

Course Information Form (CIF)

The CIF provides core information to students, staff teams and others on a particular course of study.

Section 1 - General Course Information	
Course Title	Leadership and Management of Sport and Physical Activity
Qualification	Master of Arts
Intermediate Qualification(s)	
Awarding Institution	University of Bedfordshire
Location of Delivery	AB
Mode(s) of Study and Duration	Full-time over 1 year Part-time pathway typically over 2 years
Core Teaching Pattern	3
FHEQ Level	7
Professional, Statutory or Regulatory Body (PSRB) accreditation or endorsement	Not applicable
PSRB Renewal Date	Not applicable
University of Bedfordshire Employability accreditation	
Route Code (SITS)	MAIMSABF
Subject Community	Sport Science and Physical Activity
UCAS Course Code	
Relevant External Benchmarking	<p>This MA has been developed using the QAA Subject Benchmark Statements for Master's Degree in Business and Management (2015). Further information of these Benchmark Statements are available at http://www.qaa.ac.uk/en/Publications/Documents/SBS-Business-and%20Management-15.pdf</p> <p>Below are a sample of the standards that this degree will support you, as a student, to demonstrate</p> <ul style="list-style-type: none"> • Relevant knowledge and understanding of organisations, the external context in which they operate and how they are managed. • ability to operate effectively in a variety of team roles and take leadership roles, where appropriate

	<ul style="list-style-type: none"> An international perspective including understanding the impact of globalisation on businesses, societies and the environment and the ethical implications <p>The degree will be a challenging learning experience. It will integrate applied practice and theoretical frameworks. As a student, you will be given the opportunity to develop your knowledge, experience and practice. You will be encouraged to evaluate and reflection upon this using self-evaluation and Interaction with peers and tutors.</p> <p>Additionally, to reflect its Postgraduate nature, the course has been mapped to the following Benchmarks</p> <ol style="list-style-type: none"> The QAA Framework for Higher Education Qualifications Level 7 (2014) The QAA Master's Degree Characteristics (2015)
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Section 2 - Published Information				
Material in this section will be used on the course web site to promote the course to potential students. The text should be written with this potential audience in mind.				
Course Structure				
The Units which make up the course are:				
Unit Code	Level	Credits	Unit Name	Core or option
SPO0055-6	7	30	Sport and Physical Activity Leadership	Core
SPO0053-6	7	15	Managing Sport and Physical Activity	Core
SPO051-6	7	15	Applied Leadership and Management of Sport and Physical Activity	Core
SPO050-6	7	15	The Structure of Sport and Physical Activity	Core
SPO054-6	7	30	Research Methods for Sport and Physical Activity	Core
SPO052-6	7	15	Comparative Sports Policy	Core
SPO056-6	7	60	Sport and Physical Activity Research Project	Core
Why study this course				
<p>Sport and physical activity is fun, good for us and can change lives. Sport and physical activity is a significant industry with a huge global profile. Internationally, sport and physical activity has numerous large scale events each year, whilst nationally investment is made into sport and physical activity for the good of local populations. The success of any sport and physical activity organisation depends on the individuals who work in the organisation and those who lead it. To be a success, sport and physical activity organisations need strong leaders, effective managers and competent deliverers.</p> <p>This course develops the sport and physical activity managers and leaders of the future. It provides you with the opportunity to gain the skills, knowledge and applied experience required to enter this dynamic field and to be successful in the sector. The new DCMS Government Strategy for Sport has identified the need for the sector to have strong leaders. This course will support you in developing into a leader of the future and is designed to help enhance your career prospects.</p> <p>The course contains a mix of academic investigation and applied practical activities. It investigates current thinking regarding sports development, leadership and management as well as providing you with the opportunity to practically lead the development and management of a sport and physical activity programme. You will be encouraged to develop new, creative and innovative ideas to motivate people to participate in sport and physical activity. You will gain considerable experience of working with employers to investigate and analyse industry identified problems and develop potential solutions for them. This includes a semester long research project on a topic agreed between you and an employer.</p>				

There are opportunities for you to further develop teamwork, leadership, communication, presentation and evaluation skills. Students are encouraged to work together and reflect on their success and consider areas of personal and professional development; a process that encourages continuous learning and improvement. Furthermore, the course will assist you in engaging with CIMSPA (The Chartered Institute for the Management of Sport and Physical Activity) by accessing events and conferences and supporting you to complete an application to be a student member of CIMSPA.

The MA Leadership and Management of Sport and Physical Activity course has been developed in response to the demand from employers for highly skilled, practical sport and physical activity leaders and managers. It will allow you to maximise your professional and personal development and will enhance and improve the career opportunities of all those who study the course.

