



**BISHOP
GROSSESTE
UNIVERSITY**

Education, Health and Lifelong learning (EDHaLL)

**BA (Hons) Special Educational Needs,
Disability and Inclusion (SENDI) and
Sport with Foundation Year**

Programme Specification

This document provides a concise summary of the main features of the course(s) & associated award(s) offered through this Programme Specification, and includes the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if they take full advantage of the learning opportunities provided. More detailed information on the learning outcomes, curriculum content, teaching/learning, assessment methods for each module and on the Programme's relationship to QAA Subject Benchmark Statements may be found in the dedicated student handbook for the Programme. The accuracy of the information in this document is reviewed periodically by the University and may be subject to review by the Quality Assurance Agency for Higher Education or by other national bodies.

Versioning of Programme Specification

This programme specification is valid for the period of approval confirmed at the time of the approval/last review event and relates to provision approved at that point. Programme specifications may be updated during the period of approval to include modifications approved through the University's quality assurance processes.

This version provides a description of the programme as approved for the academic session(s) indicated in section 3 of the following table.

1	BGU approval – date and outcome of last approval	17 May 2023 Oct 2023 Amendment due to academic integrity review
2	Next Scheduled Review Date: [Month/Year]	May 2028 Combined Honours Curriculum specifically attached to this programme specification will be reviewed at the same time.
3	Programme Specification - Effective date: [Day/Month/Year]	September 2024
4	Version Number	1.1

Modifications to Programme Specification

Modifications to the programme specification since approval/ last review, and the cohort(s) of students affected by the change, are listed in Section H (Log of Modifications) at the back of the document.

Cross Referencing of Programme/Module Specifications

Modifications to any elements of Module Specifications attached to this Programme will be updated and then changes made to this document to reflect that. On each Module Spec the Programmes it relates to are clearly indicated for cross referencing.

Part 1

PROGRAMME ADMINISTRATIVE AND REGULATORY INFORMATION



Programme Specification

The information in this document is organised into the following sections:

Section A – Administrative and Regulatory Information

Section B – Outcomes

Section C – Structure

Section D – Teaching, Learning and Assessment

Section E – Programme Management

Section F – Mapping

Section G – Graduate Attributes

Section H – Log of Modifications

SECTION A – ADMINISTRATIVE AND REGULATORY INFORMATION

1	Programme Specification Title
BA (Hons) Special Educational Needs, Disability and Inclusion (SENDI) and Sport with Foundation Year	
1a	Programme Code
BASNNSP01F24	
2	Brief Summary (for Marketing Purposes)
<p><u>Foundation Year</u></p> <p>The Foundation Year is an articulated, structured programme of access to Higher Education. It will provide a solid basis for future undergraduate study at Bishop Grosseteste University. It is not a stand-alone qualification but is designed to underpin specific degree programmes to which it is directly attached e.g., BA (Hons) English Literature with Foundation Year.</p> <p>The Foundation Year offers an introductory grounding in what it means to be a university student. It will equip learners with the intellectual and interpersonal skills for effective undergraduate study. It provides a unique opportunity to develop core academic skills. In addition, students will begin to develop an impressive portfolio of transferable skills for employability in a range of careers.</p> <p>Students will benefit from small class sizes, intensive teaching and bespoke pastoral care which will help them to get the most out of the programme and settle into university life.</p> <p>This course is designed for students who do not have the usual academic qualifications or UCAS points for registration directly onto a degree course at Bishop Grosseteste University. On successful completion of the Foundation Year, students' progress directly to their chosen degree programme at Bishop Grosseteste University.</p> <p><u>BA (Hons) Special Educational Needs, Disability and Inclusion (SENDI) and Sport</u></p> <p>The BA (Hons) Special Educational Needs, Disability and Inclusion (SENDI) and Sport joint programme provides you as a student with opportunities to study a balanced range of modules from both disciplines. In undertaking a joint programme, you develop in-depth knowledge and understanding which reflects your passion and interests in both subjects.</p>	

This degree combination explores the complexities of individual development in relation to social, psychological and physical growth. The programme builds your knowledge and understanding of learning in relation to both typical and atypical development exploring the value of sport and performance in facilitating holistic wellbeing. Sociological frameworks which create inequalities are contested and strategies to promote Inclusive practice are explored in depth.

This joint degree provides a range of career opportunities supported through studying these two complementary disciplines. Further study would enable a route into teaching or supportive environments such as health and sport settings. Students are also well placed to work within sport development, adventure education, physical education, health and fitness coaching, the Youth Service, Social Work, Mental Health services supporting those with additional needs.

The distinctiveness of the joint programme is grounded in the following:

- A focus on the relationship between sport and physical education in the community and SENDI;
- Extensive links with local partners in schools and work placement settings;
- A consistent applied approach to teaching across all levels of the programme
- A practitioner/researcher identity for students.

3	Awarding institution	Bishop Grosseteste University		
3a	Programme Length	Full-Time 4 years	Part-Time N/A	
3b	Mode(s) of Study	Full-time		
4	Home Academic Programme Portfolio	Education, Health and Lifelong learning (EDHaLL)		
5	HECoS/UTT/UCAS code(s)	HECoS/CAH2 SENDAI 100459 Education Studies CAH22-01 100098 Sport CAH03-02-01	ITT	UCAS code generated at QAC stage by Admissions
6	Framework for HE Qualifications position of final award(s)	Certificate (Level 4) Diploma (Level 5) Honours (Level 6)		
7	Alignment with University Credit Framework	Undergraduate		
8	Compliance with University Assessment Regulations	Academic Regulations Governing Taught Qualifications		
9	Progression routes with Foundation Degree (FdA) or Top-up	N/A		

Awards

10	Final Award title(s)	BA (Hons) Special Educational Needs, Disability and Inclusion and Sport with Foundation Year
10a	Exit or Fall back Award title(s)	<p>Certificate of Higher Education in Special Educational Needs, Disability and Inclusion and Sport with Foundation Year</p> <p>Diploma of Higher Education in Special Educational Needs, Disability and Inclusion and Sport with Foundation Year</p> <p>Ordinary Degree in Special Educational Needs, Disability and Inclusion and Sport with Foundation Year</p>
10b	Pathway	
11	(i) Combined Honours Awards available eg: <ul style="list-style-type: none">• BSc/BA (Hons) XX• BSc/BA (Hons) XX and YY	N/A

Arrangements with Partners

12	Approved Collaborative partner(s)	Partner Name	Type of Collaborative Partnership
		N/A	N/A
13	Articulation Arrangements with Partners	Partner Name	Details of Arrangements
		N/A	N/A

Professional, Statutory and Regulatory Bodies

14	PSRB(s) associated with final award of any route within the programme specification	https://www.hesa.ac.uk/collection/c16061/accreditation_list/ N/A
15	Date and outcome of last PSRB approval/accreditation	N/A
16	Expiry Date of PSRB approval	N/A

