



# UNIVERSITY OF LINCOLN

## Programme Specification

Title:

### Physical Education and Sport

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 (BSc)**

**Bachelor of Science with Honours (BSc (Hons))**

To be delivered from: 1 Sep 2016

<b>Level</b>	<b>Date</b>
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 (BSc)	2019-20
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

<b>Final Award:</b>	Bachelor of Science with Honours (BSc (Hons))
<b>Programme Title:</b>	Physical Education and Sport
<b>Exit Awards and Titles</b>	Certificate of Higher Education (CertHE) Diploma of Higher Education (DipHE) Bachelor of Science (BSc) Bachelor of Science with Honours (BSc (Hons))
<b>Subject(s)</b>	Sports and Exercise Sciences
<b>Mode(s) of delivery</b>	Full Time Part Time
<b>Is there a Placement or Exchange?</b>	Yes
<b>UCAS code</b>	C601
<b>Awarding Body</b>	University of Lincoln
<b>Campus(es)</b>	Lincoln Campus
<b>School(s)</b>	School of Sport and Exercise Science
<b>Programme Leader</b>	Donna Windard (dwindard)
<b>Relevant Subject Benchmark Statements</b>	
<b>Professional, Statutory or Regulatory Body Accreditation</b>	
<b>Programme Start Date</b>	2017-18

## 3. Programme Description

### 3.1 Overview

The longstanding importance placed on physical education not only for its educational value, but as a vehicle for improving health, educational attainment, behaviour, sports participation and performance means that the subject continues to have political and educational salience in the UK. The BSc (Hons) Physical Education and Sport programme was developed in response to this and to meet student demand, providing students who wish to pursue vocationally based postgraduate teaching routes with the opportunity to develop the underpinning knowledge and experience to be able to study successfully at this level.

This programme is a multi-disciplinary applied degree, integrating theoretical and practical knowledge of physical education and sport; it aims to provide developing students with the skills required to work in the education and youth sport sector. During the three year programme, students will study several specialist subjects (teaching and pedagogy, social sciences, sport science and research). The aim is to prepare students for life beyond graduation, who are well placed to access postgraduate routes in to teaching and employment within schools, community and voluntary sectors (for example, youth sport development, coaching and physical activity programmes for young people).

This programme reflects current research-informed teaching and innovation, embracing the University of Lincoln 'Student as Producer' philosophy. The four principles of 'Student as Producer': discovery; collaboration; engagement; and knowledge production are embedded within the programme. Through the use of a range of methods including: problem based learning; reflective practice; collaboration with peers, staff and wider community members students will have the opportunity to access a wide range of experiences that enable them to become critical and independent learners.

Aligned with the other under-graduate programmes within the School of Sport and Exercise Science, the aim is to provide a strong experiential element throughout programme with students engaged in placements where appropriate. A model based on the success of our existing programmes. The programme has a balance of core modules at level 1 and optional modules at level 2 and 3. This provides students with the potential to tailor their degree and specialised in line with their own personal and/or future employment interests.

At level one, the aim is to provide sound and secure platform for understanding the subject by developing theoretical knowledge and practical skills within core areas (teaching and pedagogy, social science, sport science and research skills). At level two, students will have the opportunity to develop their ability to apply theory to practical and applied settings, including a school placement. At level three, the aim is to develop student's knowledge and skills in a range applied settings, with an emphasis on independent learning and critical thinking.

The School has extensive expertise and use of modern well-equipped facilities to deliver the programme. Furthermore, the School of Sport and Exercise Science are fortunate to have excellent links with the School of Education, local educational organisations, academy schools, state schools and private schools. These links are supported by an active research culture immersed in the education-related field. The School's research groups; the Youth Sport Research (YSR) group; and Health Advancement Research Team (HART) includes academics who will deliver on the programme (For more info see: <http://www.hartresearch.org.uk/> and <http://ysr.blogs.lincoln.ac.uk/>). Both research groups have conducted research and evaluation including; school sports partnerships, gifted and talented, disability in sport and gifted and talented.

