UNIVERSITY OF LINCOLN

Programme Specification

Title:

Sport Development and Coaching

Final Award: **Bachelor of Science with Honours (BSc (Hons))**

With Exit Awards at:
Certificate of Higher Education (CertHE)
Diploma of Higher Education (DipHE)
Bachelor of Science with Honours (BSc (Hons))

To be delivered from: 23 Apr 2015

Level	Date
Level 1 or Certificate of Higher Education (CertHE)	2017-18
Level 2 or Diploma of Higher Education (DipHE)	2018-19
Level 3 or Bachelor of Science with Honours (BSc (Hons))	2019-20

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1. Introduction

This document describes one of the University of Lincoln's programmes using the protocols required by the UK National Qualifications Framework as defined in the publication *QAA guidelines for preparing programme specifications*.

This programme operates under the policy and regulatory frameworks of the University of Lincoln.

2. Basic Programme Data

Final Award:	Bachelor of Science with Honours (BSc (Hons))
Programme Title:	Sport Development and Coaching
Exit Awards and Titles	Certificate of Higher Education (CertHE) Diploma of Higher Education (DipHE) Bachelor of Science with Honours (BSc (Hons))
Subject(s)	Sports and Exercise Sciences
Mode(s) of delivery	Full Time
Is there a Placement or Exchange?	No
UCAS code	C602
Awarding Body	University of Lincoln
Campus(es)	Lincoln Campus, North Lindsey College
School(s)	School of Sport and Exercise Science
Programme Leader	Lindsay Brown (lbrown)
Relevant Subject Benchmark Statements	
Professional, Statutory or Regulatory Body Accreditation	
Programme Start Date	2017-18

3. Programme Description

3.1 Overview

The BSc (Hons) Sport Development and Coaching programme was developed in 2003 to meet both the perceived student demand and the growing reputation of sport development and sport coaching within Lincolnshire and the role that sport and physical activity can play in improving the health of the nation. The BSc (Hons) degree has been successfully recruiting since its introduction to the University. In view of this recruitment, and in line with aspirations of the University, the School of Sport and Exercise Science made the strategic decision in 2013 to increase the entry requirements to 300 points to raise standards.

On the BSc (Hons) Sport Development and Coaching, there is an ethos of practical sport performance and coaching, which develops the skills and understanding necessary for coaching and sport development. The course aims to develop the students' curriculum vitae through vocational opportunities created through the programme. To maintain programme currency there is a focus on employer engagement and developing employment-based competencies within modules. An External Examiner noted: The programme with its vocational character equips students with employability skills that make them more competitive in the field but without making any 'reductions' in the theoretical robustness and focusing on students' subject-specific intellectual advancement (2013).

The programme has developed a successful model and balance of core units at level 1, with core and electives at levels 2 & 3, and adopts an applied and experiential learning approach through a range of vocationally related modules. In year one of the programme, the focus is on providing a sound and secure theoretical platform for understanding the subject base in the key disciplines of sport development, sport coaching and the development of research skills. In year two, students will have the opportunity to further their learning by applying underpinning theory to practical contexts and settings. Year three enables students to specialise in their chosen fields and further develops the student's knowledge and skills in applied and research settings, some of which will utilise 'live' case studies across a range of applied subject specific modules. One indication that the structure and content of the programme has been designed and developed appropriately is that students report high levels of satisfaction and in 2014 the School was above the sector average in all aspects of the NSS and placed 6th out of 80 HEIs.

This balance of core units with electives has proved to be effective in assisting the student to gain employment in a variety of areas which include traditional vocational routes in the world of sport and leisure such as teaching, Further Education lecturing, or working in the fitness industry. However, there are an increasing number of opportunities for successful application in specific coaching and development work; these opportunities are occurring as multi-skills coaches through academy work, as well as sports development with particular reference to working in the community with special populations such as disability groups and socially disadvantaged people. In addition to this, the degree also provides opportunities for students to continue to engage in further study once they have graduated through post graduate research or taught courses. DLHE first destination data demonstrates that UG employability is outstanding in comparison with the sector.

The School boasts state of the art facilities and equipment, housed within the Human Performance, enabling cutting edge assessment and training of sports technique, physical fitness and health. Students consistently provide positive feedback about the facility, for example: 'Great place to study. The facilities for sport and exercise science testing are brilliant' (NSS Qualitative Feedback 2014). The course team has a vibrant and dynamic mix of highly qualified BASES accredited researchers and support staff, sports coaches, strength and conditioning coaches and competitive athletes. The

School has an active research environment which engages in applied research and has a number of research groups (Biofeedback, MTough, Psychophysiology, HART and Youth Sport Research).

In addition, the School supports a large number of consultancy projects in the field of sport development and coaching, providing unique opportunities for students to further develop additional skills and vocational experience. The applied practice and research expertise informs the School's approach to teaching and learning and is underpinned and driven by the Universities 'Student as Producer' philosophy and is embedded at both programme and module level through links with the community and industry, enabling the student to engage in 'real-world' activities, grounded by theory and research. Students learn about, and engage with the research of others. This approach to learning has met with sustained commendation from External Examiners: 'The programme seems to take very seriously the University's organising principle of Student as Producer for the learning landscapes across the modules. They embed several opportunities for research-informed teaching to research-engaged teaching across the programme' (SDC 2014).

Students will be given the option to undertake a non-credit bearing International Study Year between years two and three of the programme. Successful achievement of the study year will lead to students receiving the final award of BSc (Hons) Sport Development and Coaching (International Study)

The Study Abroad module is optional for students within the School of Sport and Exercise Science. Study Abroad is a year-long module, which allows students to spend a year abroad in between their second and third year at Lincoln at one of the University 's approved partner institutions.
Eligible students must have completed their second year of study to be eligible for the program.

The optional year abroad is intended to:
• enable students to benefit from studying within a cross cultural environment;
• expose students to a wider academic and cultural experience;
• enhance their future employment opportunities by increasing their cultural and professional mobility.

