



Course Information Form

This Course Information Form provides the definitive record of the designated course

General Course Information

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| Course Title | BA (Hons) Sports Studies BA (Hons) Sports Studies (with Professional Practice Year Year) BA (Hons) Sports Studies (with Foundation Year Year) |
| Qualification | BA (Hons) |
| FHEQ Level | 6 |
| Intermediate Qualification(s) | |
| Awarding Institution | University of Bedfordshire |
| Location of Delivery | Bedford |
| Mode(s) of Study and Duration | Full-time over 3 years With Professional Practice/ Foundation Year over 4 years Part-time pathway typically 4-6 years |
| Professional, Statutory or Regulatory Body (PSRB) accreditation or endorsement | |
| UCAS Course Code | CL6H |
| External Benchmarking | The Sports Studies degree has course learning outcomes consistent with the QAA benchmarking statements set out at QAA1771 - Nov 2016 Hospitality, Leisure, Sport and Tourism (HLST), available on http://www.qaa.ac.uk/en/Publications/Documents/SBS-Events-Hospitality-Leisure-Sport-Tourism-16.pdf FHEQ level 6 |
| Entry Month(s) | October, February |

Why study this course

Following the Legacy of the London 2012 Olympic and Paralympic Games and an increased focus on health and exercise, there can be no more appropriate time to begin a career in sport.

The BA Sport Studies programme aims to provide you with the knowledge(s) and skills required to pursue a wide variety of career paths in sport.

The BA sports Studies course is underpinned by Sociology, Psychology, Research and Management. The BA Sports Studies course combines theory and practice (praxis) together with the necessary skills required in the workplace. It will involve industry-related scenarios and the chance to collect data in real life sport related settings. In this way you will develop and apply the skills of critical evaluation to eventually become a self-directed, independent learner. You will need to have a passion for physical activity, the commitment to study sport in an academically challenging way and have the desire to develop intellectually as you progress through the programme.

Educational Aims

The educational aims of the Sport Studies (BA Hons) are grounded in the University's mission to provide a supportive yet challenging teaching and learning environment aimed at fully enhancing your knowledge, professional skills and employability within the multi-disciplinary lens(es) that inform Sport and Physical Activity.

The Sport Studies BA (Hons) course is designed in such a way as to facilitate your achievement of the learning experience necessary to achieve the Unit-specific graduate outcomes and the learning outcomes relating to three out of the four QAA study areas.

The Course is principally oriented towards the study of sport through the social sciences. Understanding participation and performance in sport and physical activity is taught through the distinct disciplines of Sport Sociology, Social Psychology, Sport Management, Qualitative Research and Health. The course provides both a breadth and depth of study appropriate to the award. The selection of learning outcomes, subject content and experiential learning reflects this.

In short you will be able to make evidence based decisions about appropriate coaching or instruction and /or management within sport and physical activity. In addition to this you will be able to select appropriate instructional methods with which you will be able to maximise motivation, learning and organisation in sport and physical activity settings.

You will have the knowledge, skills and confidence to continue as an effective learner. This will encompass the skills required to work independently or as part of a group, to ask incisive questions and to utilise appropriate methods in order to answer research questions.

Course Structure

The Units which make up the course (including the Professional Practice Year as applicable) are:

| Unit Code | Level | Credits | Unit Name | Core or option |
|-----------|-------|---------|---------------------------------------------------------------------------|----------------|
| SPO079-1 | 4 | 15 | Introduction to Academic and Study Skills for Degree Study in Sport | Core |
| SPO061-1 | 4 | 15 | Historical and Contemporary Issues in Sport and PA | Core |
| SPO008-1 | 4 | 30 | Sport Studies in Action | Core |
| SPO019-1 | 4 | 15 | Introduction to Sport and Exercise Psychology | Core |
| SPO071-1 | 4 | 15 | Introduction to Research Skills for Degree Study in Sport | Core |
| SPO046-1 | 4 | 15 | Sport Sociology Foundations | Core |
| SPO062-1 | 4 | 15 | Principles of Sport Management | Core |
| SPO077-2 | 5 | 15 | Applied Socio-cultural analysis of sport and physical activity | Core |
| SPO084-2 | 5 | 15 | Sport Sociology: Theory and Research | Core |
| SPO083-2 | 5 | 15 | Tactical Sport and Recreation Management | Core |
| SPO030-2 | 5 | 15 | Qualitative Research | Core |
| SPO036-2 | 5 | 15 | Work Experience and Dissertation Preparation | Core |
| SPO026-2 | 5 | 15 | Social Psychology of Sport | Core |
| SPO076-2 | 5 | 15 | Case Studies of Contemporary Controversies in Sport and Physical Activity | Core |
| SPO075-2 | 5 | 15 | Sport and Recreation Event Management | Core |
| SPO067-2 | 5 | 60 | Study Abroad | Option |
| SPO065-2 | 5 | 0 | Professional Practice Year (Sport Science and Physical Activity) | Option |
| SPO046-3 | 6 | 30 | Work Experience Project for BA Courses | Option* |
| SPO049-3 | 6 | 30 | Dissertation for BA Courses | Option* |
| SPO067-3 | 6 | 15 | Strategic Development and Management of Sport | Option |

