



Faculty of Health
Sport and Exercise

**SPORT AND EXERCISE
UNDERGRADUATE
STUDENT AWARD HANDBOOK**

2011/2012

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Part Two University Student Guide **27-29**

The contents are displayed in this book but to read the material you need to go to:-

http://www.staffs.ac.uk/courses_and_study/student_life/student_handbook/

PART ONE – SPORT AND EXERCISE

SECTION 1. INTRODUCTION

Student Award Handbooks have two parts. The first part is information specific to Sport and Exercise and your Award and is this book. The second part contains more general information about the University, its regulations and services. This part is produced “centrally” and is available on the University webpage. You should refer to these sources of information when required or come and ask. Whilst we will help you as much as we possibly can it is ultimately **your responsibility** to make sure that you adhere to the University regulations.

It might be tedious but you **MUST** be aware of the student regulations and the award regulations. These are different at each University and the ones for Staffordshire University Undergraduate Modular Framework can be found at http://www.staffs.ac.uk/assets/ugrad_mod_fram_tcm44-26763.pdf

The University is organised into Academic Faculties and Sport and Exercise forms part of the Faculty of Health. In Sport and Exercise (S&E) we offer two schemes:

BA (Hons) Sport and Society Scheme

BA (Hons) Sports Studies
BA (Hons) Sports Development and Coaching

BSc (Hons) Sports Science Scheme

BSc (Hons) Sports Studies
BSc (Hons) Sport and Exercise Sciences*
BSc (Hons) PE and Youth Sport Coaching

We also offer a Professional Qualification:
BSc (Hons) Sports Therapy **

* British Association of Sport and Exercise Sciences (BASES) endorsed award

** Society of Sports Therapists accredited award

n.b it is possible to undertake ordinary degrees in each of the above awards with the exception of BSc (Hons) Sports Therapy

Both of these schemes (and the 5 awards they encompass) plus the BSc Sports Therapy have developed from an original single BA (Hons) Sport and Recreation Studies degree that was first validated in 1983. All awards within the two schemes are delivered within the University’s Undergraduate Modular Framework. In other words the curriculum that students study comprises of a series of blocks of work called modules. The modular framework allows the creation of a flexible structure of core, award option and general option modules. Modules are studied at 3 levels, Certificate (C), Intermediate (I) and Honours (H), with successful completion of each level resulting in the award of a Certificate of Higher Education (Level C), Diploma in Higher Education (Level I), and Honours Degree (Level H). An Ordinary degree is achieved by achieving a restricted range of learning outcomes and studying less modules (300 CATS points). Students normally complete the three levels to achieve their award in three years of full-time study. It is possible to study the Awards Part-time.

Students on the two schemes study a similar set of modules at level C and this flexible structure allows students the possibility of changing from the award that they are enrolled on, to one of the other awards in the scheme. Changing between schemes is much more difficult. The BSc PE and Youth Sport Coaching award contains award specific modules and is not as flexible as the other awards. The BSc Sport Therapy award is clearly not as flexible as the other awards and award transfers are highly unlikely with this specific award.

SECTION 2 SPORT AND EXERCISE UNDERGRADUATE AWARDS

The BA scheme focuses on a social sciences (sociology, policy and management) based examination of sport and exercise activity across a range of behaviours extending from recreational participation through to preparation for and execution of advanced performance. Whilst the BSc awards take a more sports science based approach and focus on psychology, physiology, nutrition and biomechanics.

The Sports Therapy award involves sports science disciplines and focuses on rehabilitation and sports performance and is OUTSIDE the scheme.

A brief summary of the 5 awards presently offered are outlined below

- **BSc Sport Studies**

The BSc (Hons) Sports Studies award requires students to study a broader range of disciplines than the more narrowly-focused BSc Sports and Exercise Science award. Whilst the major focus of content on the award is an examination of human movement and performance through an understanding of biomechanical, physiological and psychological principles, the wider social aspects of sport are also studied.

- **BSc Sport and Exercise Sciences**

The BSc (Hons) Sport and Exercise Sciences award facilitates a curriculum for students wishing to maximise exposure to recognised human science-related study areas associated with sport and exercise performance. The award focuses on the scientific interventions in the continuum between the individual with dysfunction to the individual approaching optimal function for sport and exercise performance. There is the opportunity to take a BASES endorsed route on this award.

- **BSc PE and Youth Sport Coaching**

The purpose of this award is to produce graduates with the knowledge and skills that equip them to play leading roles in youth sport coaching positions or to progress to PGCE training. The BSc (Hons) PE and Youth Sport Coaching award requires students to study subjects within sport and exercise science which underpin coaching and teaching (such as sport psychology and sociology) as well as developing an appreciation of the sports coaching focus, through applied sports practice (Theory and Practice of Sport), and specific coaching and teaching modules. Students are required to complete a school placement at level I, following CRB approval.

- **BA Sports Studies** – The Sports Studies award aims to develop students' knowledge of the well established theories of both social and human sciences. The award also offers the opportunity for students to develop a critical perspective on the application of these to the study of sport using current research and in keeping with contemporary accepted sport and exercise methods of enquiry.

- **BA Sports Development and Coaching** – The Sports Development and Coaching award aims to develop in students an ability to apply research in the social sciences to the policies and practices within the sports development and coaching context. Developing in them the skills to communicate effectively and reflect upon their own practice in this environment. The Sports Development and Coaching award aims to produce students able to employ strategic planning and development planning skills in analysing, understanding and addressing the development needs and intentions of sports organisations.

SECTION 3 THE AIMS OF THE AWARDS

All five awards are designed to achieve specific aims and these are listed below. In essence, we want to produce well educated, independent graduates who will be successful in their chosen careers. The employment market is such that YOU must take every opportunity you can to achieve these aims and more.

