively and securely fasten them together with a paper clip or staples. You may, if you wish, put your essay into a presentation folder.

Always take a copy of each piece of work you are submitting. The external examiner may wish to see a copy of your work without the tutor's comments. Also there is a possibility that

something may happen to your original so it is safer to have a copy.

Final Check

The following checklist may help you decide if you should be happy with your efforts:

- Have I answered the question I was asked?
- Have I, if necessary, divided up the question into its component parts, and answered these?
- Have I written clearly and simply, and is the essay the right length?
- Are the grammar, punctuation and spelling all correct?
- Have all the important aspects/issues been dealt with - and in sufficient depth?
- Is the content relevant - and are the facts and theories correct?
- Is each main point supported by facts/examples/argument?
- Have I acknowledged all my sources of ideas and information, by references in the text and in the Bibliography?
- Does the essay move smoothly and logically from one part or section to the next, and from one paragraph to another?
- Have I made a convincing case, which I could support in a discussion?

A good tip is to put yourself in the marker's position. How would you mark your piece of work? Have you done all that has been asked of you and in the right convention? Do use the feedback provided by your lecturer as a learning stage. She/He might suggest new ideas, differing opinions, other examples, improvements of one sort or another. These are worth considering, especially while the essay is still fresh in your mind. Talk to your fellow students as well - the feedback and information you receive from your peers may be as valuable as that from your lecturers!

6.4 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, 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 take-off technique with increasing run-up 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 non-competitive 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 P-31-MRS study. *Journal of Sports Science and Medicine*, 5(1), 106-114. Retrieved August 10, 2007, from <http://www.jssm.org/vol5/n1/12/v5n1-12pdf.pdf>

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.

6.5 ORAL PRESENTATIONS

A presentation should usually be structured around the following main themes:
Preface --- Problem --- Position --- Possibilities --- Proposal --- Discussion --- Summing Up

When preparing presentations, you should consider

- what mood do you want to set ?
- why are you making the presentation ?
- how are you expected to make it (note any specifications set down) ?
- what are you going to say ?
- where will you be saying it ?
- how will you say it ?

In terms of function, are you providing information, reporting and assessing, reviewing prior to discussion and/or aiming for closure ?

Some things to think about:

- Delivery:
- try not to read a paper word for word
 - try to be sincere and convincing
 - stand firmly balanced, hands out of pockets and away from face
 - introduce yourself, look at the audience and make eye contact
 - vary the speed, tone and pitch of voice (voice can add interest and emphasis)
 - try to ensure that neither you nor the projector (if using it) blocks anyone's view
- Language
- use appropriate words/sentences; clarity, lucidity and brevity are the answers !
 - use familiar language and ideas to explain your points
 - avoid unnecessary abstract terms, jargon or slang or trivialisations
- Body Language
- remember you are on show and every move conveys a message
 - look at all of the audience, not just one person
 - remember your own nervous mannerisms may be irritating to the audience
- Visuals
- use for impact and ease of explanation. Select these carefully; decide what is appropriate, to enhance the presentation and make the point effectively.
 - Decide whether to distribute copies or retain a master copy for reference don't put a slide up before it is needed.
 - don't talk with your back to the audience
 - ensure visual is easily read by all the audience and is linked to what you are saying to the audience (since they are engaging hearing and vision)
 - visuals can include overhead projector, flip chart, white board, video, posters, promotional material, literature, computer assisted (eg Powerpoint)
- Detail
- keep it clear, uncluttered, organised and interesting
- Feedback
- involve the audience if this is required
- Using notes
- write headings and/or key points on cards and use to assist in your presentation.
 - time yourself to ensure you have the right amount of material for the time allocated.
 - do not read from 'script'.

The Skills Required in Giving Presentations

Preparation: allow sufficient time for research, become familiar with your subject and script, and adjust the room if necessary.

Content: ensure this is appropriate to the audience and the amount of time available (interest value, depth, scope, achievement of aim).

Structure: introduction, logical development, balance, effective conclusion.