| | | | | |
|----------|---|----|-------------------------------------------------------------------------|--------|
| SPO008-3 | 6 | 15 | Sport Nation and Community | Option |
| SPO069-3 | 6 | 15 | Contemporary Sociological Perspectives of Sport and Physical Activity 1 | Core |
| SPO010-3 | 3 | 15 | Applied Sport and Exercise Psychology | Option |
| SPO070-3 | 6 | 15 | Contemporary Sociological Perspectives of Sport and Physical Activity 2 | Core |
| SPO007-3 | 6 | 15 | Issues in Olympic and Paralympic Studies | Option |
| SPO068-3 | 6 | 15 | Strategic Management in Action | Option |
| SPO025-3 | 6 | 15 | Psychology of Physical Activity | Option |

Option* Must choose one of these units

Course-Specific Regulations

NA

Additional Course Costs

There are no additional costs

Entry requirements

Standard entry requirements

Graduate Impact Statements

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

- Display cultural sensitivity, innovate creatively in order to proactively and responsibly manage, facilitate, coordinate the delivery of strategies within sport and physical activity that achieve their desired objectives and ethical integrity
- Independently and collaboratively operate within a variety of societal and organisational settings within sport and physical activity.
- Engage with and seek to improve sport and physical activity through appropriate research strategies with relevance to the intended area of sport based employment.

Course Learning Outcomes

Drawing on the generic employability competencies and student employability profiles (Hospitality, Leisure, Sport and Tourism Subject Centre, Unit 25) and the draft benchmark statements for 'sport courses' (QAA, Nov 2016), as well as the content of the programme, upon successful completion of this course you should be able to:

1. Understand the significance of the historical, social, economic and cultural diffusion, distribution and impact of sport and political contexts in which Sport and Physical Activity is experienced, negotiated and challenged.
2. Describe the cultural diversity of human circumstances and social organising principles that inform sport in a variety of social contexts and settings and use theoretical constructs to critically reflect upon and evaluate the developmental potential of sport relating to social justice
3. Understand that professional and ethical behaviour is a key requirement of entrants to graduate careers in the field of Sport and Physical Activity.
4. Demonstrate ethical research planning and problem solving abilities by utilising various methods of acquiring, interpreting and critically analysing information appropriate to the theoretical and/or applied study of sport studies.
5. Display a critical appreciation of the integration of the variables involved in the strategic and tactical planning and delivery of fit-for-purpose sport management/development projects
6. Understand and critically appraise the study of the psychology of sport and its enhancement, monitoring and analysis.

In order to qualify for the award of BA Sports Studies (with professional practice year) students will need to meet all of the outcomes above and:

7. Demonstrate knowledge and analytical understanding of the behaviours associated with the work place by successfully completing an approved placement of at least 720 hours.

PSRB details

There are no PSRB outcomes related to this course.

Learning and Teaching

The learning and teaching experiences which you will encounter during your study can be broadly coded into four areas; scheduled, guided, independent and autonomous learning.

Your scheduled learning is your timetabled contact hours. These will include lectures where a lecturer will take the lead in person or seminars where usually small groups will tackle problems based around the application of theory to practice (praxis). Learning is seen as a collaborative enterprise in which students participate fully. There are lectures in most units, but students are encouraged to regard these as opportunities for questioning issues as well as noting down information. During seminars students will reflect on the lecture and clarify any points, discuss issues in more depth in small groups, carry out exercises which exemplify or apply conceptual points, analyse varied material, and present results of their individual or collaborative research. Seminars are often experiential and participatory in nature, stressing

reflective and critical learning, which is supported and further developed through engagement with BREO.

Guided learning will take the form of directed reading and research structured by lecturers but undertaken by you at a time that suits you. These guided tasks will include online tasks such as listening to podcasts or workshop tasks.

