

**UNIVERSITY OF ULSTER AT
JORDANSTOWN**

ULSTER SPORTS ACADEMY

STUDENT COURSE HANDBOOK

2011/2012

| | |
|--|-------------|
| <i>BSc (Hons) SPORT STUDIES</i> | 3948 |
| <i>BSc (Hons) SPORT STUDIES with DPP</i> | 3860 |
| <i>BSc (Hons) SPORT STUDIES with DIAS</i> | 3860 |



**This is an abbreviated version of the Course Handbook
available on the Ulster Sports Academy website.**

Welcome to the Ulster Sports Academy

September 2011

Dear Students,

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

On August 1st 2011 the Ulster Sports Academy reached its fifth anniversary. During the past five years our teaching and learning team has grown considerably and you will have an opportunity to meet our newest members of staff during induction in September. Ulster Sports Academy students are now instantly recognizable through their exclusive sports kit and their achievements on and off the sports field continue to gain recognition within the university and further afield.

These are exciting times for sport at Ulster and we hope that you will take full advantage of the many opportunities to take part. Demand for our courses remains high (over 1200 applicants in 2011) and I congratulate you for gaining entry and / or progressing to the start of this new semester. I know that you will learn a great deal and develop your skills on the modules that you undertake this year. However I would also encourage you to get involved in all aspects of Sport at Ulster to allow you to develop the skills, knowledge and networks that will lead you into life beyond graduation!

In the Sports Academy we are proud to have a 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 will be assigned a studies adviser and I encourage you to speak to them if you wish to discuss any matters affecting your progress. Please also take time to visit our website <http://www.science.ulster.ac.uk/sports/>, make maximum use of new *Blackboard Learn* to assist you in your learning and the *Professional and Career Enhancement System (PACE)* system to develop your employment potential.

Have an enjoyable year!

Professor Marie Murphy
Head of the Ulster Sports Academy

FINDING YOUR WAY AROUND

All the blocks radiate from a long central spine (the Mall), and are **NUMBERED** (basically the order in which they were built). The floors in each block are allocated **LETTERS** with 'A' being ground level and 'M' the highest. There are signs and arrows along the Mall to help you find your way around. (The Mall is Block 9). All the staff in the Ulster Sports Academy have offices in Block 15, floors C & E. The School office is 15E08a. The Faculty Office is in Block 17 – room 17C23 – this is more difficult to find as you have to go through Blocks 12 or 14 first.

TEACHING ROOMS are distributed throughout the campus, mostly off the Mall, but some may be in Dalriada (near the student village), as well as the specialised Sports Halls in Block 11 (below the Students Union). There are three large tiered lecture theatres along the Mall, (9F03, 9F06, 9F09), and two in Block 16 (16G42, 16G45) which are used for large classes.

THE LIBRARY AND LEARNING RESOURCE CENTRE is located above the Main Reception Area. There will be an introduction to the library and IT resources during year 1 Induction. On the other side of the Mall from the library is a commercial block with a supermarket, Students Union shop and restaurants.

There is a frequent **BUS SERVICE** into Belfast and QUB from outside the Block 5 Reception Area and a 'black taxi' stand across the grass from Block 17. The normal bus service operates from near the Shore Road entrance, and the railway from the station on Jordanstown Road (about 15 min). A Metro bus service operates from near there as well.

THE COURSES. Your course is packaged into modules (worth 120 credits in each year). Most modules are 20 credits, (but two are worth 10 credits), and the final year project 40 credits. Semester 1 examinations are held in January and semester 2 in May. There is more comprehensive information on the courses later. The resit examination period is mid-August (so failing examinations can mess up your summer!).

There is a **MODULE COORDINATOR** for each module and he/she will provide you with a Module Handbook giving details of the module content, assessment, dates for handing in coursework etc. Each module is allocated a code as follows; eg for **SLS108**;

SLS - is Sport & Leisure Studies **108** – module number

Your modules this year are;

SLS108 – Effective Learning
SLS109 – Practical 1: Sports
SLS111 – Sport & Society
SLS112 – Practical 2: Coaching Award
SLS113 – Sport & Exercise Psychology
SLS114 – Sports Planning & Policy
SLS115 – Principles of Teaching & Coaching

Module Coordinator

Dr Rachael Brooks
Dr Conor McClean
Dr Katie Liston
Mrs Sinead Connolly
Dr Gavin Breslin
Mr Maurice Field
Mrs Sinead Connolly

STUDIES ADVISOR. Each student is allocated a studies advisor. You will be invited to meet with your studies advisor soon after you start the course and at least once per semester afterwards. **You should inform your advisor if you are experiencing any academic or personal difficulties likely to affect your progress or academic performance. They are there to help you!**

CONTACTING STAFF. *Email is the preferred means of communication to make initial contact to arrange a meeting.* When you enrol you will be given an email address, and you should visit this at least several times a week. I know everyone has their own personal email address, but the University address will be used for University business. If you want to talk to a member of staff you should email first to arrange a time, then you can be certain (well reasonably!) that they will be in their office.

The definitive electronic version of the COURSE HANDBOOK is available on the Academy website (<http://www.science.ulster.ac.uk/sports>). This is a comprehensive document describing the structure of the course, module content and assessment, examination regulations etc.

There is a **STAFF-STUDENT CONSULTATIVE COMMITTEE** with representatives from each year of the course. This is charged with a number of important duties, including providing student feedback on each module. You will be asked to nominate and vote for representatives. Dates for meetings this year are : Wednesday 9th November 2011 at 11.30am and Tuesday 20th March 2012 at 1.00pm. Room for these meetings has yet to be confirmed.