3.2 Aims and Objectives
The BSc (Hons) Sport Development and Coaching aims to provide a progressive and multidisciplinary course that qualifies the graduate at honours level in the broad areas of sport, coaching and development. Graduates will have the opportunities which will help them to secure a wide range of employment opportunities, including sport development; sport leisure and amenity management; coaching and teaching and opportunities from within the health industry. Aligned with the other under-graduate programmes within the School of Sport and Exercise Science, there are strong experiential elements to the programme, with students spending time on placement and conducting research in the community. Engagement in real world experiences is integral to this programme and students will be given opportunities to work in clubs, schools and sport environments within the local community.

The aim of the programme is to:
• stimulate and challenge student's intellectually
• produce inspired, motivated and independent critical thinkers
• develop an engaging student-centred curriculum, which is underpinned by research-informed teaching and applied assessments

• develop highly employable graduates who have appropriate intellectual and practical skills that can be applied to a variety of employment opportunities within the sector.

3.3 Variations to Standard Regulations and Guidance
None

4. Programme Outcomes

Programme-level learning outcomes are identified below.

Refer to *Appendix I – Curriculum Map* for details of how outcomes are deployed across the programme.

4.1 Knowledge and Understanding

On successful completion of this programme a student will have knowledge and understanding of:

1   The issues related to sport development and coaching

2   The need for both multi-disciplinary and inter-disciplinary approaches to research and professional contexts within sport development and coaching.

3   How to apply research and problem-solving abilities by demonstrating critical understanding of methods of acquiring, interpreting and analysing information appropriate to sport development and coaching.

4   How to plan, design, execute and communicate a sustained piece of independent intellectual work using appropriate media.

5   The philosophical basis of scientific paradigms and competence in scientific methods of enquiry, research, interpretation and analysis of relevant data and communication through appropriate technologies.

6   Sport development and coaching through academic and professional practice.

7   The moral, ethical, environmental and legal issues which underpin best practice wihtin the fields of sport development and coaching.

4.2 Subject Specific Intellectual Skills

On successful completion of this programme a student will be able to:

8   Make effective use of knowledge and understanding of the disciplines underpinning human structure and function.

9   Monitoring, analysing, diagnosing and prescribing action to enhance the learning and performance of the component elements of sport.

10   Display a broad range of skills, including awareness of health and safety, ethical considerations, exercise prescription, population differences and the role of education, health and sports bodies in improving the health of the nation.

11   Employing social, economic and political theory to explain the development and differentiation of sport throughout society.

12   Employ strategic planning and development planning skills in analysing, understanding and addressing the development needs and intentions of sport organisations and communities.

13   Appraise and evaluate the effects of sport and exercise intervention on the participant.

4.3 Subject Specific Practical Skills

On successful completion of this programme a student will be able to:

14   Show evidence of the skills required to monitor and evaluate sports performance in laboratories and/or field settings.

15   Display a critical appreciation of the integration of the variables involved in the delivery (teaching, instructing and coaching) of enhanced sport performance.

16   Demonstrate the application of the social and cultural meanings attached to sport and their impact on participation and regulation.

17   Demonstrate a critical appreciation of sport development and facilitation principles in at least one vocational context.

18   Display a critical insight into the organisations and structures responsible for sport, and the political ramifications arising from these.

19   Provide a critical appreciation of the relationship between sport and exercise interventions in a variety of participant groups. This may include special populations such as the elderly, disabled and children.

4.4 Transferable Skills and Attributes

On successful completion of this programme a student will be able to:

20   Apply a range of communication and presentation skills.

21   Demonstrate competence in numeracy and C & IT skills.

22   Display interactive and group skills.

23   Apply problem solving skills in a variety of situations.

24   Evidence the ability to self-appraise and reflect upon practice.

25   Evidence the ability to plan and manage learning.

26   Engage in a cross-cultural learning environment that is outside of the student's home country

For details of each module contributing to the programme, please consult the module specification document.

5. Learning, Teaching and Assessment Strategies

5.1. Learning and Teaching Strategy

The learning and teaching strategy adopted within the BSc (Hons) Sport Development and Coaching programme is based on five elements: a focus on learning; clarity of intentions; flexibility of learning approaches; verification of outcomes; and continuing professional development for staff.

To maintain programme currency there is a focus on employer engagement and developing employment-based competencies within modules. Engagement and interaction with employers ensures that market needs and employer expectations are considered in the curriculum and that the School develops students into graduates ready for the marketplace: 'The programme's biggest strength is that it has achieved to balance academic and theoretical robustness with vocational and practical orientation' (External Examiner SDC 2012). Learning opportunities embrace the Universities Student as Producer ethos.

Students will have opportunities to experience a variety of different teaching methods, lectures within a module will be supported with appropriate laboratory, practical workshops, seminar sessions and directed study, all of which are used to help reinforce underpinning theory. In addition to formal classroom delivery, modules will be assisted through access to specialist facilities and the interactive IT applications of the virtual learning environment blackboard, providing extensive support to the learning process. Students benefit from diverse teaching methods that accommodate various learning styles. Formal lectures are often supported by theoretical and practical seminars, which look to build upon the foundations of principles taught in these areas. Students engage with internal and external communities to enrich delivery opportunities.

The School embraces the Universities 'Student as Producer' philosophy, adopting an applied and research informed teaching perspective to teaching and learning. This approach has been highly praised by current and previous external examiners and greatly valued within module feedback by students. Staff employ a wide range of techniques to increase student engagement and develop research skills in lectures and seminars such as: the use of Blogs and Wikis to stimulate student debate and assess learning; the use of Problem Based Learning techniques to introduce scientific theories; and the use of students as 'producers' in seminars, practical workshops and assessments to help them towards becoming critical thinkers and independent learners

The teaching and learning on the degree course is supported by a programme of tutorial support at all levels, with additional support from Learning Resources and Student Support departments. The tutorial programme, titled 'Graduate Skills Development', is a compulsory non-credit bearing module, which provides traditional academic support through group and individual tutorials in addition to a number of key components at each level: at level 1 the focus is to assist the student's transition into higher education developing the required skills to study at this level, supporting the core delivery; at level 2 the focus is on 'employability' and requires the student to consider career options, reflect on their current skill set, action plan, prepare a curriculum-vitae / covering letter and for interview, all of which will contribute to the Lincoln Award which students will be encouraged to participate in. It is during this period of study that the School hosts its' annual alumni event where undergraduate students seek advice from successful graduates; at level 3 the focus is on supporting the student to achieve their potential by providing a bespoke programme each year, featuring careers talks, guest lectures and guidance on applying for postgraduate / teaching qualifications.