The aims of the Sport and Exercise Undergraduate awards are to:

- develop students' intellectual capabilities; personal and transferable skills; subject specific knowledge and skills that provide the foundation for future learning, employment and personal development.
- provide a supportive learning environment for students.
- provide a coherent, flexible, multidisciplinary framework with opportunities for student choice.
- employ diverse methods of learning and assessment to develop generic and subject-specific skills.
- ensure that students are informed by current knowledge of theories in sport and exercise science/social science and offer students challenges and opportunities for academic development at different levels.
- develop students' intellectual capabilities and skills in evaluation, data interpretation, problem solving and reflection relevant to the subject area.
- provide the opportunity to study human responses and adaptations to sport and/or exercise environments and to examine performance in sport and/or exercise and its enhancement, monitoring, analysis and evaluation in various population groups.(BSc awards)
- develop in students an appreciation of the organisational structures responsible for sport and employ social or economic or political theory to explain the development and differentiation of sport throughout society. (BA awards)
- recognise and respond to moral, ethical and safety issues which directly pertain to the context of study.
- produce graduates with the knowledge and skills that equip them to play leading roles in sport, health and exercise-related industries.

SECTION 4 AWARD SPECIFIC INFORMATION

Administration and University regulations

The University uses a computer package called THESIS+ to track your information whilst at the University. The accuracy of the information in the system is very important. The two key people to ask for information are Emma Cowdell (Award Administrator, BG1B) and Trevor Barter (Undergraduate Leader, BG1P)

There are important Award Regulations that you should be familiar with. Rather than printing them here, because they change at times you are referred to the University website <http://www.staffs.ac.uk/current/regulations/academic/> or http://www.staffs.ac.uk/courses_and_study/student_life/student_handbook/ (see section 4)

The simple route to a successful academic career is to pass every element of assessment. If you are in difficulties you are strongly advised to discuss your situation with your personal tutor, level tutor, undergraduate leader or a student guidance advisor.

There are a few key points to be made here:-

- Your work is graded against a series of criteria and these are stated at the end of this section. The criteria by which you are being assessed should be clearly stated in the assignment brief.
- Your work is graded using a grade point system (again listed later), where anything above a grade point 4 is considered to be a pass grade.
- The full range of grades are open to you on your first attempt at an assignment.
- If you fail a module, the award board may require you to present yourself for reassessment in that module.
- Each student has the right to one reassessment opportunity, providing that you submit some work for assessment at the first opportunity. Hence, if you fail to submit assessment on time, first time you lose this right of reassessment and it could have very serious consequences for your ability to proceed.
- Typically you can expect to receive feedback on your work within 20 working days of submission.
- If you are unable to submit work on time or it is below standard because of some unexpected circumstances beyond your control then you should seek advice about submitting an extenuating circumstances claim. Ask at the office, student guidance advisor or Trevor Barter. Nb. computer problems are not usually considered as a valid extenuating claim.

The table below identifies the **grade point** classification.

Indicative Classification	
15 14 13	First Class
12 11 10	Second Class (upper)
9 8 7	Second Class (lower)
6 5 4	Third Class
3 2 1	Fail
0	Non-submission

Grading criteria

The tables below indicate the generic criteria that are used in assessing your work. These are progressive across the levels of academic study. The ones produced here are most applicable to essays but you will encounter a variety of forms of assessment. Your assignment brief may contain an interpretation of the guidelines in the context of each specific assignment.

Grading Criteria for the Award of Marks Level Four (4)

GRADE	CRITERIA – WRITTEN ASSIGNMENTS AND EXAMINATIONS
15	<p>The work exceeds the requirements of the assessment Clear organisation and structure showing innovation and creativity in approach. Very good understanding of the subject area demonstrated. Accurately interprets information identifying strengths and weaknesses showing the ability to compare and contrast ideas using literature.</p> <p>14 Some attempt at debate and developing argument with some evidence of analysis.</p> <p>13 Shows some application of theory to practice (where applicable). Evidence of wide and appropriate reading which is correctly referenced. Selects main points from material and identifies relationships between ideas, theories or arguments.</p>
12	
11	
10	<p>The work fulfils and goes beyond the requirements of the assessment Clear organisation and structure in approach with clear focus throughout. Good understanding of the subject area demonstrated. Identifies some strengths and weaknesses of the information and there is some attempt to compare and contrast ideas using literature. Some attempt at debate and argument.</p> <p>11 Shows some application of theory to practice (where applicable). Use of a good range of current, relevant, supportive literature which is generally correctly referenced. Selects main points from material and identifies relationships between ideas, theories or arguments.</p>
9	<p>The work fulfils the requirements of the assessment brief Satisfactory organisation and structure of the work which is sufficiently focussed. Satisfactory number of key issues identified. Satisfactory knowledge and understanding of the subject area demonstrated.</p> <p>8 Mainly descriptive approach with some evidence of discussion. Limited application of theory to practice (where applicable). Evidence of some appropriate reading. Referencing developing but some errors evident. Selects main points from material and identifies some relationship between ideas, theories or arguments.</p>
8	
7	
6	<p>The work just meets the basic requirements of the assessment Organisation and structure of the work needs some attention to detail. Some knowledge and understanding of key issues demonstrated. Selects some appropriate key issues from the literature.</p> <p>5 The work is largely descriptive, superficial in some places with simple explanations given, however there is evidence of understanding.</p> <p>4 An attempt to relate theory to practice is evident (where applicable). Evidence of some appropriate reading although range is limited. Some attempt to reference but errors evident.</p>
5	
4	
3	<p>The work meets some, but not all requirements of the assessment The organisation and structure of the work is generally poor. The work is largely disorganised and hard to follow. The knowledge presented is superficial with limited evidence of understanding.</p> <p>2 There is lack of identification of strengths and weaknesses of related material. There is little or no attempt to apply theory to practice (where applicable). There is little evidence of appropriate reading with many referencing errors.</p>
2	
1	<p>The work fails to meet the requirements of the assessment The knowledge presented is very poor with little or no understanding demonstrated. There is an insufficient focus on the assessment requirements. No attempt to relate theory to practice where applicable (where applicable). There are many inaccuracies presented in the work. The work is disorganised and hard to follow. There are very few or no supporting references in the piece of work. The requirement for confidentiality, anonymity or ethical approval has not been met. There is inaccurate, unsafe or grossly prejudicial material included.</p>
0	Non-submission

Grading Criteria for the Award of Marks Level Five (5)