This is a very brief welcome and introduction to the Ulster Sports Academy and our full-time degree courses. More comprehensive information about the courses will be available in the full Course Handbook on the Academy website. There is also lots of other information on the University and Academy websites, and I would urge you to visit them at;

Academy Website at <http://www.science.ulster.ac.uk/sports/>
University Website; http://www.ulster.ac.uk/current_students.phtml
And useful forms (eg Module Amendment) at;
<http://www.ulster.ac.uk/academicservices/student/forms.html>

The Academy address is;

Ulster Sports Academy
15E08a
University of Ulster
Jordanstown
Newtownabbey
Co Antrim BT37 0QB

Tandy Jane Haughey
Course Director (BSc Sports Studies)
15E02b

ULSTER SPORTS ACADEMY, STAFF

| | | <i>Room No.</i> | |
|------------------------------------|-----------------------------------|-----------------|--------------|
| <i>Extension</i> | | | |
| HEAD OF SCHOOL: | Professor Marie Murphy | 15E08b | 68177 |
| Ass HEAD of SCHOOL | Mr Shane McCullough | 15E07b | 68538 |
| ACADEMIC CO-ORDINATOR: | Ms Mary-Margaret Meade | 15C04 | 68450 |
| COURSE DIRECTOR: | Mrs Tandy Haughey | 15E02b | 66118 |
| ADMINISTRATIVE SUPPORT: | Mrs Barbara Gregg | 15E08a | 68177 |
| | Mrs Nicky Fowler | 15E08a | 66655 |

| Name | Room | Ext. | Email |
|----------------------------|---------------|--------------|---|
| Dr Deirdre Brennan | 15C08 | 66668 | <u>da.brennan@ulster.ac.uk</u> |
| Dr Gavin Breslin | 15E01d | 68478 | <u>g.breslin1@ulster.ac.uk</u> |
| Dr Rachael Brooks | 15E05 | 68236 | <u>rmj.brooks@ulster.ac.uk</u> |
| Mrs Sinead Connolly | 15E01b | 68160 | <u>se.connolly@ulster.ac.uk</u> |
| Dr Gareth Davison | 15C01c | 66664 | <u>gw.davison@ulster.ac.uk</u> |
| Dr Paul Darby | 15C02 | 66416 | <u>p.darby@ulster.ac.uk</u> |
| Mr Maurice Field | 15C06 | 66163 | <u>m.field@ulster.ac.uk</u> |
| Dr David Hassan | 15E01e | 66666 | <u>d.hassan@ulster.ac.uk</u> |
| Dr Michael Hanlon | 15C03a | 68539 | <u>m.hanlon@ulster.ac.uk</u> |
| Mrs Tandy Haughey | 15E02b | 66118 | <u>tj.haughey@ulster.ac.uk</u> |
| Dr Rodney Kennedy | 15E03 | 66242 | <u>r.kennedy@ulster.ac.uk</u> |
| Dr Paul Kitchin | 15E01f | 68213 | <u>pj.kitchin@ulster.ac.uk</u> |
| Dr Katie Liston | 15E05 | 68539 | <u>k.liston@ulster.ac.uk</u> |

| | | | |
|-------------------------------|---------------|--------------|---|
| Mr Jim Lowther | 15C05 | 66474 | <u>j.lowther@ulster.ac.uk</u> |
| Ms Mary Margaret Meade | 15C04 | 68450 | <u>mm.meade@ulster.ac.uk</u> |
| Dr Conor McClean | 15C01 | 68435 | <u>cm.mcclean@ulster.ac.uk</u> |
| Mr Shane McCullough | 15E07b | 68538 | <u>s.mccullough1@ulster.ac.uk</u> |
| Dr Andrea McNeilly | 15E01a | 66675 | <u>a.mcneilly@ulster.ac.uk</u> |
| Dr Tadhg MacIntyre | 15C07 | 66163 | <u>te.macintyre@ulster.ac.uk</u> |
| Professor Marie Murphy | 15E08b | 68177 | <u>mh.murphy@ulster.ac.uk</u> |
| Mr David Reid | 15E02a | 66579 | <u>d.reid@ulster.ac.uk</u> |
| Professor Eric Wallace | 15E06 | 66535 | <u>es.wallace@ulster.ac.uk</u> |

STAFF TEACHING and INTERESTS

SPORTS STUDIES

Dr Deirdre Brennan

Young peoples' interests in Physical Education and Sport. Gender Issues in Sport. Coaching Behaviour in team sports.

Dr Rachael Brooks

Sports Development. and sports sociology. Research interests focus on identity issues and lifestyle sports.

Mrs Sinead Connolly

Physical Education, Teacher and Coach Education, Physical Literacy and Gymnastics.

Dr Paul Darby

The governance of world football, sport and the politics of division in Northern Ireland, African football, Gaelic games and Irish immigrant communities.

Mr Maurice Field

Sports Management.

Dr David Hassan

Nationalism in Ireland (with specific reference to northern nationalists), sport and identity in Northern Ireland, Sport and Political Ideology.

Mrs Tandy Haughey

Sports Coaching & Development.

Dr Paul Kitchin

Sports Management

Dr Katie Liston

Sociology of sport, health and exercise. Sport in Ireland. Sport and gender. Women's sports, particularly soccer, rugby and Gaelic football. National identity.

Mr Jim Lowther

Sports Coaching and Sports Development. Research areas within the fields of coaching, development and psychology.

Mr Shane McCullough

Coaching and Sports Development

Mr David Reid

Performance sport environments. Elite sports coaching.

SPORT & EXERCISE SCIENCES

Dr Gavin Breslin

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

Dr Gareth Davison

Cellular and peripheral free radical production in exercise, health and disease.

Dr Michael Hanlon

Biomechanics. Movement feedback during motor rehabilitation.

Dr Rodney Kennedy

The application of sport science within high performance sport: athlete monitoring, strength diagnostics and whole body vibration training.

Ms Mary Margaret Meade

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

Dr Tadhg MacIntyre

Sport Psychology.

Dr Andrea McNeilly

Sport Nutrition

Professor Marie Murphy

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

Professor Eric Wallace

Sport and Exercise Biomechanics. Golf swing Biomechanics. Golf equipment. The Jumping Mechanism.