Knowledge and understanding, subject-specific and transferable skills are developed progressively. Transferable skills are taught and developed through the tutorial programme within the core subject

specific modules, the dedicated 'Research Skills' and 'Advanced Research Methods' modules and the tutorial system. This approach allows the staff and students to deliver the underpinning skills necessary for successful undergraduate study, whilst also developing the generic life skills required for employment.

Staff engage in staff development, research and consultancy to inform and underpin high quality delivery and help inform local and regional initiatives. Examples of this include: sitting on the Lincolnshire Exercise Referral network; evaluating local and regional physical activity initiatives; providing elite athlete / team sports science support and strength and conditioning; presenting and publishing research nationally and internationally and obtaining internal university grants from the Fund for Educational Development and Undergraduate Research Scheme to develop innovative teaching, learning and research in the areas of student engagement and employability. The student's experience and understanding is enhanced by the opportunity to assist staff within active consultancy and research projects and the facilitation of a variety of volunteer placements both internally within the School and with external partners and agencies in the local area.

5.2. Assessment Strategy

The assessment strategy adopted within the BSc (Hons) Sport Development and Coaching programme takes a variety of forms in order to reflect the differing specific and generic learning outcomes, the levels of the module and is underpinned by the Universities Student as Producer philosophy. The course utilises a variety of formative assessments to enable the learner and tutors to monitor progression, examples of such assessments are simulation activities within the laboratory and field environment, tasks within lectures and seminars, small presentations and sample/ revision questions.

For students to achieve the wide range of programme outcomes in terms of knowledge and understanding, subject specific and transferable skills and attributes, the assessment types are varied to meet the subject specific demands of each module. To do this effectively, tutors select the most appropriate method of assessment from written assignments, laboratory reports, logbooks, poster and oral presentations, practical demonstrations, portfolios, media utilised to provide evidence of vocational experience and formal written examinations. The ability to collect, organise, analyse, interpret are assessed through a variety of coursework. The compulsory 'Research Skills' and 'Advanced Research Methods' modules require students to develop portfolios to demonstrate their application of transferable skills to subject specific modules, ensuring integration and continuity of the learning process. In year 3 of the programmes students are required to work with 'real-life' clients and engage with external organisations in order to complete assessments; case studies and case reports are part of the assessment process. Real-world interactions feature in a range of activities based on the interface between student experience and professional practice.

Throughout the course, there is a clear progression in assessment complexity, content and style which differentiates levels 1, 2 and 3. In taught core modules the examination: coursework ratio is typically 50:50 throughout all levels. For each 30 credit point module, assessment can comprise a 2500 word assignment or 20 minute presentation and a 2 hour examination, at level 2 a 3000 word assignment or a 25 minute presentation and a 2.5 hour examination and at level 3, a 3500 word assignment or 30 minute presentation and a 3 hour examination. Where this ratio is not the case, the overall volume of work is comparable between modules.

For each assessment, detailed criteria including: assessment title; details of distribution and

submission; module leader; specific learning outcomes; transferable skills and attributes; content and a comprehensive marking criteria grid will be devised. The rigour, consistency and equality of assessment will be ensured through criterion-referenced grade descriptors, external examiner approval, team planning to ensure vocational relevance, staff communication and internal moderation.

6. Programme Structure

The total number of credit points required for the achievement of Certificate of Higher Education (CertHE) is 120.

The total number of credit points required for the achievement of Diploma of Higher Education (DipHE) is 240.

The total number of credit points required for the achievement of Bachelor of Science with Honours (BSc (Hons)) is 360.

Level 1

Title	Credit Rating	Core / Optional
Fundamentals of Teaching and Coaching 2017-18	30	Core
Sport Development Environment 2017-18	15	Core
Foundations in Sport and Exercise Science 2017-18	30	Core
Sociological Issues in PE and Sport 2017-18	15	Core
Research Skills 2017-18	15	Core
Developing Physical Literacy 2017-18	15	Core

Level 2

Title	Credit Rating	Core / Optional
Applied Principles of Teaching and Coaching 2018-19	30	Core
Advanced Research Methods 2018-19	15	Core
Physical Activity and Health 2018-19	15	Optional
Policy in Sport Development & Physical Education 2018-19	15	Optional
Psychology of Performance and Participation 2018-19	15	Optional
Sport, Physical Education and Social Theory 2018-19	15	Optional
Project Management for Sport 2018-19	15	Optional
Fitness Testing & Training 2018-19	15	Optional
Performance Analysis 2018-19	15	Optional
Study Abroad 2018-19	0	Optional

Level 3

Title	Credit Rating	Core / Optional
Sociological Issues in Sports Development 2019-20	30	Optional
Contemporary Issues in Physical Education 2019-20	30	Optional
Strategic Management in Sport 2019-20	30	Optional
Critical Issues in Coaching 2019-20	30	Optional
Inclusive Sport and Physical Activity 2019-20	30	Optional
Health Promotion and Development 2019-20	30	Optional
Scientific Support in Practice 2019-20	30	Optional
Dissertation 2019-20	30	Core

Appendix I - Curriculum Map

This table indicates which modules assume responsibility for delivering and ordering particular programme learning outcomes.

Key: ☑ Delivered and Assessed   ☐ Delivered   ✓ Assessed

Level 1

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
Developing Physical Literacy 2017-18	✓							✓		✓		
Foundations in Sport and Exercise Science 2017-18		✓	✓	✓	✓			✓	✓	✓		
Fundamentals of Teaching and Coaching 2017-18	✓					✓			✓			
Research Skills 2017-18		✓	✓		✓		✓			✓		
Sociological Issues in PE and Sport 2017-18	✓			✓			✓				✓	✓
Sport Development Environment 2017-18	✓		✓			✓	✓				✓	

	PO13	PO14	PO15	PO16	PO17	PO18	PO19	PO20	PO21	PO22	PO23	PO24
Developing Physical Literacy 2017-18		✓	✓					✓		✓		
Foundations in Sport and Exercise Science 2017-18	✓	✓						✓	✓	✓	✓	✓
Fundamentals of Teaching and Coaching 2017-18			✓					✓		✓	✓	✓
Research Skills 2017-18		✓							✓		✓	
Sociological Issues in PE and Sport 2017-18			✓	✓		✓		✓	✓	✓		
Sport Development Environment 2017-18				✓	✓	✓		✓		✓	✓	