Course Summary – Educational Aims

The educational aims of the Leadership and Management of Sport and Physical Activity masters support the mission statement of the University to provide a supportive yet challenging teaching and learning environment aimed at fully enhancing your knowledge, professional skills and employability. To achieve this, the educational aims of the programme are as follows:

1. To provide the opportunity to explore the rationale for providing sport and physical activity locally, nationally and internationally. This will offer the potential to focus on examining the emphasis of developing sport and physical activity participation interventions and the role and delivery of sport in supporting social change and impact through which personal, community, national and international development objectives may be achieved.
2. To provide the opportunity to explore the processes involved in leading and managing sport and physical activity locally, nationally and internationally. This will allow an examination of the core management practices associated with sport and physical activity organisations. This will include investigating and studying the core knowledge, skill sets and leadership qualities necessary to implement strategies designed to achieve a variety of sport and social outcomes.

The course has been designed to support you to acquire the necessary personal competencies, applied practical skill-sets and subject expertise needed to become theoretically informed and reflective practitioners. You will develop the ability to implement a wide range of programmes and interventions, as well as being able to manage people and organisations to achieve sport and physical activity outcomes both nationally and internationally.

Entry requirements

Standard entry

UK students: Completion of an undergraduate course having achieved a minimum of a 2:2

EU students: <http://www.beds.ac.uk/howtoapply/eu/guides>

International students: <http://www.beds.ac.uk/international/international-applications/international-entry-requirements>

Non-standard entry

Special entry is available for those with no degree but with extensive management experience

PSRB details

Not Applicable.

Graduate Impact Statements

The course has been designed to develop graduates who are able to:

- Apply their advanced understanding of the management and leadership of sport and physical activity to plan and manage activities aimed at making a positive impact upon individuals and communities within a global industry context
- Be adaptable, and show originality, insight, and critical and reflective abilities when developing sport and physical activity interventions nationally or internationally
- Be self-directed and able to act autonomously, as well as collectively, in planning and implementing

sport and physical activity interventions at a professional level

Higher Education Achievement Report - Additional Information

Not Applicable

Learning and Teaching

This course will use a range of different learning and teaching activities including classroom based lectures, seminars and tutorials. You will also work in small groups and workshops to discuss case studies, undertake applied management exercises, prepare for assessments and work on presentations. Additionally, online learning will be provided through the use of BREO, the Virtual Learning Environment of the University of Bedfordshire. Although classroom and online learning sessions are regularly held during term time, a Masters Level course requires considerable additional independent study time. The approach to learning and teaching is as follows:

Course Familiarisation.

There will be an initial induction at the start of the course to familiarise you with your colleagues and the course team. It will give you a very practical insight into the MA learning experience. Attendance at this week long induction is required before continuing on the course and will include team building and project-based work. The induction will be facilitated by members of the course team and will focus on learning through reflection, peer and lecturer feedback, and self-analysis. You will also be introduced to the University facilities and the resources at your disposal. It is an essential element of the course and will ensure you approach the learning on the course effectively from the start of the semester.

Blended Learning

The teaching and learning approach of the MA is through blended learning. The course will utilise a mix of traditional classroom teaching, online learning and independent study. Classroom teaching will include lectures, seminars and tutorial, online Learning will utilise BREO and you are encouraged to undertake further research and independent study in addition to this. Using these approaches will support you in developing the skills and knowledge necessary to support your employability and career development.

Collaborative Learning

The course offers opportunities for collaborative learning through small group work or online learning. Small group activities will focus on discussing case studies, undertaking applied management exercises, preparing for assessments and working on presentations. To facilitate collaborative online learning, you will be encouraged to contribute to the discussion boards, blogs and wikis. These will be facilitated and managed by lecturers, industry partners or students. These tools offer you considerable opportunities to learn from others in the group and extend your learning experience beyond the boundaries of the formal classroom sessions.

Action Learning

Action learning involving the use of 'real-life' problems and scenarios will be integrated into the workshops and other face-to-face sessions. This flexible process allows you to use your knowledge to undertake research and consider improvements and change. This process of learning can be replicated in the workplace, thus supporting your employability skills.

Development of Knowledge

The approaches to teaching and learning aims to support you to gain the necessary underpinning theoretical knowledge and practical skills related to managing and leading sport and physical activity. The approaches will also help you to become an autonomous and self-directed learner and support you in being confident of your capabilities as a manager.

Use of Resources

Each unit will have dedicated integrated materials, which can be accessed via the BREO, the Virtual Learning Environment of the University. These will support you in developing your underpinning knowledge. You will receive information to help you with planning and time management to ensure that you complete each unit of study within a specified timescale. All unit resources relating to knowledge will utilise current theory or practice and consider future approaches to ensure you are engaging with the most up to date and relevant information possible.