Independent learning will take the form of unguided reading from a broad reading list, and portfolio based work especially in the units Qualitative Research and Work Experience and Dissertation Preparation. You will be encouraged to develop academic curiosity throughout the course and work autonomously to satisfy this curiosity. You will often be asked to access real live sports settings to gather empirical data for your assessments.

The final year you will be required to work with a high degree of autonomy in many units.

The proportion of each of these forms of teaching and learning varies unit-by-unit dependent upon the subject matter, theories or issues being addressed. However, there is a general trend across the three years of the course away from scheduled, and across the spectrum to autonomous independent learning. This culminates in the Dissertation or Work-based Project unit in the final year of study in which you have a high degree of autonomy with regards to what you choose to study and how you choose to study it within a qualitative paradigm.

The focus of the extended project undertaken in the final year (within the unit entitled Work-based project) will be negotiated with a named project supervisor, but will be expected to be broadly aligned with an issue or theme arising from your workplace. Moreover it is anticipated that the findings of the project are beneficially applicable to your workplace. Work on this project will be predominantly independent but will be supported by regular meetings with your supervisor.

Many staff on this course are academic specialists in their fields, and some are internationally recognised as being at the forefront of research. One example of this is the sport sociology team who has provided one of the leading national texts in the field.

Technology is used throughout the course to enhance the learning experience. The university virtual learning environment (vle) is used extensively to post PowerPoint presentations, initiate blogs and Wikis for you to complete and share, to post pod-casts and to link to other areas of the internet. The vle will also give access to student support structures such as the Student Information Desk, the timetable and the student record system (where amongst other things you can access your marks). You will also have a university email address, which will work independently of or in concert with the vle. All work will be handed in electronically via the vle and both qualitative (comments) and quantitative (marks) feedback will be available electronically. An extensive library facility is also available online. Many books and journals are available as e-copies and those which are not can be reserved online for collection at our other campuses such as UCMK. The library catalogue is digitised and can be searched online, as can numerous subject related databases. Finally, it is envisioned that the use of video conferencing will be employed to facilitate student/tutor interaction where the part-time nature of the course dictates that face-to-face interaction is difficult.

Assessment

This course was designed with an understanding of the diverse student group that it recruits and an overall aim to prepare students to work in a range of cultural settings with adults, children and young people in Sport and Physical Activity.

Each unit on the course contains some form of assessment; this usually appears in the form of two different types of assessment occurring at different points within the unit. This multiple assessment enables you to have some indication of how you are doing prior to the end of a unit; it also reduced the occurrence of 'high stakes' one-off assessments at the end of units. These are informed and shaped by the learning specific outcomes being assessed along with the specific subject matter being assessed. You will be required to undertake a variety of assessment approaches that vary depending upon the learning outcomes of the unit delivered. The range of assessment styles includes: written reports and essays, oral presentations, e-portfolios, phase tests, collaborative projects. In addition you will undertake practical assessments related to the design, planning and delivery aspects relevant to a wide variety of empirical research and sport management projects. The range of assessment allows you to collect and analyse data and present concepts and ideas in different formats. This develops a host of transferable communication skills which will be of great value in enhancing eventual employability

During the first year you are required to take all core units to provide a solid foundation to the remainder of their course. In the second year and final year you have some optional units which allow for the course to become more personalised to your own interests and/or specific career aims.

In the first year you are introduced to higher education and supported to develop University level skills in the units Introduction to Study Skills and Introduction to Research Skills. This unit acts as an extended induction to University, facilitating transition to HE study. The unit introduces key HE skills through focused discussion and analysis of literature, practical skills and concepts needed in the study of Sport and Physical Activity.

The assessments are deliberately diverse to again reflect the diversity of our students and include many applied practical exercises that have shown to really engage students in their learning in the past. Assessment often will expect you to access real life Sport and Physical Activity settings and to collect empirical data. This industry access will also count towards valuable employability hours for your CV. Internationalisation of assessment is something we want you to experience and in SPO029-2 Tactical Sport and Recreation Management 2 in which we offer you a chance to attend a field trip abroad/UK to work as a volunteer for a large sporting event. Your assessment may include a reflective analysis of the issues you have experienced or a dynamic presentation to the real life industry managers.

The course encourages you to progress in your learning and communication skills and move from heavily guided learning in Level 4, to more independent and reflective learning in Level 6. This is reflected in changes to more self-directed and independent study and assessments that allows you greater choice and opportunities to demonstrate a depth of research and knowledge. Assessment strategies reflect this process with formative and directed assessments developing toward those that allow you to pursue your own interests and to undertake individual research in areas that interest you.

