



Setanta College

The online sports college™



SETANTA
College

The Online Sports College

Dear Learner,

Welcome to Setanta College.

This handbook has been written specifically to help you deal with aspects of your academic progression through Setanta College, please read it carefully.

Retain this handbook for reference while you are a learner at the college or refer to the latest copy for additional changes throughout your time with us. Always use your learner email account for communication with the college staff.

The information contained in this handbook is crucial to your learning. It provides important information on your programme, your assessments and the key individuals you will meet. For these reasons we want you to constantly read and refer to this handbook, and use it as a key information source during your time with us.

I hope that you will have a happy and successful experience here at Setanta College for the duration of your programme. Please do not hesitate to contact any member of the team if you need information, help or assistance. For contact details please refer to our website <https://www.setantacollege.com/>.

I wish you every success in your studies.

Yours sincerely,

A handwritten signature in black ink, reading 'Liam Hennessy'. The signature is fluid and cursive, with the first name 'Liam' and the last name 'Hennessy' clearly distinguishable.

Prof Liam Hennessy,
President
Setanta College.

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1. College Details

1.1. Name of College

Setanta College

1.2. Address

Thurles Chamber Enterprise Centre, Nenagh Road, Thurles. Co. Tipperary

Telephone: 0504-26723 **E-mail:** Student.Services@SetantaCollege.com

1.3 Mission Statement

The mission of Setanta College is to engage both on its own and collaboratively and in Irish and international contexts, in research, training and education in the fields of sports science and human performance, leading to greater specialised knowledge, awareness and understanding and a developed practical competence amongst graduates of the College in particular and among all those engaged and in those fields of study in general.

What Makes a Successful Learner?

Successful learners will usually be those who:

- Participate in all timetabled learning activities (lectures, practicals, tutorials, etc.);
- Review and revise new (and old) work on a regular basis;
- Immerse themselves in the profession of strength and conditioning
- Apply knowledge to their S&C work and reflect on the success of all applications.
- Conduct relevant directed reading and appropriate self-directed reading;
- Plan and keep to an assessment timetable and adhere to deadlines and assessment requirements;

2. College Delivery System – Blended Learning

2.1. Blended Learning

Blended learning refers to the system of learning by studying on-line and attending practical workshops at central venues to compliment the learning process.

2.2. Weekly Lectures

At Setanta College learners attend or read up to 4 lectures each week. They become active on each Wednesday morning and remain open or active until the end of each module. Generally, all written assessments are completed online and corrected online. Practical/Skills based assessments take place on a specific assessment day before the end of the award stage.

2.3. Essential Reading

During each module Essential Reading Books are nominated by the college which learners are advised to read to supplement the lecture notes. These books are available on the internet for purchase through <http://www.humankinetics.com>. The college has an agreement with Human Kinetics for a discount of 30% or more on books purchased by learners. Learners have to quote the password SETANTA or LEARNER30 when prompted. These books as well as the lecture notes can provide reference and material for the module assignments and projects.

2.4. Module Discussion Forum

Learners are encouraged to use the college discussion forum. Yammer is the application that we encourage all learners to use to discuss topics with both fellow learners and the module tutor. Through your learner email you will also gain access to the learner forum called Yammer. This is where your fellow classmates and tutors can discuss various aspects of the module or answer any questions that you may have. There is a yammer app available to download on your phone. To sign in simply use your email login details.

2.5. Onsite Workshops

Onsite workshops are held during each module – a minimum of 1 and a maximum of 3 is the normal occurrence.

2.6. Onsite Workshop Attendance

Attendance at the onsite workshops is a very important component for all learners. It is understood that on occasion, a learner may miss a workshop. If a learner misses a workshop we recommend that he or she attends the workshop at the next possible opportunity that the particular workshop is delivered again.

2.7. Module Tutor

For each module you will have a module Tutor who will help guide you through each specific module. He/she will be your main point of contact during the course. Whilst they will do everything they can to help you with the module, it is important to remember that communication is a two-way process and you will be expected to contact them as and when appropriate, and to participate in appropriate learning forums associated with each module. If you have any problems or concerns with a module you are encouraged to contact the module tutor as soon as possible via the following email tutorenquiries@setantacollege.com

2.8. Specific Needs

If due to your educational requirements e.g. disability or dyslexia, you need to learn and be assessed by methods other than those specified, the module Tutor may vary the methods as appropriate, bearing in mind the objectives of the programme and the need to assess you on equal terms with other learners (under the University's disability and dyslexia policy). It is your responsibility to liaise with the Learner Services department so that your specific needs regarding learning and assessments (e.g. examinations) are accounted for. You may do this by developing an Individual Support Plan agreed by Learner Services and the Faculty in advance of starting the award (i.e. on application).

2.9. Online Library Resource

As a learner of Setanta College you will have complete access to our online library. Learners will have access to the college online library which includes an online librarian service through a ticketing help desk. Library access will be through the online learning portal and user tutorials can be found in the learner resources page on the online learning portal also.

3. Modules and Operational Details

3.1 Programme Modules

Diploma in Personal Training QQI (30 Credit) & REPS Ireland Award	
Module Number	Module Name
1	Functional Screening for PT
2	Resistance Training 1 for PT
3	Resistance Training 2 for PT

Certificate in Advanced Personal Training QQI (30 Credit)	
Module Number	Module Name
1	Advanced Resistance Training
2	Sport and Exercise Nutrition
3	Business of Fitness and Sport

Certificate in Youth Athletic Development QQI (30 Credit)	
Module Number	Module Name
1	Youth Athletic Development
2	Speed Development
3	Coaching Skills

Certificate in Fitness and Conditioning QQI (30 Credit)	
Module Number	Module Name
1	Functional Screening
2	Resistance Training 1
3	Resistance Training 2

Certificate in Strength & Conditioning QQI (60 Credit)	
Module Number	Module Name
1	Functional Screening
2	Resistance Training 1
3	Resistance Training 2
4	Advanced Resistance Training
5	Speed Development
6	Endurance Development