GRADE	CRITERIA – WRITTEN ASSIGNMENTS AND EXAMINATIONS
15	The work exceeds the requirements of the assessment Clear and logical organisation and structure demonstrating innovation and creativity. Excellent knowledge and understanding with accurate inclusion of most recent evidence based information.
14	Clear application and integration of relevant theory and practice (where applicable). Evidence of breadth and depth of knowledge demonstrating problem-solving, debate and argument with critical analysis of material.
13	Excellent use of a wide range of current, relevant supportive literature correctly referenced. Explores relationships between ideas, theories or arguments. Evidence of critical evaluation of own work and that of others.
12	The work fulfils and goes beyond the requirements of the assessment Clear organisation and structure which is well planned and organised. Most key issues are clearly identified with evidence of critical thinking, problem-solving and analysis of literature.
11	Evidence of good knowledge and understanding of the information presented.
10	Evidence of wide and appropriate reading which is referenced correctly. Good evidence of the application of theory to practice (where applicable). Identifies relationships between ideas, theories or arguments.
9	The work fulfils the requirements of the assessment brief A logical and well planned piece of work with clear organisation and structure. Evidence of satisfactory level of knowledge and understanding.
8	Some key issues are identified with some evidence of critical thinking, problem-solving and interpretation of literature.
7	Evidence of application of theory to practice (where applicable). Sufficient use of research and relevant literature, generally correctly referenced. Selects main points from material, identifying relationships between ideas, theories or arguments.
6	The work just meets the basic requirements of the assessment Presents a fairly logical and structured piece of work with sufficient focus. Level of knowledge and understanding acceptable.
5	Demonstrates some application of theory with practice (where applicable) although depth and detail are lacking.
4	Mainly descriptive approach with some evidence of discussion and interpretation of issues. Some evidence of research or literature review with some errors in referencing. Relationships between ideas, theories or arguments outlined.
3	The work meets some, but not all requirements of the assessment Essay planning, organisation and structure are generally poor, with little or no evidence of critical thinking and interpretation of information.
2	Lack of knowledge and understanding of the subject in some areas. Little or poor evidence of appropriate reading and study. Current, relevant supportive literature is inadequate, with referencing errors. Weak attempt to identify relationships between ideas, theories or arguments.
1	The work fails to meet the requirements of the assessment Very poorly planned and organised piece of work with insufficient focus on the requirements of the assessment. A limited number of key issues are identified and there is little evidence of discussion or attempt to interpret or draw conclusions from literature. Lack of knowledge and understanding of the subject. Minimal reference to practice (where applicable). Little evidence of appropriate reading with many errors in referencing. Poor or no attempt to identify relationships between ideas, theories or arguments. The requirement for confidentiality, anonymity or ethical approval has not been met. There is inaccurate, unsafe or grossly prejudicial material included.
0	Non-submission

Grading Criteria for the Award of Marks Level Six (6)

GRADE	CRITERIA – WRITTEN ASSIGNMENTS AND EXAMINATIONS
15	The work exceeds the requirements of the assessment A very well-planned and organised piece of work demonstrating innovation and creativity. Response to the brief is critically evaluated throughout with accurate inclusion of most recent evidence based information.
14	Clear application and integration of relevant theory and practice (where applicable). Evidence of extensive breadth and depth of knowledge demonstrating debate, problem-solving and argument with critical evaluation of material.
13	Excellent use of a wide range of current, relevant supportive literature correctly referenced. Well developed relationships between ideas, theories or arguments. Evidence of critical evaluation of own work and that of others.
12	The work fulfils and goes beyond the requirements of the assessment Well organised and structured piece of work which is well planned. Main areas of evidence are critically evaluated with evidence of critical thinking, problem-solving and analysis of the information.
11	There is breadth and depth of information presented.
10	A wide range of appropriate reading is evident which is referenced correctly. There is cogent argument throughout the work. Evidence of the integration of theory to practice (where applicable).
9	The work fulfils the requirements of the assessment brief A logical and well planned piece of work with an organised structure. Includes essential information which is accurately presented.
8	Some key issues are identified with some evidence of critical thinking, problem-solving and some critical evaluation of the information.
7	Some evidence of the integration of theory to practice (where applicable). Good use of a range of current, relevant supportive literature appropriately referenced.
6	The work just meets the basic requirements of the assessment Evidence of a fairly logical and adequately structured piece of work with sufficient focus on the assessment requirements.
5	Demonstrates some critical evaluation however depth and detail are lacking. Evidence of some discussion and interpretation of issues.
4	Limited evidence of the integration of theory with practice (where applicable). Some evidence of appropriate reading, and research or literature review. Some errors in referencing.
3	The work meets some, but not all requirements of the assessment Essay lacks planning, organisation and structure with little or no evidence of critical evaluation or discussion.
2	Lack of adequate knowledge and understanding. Work is descriptive. Limited application to practice (where applicable). Inadequate evidence of appropriate reading. Lack of current, relevant supportive literature which is incorrectly referenced.
1	The work fails to meet the requirements of the assessment Very poorly planned, disorganised piece of work with insufficient focus. Work is descriptive in nature, lacks application of theory to practice (where applicable). Inadequate knowledge and understanding of the subject. Fails to apply or draw conclusions from literature Little evidence of appropriate reading and study; referencing errors. The requirement for confidentiality, anonymity or ethical approval has not been met. There is inaccurate, unsafe or grossly prejudicial material included.
0	Non-submission

Please note that students should produce work within the word limit. A student who submits work that exceeds the specified word limit by 10% or more will automatically be penalised by a reduction of 1 grade point for the assessment involved.

Award Structures

The following pages contain information specific to each Award. The Award structure is presented in diagrammatic form and clearly shows the core modules which must be taken. Various option groups are also shown. This pattern is then repeated for each award in the scheme.

The detail of which modules form the various Specific Option groups will be made available before you make your module choices.