Assessment of these activities will be based on tasks which develop vocational skills, underpinned by subject knowledge, requiring higher levels of cognition in the upper levels of the course. As you progress through the levels of study the marking criteria for all assessment styles undertaken will be that much more rigorous, with the expectation you progressively demonstrate a more theory driven understanding of sport and physical activity issues and practices.

A full 'Assessment Brief' outlining the requirements of the assignment supports each assessment. Where a test or examination is used to assess your learning support will be provided prior to the assessment in the form of sample test questions and sometimes complete

mock exams being set. Once completed, tutors will provide feedback upon your performance in these tasks.

Assessment Map

| Unit Code | C/O | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |
|------------------|-----|---|---|---|---|---|---|-----------|---|----|----|----|----|-------|---------|---|---|---|---|---|---|---|---|---|----|----|---------|----|---------|--------|
| SPO033-1 | C | | | | | | | | | | | | | CW-LR | | | | | | | | | | | | | | | | |
| SPO00x-1 hist | C | | | | | | | | | | | | | | CW-port | | | | | | | | | | | | | | | |
| SPO008-1 | C | | | | | | | CW-report | | | | | | | | | | | | | | | | | | | | | | |
| SPO019-1 | C | | | | | | | | | | | | | | Ex-O-T | | | | | | | | | | | | | | | |
| SPO0x1 research | C | | | | | | | | | | | | | | | | | | | | | | | | | | CW-Port | | | |
| SPO046-1 | C | | | | | | | | | | | | | | | | | | | | | | | | | | | | | CW-Ess |
| SPO0xx-1 mgt | | | | | | | | | | | | | | | | | | | | | | | | | | | | | CW-port | |
| SPO0xx-2 sociol2 | C | | | | | | | | | | | | | CW-RW | | | | | | | | | | | | | | | | |

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| SPO049-3 | C | | | | | | | | | | | | | | | | | | | | | | | | | | | | P R- po st | | | | | | | | | PJ - di s | | | | | | | | |
| SPO0xx-3 strat dvp | O | | | | | | | | | | | P R- or | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| SPO008-3 | O | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| SPO0xx-3 contemp | C | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| SPO0xx-3 contemp2 | C | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| SPO007-3 | O | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| SPO00x-3 Strat mgt | O | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| SPO025-3 | O | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | | | | | | | | | | | | | | | | |

Developing your employability

In addition to the provision of such a variety of learning and teaching strategies a dedicated focus on developing your *Employability* skills are integral to the course and are embedded throughout to support your career choices right from the start.

The Careers Department helps run year One (Level 4) induction and we also invite a number of Industry partners drawn from sport and physical activity related community interest companies, local sports clubs and National Governing Bodies to get you to think about volunteering. The initial workshops enable you to gain an appreciation of the scope and opportunities for employment within the external national and international environment of sport and physical activity. The Careers Service will also inform you of the many paid employment and voluntary options available to gain valuable sports-related employment experiences from the University. The university's careers advice service can be accessed and utilised by students at any point during their studies.

Knowledge and skills relevant to employability will be introduced at various points during the course with the intent that they are contextualised and practiced when out in the workplace/placement. Conversely, situations arising in the workplace can be aired and discussed from a theoretical, practical and applied perspectives during teaching sessions. In year Two (Level 5) you will enhance your career-related and employability skills through interactive exercises, group activities and individual reflection in the *Work Experience and Dissertation Preparation* Unit. There is a 6 week work experience opportunity attached to this unit where we encourage you to spend time in a sport and physical activity setting. In addition, during the course you will have the option of gaining Employability accreditation through the University's 'The Edge' scheme.

Industry experts and placement providers advise and guide the course team. This will ensure that the course team are aware of current trends and requirements in terms of the sector. You will be encouraged to gain International experience and Sport Studies has created many Industry Partners (such as La Santa Sport Lanzarote, BUNAC) where you are advised to experience sport and physical activities within their wider global context. In year Two (Level 5) in *Tactical Sport and Recreation Management 2* Unit you will plan, organise, promote and/or deliver sport projects within community based settings with a range of partners (for instance, University of Bedfordshire Student Union and Bedford Borough Council). These experiences are also likely to translate to internships and tangible work experience and volunteering opportunities.