Applied and Theoretical Approach

While studying on the MA, you will develop your management and leadership knowledge and experience and test theories relating to sport and physical activity. You will consider the role of sport as a cultural and social phenomenon (Lusted and Hassan, 2012) and explore how sport responds to the culture, society and surroundings in which it operates and the role of management and leadership in this. Additionally you will investigate the role of sport and physical activity within wider social policy (Coalter, 2007 and 2013) and consider the leadership and management implication of this. Additionally, you will be provided with practical opportunities to test your management skills in the context of physical activity and sport

Developing your employability

In addition to the provision of such a variety of learning and teaching strategies a dedicated focus on developing your employability is embedded into the course. Employability is supported in the following ways

1. Professional Accreditation – The course was written to meet the professional standards Job Band B (Middle Management and Aspiring) as identified by CIMSPA, the Chartered Institute for the Management of Sport and Physical Activity.
2. Professional Approval – The University will support you in becoming a Student Member of CIMSPA and provide information regarding CIMSPA events and conferences which will support your employment opportunities
3. Current and Future Industry Knowledge – The units, the resources and the teaching and learning will support the development of current industry knowledge and evaluate future industry direction.
4. Applied Industry Experience – The course provides the opportunity to test and apply industry experience. This is facilitated through the unit entitled Applied Leadership and Management of Sport and Physical Activity. There are also additional opportunities to gain applied industry experience by students involving themselves with the University of Bedfordshire Student Led Sports Company.
5. Wider Employability Skills – There are a range of wider skills that this MA aims to develop. These include teamwork, innovation, creativity, time management and problem solving. All of these are transferable skills that can be utilised in a range of industries and sectors.
6. Faculty and Department Links – The course will link with other appropriate university departments to support your employability. This includes accessing current research from ISPAR and information and advice from the Careers and Employability service

Throughout your studies, opportunities to seek professional accreditation through a range of relevant professional bodies are currently in negotiation (e.g. we are liaising with CIMSPA and awaiting confirmation of their revised terms of business and accreditation) and opportunities to gain various coaching awards are encouraged

Department (s)

The Department of Sport Science and Physical Activity
<https://www.beds.ac.uk/howtoapply/departments/sspa>

Assessment

You will be required to undertake a variety of assessment approaches that vary depending upon the learning outcomes of the units delivered. The range of assessment styles includes the following

1. Written Reports and Essays
2. Verbal Presentations
3. Online Reflective Journals
4. Case Studies
5. Phase Tests
6. Applied assessments relating to managing the design, planning, delivery of a sport and physical activity intervention.

Assessment activities will be based on tasks that provide the opportunity to demonstrate both vocational skills and subject knowledge. As you progress through the units, the assessment criteria will emphasise the expectation that you demonstrate theory driven understanding of sport and physical activity management issues and practices. This is reflective of the higher levels of cognition required to study at Masters Level.

All assessments are graded individually, although in many instances you will be required to work

collaboratively with your peers in order to examine a wide variety of sport and physical activity management issues and their practical implications. This is reflective of the type of work undertaken in the sport and physical activity sector.

After Graduation

Future Career

The MA Leadership and Management of Sport and Physical Activity aims to improve and enhance the career opportunities of all those who study the programme. The skills, knowledge, theoretical concepts and applied practical experience you will gain from the programme will support you in entering the workforce and progressing within the industry. The primary focus is to provide you the opportunity to develop a career in the sport and physical activity sector. However, the managerial and applied focus of the programme provides numerous transferable skills that can be related to a variety of service industries.

Professional Recognition

The Professional Institute for Sport and Physical Activity is CIMSPA. The institute has developed a Professional Development Framework to help provide structure to the career opportunities and pathways in the sector. For more information see <http://www.cimspa.co.uk/en/training-and-prof-devel/cimspa-pdf/index.cfm>. This course supports you in developing your knowledge to achieve, and work towards the type of roles identified within Job Band B and Job Band A. This includes management roles such as Sports Development Manager and senior leadership roles such as a Development Director.

Employability whilst on Programme

The University of Bedfordshire operates a student led community sport company. This company will be utilised within the programme to allow students to lead and manage community sport and physical activity interventions. In addition to this, the student led company provides the opportunity for University students to be employed, working in a sport and physical activity role in the community when they are not studying. This provides the opportunity for you to gain paid industry experience, something that is essential when attempting to gain entry to the sector.

Future Study

There is the possibility to undertake future study beyond the end of the Masters programme. The University offers opportunities to undertake a PhD via the Institute for Sport and Physical Activity Research (ISPAR). ISPAR members have a diverse range of research interests; so many research topic areas can be accommodated. For more information on this potential visit <http://www.beds.ac.uk/research-ref/ispar>

Student Support during the course

All students will be allocated a Personal Academic Tutor (PAT) at the start of the course. The tutor will provide individual academic guidance through your time at the University and will be able to act as a referee, writing references for voluntary or paid positions that you apply for during and at the end of your degree. Meetings in small groups or one to one will take place during the year to review your academic progress, career intentions and suggest actions that you can take to improve your learning. The course operates an extended induction programme, starting with pre-course guidance, through an initial induction week and then into the course which is located within core units that all students will follow.

Lecturers are able to advise students about a range of support services provided by the University. This includes Study Hub (Personal and Academic Development) which offers academic support resources and SID (Student Information Desk) which offers a drop in and online service for academic and non-academic advice, for example on learning support, arrangements for students with disabilities or specific learning difficulties or guidance on mitigating circumstances for assessments.

Lecturers will also refer students to the on-line resources that support your learning, for example the Study Hub on-line within BREQ, the Virtual Learning Environment of the University, or the material that can be found on the Learning Resources website. Extensive use is made of BREQ to provide supporting materials for each unit that you study and to deliver interactive learning experiences.