YEAR OUTLINE 2011-12

Week Number Semester 1 (Autumn 26 September – 27 January)

| | | Monday | - | Friday |
|----|----------------|--------------|---|--------------|
| 1 | | 26 September | - | 30 September |
| 2 | | 3 October | - | 7 October |
| 3 | | 10 October | - | 14 October |
| 4 | | 17 October | - | 21 October |
| 5 | | 24 October | - | 28 October |
| 6 | | 31 October | - | 4 November |
| 7 | | 7 November | - | 11 November |
| 8 | | 14 November | - | 18 November |
| 9 | | 21 November | - | 25 November |
| 10 | | 28 November | - | 2 December |
| 11 | | 5 December | - | 9 December |
| 12 | | 12 December | - | 16 December |
| | Christmas | 19 December | - | 23 December |
| | Holiday | 26 December | - | 30 December |
| | " | 2 January | - | 6 January |
| 13 | Exam | 9 January | - | 13 January |
| 14 | Period | 16 January | - | 20 January |
| 15 | Inter-Sem week | 23 January | - | 27 January |

Semester 2 (Spring 30 January – 1 June)

| | | | | |
|----|---------------|-------------|---|-------------|
| 1 | | 30 January | - | 3 February |
| 2 | | 6 February | - | 10 February |
| 3 | | 13 February | - | 17 February |
| 4 | | 20 February | - | 24 February |
| 5 | | 27 February | - | 2 March |
| 6 | | 5 March | - | 9 March |
| 7 | | 12 March | - | 16 March |
| 8 | | 19 March | - | 23 March |
| 9 | | 26 March | - | 30 March |
| 10 | Easter | 2 April | - | 6 April |
| 11 | Vacation | 9 April | - | 13 April |
| 12 | | 16 April | - | 20 April |
| | | 23 April | - | 27 April |
| | | 30 April | - | 4 May |
| 13 | Revision Week | 7 May | - | 11 May |
| 14 | Exam | 14 May | - | 18 May |
| 15 | Period | 21 May | - | 25 May |

The Resit Examination Period is 15th - 23rd August

BSc (Hons) Sports Studies
Year 1 Semester 1 2011-12

| DAY | 09.15 -10.15 | 10.15 – 11.15 | 11.15 – 12.15 | 12.15 – 1.15 | 1.15 – 2.15 | 2.15 – 3.15 | 3.15 – 4.15 | 4:15 – 5.15 |
|--------------|---|--------------------------|---|---------------------|---|--------------------|---|--------------------|
| MON | SLS109 Practical 1 Sports Hall / Gym / HPC 1-12 | | | | | | SLS111 Sport in Society 16D08 1-12 | |
| TUES | | | | | | | | |
| WED | SLS109 Practical 1 Sports Hall/Gym/HPC1-12 | | | | | | | |
| THURS | SLS108 Effective Learning 21C05 1-12 17J27 1-5, 8-12 | | SLS108 17J27 1-5, 8-12 | | SLS111 Sport in Society 21D13 1-12 | | SLS113 Sport & Exercise Psychology 21D23 Wks 1-11 17J27 Wk 12 Only | |
| FRI | SLS108 Effective Learning 21C05 Wk 12 Only | | | | | | | |

Please note that the rooms indicated above may change – check your timetable on-line.

<http://www.ulster.ac.uk/timetabling/>

BSc (Hons) Sports Studies
Year 1 Semester 2 2011-12 (available December 2011)

| DAY | 09.15 -10.15 | 10.15 11.15 | 11.15 12.15 | 12.15 – 1.15 | 1.15 – 2.15 | 2.15 – 3.15 | 3.15 – 4.15 | 4:15 – 5.15 |
|--------------|---------------------|--------------------|--------------------|---------------------|--------------------|--------------------|--------------------|--------------------|
| MON | | | | | | | | |
| TUES | | | | | | | | |
| WED | | | | | | | | |
| THURS | | | | | | | | |
| FRI | | | | | | | | |

Please note that the rooms indicated above may change – check your timetable on-line.

2. GENERAL TEACHING AND LEARNING INFORMATION

FACULTY OF LIFE & HEALTH SCIENCES

Dean: TBC
Associate Dean Professor Carol Curran

ULSTER SPORTS ACADEMY

Head of School: Professor Marie Murphy
Associate Head of School: Mr Shane McCullough

HEAD OF SCHOOL: The ultimate responsibility for the overall health of the course rests with the Head of School.

COURSE DIRECTOR: The Course Director is responsible 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.**

IT IS IMPORTANT THAT YOU DO MAKE CONTACT WITH YOUR STUDIES ADVISOR OVER THE COURSE OF THE YEAR. IF YOU ARE HAVING ANY ISSUES PLEASE CONTACT THEM AT YOUR EARLIEST CONVIENCE. IF YOU CAN NOT MAKE CONTACT WITH YOUR STUDIES ADVICER PLEASE CONTACT ME.

TEACHING AND LEARNING

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

The term "lecture" has a wide interpretation with an emphasis on encouraging two-way communications. Handouts, worked examples, overhead projector presentations and videos are used, but a range of student/group activities are also being incorporated to encourage student participation. Similarly, the lectures are structured in such a way as to stimulate and guide further reading and other student activity and to relate to the seminar situations. As the course progresses, the traditional teaching and learning mechanism is incrementally reduced in favour of more participative and student-led systems.

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

Laboratory/Practical Classes

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

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. 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, group dynamics and self-presentation. The seminars also feature case studies and some role play.

Case Studies

Case studies of increasing complexity are used within the course. They develop an understanding of the nature and skills of logical reasoning, a capacity for creative thinking and problem solving and a facility for the enhancement of effective communication and interpersonal relations. Many of those in use have been developed by staff based on previous industrial and/or research experiences.

Tutorials

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

Workshops

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

COURSE STRUCTURE

The course offers a programme of study leading to the Honours Degree award (360 credit points). An accumulation of 120 credit points is necessary to complete each year of the course. The degree is of 3 years duration with an optional placement opportunity, which is offered after the 2nd year.

All the modules in 1st year are compulsory. In years 2 and 3 there are compulsory and optional modules. For instance, in year 2 there are 3 compulsory modules and you also choose 3 additional optional modules. At the end of year 2, you either proceed directly to year 3 or undertake a placement year leading to the award of a Diploma in Professional Practice (DPP), DPP (International) if placement is outside the UK or Ireland or Diploma in International Academic Studies (DIAS).