Employability skills are not just something to add to your CV. Industry placement is about experience and discovery and experimentation. Working in the real life sports industry will give you confidence, memories, direction and assurance. It is for these reasons that Sport Studies will now offer a 'Sandwich Placement Year' between Level 4 and 5 where you can spend the whole year in employment. This can be paid or voluntary work, in the UK or abroad. Exciting, challenging and incredibly beneficial to your career, a sandwich placement gives you the valuable experience you need to put everything you learn in the classroom into real-life practice. Essentially, it's down to you to organise an appropriate placement. The University will give you lots of support. A successful placement will demonstrate your ambition and really make your CV shine. It will also help you:

- learn more about the way organisations operate, especially their culture and values;
- enhance your existing skills and develop new ones, in particular those transferable skills that employers look for, such as team working, communication and problem solving;
- secure a job with the company you're at – employers often use a placement as an extended interview for a graduate position
- make new contacts and friends, and get a work-related reference which will help when it comes to job hunting.

In year three (Level 6) you can choose to undertake a Work Experience based research for your Final Year Project. In addition, within *Strategic Sport and Recreation Management* unit you will work in collaboration with industry-specific partners to plan and execute a small project.

If you have done a Sandwich Placement Year you may select a topic that emerged from this experience and you may either consider it as a Dissertation or as a direction for a Work Based Project. If you did

not do a Sandwich Year you can still do a Work Based Project as with support from your tutors and the University network of partners you will identify and procure an appropriate short term placement within the UK or abroad.

There are many opportunities to gain various coaching awards and you are encouraged to do as many as you can as they are highly subsidised.

After Graduation

Career:

This highly popular BA degree in Sport Studies aims to prepare you for employment in the expanding sport, health and exercise industry. With an established track record of employment or further study, our students pursue careers or work in many areas including:

- * Sport Development Officer posts
- * Teaching via a Postgraduate Certificate in Education/Schools Direct
- * Coaching with a specific national governing body of sport, individuals or sports clubs
- * Health and Fitness Managers
- * sports and leisure management
- * the armed forces and police
- * sports promotion
- * sports reporting
- * health promotion

Further study:

- * PGCE Physical Education
- * Graduate Business Courses
- * MA in Sports Pedagogy
- * MA Sport Development Management
- * Mphil/PhD Research
- * PGCE/School Direct Physical Education
- * PGCE Primary

Additional Information

Peer Assisted Learning (PAL) - PAL at the University Bedfordshire is a support programme facilitated "by students, for students". A timetabled, weekly one hour session, PAL is an informal, structured session that is led by a pair of experienced 2nd/3rd year students who have "been there, done it and got the t-shirt". They are on your course and have survived the first year! They don't teach you, rather they help you to work together to work things out for yourselves.

PAL has five main aims. It is intended to:

- Help you as first years to adjust to university life,
- Help you to understand the direction of your course and answer questions you have;
- Improve your skills to meet the needs of higher education study;
- Enhance your understanding of your subject knowledge by discussing it in groups and with second and third years, and;
- Improve your assessed work by helping you better understand the expectations and different approaches to study you can take.

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 each academic year and 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. We also offer an enhancement programme in level 6 to support students applying into graduate positions such as teacher training or social work.

Lecturers are able to refer to and advise students about a range of support services including PAD (Personal and Academic Development – which offers academic support resources) 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 are able to support your learning, for example the Study Hub on-line within the University VLE (Virtual Learning Environment) called BREO (Bedfordshire Resources for Education Online) or the material that can be found on the Learning Resources website. Extensive use is made of BREO to provide supporting materials for each unit that you study and to deliver interactive learning experiences.

All students in their first year attend a Peer Assisted Learning (PAL) session each week. This is an informal, structured session that is led by a pair of experienced 2nd/3rd year students. PAL is linked to a named core unit and sessions will have activities for you to do to prepare you for assessments.

In addition to the general support supplied by the University in relation to e.g. disability advice, international student support, financial support etc., you will work with a network of tutors and University departments that will be on hand to provide professional and personal support in relation to any subject specific, practical and personal issues and concerns that may arise throughout your studies.