Accessibility and Key Features

The course is fully inclusive and welcomes students with disabilities. During the application process disabled students are invited to the University to discuss their needs with the course co-coordinator, individual members of the academic staff, as well as staff from the Health and Well Being Team. The course should not present any barriers to students with disabilities that cannot be overcome using the University's policy on

support for students with disabilities. All applications identifying disabilities are followed up by letter or at interview to establish the level and type of support required.

The Health and Well Being Team will discuss any issues you may have and can give advice on the nature of specific disabilities and the reasonable adjustments which can be made to accommodate disabled students is available from the Disability and Dyslexia Support Team.

See <http://www.beds.ac.uk/studentlife/student-support/health/disabilities> and BREO disabilities site - <https://breo.beds.ac.uk/webapps/portal/frameset.jsp> for general information.

Assessment Map

Semester 1

Unit Code	C/O	Weeks														
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
CSP	C					PR-CS								CW-Ess		
Leadership	C											PR-OT				CW-Ess
MSPA	C														CW-CS	

Semester 2

Unit Code	C/O	Weeks														
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
SSPA	C													PR-CS		
RM	C											CW-Ess			WR-I	
AMSPA	C														CW-Jour	PJ-PROJ

Semester 3

Unit Code	C/O	Weeks														
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
LMSPARP	C													PJ-PROJ		/ PR-Oral

Section 3 - Academic Information

This section will be used as part of the approval and review process and **peer academics** are the target audience.

Course Learning Outcomes

The course learning outcomes for the MA in the Leadership and Management of Sport and Physical Activity have been developed to reflect the following information

- The QAA Subject Benchmark Statements for Business and Management (2015).

Upon successful completion of this course you should be able to:-

1. Demonstrate a systematic understanding of the economic, environmental, social, political, cultural, community and technological context in which sport and physical activity operates nationally and internationally.
2. Demonstrate a critical understanding of the theories, concepts and principles relating to leadership within sport and physical activity. This includes innovation, change and creativity issues and the strategic leadership of sport and physical activity planning.
3. Demonstrate a critical understanding of the theories, concepts and principles relating to sport and physical activity management. This includes the areas of operations, finance, human resources and marketing.
4. Demonstrate creativity in applying relevant knowledge to a range of complex sport and physical activity leadership and management situations.
5. Demonstrate the ability to conduct applied research into sport and physical activity leadership and management issues that requires familiarity with a range of data, research sources, appropriate methodologies and data presentation.

Course-specific regulations

Not Applicable

Teaching, Learning and Assessment

The approach to teaching and learning is designed to develop the skills and knowledge needed to be creative and innovative sport and physical activity professionals. The learning experience, whilst studying on the course, gives students the opportunity to investigate, analyse and experience management and leadership. As described in the Learning and Teaching section above, you will be supported via a range of teaching and learning approaches. These aim to develop independent and enterprising learners who have the skills required to develop within the sport and physical activity industry. To support learning, a range of formal assessment opportunities are provided to allow learners to provide a summative demonstration of their skills and knowledge. The assessment strategy for this course is as follows:

The Assessment Philosophy

The underpinning philosophy of all the assessments on this course is developmental. Assessments provide the opportunity to demonstrate knowledge, expertise and capabilities to ensure that you are an able and confident leader and manager. This developmental emphasis enables students to investigate, analyse and experience sports leadership and management and then undertake assessments at an appropriate point in the unit to validate this learning. Assessment will be varied in type and support the professional and personal development of those students undertaking them.

The Aim of Assessments

The aim of assessment is to ensure that you receive regular formal and constructive feedback on your learning and development from your course tutors and student peers. Lecturers will assist learners to use and integrate this feedback in order to support individual continuing professional and self-development. To ensure learners are effectively empowered to do this they will be provided with group and individual tutorial support from the course lecturing team.

The Range of Assessment Methods

To facilitate and maximise learning for all students, a range of assessment methods are used throughout the course and learners will be required to undertake a variety of assessment types. These assessments include individual and group work, written, assignments, case studies, practical projects, and presentations. The range of assessments focus on bringing together the theoretical concepts of sport and physical activity management with applied practical scenarios and activities. The assessments are designed to test knowledge and understanding of the appropriate underpinning theory and research, and also allow you to demonstrate your skills. An appropriate sample of all assessed work will be subject to double marking and external moderation to ensure appropriate quality standards and intended learning outcomes are achieved with consistency and fairness to all. The final research project, integrates all aspects of the course through a

detailed piece of research on a topic of the learner's choice.

In addition to the formal assessments, there will be an emphasis on self, peer and group assessment. The aim is for you to become an independent and self-directed lifelong learner who recognises the advantages of self-reflection and feedback from peers. This peer assessment will be used primarily as part of a formative assessment process within the units, rather than in the summative part. All formal, summative assessments will be marked, graded and moderated by professional tutors only.