	PO25	PO26
Developing Physical Literacy 2017-18		
Foundations in Sport and Exercise Science 2017-18	✓	
Fundamentals of Teaching and Coaching 2017-18	✓	

Research Skills 2017-18	✓
Sociological Issues in PE and Sport 2017-18	
Sport Development Environment 2017-18	✓

Level 2

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
Advanced Research Methods 2018-19		✓	✓	✓	✓		✓			✓		
Applied Principles of Teaching and Coaching 2018-19						✓	✓		✓	✓		
Fitness Testing & Training 2018-19	✓			✓	✓	✓		✓	✓			✓
Performance Analysis 2018-19	✓	✓	✓		✓		✓	✓	✓			
Physical Activity and Health 2018-19		✓		✓			✓		✓	✓	✓	✓
Policy in Sport Development & Physical Education 2018-19	✓		✓			✓					✓	✓
Project Management for Sport 2018-19	✓		✓	✓			✓				✓	✓
Psychology of Performance and Participation 2018-19	✓		✓				✓		✓	✓		
Sport, Physical Education and Social Theory 2018-19	✓						✓				✓	
Study Abroad 2018-19	✓	✓					✓				✓	

	PO13	PO14	PO15	PO16	PO17	PO18	PO19	PO20	PO21	PO22	PO23	PO24
Advanced Research Methods 2018-19		✓						✓	✓		✓	
Applied Principles of Teaching and Coaching 2018-19		✓	✓		✓			✓			✓	✓
Fitness Testing & Training 2018-19	✓	✓	✓				✓	✓		✓		
Performance Analysis 2018-19		✓	✓					✓	✓	✓	✓	✓
Physical Activity and Health 2018-19	✓			✓		✓	✓		✓	✓	✓	
Policy in Sport Development & Physical Education 2018-19			✓	✓	✓	✓		✓		✓		

Project Management for Sport 2018-19					✓	✓			✓	✓	✓	
Psychology of Performance and Participation 2018-19		✓	✓			✓	✓	✓			✓	✓
Sport, Physical Education and Social Theory 2018-19				✓		✓		✓		✓		
Study Abroad 2018-19				✓								✓

	PO25	PO26
Advanced Research Methods 2018-19	✓	
Applied Principles of Teaching and Coaching 2018-19		
Fitness Testing & Training 2018-19		
Performance Analysis 2018-19	✓	
Physical Activity and Health 2018-19	✓	
Policy in Sport Development & Physical Education 2018-19		
Project Management for Sport 2018-19	✓	
Psychology of Performance and Participation 2018-19		
Sport, Physical Education and Social Theory 2018-19	✓	
Study Abroad 2018-19		✓

Level 3

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
Contemporary Issues in Physical Education 2019-20	✓		✓			✓					✓	✓
Critical Issues in Coaching 2019-20	✓	✓	✓	✓	✓	✓	✓					
Dissertation 2019-20	✓	✓	✓	✓	✓		✓			✓		
Health Promotion and Development 2019-20		✓			✓		✓	✓	✓	✓	✓	✓
Inclusive Sport and Physical Activity 2019-20						✓	✓	✓		✓	✓	
Scientific Support in Practice 2019-20	✓		✓				✓	✓	✓			
Sociological Issues in Sports Development 2019-20	✓			✓	✓	✓	✓				✓	✓

| Strategic Management in Sport 2019-20 | | | ✓ | ✓ | | | | | ✓ | | | ✓ |

	PO13	PO14	PO15	PO16	PO17	PO18	PO19	PO20	PO21	PO22	PO23	PO24
Contemporary Issues in Physical Education 2019-20			✓	✓	✓	✓		✓		✓	✓	✓
Critical Issues in Coaching 2019-20			✓		✓			✓			✓	
Dissertation 2019-20								✓	✓		✓	
Health Promotion and Development 2019-20	✓	✓		✓			✓	✓			✓	✓
Inclusive Sport and Physical Activity 2019-20	✓	✓		✓	✓	✓		✓		✓	✓	✓
Scientific Support in Practice 2019-20	✓	✓	✓					✓	✓		✓	✓
Sociological Issues in Sports Development 2019-20	✓	✓		✓			✓	✓	✓	✓	✓	✓
Strategic Management in Sport 2019-20					✓	✓		✓			✓	✓

	PO25	PO26
Contemporary Issues in Physical Education 2019-20	✓	
Critical Issues in Coaching 2019-20	✓	
Dissertation 2019-20	✓	
Health Promotion and Development 2019-20		
Inclusive Sport and Physical Activity 2019-20	✓	
Scientific Support in Practice 2019-20	✓	
Sociological Issues in Sports Development 2019-20	✓	
Strategic Management in Sport 2019-20	✓	

Appendix II - Assessment Map

This table indicates the spread of assessment activity across the programme. Percentages indicate assessment weighting.

Level 1

	01	02	03	04	05	06	07	08	09	10	11	12
Developing Physical Literacy 2017-18												
Foundations in Sport and Exercise Science 2017-18												
Fundamentals of Teaching and Coaching 2017-18												
Research Skills 2017-18												
Sociological Issues in PE and Sport 2017-18						40				60		
Sport Development Environment 2017-18												

	13	14	15	16	17	18	19	20	21	22	23	24
Developing Physical Literacy 2017-18												
Foundations in Sport and Exercise Science 2017-18												
Fundamentals of Teaching and Coaching 2017-18												
Research Skills 2017-18												
Sociological Issues in PE and Sport 2017-18												
Sport Development Environment 2017-18												

	25	26	27	28	29	30	31	32	33	34	35	36
Developing Physical Literacy 2017-18										100		
Foundations in Sport and Exercise Science 2017-18									100			
Fundamentals of Teaching and Coaching 2017-18	50				50							

Research Skills 2017-18								100				
Sociological Issues in PE and Sport 2017-18												
Sport Development Environment 2017-18		50			50							

	37	38	39	40	41	42	43	44	45	46	47	48
Developing Physical Literacy 2017-18												
Foundations in Sport and Exercise Science 2017-18												
Fundamentals of Teaching and Coaching 2017-18												
Research Skills 2017-18												
Sociological Issues in PE and Sport 2017-18												
Sport Development Environment 2017-18												