- **BSc (Hons) SPORT STUDIES**

Award Structure

Level 4 (Certificate)

TB1	HES91100-4 Research & Professional Development I	HES91101-4 Introduction to Physiology & Nutrition for Sport & Exercise	HES91103-4 Introduction to Sport & Exercise Psychology	HES91108-4 Introduction to Coaching & Teaching in Sport
TB2	Option Theory & Practice of Sport I or II	HES91102-4 Introduction to Movement Analysis	Sport Social Option	General Option

Level 5 (Intermediate)

TB1	HES92100-5 Research & Professional Devel II	Sport Science Option	One Sport Science and One Social Option	Sport & Exercise Option
TB2	HES92111-5 Theory & Practice of Coaching & Teaching in Sport	Sport Science Option		General Option

Level 6 (Honours)

TB1	HES93100-6 Research & Professional Development III	Two Sport Science Options		General Option
TB2		Sport Science Option	Sport & Exercise Option	General Option

- **BSc (Hons) SPORT AND EXERCISE SCIENCES**

Award Structure

Level 4 (Certificate)

TB1	HES91100-4 Research & Professional Development I	HES91101-4 Introduction to Physiology & Nutrition for Sport & Exercise	HES91103-4 Introduction to Sport & Exercise Psychology	HES91108-4 Introduction to Coaching & Teaching in Sport
TB2	HES91104-4 Physical Activity, Exercise & Health	HES91102-4 Introduction to Movement Analysis	Sport and Exercise Option	General Option

Level 5 (Intermediate)

TB1	HES92100-5 Research & Professional Development II	HES92103-5 Physiological Monitoring in Sport & Exercise	HES92101-5 Biomechanics of Human Movement II	HES92110-5 Physical Activity & Public Health
TB2	HES92106-5 Fitness Instruction & Personal Training	HES92102-5 Applied Nutrition in Sport, Health & Exercise	HES921004-5 Fundamentals of Sport & Exercise Psychology	General Option

Level 6 (Honours)

TB1	HES93100-5 Research & Professional Development III	2 Sports Science Options	General Option
TB2	HES93100-5 Research & Professional Development III	2 Sports Science Options	General Option

- **BSc (Hons) PE AND YOUTH SPORT COACHING**

Award Structure

Level 4 (Certificate)

TB1	HES91100-4 Research & Professional Development I	HES91109-4 Theory & Practice of Sport I	HES91103-4 Introduction to Sport & Exercise Psychology	HES91108-4 Introduction to Coaching & Teaching in Sport
TB2	HES91104-4 Physical Activity, Exercise & Health	HES91110-4 Theory & Practice of Sport II	HES91105-4 Introduction to Sociology of Sport & Physical Activity	General Option

Level 5 (Intermediate)

TB1	HES92100-4 Research & Professional Development II	HES92107-4 Applied Sociology of sport	HES92105-4 Theory & Practice of Sport III	General Option
TB2	HES92106-4 Fitness Instruction & Personal Training	HES92111-4 Theory & Practice of Coaching & Teaching in Sport	HES921004-4 Fundamentals of Sport & Exercise Psychology	HES92114-4 School or Youth Sport Placement

Level 6 (Honours)

TB1	HES93100-6 Research & Professional Development III	Sport & Exercise Option	Sport & Exercise Option	HES93106-6 Contemporary Issues in Sports Coaching
TB2		HES93116-6 Children in Sport & PE	HES93105-6 Acquiring Sports Skills	General Option

- BA (Hons) SPORT STUDIES

Award Structure

Level 4 (Certificate)

TB1	HES91100-4 Research & Professional Development I	HES91106-4 Introduction to Sport Management	HES91108-4 Introduction to Coaching & Teaching in Sport	Science Option	Interchangeable
TB2	Option Theory & Practice of Sport I or II	HES91105-4 Introduction to Sociology of Sport & Physical Activity	HES91107-4 Introduction to UK Sports Policy	General Option	

Level 5 (Intermediate)

TB1	HES92100-5 Research & Professional Development II	HES92109-5 Challenges to UK Sport & Leisure Policy	HES92107-5 Applied Sociology in Sport	Science Option	Interchangeable
TB2	HES92111-5 Theory & Practice of Coaching & Teaching in Sport	HES921008-5 Sport Marketing & Promotion	Sport & Exercise Option	General Option	

Level 6 (Honours)

TB1	HES93100-6 Research & Professional Development III	HES93119-6 Social Investigations in Sport	Social Option	General Option
TB2		Sport & Exercise Option	Social Option	General Option

- **BA (Hons) SPORTS DEVELOPMENT AND COACHING**

Award Structure

Level 4 (Certificate)

TB1	HES91100-4 Research & Professional Development I	HES91106-4 Introduction to Sport Management	HES91108-4 Introduction to Coaching & Teaching in Sport	Sport & Exercise Option
TB2	Option Theory & Practice of Sport I or II	HES91105-4 Introduction to Sociology of Sport & Physical Activity	HES91107-4 Introduction to UK Sports Policy	General Option

Level 5 (Intermediate)

TB1	HES92100-5 Research & Professional Development II	HES92109-5 Challenges to UK Sport & Leisure Policy	HES92107-5 Applied Sociology In Sport	General Option
TB2	HES92106-5 Fitness Instruction & Personal Training	HES92111-5 Theory & Practice of Coaching & Teaching In Sport	HES921008-5 Sport Marketing & Promotion	General Option

Level 6 (Honours)

TB1	HES93100-6 Research & Professional Development III	HES93122-6 Placement: Sports Development & Coaching	HES931020-6 Planning for Sports Development	HES93106-6 Contemporary Issues in Sports Coaching
TB2			Social Option	General Option

SECTION 5 LEARNING RESOURCES

This section has been written to help you understand what resources are available to help you to learn. It is also a section that will help orientate you to the physical environment in which you will study. The greatest resource is yourself and you need to develop your skills to make the best use of the physical resources available to you.

What Learning Resources are Available to you?

Your studies will be based at the Stoke-on-Trent Campus of the University and most of the facilities that you will use are on the Leek Road site. A map of the Stoke-on-Trent Campus is included at the end of this section. The University has another main campus at Stafford.

Academic Staff

The academic staff are a significant resource. There might be a number of issues where you could ask staff for advice (see Student Support and Guidance, section 7), but in the context of this chapter staff are a resource to guide and assist your learning. Staff will already provide a great deal of assistance through their teaching and directed independent learning activities. At times when you need personal academic help you should contact a relevant member of staff, for example the module tutor. Staff Room numbers, telephone numbers and e-mail addresses for full-time staff are displayed below. Academic staff display weekly timetables outside their offices with a 2 hour per week (minimum) appointment system in which students can sign up for tutorials.