Higher Certificate of Science in Strength & Conditioning QQI (120 Credit)	
Module Number	Module Name
1	Functional Screening
2	Resistance Training 1
3	Resistance Training 2
4	Advanced Resistance Training
5	Speed Development
6	Endurance Development
7	Anatomy, Physiology & Biomechanics
8	Youth Athletic Development
9	Sport and Exercise Nutrition
10	Coaching Skills
11	Coaching Technology and Fitness Testing
12	Business of Fitness and Sport

Bachelor of Science in Strength & Conditioning (QQI (180 Credit)	
Module Number	Module Name
1	Functional Screening
2	Resistance Training 1
3	Resistance Training 2
4	Advanced Resistance Training
5	Speed Development
6	Endurance Development
7	Anatomy, Physiology & Biomechanics
8	Youth Athletic Development
9	Sport and Exercise Nutrition
10	Coaching Skills
11	Coaching Technology and Fitness Testing
12	Business of Fitness and Sport
13	Injuries & Rehabilitation
14	Strength and Conditioning for Special Populations
15	Research Methods & Data Management
16	Professional Practice Portfolio
17	Sport & Exercise Psychology
18	Health & Wellness

For access to the complete module descriptor for each module please visit the learner learning portal [Online Learning Portal](#) and go to the section on course structure and module descriptors.

3.2. Module Length

Each module consists of twelve weeks (12) and there will be four lectures per week.

Modular Design				
1	Induction Week	1 week	1 st week of each Module	Introductory Lectures
2	Lesson Weeks	9-10 weeks		4 Lectures each week
3	Non Graded Quizzes	Week 2-12	Based on reading list/lectures or an article	5 non graded quizzes over a 12-week period
4	Assignment Week	Week 6 & 7	Complete a module Assignment	Some lectures may be included to assist in assignment
5	Project Week	Week 11 & 12	Complete a Module written/oral project/presentation	Some lectures may be included to assist in assignment
6	Practical/Skills based Assessment	Prior to the end of the award stage	Complete a Module practical/skills based assessment	This type of assessment will take place in the more practical based modules

3.2.1. Induction Week

It is envisaged that each induction week will follow Setanta College guidelines and introduce learners to the specific objectives and learning outcomes of each particular module and outline the prescribed or suggested reading lists and assessment procedures.

For Module 1, an Induction day will be offered to learners.

3.2.2. Lesson Weeks

Each lesson week will be in line with Setanta College guidelines.

Lesson content	Notes
Core study content	Video and Audio lectures are available on the online learning portal. We recommend that the scripts are printed off and a hard copy kept in a module folder

Practical coaching content	Each learner is encouraged to continue their coaching, management or participation
Practical tutorial contact	This will take place during the module onsite workshops
Private study	Each learner will be expected to complete some private study each week in order to complete assignments and the module in general. This can involve reading the recommended essential reading book(s)

3.2.3. Assessment Week

Written/Oral based assessments will normally occur on week 6 and week 11 of the course modules. The learner should prepare their assessment and upload by the submission date set. The remainder of the assessment week can be used to revise previous lecture notes and generally to catch up on important study items.

4. College Assessment System

4.1. Assessments

Assessments at the college are continuous throughout a module rather than sitting for a final written examination at the end of a module. Module assessments typically consist of completion of one of the following assessment methods; Skills Demonstration, Coaching Demonstration, Written Assignment, Written Project, Portfolio. For modules that have a practical-skills-based assessment, the breakdown is 40% for the practical assessment and 60% for the written assessment. Modules that do not have that requirement will have two assessments which are typically written but may also be oral.

Each Module is marked out of 100 and the marks are distributed as follows:

Module Assessment Guide		
1	Practical-skills-based assessment	40 Marks
2	Module Project (typically written)	60 Marks

4.2. Multiple Choice Quizzes

During each module learners complete a number of multiple choice quizzes. These are normally based on sections from the essential reading book, articles, video clips or workshop content. This is a formative assessment method meaning they are not a graded components

4.3. Module Written Assessment Project

During the third week of each module the main written assessment brief is made available. The learner is expected to apply the content of the course to this topic and how it relates to his or her own sport. Learners would submit this assessment towards the end of the module.

4.4. Module Onsite Workshops

The majority of modules have two onsite workshops, with the exception of Module 3 (Resistance Training 2) where there are three workshops.

5. College Marking System

At 3rd level Institutes (and Setanta College is amongst them) there is special ratings that are common in all marking schemes. 40% is deemed a Pass while 70% is normally regarded as first class honours.

We ask you to study the table below

Mark	Higher Certificate	Graduate Degree Course
70%	Pass with Distinction	Pass with 1 st Class honours
60 - 69%	Pass with Merit Grade 1	Pass with 2 nd Class honours (2.1)
50 – 59%	Pass with Merit Grade 2	Pass with honour (2.2)
40 - 49%	Pass	Pass

5.1 Marking Assignment/Projects

Learners should note that all written/oral assignments/projects and tasks are marked with 70% plus as being the highest possible grade. Among 3rd level Institute there is a limited number of 70% plus awarded for any work submitted. We ask learners to take this into account when they submit work and have the work marked and returned to them. With every assignment there is a rubric/grading form attached that the tutor uses to correct the assignments. This will detail to the learner where marks were lost or awarded.

5.2 Tutor insight into marking

Mark	Higher Certificate Course
Addressing the topic	10 Marks
Overall Content	60 Marks
Spelling and Grammar	5 marks
Layout and presentation	5 Marks
Referencing	10 Marks
Discretionary marks for overall	10 Marks
Total Mark	100 Marks

6. Rules and Regulations for Course Completion

6.1. Rules and Regulations for Multiple Choice Quizzes

Learners will be given a 5 day submission span for all Multiple Choice Quizzes. However, if a learner has a problem he or she should contact Student.Services@SetantaCollege.com for an extension. The quiz must be completed by the 2nd date. Please note that we do open up all quizzes for the last month of the module, so learners can have another opportunity to get the quiz completed.