In final year, all students undertake a double-weighted compulsory Research Project in addition to 4 further modules where there is an element of choice. Although this choice is restricted only by the semester in which the module is offered, most of the final year modules also have prerequisites from Level 5 (Year 2) which effectively lead students to particular final year options.

STUDENT/STAFF CONSULTATIVE COMMITTEE

This consists of the Course Director, Academic Co-ordinator 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. A member of the administration team within the Ulster Sports Academy will take minutes of these meetings. The Committee meets at least once per semester, or on request of the student representatives. The Committee is required to eg;

- evaluate the teaching of all modules,
- consider external examiners reports,
- report on the working of the Studies Advisors procedure

DATES OF MEETINGS ARE :

Wednesday 9th November 2011 at 11.30am and Tuesday 20th March 2012 at 1.00pm. Room for these meetings has yet to be confirmed.

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 the School Teaching & Learning Committee.

COURSE COMMITTEE

Course Committees are responsible for the management, review and continuous reappraisal of courses and generally consist of all teaching staff. Examination results are considered and approved by the Board of Examiners. The Course Director is responsible for the day-to-day administration of the course.

DATES OF MEETINGS ARE :

Wednesday 26th October 2011 and Wednesday 14th March 2012 at 11.30am

MODULE OUTLINES

Year 1

Effective Learning SLS108 Dr Rachael Brooks

This module will equip the students with the key skills appropriate to University-level learning. These include the use of evidence-based research, referencing, oral and written communication of ideas, data analysis skills and the formulation of coherent arguments. Students will be expected to complete in-class and out-of-class tasks as well as engaging with Studies Advisors.

Practical 1: Sports SLS109 Dr Conor McClean

In order to develop an understanding of the structure, processes and functions of sport, students are provided with opportunities to acquire an understanding of and a competence in a range of practical activities. Through participation and observation, students should be in a more informed position to make practical judgements about sport in specified activities which will add value to other areas being delivered within the course.

Sport & Society SLS111 Dr Katie Liston

This module introduces students to the core disciplines that form the social science of sport. It provides an introduction to key theoretical perspectives on the role of sport in society and illuminates these by examining contemporary issues in sport.

Practical 2: Coaching Award SLS112 Mrs Sinead Connolly

To build upon the knowledge and experiences gained in Practical 1. To gain a greater understanding and development of processes required to become proficient in selected sporting activities through participation and observation. Students should be in a more informed position to make practical judgements about sport in selected areas to facilitate the integration of theory into practice. This practical module will add value to students undertaking study in both the sports studies and sports science courses.

Sport & Exercise Psychology 2 SLS113 Dr Gavin Breslin

This module provides an introduction to core theories and research methodologies within the field of sport and exercise psychology providing students with the knowledge base and foundation on which future sport and exercise psychology modules will build upon.

Sports Policy & Planning SLS114 Mr Maurice Field

In the last decade sport and leisure has taken on a significant role within society as individuals and families have greater choice within the sport and leisure market. The leisure management profession has now extended beyond the traditional domain of public sector into private, commercial and voluntary arenas. Common management issues are addressed through theoretical lectures in the area of management, organisations and policy, and this theory is related to practice in both a sports and leisure management context.

Principles of Teaching & Coaching SLS115**Mrs Sinead Connolly**

A fundamental knowledge and understanding of sport and physical education is a necessary starting point for students embarking on a career in the sports industry. Best practice principles in management, communication, planning, observation and evaluation common to teaching and coaching will be examined in theory and in practice

Year 2**Sociology of Sport SLS337****Dr Paul Darby**

This module critically examines the major perspectives that are employed in the sociology of sport. It aims to allow students to develop sociological ways of seeing sport and understanding the relationship between sport, society and the individual. The module will explore what the key perspectives in the sociology of sport entail and how they have been used to illuminate various aspects of sport.

Sports Development SLS301**Dr Rachael Brooks**

Sports Development is an important and emerging profession in many different areas of the sports industry. National governing bodies, local authorities, higher education and education and library boards employ full time sports development officers. The Sports Development module promotes the opportunity to review current and proposed sports development models and initiatives and to put theory into practice by engaging in a 8 x 1 day placements within a sports development setting.

PE: Theory & Practice SLS315**Mrs Sinead Connolly**

Physical education has evolved over the years into a formidable and valuable educational tool. Its status as a dedicated learning strand/area on the new revised curriculum for Northern Ireland outlines the recognition it receives as an important medium for the all round development of children. This module is designed to introduce the student to the educational theory that underpins effective learning and teaching and the pedagogical issues that face a teacher in the context of physical education.

Sport Resource Management SLS302**Mr Maurice Field**

In the last decade sport and leisure has taken on a significant role within society. The leisure management profession has now extended beyond the traditional domain of public sector into private, commercial and voluntary arenas. Common management issues are addressed through theoretical lectures in the area of facilities management, and this theory is related to practice in both a sports and leisure management context.

Research Methods SLS313**Dr Helen Irvine**

This module will provide the student with an appreciation of the relative strengths and weaknesses of selected investigative methodologies commonly used in sport, exercise and leisure research. It will also equip them with statistical analysis, skills and the ability to undertake supervised research. This module equips the students with the research skills required necessary to undertake independent study in their final year.

Sport & Exercise Psychology 2 SLS303**Dr Tadhg MacIntyre**

This module aims to develop an understanding of the theories underlying research and practice in the field of sport and exercise psychology. Students will be encouraged to evaluate theories in a systematic fashion by examining how they describe, explain and predict phenomenon. Furthermore, they will develop critical thinking skills, which will facilitate their evaluation of evidence-based research.

Politics of Sport SLS314**Dr David Hassan**

This is a core module which highlights the close relationship between sport and politics and contributes to the theoretical underpinning of the BSc (Hons) Sports Studies degree programme. It examines the political context within which decisions about sport are frequently made.

Strength & Conditioning SLS304**Dr Rodney Kennedy**

Strength and Conditioning is a rapidly developing area and is now a well established specialist field within performance sport. The practical nature of strength and conditioning with its supporting scientific theory provide an exciting and varied area of study.

Motor Learning & Performance SLS305**Dr Gavin Breslin**

This module will focus on the teaching and coaching of fundamental movement and core athletic skills and how these impact upon performance in a range of sporting activities. An understanding of key learning principles and their application will be developed within this module.