The Research Project

The completion of an extended applied research project provides you the opportunity to demonstrate your ability to use the knowledge and skills acquired through the taught elements of the course.

Additional Academic Information

Peer-assisted learning (PAL)

Not applicable for Postgraduate Students

Initial Assessment

To gain initial feedback on a submitted piece of work, the following unit will have an assessment within the first 6 weeks of the course:

SPO0XXX Comparative Sports Policy

Assessment 1: An individual presentation of 10 minutes in duration and supporting notes (25% weighting)

Assessment Title: Using a case study approach, undertake a critical analysis of the sports policies of two different countries.

Improving students' learning

The course aims to enable you to become an independent, motivated learner who is willing to reflect on experience and apply your learning to develop innovative future practice. The lectures, seminars and workshops will be organised to inspire you, keep you motivated and engaged and facilitate the development of new applied ideas that are relevant to employment. To achieve this the course has the following features:

- Theoretical Perspectives
- Applied Learning
- Assessments
- On-going Assessment Feedback
- Autonomous Learning
- Lecturers Support
- Reflective Practice
- Continuous Professional Development

Academic Integrity

The area of appropriate writing, referencing and plagiarism will be introduced in the induction process and addressed specifically within the research strand of the course and reinforced throughout the units that make up this course. Details may be found in the course handbook

HEAR implementation

Not Applicable

Internationalisation

This MA studies the management and leadership of sport and physical activity in an international context. The global importance of sport in terms of popularity and its role in development means that materials, subject content and further reading include examples from other countries and draw comparisons. Internationalisation is covered specifically within the units Comparative Sports Policy and the Structure of Sport and Physical Activity. Furthermore, the Leadership and Management units explores the role of a leader and manager in a global and internationalised world. Additionally within the Research Project, students are encouraged to develop research into an area of interest, within which there is scope for research of an international context. Students will also be encouraged to undertake periods of placement or study abroad as part of their course or during the Summer breaks. The University will work with its international partners to support this.

Sustainability

Section 4 - Administrative Information

This section will be used as part of the approval and review process and peer academics are the target audience.

Faculty	Education and Sport
Portfolio	PG Sport Science and Physical Activity
Department/School/Division	Sport Science and Physical Activity
Course Coordinator	Stuart Wilson
Version Number	1/16
Approved by (cf Quality Handbook ch.2)	University Approval
Date of approval (dd/mm/yyyy)	13/04/2016
Implementation start-date of this version (plus any identified end-date)	2016/2017

Form completed by:

Name: Stuart Wilson

Date:

Authorisation on behalf of the Faculty Teaching Quality and Standards Committee (FTQSC)

Chair:

Date:

Course Updates		
Date (dd/mm/yyyy)	Nature of Update	FTQSC Minute Ref:

Annexes to the Course Information Form

These annexes will be used as part of the approval and review process and **peer academics** are the target audience.

General course information

Course Title	<i>Leadership and Management of Sport and Physical Activity</i>
Qualification	<i>Master of Arts</i>
Route Code (SITS)	
Faculty	<i>Education and Sport</i>
Department/School/Division	SSPA
Version Number	1/16

Annex A: Course mapping of unit learning outcomes to course learning outcomes

Unit code	CSP	MSPA	SPAL	SSPA	ALMSPA
Level	7	7	7	7	7
Credits	15	15	30	15	15
Core or option	Core	Core	Core	Core	Core
Course Learning Outcome	<i>Insert LO1 and/or LO2 for each unit into cell corresponding to the course level</i>				
LO 1	LO1 / LO2			LO1 / LO2	
LO 2			LO1 / LO2	LO1	LO1 / LO2
LO 3		LO1 / LO2			LO1 / LO2
LO 4	LO1 / LO2	LO2	LO1 / LO2	LO2	LO1 / LO2
LO 5	LO1/LO2	LO2	LO1 / LO2		

Course Learning Outcomes

1. Demonstrate a systematic understanding of knowledge about sport and physical activity and the economic, environmental, social, political, cultural, community and technological context in which the sector operates nationally and internationally.

2. Demonstrate a critical understanding of the theories, concepts and principles relating to leadership within sport and physical activity. This includes innovation, change and creativity issues and the strategic leadership of sport and physical activity planning.
3. Demonstrate a critical understanding of the theories, concepts and principles relating to sport and physical activity management. This includes the areas of operations, finance, human resources and marketing.
4. Demonstrate creativity in applying relevant knowledge to a range of complex sport and physical activity leadership and management situations.
5. Demonstrate the ability to conduct applied research into sport and physical activity leadership and management issues that requires familiarity with a range of data, research sources, appropriate methodologies and data presentation.