Part 2

PROGRAMME CONTENT

SECTION B1 (YEAR 1) FOUNDATION YEAR: OUTCOMES

17	QAA Benchmark Statement(s)
The programme has been written to correspond closely with the:	
<ul style="list-style-type: none"> • <i>UK Quality Code for Higher Education</i> (QAA 2018) • <i>Framework for Higher Education Qualifications in England, Wales, and Northern Ireland</i> (FHEQ) • specific reference to benchmark statements for <i>Education Studies</i> (2015) • specific reference to relevant Bishop Grosseteste University codes of practice and guidance on programme specifications 	
18	Programme Aim
<p>The Foundation Year aims to contribute to widening participation and lifelong learning by encouraging participation by learners who may not previously have considered studying for a higher-level qualification, or those who, for a variety of circumstances, are unable to immediately satisfy typical entry criteria for undergraduate degrees.</p> <p>The programme aims to prepare learners for Level 4 undergraduate study at Bishop Grosseteste University. It will:</p> <ul style="list-style-type: none"> • Provide learners with knowledge and understanding of basic academic communication and problem-solving skills • Develop learners as critical thinkers utilising enquiry, investigation, and evidence-based analysis within interdisciplinary contexts • Support learners to become self-directed learners in preparation for undergraduate study • Enable learners to develop a range of transferable skills as a foundation for employment. <p>The Foundation Year provides an extended and intensive induction to Higher Education (HE) that feeds directly into learners' learning across the Foundation Year and beyond into their full degree programme. The Foundation Year is a direct articulation into existing and future undergraduate, non-QTS degree courses. Successful completion of this programme is required in order to follow the articulated degree programmes at Bishop Grosseteste University.</p> <p>A number of degree programmes at Bishop Grosseteste University will benefit from the articulated Foundation Year, which will raise the number of appropriately prepared learners. It aims to reduce the level of additional academic support that might otherwise be necessary for some learners.</p>	
19	Programme Specific Outcomes
<p>(a) <u>Final Award Learning Outcomes</u></p> <p>Students successfully completing the Foundation Year will be able to:</p>	

K&U 1: Demonstrate foundational knowledge of the fundamental concepts, principles and techniques which underpin future study at Level 4 and higher.

SPS 1: Demonstrate emerging ability to construct and evidence critical arguments as part of academic development.

SPS 2: Develop and provide evidence of application of core academic study skills such as time management, study methods, research, interpreting evidence, academic writing, presentation skills and digital tools for learning.

IS 1: Demonstrate a basic understanding of different approaches to problem solving that underpin future study at Level 4 and higher.

TS 1: Be able to work independently and collaboratively as part of a wider team and communicate effectively

TS 2: To begin to demonstrate reflective evaluation and responsibility for their own learning and personal development.

Programme-based learning outcomes are necessarily generic to support the development of key study skills applicable across all potential undergraduate programmes of further study at Bishop Grosseteste University.

The Bishop Grosseteste University Graduate Attribute framework identifies further outcomes learners should acquire. These reflect a collective understanding of the essential skills of a Bishop Grosseteste University graduate. Those completing this one-year programme will therefore be further equipped with attributes suitable for a range of careers and lifelong learning.

These programme outcomes combine to provide a strong foundation for learners' future study and employability

20	PGCE or Exit Award Learning Outcomes
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There is no premature exit award for this one-year, non-award bearing programme.

SECTION B2 (YEAR 2-4) BA (HONS) SENDI & SPORT: OUTCOMES

17	QAA Benchmark Statement(s)
The QAA Benchmark statements that are applicable to the BA (Hons) SENDI and Sport joint honours are outlined as;	
QAA Quality Code (2018): Quality Code (qaa.ac.uk)	
For Sport, the award is designed to meet the requirements of the generic Event, Hospitality, Leisure, Sport and Tourism benchmark statement (QAA, 2019): Subject Benchmark Statement: Events, Hospitality, Leisure, Sport and Tourism (qaa.ac.uk)	
There are no subject specific benchmark statements for Special Educational Needs degrees. As such this programme has been written to correspond closely with the:	
Education Studies (2019): Subject Benchmark Statement: Education Studies (qaa.ac.uk)	
Sociology (2019): Subject Benchmark Statement: Sociology (qaa.ac.uk)	
Social Policy (2019): Subject Benchmark Statement: Social Policy (qaa.ac.uk)	
Health Studies (2019): Subject Benchmark Statement: Health Studies (qaa.ac.uk)	
SEEC level descriptors have also been used in designing module and programme outcomes (SEEC, 2021) credit level descriptors for Higher Education available at SEEC (uall.ac.uk) .	
18	Programme Aim
The aims of the BA (Hons) SENDI and Sport degree programme are to provide graduating students with qualities and transferable skills necessary for specific employment and/or further training in a range of related fields of special education, sport and exercise, social or health care settings. The course aims to produce high-calibre graduates who are autonomous, reflexive, critical and analytical. Throughout the programme, the inclusion of research-informed and research-led module content ensures that the curriculum maintains its currency in the broader landscape of the disciplines.	
In addition to this, the Graduate Attribute framework identifies further outcomes students should acquire. These reflect a collective understanding of the essential skills of a BGU graduate who, through the study of this degree will be equipped with intellectual and transferable skills suitable for a range of professional careers and lifelong learning. These generic outcomes will be demonstrated in any given subject where a student studies a combined or single honours programme. Outcomes relating to knowledge and understanding and practical and/or professional skills are subject-specific. The generic skills indicate a minimum for all Education, Health and Lifelong Learning graduates.	
The aims of the BA (Hons) SENDI and Sport are to:	
<ul style="list-style-type: none"> • Offer a programme of study that develops an integrated knowledge and understanding of the disciplines of SENDI and Sport and Exercise; • Introduce students to both complimentary and competing theoretical arguments underpinning SENDI and Sport, and how these apply in differing contexts 	

- Develop an appreciation of wider social and education challenges in relation to living and working in an increasingly global, informational and interdependent world.
- Enable students to demonstrate systematic breadth and depth of knowledge and understanding of contemporary issues within SENDI and Sport and Exercise, considering relevant ethical and values-based issues.
- To provide a research-led curriculum and offer support to students in pursuing their own research interests
- Enable students to develop a range of transferable skills (cognitive and intellectual, and generic and key skills) that will equip them to function effectively in contemporary study and work environments, and which will also provide the basis for continuing personal development in line with the BGU Graduate attributes.
- Establish and cultivate a safe, inclusive, diverse, and engaging student-centred and deep learning focused teaching environment.

19	Programme Specific Outcomes
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(a) Final Award Learning Outcomes

On successful completion of BA (Hons) SENDI & Sport, students will be able to:

Knowledge and Understanding [K&U]

- K&U1: Demonstrate a systematic, coherent, detailed and confident conceptual knowledge and understanding of principal features and key paradigms of SENDI and their impact on participation, practice and performance in diverse populations and on social, economic, historical and cultural factors;
- K&U2: Demonstrate a critical and reflective understanding of the wide range of values and principles which inform inclusive and contemporary practice at local, national and global levels;
- K&U3: Demonstrate a confident, balanced and in-depth understanding of a range of competing personal, social and educational systems, values and attitudes which determine and shape the nature and processes of inclusive learning in sport, physical education, and coaching.
- K&U4 Demonstrate a thorough and critical understanding of how a wide range of policy and practice can impact upon both group and individual experience with specific reference to Labels and acronyms: categories of need.

Subject-Specific and Professional Skills [SPS] SENDI

- SPS1: Apply academic, critical and reflective approaches to meeting a diverse range of individual needs, recognising the complexity of competing social and educational ideologies;
- SPS2: Analyse methods and transfer techniques learned to engage others and support inclusive practice as advocates of change;

- SPS3: Review, consolidate, extend and apply thorough knowledge and understanding of SENDI to a wide range of contexts evidenced through confident presentations in a range of different formats;
- SPS4: Demonstrate the ability to complete work autonomously and to initiate and carry out work to completion, collating and evaluating data, showing an appreciation of theory evidence and relevance to current debates.

Subject-Specific and Professional Skills [SPS] Sport

- SPS1: Demonstrate initiative and personal responsibility both independently and collaboratively as part of a team;
- SPS2: Communicate with and present articulately and appropriately to a range of audiences in a variety of ways;
- SPS3: Exercise decision making in complex and unpredictable contexts;
- SPS4: Demonstrate a perceptive and critical awareness of personal responsibility and professional codes of conduct and demonstrate the learning ability needed to undertake appropriate further training of a professional or equivalent nature.