Sports Coaching SLS306**Mr David Reid**

A knowledge and understanding of sports coaching is vital for anyone working in a coaching context to assist with the enhancement of performance and athlete development. This module reflects the multi-faceted nature of modern-day sports coaching and provides the underpinning knowledge and competence required to plan, operate and evaluate effective participation and performance coaching programmes.

Applied Fitness Techniques SLS316**Dr Rachael Brooks**

The module has been created to equip students with the practical and professional skills required to gain graduate and/or placement employment in the fitness sector.

Placement: Diploma in Professional Practice SLS307**Dr David Hassan**

The university is committed to the inclusion of a 26-48 week placement as an optional part of the undergraduate programme. This module allows students to gain a diploma in professional practice as a result of working in an organisation within the sport and leisure industry and in schools (this is seen as particularly valuable for those interested in progressing to a career in teaching).

Placement: Diploma in International Academic Studies SLS308 Dr David Hassan

The university is committed to the improving of the international dimension of the study available to its students. The Diploma in International Academic Studies provides an opportunity for the students to study abroad, largely in the U.S.A., to achieve these objectives. The placement aims to expose students to an academic environment which

is both challenging and stimulating, allows educational and social links to develop and to compare and contrast established knowledge in the broad area of sports business

YEAR 3

Football & Society SLS502 Dr Paul Darby

This module is rooted in the fact that football has been a central part of many cultures for over a century and, as such, has been involved in or reflective of the main social developments of the late nineteenth and twentieth centuries. It adopts a multi-disciplinary approach (sociological, historical, political) in order to critically evaluate a number of key issues in the development of Association Football within British society and globally.

Advanced Sports Development SLS521 Mr Shane McCullough

Sports Development is an evolving profession and now offers a diverse range of vocational opportunities for students studying sports-related courses. The emergence of community sports development and the increasing emphasis on the creation of coach and youth development posts are a direct consequence of government agendas aimed at targeting social need, promoting inclusion, addressing health and crime issues and developing a culture of sporting excellence.

PE: Curriculum Policy, Practice & Innovation SLS523 Dr Deirdre Brennan

This module is built upon the work completed and knowledge gained in Level 2 Physical Education: Theory and Practice. It focuses on recent initiatives that have affected curriculum development and teaching and learning practices (Curriculum Review, Raising School Standards, Burns Report, Costello Report, Competency based model of teacher training) and critically examines these specifically in the context of physical education.

Research Project Sport Studies SLS519J4 Dr Katie Liston

As part of the qualification for an honours degree students are expected to complete a research project. This module draws upon the discipline based and research methods modules at Level 2 and encourages students to carry out a piece of independent research in the area of sport and exercise sciences.

Applied Sport Psychology SLS525 Ms Mary-Margaret Meade

An in-depth knowledge and understanding of psychological theories and contemporary issues and the ability to critically evaluate relevant empirical findings are important prerequisites for professional practice in the field of applied sport psychology. This module encourages students to link theory to practice and provides the opportunity to develop practical skills.

Strategic Management in Sport SLS510 Mr Maurice Field

The aim of the module is to provide students with the knowledge and ability to understand the strategic management process, the role of manager and issues, within various sport and leisure organisations. Additionally, it seeks to provide the students with the opportunity to research the current developments associated with the management of a sport and leisure business at corporate level.

Sport & Identities SLS515**Dr David Hassan**

The aim of this module is to outline and facilitate critical analysis of the links between sport and identity formation with specific reference to national identities, gender identities and to representations of race.

Give Sport a Free Ticket? SLS517

This module enhances students' critical thinking skills and focuses specifically on the application of relevant sociological concepts and ideas to the three broad vocational areas of physical education, sports policy and sport development, and sport, health and physical activity. Through the use of empirical-based case studies, students will have a greater understanding of the complexities involved in the organisation and delivery of these issues.

BSc (Hons) Sport Studies

| Level | Semester | Module Title | Code | Credit Value | Status Compulsory (c) Optional (o) | Core module (Y/N) | Pre-requisite Modules |
|-------|----------|-----------------------------------|--------|--------------|------------------------------------|-------------------|-----------------------|
| 4 | 1 | Effective Learning | SLS108 | 20 | C | N | None |
| 4 | 1 | Practical 1: Sports | SLS109 | 20 | C | Y | None |
| 4 | 1 | Sport & Society | SLS111 | 20 | C | Y | None |
| 4 | 2 | Sport & Exercise Psychology | SLS113 | 10 | C | Y | None |
| 4 | 2 | Practical 2: Coaching Award | SLS112 | 10 | C | Y | None |
| 4 | 2 | Sports Policy & Planning | SLS114 | 20 | C | N | None |
| 4 | 2 | Principles of Teaching & Coaching | SLS115 | 20 | C | N | None |

| | | | | | | | |
|---|---|---------------------------|--------|----|---|---|---|
| 5 | 1 | Sociology of Sport | SLS337 | 20 | C | Y | None |
| 5 | 1 | Sports Development | SLS301 | 20 | O | N | None |
| 5 | 1 | PE : Theory & Practice | SLS315 | 20 | O | N | Principles of Teaching & Coaching Level 4 |
| 5 | 1 | Sport Resource Management | SLS302 | 20 | O | N | Sports Policy & Planning Level 4 |
| 5 | 1 | Sports Coaching | SLS306 | 20 | O | N | None |

| Level | Semester | Module Title | Code | Credit Value | Status Compulsory (c) Optional (o) | Core module (Y/N) | Pre-requisite Modules |
|-------|----------|-------------------------------|--------|--------------|------------------------------------|-------------------|---------------------------------------|
| 5 | 2 | Research Methods | SLS313 | 20 | C | Y | None |
| 5 | 2 | Politics of Sport | SLS314 | 20 | C | Y | None |
| 5 | 2 | Strength & Conditioning | SLS304 | 20 | O | N | None |
| 5 | 2 | Motor Learning & Performance | SLS305 | 20 | O | N | None |
| 5 | 2 | Applied Fitness Techniques | SLS316 | 20 | O | N | None |
| 5 | 2 | Sport & Exercise Psychology 2 | SLS303 | 20 | O | N | Sport & Exercise Psychology 1 Level 4 |