At the time of writing (April, 2015) the School of Sport and Exercise Science has performed exceptionally well on a number of key performance indicators. Our current programmes have consistently scored well above average against other University and Sector averages for the National Student Survey in all areas, but notably in overall student satisfaction, academic support, teaching on my course, assessment and feedback and organisation and management. In addition students feel that the courses offered prepares them well for employment, evidenced by the excellent Destination of Higher Leavers Survey where 89% of graduates were in employment and 70% were in graduate level employment within six months of completing their programme, placing the School 11th in National League tables for Graduate employability. The BSc (Hons) Physical Education and Sport programme aims to continue and grow this success in the forthcoming years.

### **3.2 Aims and Objectives**

The BSc (Hons) Physical Education and Sport programme aims to provide a multi-disciplinary applied course, which integrates theoretical and practical components to qualify the graduate at honours level in physical education and sport. The dual emphasis on physical education and sport aims to provide graduates with a range of transferable skills and knowledge, in order to secure a wide range of employment opportunities, including teaching physical education, sports coaching, youth sport development and leisure. Aligned with the other under-graduate programmes within the School of Sport and Exercise Science, the aim is to provide a strong experiential element 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 schools and sport environments within the local community.

The aim of the programme is to:

- stimulate and challenge student's intellectually and practically
- produce motivated, independent, critical and reflective thinkers
- develop an engaging student-centred curriculum, which is underpinned by research-informed teaching and applied assessments
- produce innovative, skilful and confident graduates who can provide safe and inclusive physical education for young people.
- 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**

No variations to regulations. Standard University regulations are to be followed.

## 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 physical education and sport.
- 2 The need for both multi-disciplinary and inter-disciplinary approaches to research and when working in professional contexts.
- 3 How to apply research and problem-solving abilities by demonstrating a critical and reflective understanding of methods of acquiring, interpreting and analysing information.
- 4 How to plan, design, execute and communicate a sustained piece of independent intellectual work using appropriate media.
- 5 The processes of learning, including some of the key paradigms and their impact on educational practices.
- 6 The diversity of learners and the complexities of the education process and environment.
- 7 The influence of wider political, social and cultural contexts on learning and the learning process.

### 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 Monitor, analyse, diagnose and prescribe action to enhance teaching, learning and performance in physical education and sport.
- 10 Display a broad range of skills, including awareness of health and safety, ethical considerations, population differences and the role of education, health and sports bodies in improving the health of the nation.
- 11 Employ social, economic and political theory to explain the development of physical education and sport throughout society.
- 12 Employ planning and research skills to analyse, understand and address the needs of individuals and communities.
- 13 Analyse situations concerning human learning and development in particular contexts.

### 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 of physical education and sport.
- 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 how to develop and facilitate sport in at least one vocational context.
- 18 Display a critical insight into the organisations and structures responsible for physical education and sport, and the political ramifications arising from these.
- 19 Demonstrate the ability to reflect on personal value systems, development and practices.
- 20 Deliver inclusive and safe physical education and which meets the development needs of Key Stage 3 & 4 pupils.

#### **4.4 Transferable Skills and Attributes**

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

- 21 Apply a range of communication and presentation skills.
- 22 Demonstrate competence in numeracy and C & IT skills.
- 23 Display interactive and group skills.
- 24 Apply problem solving skills in a variety of situations.
- 25 Evidence the ability to self-appraise and reflect upon practice.
- 26 Evidence the ability to plan and manage learning.

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 teaching and learning strategy adopted within the BSc (Hons) Physical Education and Sport 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.

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. Learning within the programme encourages students to become 'producers' rather than 'consumers' of knowledge. For example, experiences during school placements are utilised within the classroom environment for critical reflection and action research.

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 aims to provide traditional academic support through group and individual tutorials in addition to a number of key components at each level. At level 1 our aim is to provide students with assistance when making the transition into higher education by providing students with the opportunity to develop the required skills to study at this level. At level 2 the focus is on 'employability' and students are encouraged to consider career options, reflect on their current skill set and develop career action plans. This can contribute to the Lincoln Award which students will be encouraged to obtain. At level 3 the focus is on supporting the student encourage them to achieve their potential, through careers talks, guest lectures and guidance on applying for postgraduate / teaching qualifications.