Intellectual Skills [IS]

- IS1: Critically evaluate arguments, assumptions, abstract concepts and data (that may be incomplete), on specialist and complex subject matter, adopting and defending an evidence-based personal position;
- IS2: Demonstrate 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);
- IS3: Apply specialist knowledge to frame and solve problems of a predictable, unpredictable and complex nature and to initiate and carry out projects with the incorporation of an appropriate ethical dimension;
- IS4: Comprehend the contested and pluralistic nature of their specialist areas of study.

Transferable skills [TS]

- TS1: Develop a range of employability skills appropriate to the subject areas
- TS 2: Demonstrate a wide range of effective oral, written and presentation skills for a number of audiences;

- TS3: Be able to use and apply a wide range of information and communications technology and other learning and communications resources;
- TS4: Plan and manage their own learning effectively in order to achieve objectives and meet deadlines, either independently or as part of a team

20	Exit Award Learning Outcomes
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On successful completion of different exit awards, students will be able to:

Certificate of Higher Education in Special Educational Needs, Disability and Inclusion & Sport (Level 4)

Knowledge and Understanding [K&U]

- K&U1: Demonstrate a knowledge and understanding of principal features and key paradigms of SENDI and their impact on participation, practice and performance in diverse populations and on social, economic, historical and cultural factors;
- K&U2: Demonstrate an understanding of the wide range of values and principles which inform inclusive and contemporary practice at local, national and global levels;
- K&U3: Demonstrate an in-depth understanding of a range of competing personal, social and educational systems, values and attitudes which determine and shape the nature and processes of inclusive learning in sport, physical education, and coaching.
- K&U4: Demonstrate an understanding of how a range of policy and practice can impact upon both group and individual experience with specific reference to Labels and acronyms: categories of need.

Subject-Specific and Professional Skills [SPS] SENDI

- SPS1: Apply academic approaches to meeting a diverse range of individual needs, recognising the complexity of competing social and educational ideologies;

Subject-Specific and Professional Skills [SPS] Sport

- SPS1: Demonstrate responsibility both independently and collaboratively as part of a team;
- SPS2: Communicate with and present to a range of audiences in a variety of ways;
- SPS3: Exercise decision making in different contexts;

- SPS4: Demonstrate an awareness of personal responsibility and professional codes of conduct and demonstrate the learning ability needed to undertake appropriate further training of a professional or equivalent nature.

Intellectual Skills [IS]

- IS1: Demonstrate understanding of arguments and data (that may be incomplete), on specialist and complex subject matter, adopting and defending an evidence-based personal position;
- IS2: Demonstrate 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);
- IS3: Apply specialist knowledge to frame problems and to initiate and carry out projects with the incorporation of an appropriate ethical dimension;
- IS4: Demonstrate understanding of the nature of their specialist areas of study.

Transferable skills [TS]

- TS1: Develop a range of employability skills appropriate to the subject areas.
- TS 2: Demonstrate a range of oral, written and presentation skills for a number of audiences.
- TS3: Be able to use and apply a range of information and communications technology and other learning and communications resources.
- TS4: Plan and manage their own learning in order to achieve objectives and meet deadlines, either independently or as part of a team.

Diploma of Higher Education in Special Educational Needs, Disability and Inclusion & Sport (Level 5)

Knowledge and Understanding [K&U]

- K&U1: Demonstrate a detailed and confident knowledge and understanding of principal features and key paradigms of SENDI and their impact on participation, practice and performance in diverse populations and on social, economic, historical and cultural factors;

- K&U2: Demonstrate a reflective understanding of the wide range of values and principles which inform inclusive and contemporary practice at local, national and global levels;
- K&U3: Demonstrate a balanced and in-depth understanding of a range of competing personal, social and educational systems, values and attitudes which determine and shape the nature and processes of inclusive learning in sport, physical education, and coaching.
- K&U4: Demonstrate a thorough understanding of how a wide range of policy and practice can impact upon both group and individual experience with specific reference to Labels and acronyms: categories of need.

Subject-Specific and Professional Skills [SPS] SENDI

- SPS2: Review methods and transfer techniques learned to engage others and support inclusive practice as advocates of change;
- SPS4: Demonstrate the ability to complete work autonomously and to carry out work to completion, collating and evaluating data, showing an appreciation of theory evidence and relevance to current debates.

Subject-Specific and Professional Skills [SPS] Sport

- SPS 1: Demonstrate initiative and personal responsibility both independently and collaboratively as part of a team.
- SPS 2: Communicate with and present appropriately to a range of audiences in a variety of ways.
- SPS 3: Exercise decision making in unpredictable contexts.
- SPS 4: Demonstrate a perceptive awareness of personal responsibility and professional codes of conduct and demonstrate the learning ability needed to undertake appropriate further training of a professional or equivalent nature.

Intellectual Skills [IS]

- IS 1: Evaluate arguments, assumptions, abstract concepts and data (that may be incomplete), on specialist and complex subject matter, adopting and defending an evidence-based personal position.
- IS 2: Demonstrate 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).

IS3: Apply specialist knowledge to solve problems of a predictable and unpredictable nature and to initiate and carry out projects with the incorporation of an appropriate ethical dimension;

- IS 4: Demonstrate in-depth understanding of the nature of their specialist areas of study.

Transferable skills [TS]

- TS 1: Develop a range of employability skills appropriate to the subject areas.
- TS 2: Demonstrate a wide range of effective oral, written and presentation skills for a number of audiences.
- TS 3: Be able to use and apply a wide range of information and communications technology and other learning and communications resources.
- TS 4: Plan and manage their own learning effectively in order to achieve objectives and meet deadlines, either independently or as part of a team

In order to qualify for an Ordinary Degree (Level 6):

The student must meet the requirements as laid down in *Academic Regulations Governing Taught Qualifications*.

SECTION C1 (YEAR 1) FOUNDATION YEAR: STRUCTURE

21a	Structures, modes of delivery (e.g., FT/PT etc), levels, credits, awards, curriculum map of all modules (identifying core/option status, credits, pre or co-requisites) potential entry/exit points and progression/award requirements
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Level 4

September		January	
FDY00120 Self As Learner	FDY00220 Resourcing Learning	FDY00520 Effective Communication	FDY00620 The Digital Learner
FDY00320 Critical Thinking	FDY00420 Critical Engagement	FDY00720 Reflective Learning	FDY00820 Academic Writing

21b	Module Structure
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Level 4

Core Modules					
Code	Status	Module Title	Period (number)	No of credits	
FDY00120	CORE	Self As Learner	1 (Autumn)	N/A	
FDY00220	CORE	Resourcing Learning	1 (Autumn)	N/A	
FDY00320	CORE	Critical Thinking	1 (Autumn)	N/A	
FDY00420	CORE	Critical Engagement	1 (Autumn)	N/A	
FDY00520	CORE	Effective Communication	2 (Spring)	N/A	
FDY00620	CORE	The Digital Learner	2 (Spring)	N/A	
FDY00720	CORE	Reflective Learning	2 (Spring)	N/A	
FDY00820	CORE	Academic Writing	2 (Spring)	N/A	

SECTION C2 (YEARS 2-4) BA (HONS) SENDI & SPORT: STRUCTURE

21a	Structures, modes of delivery (eg FT/PT etc), levels, credits, awards, curriculum map of all modules (identifying core/option status, credits, pre or co-requisites) potential entry/exit points and progression/award requirements
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Level 4 – 120 credits

Level 4	Semester 1	SPO40122 Sport and Physical Education 30c	SND40122 From Excluded to Included: A Century of Change 30c
	Semester 2	SPO40322 Young People and Physical Activity 30c	SND40222 The Whole Child: Holistic Approaches to Meeting Needs 30c