SPORT & EXERCISE ACADEMIC STAFF (Undergraduate Roles)

NAME	RESPONSIBILITIES	SUBJECT	DIRECT LINE PHONE	E-MAIL	ROOM
Mr Jamie Barker	Library Link tutor	Sports Psychology, Dissertation module leader.	01782 295810	j.b.barker@staffs.ac.uk	BG1V
Mr Trevor Barter	Undergraduate Award Co-ordinator, Examinations officer, Timetabler, BSc Scheme Leader	Principles of Training, Sports Nutrition, Drugs in Sport, Swimming.	01782 294040	t.j.barter@staffs.ac.uk	BG1P
Mr Steve Bateman	BSc Sports Therapy Award Leader	Sports Therapy	01782 295910	s.j.bateman@staffs.ac.uk	BG51
Mr Andy Bloomer		Physiology, Nutrition and Principles of Training	01782 295852	a.bloomer@staffs.ac.uk	BG1A
Mr James Capper		Coaching, Policy and Placement	01782 294247	j.capper@staffs.ac.uk	BG1A
Prof Ellis Cashmore	Professor of Culture, Media and Sport	Sociology of Sport, Football Culture, Celebrity Culture	077665 20319	e.cashmore@staffs.ac.uk	BG67

Prof Nachi Chockalingam	Professor of Clinical Biomechanics	Biomechanics	01782 295853	n.chockalingam@staffs.ac.uk	BG1S
Dr Jamie Cleland	Level 4 Tutor BA Scheme Leader Journalism Link Tutor Admissions Tutor	Sociology, Sports History, Research & Prof Devel I	01782 294341	j.a.cleland@staffs.ac.uk	BG67
Dr Peter Coffee	Level 5 Tutor	Sports Psychology, Research & Prof Devel II	01782 294424	p.j.coffee@staffs.ac.uk	BG32
Mr John Erskine	Postgraduate Award Leader		01782 294043	j.w.erskine.staffs.ac.uk	BG1O
Mrs Jo Ellard		Public Policy and Management	01782 294153	j.d.ellard@staffs.ac.uk	BG1A
Dr Jacky Forsyth		Sport and Exercise Physiology.	01782 294057	j.forsyth@staffs.ac.uk	BG1U
Dr Marc Jones	Postgraduate Award Leader	Sport Psychology	01782 295985	marc.jones@staff.ac.uk	BG1R
Mr Chris Lee		Coaching and Placement	01782 294328	c.g.lee@staffs.ac.uk	BG1T
Mr Gary Lowe	Careers Link HND/C Link Tutor	Sports Facility Management	01782 294238	i.g.lowe@staffs.ac.uk	BG1A
Mrs June Sampson	Level 6 tutor	Physical Activity and Exercise	01782 294292	j.c.sampson@staffs.ac.uk	BG1W
Mr Nigel Thomas	Programme Area Manager	Sports Development Sport and Disability	01782 294019	n.b.thomas@staffs.ac.uk	BG1E
Prof Vish Unnithan	Professor of Physical Activity Exercise/Health Res	Sport and Exercise Physiology	01782 295986	v.unnithan@staffs.ac.uk	BG1Q

Part-time academic staff

Part-time staff have a shared office (BG20) in the Brindley building. They will also put their timetable outside this office to let you know when they are at the University and available.

SPORT & EXERCISE PART-TIME ACADEMIC STAFF

NAME	SUBJECT	Contact via	ROOM
Andy Aspinal	Badminton Coaching	a.aspinal@staffs.ac.uk	BG20
Pat Cropper	Athletics Coaching	Chris Lee/Trevor Barter	
Dr Lynne Duval	Social aspects	l.duval@staffs.ac.uk	BG20

Learning Support Technicians

Their role is to assist you in developing your laboratory skills, particularly in the sports science laboratories. They will do this by assisting you in the formal laboratory classes and also being available to assist you in, for example, data collection.

SPORT & EXERCISE TECHNICAL SUPPORT STAFF

NAME	RESPONSIBILITIES	DIRECT LINE PHONE	E-MAIL	ROOM
Mr Mark Bailey	Laboratory Technician and Timetable support	01782 294003	mark.bailey@staffs.ac.uk	BG06
Ms Sharon Gwinneeth	Technical Team Leader	01782 295964	s.g.gwinneeth@staffs.ac.uk	BG06
Mr Justin Rich	Learning Support Technician	01782 295964	j.m.rich@staffs.ac.uk	BG06
Mr Mark Young	Laboratory Technician	01782 294003	m.f.young@staffs.ac.uk	BG06

Administrative Support Staff

The Faculty of Health office is a marvellous resource to ensure that everything runs smoothly for you. The office is an important resource for you. Use it well and the staff will provide a great service.

SPORT & EXERCISE ADMINISTRATIVE SUPPORT STAFF

NAME	RESPONSIBILITIES	DIRECT LINE TELEPHONE	E-MAIL	ROOM
Mrs Emma Cowdell	Award Administrator	01782 294069	e.l.cowdell@staffs.ac.uk	BG1B
Mrs Ann Davies	Senior Clerical Assistant/Receptionist - your first contact at reception and can help identify who you need to talk to and gives you the right forms. Collects your assignments and issues you with a receipt.	01782 294019	a.davies@staffs.ac.uk	BG1B
Mrs Jane Sheldon	Award Support Assistant	01782 294169	j.sheldon@staffs.ac.uk	BG1B

The Faculty of Health Student Guidance advisors

The Faculty have two student guidance advisors that can provide valuable advice of matters such as extenuating circumstances, student finance and other matters.

Andrea Alker
 t: 01785 353795
 m: 07824694589
 e: andrea.alker@staffs.ac.uk

Amanda Holt
 t: 01785 353795
 m: 07767433943
 e: amanda.holt@staffs.ac.uk

Sport and Exercise Science Laboratories

Sport and Exercise offer a range of well equipped laboratories. Learning strategies are designed to create the opportunities to use equipment contained in them.

At this point in time we have:-

A Sport and Exercise Physiology Laboratory	BG10 & 12
A Sport and Exercise Psychology and Sports Therapy Laboratory	BG1Y
A Sport and Exercise Nutrition and Psychology Laboratory	B117
A Sport and Exercise Biomechanics Laboratory	BG1J
A Qualitative Analysis Laboratory with Observation Suite	BG22

These are well supported by a team of technicians, located in BG06.