Annex C: Course mapping to FHEQ level descriptor, subject benchmark(s) and professional body or other external reference points

One set of mapping tables to be produced for the course and each named intermediate qualification

Course (or intermediate) qualification and title	MA Leadership and Management of Sport and Physical Activity
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FHEQ Descriptor for a higher education qualification	Level 7	Course Learning Outcome(s)				
		1	2	3	4	5
A systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of their academic discipline, field of study or area of professional practice		X	X	X	X	X
A comprehensive understanding of techniques applicable to their own research or advanced scholarship		X	X			X
Originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline					X	X
Conceptual understanding that enables the student:						
To evaluate critically current research and advanced scholarship in the discipline			X	X		
To evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses						X
Typically, holders of the qualification will be able to:						
Deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate their conclusions clearly to specialist and non-specialist audiences		X				X
Demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level			X	X	X	
Continue to advance their knowledge and understanding, and to develop new skills to a high level.		X	X	X	X	X
And holders will have:						
The qualities and transferable skills necessary for employment requiring: - The exercise of initiative and personal responsibility - Decision-making in complex and unpredictable situations - The independent learning ability required for continuing professional development		X	X	X	X	X

Subject Benchmark Statement(s)	Master's Degree in Business and Management (2015)	Evidence and/or Course Learning Outcome(s) <i>How the course takes account of relevant subject benchmark statements</i>
Master's degrees in the business and management field are awarded to students who have demonstrated during their programme:		

A systematic understanding of relevant knowledge about organisations, their external context and how they are managed	LO3
Application of relevant knowledge to a range of complex situations taking account of its relationship and interaction with other areas of the business or organisation	LO4
A critical awareness of current issues in business and management which is informed by leading edge research and practice in the field	LO 3 / LO5
An understanding of appropriate techniques sufficient to allow detailed investigation into relevant business and management issues	LO2 / LO3
Creativity in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to develop and interpret knowledge in business and management	LO4 / LO5
Ability to acquire and analyse data and information, to evaluate their relevance and validity, and to synthesise a range of information in the context of new situations	LO5
Conceptual understanding that enables the student to: a. evaluate the rigour and validity of published research and assess its relevance to new situations b. use existing research and scholarship to identify new or revised approaches to practice	LO1 / LO2 / LO3 / LO5
Ability to conduct research into business and management issues that requires familiarity with a range of business data, research sources and appropriate methodologies, and for such to inform the overall learning process	LO5 / LO3
Ability to communicate effectively using a range of media (for example, orally, in writing, and through digital media)	LO1 / LO2 / LO3 / LO4 / LO5
Ability to operate effectively in a variety of team roles and take leadership roles, where appropriate	LO2 / LO4
Ability to take an international perspective including understanding the impact of globalisation on businesses, societies and the environment and the ethical implications	LO1 / LO2 / LO3
Once they are in professional practice, master's graduates should be able to:	
Apply consistently their knowledge and subject-specific and wider intellectual skills	LO1 / LO4
Deal with complex issues both systematically and creatively, make sound judgments in the absence of complete data, and communicate their conclusions clearly to a range of audiences	LO5
Be proactive in recognising the need for change and have the ability to manage change	LO3 / LO4
Be adaptable, and show originality, insight, and critical and reflective abilities which can all be brought to bear upon problem situations	LO1 / LO2 / LO3 / LO4
Make decisions in complex and unpredictable situations	LO4
Behave ethically and with integrity and manage with a strong sense of social responsibility	LO3 / LO4
Evaluate and integrate theory and practice in a wide range of situations	LO2 / LO3
Be self-directed and able to act autonomously in planning and implementing projects at professional levels	LO5
Take responsibility for continuing to develop their own knowledge and skills	LO1 / LO / LO3 / LO4 / LO5

Qualification Characteristic	<i>Master's Degree Characteristics (QAA, 2015)</i>	Evidence <i>How the course takes account of relevant qualification characteristics documents</i>
Masters degrees:		
Are usually predominantly composed of structured learning		Structured learning programme

opportunities (are 'taught').	provided with two thirds of programme taught
Frequently at least a third of the programme is devoted to a research project, leading to a dissertation or the production of other output such as an artefact, performance or musical composition	A research project is included. Research Project is 60 of 180 credits (one third of programme)
Include research methods training, which may be provided in a range of different ways (e.g. through content modules)	Research methods unit provided
Other awards, such as postgraduate certificate and postgraduate diploma, will often be offered as stages in the progression to a specialised/advanced study master's degree to facilitate continuing professional development at different stages of a professional career	
In England, Wales and Northern Ireland a master's degree will have a typical minimum of 180 credits, of which at least 150 will be at master's level on the FHEQ	Award is 180 credits

Annex D: Equality Impact Assessments of Courses and Units

Introduction

As a widening participation institution, equality and diversity considerations are important in all aspects of our approach to teaching and learning. They are a theme within CRe8, embedded in our approach to teaching (in the minimum teaching expectations) and feature in staff induction and development. This annex sets out expectations in relation to the approval of courses and units and the need to undertake appropriate Equality Impact Assessments (EIA).

Equality Impact Assessments

The following apply.

- All courses and all units should have an associated EIA (see forms below).
- EIAs may cover multiple courses but individual EIAs are required for each unit.
- EIAs will be undertaken as courses come forward for approval or review (there is no requirement to go back and undertake more detailed EIAs, in line with this policy, than was previously required).