Level 5 – 120 credits

Level 5	Semester 1	SPO50122 Physical Education and Coaching Pedagogy 15c	SPO50322 Adapted Physical Activity and Disability Sport 15c	SND50122 Meeting Different Needs 30c	SND50722 Interpreting the World: Research & Practice 15c
	Semester 2	SPO50422 Sport Development, Promotion and Leadership 15c	SPO50522 Professional Contexts in Sport and Exercise 15c OR GA Enhancement Module 15c		SND50422 Rhetoric or Reality? OR GA Enhancement module 15c

Level 6 – 120 credits

Final year project in Sport

Level 6	Semester 1	SPO60322 Emotion in Sport and Physical Education Roles 15c	SPO60322 Dissertation 45c	SND60322 Spectrums and Kaleidoscopes Or SND60222 Leading the Learning Environment 15c	SND60122 Hidden Inequalities 30c
	Semester 2	SPO60422 Contemporary Issues in Sport and Exercise 15c			

Final year project in SENDI

Level 6	Semester 1	SPO60122 Measurement and Evaluation in Sport and Exercise 15c	SND60122 Hidden Inequalities 30	SND60522 (SENDI) Capstone Project Proposal 15c	SPO60322 Emotion in Sport and Physical Education Roles 15c
	Semester 2	SPO60422 Contemporary Issues in Sport and Exercise 15c		SND60622 (SENDI) Capstone Project 30c	

21b | Module Structure

Level 4

Core Modules				
Period Codes – 1 (Autumn) – 2 (Spring) – 3 (Summer –MA ONLY) – 4 – Full Year				
Code	Status	Module Title	Period (number)	No of credits
SND40122	Mandatory	From Excluded to Included: A century of Change	1	30
SND40222	Mandatory + Placement	The Whole Child: Holistic Approaches to Meeting Needs	2	30
SPO40122	Mandatory	Sport and Physical Education	1	30
SPO40322	Mandatory	Young People and Physical Activity	2	30

Level 5

Core Modules				
Code	Status	Module Title	Period (number)	No of credits
SPO50122	Mandatory	Physical Education and Coaching Pedagogy	1	15
SPO50322	Mandatory	Adapted Physical Activity and Disability Sport	1	15
SPO50422	Mandatory +Placement	Sport Development, Promotion and Leadership	2	15
SND50122	Mandatory + Placement	Meeting Different Needs	1 & 2	30
SND50722	Mandatory	Interpreting the World: Research & Practice	1	15
Option Modules				
SPO50522	Mandatory Subject Enhancement	Professional Contexts in Sport and Exercise	2	15
SND50422	Subject Enhancement	Rhetoric or Reality?	2	15

Level 6

Core Modules				
Code	Status	Module Title	Period (number)	No of credits
SPO60322	Mandatory	Emotion in Sport and Physical Education Roles	1	15
SPO60422	Mandatory	Contemporary Issues in Sport and Exercise	1	15
SND60122	Mandatory	Hidden Inequalities	1 & 2	30
Option Modules				
SPO60122	Optional	Measurement and Evaluation in Sport and Exercise	1	15
SPO60322	Optional	Dissertation	1&2	45
SND60322	Optional	Spectrums and Kaleidoscopes	1	15
SND60222	Optional	Leading the Learning Environment	1	15
SND60522	Optional	SENDI Capstone Project Proposal	1	15
SND60622	Optional	SENDI Capstone Project	2	30

SECTION D1 (YEAR 1) FOUNDATION YEAR: TEACHING, LEARNING AND ASSESSMENT

22	Curriculum Design
<p>The Bishop Grosseteste University Foundation Year programme is in line with national practice and resembles Foundation Year programmes successfully offered by a number of UK higher education institutions to provide supportive access into higher education (HE). The Bishop Grosseteste University Foundation Year aims to contribute to widening participation and lifelong learning by encouraging participation by learners who may not previously have considered studying for a higher-level qualification.</p> <p>The Bishop Grosseteste University Foundation Year is therefore designed to support a wide range of learners from different backgrounds and with non-standard academic qualifications to enter HE. The programme provides an opportunity for learners to study at the University who are unable to evidence the usual level of entry qualifications / UCAS points required for entry to degree programmes at Bishop Grosseteste University.</p> <p>The Bishop Grosseteste University Foundation Year programme is a complimentary internal programme of study to enable access to degree study at Bishop Grosseteste University. The Foundation Year programme is therefore designed to provide a common core of academic and generic study skills sufficient to build confidence and self-discipline to prepare learners for subsequent study and academic success at undergraduate level.</p> <p>The Foundation Year programme is a pass-fail programme and is therefore non-award bearing. There are 8 modules, equally distributed between two semesters. Modules are studied over a 7-week period and are paired so that learners engage with two aligned, yet separate, modules each week. The pairing of modules enables accumulative development of skills through a generic approach in which all learning is connected and builds incrementally throughout the year. It is anticipated that typically learners will attend face-to-face sessions for 6 hours weekly.</p> <p>The programme has been designed to be delivered and assessed at Level 4 equivalence within the QAA FHEQ. This level indicates the intellectual demand and rigour of academic study required to successfully complete each module and provide a taster of the demands of degree level study.</p> <p>A key design feature of the Foundation Year has been the commitment to providing a programme which is suitable for a potentially diverse mix of learners. In recognition of the diversity of learner experiences and needs, this programme has been designed to balance the current needs of learners with the future demands that studying at degree level will place on them. The purpose of the programme is not to fully mirror a full undergraduate degree programme but to provide a foundational experience and, moderately and gradually, build confidence and capability of the learners. As such, the indicative hours of study are less than what might normally be expected on a full degree programme, but the delivery is condensed and intensely delivered per week. This delivery pattern is proved to best support the needs of learners on Foundation Year programmes, who typically have other life-commitments outside university.</p>	

Learning and teaching approaches utilise a blended approach of face-to-face, directed, online and independent study. A key feature of delivery are the 'learner-led, tutor-facilitated' group tutorials. These take place weekly and encourage individual learners to re-engage with education, to 'deconstruct' what might have been previously, less than positive, engagements with education. The tutorials encourage learners to 'reconstruct' and to take personal responsibility and ownership of their learning during the Foundation Year and beyond. Peer support and dialogic approaches form a strong element of this process.

The Foundation Year programme offers incremental steps to foster a thirst for, and enjoyment of, learning and a gradual acculturation into university life. This approach will help ensure that individuals who successfully complete the Foundation Year programme are effective, successful undergraduate learners who reach their own potential within the next stages of their learner journey at full degree programme level.

Learners on the Foundation Year build a set of knowledge, skills and attributes associated with university study which they will be able to directly transfer into their degrees. The generic nature of the modules aims to ensure that learners are equipped with the necessary study skills, and written and verbal communication abilities to succeed, as well as gaining independence and confidence to progress. To avoid duplication of content at a later date, learners do not formally study their chosen degree subject during the Foundation Year. However, subject-specific learning is integrated as part of each module, allowing them to focus on their chosen subject route. Learners will have the opportunity to engage with subject-specific materials, which may, for example, include attending taster sessions or tutorials delivered by Faculty subject experts. Learners may also select topics for study that allow them to explore their personal interests and prepare for their future studies.

Throughout the Foundation Year programme, learners are encouraged to draw on their knowledge from across their learning in all module sessions, with the aim that they become active in their approach to learning. The final piece of work requires learners to demonstrate their consolidated learning and understanding and involves the application of research, critical thinking, and academic writing.

23 Learning and Teaching Strategies

Learning and teaching strategies for the programme as a whole are balanced and comprehensive, underpinned by the need to provide a supportive and directed framework for learners entering at Level 4 with widely differing experience, familiarity, and confidence with prior study, from diverse backgrounds and with a variety of entry qualifications. The programme provides the foundation for consolidated skills development in the learner's future degree programme. The modules are designed to be stimulating, challenging, relevant and useful. The modules enable learners to experience, engage with, and develop a range of key skills necessary for independent learning and effective undergraduate study.