| | | | | | | | |
|---|---|---|--------|----|---|---|--------------------------------|
| 6 | 1 | Advanced Sports Development | SLS521 | 20 | O | N | Sports Development Level 5 |
| 6 | 1 | PE : Curriculum Policy, Practice & Innovation | SLS523 | 20 | O | N | PE : Theory & Practice Level 5 |
| 6 | 1 | Football & Society | SLS502 | 20 | O | N | Sociology of Sport Level 5 |
| 6 | 1 | Give Sport a Free Ticket ? | SLS517 | 20 | O | N | |
| 6 | 2 | Sport & Identities | SLS515 | 20 | O | N | None |

| | | | | | | |
|---|-------|--|----|---|---|---|
| 6 | 2 | Applied Sport Psychology & Contemporary Issues SLS525 | 20 | O | N | Sport & Exercise Psychology 2 Level 5 |
| 6 | 2 | Strategic Management in Sport SLS510 | 20 | O | N | Sport Resource Management Level5 |
| 6 | 1 & 2 | Research Project in Sport Studies SLS519 | 40 | C | Y | Sociology of Sport Politics of Sport (All at Level 5) |

In the Table above, column 6 indicates whether modules are core (Y) or not (N). If a core module is assessed by a mixture of examination and coursework then BOTH components must be passed with a mark of at least 40% in BOTH to pass the module. As explained later, for the other modules a mark in one component of 35-39% is sufficient for a pass so long as the overall module mark is at least 40%.

SOME COMMON QUESTIONS AND ANSWERS

(These are based on the FULL Course and Examination Regulations which are available in the Course Handbook on the website)

1. GENERAL QUESTIONS

How many modules do I take each year?

You will undertake modules to the value of 120 points each year. Our modules are generally valued at 20 credit points (a couple are 10), which means generally 6 modules per year (6X20=120), with 3 normally taken in each semester.

How do I find out what is covered in each module?

When you start a module you will be given a Module Handbook by the Module Co-ordinator. In this electronic age the Module Handbook is usually provided in electronic form. This will detail the content of the module, and usually give details of what is covered week by week.

What does a module Co-ordinator (MC) do?

This is the person who is responsible for the organisation and delivery of the module, monitoring student performance and attendance etc. Often a number of staff are involved in teaching a module, but the MC co-ordinates their activities. When the module finishes he/she supplies marks to the Examinations Office and carries out a 'module evaluation'.

Who is my Studies Advisor?

You should be allocated a member of Staff to act as Studies Advisor when you enter the University and a listing will be found on the School Noticeboard. You are expected to meet your Studies Advisor once each semester *at least*, to discuss your academic progress and any circumstances that are likely to affect your progress.

How can I arrange a meeting with the Course Director, Studies Advisor or Module Coordinator?

In the first instance you should send an email (preferable) or phone to arrange a time. It is not acceptable to say, "I tried your room and you weren't there...." All staff work across a number of courses and have research commitments – therefore may not be on campus each day.

CONTACT BY E-MAIL – TO ARRANGE MEETING

Can I change modules?

Not in year 1. However in years 2 and 3 there are optional modules. You can change your mind about an optional module within the **first 2 weeks of semesters 1 and 2**. However, bear in mind there might be pre-requisite modules you must pass first. Talk to the Course Director and complete a Module Amendment Form for him to sign.

Can I change course?

Not between the two Sports degree courses. However if you really feel the course is not for you then speak to your Studies Advisor as soon as possible.

If I leave the course are my fees refunded?

That depends on when you leave. There are cut-off dates in both semesters – leave after those dates and no refund is given.

Where do I find my timetable – I have sporting activities during the year?

The Course Director will provide the timetable when it becomes available before the beginning of each semester, on the School website and the course Noticeboards on 15E. The timetable is also available on the University website. Check the noticeboard frequently as rooms may be changed at short notice or classes re-arranged because members of staff are ill or otherwise indisposed.

Timetabling is done by the Central Timetabling Unit for the whole of Jordanstown. The CD just submits our requirements and they do the rest. Please don't ask for classes to be moved – the CD can't do that!

What should I do if I can't attend class?

You are ***expected to attend all classes and be punctual***. If you have not been in attendance for more than three days through illness or other cause you must notify the Course Director immediately giving the reasons for the absence and whether it is likely to be prolonged.

THIS IS A MATTER OF IMPORTANCE FOR ALL STUDENTS !!!

If the absence is for a period of more than five working days, and is caused by illness which might affect your studies you should provide an appropriate medical certificate.

If you are likely to be away (eg for a sporting activity) you should see your Studies Advisor. If it involves missing an assessment then you need to complete an EC1 (Extenuating Circumstances) form – but see later for valid reasons.

If you are absent without good cause for a substantial proportion of classes you may be required to discontinue studies.

Academic staff are required to keep a record of attendance. If you fail a module and have been absent for a substantial number of classes you may be asked to retake the module WITH ATTENDANCE (and pay!), in the next academic year, before proceeding to the next level. Also if you miss classes dealing with safety issues you might not be allowed to carry out an assessment if the module coordinator believes you (or your colleagues) might be at risk.

The Ulster Sports Academy has an Attendance Monitor who will follow-up all cases of absence and require explanations.

2. ASSESSMENTS AND EXAMINATIONS

How is my performance in modules assessed?

Modules are assessed by examinations and continuous assessment (CA), or in some modules just CA. Continuous assessment includes essays, tests, presentations etc. Generally if both examination and CA are assessed the weighting is around 50% examination, 50% CA (see your Module Handbooks).

When are examinations held?

All end-of-module examinations are held in January and May, during designated examination periods. Supplementary (resit) examinations are held in August. Your results in the January (1st semester examinations) are provisional. They are held and moderated in June when the external examiners are present. All results for the year are confirmed at the meeting of the Examination Board in June.

What is an Examination Board?

This is chaired by the Dean of the Faculty (or Associate Dean) and consists of all members of the Course Committee, the External Examiners, and representatives from the Faculty Office and Examinations Office.