All learners must submit all Multiple Choice Quizzes during the duration of the module. Once the module closes no quiz will be accepted by the college for consideration.

All correspondence regarding MCQs should be made to Student.Services@SetantaCollege.com

6.2. Regulations for Submission of Assignments/Project

- A final submission date is set for all assessments
- Our policy is to allow a maximum of two weeks extension, providing adequate reasoning and evidence is provided for the need of such. Any extensions beyond two weeks will be subject to an immediate 20% grade penalty/week up to a maximum of four weeks. Extensions beyond four weeks are not permitted in any module and will require the learner to repeat the module with the following cohort.
- All extensions will be granted by the module tutor on review of an extension request form. The final result of the assessment is posted on the online assessment feedback portal by the module tutor. Please note the recheck/appeals process if you are unhappy with the outcome of the assessment.
- All correspondence regarding the assessment in relation to advice, understanding the tasks, marking or submission date should be with the module tutor directly.
- Learner extension request forms will be available on the learner resource page on the [Online Learning Portal](#)

Extension Time	Requirement
2 weeks	Evidence/reasoning presented 1 week in advance of due date.
3 weeks	Subject to 20% penalty
4 weeks	Subject to 40% penalty
>4 weeks	Re-sit module with following group

6.3. Regulations for Onsite Workshops

There are two kinds of workshops: Module Workshops and Extra Workshops

Module Workshops are the workshops relating to each workshop.

Extra Workshops are workshop relating to extra study required to complete the course

6.3.1. Module Workshops

This course, while primarily based online it is a very practical course. Therefore, learners must attend as many of the onsite workshops as possible. It is important that Setanta College can stand over the quality and standard reached by our learners. We can only do this if we are confident that learners have attended as many practical workshops as possible.

The college expects that learners attend all workshops whether or not this is done retrospectively.

6.4 Compulsory Practical Assessment

Note within certain modules where practical coaching is considered essential and where these competencies are embedded within the module learning outcomes, such modules will require a compulsory assessment where a Fail result will require the learner to repeat the assessment before being put forward for certification. Two main assessment methods are used to assess practical coaching related competencies. They are:

- Coaching Demonstration – this is where the learner will interact with and coach the athlete or client or group primarily with the purpose of improving athletic performance such as during movement or exercise execution.
- Skills Demonstration – This is where the learner will interact with an athlete or subject as they administer a specific test or screen in a standardised manner.

6.4.1 Module Practical Assessment Repeat Arrangements

Where a learner fails the skills/coaching demonstration assessment, he/she will be allowed to repeat the practical assessment six weeks after the initial practical assessment at a resit assessment day. A further alternative resit date coincides with the end-stage of the award where a practical assessment day occurs.

6.4.2 Sample Assessment Schedule for Bachelor of Science in Strength and Conditioning

Module (12 weeks in duration)	Assessment Description	Availability of Assessment Brief – Timing of Assessment (within 12-week module /schedule and within 9-month duration Stage)	Assessment Repeat. Please see condition**
Stage 1			
Functional Screening	CA1 - Skills Demonstration CA2 – Written Assignment	CA1 – Brief available Week 3 and Practical Assessment day before end of award stage (feedback available to learner immediately following the Skills Demonstration and on learner portal within 1 week) CA 2 - Brief available Week 2 to be submitted by end of week 12 (feedback available to learner within 2 weeks)	CA 1 – Repeat (6 weeks after first practical assessment) before progression to next stage CA 2 - Assessment resubmission 3 weeks after initial result and feedback
Resistance Training 1	CA1 – Coaching Demonstration CA2 – Written Assignment	CA1 – Brief available Week 3 and Practical Assessment day before end of award stage (feedback available to learner immediately following the Skills Demonstration and on learner portal within 1 week) CA 2 -Brief available Week 3 to be submitted by end of week 12 (feedback available to learner within 2 weeks)	CA 1 – Repeat (6 weeks after first practical assessment) before progression to next stage CA 2 - Assessment resubmission 3 weeks after initial result and feedback
Resistance Training 2	CA1 – Coaching Demonstration CA2 - Oral Presentation	CA1 – Brief available Week 3 and Practical Assessment day before end of award stage (feedback available to learner immediately following the Skills Demonstration and on learner portal within 1 week) CA2 -Brief available Week 3 to be presented during week 12 (immediate feedback available to learner and on learner platform within 1 week)	CA 1 – Repeat (6 weeks after first practical assessment) before progression to next stage CA 2 - Assessment resubmission 3 weeks after initial result and feedback
Stage 2			
Advanced Resistance Training	CA1 – Coaching Demonstration CA2 – Written Case Study	CA1 – Brief available Week 3 and Practical Assessment day before end of award stage (feedback available to learner immediately following the Skills Demonstration and on learner portal within 1 week) CA 2 -Brief available Week 3 to be submitted by end of week 12 (feedback available to learner within 2 weeks)	CA 1 – Repeat (6 weeks after first practical assessment) before progression to next stage CA 2 - Assessment resubmission 3 weeks after initial result and feedback
Speed Development	CA1 – Coaching Demonstration CA2- Written Assignment	CA1 – Brief available Week 3 and Practical Assessment day before end of award stage (feedback available to learner immediately following the Skills Demonstration and on learner portal within 1 week) CA 2 -Brief available Week 2 to be submitted by end of week 12 (feedback available to learner within 2 weeks)	CA 1 – Repeat (6 weeks after first practical assessment) before progression to next stage CA 2 - Assessment resubmission 3 weeks after initial result and feedback
Endurance Development	CA1 – Written Assignment (with video of coaching) CA2 – Written Assignment	CA1 – Brief available Week 3 to be submitted by end of week 7 (feedback available to learner within 2 weeks) CA2 – Brief available Week 3 to be submitted by end of week 12 (feedback available to learner within 2 weeks)	CA 1 - Assessment resubmission 3 weeks after initial result and feedback CA 2 - Assessment resubmission 3 weeks after initial result and feedback
Stage 3			
Anatomy & Physiology & Biomechanics	CA1 – Written Assignment CA2 – Written Assignment	CA1 – Brief available Week 3 to be submitted by end of week 7 (feedback available to learner within 2 weeks) CA2 – Brief available Week 3 to be submitted by end of week 12 (feedback available to learner within 2 weeks)	CA 1 - Assessment resubmission 3 weeks after initial result and feedback CA 2 - Assessment resubmission 3 weeks after initial result and feedback
Youth Athletic Development	CA1 – Skills & Coaching Demonstration CA2- Written Assignment	CA1 – Brief available Week 3 and Practical Assessment day before end of award stage (feedback available to learner immediately following the Skills Demonstration and on learner portal within 1 week) CA 2 -Brief available Week 3 to be submitted by end of week 12 (feedback available to learner within 2 weeks)	CA 1 – Repeat (6 weeks after first practical assessment) before progression to next stage CA 2 - Assessment resubmission 3 weeks after initial result and feedback