Learning and teaching are characterised by a combination of directive, structured, supportive, and practical strategies, and opportunities. These strategies aim to ensure that learners are supported in their learning whilst also developing skills, knowledge, and confidence as independent learners as appropriate for future HE study. Learning and teaching strategies aim to make effective use of

social integration, group, and project work to build confidence and support a community of learning.

Delivery is directed and guided, being designed to meet the needs and experience of learners who may not yet be ready to work with the full confidence and levels of autonomy normally expected at Level 4. Delivery of modules will therefore be through directive and interactive sessions, seminars, and tutorials. Group work and workshop methods are also utilised. Learning will be additionally supported through the Virtual Learning Environment (VLE), and independent study.

The Foundation Year has a strong tutorial element, both group and personal tutoring. Typically, there are normally 6 scheduled learning hours per week, of which, 2-3 hours per week of 'learner-led, tutor-facilitated' sessions take place each week. Weekly study tutorials allow learners to discuss their formative tasks, assessed work, all feedback, key readings, and issues raised in sessions with peers and tutors. Dialogic approaches enable learners to work on skills and areas of understanding in a supportive peer environment but also familiarises them with the processes of discussion and debate. The incorporation of group work also encourages learners to develop positive and supportive working relationships within the cohort.

Learning and teaching strategies have been selected to compliment the concepts being delivered, for example, digital skills workshops and library-based research tasks, discussion, debate, writing and speaking to a range of specialist and non-specialist audiences. The Foundation Year is intended to develop a strong learning community amongst the cohort but also to create a sense of institutional identity and a growing sense of subject community. The programme seeks to engender a sense of individual learner's 'belief in self' and also belief that they are academic, with a true entitlement to be members of a HE community of learners.

Throughout the year, learners work with their tutor to set and review personal targets so that they can clearly track their development across the year and avoid feeling overwhelmed by the level at which they will be required to work at on entry to their degree studies.

The programme team will work closely with the Foundation Year learners to ensure they are engendered as members of the Bishop Grosseteste University community.

The Foundation Year equips learners with the necessary skills to be autonomous and effective HE learners. Skills developed during the Foundation Year programme will be utilised and consolidated throughout undergraduate study and beyond, be that further study and/or employment. Collectively, the modules support all of Bishop Grosseteste University's Graduate Attributes and embed transferrable skills for employability.

24 Assessment Strategies

The Foundation Year programme offers learners opportunities to experience a range of formative and summative assessments. These include, short form writing, annotated bibliography, presentations, micro-teach, use of digital technologies, reflective journal, and academic essay.

Assessment strategies are designed to be supportive, build confidence and also aim to ensure learners develop the core skills required for successful study in Higher Education (HE). Assessment strategies deployed across the Foundation Year are balanced, comprehensive, diverse, and

inclusive, ensuring that learners experience a range of assessment formats to assess attainment of intended learning outcomes but also to provide supportive preparation for undergraduate study. All modules employ early, small, and frequent formative, as well as summative assessment, to ensure that learners gain confidence in their knowledge and abilities as they progress through the Foundation Year. Learners will also have opportunity for self-evaluation and reflection on their own learning progress and development of skills.

Formative feedback is an integral part of the Foundation Year programme. Learners receive feedback on plans and draft materials before final summative assessment submission and have the opportunity to discuss the comments made in more detail with their tutor and peers to enable them to take responsibility for their learning and improvement. Feedback addresses key writing skills (including spelling, grammar, and punctuation) as well as more advanced skills such as the structuring of arguments, summary of key concepts and demonstration of subject knowledge. There is also a focus on helping learners to gain an understanding of scholarly activity and the importance of accurate referencing, which will feed forward into their degree studies. Opportunities for verbal feedback and peer review are provided by interactive seminars and tutorials. Learners continue to reflect on their own performance and progression throughout the Foundation Year. Summative feedback is provided for all assessed pieces of work, and the comprehensive combination of formative and summative feedback allows learners to reflect on their progress, strengths, and areas for improvement, and forms the basis for self-reflective and tutor-directed target setting.

The feedback cycle provides a strong sense of coherence and continuity of development within the course. Tutorial group sessions provide a focal point for learners to discuss their learning and track their acquisition of knowledge and study skills. The final module culminates in an academic writing project which provides learners the opportunity to demonstrate all of their Foundation Year learning and to receive the final detailed summative feedback they can utilise as they progress on to their continuing programme of undergraduate degree study.

Learners are assessed predominantly through coursework. Each module has an assessment portfolio that contains two or three tasks. This will include extensive use of portfolio-based assessment, in which learners assemble evidence of key tasks, often including reflection and critical review of their progress, strengths and weaknesses.

There are no formal examinations in the Foundation Year. This is in order to build learner confidence and ensure that learners are provided with supportive entry at Level 4. In general, the undergraduate curriculum at Bishop Grosseteste University makes limited use of formal examinations, although they are more common in social science subjects such as Psychology. Appropriate exam preparation is included in the relevant degree programmes as needed once learners progress from the Foundation Year.

Module Code	Module Description	Credits	Year	Assessment and learning methods		
				Exam/Written	Practical	Coursework
				%	%	%
FDY00120	Self As Learner	N/A	1	-	-	100
FDY00220	Resourcing Learning	N/A	1			100
FDY00320	Critical Thinking	N/A	1			100
FDY00420	Critical Engagement	N/A	1			100

FDY00520	Effective Communication	N/A	1			100
FDY00620	The Digital Learner n	N/A	1			100
FDY00720	Reflective Learning	N/A	1			100
FDY00820	Academic Writing	N/A	1			100

The following table provides the indicative content of assessment tasks:

Module	Unistat	Task	Weighting	Indicative Word Counts	Indicative Content of Assessment Tasks
FDY00120 Self As Learner	Coursework	Portfolio	100%	1000	<ul style="list-style-type: none"> • SWOT analysis: Strengths, weakness, opportunities and threats • Discuss good and poor learning experience • Time management exercise e.g., Covey's '4-quadrant time management matrix'
FDY00220 Resourcing Learning	Coursework	Portfolio	100%	1000	<ul style="list-style-type: none"> • Exercise to demonstrate effective library searching • Peer review referencing • Annotating a bibliography
FDY00320 Critical Thinking	Coursework	Portfolio	100%	1000	<ul style="list-style-type: none"> • Explore approaches to, and models of, critical thinking e.g., Chatfield's 'Smart Study Model' • With peers, begin to deconstruct arguments in the literature in order to explore critical thinking • Create a personalised toolkit and action plan for critical thinking

FDY00420 Critical Engagement	Coursework	Portfolio	100%	1000	<ul style="list-style-type: none"> • Explore approaches to critical reading e.g., frame of reference • Read critically and annotate a text/source • Utilise techniques and tools to organise ideas e.g., visual organiser
FDY00520 Effective Communication	Coursework	Portfolio	100%	1500	<ul style="list-style-type: none"> • Deliver an effective spoken presentation of ideas • Create a written handout and annotated bibliography to support the presentation
FDY00620 The Digital Learner	Coursework	Portfolio	100%	1500	<ul style="list-style-type: none"> • Reflecting on workshop activities that have enabled the development of skills and appropriate uses of digital technologies to support learning e.g., use of VLE, collaborate online discussion, wikis, online safety, online profile • Self-evaluation of digital capabilities and confidence • Create an effective audio-visual presentation of ideas
FDY00720 Reflective Learning	Coursework	Portfolio	100%	2000	<ul style="list-style-type: none"> • Group collaboration to develop reflective template and action plan

					<ul style="list-style-type: none"> • Complete reflective journal of taster sessions • Micro-teach of something learnt from the taster sessions
FDY00820 Academic Writing	Coursework	Portfolio	100%	2000	<ul style="list-style-type: none"> • In consultation with tutor select a topic for study • Academic essay

25 Inclusive Practice and Personal Development Planning

Bishop Grosseteste University is committed to widening access and participation and adheres to a strict policy of non-discrimination. Learners will be supported for the duration of the Foundation Year through the range of services offered through the Centre for Enhancement in Learning and Teaching (CELT), Student Advice and Library Services.