I don't agree with the decision of the Examination Board. What can I do?

You can appeal against a decision – but only under certain circumstances. You cannot appeal against the marking. All failing and borderline marks are double checked by other staff. This is required by the University. Also, in final year your work is moderated when the external examiners visit and look at your work in June.

How do I appeal against a decision?

The appropriate forms are at;

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

Your appeal is to the Dean in the first instance, and you can opt to attend and argue your case. Usually students appeal on the grounds that there were extenuating circumstances that had not been presented or taken into consideration previously. Appeals MUST be presented within 1 week of the results being published.

The day of my examination is not suitable as I am going to a wedding. Can you change it?

No! – and don't ask. The Examinations Office staff set the times for all examinations in Jordanstown. They take into account the number of students in class, capacity of examination hall, length of examination - and of course try to avoid sending the same student to different examination halls to do 2 different examinations at the same time... The times are therefore set objectively by people with no direct involvement. If two examinations clash report it to the Examinations Office or CD immediately.

3. RESITS, FIRST-SITS ETC ☺

I missed an examination, what should I do? Contact the Course Director as soon as possible. See below under extenuating circumstances.

When do my results come out?

Your examination results (pass/fail) are available within 5 days of the Examination Board in June, but the detailed marks will only be available to you on the website later. Staff are not allowed to give you results over the phone or in person, so don't ask. HOWEVER I provide results to final year students if you contact me the day AFTER the Examination Board. I am not supposed to, so don't tell anyone.....

I think I have failed all my modules in January. Does that mean I can't proceed to the 2nd semester?

Progress from semester 1 to 2 is automatic. Your failures in semester 1 modules are only confirmed in June when the whole profile of marks for the year will be considered. If you do fail in 3 modules you will be invited for a serious discussion with the CD and Studies Advisor.

What happens if I fail modules?

That depends...

In years 1 and 2 you are allowed to fail modules up to 60 credit points and resit the failed component(s) again, during the Supplementary Examination period in August. It is expected you will pass them on this occasion.

IF you fail 3 modules again (at 2nd attempt) you would be required to WITHDRAW from the course.

IF you fail 2 modules (40 credits) again (at 2nd attempt) you would NOT PROCEED and you would be required to retake these modules during the next academic year (with or without attendance, depending on circumstances). The assessments would be at the normal times (January or May). If the next year is the placement year you would not be allowed to proceed or continue in placement.

IF you fail 1 module (20 credits) again (at 2nd attempt) you MAY proceed but would be required to retake the failed component ON ONLY ONE FURTHER OCCASION at the next opportunity. However if the failed module is a PRE-RESQUITE for a module in the next year you MAY NOT proceed to the next year until the prerequisite is passed.

You are allowed to 'carry' one failed module ONLY into the placement year. BUT note that you will not be accepted for a DIAS if you fail ANY modules in June.

What happens if I fail modules in final year?

You are only allowed to fail 2 modules (40 credits) in final year and you only have 1 further opportunity to resit them. Also bear in mind that the project/dissertation module counts as 40 credits. Failure of either module at the 2nd occasion means you would be required to withdraw from the course and no award would be given.

How many modules am I allowed to resit?

That depends.... In years 1 and 2 if you fail up to 60 credits you are allowed to resit these in August. In final year you are allowed to fail only 2 and resit them in August.

If I fail examinations in January can I resit them in May?

No! The resit period is in August. Anyway failed January examinations are only confirmed at the Examination Board which is held in early June. However if you were unable to sit an examination in January because of valid extenuating circumstances you would be allowed a 'first-sit' in May.

If I fail resit examinations in August what are the consequences?

Again that depends.... In years 1 and 2 you are allowed to proceed and carry to the value of 20 credit points (normally 1 module) and take assessments at the next available opportunity in the next academic year. However if the failed module is a pre-requisite for a module in the 1st semester of the next year you would not be allowed to proceed until it is passed. You would then be allowed to proceed in January (taking the semesters in reverse).

What is the pass mark for a module?

You must achieve a mark of 40% or higher to pass a module. If a module is assessed by CA and examination you must have at least 35% in one of the components and sufficient marks in the other component to give a module average of at least 40%. **HOWEVER** this does not apply to **core modules**.

What are core modules?

The core modules contain material central to the degree – see the Tables beginning on page 17. If a core module is assessed by a mixture of coursework and examinations you must pass both components with at least 40% in each to pass the module.

4. EXTENUATING CIRCUMSTANCES

What is meant by extenuating circumstances?

If you are prevented by illness or other sufficient cause from taking or completing the whole or part of the assessment during the programme, or your results are substantially affected by illness or other sufficient cause, you may be permitted to complete, take, or repeat the assessment (called a first-sit). The mark you obtain will stand (unlike a resit where the maximum mark is 40%).

What would be considered Extenuating Circumstances?

Some examples should serve to differentiate between valid and non-valid extenuating circumstances:

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

- (a) Illness in the run-up to an examination or coursework deadline, or during an examination
- (b) Bereavement in the run-up to an examination or coursework deadline (*normally a close relative i.e. parent, child, partner or sibling*)
- (c) Sudden illness or emergency in connection with a family member or dependent
- (d) Civil disturbance (rioting, intimidation, bomb-scares, bus and rail disruption)

- (e) Traumatic event (e.g. being assaulted, or witnessing an accident or assault)
- (f) Extreme weather conditions preventing either study or travel
- (g) Domestic upheaval (fire, burglary, eviction)

Examples of extenuating circumstances that would not normally be accepted:

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

How do I ask for extenuating circumstances to be taken into account?

You must submit an Extenuating Circumstances Form (EC1) to the Course Director as soon as possible. This is available on the University Website, under ‘Current Students’ and then ‘Academic Services’. This MUST be accompanied by supporting evidence (eg medical certificate, letter from Student Services etc). *The Course Director HAS to provide the evidence of extenuating circumstances for scrutiny to the Examination Board.*

5. DEGREE CLASSIFICATION

Do my year 2 marks contribute to my final degree classification?

No. That used to be the case but the University changed the Regulations about 7 years ago, and now only final year marks count.