Students will have the opportunity to develop their knowledge and understanding, subject-specific and transferable skills progressively. The course is designed to develop transferable skills through the tutorial programme and within the core subject specific modules, the dedicated 'Research Skills' and 'Advanced Research Methods' modules and the tutorial system. Our aim is to provide students with opportunities to develop the underpinning skills necessary for successful undergraduate study, whilst also developing the generic life skills required for employment.

Students can learn through a variety of different teaching methods, lectures within a module can be supported with appropriate laboratory, practical workshops, seminar sessions and directed study to help reinforce underpinning theory. In addition to formal classroom delivery, students will be provided with the opportunity to access specialist facilities and the interactive IT applications of the virtual learning environment blackboard. Furthermore the School aims to embrace the University's 'Student as Producer' philosophy. Students are provided with the opportunity to learn in applied settings and through research informed teaching. This approach has been acknowledged by current and previous external examiners and 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; and the use of students as 'producers' in seminars, practical workshops and assessments to help them towards becoming critical thinkers and independent learners.

Staff actively engage in professional development, research and consultancy to inform and underpin

delivery and help inform local and regional policy and initiatives. Examples of this include: sitting on local development groups; evaluating local and regional school based initiatives; providing gifted and talented pupils and 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. We aim to enhance the student experience by providing opportunities to assist staff within consultancy and research projects and facilitate a variety of volunteer placements both internally within the School and with schools, external partners and agencies in the local area.

## **5.2. Assessment Strategy**

The assessment strategy adopted within the BSc (Hons) Physical Education and Sport programme takes a variety of forms in order to reflect the differing specific and generic learning outcomes and the levels of the module. The course aims to use a variety of formative assessments to enable the learner and tutors to monitor progression, examples of such assessments are simulation activities within field environments, practical assessments and feedback on teaching, tasks within lectures and seminars, small presentations and sample/ revision questions. To do this effectively, tutors aim to 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 and interpret information will be assessed through a variety of coursework assessments. The compulsory 'Research Skills' and 'Advanced Research Methods' modules will provide students with the opportunity to develop portfolios to demonstrate their application of transferable skills to subject specific modules, ensuring integration and continuity of the learning process.

The course aims to provide a clear progression in assessment complexity, content and style which differentiates levels 1, 2 and 3. For each assessment, our aim is to provide 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. We aim to ensure the rigour, consistency and equality of assessment through criterion-referenced grade descriptors, external examiner approval, team planning and moderation processes.

The Assessment Map provides a clear indication of the scheduling and distribution of assessment modes within the programme.

## 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 (BSc) is 540.

The total number of credit points required for the achievement of Bachelor of Science with Honours (BSc (Hons)) is 900.

### Level 1

<b>Title</b>	<b>Credit Rating</b>	<b>Core / Optional</b>
Developing Physical Literacy 2017-18	15	Core
Foundations in Sport and Exercise Science 2017-18	30	Core
Research Skills 2017-18	15	Core
Sport Development Environment 2017-18	15	Core
Physical Education Pedagogy 1 2017-18	30	Core
Sociological Issues in PE and Sport 2017-18	15	Core

### Level 2

<b>Title</b>	<b>Credit Rating</b>	<b>Core / Optional</b>
Fitness Testing & Training 2018-19	15	Optional
Performance Analysis 2018-19	15	Optional
Physical Activity and Health 2018-19	15	Optional
Policy in Sport Development & Physical Education 2018-19	15	Optional
Project Management for Sport 2018-19	15	Optional
Psychology of Performance and Participation 2018-19	15	Optional
Sport, Physical Education and Social Theory 2018-19	15	Optional
Physical Education Pedagogy 2 2018-19	15	Core
Concepts in Educational Contexts 2018-19	30	Core
Advanced Research Methods 2018-19	15	Core

### Level 3

<b>Title</b>	<b>Credit Rating</b>	<b>Core / Optional</b>
Physical Education Pedagogy 3 2019-20	30	Core
Action Research in Education 2019-20	30	Optional
New Directions in Physical Education 2019-20	30	Optional
Inclusive Sport and Physical Activity 2019-20	30	Optional
Scientific Support in Practice 2019-20	30	Optional
Health Promotion and Development 2019-20	30	Optional
Dissertation 2019-20	30	Optional
Strategic Management in Sport 2019-20	30	Optional