Sport & Exercise Nutrition	CA1 – Written Case Study CA2 – Written Assignment	CA1 – Brief available Week 3 to be submitted by end of week 7 (feedback available to learner within 2 weeks) CA2 – Brief available Week 3 to be submitted by end of week 12 (feedback available to learner within 2 weeks)	CA 1 - Assessment resubmission 3 weeks after initial result and feedback CA 2 - Assessment resubmission 3 weeks after initial result and feedback
Coaching Skills	CA1 – Coaching Demonstration CA2 – Written Assignment	CA1 – Brief available Week 3 and Practical Assessment day before end of award stage (feedback available to learner immediately following the Skills Demonstration and on learner portal within 1 week) CA2 – Brief available week 3 to be submitted by end of week 12 (feedback available to learner within 2 weeks)	CA 1 – Repeat (6 weeks after first practical assessment) before progression to next stage CA 2 - Assessment resubmission 3 weeks after initial result and feedback
Coaching Technology & Fitness Testing	CA1 – Skills Demonstration CA2 – Written Assignment	CA1 – Brief available Week 3 and Practical Assessment day before end of award stage (feedback available to learner immediately following the Skills Demonstration and on learner portal within 1 week) CA2 – Brief available week 3 to be submitted by end of week 12 (feedback available to learner within 2 weeks)	CA 1 – Repeat (6 weeks after first practical assessment) before progression to next stage CA 2 - Assessment resubmission 3 weeks after initial result and feedback
Business of Fitness & Sport	CA1 – Written Project	CA1 – Brief available Week 3 to be submitted by end of week 12 (feedback available to learner within 2 weeks)	CA 1 - Assessment resubmission 3 weeks after initial result and feedback
Stage 4			
Injuries and Rehabilitation	CA1 – Oral Video presentation CA2 – Written Project	CA1 – Brief available Week 3 to be submitted by end of week 7 (feedback available to learner within 2 weeks) CA2 – Brief available Week 3 and submitted by end of week 12 with learner feedback within 2 weeks	CA 1 - Assessment resubmission 3 weeks after initial result and feedback CA 2 - Assessment resubmission 3 weeks after initial result and feedback
Strength & Conditioning for Special Populations	CA 1 – Coaching Demonstration CA 2 – Written Project	CA1 – Brief available Week 3 and Practical Assessment day before end of award stage (feedback available to learner immediately following the Skills Demonstration and on learner portal within 1 week) CA2 – Brief available Week 3 to be submitted by end of week 12 (feedback available to learner within 2 weeks)	CA 1 – Repeat (6 weeks after first practical assessment) before progression to next stage CA 2 - Assessment resubmission 3 weeks after initial result and feedback
Research Methods and Data Management	CA 1- Data Analysis - Problem Scenario - Written CA 2 – Written Project	CA1 – Brief available Week 3 to be submitted by end of week 7 (feedback available to learner within 2 weeks) CA2 – Brief available Week 3 and submitted by end of week 12 with learner feedback within 2 weeks	CA 1 - Assessment resubmission 3 weeks after initial result and feedback CA 2 - Assessment resubmission 3 weeks after initial result and feedback
Professional Practice Portfolio	CA 1 – Oral Presentation CA 2 – Portfolio Written	CA1 – Brief available Week 3 to be submitted and presented in week 9 (feedback available to learner immediately and within 1 week) CA2 – Brief available Week 3 and submitted by end of week 12 with learner feedback within 2 weeks	CA 1 - Assessment resubmission 3 weeks after initial result and feedback CA 2 - Assessment resubmission 3 weeks after initial result and feedback
Sport & Exercise Psychology	CA 1 Written Assignment CA 2 Written Project	CA1 – Brief available Week 3 to be submitted by end of week 7 (feedback available to learner within 2 weeks) CA2 – Brief available Week 3 and submitted by end of week 12 with learner feedback within 2 weeks	CA 1 - Assessment resubmission 3 weeks after initial result and feedback CA 2 - Assessment resubmission 3 weeks after initial result and feedback
Health & Wellness	CA 1 – Oral Presentation CA 2 – Written Project	CA1 – Brief available Week 3 to be submitted and presented in week 9 (feedback available to learner immediately and within 1 week) CA2 – Brief available Week 3 and submitted by end of week 12 with learner feedback within 2 weeks	CA 1 - Assessment resubmission 3 weeks after initial result and feedback CA 2 - Assessment resubmission 3 weeks after initial result and feedback
**Where a review and/or appeal is sought by the learner the above week dates for assessment resit/resubmission may not apply.			

8. Plagiarism and Referencing in Your Assignments

Plagiarism is a form of academic infringement – but sometimes learners don't know enough about it. As a learner, you need to be aware of what plagiarism is, and how to avoid it. If you are caught plagiarising, whether you did so knowingly or inadvertently, you will go through a somewhat unpleasant phase of meetings, disciplinary procedures and academic stress. In serious cases, there can be an impact on your academic record, or even a rejection from the programme. Reading this section should help you avoid these pitfalls and hassle.