	49	50	51	52	EP 1 (Wk 16)	EP 2 (Wks 33, 34, 35)
Developing Physical Literacy 2017-18						
Foundations in Sport and Exercise Science 2017-18						
Fundamentals of Teaching and Coaching 2017-18						
Research Skills 2017-18						
Sociological Issues in PE and Sport 2017-18						
Sport Development Environment 2017-18						

Level 2

	01	02	03	04	05	06	07	08	09	10	11	12
Advanced Research Methods 2018-19												
Applied Principles of Teaching and Coaching									50			

2018-19												
Fitness Testing & Training 2018-19												
Performance Analysis 2018-19												
Physical Activity and Health 2018-19												
Policy in Sport Development & Physical Education 2018-19												60
Project Management for Sport 2018-19												
Psychology of Performance and Participation 2018-19											100	
Sport, Physical Education and Social Theory 2018-19												
Study Abroad 2018-19												

	13	14	15	16	17	18	19	20	21	22	23	24
Advanced Research Methods 2018-19												
Applied Principles of Teaching and Coaching 2018-19												
Fitness Testing & Training 2018-19												
Performance Analysis 2018-19												
Physical Activity and Health 2018-19	100											
Policy in Sport Development & Physical Education 2018-19	40											
Project Management for Sport 2018-19												
Psychology of Performance and Participation 2018-19												
Sport, Physical Education and Social Theory 2018-19												
Study Abroad 2018-19												

	25	26	27	28	29	30	31	32	33	34	35	36
Advanced Research Methods 2018-19		50						50				
Applied Principles of Teaching and Coaching 2018-19						50						

Fitness Testing & Training 2018-19							100					
Performance Analysis 2018-19					100							
Physical Activity and Health 2018-19												
Policy in Sport Development & Physical Education 2018-19												
Project Management for Sport 2018-19						100						
Psychology of Performance and Participation 2018-19												
Sport, Physical Education and Social Theory 2018-19					30			70				
Study Abroad 2018-19												

	37	38	39	40	41	42	43	44	45	46	47	48
Advanced Research Methods 2018-19												
Applied Principles of Teaching and Coaching 2018-19												
Fitness Testing & Training 2018-19												
Performance Analysis 2018-19												
Physical Activity and Health 2018-19												
Policy in Sport Development & Physical Education 2018-19												
Project Management for Sport 2018-19												
Psychology of Performance and Participation 2018-19												
Sport, Physical Education and Social Theory 2018-19												
Study Abroad 2018-19												

		49	50	51	52	EP 1 (Wk 16)	EP 2 (Wks 33, 34, 35)

Advanced Research Methods 2018-19											
Applied Principles of Teaching and Coaching 2018-19											
Fitness Testing & Training 2018-19											
Performance Analysis 2018-19											
Physical Activity and Health 2018-19											
Policy in Sport Development & Physical Education 2018-19											
Project Management for Sport 2018-19											
Psychology of Performance and Participation 2018-19											
Sport, Physical Education and Social Theory 2018-19											
Study Abroad 2018-19											

Level 3

	01	02	03	04	05	06	07	08	09	10	11	12
Contemporary Issues in Physical Education 2019-20						50						
Critical Issues in Coaching 2019-20												
Dissertation 2019-20												
Health Promotion and Development 2019-20												
Inclusive Sport and Physical Activity 2019-20												
Scientific Support in Practice 2019-20												
Sociological Issues in Sports Development 2019-20												50
Strategic Management in Sport 2019-20												

	13	14	15	16	17	18	19	20	21	22	23	24
Contemporary Issues in Physical Education 2019-20		50										
Critical Issues in Coaching 2019-20												
Dissertation 2019-20		20										
Health Promotion and Development 2019-20				50								

Inclusive Sport and Physical Activity 2019-20			50									
Scientific Support in Practice 2019-20				30								
Sociological Issues in Sports Development 2019-20												
Strategic Management in Sport 2019-20	60											

	25	26	27	28	29	30	31	32	33	34	35	36
Contemporary Issues in Physical Education 2019-20												
Critical Issues in Coaching 2019-20	50								50			
Dissertation 2019-20				80								
Health Promotion and Development 2019-20										50		
Inclusive Sport and Physical Activity 2019-20			50									
Scientific Support in Practice 2019-20							70					
Sociological Issues in Sports Development 2019-20							20	30				
Strategic Management in Sport 2019-20											40	

	37	38	39	40	41	42	43	44	45	46	47	48
Contemporary Issues in Physical Education 2019-20												
Critical Issues in Coaching 2019-20												
Dissertation 2019-20												
Health Promotion and Development 2019-20												
Inclusive Sport and Physical Activity 2019-20												
Scientific Support in Practice 2019-20												
Sociological Issues in Sports Development 2019-20												
Strategic Management in Sport 2019-20												

	49	50	51	52	EP 1 (Wk 16)	EP 2 (Wks 33,

						34, 35)
Contemporary Issues in Physical Education 2019-20						
Critical Issues in Coaching 2019-20						
Dissertation 2019-20						
Health Promotion and Development 2019-20						
Inclusive Sport and Physical Activity 2019-20						
Scientific Support in Practice 2019-20						
Sociological Issues in Sports Development 2019-20						
Strategic Management in Sport 2019-20						

Appendix III - Benchmark Analysis

This table maps programme learning outcomes to relevant QAA subject benchmark statements or PSRB guidelines.