The Foundation Year programme will support personal development planning through the use of the Bishop Grosseteste University Development and Career Plan (DCP) and the personal tutor system. Learners will also be aligned to a 'subject liaison tutor' who will be a subject-specific point of contact for individual learners. The subject liaison tutor will provide advice regards the subject taster-sessions and also provide subject-context and mentoring/tutorial support for learners as appropriate. Learners will be encouraged to access the wider services of BG Futures for professional career advice and opportunities.

All learners develop an e-portfolio, the Development and Career Plan (DCP). This is a detailed record of the development of skills, experience, and knowledge which:

- Supports reflection on academic and assessed work and ensures learners are able to respond effectively to feedback from tutors and improve their grades
- Allows learners to collect evidence of the things that they achieve during their studies that promote their employability
- Supports the development of a close and well-informed relationship with their Personal Tutor.

Tutorials will allow learners to identify their strengths and weaknesses and receive targeted support, and this process ensures that learners' individual progress is tracked across all modules and that any academic or pastoral concerns are addressed promptly.

26 Technology Enhanced Learning

Learners will be encouraged to apply skills that they already have and to develop new ones. A central tool for technology enhanced learning is through the use of Blackboard, Bishop Grosseteste University's Virtual Learning Environment (VLE). As part of the blended learning pedagogical approach for the programme, preparatory, directed, and follow-up tasks and activities will be

provided to inform, engage, and reinforce the learning for each module. Learning materials for the Foundation Year programme will be accessed through the module areas on Blackboard and extensive use will be made of specific online resources that exist within the CELT areas of the VLE; especially Digital Learning and Learning Development resources, guides and self-reflection tools and materials.

Learners will have a range of opportunities for critical discussion and active engagement with VLE materials through a range of synchronous and asynchronous learning spaces including module blogs, wikis, and discussion forums. In addition, learners will engage with research for relevant literature through online databases and electronic search engines as part of Bishop Grosseteste University's library provision. Included within the Library Systems are access to journals and specific subject related learning resources.

27 Work-related Learning and/or Placement

There is no direct connection to work-related learning or placement. However, the Foundation Year programme recognises the integral nature of core employability skills as part of undergraduate study.

28 Employability

All modules in the Foundation Year are organised around the development of transferable skills, such as presentation skills, successful time management, group work, critical thinking and problem solving. Collectively, the programme modules support all of Bishop Grosseteste University's Graduate Attributes and embed transferrable skills for employability. As such, Foundation Year learners will develop a range of relevant graduate attributes and skills including:

- problem-solving
- decision making
- locating resources
- analysis and evaluation of resources/evidence/data
- organisational skills, including time management, and project planning
- the ability to work in teams
- appropriate utilisation of digital technologies
- appropriate levels of communication – written, oral and visual

In addition to the development of a range of transferable skills, learners will engage with the Development and Career Plan (DCP) which encourages reflection on career aspiration and target setting to help achieve academic and career goals. The DCP e-portfolio allows learners to collect evidence of the things that they achieve during their studies that promote their employability

As Bishop Grosseteste University students, learners on the Foundation Year programme, will be eligible to engage with all workshops, sessions and extra-curricular activities as provided by BG Futures and Careers.

SECTION D2 (YEARS 2-4) BA (HONS) SENDI & SPORT: TEACHING, LEARNING AND ASSESSMENT

22	Curriculum Design
<p>The defining principles of the SENDI and Sport programme are reflected in the aims and outcomes and are articulated through content, teaching, learning, and assessment. The programme draws together a wide range of academic and contemporary source materials, provides broad and balanced knowledge, understanding and skills, acknowledges the dynamic nature of knowledge and theory, encourages questioning, sets study in a wide range of contexts, develops the ability to argue, promotes intellectual independence and develops critical engagement.</p> <p>The curriculum is designed to build knowledge as students progress through the levels of learning. Level 4 modules in both disciplines enable a broad, contextual understanding of the issues related to inclusive practices in sport, for example SND40122 From Excluded to Included: A Century of Change, SND40222 The whole Child: Holistic Approaches to Meeting Needs and Young People and Physical Activity (SPO40322). At level 5 the curriculum explores content more widely and globally to include leadership (Sport Development, Promotion and Leadership – SPO50422 and in SND50122 Meeting Different Needs. Professional Contexts (SPO50522) works in tandem with SPO50422 allowing students to carry out a project connected to their work experience. Students will also study research at level 5 in SND50722 Interpreting the World: Research and Practice. At level 6, The contemporary nature of the two disciplines and the intersections between are explored in Contemporary Issues in Sport and Exercise (SPO60422) and SND60122 Hidden Inequalities. One of the characteristics of a graduate is that they will have the ability to undertake in-depth or extended study, which develops and demonstrates key programme outcomes with a high degree of independence and autonomy and as such, students study research skills and methods in order to support the selection of the focus for the Capstone project which can be undertaken in either SENDI or Sport.</p> <p>Several modules afford students with the opportunity to immerse themselves within the inner workings of sporting organisations and students can expect to visit sites and organisations (virtually/ physically) that are diverse in nature ranging from County Sport Partnerships, National Governing Bodies, Sport Clubs and Leisure Providers to provide real-world experiences. A wider variety of experiences may be provided although students may be required to self-select ones that are best suited to their overarching career plans as some trips / industry visits may be subject to maximum numbers. Reflective practice is encouraged and embedded throughout the programme and is core to student's professional development. Reflective practice encourages students to make sense and meaning from their experiences and transforms insights into practical strategies for personal growth and future impact.</p> <p>All students are introduced gradually to skills of analysis, argument and research through an integrated academic literacies approach stranded through the programme and developed in conjunction with Centre for Enhancement in Learning and Teaching (CELT). In addition to dialogic classroom learning and augmented individual activity via the VLE students will achieve the required levels of intellectual skills through a rigorous framework of deliberately varied assessment practices. Assessment will, in all cases, test knowledge and understanding, and will provide opportunities for students to demonstrate higher level thinking skills, such as evaluation and synthesis; intellectual skills; professional and/ or transferable skills and communication skills. All learning, teaching and research will fully comply with the Bishop Grosseteste University Research Ethics Policy and Sport-specific relevant codes of practice and guidance.</p> <p>Face to face contact hours identified in the module specifications are timetabled as part of the university timetabling process and to avoid potential clashes between joint subjects. Each module summary describes the indicative pedagogic strategies employed within that module and gives a qualitative account of the texture of learning hours. Students will receive 12hrs of face-to-face contact time per week at level 4, 8 hrs</p>	

per week at level 5 and 6 hrs per week at level 6 – the gradual reduction in face-to-face learning hours over the three years of study reflects the commitment to encouraging greater independence in student learning over the duration of the course. Flexibility in patterns of delivery is seen where modules are underpinned by placement experience (see section 27), or in the case of the sector-based project, which by its very nature encourages a more independent approach. In these cases, contact time is reduced to reflect the practical nature of the module.

Whilst there is a strong focus on the individual and their own development within these modules and across the programme there is also an equally strong focus on students working collaboratively to undertake group activities in formative settings. Students will also be challenged to come together to design and deliver physical education/coaching sessions and sporting events and from these experiences, students will develop an understanding of what it means to be both an individual member, team member and leader / manager within a team / work environment. The curriculum therefore promotes the development of leadership, organisation and team skills, all of which are key skills for graduates.