## 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	<input checked="" type="checkbox"/>					<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>		
Foundations in Sport and Exercise Science 2017-18		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
Physical Education Pedagogy 1 2017-18					<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>
Research Skills 2017-18		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>		
Sociological Issues in PE and Sport 2017-18	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>				<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Sport Development Environment 2017-18	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>				<input checked="" type="checkbox"/>				<input checked="" type="checkbox"/>	

	PO13	PO14	PO15	PO16	PO17	PO18	PO19	PO20	PO21	PO22	PO23	PO24
Developing Physical Literacy 2017-18	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>					<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	
Foundations in Sport and Exercise Science 2017-18	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>							<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Physical Education Pedagogy 1 2017-18	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Research Skills 2017-18		<input checked="" type="checkbox"/>					<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Sociological Issues in PE and Sport 2017-18			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Sport Development Environment 2017-18				<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

	PO25	PO26
Developing Physical Literacy 2017-18		
Foundations in Sport and Exercise Science 2017-18	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Physical Education Pedagogy 1 2017-18	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Research Skills 2017-18		<input checked="" type="checkbox"/>
Sociological Issues in PE and Sport 2017-18		

## Level 2

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
Advanced Research Methods 2018-19												
Concepts in Educational Contexts 2018-19					✓	✓	✓			✓	✓	✓
Fitness Testing & Training 2018-19	✓			✓	✓			✓	✓			✓
Performance Analysis 2018-19	✓	✓	✓		✓			✓	✓			
Physical Activity and Health 2018-19		✓		✓					✓	✓	✓	✓
Physical Education Pedagogy 2 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	✓						✓				✓	

	PO13	PO14	PO15	PO16	PO17	PO18	PO19	PO20	PO21	PO22	PO23	PO24
Advanced Research Methods 2018-19												
Concepts in Educational Contexts 2018-19	✓				✓	✓	✓	✓	✓			✓
Fitness Testing & Training 2018-19		✓	✓				✓		✓		✓	
Performance Analysis 2018-19		✓	✓						✓	✓	✓	✓
Physical Activity and Health 2018-19				✓		✓	✓			✓	✓	✓
Physical Education Pedagogy 2 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				✓		✓			✓		✓
										PO25	PO26
Advanced Research Methods 2018-19											
Concepts in Educational Contexts 2018-19										✓	
Fitness Testing & Training 2018-19											
Performance Analysis 2018-19										✓	✓
Physical Activity and Health 2018-19											✓
Physical Education Pedagogy 2 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											✓

### Level 3

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
Action Research in Education 2019-20		✓	✓	✓								✓
Dissertation 2019-20	✓	✓	✓	✓	✓					✓		
Health Promotion and Development 2019-20		✓			✓		✓	✓	✓	✓	✓	✓
Inclusive Sport and Physical Activity 2019-20						✓	✓	✓		✓	✓	
New Directions in Physical Education 2019-20	✓					✓	✓				✓	
Physical Education Pedagogy 3 2019-20	✓				✓	✓			✓	✓		✓
Scientific Support in Practice 2019-20	✓		✓					✓	✓			
Strategic Management in Sport 2019-20			✓	✓					✓			✓

	PO13	PO14	PO15	PO16	PO17	PO18	PO19	PO20	PO21	PO22	PO23	PO24
Action Research in Education 2019-20					✓			✓	✓	✓	✓	✓
Dissertation 2019-20									✓	✓		✓

Health Promotion and Development 2019-20	✓	✓		✓					✓			✓
Inclusive Sport and Physical Activity 2019-20	✓	✓		✓	✓	✓		✓	✓		✓	✓
New Directions in Physical Education 2019-20	✓		✓	✓		✓			✓	✓	✓	
Physical Education Pedagogy 3 2019-20	✓		✓				✓	✓	✓	✓		
Scientific Support in Practice 2019-20		✓	✓						✓	✓		✓
Strategic Management in Sport 2019-20					✓	✓			✓			✓