Additional Course costs

Course Equality Impact Assessment

| Question | Y/N | Anticipatory adjustments/actions |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|------------------------------------------------------------------------|
| The promotion of the course is open and inclusive in terms of language, images and location? | Y | |
| 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. | N | If so indicate the anticipatory adjustments and arrangements here |
| 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 ? | N | If so then indicate the anticipatory adjustments and arrangements here |
| If the admission process involves interviews, performances or portfolios indicate how you demonstrate fairness and avoid practices that could lead to unlawful discrimination? | N | |
| Confirm that you have considered that the course learning outcomes and Graduate Impact Statements are framed in a non-discriminatory way. | Y | |
| Confirm that the course handbook makes appropriate reference to the support of disabled students. | Y | |

| Administrative Information – Faculty completion | |
|--------------------------------------------------------|---------------------------------------------------|
| Faculty | Education and Sport |
| Portfolio | Undergraduate Sport Science and Physical Activity |
| Department/School | School of Sport Science and Physical Activity |
| Course Coordinator | Amanda Jones |
| Trimester pattern of operation | Oct (Trimester 1), Feb (Trimester 2). |
| PSRB renewal date (where recognised) | N/A |
| Version number | 02/2016 |
| Approved by (c.f. Quality Handbook ch.2) | FTQSC |

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

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|--------------------------------------------------------------------------|-------------------------------|
| Date of approval (dd/mm/yyyy) | 20 th January 2017 |
| Implementation start-date of this version (plus any identified end-date) | 2017 |
| Study model type (e.g. study centre) | |

Form completed by:

Name:Amanda Jones..... Date: ...11th January 2107.....

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

Chair: Date:
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| Course Updates | | |
|-------------------|------------------|-------------------|
| Date (dd/mm/yyyy) | Nature of Update | FTQSC Minute Ref: |
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| Administrative Information – Academic Registry completion | |
|-----------------------------------------------------------|--|
| Route code (post approval) | |
| JACS / HECOS code (KIS) | |
| SLC code (post approval) | |
| Qualification aim (based on HESA coding framework) | |



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

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|-----------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------|
| Course Title | BA (Hons) Sports Studies BA (Hons) Sports I Studies (with Professional Practice Year) BA (Hons) Sports Studies (with Foundation Year) |
| Qualification | BA (Hons) |
| Route Code (SITS) | BASPS-S/BASSSABF/BASSFABF |
| Faculty | Education and Sport |
| Department/School/Division | Sport Science and Physical Activity |
| Version Number | 2/16 |



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

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

| Unit code | SPO033(1) | SPO008 | SPO0x hist | SPO019-1 | SPO0xx research) | SPO04 6-1 | SPO0xx man agee mnt | SPO0xx Case st | SPO0xx (sport soc 2) | SPO0 case stud contemp | SPO029 (1) | SPO036 -2 | SPO030 -2 | SPO0xx event mgt | SPO067 -2 | SPO026 -2 | SPO065 -2 | |
|-----------------------------------------|---------------------------------------------------------------------------------------------------|--------|------------|----------|------------------|-----------|---------------------|----------------|----------------------|------------------------|------------|-----------|-----------|------------------|-----------|-----------|-----------|------|
| Level | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | |
| Credits | 15 | 30 | 15 | 15 | 15 | 15 | 15 | 15 | 15 | 15 | 15 | 15 | 15 | 15 | 15 | 60 | 120 | |
| Core or option | C | C | C | C | C | C | C | C | C | C | C | C | C | C | C | O | O | |
| Course Learning Outcome (number) | <i>Insert LO1 and/or LO2 for each unit into cell corresponding to the course learning outcome</i> | | | | | | | | | | | | | | | | | |
| CLO1 | | LO1 | LO1 | | | | LO1 | | | LO1,2 | | | | | | | | |
| CLO2 | | LO2 | LO2 | | | LO1,2 | | | LO1 | | | | | | | | | |
| CLO3 | Lo1 | | | | | | LO2 | | | | LO1 | LO1 | | | | | | |
| CLO4 | Lo2 | | | | LO1,2 | | | | LO2 | | | LO2 | LO1,2 | | | | | |
| CLO5 | | | | | | | | | | | LO2 | | | LO1,2 | | | | |
| CLO6 | | | | LO1,2 | | | | | | | | | | | | LO1,2 | | |
| | | | | | | | | | | | | | | | | | | CLO7 |