Further guidance

Guidance from the Equalities Challenge Unit (ECU) available at <http://www.ecu.ac.uk/publications/disability-legislation-practical-guidance-for-academic-staff-revised/>

Equality and Human Rights Commission: Guidance for providers of further and higher education
www.equalityhumanrights.com/advice-and-guidance/further-and-higher-educationproviders-guidance

Equality Challenge Unit (2010) Disability legislation: practical guidance for academic staff (revised)
www.ecu.ac.uk/publications/disability-legislation-practical-guidancefor-academic-staff-revised

Higher Education Academy (2010) Inclusive Learning and Teaching in Higher Education
www.heacademy.ac.uk/resources/detail/inclusion/LTsummit_final_report

Higher Education Academy and Equality Challenge Unit: Ethnicity, Gender and Degree Attainment
www.heacademy.ac.uk/resources/detail/inclusion/Ethnicity/ethnicity

Higher Education Academy and UK Council for International Student Affairs:
 Inclusive assessment in Higher Education a Resource for change available at
<http://www1.plymouth.ac.uk/disability/Documents/Space%20toolkit.pdf>

JISC TechDis: Teaching Inclusively Using Technology
www.jisctechdis.ac.uk/pages/detail/online_resources/Teaching_Inclusively_Using_Technology

Teachability project: Creating accessible information about courses or programmes of study for disabled students
www.teachability.strath.ac.uk/chapter_1/tableofcontents1.html

Teaching International Students Project www.heacademy.ac.uk/teaching-international-students

Course Equality Impact Assessment		
Course Title	MA Leadership and Management of Sport and Physical Activity	
Question	Y/N	Anticipatory adjustments/actions
1. Will the promotion of the course be open and inclusive in terms of language, images and location?	Y	
2. Are there any aspects of the curriculum that might present difficulties for disabled students? For example, skills and practical tests, use of equipment, use of e-learning, placements, field trips etc. If so then: (a) have these been flagged on the CIF so that potential students are aware, and (b) have anticipatory adjustments and arrangements been put in place.	N	
3. Are there any elements of the content of the course that might have an adverse impact on any of the other groups with protected characteristics ¹ ? If so then: (a) have these been flagged on the CIF so that potential students are aware, and (b) have anticipatory adjustments and arrangements been put in place	N	
4. If the admission process involves interviews, performances or portfolios indicate how you demonstrate fairness and avoid practices that could lead to unlawful discrimination?	N/A	
5. Are the course learning outcomes and Graduate Impact Statements framed in a non-discriminatory way?	Y	
6. Does the course handbook make appropriate reference to the support of disabled students?	Y	

¹ Age, Gender reassignment, Marriage and civil partnership, Pregnancy and maternity, Race, Religion and belief, Sex, Sexual orientation.

Unit Equality Impact Assessment		
<i>One EIA to be produced for each unit and included within the UIF</i>		
Unit title	Comparative Sports Policy	
Unit code	SPO0	
Level	7	
Credits	15	
Question	Y/N/NA	Anticipatory adjustments/actions
1. Learning materials will be made available in advance of sessions for students to adapt as appropriate?	Y	
2. The unit delivery method is sufficiently flexible to enable all students to succeed?	Y	
3. The approach to group work takes account of the needs of students with disabilities and from diverse backgrounds?	Y	
4. The approach to practical work takes account of the needs of students with disabilities?	Y	
5. Students with a protected characteristic ² have an equal opportunity to achieve the learning outcomes?	Y	
6. The assessment tasks provide all students with an equal opportunity to succeed?	Y	
7. Any other aspect of the unit that might pose potential challenges from an equality or diversity perspective have been considered?	Y	

Unit Equality Impact Assessment
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² Age, Gender reassignment, Marriage and civil partnership, Pregnancy and maternity, Race, Religion and belief, Sex, Sexual orientation.

<i>One EIA to be produced for each unit and included within the UIF</i>		
Unit title	Sport and Physical Activity Leadership	
Unit code	SPO0	
Level	7	
Credits	30	
Question	Y/N/NA	Anticipatory adjustments/actions
1. Learning materials will be made available in advance of sessions for students to adapt as appropriate?	Y	
2. The unit delivery method is sufficiently flexible to enable all students to succeed?	Y	
3. The approach to group work takes account of the needs of students with disabilities and from diverse backgrounds?	Y	
4. The approach to practical work takes account of the needs of students with disabilities?	Y	
5. Students with a protected characteristic ³ have an equal opportunity to achieve the learning outcomes?	Y	
6. The assessment tasks provide all students with an equal opportunity to succeed?	Y	
7. Any other aspect of the unit that might pose potential challenges from an equality or diversity perspective have been considered?	Y	

Unit Equality Impact Assessment

One EIA to be produced for each unit and included within the UIF

³ Age, Gender reassignment, Marriage and civil partnership, Pregnancy and maternity, Race, Religion and belief, Sex, Sexual orientation.