Health & Safety Policy

A Guide for Students

All students and other persons using the facilities of S&E are required by law to show an attitude of personal responsibility for the safety of themselves and others. Potential hazards must be reported to the Area Supervisor, the S&E Safety Officer or the designated Programme Area Manager of S&E, either directly or through a member of staff of S&E.

General Rules

- Any behaviour that is deemed either by the supervisor or the technical staff to be in breach of the above statement will result in the person or persons responsible being asked to leave the laboratory.
- Food and drink are not permitted in the laboratory areas. The only exception to this is during certain specific practical sessions as directed by the module leader
- Smoking is strictly forbidden in all university buildings
- Any student who is or appears to be under the influence of alcohol/drugs will be excluded from that particular seminar, practical session or lecture.
- Prior to the start of any practical session involving physical exertion, biochemical testing protocols or the use of bio feed back equipment, a medical questionnaire must be completed.
- Practical sessions and students participation in them is a vital part of the learning experience. As such, students are expected to actively participate in such sessions unless valid medical conditions indicate such participation may be injurious to health.
- Suitable clothing and footwear must be worn for any class involving physical exercise. Clothing deemed as suitable is Tracksuit, T-shirt and shorts and training shoes. Any student attending a laboratory practical wearing clothing or footwear deemed unsuitable for the session without a valid reason, will be excluded from that session.
- Students must not use the laboratory facilities unsupervised
- All persons using the laboratory have a duty of care not only to themselves but to all others present in the laboratory.
- Please make yourselves aware of the location of all fire escape routes, first aid stations and the location of the emergency telephone.

A copy of the Sport and Exercise safety policy is available within each laboratory. Any concerns with regard to health and safety issues should be raised immediately with the supervisor or learning support technician. They will in turn bring the concerns to the attention of the safety adviser who will investigate the concerns raised.

There is a University Student behaviour policy which is available at http://www.staffs.ac.uk/assets/student_behaviour_policy_tcm44-26968.pdf

Area Supervisors

Overall Responsibility for the Laboratory, Seminar and IT facilities in S&E rests with the Technical Team.

Physiology Laboratories BG12

Jacky Forsyth/Justin Rich

Psychology and Sports Therapy Laboratory BG1Y

Marc Jones/Sharon Gwinneth

Biomechanics Laboratory BG1J

Nachiapan Chockalingam/Mark Young

Nutrition and Psychology Laboratory B117

Trevor Barter/Justin Rich

IT Suite B150

Sharon Gwinneth/John Erskine

Recreation Facilities

Undoubtedly you will use the University's recreation facilities as part of your award and probably for your own recreation. The recreation facilities are managed by Estates. These facilities are then booked and used by Sport and Exercise, the Student Union, the general public and yourself on a private basis.

There is a good range of facilities including playing fields, synthetic all-weather pitches, sports hall, activities room and gymnasium. Students also have access to Northwood Stadium for athletics and local swimming pools. The facilities are well resourced and locally situated.

What Organisational Support is Available?

To facilitate effective use of resources needs a plan and one of the most crucial resources is time. To help you plan your time there is a comprehensive and well supported timetable.

Your timetable

During the induction process (for level 4) and at the end of each level of your study, your Scheme Leader will organise a meeting for you to complete module registration forms for the forthcoming level of study. You will be given plenty of help and advice, some of which is contained in this handbook. On the basis of these module registration forms, a personal timetable is constructed by the S&E Timetable Officer and S&E administrative staff. You must keep a copy of your module registration form and duplicate copies are stored in the Faculty of Health Office.

At the start of each semester you will be asked to collect a copy of your **personal timetable** from the Faculty Office (BG1B). This should be checked against your record of module choices. Any errors should be directed to the Faculty Office where they will be resolved as quickly as possible. It is your responsibility to check your timetable for accuracy and also the validity of your modules against your Award structure.

Can you change your timetable?

There are probably two types of change you might want to make:-

Module changes

If after making your original module choices you decide you want to change a module, then you need to complete a "module change form" available from the Faculty of Health Office (BG1B). Complete the form and hand it in to the reception. The request will be checked to ensure that the change is feasible, that modules are not oversubscribed and that the change is academically valid. We will endeavour to give you an answer within five working days.

There are some important points to be aware of when considering changing modules:-

- You may be allowed to change your choice of module. This is only normally allowed in cases where there is sound academic justification for the change. Any change you make to your choice of modules must be made within TWO weeks of the start of the module if you are enrolled on Level 'I' or Level 'H' of your Award or within THREE weeks of the start of the modules if you are enrolled at Level 'C'.
- If approved, you must keep a copy of the module change form.

Class changes

There is some flexibility in changing individual classes. Perhaps you travel a long distance, perhaps you work or have other commitments and the time of a class is not ideal for you. If we can improve your timetable then we will, just ask at the Faculty Office. We may be able to move your seminar/laboratory/practical classes but not lectures. Changes can only be made if there is space in another class.

What is a normal timetable?

Classes can be scheduled any time from 9am to 9pm Monday, Tuesday and Thursday, 9am to 1pm on Wednesday and 9am to 5pm on Friday. Some modules, for example placement and coaching experience, could use Saturdays and Sundays.

Your class contact time will vary from week to week and be dependent upon the modules chosen. Your contact time will probably range from 6 to 10 hours per week. This leaves you plenty of time for your independent study and this should be planned and added to your timetable.

What is shown on your timetable?

Each Teaching Block on your timetable will show all the classes for that Block that you could be expected to attend. Not all classes will run each week and you must consult your module handbook for this information.

Your timetable will also show the name of the member of staff taking the class and the room in which the class is taking place.

How do you find the room?

The teaching rooms could be located in any suitable room on the Stoke-on-Trent campus. To identify the building in which rooms are located, check the letter prefix to each room number.

Building	Code Letter	Site
Brindley	B or BG	Leek Road
Ashley	L or LT	Leek Road
Mellor	S	College Road
Cadman Yard	G	College Road

N.B. See Map at the end of this section for the locations of buildings.