Delivery: audibility, tone, vocabulary, grammatical expression, pace, fluency.

Timing: keep within allocated time, balance the content.

Visual Aids: think about clarity, appropriateness, impact.

Response: should be relevant, succinct and properly managed.

Initiating Discussion: questions should be prepared to stimulate if necessary.

Summing Up: be definite, positive and memorable.

In Summary:

- Gain attention: dress appropriately, make an impact with your opening words and speak more loudly and more slowly than usual.
- Build rapport: be enthusiastic.
- State the objective: define them, link with the audience need and show how you will cover the topic.
- Make your points: take one at a time, take your time and explain the ideas.
- Benefit the audience: ensure each point is understood, explain why it matters and how it benefits.
- Use visual aids: relate to effectiveness and to appropriateness.
- Invite questions if appropriate: answer constructively, use others as resources, facilitate discussion.

Avoid mumbling, hesitancy, catch phrases, poor eye contact, fidgeting, speaking in a monotone, jumping from one topic to another, speaking with your back to the audience, directing the presentation to one listener, saying "um" too often, ... ***You will almost certainly be nervous; the secret is in trying to control and manage it. Be confident in your own abilities, considering your impact, manner and non verbals.***

Appendix 1

ABSENCE FROM UNIVERSITY

Using the Notification of Absence Form (NA1)

WHO SHOULD USE THIS FORM AND WHEN?

This form should be used by all students, whatever their level or mode of attendance.

University regulations state that: -

A student who has not been in attendance for more than three days through illness or other cause must notify immediately either the Course/Subject Director or the research supervisor. Where the absence is for a period of more than five working days, and is caused by illness which may affect the student's studies, the student shall arrange for a medical certificate to be presented.

The NA1 form is designed to enable students to note dates of absence as they happen and the effect of this absence on their academic work. Research shows that attendance is a key component in academic success and we hope that this form will make it easier for you to monitor your absence. We also hope that it will help academic staff to be aware of any problems you might be having as they occur and to offer you advice and help or refer you to another service in the University as appropriate.

If your health or other circumstances have interfered with your ability to submit assessed work or attend an examination, the NA1 form may authenticate a difficulty which arose before the assessment date but which nevertheless affected your performance. You should also think carefully about whether it is wise to seek assistance from a counsellor or other advisor at an early stage rather than waiting until your problems are severe. Do not feel that you have to go into great detail about your difficulties on this form. If your circumstances are complex then a letter from a doctor or counsellor is advised

The University recognises that it is increasingly difficult to obtain medical evidence for illnesses which do not require treatment at the time and Examination Boards are unlikely to take retrospective evidence seriously. It is, therefore, of great importance that you let the University know about ill health or other difficulty at the time that it occurs.

If you have been able to obtain a medical certificate or a letter, you should attach it to the form when you submit it to your Course Director.

This form can be downloaded from

<http://www.ulster.ac.uk/academicservices/student/>

When you log in using your PIN, you will be able to access a form which will automatically contain your personal details. Make sure that these details are accurate and up to date and

make any additions necessary. On completion, you should print off the screen and post or deliver a copy to your Course Director. The fact that you have completed the form will be recorded on the Student Records System. Supporting evidence should be submitted with the form wherever possible.

If you do not have on-line access at home then you should print off a copy of the form and keep it at home so that you can post it to your Course Director if necessary.

PLEASE KEEP COPIES OF THE FORM, YOUR EVIDENCE AND PROOF OF POSTING.

Notification of Absence does not replace the EC1 form which should be completed if you are unable to submit work or sit for an examination.

EC1 forms and related guidance notes are available at:

<http://www.ulster.ac.uk/academicservices/student/>

Appendix 2

Faculty of Life and Health Science Plagiarism Policy

This policy is based on the University Plagiarism policy. It should be noted that these penalties for plagiarism are designed firstly to reinforce the nature and seriousness of plagiarism and secondly to facilitate students learning how to present academic work appropriately. The policy and penalties *only* apply to the outcomes of the assessments. There may be other sanctions, such as adverse references or a failure to recommend students to enter a professional register which may be applied in specific circumstances and in addition to these assessment penalties.