8.1. What is Plagiarism?

This is the definition used by universities:

“Plagiarism is passing off someone else's work, whether intentionally or unintentionally, as your own for your own benefit”

Plagiarism means giving the impression that a piece of work originated with you when it didn't, or at least some of it didn't. It's easy to do so accidentally. If you present an idea, you are automatically giving the impression that it's your work, unless you give due credit.

Let's consider an example. Imagine you are writing an essay about Vitamin C. You write that Vitamin C is good for the immune system. You are making a statement, but where does this statement come from? Was it really your idea? You have two choices: Either find some sources to support your statement, and then reference them, or you can cut out the sentence. Just leaving the argument there, unaccredited, is a form of plagiarism. If you quote directly or even indirectly by paraphrasing ideas and work that someone else has originally produced, you need to acknowledge that. One thing you have to realise is that you are expected to produce substantial parts of your essay through research and referencing people's ideas. It is not a bad thing at all.

Getting away with it

...isn't going to happen, if we can help it. Lecturers are well read. They know most of what's been published in their fields. They get a feeling for your style and that of others, so when you style changes, they'll investigate. There are 'e-tools' to check whether a piece of work has been published or submitted for assessment already. Work can be checked online in moments.

Turnitin has been integrated into the submission process for all pieces of coursework. This gives Setanta staff and learners unprecedented experience with online submission, grading and assessment feedback process. Lecturers can post a piece of your writing, and in a short time he/she or you (only if permitted by your lecturers)

receives an originality report that highlights how much of your text matches something that's already published online somewhere, or which has been written by another learner.

In many cases, it's not even necessary to use a special database to detect plagiarism; some lecturers have unearthed copying by simply typing a sentence into Google. There are lots of straightforward ways to detect plagiarism, and lecturers use them regularly.

"All assignments should have a similarity score of 20% or less (including references). For assignments higher than this score further investigation will need to be done into the origin of the similarity which will be done through the use of our plagiarism software. In serious cases the paper will be rejected and further disciplinary action will be taken."

...And what happens if you get caught?

Suspected cases of plagiarism are passed to the programme leader. He/she meets the learner and tries to work out if plagiarism has taken place. If it has, the leader decides what kind of penalty to apply. This is likely to vary depending on factors such as:

- Whether you may have been in the dark about plagiarism,
- How much of the work in your assignment was actually plagiarised,
- Whether you have done it before,
- Whether you should know well enough by now what to avoid.

Penalties range from a written warning and rewriting the piece of work to failure and discontinuation of the whole programme. All infringements will be kept on file and repeat offences will be considered extremely serious.

...Avoiding it

Avoiding plagiarism is easy. The first and most obvious step is to use some time management skills. The next important thing is for you to reference properly. There are different referencing styles, but the one used most widely is the Harvard Referencing System.

So there are 3 key messages here:

1. Do not plagiarise
2. If you wish to – and it is encouraged to do so – cite the author or source of your information.
3. Do not simply 'cut and paste' when answering your assignments.

8.2. Citation and Referencing

We do not intend or encourage you to be academic coaches. We wish to help you become better practical and more thorough practitioners of the art and science of coaching. So below find our policy in relation to citation and referencing in your written assignments and module projects:

Setanta College Policy on Citation and referencing in your Assignments and Projects

- We encourage you to cite a reference in the text of your answer.
- You can call from many of the citations supplied in the lectures of Setanta College.
- You can use statements in italics from any of the lectures or reading material that you use – provided that you give the source at the end of the statement.
- You can use any other source of support that you may consider appropriate – provided that you note the source (the author or the text or the book title with the year of publication) in the body of text about this statement.
- During stage 1 (modules 1-3) incorrect citations will not have a negative impact on your grade. However, tutors will still provide feedback on referencing skills as an additional tool for you to improve in this important area.
- In stage 2 (modules 4-6) tutors will apportion a certain amount of marks for appropriate and correct citation in your answers to assignments and projects where you are requested to do so.

8.3. Summary

The key point to make here is that there are different ways of supporting what you state in your assignments. In all written assignments we will be encouraging you to use reference citations. However, we will not be marking your answers down if you do not. In stage 2 of the programme (modules 4-6) we really want you to be familiar with citing references in support of your statements or in counter arguments. We will ask you to include references at this stage of the programme and will give you credit (more marks) for using appropriate reference citations.

You do not have to supply the reference at the end of your assignment but to do so does impress. And if your answer is bordering on distinction then you are more likely to get across the line when your assignment answer is more thorough (meaning it has citations and also includes the reference list or bibliography at the end of your answer).

Note that at the end of the lecture or more likely at the end of the topic we provide the reference detail:

“References used in this topic

Astrand PO & Rodahl K. Textbook of Work physiology. McGraw Hill, New York. 1977
Baker DG and Newton RU. Adaptations in upperbody maximal strength and power output resulting from long term Resistance training in experienced strength-power athletes. J Strength & Cond Res. 20(3): 541-546. 2006.

Behm DG & Sale DG. Intended rather than actual movement velocity determines velocity-specific training responses. J Appl Physiol. 74: 359-68, 1993.”

This is what you might seek to develop later in the course – when you get to Module 5. By that stage you will have seen several citations and viewed several references at the end of various topics.

The standard referencing system for all Setanta College coursework is the Harvard referencing system:

A number of referencing resources are available in the online learning portal under the learner resources page.

9. Policy on Word Count

9.1. Purpose of word count limit

The purpose of a word limit is to give all learners, across the University, a clear indication of the maximum length of a piece of assessed written work, the amount of work expected and therefore how much detail they should go into and how they should allocate time to one piece of assessed work in relation to others. Writing to set word limits is a skill required within some professions, as well as an academic skill. Word limits are set appropriate to the assessment outcomes.