	PO25	PO26
Action Research in Education 2019-20	✓	✓
Dissertation 2019-20		✓
Health Promotion and Development 2019-20	✓	
Inclusive Sport and Physical Activity 2019-20	✓	✓
New Directions in Physical Education 2019-20	✓	
Physical Education Pedagogy 3 2019-20	✓	✓
Scientific Support in Practice 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												
Physical Education Pedagogy 1 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												
Physical Education Pedagogy 1 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			
Physical Education Pedagogy 1 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												
Physical Education Pedagogy 1 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													
Physical Education Pedagogy 1 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												
Concepts in Educational Contexts 2018-19												
Fitness Testing & Training 2018-19												
Performance Analysis 2018-19												
Physical Activity and Health 2018-19												
Physical Education Pedagogy 2 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												
	13	14	15	16	17	18	19	20	21	22	23	24
Advanced Research Methods 2018-19												
Concepts in Educational Contexts 2018-19										50		
Fitness Testing & Training 2018-19												
Performance Analysis 2018-19												
Physical Activity and Health 2018-19	100											
Physical Education Pedagogy 2 2018-19												50
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												
	25	26	27	28	29	30	31	32	33	34	35	36
Advanced Research Methods 2018-19		50						50				
Concepts in Educational Contexts 2018-19						50						
Fitness Testing & Training 2018-19							100					
Performance Analysis 2018-19					100							
Physical Activity and Health 2018-19												
Physical Education Pedagogy 2 2018-19							50					
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					
	37	38	39	40	41	42	43	44	45	46	47	48	
Advanced Research Methods 2018-19													
Concepts in Educational Contexts 2018-19													
Fitness Testing & Training 2018-19													
Performance Analysis 2018-19													
Physical Activity and Health 2018-19													
Physical Education Pedagogy 2 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													
								49	50	51	52	EP 1 (Wk 16)	EP 2 (Wks 33, 34, 35)
Advanced Research Methods 2018-19													
Concepts in Educational Contexts 2018-19													
Fitness Testing & Training 2018-19													
Performance Analysis 2018-19													
Physical Activity and Health 2018-19													
Physical Education Pedagogy 2 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

### Level 3

	01	02	03	04	05	06	07	08	09	10	11	12
Action Research in Education 2019-20												
Dissertation 2019-20												
Health Promotion and Development 2019-20												
Inclusive Sport and Physical Activity 2019-20												
New Directions in Physical Education 2019-20												
Physical Education Pedagogy 3 2019-20												
Scientific Support in Practice 2019-20												
Strategic Management in Sport 2019-20												

	13	14	15	16	17	18	19	20	21	22	23	24
Action Research in Education 2019-20	20											
Dissertation 2019-20		20										
Health Promotion and Development 2019-20				50								
Inclusive Sport and Physical Activity 2019-20			50									
New Directions in Physical Education 2019-20												
Physical Education Pedagogy 3 2019-20												
Scientific Support in Practice 2019-20				30								
Strategic Management in Sport 2019-20	60											

	25	26	27	28	29	30	31	32	33	34	35	36
Action Research in Education 2019-20			80									
Dissertation 2019-20				80								
Health Promotion and Development 2019-20									50			

Inclusive Sport and Physical Activity 2019-20			50										
New Directions in Physical Education 2019-20		50				50							
Physical Education Pedagogy 3 2019-20		50			50								
Scientific Support in Practice 2019-20							70						
Strategic Management in Sport 2019-20											40		
	37	38	39	40	41	42	43	44	45	46	47	48	
Action Research in Education 2019-20													
Dissertation 2019-20													
Health Promotion and Development 2019-20													
Inclusive Sport and Physical Activity 2019-20													
New Directions in Physical Education 2019-20													
Physical Education Pedagogy 3 2019-20													
Scientific Support in Practice 2019-20													
Strategic Management in Sport 2019-20													
							49	50	51	52	EP 1 (Wk 16)	EP 2 (Wks 33, 34, 35)	
Action Research in Education 2019-20													
Dissertation 2019-20													
Health Promotion and Development 2019-20													
Inclusive Sport and Physical Activity 2019-20													
New Directions in Physical Education 2019-20													
Physical Education Pedagogy 3 2019-20													
Scientific Support in Practice 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

	Edu01	Edu02	Edu03	Edu04	Edu05	Edu06	Edu07	Edu08	Edu09
PO1									
PO2									
PO3									
PO4									
PO5									
PO6									
PO7									