FRAMEWORK OF PENALTIES FOR PLAGIARISM OFFENCES IN TAUGHT PROGRAMMES

1ST OFFENCE	2ND OFFENCE	3RD OFFENCE	4TH OFFENCE	PLAGIARISM DETECTED SUBSEQUENT TO GRADUATION
Reduction in marks based on exclusion of plagiarised work. Formative interview with module co-ordinator and/or tutor. Where 1st offence is in Master's Dissertation: Mark of zero. Re-submit. Interview with Head of School and/or Course Director and/or supervisor.	Mark of zero for assignment containing plagiarism. Interview with Head of School and/or Course/Subject Director and/or tutor. Formal letter placed on student file.	Mark of zero for assignment containing plagiarism and maximum mark of 40% (UG) or 50% (PG) for coursework element. Case referred to Dean with recommendation of reprimand and fine up to £150 (2006/07). Formal letter placed on student file.	Mark of zero for module. Case referred to University Disciplinary Committee with recommendation of suspension (1 semester or 1 year as advised by Faculty) or discontinue studies at the University. Outcome placed on student file.	The award may be revoked.

NOTES:

- (a) After a student has received formative advice offences are cumulative and carry over from year to year.
- (b) Mark of zero penalty not implemented until formative advice has been given to a student. It may therefore be appropriate, depending on the proximity of assignment deadlines, to count two or three occasions of plagiarism as one offence.
- (c) A student who does not attend for interview (1st offence) will be deemed to have received formative advice for the purpose of applying penalties.
- (d) When formative advice is given to a student, or an interview held, a note should be placed on the student's file. If the student does not attend for interview, this should also be noted on the student's file. Best practice recommends that more than one member of staff should be present when interviewing a student.
- (e) A plagiarism record will be kept at Faculty level on which all offences will be recorded. This is simply to record the number of offences. It is not a penalty. The record will be used to ensure that penalties accumulate across modules.
- (f) 'Assignment containing plagiarism' means the assignment which contains the plagiarised material, and not all the assessment for the module.
- (g) When, in the academic judgement of the member of staff, the plagiarism is of a very minor nature and may be attributed to incorrect referencing techniques, it may be penalised as such rather than as plagiarism.
- (h) When a student fails in assessment following the application of a penalty, the normal consequences of failure as set out in course/award regulations apply.

Appendix 3

STATEMENT OF APPROPRIATE CLASSROOM CONDUCT

Learning is a partnership between lecturers and students. While every student is encouraged to express his or her views/opinions in class in an orderly manner, certain behaviours are unacceptable. Inappropriate Conduct is deemed to entail any activity that disrupts the learning experience of fellow students. Thus if there are problems it is the responsibility of fellow students and/or class representatives to discuss the matter with staff.

Inappropriate behaviour thus includes talking or make noise when someone else is speaking; distracting other students or the lecturer; non-participation in group activities and open displays of boredom or animosity; displays of bad temper or use of abusive/aggressive language; entering the classroom late and persistent entering and leaving of the classroom; use of mobile phones during class; use of inappropriate language in student questionnaires or other module feedback; recording lectures without Course Director/Module Coordinator's permission; any other activity the Faculty or School may deem disruptive to learning. Inappropriate behaviour may result in a reprimand or referral to the University Disciplinary Committee.

Disclaimer

Details of the course/subject are set out in this Handbook. The University will use all reasonable endeavours to deliver the course/subject* in accordance with this description. However the University does not provide education on a commercial basis and is largely dependent on public and charitable funds, which the University has to manage in a way which is efficient and cost-effective, in the context of the provision of a diverse range of programmes to a large number of students. The University therefore reserves the right to make variations in the content or method of delivery or assessment or other changes if such action is reasonably considered necessary by the University in the context of its wider purposes. [The University cannot guarantee complete success in placements being secured for all students.]*