How is my final year aggregate mark calculated?

You have 4 taught modules in the final year (4 X 20 credit points) and a double weighted project (40 credit points), equivalent to 6 modules. All the module marks (as %) are summed (project mark added twice!), and the total divided by 6.

How does the final aggregate mark determine the degree classification?

The Class boundaries are as follows;

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

When determining the degree classification are aggregate marks rounded up and down?

Yes. 59.5% is rounded up to 60%, and 59.49% is rounded down to 59%. In reality of course a mark like 59.4% would be scrutinised by both internal and external examiners. See question on interview.

Will I be invited for an interview with an external examiner?

All students are required to be available on the day of the Examination Board in June for a possible *viva voce* with the External Examiner. You will be informed of the date of the Board meeting well in advance (usually a Tuesday - *probably* 7th June), and asked to keep the day free. About 10 – 12 students are interviewed each year.

Why will an external examiner want to interview me?

Any number of reasons. For a start external examiners are required to satisfy themselves about the quality of our graduates, and confirm that the standard is the same as elsewhere – so they need to interview students over the range of awards. But there are other reasons – you might be on the borderline (eg 59.4%); one of your marks might be totally out of line with the rest (1 in the 40s, the rest in the 60s) and he might want to know the reason; there might be previously unknown extenuating circumstances. *However you can only improve your situation in the interview – marks cannot be taken from you!*

6. CONTINUOUS ASSESSMENT

When should coursework be submitted and what happens if I miss the deadline?

The hand-in dates should be given to you early in the module and will probably be in the module handbook. You should get a receipt for work handed in or have a form date-stamped in the School Office.

If you miss the deadline without good reason it is likely the work will not be accepted for marking, or the mark reduced on a sliding scale (see below). You must make sure it is completed before the deadline. If there are extenuating circumstances you should inform the module coordinator before the hand-in date or as soon as possible afterwards. (See extenuating circumstances later).

Where coursework is submitted late (without any acceptable extenuating circumstances – see Course Handbook), the following penalties will be applied:

- Work submitted **late on due date** or **on the day after the due date** receives a **5 percent point penalty**
- **5 percent point penalty per additional calendar day** that the coursework is late (if work cannot be submitted electronically, i.e. Blackboard/WebCT/email, then Saturday and Sunday are not included)
- **Work submitted more than two weeks late will automatically receive a score of 0%**

Illustrative example:

Coursework is due in by 1pm on Thursday 10th November

- Coursework is submitted at 5pm on Thursday 10th November – **5 % point penalty**
- Coursework is submitted anytime on Friday 11th November – **5 % point penalty**
- Coursework is submitted anytime on Monday 14th November – **20 % point penalty* (4 days late). *This would be classed as a 10 percent point penalty (2 days late) if only hard copy submission is possible**
- Coursework submitted on Friday 25th November – **100% penalty (> 2 weeks late)**

Example for applying penalties – A 5 percent point penalty on an assessment marked at 60% means a final mark of 55%.

Will I receive feedback on coursework I have submitted?

Yes, it is the policy that written feedback is given. If you don't understand the reason for your mark you **MUST** talk to the module coordinator. This is part of the learning experience, and hopefully your mark will improve the next time.

What are the criteria used in marking Coursework?

The criteria used for marking coursework should be explained in the Module Handbook. Make sure you know what is expected from you.

I don't understand why I was given such a low mark for my coursework. Can I find out why?

Most certainly. Read the written comments carefully and if you are still unhappy you should arrange to see the module coordinator about it. This is an integral part of the learning process.

Will the external examiners see my coursework?

All final year students are asked to return coursework at the end of the year – **AND YOU MUST DO THIS**. External examiners look at samples over the range of marks. Also they will look closely at borderline cases, failing students and those having interviews. External Examiners also ask to look at a sample of coursework from other years.

7 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 below;
- (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 is placed on the student's file. If the student does not attend for interview, this will also be noted on the student's file.
 - (e) A plagiarism record will be kept at University level on which all offences will be recorded. This is simply to record the number of offences. 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.

PLEASE NOTE THAT A PIECE OF COURSEWORK WHICH YOU HAVE SUBMITTED FOR ONE MODULE MAY NOT BE REPLICATED FOR ANOTHER MODULE – THIS WOULD BE CONSIDERED TO BE SELF PLAGARISATION !!!!!!!

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

| 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. | 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% for coursework element. Case referred to Dean with recommendation of reprimand and fine. 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. |

8. PLACEMENT YEAR

What is the Placement (or Intercalary) Year?

Placement is an optional element of the course. The placement period which is *AN INTEGRAL PART OF THE COURSE*, is spent in a paid or unpaid unemployment and will normally cover a period of 48 weeks and account for the majority of Semesters 1, 2 and 3 of the third year. On satisfactory completion of all elements of the placement a Diploma in Professional Practice (DPP) will be awarded.

A placement experience of a period of 25 weeks study abroad in an educational institution may be undertaken in the intercalary year. On satisfactory completion of all elements of the intercalary year, a Diploma in International Academic Studies (DIAS) will be awarded.

The DPP/DIAS year is NOT A YEAR OUT – NOT A YEAR AWAY FROM THE COURSE!! It is an opportunity for you to gain another valuable recognised qualification – a DPP or DIAS. You will be assigned a University Tutor and asked to submit material based on the placement experience, for assessment. You will also have to enrol for the year.

Can I opt out of the Placement year and progress from year 2 to final year?

Yes. The placement year is optional. Inform the Placement Tutor or Course Director and you will be transferred into the non-placement course.

I would like to take a year out from my studies. Is that possible?

Yes, see the Course Director and complete a Student Record Amendment Form, requesting Leave of Absence (LOA). You will also need to submit a letter giving your reasons. Although this form is signed by the Course Director, the Dean of the Faculty makes the decision and he needs good reasons to grant LOA.

Disclaimer

This is a summary of the Material in the Course Handbook available on the School Website. Details of the course are set out in the Course Handbook. The University will use all reasonable endeavours to deliver the course 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 that 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 also cannot guarantee complete success in placements being secured for all students.

Tandy Haughey

(Course Director)

September 2011