	Edu10	Edu11	Edu12	Edu13	Edu14	Edu15	Edu16	Edu17	Edu18
PO1									
PO2									
PO3									
PO4									
PO5									
PO6									
PO7									

	Edu19	Edu20	Event01	Event02	Event03	Event04	Event05	Event06	Event07
PO1									
PO2									
PO3									
PO4									
PO5									
PO6									
PO7									

	Event08	Event09	Event10	Event11	Event12	Event13	Event14	Event15	Event16
PO1									
PO2									
PO3									
PO4									
PO5									
PO6									
PO7									

	Event17	Event18	Event19	Event20	Hosp01	Hosp02	Hosp03	Hosp04	Hosp05
PO1									
PO2									
PO3									
PO4									
PO5									
PO6									
PO7									

	Hosp06	Hosp07	Hosp08	Hosp09	Hosp10	Hosp11	Hosp12	Hosp13	Hosp14
PO1									
PO2									
PO3									
PO4									
PO5									
PO6									
PO7									

	Hosp15	Hosp16	Hosp17	Hosp18	Hosp19	Hosp20	KNUS01	KNUS02	KNUS03
PO1									
PO2									
PO3									
PO4									

PO5									
PO6									
PO7									

	KNUS04	KNUS05	KNUS06	KNUS07	KNUS08	KNUS09	KNUS10	KNUS11	KNUS12
PO1									
PO2									
PO3									
PO4									
PO5									
PO6									
PO7									

	KNUS13	KNUS14	Leis01	Leis02	Leis03	Leis04	Leis05	Leis06	Leis07
PO1									
PO2									
PO3									
PO4									
PO5									
PO6									
PO7									

	Leis08	Leis09	Leis10	Leis11	Leis12	Sport01	Sport02	Sport03	Sport04
PO1									
PO2									
PO3									
PO4									
PO5									
PO6									
PO7									

	Sport05	Sport06	Sport07	Sport08	Sport09	Sport10	Sport11	Sport12	Sport13
PO1									



PO2									
PO3									
PO4									
PO5									
PO6									
PO7									

	Sport14	Sport15	Sport16	Tour01	Tour02	Tour03	Tour04	Tour05	Tour06
PO1									
PO2									
PO3									
PO4									
PO5									
PO6									
PO7									

	Tour07	Tour08	Tour09	Tour10	Tour11	Tour12	Tour13	Tour14	Tour15
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PO4									
PO5									
PO6									
PO7									

								Tour16	Tour17
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PO2									
PO3									
PO4									
PO5									
PO6									
PO7									

## Subject Specific Intellectual Skills

	Edu01	Edu02	Edu03	Edu04	Edu05	Edu06	Edu07	Edu08	Edu09
PO8									
PO9									
PO10									
PO11									
PO12									
PO13									

	Edu10	Edu11	Edu12	Edu13	Edu14	Edu15	Edu16	Edu17	Edu18
PO8									
PO9									
PO10									
PO11									
PO12									
PO13									

	Edu19	Edu20	Event01	Event02	Event03	Event04	Event05	Event06	Event07
PO8									
PO9									
PO10									
PO11									
PO12									
PO13									

	Event08	Event09	Event10	Event11	Event12	Event13	Event14	Event15	Event16
PO8									
PO9									
PO10									

PO11									
PO12									
PO13									

	Event17	Event18	Event19	Event20	Hosp01	Hosp02	Hosp03	Hosp04	Hosp05
PO8									
PO9									
PO10									
PO11									
PO12									
PO13									

	Hosp06	Hosp07	Hosp08	Hosp09	Hosp10	Hosp11	Hosp12	Hosp13	Hosp14
PO8									
PO9									
PO10									
PO11									
PO12									
PO13									

	Hosp15	Hosp16	Hosp17	Hosp18	Hosp19	Hosp20	KNUS01	KNUS02	KNUS03
PO8									
PO9									
PO10									
PO11									
PO12									
PO13									

	KNUS04	KNUS05	KNUS06	KNUS07	KNUS08	KNUS09	KNUS10	KNUS11	KNUS12
PO8									
PO9									
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PO11									