9.2. Setting a word count limit

The policy is that the coursework instructions for all levels within the learner handbook will clearly state a maximum word count beyond which nothing will be marked. This maximum will include any margin for tolerance which has been set (i.e. a word count with +10% tolerances), if your module guide does not state that 10% tolerance will be given then it does not exist for that module.

If an executive summary or abstract is required then a separate word count for this should be specified.

9.3. What is included in the word count?

Word count includes everything in the main body of the text (including headings, tables, citations quotes, lists, etc). The list of references, appendices and footnotes are NOT included in the word count unless it is clearly stated in the coursework instructions that the module is an exception to this rule

The standard referencing system for all Setanta College coursework is the Harvard referencing system:

Appendices should be kept to a minimum and only contain reference materials illustrating and supporting arguments fully made in the main body of the work. Any other materials included in appendices, except where specifically requested in the coursework instructions, will not be marked.

9.4. Interpretation of the word count policy for learners and staff

Learners will be penalised for a failure to be concise and for failing to conclude their work within the word limit specified. Likewise, a failure to meet the maximum word limit may result in lower marks based on the quality of the work because they may not have included the necessary information required for the assessment and met the stated learning outcomes.

The word count needs to be clearly and correctly stated on the title page of the assignment. Incorrectly understating the word count constitutes an assessment offence and may result in further action.

9.5. Penalties for word count infringements for learners

Penalty for exceeding the word limit are as follows:

- \pm 10-20% of the stated word count – 10% loss in mark
- \pm 20-30% of the stated word count – 15% loss in mark
- \pm 30-40% of the stated word count – 20 % loss in mark
- $>\pm$ 40% of the stated word count – resubmission required

10. Learner Grievances/Academic Appeals

The right of the learner will be ensured in accordance with the Rights as outlined in the Learner Charter as detailed in the Quality Assurance document. Learner grievances should be directed to your tutor in the first instance. Academic appeals should be directed to the Learner Services Manager
Student.Services@SetantaCollege.com

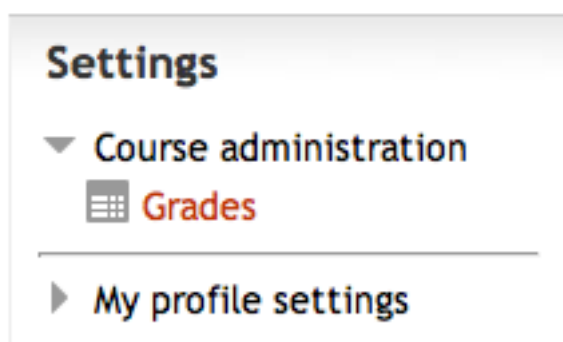
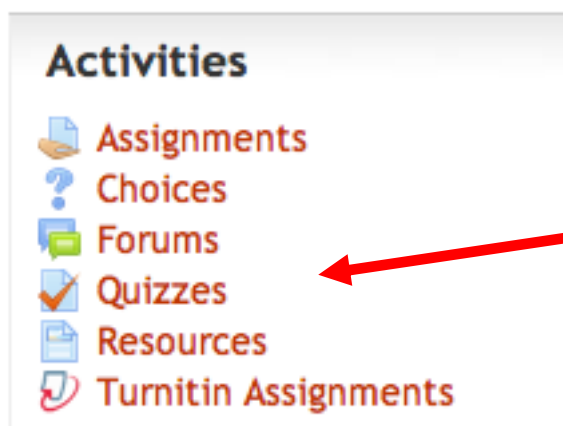
Full policy statement and procedures on learner grievances or an academic appeal can be found in the Quality Assurance Manual located in the learner support section on the colleges online learning portal along with accompanying forms.

- Learners' Complaints and Appeals procedure
- Learners Complaint Form
- Procedures to be followed to request a recheck, review and appeal

11. How to Check Quiz Answers

How to see your right or wrong answers to Multiple Choice Quizzes

1. Go to lecture page
2. Click on the words “quiz” in top left hand column



3. This window will then open

Quizzes

Week	Name	Quiz closes	Attempts
15 September - 21 September	MCQ 1	Friday, 21 September 2018, 11:59 PM	
29 September - 5 October	MCQ 2	Friday, 5 October 2018, 11:59 PM	
20 October - 26 October	MCQ 3	Friday, 26 October 2018, 11:59 PM	
3 November - 9 November	MCQ 4	Friday, 9 November 2018, 11:59 PM	
17 November - 23 November	MCQ 5	Friday, 23 November 2018, 11:59 PM	

4. Then select the MCQ(multiple choice quiz) you want to see as in diagram above.

5. When you click on this quiz this is what comes up.

MCQ 1

This quiz is based on the Introduction to Anatomy and Week 1 and 2 presentations. You will have one attempt to do this quiz. Once you start the quiz you will have 30 minutes to complete it.

Attempts allowed: 1

This quiz opened at Saturday, 1 September 2018, 12:01 AM

This quiz will close at Friday, 21 September 2018, 11:59 PM

Time limit: 30 mins

Attempt quiz now

6. You then click on the actual weighted mark you go as outlines with the red arrow above. In this case you click on the 2.40 and this will open up the quiz with the answers you gave and the correct answers like as outlined below.

Quiz navigation

1 2 3 4 5 6

7 8 9 10

Finish review

Started on	Tuesday, 17 September 2013, 3:34 PM
State	Finished
Completed on	Tuesday, 17 September 2013, 3:43 PM
Time taken	9 mins 44 secs
Marks	8.00/10.00
Grade	2.40 out of a maximum of 3.00 (80%)
Feedback	9/10

Question 1

Correct

Mark 1.00 out of 1.00

Flag question

Which of the following is not a topic covered in Module 1?

Select one:

- ☐ a. The principle of Training
- ☐ b. Components of Fitness
- ☐ c. Athlete/Player Needs Analysis
- ☒ d. Diet and Nutrition ✓

The correct answer is: Diet and Nutrition

Question 2

Incorrect

Mark 0.00 out of 1.00

Flag question

How many marks are awarded for the Module project?