| Unit code | SPO0xx Strtegic1 | SPO0xx Strategic 2 | SPO0xx CS 1 | SPO008- 3 | SPO010- 3 | SPO025- 3 | SPO007- 3 | SPO0xx CS2 | SPO46- 3 | SPO049- 3 |
|-----------------------------------------|---------------------|--------------------------|----------------|--------------|--------------|--------------|--------------|---------------|-------------|--------------|
| Level | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 |
| Credits | 15 | 15 | 15 | 15 | 15 | 51 | 15 | 15 | 15 | 15 |
| Core or option | O | O | C | C | O | C | O | C | C* | C* |
| Course Learning Outcome (number) | | | | | | | | | | |
| CLO1 | | | LO1,2 | LO1,2 | | | LO1 | LO1,2 | LO1 | LO1 |
| CLO2 | | LO1 | LO1,2 | | | | | LO1,2 | LO1 | LO1 |
| CLO3 | | LO2 | | | | | | | LO1 | |
| CLO4 | | | | LO2 | | | LO2 | | LO2 | LO2 |
| CLO5 | LO1,2 | LO2 | | | | | | | LO1 | |
| CLO6 | | | | | LO1,2 | LO1,2 | | | LO1 | LO1 |
| | | | | | | | | | | |

***One out of dissertation or work experience project**

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

| FHEQ Descriptor for a higher education qualification | FHEQ level 6 | Course Learning Outcome(s) | | | | | | | | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|----------------------------|---|---|---|---|---|--|--|--|--|
| | | 1 | 2 | 4 | 5 | 6 | 7 | | | | |
| a systematic understanding of key aspects of their field of study, including acquisition of coherent and detailed knowledge, at least some of which is at, or informed by, the forefront of defined aspects of a discipline | | ✓ | ✓ | ✓ | ✓ | ✓ | | | | | |
| an ability to deploy accurately established techniques of analysis and enquiry within a discipline | | | ✓ | ✓ | ✓ | ✓ | | | | | |
| conceptual understanding that enables the student: - to devise and sustain arguments, and/or to solve problems, using ideas and techniques, some of which are at the forefront of a discipline - to describe and comment upon particular aspects of current research, or equivalent advanced scholarship, in the discipline | | ✓ | ✓ | ✓ | ✓ | ✓ | | | | | |
| an appreciation of the uncertainty, ambiguity and limits of knowledge | | ✓ | ✓ | ✓ | ✓ | ✓ | | | | | |
| the ability to manage their own learning, and to make use of scholarly reviews and primary sources (for example, refereed research articles and/or original materials appropriate to the discipline). | | ✓ | ✓ | ✓ | ✓ | ✓ | | | | | |
| Typically, holders of the qualification will be able to: | | | | | | | | | | | |
| apply the methods and techniques that they have learned to review, consolidate, extend and apply their knowledge and understanding, and to initiate and carry out projects | | ✓ | | ✓ | ✓ | ✓ | | | | | |
| critically evaluate arguments, assumptions, abstract concepts and data (that may be incomplete), to make judgements, and to frame appropriate questions to achieve a solution - or identify a range of solutions - to a problem | | ✓ | ✓ | ✓ | ✓ | | ✓ | | | | |
| communicate information, ideas, problems and solutions to both specialist | | ✓ | | | ✓ | ✓ | ✓ | | | | |

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| and non-specialist audiences. | | | | | | | | | |
| 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 contexts - the learning ability needed to undertake appropriate further training of a professional or equivalent nature. | ✓ | | ✓ | ✓ | ✓ | ✓ | | | |

| Subject Benchmark Statement(s) | QAA Hospitality, Leisure, Sport and Tourism (HLST), November 2016 | Evidence and/or Course Learning Outcome(s) <i>How the course takes account of relevant subject benchmark statements</i> |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>6.17 An honours graduate in Sport related programmes is able to understand and explain human responses to sport and exercise, including being able to:</p> <ul style="list-style-type: none"> critically appreciate the relationship between sport and exercise activity and intervention in a variety of participant groups; this could include special populations such as older adults, disabled people, people with a chronic disease and children. | | <ol style="list-style-type: none"> Describe the cultural diversity of human circumstances and social organising principles that inform sport in a variety of social contexts and settings and use theoretical constructs to critically reflect upon and evaluate the developmental potential of sport relating to social justice Understand and critically appraise the study of the psychology of sport and its enhancement, monitoring and analysis. |
| <p>6.18 An honours graduate in Sport related programmes is able to understand and critically appraise the study of the performance of sport and its enhancement, monitoring and analysis, including being able to: display a critical appreciation of the integration of the variables involved in the delivery (teaching, instructing and coaching) of enhanced sport performance.</p> | | <ol style="list-style-type: none"> Understand the significance of the historical, social, economic and cultural diffusion, distribution and impact of sport and political contexts in which Sport and Physical Activity is experienced, negotiated and challenged. Describe the cultural diversity of human circumstances and social organising principles that inform sport in a variety of social contexts and settings and use theoretical constructs to critically reflect upon and evaluate the developmental potential of sport relating to social justice Understand that professional and ethical behaviour is a key requirement of entrants to graduate careers in the field of Sport and Physical Activity. |