The programme structure and curriculum align to the development of BGU Graduate attributes as follows:

1: Academic Literacies - students are enabled to develop academic literacy through engagement with evaluating and synthesizing original empirical research into their assignments. These skills are developed from the start of study at Level 4 across all four modules with an increase in complexity in the types of sources used through the course of study. Additionally, assessments are specifically designed to support students in developing their academic competency, with levels of complexity increasing as the students' progress through the programme.

2: Global Citizenship – Students will develop a global perspective of SENDI, sport and exercise through specific modules such as SND40122, SPO40322, SND50722 and SND60122.

3: Information Literacy – Information literacy will be developed throughout the programme in all modules in which students will be required to independently search for academic sources in increasing levels of complexity.

4: Digital Fluency – Assessments are designed to support students in developing digital fluency through a range of assessments including group, individual presentations, poster presentations and reflections on practice. In addition, students will be encouraged through their studies to engage in online group work, forums and discussion groups. The teaching team will also model the use of technology through session delivery as appropriate.

5: Employability – Employability is a key focus of the programme and a balance has been sought between creating vocational elements while meeting the demands of degree level study. As graduate attributes are embedded into all modules, it is anticipated that all students will develop the transferable skills necessary for employment or postgraduate study. The modules SND40222, SPO50522, SND50122 and SND60122 have been specifically designed to build and enhance employability skills.

6: Being Enterprising – the course disciplines coupled with the practical nature and characteristics of the programme means that students are supported to develop creative problem-solving skills through directed independent learning. At all levels of study students are given the opportunity to engage in the design and delivery of sport, physical education and health projects for those with particular needs).

23	Learning and Teaching Strategies
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Learning and teaching throughout the SENDI and Sport joint degree programme is aligned with BGU's 'Learning, Teaching and Assessment Strategy' which supports the University's aim 'to enable all students to achieve at the highest possible standard in their chosen field of study' with a commitment to 'support active and accessible learning'.

Teaching within the programme is delivered through a range of styles and methods including face to-face lectures, workshops, seminars, practicals, labs and tutorials and through the dynamic use of the University's VLE and other relevant digital tools such as MS Teams. For example, independent learning in several modules makes specific use of carefully integrated e-study units utilising a wide range of resources, including podcasts, video, YouTube, e-texts, articles and directed tasks. The programme team has engaged with Centre for the Enhancement of Learning and Teaching (CELT) on integrating technology in both teaching and assessments. Students are expected to develop IT competence and demonstrate this in different assessments.

Individual support is offered to all students on all modules through one-to-one tutorials, often focused on reinforcing understanding of topics and ensuring appropriate preparation is being made for assignment tasks. Individuals are allocated dissertation tutors to support them as required at Level 6. Across the programme, students progressively develop more specific based subject knowledge and understanding through a diverse range of contemporary modules. During seminar, practical, lab and workshop activities students are encouraged to develop their subject knowledge and understanding, and to build subject specific and intellect skills by assembling evidence, presenting ideas, concepts, and findings, and constructing and defending arguments. Whenever possible opportunities are taken to enhance learning and teaching using innovative practices and approaches, such as 'flipped' curricula, role-play, debates and group-based activities. In addition, where relevant, the opportunity is taken to engage students with project based and experiential learning through specialist teaching, guest lectures and/or virtual and physical external visits.

Each module specification describes the pedagogic strategies employed within that module and gives a qualitative account of the texture of those learning hours. In practical, measurable terms, whole-class, face-to-face sessions are offered in typical 15 or 30 credit modules. Distinctive features of this programme's teaching and learning strategy includes the integral use of placement (where possible) within modules throughout the course. These placements enable students to contextualise and develop understanding of taught module content as well as provide structured and planned opportunities to develop transferable and professional skills. Students examine and reflect upon challenges to practice of policy implementation. They are expected to demonstrate capacity to engage with conference presentations, production of papers and articulation of concepts skills and knowledge, gained as part of their study. Any changes to placement offer are subject to risk assessments. Where placements are not advised, additional/ comparative hours of teaching/ online or face 2 face will be offered. Students will be supported and encouraged to consider alternative access/ dates to placements/ SEND practice with lower related risks.

Learning and Teaching of the programme will be through a combination of approaches designed to promote engagement and independent learning. Examples of approaches used to promote

Knowledge and understanding will include;

Lectures, some of which will be interactive, using audio and video for contextualisation of topics and problem-based learning exercises, to encourage student engagement. Guest/ visiting tutors from across the University, from other HEIs (Higher Educational Institutions) (international) and from local and national statutory, private and voluntary organisations will add to the learning experience.

Seminars, some of which will be tutor-led and some of which will be student-led, will be designed around enquiry-based learning, to encourage active participation. Students will be given the opportunity to discuss their experiences, findings and ideas with their peers or to take part in-group presentations.

Through active participation, students are encouraged to challenge ideas and test their own knowledge and understanding.

Group work sessions will be used to critically review research, policy and provision exploring challenges and issues across SENDI and Sport, searching for meaningful interpretations, which can inform individual learning and practice.

Tutorials: students will be offered the opportunity within each module to discuss ideas and demonstrate progress and engagement with the learning outcomes.

Subject specific skills:

Delivery of the programme will facilitate opportunities for students to analyse knowledge and understanding of different SEND and Sport contexts and to encourage assessment of different social, cultural and community values whilst being aware of their prejudices and biases. Students will be encouraged to explore different approaches to meeting SEND following demonstration and discussion of possible strategies and interventions. The aim will be to promote reflective practice leading to confidence in creating positive change in provision when students graduate.

Intellectual Skills:

Students will apply critical enquiry and creativity in the application of knowledge and independent judgment across the programme. Students will be provided with opportunities to acquire, analyse, evaluate and synthesise information through research and independent study and relate these to SEND and Sport practice. They will achieve the required levels of intellectual skills through rigorous and varied assessment practices across the modules.

Transferable Skills:

Experiential, self-directed teaching and learning strategies will enable students to develop graduate attributes: transferable skills. Students will be encouraged to show insight and originality, demonstrate critical and reflective abilities, and apply these to problem-based approaches, to practice issues and case studies.

Students will have resources, including indicative texts and supplementary reading available through Bb for all modules. They will be encouraged to make use of the library resources either on campus or electronically. They will also be able to access the range of support services available through student support and CELT. Independent and peer-supported strategies and research are encouraged at all stages of the programme

While the course adopts an in person (face to face) learning and teaching approach opportunities to support and deepen student understanding and outcomes through augmented individual (and / or group) activity via the VLE will be used where appropriate. In exceptional circumstances, contingency measures to ensure learning and teaching can continue will be implemented in accordance with BGU policies and procedures.

24	Assessment Strategies
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The assessment strategy for BA (Hons) **SENDI and Sport** supports the overall demonstration of the programme learning outcomes and is designed to engage students in a range of assessments throughout the programme in both half subjects. It systematically builds knowledge and understanding to support the skills required.

The assessment strategy has been planned to ensure that module outcomes can be met through a mixture of assessments designed to support students' transferable skills as well as enhancing their academic competence. As such assessments will combine coursework with more practical assessments, such as oral presentations (see table below).

Assessments are designed so that an assessment type will be revisited over the duration of the course but with an increase in complexity, this allows students to develop confidence and build on their skills. Assessments will increase in size between levels of study allowing for students to demonstrate a greater depth of understanding and complexity of ideas.

Due to the smaller 15-credit modules, assessments will normally be by way of one component for each module, although this may be increased to two components in the case of 30-credit modules depending on the assessment type.

Level 4 assessments include; reports, essays and oral presentations (group and individual). These varied assessments enable tutors to assess student's conceptual understanding of foundational theories and frameworks, as well their ability to apply learning to practical situations and scenarios.

Level 5 assessments include; poster presentations, essays and portfolio development providing a flexible and effective way for the students to demonstrate knowledge and skills. Students are expected to build upon previous foundational knowledge and understanding to develop their specialised in-depth subject knowledge of SENDI.