PO12									
PO13									

	KNUS13	KNUS14	Leis01	Leis02	Leis03	Leis04	Leis05	Leis06	Leis07
PO8									
PO9									
PO10									
PO11									
PO12									
PO13									

	Leis08	Leis09	Leis10	Leis11	Leis12	Sport01	Sport02	Sport03	Sport04
PO8									
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PO10									
PO11									
PO12									
PO13									

	Sport05	Sport06	Sport07	Sport08	Sport09	Sport10	Sport11	Sport12	Sport13
PO8									
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PO10									
PO11									
PO12									
PO13									

	Sport14	Sport15	Sport16	Tour01	Tour02	Tour03	Tour04	Tour05	Tour06
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PO10									
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PO12									

PO13									
	Tour07	Tour08	Tour09	Tour10	Tour11	Tour12	Tour13	Tour14	Tour15
PO8									
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PO11									
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PO10									
PO11									
PO12									
PO13									

## Subject Specific Practical Skills

	Edu01	Edu02	Edu03	Edu04	Edu05	Edu06	Edu07	Edu08	Edu09
PO14									
PO15									
PO16									
PO17									
PO18									
PO19									
PO20									

	Edu10	Edu11	Edu12	Edu13	Edu14	Edu15	Edu16	Edu17	Edu18
PO14									

PO15									
PO16									
PO17									
PO18									
PO19									
PO20									

	Edu19	Edu20	Event01	Event02	Event03	Event04	Event05	Event06	Event07
PO14									
PO15									
PO16									
PO17									
PO18									
PO19									
PO20									

	Event08	Event09	Event10	Event11	Event12	Event13	Event14	Event15	Event16
PO14									
PO15									
PO16									
PO17									
PO18									
PO19									
PO20									

	Event17	Event18	Event19	Event20	Hosp01	Hosp02	Hosp03	Hosp04	Hosp05
PO14									
PO15									
PO16									
PO17									
PO18									
PO19									
PO20									

	Hosp06	Hosp07	Hosp08	Hosp09	Hosp10	Hosp11	Hosp12	Hosp13	Hosp14
PO14									
PO15									
PO16									
PO17									
PO18									
PO19									
PO20									

	Hosp15	Hosp16	Hosp17	Hosp18	Hosp19	Hosp20	KNUS01	KNUS02	KNUS03
PO14									
PO15									
PO16									
PO17									
PO18									
PO19									
PO20									

	KNUS04	KNUS05	KNUS06	KNUS07	KNUS08	KNUS09	KNUS10	KNUS11	KNUS12
PO14									
PO15									
PO16									
PO17									
PO18									
PO19									
PO20									

	KNUS13	KNUS14	Leis01	Leis02	Leis03	Leis04	Leis05	Leis06	Leis07
PO14									
PO15									
PO16									
PO17									

PO18									
PO19									
PO20									

	Leis08	Leis09	Leis10	Leis11	Leis12	Sport01	Sport02	Sport03	Sport04
PO14									
PO15									
PO16									
PO17									
PO18									
PO19									
PO20									

	Sport05	Sport06	Sport07	Sport08	Sport09	Sport10	Sport11	Sport12	Sport13
PO14									
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PO17									
PO18									
PO19									
PO20									

	Sport14	Sport15	Sport16	Tour01	Tour02	Tour03	Tour04	Tour05	Tour06
PO14									
PO15									
PO16									
PO17									
PO18									
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	Tour07	Tour08	Tour09	Tour10	Tour11	Tour12	Tour13	Tour14	Tour15
PO14									



PO15									
PO16									
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PO17									
PO18									
PO19									
PO20									

### Transferable Skills and Attributes

	Edu01	Edu02	Edu03	Edu04	Edu05	Edu06	Edu07	Edu08	Edu09
PO21									
PO22									
PO23									
PO24									
PO25									
PO26									

	Edu10	Edu11	Edu12	Edu13	Edu14	Edu15	Edu16	Edu17	Edu18
PO21									
PO22									
PO23									
PO24									

PO25									
PO26									

	Edu19	Edu20	Event01	Event02	Event03	Event04	Event05	Event06	Event07
PO21									
PO22									
PO23									
PO24									
PO25									
PO26									