Knowledge and Understanding

	Event01	Event02	Event03	Event04	Event05	Event06	Event07	Event08	Event09
PO1									
PO2									
PO3									
PO4									
PO5									
PO6									
PO7									

	Event10	Event11	Event12	Event13	Event14	Event15	Event16	Event17	Event18
PO1									
PO2									
PO3									
PO4									
PO5									
PO6									
PO7									

	Event19	Event20	Hosp01	Hosp02	Hosp03	Hosp04	Hosp05	Hosp06	Hosp07
PO1									
PO2									
PO3									
PO4									
PO5									
PO6									
PO7									

	Hosp08	Hosp09	Hosp10	Hosp11	Hosp12	Hosp13	Hosp14	Hosp15	Hosp16
PO1									
PO2									
PO3									
PO4									
PO5									
PO6									
PO7									

	Hosp17	Hosp18	Hosp19	Hosp20	KNUS01	KNUS02	KNUS03	KNUS04	KNUS05
PO1									
PO2									
PO3									
PO4									
PO5									
PO6									
PO7									

	KNUS06	KNUS07	KNUS08	KNUS09	KNUS10	KNUS11	KNUS12	KNUS13	KNUS14
PO1									
PO2									
PO3									
PO4									
PO5									
PO6									
PO7									

	Leis01	Leis02	Leis03	Leis04	Leis05	Leis06	Leis07	Leis08	Leis09
PO1									
PO2									
PO3									
PO4									

PO5									
PO6									
PO7									

	Leis10	Leis11	Leis12	Sport01	Sport02	Sport03	Sport04	Sport05	Sport06
PO1									
PO2									
PO3									
PO4									
PO5									
PO6									
PO7									

	Sport07	Sport08	Sport09	Sport10	Sport11	Sport12	Sport13	Sport14	Sport15
PO1									
PO2									
PO3									
PO4									
PO5									
PO6									
PO7									

	Sport16	Tour01	Tour02	Tour03	Tour04	Tour05	Tour06	Tour07	Tour08
PO1									
PO2									
PO3									
PO4									
PO5									
PO6									
PO7									

	Tour09	Tour10	Tour11	Tour12	Tour13	Tour14	Tour15	Tour16	Tour17
PO1									

PO2								
PO3								
PO4								
PO5								
PO6								
PO7								

Subject Specific Intellectual Skills

	Event01	Event02	Event03	Event04	Event05	Event06	Event07	Event08	Event09
PO8									
PO9									
PO10									
PO11									
PO12									
PO13									

	Event10	Event11	Event12	Event13	Event14	Event15	Event16	Event17	Event18
PO8									
PO9									
PO10									
PO11									
PO12									
PO13									

	Event19	Event20	Hosp01	Hosp02	Hosp03	Hosp04	Hosp05	Hosp06	Hosp07
PO8									
PO9									
PO10									
PO11									
PO12									

PO13									

	Hosp08	Hosp09	Hosp10	Hosp11	Hosp12	Hosp13	Hosp14	Hosp15	Hosp16
PO8									
PO9									
PO10									
PO11									
PO12									
PO13									

	Hosp17	Hosp18	Hosp19	Hosp20	KNUS01	KNUS02	KNUS03	KNUS04	KNUS05
PO8									
PO9									
PO10									
PO11									
PO12									
PO13									

	KNUS06	KNUS07	KNUS08	KNUS09	KNUS10	KNUS11	KNUS12	KNUS13	KNUS14
PO8									
PO9									
PO10									
PO11									
PO12									
PO13									

	Leis01	Leis02	Leis03	Leis04	Leis05	Leis06	Leis07	Leis08	Leis09
PO8									
PO9									
PO10									
PO11									
PO12									
PO13									

	Leis10	Leis11	Leis12	Sport01	Sport02	Sport03	Sport04	Sport05	Sport06
PO8									
PO9									
PO10									
PO11									
PO12									
PO13									

	Sport07	Sport08	Sport09	Sport10	Sport11	Sport12	Sport13	Sport14	Sport15
PO8									
PO9									
PO10									
PO11									
PO12									
PO13									

	Sport16	Tour01	Tour02	Tour03	Tour04	Tour05	Tour06	Tour07	Tour08
PO8									
PO9									
PO10									
PO11									
PO12									
PO13									

	Tour09	Tour10	Tour11	Tour12	Tour13	Tour14	Tour15	Tour16	Tour17
PO8									
PO9									
PO10									
PO11									
PO12									
PO13									

Subject Specific Practical Skills

	Event01	Event02	Event03	Event04	Event05	Event06	Event07	Event08	Event09
PO14									
PO15									
PO16									
PO17									
PO18									
PO19									

	Event10	Event11	Event12	Event13	Event14	Event15	Event16	Event17	Event18
PO14									
PO15									
PO16									
PO17									
PO18									
PO19									

	Event19	Event20	Hosp01	Hosp02	Hosp03	Hosp04	Hosp05	Hosp06	Hosp07
PO14									
PO15									
PO16									
PO17									
PO18									
PO19									

	Hosp08	Hosp09	Hosp10	Hosp11	Hosp12	Hosp13	Hosp14	Hosp15	Hosp16
PO14									
PO15									
PO16									
PO17									
PO18									

PO19									

	Hosp17	Hosp18	Hosp19	Hosp20	KNUS01	KNUS02	KNUS03	KNUS04	KNUS05
PO14									
PO15									
PO16									
PO17									
PO18									
PO19									

	KNUS06	KNUS07	KNUS08	KNUS09	KNUS10	KNUS11	KNUS12	KNUS13	KNUS14
PO14									
PO15									
PO16									
PO17									
PO18									
PO19									

	Leis01	Leis02	Leis03	Leis04	Leis05	Leis06	Leis07	Leis08	Leis09
PO14									
PO15									
PO16									
PO17									
PO18									
PO19									

	Leis10	Leis11	Leis12	Sport01	Sport02	Sport03	Sport04	Sport05	Sport06
PO14									
PO15									
PO16									
PO17									
PO18									
PO19									

	Sport07	Sport08	Sport09	Sport10	Sport11	Sport12	Sport13	Sport14	Sport15
PO14									
PO15									
PO16									
PO17									
PO18									
PO19									

	Sport16	Tour01	Tour02	Tour03	Tour04	Tour05	Tour06	Tour07	Tour08
PO14									
PO15									
PO16									
PO17									
PO18									
PO19									

	Tour09	Tour10	Tour11	Tour12	Tour13	Tour14	Tour15	Tour16	Tour17
PO14									
PO15									
PO16									
PO17									
PO18									
PO19									

Transferable Skills and Attributes

	Event01	Event02	Event03	Event04	Event05	Event06	Event07	Event08	Event09
PO20									
PO21									
PO22									

PO23									
PO24									
PO25									
PO26									

	Event10	Event11	Event12	Event13	Event14	Event15	Event16	Event17	Event18
PO20									
PO21									
PO22									
PO23									
PO24									
PO25									
PO26									