Unit title	Managing Sport and Physical Activity	
Unit code	SPO0	
Level	7	
Credits	15	
Question	Y/N/NA	Anticipatory adjustments/actions
1. Learning materials will be made available in advance of sessions for students to adapt as appropriate?	Y	
2. The unit delivery method is sufficiently flexible to enable all students to succeed?	Y	
3. The approach to group work takes account of the needs of students with disabilities and from diverse backgrounds?	Y	
4. The approach to practical work takes account of the needs of students with disabilities?	Y	
5. Students with a protected characteristic ⁴ have an equal opportunity to achieve the learning outcomes?	Y	
6. The assessment tasks provide all students with an equal opportunity to succeed?	Y	
7. Any other aspect of the unit that might pose potential challenges from an equality or diversity perspective have been considered?	Y	

Unit Equality Impact Assessment	
<i>One EIA to be produced for each unit and included within the UIF</i>	
Unit title	Applied Leadership and Management of Sport

⁴ Age, Gender reassignment, Marriage and civil partnership, Pregnancy and maternity, Race, Religion and belief, Sex, Sexual orientation.

	and Physical Activity	
Unit code	SPO0	
Level	7	
Credits	15	
Question	Y/N/NA	Anticipatory adjustments/actions
1. Learning materials will be made available in advance of sessions for students to adapt as appropriate?	Y	
2. The unit delivery method is sufficiently flexible to enable all students to succeed?	Y	
3. The approach to group work takes account of the needs of students with disabilities and from diverse backgrounds?	Y	
4. The approach to practical work takes account of the needs of students with disabilities?	Y	
5. Students with a protected characteristic ⁵ have an equal opportunity to achieve the learning outcomes?	Y	
6. The assessment tasks provide all students with an equal opportunity to succeed?	Y	
7. Any other aspect of the unit that might pose potential challenges from an equality or diversity perspective have been considered?	Y	

Unit Equality Impact Assessment	
<i>One EIA to be produced for each unit and included within the UIF</i>	
Unit title	The Structure of Sport and Physical Activity
Unit code	SPO0

⁵ Age, Gender reassignment, Marriage and civil partnership, Pregnancy and maternity, Race, Religion and belief, Sex, Sexual orientation.

Level	7	
Credits	15	
Question	Y/N/NA	Anticipatory adjustments/actions
1. Learning materials will be made available in advance of sessions for students to adapt as appropriate?	Y	
2. The unit delivery method is sufficiently flexible to enable all students to succeed?	Y	
3. The approach to group work takes account of the needs of students with disabilities and from diverse backgrounds?	Y	
4. The approach to practical work takes account of the needs of students with disabilities?	Y	
5. Students with a protected characteristic ⁶ have an equal opportunity to achieve the learning outcomes?	Y	
6. The assessment tasks provide all students with an equal opportunity to succeed?	Y	
7. Any other aspect of the unit that might pose potential challenges from an equality or diversity perspective have been considered?	Y	

Unit Equality Impact Assessment	
<i>One EIA to be produced for each unit and included within the UIF</i>	
Unit title	Research Methods for Sport and Physical Activity
Unit code	SPO0
Level	7

⁶ Age, Gender reassignment, Marriage and civil partnership, Pregnancy and maternity, Race, Religion and belief, Sex, Sexual orientation.

Credits	30	
Question	Y/N/NA	Anticipatory adjustments/actions
1. Learning materials will be made available in advance of sessions for students to adapt as appropriate?	Y	
2. The unit delivery method is sufficiently flexible to enable all students to succeed?	Y	
3. The approach to group work takes account of the needs of students with disabilities and from diverse backgrounds?	Y	
4. The approach to practical work takes account of the needs of students with disabilities?	Y	
5. Students with a protected characteristic ⁷ have an equal opportunity to achieve the learning outcomes?	Y	
6. The assessment tasks provide all students with an equal opportunity to succeed?	Y	
7. Any other aspect of the unit that might pose potential challenges from an equality or diversity perspective have been considered?	Y	

Unit Equality Impact Assessment		
<i>One EIA to be produced for each unit and included within the UIF</i>		
Unit title	Sport and Physical Activity Research Project	
Unit code	SPO0	
Level	7	
Credits	60	
Question	Y/N/NA	Anticipatory adjustments/actions

⁷ Age, Gender reassignment, Marriage and civil partnership, Pregnancy and maternity, Race, Religion and belief, Sex, Sexual orientation.

1. Learning materials will be made available in advance of sessions for students to adapt as appropriate?	Y	
2. The unit delivery method is sufficiently flexible to enable all students to succeed?	Y	
3. The approach to group work takes account of the needs of students with disabilities and from diverse backgrounds?	Y	
4. The approach to practical work takes account of the needs of students with disabilities?	Y	
5. Students with a protected characteristic ⁸ have an equal opportunity to achieve the learning outcomes?	Y	
6. The assessment tasks provide all students with an equal opportunity to succeed?	Y	
7. Any other aspect of the unit that might pose potential challenges from an equality or diversity perspective have been considered?	Y	

⁸ Age, Gender reassignment, Marriage and civil partnership, Pregnancy and maternity, Race, Religion and belief, Sex, Sexual orientation.