The rooms are then identified by their number where the first number identifies the floor. Therefore, all rooms on the first floor start with a 1, second floor with a 2 etc. Ground floor rooms tend to be O or G!

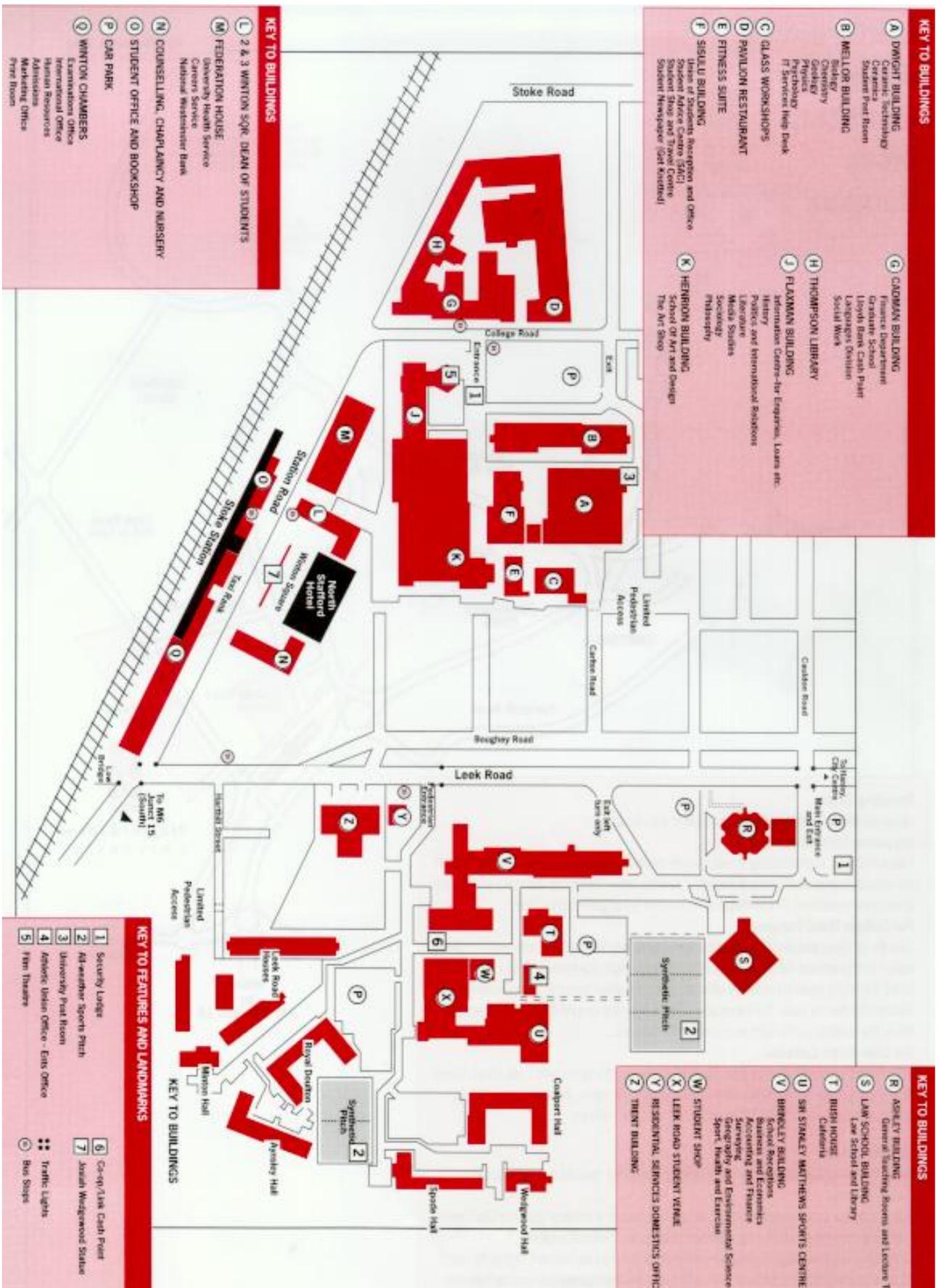
A few examples:-

- LT3 – Ashley Lecture Theatre number 3, Leek Road.
- LT115 – Room 115 on the first floor of Ashley Building, Leek Road
- B234 – Room 234 on the 2nd floor of Brindley Building, Leek Road
- B117 – Room 117 on the 1st floor of Brindley Building, Leek Road
- BG27 – Room 27 on the ground floor of Brindley Building, Leek Road

What dates are you expected to be at the University?

Each year the University produces an Academic Calendar and this changes slightly from year to year. The calendar for 2011-21 is shown below. Also on the calendar are the assessment periods that you need to make a note of. (and resits!)

Standard Undergraduate Student Learning and Teaching activity		
Week commencing		
19-Sep-11	Induction Week	
26-Sep-11	Teaching Block 1 12 weeks	
03-Oct-11		
10-Oct-11		
17-Oct-11		
24-Oct-11		
31-Oct-11		
07-Nov-11		
14-Nov-11		
21-Nov-11		
28-Nov-11		
05-Dec-11		
12-Dec-11		
19-Dec-11	Teaching Block 2 10 weeks	
26-Dec-11		
02-Jan-12		
09-Jan-12		Assessment
16-Jan-12		
23-Jan-12		
30-Jan-12		
06-Feb-12		
13-Feb-12		
20-Feb-12		
27-Feb-12	Teaching Block 2 2 weeks	
05-Mar-12		
12-Mar-12	Revision week	
19-Mar-12		
26-Mar-12		
02-Apr-12		
09-Apr-12		
16-Apr-12		
23-Apr-12		
30-Apr-12	Assessment	
07-May-12		
14-May-12		
21-May-12		
28-May-12	Assessment Processing	
04-Jun-12		
11-Jun-12		
18-Jun-12	Results/Counselling Award Ceremonies	
25-Jun-12		
02-Jul-12		
09-Jul-12		
16-Jul-12	Reassessment	
23-Jul-12		
30-Jul-12		
06-Aug-12		
13-Aug-12		



SECTION 6 STUDENT SUPPORT & GUIDANCE

Support within Sport and Exercise

Whilst we want you to become independent learners we also want to provide you with the support you need. This section seeks to identify for you the most appropriate person to see about various academic and personal issues.