	Event19	Event20	Hosp01	Hosp02	Hosp03	Hosp04	Hosp05	Hosp06	Hosp07
PO20									
PO21									
PO22									
PO23									
PO24									
PO25									
PO26									

	Hosp08	Hosp09	Hosp10	Hosp11	Hosp12	Hosp13	Hosp14	Hosp15	Hosp16
PO20									
PO21									
PO22									
PO23									
PO24									
PO25									
PO26									

	Hosp17	Hosp18	Hosp19	Hosp20	KNUS01	KNUS02	KNUS03	KNUS04	KNUS05

PO20									
PO21									
PO22									
PO23									
PO24									
PO25									
PO26									

	KNUS06	KNUS07	KNUS08	KNUS09	KNUS10	KNUS11	KNUS12	KNUS13	KNUS14
PO20									
PO21									
PO22									
PO23									
PO24									
PO25									
PO26									

	Leis01	Leis02	Leis03	Leis04	Leis05	Leis06	Leis07	Leis08	Leis09
PO20									
PO21									
PO22									
PO23									
PO24									
PO25									
PO26									

	Leis10	Leis11	Leis12	Sport01	Sport02	Sport03	Sport04	Sport05	Sport06
PO20									
PO21									
PO22									
PO23									
PO24									
PO25									

PO26									

	Sport07	Sport08	Sport09	Sport10	Sport11	Sport12	Sport13	Sport14	Sport15
PO20									
PO21									
PO22									
PO23									
PO24									
PO25									
PO26									

	Sport16	Tour01	Tour02	Tour03	Tour04	Tour05	Tour06	Tour07	Tour08
PO20									
PO21									
PO22									
PO23									
PO24									
PO25									
PO26									

	Tour09	Tour10	Tour11	Tour12	Tour13	Tour14	Tour15	Tour16	Tour17
PO20									
PO21									
PO22									
PO23									
PO24									
PO25									
PO26									

Appendix IV:
Benchmark Benchmark Statement(s)

Event01 - *Explain, interpret and challenge theories and concepts which are used to understand the origin, purpose, meanings and development of events from a range of critical perspectives.*

Event02 - *Display an insight into the structure of event providers and their sectors, and analyse the political, technological, social, environmental and economic factors which affect, or impact upon, the supply of, and demand for, events.*

Event03 - *Analyse and reflect on the different cultural and business concepts, intercultural and international dimensions of events.*

Event04 - *Demonstrate a critical awareness and understanding of how core values, for example, ethics, integration, sustainability, creativity, strategy, and continuous improvement, relate to, and are reflected in, events.*

Event05 - *Demonstrate a critical awareness and understanding of appropriate domains including administration, design, operations, marketing and risk, and how they apply to the phases of events, such as initiation, planning, implementation, event and closure.*

Event06 - *Operate and effectively manage resources, including human (paid or volunteer), financial, venue, and subcontracted and technical resources.*

Event07 - *Display critical knowledge, understanding and application of risk management and the legal, ethical and regulatory frameworks that affect event management.*

Event08 - *Plan, control, analyse and evaluate events, support service provision and their logistics.*

Event09 - *Design events, including the programming of spectacle, exhibition, ritual, performance and hospitality.*

Event10 - *Engage with, contribute to and produce events, based on an acquisition and understanding of appropriate vocabularies, skills, working methods and professional business communications.*

Event11 - *Analyse the nature, characteristics, needs and expectations of different consumers through applying consumer behaviour theories and concepts.*

Event12 - *Generate creative ideas/concepts, proposals, pitches and solutions to meet differing needs.*

Event13 - *Analyse and evaluate the quality of the event experience and its impact on the event consumer and/or client and the wider organisation.*

Event14 - *Evaluate the importance of cultural and other diversities in developing access to, and participation in, events by specific target groups.*

Event15 - *Demonstrate an understanding of the ways in which attendees behave at events and within the venue and surrounding destination.*

Event16 - *Evaluate the contribution and impacts of events in social, economic, environmental,*

political, cultural, technological and other terms.

Event17 - *Appreciate the ethical and sustainability issues associated with the operation and development of events.*

Event18 - *Write and critique event plans, event strategies and to recognise and meet the needs of specific stakeholders.*

Event19 - *Critically reflect upon the role of those organisations and structures charged with a responsibility for the promotion of, or the training of practitioners in events.*

Event20 - *Demonstrate a critical awareness and appreciation of existing and emerging standards, policies, initiatives, frameworks and contemporary issues.*

Hosp01 - *Critically reflect upon the origin, meanings and development of hospitality.*

Hosp02 - *Analyse and reflect on the different cultural concepts of hospitality.*

Hosp03 - *Demonstrate a critical awareness of the boundaries of hospitality.*

Hosp04 - *Operate and manage human and technical resources*

Hosp05 - *Apply theory to the solution of complex problems within the core areas of hospitality.*

Hosp06 - *Analyse and evaluate food, beverage and/or accommodation service systems, their implementation and operation.*

Hosp07 - *Able to evaluate and apply, within the hospitality context, appropriate theories and concepts from the generic management areas of: operations management.*

Hosp08 - *Able to evaluate and apply, within the hospitality context, appropriate theories and concepts from the generic management areas of: finance and management accounting.*

Hosp09 - *Able to evaluate and apply, within the hospitality context, appropriate theories and concepts from the generic management areas of: human resources and organisational behaviour.*

Hosp10 - *Able to evaluate and apply, within the hospitality context, appropriate theories and concepts from the generic management areas of: services marketing.*

Hosp11 - *Able to evaluate and apply, within the hospitality context, appropriate theories and concepts from the generic management areas of: information systems and technology.*

Hosp12 - *Able to evaluate and apply, within the hospitality context, appropriate theories and concepts from the generic management areas of: strategic management.*

Hosp13 - *Display an insight into the structure of the hospitality industry and the contribution that it makes to the global economy.*

Hosp14 - *Analyse and reflect upon the environmental influences which impact on hospitality*

organisations.