Select one:

- ☐ a. 10 marks
- ☐ b. 15 marks
- ☒ c. 20 marks ✗
- ☐ d. 30 marks

The correct answer is: 30 marks

7. Now you can see the correct answer outlined and the answer you gave. The red mark after the question signifies the wrong answer. The filled circle represents your answer. The green highlighted answer is the correct answer.

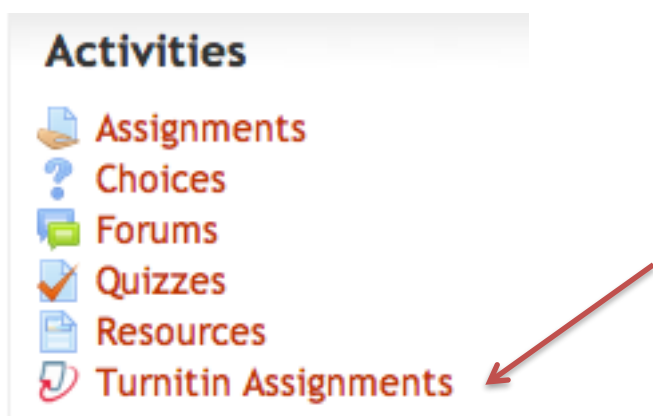
12. How to Upload Your Assignments

How to upload your Assignment/Final Project into moodle (the online learning resource)

Step 1: Use a blank word document and enter your learner number and title name for the assignment/project your completing.

Step 2: Complete your assignment on this word document, Put in your learner ID number in the place provided and then save the document to My documents into a specific folder for all your college assignments/projects.

Step 3: Go back into your course and click on to Turnitin Assignments on the left hand side of the learning centre.



Step 4: When the following page is in view please click on My Submissions.

Summary

My Submissions

Turnitin Assignment Name

Assignment 1

Summary

Explain how your study of the principles of training assists you in developing a periodised programme for the components of speed flexibility and strength within your sport

Treat all the principles of training separately in the assignment. Your answer should define each principle and discuss its relative importance in devising a periodised programme for your sport/event/discipline. Where you consider a principle of training has little relevance to your sport, you should explain why you have come to this conclusion. Illustrate your understanding of each principle of training with accurate references to events from your sport.

Assignment Part	Start Date	Due Date	Post Date	Max Marks
Part 1	9/10/13, 16:00	23/10/13, 23:58	23/10/13, 23:55	100

Step 5: On this page you need to include the title Assignment 1 or Final Project with your learner ID number then proceed to upload the file by choosing file from where you have it saved on your own PC.

When you have this completed it should look like this and then click add submission.

Add Submission

Submission Type ?

File Upload

Submission Title ?

Assignment 1 1309BA001

Submission Part ?

Part 1

File to Submit ?

Choose File

Assignmen...09 BA001

☒

By checking this box, I confirm that this submission is my own work and I accept all responsibility for any copyright infringement that may occur as a result of this submission.

Add Submission

Step 6: You will have to wait a brief moment for the document to synchronise but when it does you should be left with this on the page on front of you.

Summary

My Submissions


Refresh Submissions

Search:

Show 10 entries

First Previous 1 Next Last

Showing 1 to 1 of 1 entries

Submission	Submitted	Similarity	Grade	Comments		
Assignment 1 1309BA001 Status: Submission successfully uploaded to Turnitin.	18/10/13, 14:56	Pending	- /100	(0)		-

First Previous 1 Next Last

Showing 1 to 1 of 1 entries

You have made the maximum number of allowed submissions.

Your assignment has been successfully uploaded and it is in my submissions that you will check to see if when your assignment has been marked by your module tutor within 3 weeks of submission date. If you are given an extension to your assignment/project then the lead time for marking may change.

13. Teaching Learning and Assessment Strategies

13.1. Setanta College Teaching and Learning Strategy

The strategy for teaching, learning and assessment at Setanta College is designed to achieve learner-centred learning that empowers individual learners, and ensures continuously evolving innovative approaches to teaching and learning, and effective support and guidance structures and a curriculum that is focused on the learner.

The overall approach to teaching and learning will integrate core principles of adult education. These include:

1. Acknowledging the prior experience of the learner and integrating this experience into the learning dynamic
2. Constructivist and critical pedagogy – where knowledge is co-created and all theories and models are subjected to the critique of real life fit and application
3. Formative assessment and open feedback process –where participants are given opportunities to discuss their own performance and plan improvement processes for subsequent efforts
4. Reflection as an active and integrated process
5. Learners take ownership and responsibility for their own learning

The pillars of Setanta Colleges teaching and learning strategy are:

- Learning outcomes
- Establishing a learner centred culture
- Ensuring fairness and consistency
- Promoting the continuous improvement of the learning process that reflects in the quality of graduates
- Continuous professional development of academic staff

Each of these pillars comprises an aim for the college which is accompanied by actions linked to the college operational plan. This framework builds upon the strong foundation of best practice in learning, teaching and assessment within Setanta College.

13.2. Learning Outcomes

Learning outcomes are the means of describing courses and modules, this reflects from a content centred approach to one which recognises the learner is responsible for his or her learning.

The college uses instructional design and teaching approaches that facilitate a learning environment which motivates and engages learners in relevant learning activities and which allows learners to construct their own learning. Learning outcomes, teaching and learning approaches and assessment methods are constructively aligned in order to achieve maximum benefit for the learner.

Constructive alignment is defined as coherence between assessment, teaching strategies and intended learning outcomes in an educational programme ([McMahon & Thakore 2006](#)). Aligning the intended programme learning outcomes, what the learner does in order to learn, how the learner is assessed is vitally important to support a high quality learning environment.