What is the role of the module leader?

Many modules will be taught by more than one member of staff but there is only one person in charge of that module. This person is responsible for:-

- Ensuring all classes run smoothly
- Producing the module handbook
- Producing the assessment and marking criteria
- Recording and submitting all assessment marks
- Recording attendance

Any operational or academic guidance matters should be directed to the module leader.

What is the role of your personal tutor?

When you first enrol with the University you will be allocated a personal tutor. If we can, we try to ensure that you will have teaching contact with this person. Your personal tutor will be an academic member of staff who will be responsible for providing assistance to you throughout your time at the University. You should be able to discuss anything you wish with this person, it may be academic or personal. This person may also write a reference for you at the end of your studies, if you wish. You must ensure, therefore, that you provide your personal tutor with an up to date curriculum vitae and you keep them informed about your circumstances and achievements. You will be expected to meet your personal tutor at least once each semester, but more frequently if you wish. Normally your personal tutor will run your Research and Professional Development module tutorials and hence you will meet your personal tutor almost weekly.

Normally, you would stay with the same tutor throughout your studies however you may find it more appropriate to change tutors, for example, to your dissertation supervisor. This may be possible, please see your level tutor to arrange this.

It could well be worth asking your personal tutor to make a record of certain meetings and place some notes on your personal file. Sometimes certain issues (e.g. health) can become more serious and it is worthwhile being able to track the development of such issues.

You may have issues that you do not want to discuss with module or personal tutors, please read on.

What is the role of the level tutors?

This is perhaps the next level “up” from module and personal tutors. Level tutors are responsible for:-

- Liaison with student representatives
- Allocating students to personal tutors
- Day to day running of the level, e.g. co-ordinating assignment submission deadlines
- Monitoring module delivery
- Responding to student issues

Your level tutors play a valuable role in dealing with student issues. Level tutors sit on the staff-student liaison committee and many modules are not specific to an award and thereby affect more than a single group of students. See the staff list for the names of level tutors.

What is the role of a Scheme Leader?

This person is responsible for Scheme specific issues. Duties include:-

- Providing the Student Scheme Handbook (i.e. this book)
- Ensuring that the curriculum remains up to date
- Ensuring the smooth running of the Scheme
- Providing advice about module choices

Issues that you would tend to take to your award leader would be issues about award specific modules and advice on module choice. See the staff list for the names of Scheme Leaders.

What is the role of the Undergraduate Leader?

The Undergraduate Leader oversees the smooth running of all the undergraduate awards. Issues which affect all awards, or which can't be resolved by leaders, level tutors of Scheme leaders will tend to be passed to the Undergraduate Leader.

In summary:-

The key people for you in your studies are.....

- **Jamie Cleland: Level 4 Tutor**
- **Pete Coffee: Level 5 Tutor**
- **June Sampson: Level 6 Tutor**

- **Trevor Barter: Undergraduate Leader, BSc Scheme Leader and Departmental Timetabler**

- **Emma Cowdell: Awards Administrator**

- **Ann Davies: Sport and Exercise Receptionist / Award Support Assistant**

- **Jane Sheldon: Award Support Assistant**

- **Your personal tutor**

Student Handbook can be accessed at

http://www.staffs.ac.uk/courses_and_study/student_life/student_handbook/



- [Your Faculty/School](#)
- [Teaching, Learning and Assessment](#)

- [Student Administration](#)
- [Employability](#)

- [Services for Students](#)
- [Useful Contacts](#)

This is in addition to your Award Handbook and is for you to use as a reference point during your time with Staffordshire University.

These web pages try to answer many of the questions you may have during your time with us and tell you where you can get more information and further guidance and support.

The University Student Handbook is divided into sections as follows:

Your Faculty/School



- [Faculty of Arts, Media & Design](#)
- [Business School](#)
- [Faculty of Computing, Engineering & Technology](#)
- [Faculty of Health](#)
- [Law School](#)
- [Faculty of Sciences](#)

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Student Administration



- [Amendments to Personal Details](#)
- [Attendance](#)
- [Data Protection Act](#)
- [Enrolment](#)

- [My Portal](#)
- [Student Card](#)
- [Student Information Centre](#)

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Services for Students



Student Office

- [Accommodation](#)
- [Careers Centre](#)
- [Counselling](#)
- [Information Centres](#)
- [International Student Centre](#)
- [Multi-faith Chaplaincy](#)
- [Nursery](#)
- [Student Enabling Centre](#)
- [Student Guidance](#)
- [Student Office](#)

Other Services

- [Catering Services](#)
- [Equality and Diversity](#)
- [Fees and Funding](#)
- [Financial Services](#)
- [Information Services](#)
- [Sports Centres](#)
- [Student Health Service](#)
- [Students' Union Website](#)

Faculty Services and Learning Support

- [Faculty Student Guidance Advisors](#)
- [Personal Tutoring](#)
- [Student Enabling Centre](#)
- [Study Skills Centres](#)

Student Representation

- [Appeals, Complaints and Conduct](#)
- [Student Feedback](#)
- [Student Staff Liaison Groups \(SSLGs\)](#)

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Teaching, Learning and Assessment

Section 4

Assessment

- [Academic Award Regulations](#)
- [Assessment Attempts - On Time, FIRST Time](#)
- [Examinations Timetable](#)
- [Extenuating Circumstances](#)
- [Plagiarism](#)
- [Special Examination Arrangements](#)
- [Teaching Learning and Assessment \(TLA\) and Disability](#)

- [Frequently Asked Questions](#)

Choosing your Modules or Changing Awards

- [Amending your Module Choices](#)
- [Changing Awards](#)
- [Module Registration](#)

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Employability

Section 5

- [Careers Centre](#) (PDF, file size: 231.76KB)
- [inVOLved Community Volunteer Scheme](#)
- [Student Ambassador Scheme](#)
- [Student Employability and Enterprise Policy](#) (PDF, file size: 231.76KB)
- [Volunteering Modules](#)

Employability Opportunities

- [Enterprise Fellowship Scheme](#)
- [Foundation Degree in Business Start-up](#)
- [SPEED](#)
- [Staffordshire University Business Villages : situated on all 4 campus locations](#)

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