Hosp15 - *Evaluate the factors which influence the development of organisations operating within the hospitality industry.*

Hosp16 - *Review and analyse the political, technological, social and economic factors which affect the supply of and demand for hospitality.*

Hosp17 - *Understand and apply the theories and concepts underpinning consumer behaviour within the hospitality context.*

Hosp18 - *Analyse the needs and expectations of different hospitality consumers and develop appropriate responses.*

Hosp19 - *Analyse the quality of the service encounter and its impact on the hospitality consumer and the service provider.*

Hosp20 - *Able to identify and respond appropriately to the diversity that prevails within the hospitality industry in relation to stakeholders, such as: hospitality consumers, hospitality employees, hospitality organisations, government and external agencies.*

KNUS01 - *research and assess paradigms, theories, principles, concepts and factual*

KNUS02 - *critically assess and evaluate evidence in the context of research methodologies*

KNUS03 - *critically interpret data of different kinds and appraise the strengths and*

KNUS04 - *describe, synthesise, interpret, analyse and evaluate information and data relevant*

KNUS05 - *plan, design, execute and communicate a sustained piece of independent*

KNUS06 - *apply knowledge to the solution of familiar and unfamiliar problems*

KNUS07 - *develop a sustained reasoned argument, perhaps challenging previously*

KNUS08 - *demonstrate effective communication and presentation skills*

KNUS09 - *work effectively independently and with others*

KNUS10 - *take and demonstrate responsibility for their own learning and continuing*

KNUS11 - *self-appraise and reflect on practice*

KNUS12 - *plan, design, manage and execute practical activities using appropriate*

KNUS13 - *recognise and respond to moral, ethical, sustainability and safety issues which*

KNUS14 - *undertake fieldwork with continuous regard for safety and risk assessment.*

Leis01 - *Demonstrate an ability to synthesise interdisciplinary approaches to issues of consumption and consumerism in leisure markets.*

Leis02 - *Critically reflect on the impact of leisure in the lives of individuals and analyse barriers to participation.*

Leis03 - *Evaluate the importance of cultural and other diversities in developing access to participation in leisure by specific target groups.*

Leis04 - *Critically evaluate the notion of praxis derived from generic disciplines and apply these to a specific leisure context.*

Leis05 - *Analyse and reflect upon the environment in which leisure operations take place.*

Leis06 - *Review and analyse the political and economic factors which affect the supply of, and demands for, leisure.*

Leis07 - *Critically reflect on the nature of policies for leisure across sectoral and administrative boundaries.*

Leis08 - *Critically evaluate the role and impact of global and local leisure structures and organisations.*

Leis09 - *Operationalise concepts of social, public and business policy and critically analyse their role in leisure supply.*

Leis10 - *Write and critically evaluate leisure plans, development plans and recognise and meet the leisure needs of specific communities.*

Leis11 - *Critically reflect upon the role of those organisations and structures charged with a responsibility for the promotion of leisure or the training of practitioners in leisure.*

Leis12 - *Able to employ a range of 'leisure specific' facilitation skills in the promotion of professional practice, including being able to: critically reflect upon what it means to work in leisure, evaluate the impact and role of leisure events in everyday...*

Sport01 - *Making effective use of knowledge and understanding of the disciplines underpinning human structure and function.*

Sport02 - *Appraising and evaluating the effects of sport and exercise intervention on the participant.*

Sport03 - *Showing evidence of the skills required to monitor and evaluate human responses to sport and/or exercise.*

Sport04 - *Providing a critical appreciation of the relationship between sport and exercise activity and intervention in a variety of participant groups; this could include special populations such as senior citizens, disabled people and children.*

Sport05 - *Monitoring, analysing, diagnosing and prescribing action to enhance the learning and*

performance of the component elements of sport.

Sport06 - *Showing evidence of the skills required to monitor and evaluate sports performance in laboratories and/or field settings.*

Sport07 - *Displaying a critical appreciation of the integration of the variables involved in the delivery (teaching, instructing and coaching) of enhanced sport performance.*

Sport08 - *Displaying an awareness of current government policy on disease prevention and the relevance of exercise.*

Sport09 - *Showing evidence of an ability to monitor health through exercise and prescribe appropriate interventions.*

Sport10 - *Displaying a broad range of skills, including awareness of health and safety, ethical considerations, exercise prescription, population differences and the role of education, health and sports bodies in improving the health of the nation.*

Sport11 - *Displaying a critical insight into the organisations and structures responsible for sport, and the political ramifications arising from these.*

Sport12 - *Employing social, economic and political theory to explain the development and differentiation of sport throughout society.*

Sport13 - *Demonstrating the application of the social and cultural meanings attached to sport and their impact on participation and regulation.*

Sport14 - *Understanding and applying the theories, concepts and principles of practice from the generic management areas of operations, finance, human resources, economics and marketing to sports facilities and events.*

Sport15 - *Employing strategic planning and development planning skills in analysing, understanding and addressing the development needs and intentions of sport organisations and communities.*

Sport16 - *Demonstrating a critical appreciation of sport development and facilitation principles in at least one vocational context.*

Tour01 - *Understand and appreciate the potential contributions of disciplines that help to explain the nature and development of tourism.*

Tour02 - *Explain and challenge theories and concepts which are used to understand tourism.*

Tour03 - *Explain and challenge the definitions, nature and operations of tourism.*

Tour04 - *Demonstrate an understanding of the domestic and international nature and dimensions of tourism.*

Tour05 - *Utilise a range of source material in investigating tourism.*

Tour06 - *Demonstrate an awareness of the dynamic nature of tourism in modern societies.*

Tour07 - *Understand the intercultural dimensions of tourism.*

Tour08 - *Be able to explain the patterns and characteristics of tourism demand and the influences on such demand.*

Tour09 - *Have an understanding of the ways in which tourists behave at destinations.*

Tour10 - *Understand the cultural significance of tourism for tourists and societies.*

Tour11 - *Demonstrate an understanding of the structure, operation and organisation of the public, private and not-for-profit sectors and their activities.*

Tour12 - *Evaluate the factors that influence the development of organisations operating in tourism.*

Tour13 - *Analyse relations between consumers of tourism and the providers of tourism services.*

Tour14 - *Being able to evaluate the contribution and impacts of tourism in social, economic, environmental, political, cultural and other terms.*

Tour15 - *Having an understanding of, and being able to evaluate, the approaches to managing the development of tourism through concepts of policy and planning.*

Tour16 - *Appreciating the ethical issues associated with the operation and development of tourism.*

Tour17 - *Having an understanding of the issues and principles of sustainability and social responsibility in the context of tourism.*