	Event08	Event09	Event10	Event11	Event12	Event13	Event14	Event15	Event16
PO21									
PO22									
PO23									
PO24									
PO25									
PO26									

	Event17	Event18	Event19	Event20	Hosp01	Hosp02	Hosp03	Hosp04	Hosp05
PO21									
PO22									
PO23									
PO24									
PO25									
PO26									

	Hosp06	Hosp07	Hosp08	Hosp09	Hosp10	Hosp11	Hosp12	Hosp13	Hosp14
PO21									
PO22									
PO23									
PO24									
PO25									

PO26									
	Hosp15	Hosp16	Hosp17	Hosp18	Hosp19	Hosp20	KNUS01	KNUS02	KNUS03
PO21									
PO22									
PO23									
PO24									
PO25									
PO26									
	KNUS04	KNUS05	KNUS06	KNUS07	KNUS08	KNUS09	KNUS10	KNUS11	KNUS12
PO21									
PO22									
PO23									
PO24									
PO25									
PO26									
	KNUS13	KNUS14	Leis01	Leis02	Leis03	Leis04	Leis05	Leis06	Leis07
PO21									
PO22									
PO23									
PO24									
PO25									
PO26									
	Leis08	Leis09	Leis10	Leis11	Leis12	Sport01	Sport02	Sport03	Sport04
PO21									
PO22									
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PO24									
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	Sport05	Sport06	Sport07	Sport08	Sport09	Sport10	Sport11	Sport12	Sport13
PO21									
PO22									
PO23									
PO24									
PO25									
PO26									

	Sport14	Sport15	Sport16	Tour01	Tour02	Tour03	Tour04	Tour05	Tour06
PO21									
PO22									
PO23									
PO24									
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	Tour07	Tour08	Tour09	Tour10	Tour11	Tour12	Tour13	Tour14	Tour15
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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.*

**Edu01** - *Demonstrate the underlying values and principles relevant to education studies and a developing personal stance which draws on their knowledge and understanding.*

**Edu02** - *Demonstrate the diversity of learners and the complexities of the education process.*

**Edu03** - *Demonstrate the complexity of the interaction between learning and contexts, and the range of ways in which participants (including learners and teachers) can influence the learning process.*

**Edu04** - *Demonstrate the societal and organisational structures and purposes of educational systems, and the possible implications for learners and the learning process.*

**Edu05** - *Able to analyse educational concepts, theories and issues of policy in a systematic way.*

**Edu06** - *Identify and reflect on potential connections and discontinuities between each of the aspects of subject knowledge and their application in educational policies and contexts.*

**Edu07** - *Accommodate new principles and understandings.*

**Edu08** - *Select a range of relevant primary and secondary sources, including theoretical and research-based evidence, to extend their knowledge and understanding.*

**Edu09** - *Use a range of evidence to formulate appropriate and justified ways forward and potential changes in practice.*

**Edu10** - *Demonstrate the ability to reflect on their own and others' value systems.*

**Edu11** - *Demonstrate the ability to use their knowledge and understanding critically to locate and justify a personal position in relation to the subject.*

**Edu12** - *Demonstrate an understanding of the significance and limitations of theory and research.*

**Edu13** - *On graduating with an honours degree in education studies, students should be able to organise and articulate opinions and arguments in speech and writing using relevant specialist vocabulary.*

**Edu14** - *On graduating with an honours degree in education studies, students should be able to use ICT in their study and other appropriate situations.*

**Edu15** - *Able to collect and apply numerical data, as appropriate.*

**Edu16** - *Able to present data in a variety of formats including graphical and tabular.*

**Edu17** - *Able to analyse and interpret both qualitative and quantitative data.*

**Edu18** - *On graduating with an honours degree in education studies, students should have the ability to collaborate and plan as part of a team, to carry out roles allocated by the team and take the lead where appropriate, and to fulfil agreed...*

**Edu19** - *On graduating with an honours degree in education studies, students should be able to articulate their own approaches to learning and organise an effective work pattern including working to deadlines.*

**Edu20** - *On graduating with an honours degree in education studies, students should be able to process and synthesise empirical and theoretical data, to create new syntheses and to present and justify a chosen position having drawn on relevant theoretical...*