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| | <ol style="list-style-type: none"> 4. Demonstrate ethical research planning and problem solving abilities by utilising various methods of acquiring, interpreting and critically analysing information appropriate to the theoretical and/or applied study of sport studies. 5. Display a critical appreciation of the integration of the variables involved in the strategic and tactical planning and delivery of fit-for-purpose sport management/development projects 6. Understand and critically appraise the study of the psychology of sport and its enhancement, monitoring and analysis. |
| <p>6.19 An honours graduate in Sport related programmes is able to demonstrate an understanding of the health-related and disease management aspects of exercise and physical activity, including being able to:</p> <ul style="list-style-type: none"> • display an awareness of current government policy on disease prevention and the relevance of exercise • display a broad range of skills, including awareness of health and safety, ethical considerations, exercise prescription, population differences and the role of education, health and sports bodies in improving the health of the nation | <ol style="list-style-type: none"> 1 Understand the significance of the historical, social, economic and cultural diffusion, distribution and impact of sport and political contexts in which Sport and Physical Activity is experienced, negotiated and challenged. 2. Describe the cultural diversity of human circumstances and social organising principles that inform sport in a variety of social contexts and settings and use theoretical constructs to critically reflect upon and evaluate the developmental potential of sport relating to social justice 3. Understand that professional and ethical behaviour is a key requirement of entrants to graduate careers in the field of Sport and Physical Activity. 4. Demonstrate ethical research planning and problem solving abilities by utilising various methods of acquiring, interpreting and critically analysing information appropriate to the theoretical and/or applied study of sport studies. 6 Understand and critically appraise the study of the psychology of sport and its enhancement, monitoring and analysis. |
| <p>6.20 An honours graduate in Sport related programmes is able to understand the influence of the historical, social, political, economic and cultural diffusion,</p> | <ol style="list-style-type: none"> 1. Understand the significance of the historical, social, economic and cultural diffusion, distribution and impact of sport and political contexts in which Sport and Physical Activity is experienced, negotiated and challenged. |

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| <p>distribution and impact of sport, including being able to:</p> <ul style="list-style-type: none"> • demonstrate a critical insight into the organisations and structures responsible for sport, the political ramifications arising from these and their impact on the funding and delivery of sport • employ social, economic and political theory to explain the development and differentiation of sport throughout society • demonstrate the application of the social and cultural meanings attached to sport and their impact on participation and regulation. | <ol style="list-style-type: none"> 2. Describe the cultural diversity of human circumstances and social organising principles that inform sport in a variety of social contexts and settings and use theoretical constructs to critically reflect upon and evaluate the developmental potential of sport relating to social justice 3. Understand that professional and ethical behaviour is a key requirement of entrants to graduate careers in the field of Sport and Physical Activity. 4. Demonstrate ethical research planning and problem solving abilities by utilising various methods of acquiring, interpreting and critically analysing information appropriate to the theoretical and/or applied study of sport studies. |
| <p>6.21 An honours graduate in Sport related programmes is able to recognise, understand and critically reflect upon the policy, planning, management and delivery of sporting opportunities, including being able to:</p> <ul style="list-style-type: none"> • understand and apply 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 in the voluntary, public and private sector • employ strategic planning and development planning skills in analysing, understanding and addressing the development needs and intentions of sport organisations and communities • demonstrate a critical appreciation of sport development and facilitation principles in at least one vocational context. | <ol style="list-style-type: none"> 1. Understand the significance of the historical, social, economic and cultural diffusion, distribution and impact of sport and political contexts in which Sport and Physical Activity is experienced, negotiated and challenged. 2. Describe the cultural diversity of human circumstances and social organising principles that inform sport in a variety of social contexts and settings and use theoretical constructs to critically reflect upon and evaluate the developmental potential of sport relating to social justice 3. Understand that professional and ethical behaviour is a key requirement of entrants to graduate careers in the field of Sport and Physical Activity. 4. Demonstrate ethical research planning and problem solving abilities by utilising various methods of acquiring, interpreting and critically analysing information appropriate to the theoretical and/or applied study of sport studies. 5. Display a critical appreciation of the integration of the variables involved in the strategic and tactical planning and delivery of fit-for-purpose sport management/development projects |

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