13.3. Actions

1. All programmes offered by Setanta College will have an associated set of programme learning outcomes.
2. All modules will have an associated set of learning outcomes which will describe what the learner should have learned by the successful completion of the module.
3. Learning outcomes at both programme and Module level will be used as the basis on which decisions regarding teaching, learning and assessments approaches will be used.
4. All teaching staff of the college will undergo training on how to write learning outcomes through workshops delivered by teaching and learning experts.
5. Programme and module learning outcomes will be reviewed by the Director of Programmes, lecturing staff and former learners to limit the risk of contradictory assessment findings.

13.4. Establishing a Learner Centered Culture

This strategy considers the shift in higher education from the learner as a passive recipient of knowledge to a more autonomous learner. The learning dynamic for the programme will reflect a participative and negotiated learning environment where participants will engage in an on-going reflection and critique of current practice, current models and theoretical perspectives. They will construct their own emerging identities (personal and professional) as effective strength and conditioning coaches in a variety of situations.

The college will equip graduates with the advanced knowledge, skills and competencies to be employable, and ensure that they are prepared for career flexibility and/or higher-level study in their chosen field. The learner experience will be enriched in a manner that attracts, engages, stimulates and challenges learners while preparing them to learn independently and think critically.

Actions

- The college will continually update its Quality Assurance policy and procedures to reflect a learner centred approach.
- The college will ensure that the number of learners participating on the programme is always manageable and workshop size is limited to 30 so that individual learner attention is safeguarded.
- The college will establish a college centre for teaching and learning. This will provide resources, training, and guidance on teaching and learning.

13.5. Ensuring fairness and consistency

A basic principle of the college is that all learners are treated on an equal basis with fairness¹ and consistency², while responding to the individual needs of learners. To achieve this the college strives to promote a culture of continuous reflection and planning on teaching and learning strategies to achieve an appropriate mix of teaching and learning styles, methods of assessment, and organisation of course components. Within Setanta College this principle of fairness and consistency is established through the Quality Assurance system. The college Quality Assurance system, policies and procedures have a formal status and are publicly available.

Action

- The college will update its Quality Assurance policies and procedures to reflect changes in national and international best practice in Higher Education.
- All assessments will be developed to be consistent with QQI Assessment and Standards document (2013).

13.6. Promoting the continuous improvement

The mission of Setanta College's blended learning approach is to provide a pedagogically sound content delivery mechanism which serves learners and faculty needs, while conforming to best international standards.

Setanta College programmes and curricula aim to be intellectually stimulating and challenging and relevant to the employability of the graduate. The professional attributes of learners are engendered through appropriate experiential learning and effective integration of teaching, practice and research activities.

Learner support systems are constantly reviewed with the aim of maintaining and facilitating a high-quality experience for all learners irrespective of their location and mode of study.

The college recognises that the processes and tasks involved in assuring quality in designing programmes, in preparing learning materials and in delivering those programmes in an online environment are radically different from those employed in traditional educational settings.

The college will seek to ensure that the learner experience of E-learning is at least equal to that of directed learning and the technology and learning materials to support this are of the highest standards.

Meaning 'Just, unbiased, equitable, impartial; legitimate, in accordance with the rules or standards'. Oxford English Dictionary: Oxford University Press

Meaning 'agreeing in substance or form; congruous, compatible, not contradictory; marked by uniformity or regularity.' Oxford English Dictionary: Oxford University Press

Actions

1. The college will establish a centre of Teaching and Learning which will:
 - Promote and develop active and reflective teaching and learning techniques in the college.
 - Promote and facilitate experimentation and innovation for learning, teaching and assessment in the college.
 - Develop the relationship between research and teaching and create new learning opportunities for learners.
2. Develop learning materials that are academically sound, engaging and visually appealing.
3. The college knowledge committee will research the best international practice and emerging technologies and report to college management on a regular basis.

13.7. Continuous professional development of academic staff

The college will also ensure that all staff are reviewed and provided with constructive feedback and encouraged to engage in continuing professional development. The college will foster a culture of enthusiasm for continuous professional development for its entire staff.

Actions

1. All academic staff will meet with the Academic Director annually to receive feedback and plan for their professional development appropriate with the college's strategic objectives.
2. New college tutors will work as assistant tutors for an initial period of time to work with an experienced tutor to gain confidence in their delivery and familiarity with the content.
3. The college will encourage staff to attend relevant conferences and will invite speakers to present to staff when practical.

14. Data Protection

GDPR stands for the General Data Protection Regulation. It is an update to existing European law on data protection and from May 25th 2018 applies across all European Member States including Ireland. GDPR brings in important changes to the way we all handle personal data. It forces us to change the way we think about the privacy of our own personal data as well as that of others.

What is personal data anyway? Personal data is any data that permits an individual to be identified. It includes the obvious things like names, email and postal address but also data we might not think of, such as location data and online identifiers. A recent court ruling also found that exam scripts are personal data.

Setanta College's Data Protection Policy and Data Access Request Policy are available to view in the Quality Assurance Manual.

15. Protection of Enrolled Learners

Setanta College has learner protection arrangements in place with respect to enrolled learners on all QQI validated courses, ensuring learners' education at Setanta College is protected, and in accordance with the Qualifications and Quality Assurance (Education and Training) Act 2012. The arrangements are with at least two other providers in respect of each QQI course whereby learners will transfer to similar courses provided by the other providers or will continue their existing course transferred to one of the other providers in the instance of a trigger event.

This is facilitated through membership of the HECA PEL Scheme. The Qualifications & Quality Assurance (Education & Training) Act 2012 stipulates that a provider should put in place for the protection of enrolled learners on programmes of three months duration or more where moneys have been paid by, or on behalf of the learner, to the provider for a programme of education and training. This legal requirement is made of individual providers, and each provider is expected to have a PEL policy and set of procedures in place. In addition to this requirement, Setanta College strives to ensure that all its programmes are taught out and finished.

The purpose of the policy and procedure on PEL is to facilitate Setanta College reaching workable and tangible PEL solutions across all programmes, for its continuation to completion. Arrangements which facilitate learners to complete their studies, is the preferred PEL option and approach for QQI and Setanta College, as this accommodation is in the best interests of the learner