Level 6 assessments include; Capstone project (dissertations), group discussion, posters, and report writing . Students focus upon developing research projects, reflecting their area of interest.

In designing the assessments, across all levels, creativity in output is considered and use of e-technology is developed as appropriate. For example, students will be expected to use varied software for posters and portfolios. Where appropriate assessment design is developed with support from CELT.

Another principle that underpins our assessment strategy is that students need to learn and develop skills to succeed. As such the medium of assessment should not be a barrier to demonstrating achievement of learning outcomes. Therefore, each type of assessment is rehearsed at a lower level, before being repeated at a higher level.

Module Code	Module Description	Credits	Year	Assessment and learning methods		
				Exam/Written	Practical	Coursework
				%	%	%
SPO40122	Sport and Physical Education	30	1	-	50	50
SPO40322	Young People & Physical Activity	30	1		50	50
SND40122	From Excluded to Included: A Century of Change	30	1		50	50
SND40222	The Whole Child: Holistic Approaches to Meeting Needs	30	1			100
SPO50122	Physical Education & Coaching Pedagogy	15	2	100		
SPO50422	Sports Development, Promotion and Leadership	15	2		100	
SPO50522	Professional Contexts in Sport and Exercise	15	1			100

SPO50322	Adapted Physical Activity and Disability Sport	15	1		100	
SND50122	Meeting Different Needs	30	2		30 70	
SND50722	Interpreting the World: Research & Practice	15	2			100
SND50422	Rhetoric or Reality?	15	2			100
SPO60122	Measurement & Evaluation	15	3		100	
SPO60522	Emotion in Sport & Physical Education	15	3			100
SPO60422	Contemporary Issues in Sport and Exercise	15	3	50	50	
SPO60322	Dissertation	45	3		20	80
SND60122	Hidden Inequalities	30	3		Sem 1 40	Sem 2 60
SND60222	Leading the Learning Environment	15	3			100
SND60322	Spectrums and Kaleidoscopes	15	3			100
SND60522	Capstone Project Proposal	15	3			100
SND60625	Capstone Project	30	3			100

Indicative Assessment Strategy

Module Code	Module Title	Credits	Indicative Assessment Type and weighting	Indicative Assessment Loading	Indicative submission
SPO40122	Sport & Physical Education	30	A1: Presentation (50%) A2: Report (50%)	15 minutes 2000 words	November January
SPO40322	Young People & Physical Activity	30	A1: Presentation (50%) A2: Essay (50%)	15 minutes 2000 words	March May
SND40122	From Excluded to Included: A Century of Change	30	A1: Narrated PPT 50% A2: Report 50%	15 minutes 1,000 words	December January
SND40222	The Whole Child: Holistic Approaches to Meeting Needs	30	Portfolio 100%	4,000 words	May
SPO50122	Physical Education & Coaching Pedagogy	15	Written Exam (100%)	24 Hour (open book)	January
SPO50422	Sports Development, Promotion and Leadership	15	Presentation (100%)	20 minutes	March
SPO50522	Professional Contexts in Sport and Exercise	15	Report (100%)	2500 words	May

SPO50322	Adapted Physical Activity and Disability Sport	15	Presentation (100%)	20 minutes	April
SND50122	Meeting Different Needs	30	A1: Literature Review 30% A2: Essay 70%	1,500 words 3,500 words	Jan May
SND50722	Interpreting the World: Research & Practice	15	Report 100%	2500 words	Jan
SND50422	Rhetoric or Reality?	15	Report	2500 words	May
SPO60122	Measurement & Evaluation	15	Practical (100%)	35 minutes	December
SPO60522	Emotion in Sport & Physical Education Roles	15	Essay (100%)	3000 words	January
SPO60422	Contemporary Issues in Sport and Exercise	15	Presentation (50%) Exam (50%)	15 minutes 24-hour (open book)	March/April May
SPO60322	Dissertation	45	Presentation (20%) Report (80%)	15 minutes 7500 Words	November May
SND60122	Hidden Inequalities	30	A1: Group Discussion 40% A2: Report 60%	15 minutes 3000 words	Jan May
SND60322	Spectrums and Kaleidoscopes	15	Case Study	3000 words	Jan
SND60222	Leading the Learning Environment	15	Portfolio	4000 words	Jan
SND60522	Capstone Project Proposal	15	Written Proposal	3000 words	Jan
SND60622	Capstone Project	30	Dissertation or multi-media	6000 words Or equivalent	May

25 Inclusive Practice and Personal Development Planning

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The programme will support personal development planning through the use of the BGU Development and Career Plan (DCP) and the personal tutor system. Students will be encouraged to access the wider services of BG Futures for professional career advice and opportunities.

All students develop an e-portfolio, the DCP. This is a detailed record of the development of skills, experience and knowledge which:

- supports reflection on academic and assessed work, and ensures students are able to respond effectively to feedback from tutors and improve their grades

- allows students to collect evidence of the things that they achieve during their studies that promote their employability;
- makes explicit links between students' work experience and professional standards and in both subject areas supports the development of a close and well-informed relationship with their personal tutor.

Employability is an important issue to all students, and careers in graduate employment are particularly competitive. When our joint honours students graduate, they will find themselves competing with large numbers of graduates and need to distinguish themselves from them in their application and interview. The DCP ties in with the employability award plan and careers services, and provides students with a means of gathering evidence of all the things they do that would be of interest to an employer. It enables them to frame their skills, knowledge and work experience in such a way as to make explicit how these are relevant for the posts for which they are applying.

This joint programme ensures that the methods of delivery and support reflect student's different starting points into H.E. and students are given guidance and tutorial support throughout the programme in relation to both academic, and as needed, personal guidance. When relevant students are directed to access further support from the services (i.e. Student support, CELT, NUS) offered within BGU.

In addition, students joining the programme from non-traditional learning routes are encouraged to engage in the same processes. However, tutors recognise that the needs of such students (e.g. mature students, single parents) vary and adjustments to programme delivery to accommodate differing needs are made when possible.

To support personal and professional development each student is assigned a personal tutor (PT). The PT offers guidance through tutorial time above the support given within each module. The tutorial sessions are timetabled each semester, to which students sign up.

The curriculum has been intentionally designed to ensure that students experience a full reach of teaching approaches and assessment styles. This is to enable students to gain grades in the approaches they are already good at whilst slowly building up their capacity and confidence in the areas they are either weaker in or have not yet experienced. It is designed this way to try and limit student anxiety in such a way that you can cope with what is being required and, potentially, thereby learn better coping mechanisms for their responses to deadlines, pressure and new experiences – all of which are vital employability, and life, skills post-graduation.

As a department we have created specific tools to ensure an inclusive learning environment, these range from learning student's names and pronouns, to modelling inclusive language. Our curriculum has been rigorously put together in such a way as to ensure that all students, including those from minority communities, see themselves reflected in the texts we read, the case studies we examine and the questions we ask. We set ground rules with the students for speaking, listening, debating and challenging their own assumptions, and we strive to be fair and consistent in our application of those rules – often developed collaboratively with the students. Given that our subject necessitates the detailed working with material on very sensitive and emotive, sometimes triggering, topics this is a vital tool in ensuring inclusivity and in setting students up to develop as assured, confident learners.

26	Technology Enhanced Learning
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Students will be encouraged to apply skills that they already have and to develop new ones. A central tool for technology enhanced learning is through the use of Blackboard, BGU's Virtual Learning Environment

(VLE), as part of the augmented learning pedagogical approach for the programme. The learning materials will be accessed through the module areas on the VLE.

Students will have a range of opportunities for critical discussion and active engagement with VLE materials through a range of synchronous and asynchronous learning spaces including module blogs, wikis and discussion forums.

Students will be encouraged to engage in research within the Library Systems that provide access to journals and specific subject related learning resources. Module specific elements are laid down within individual modules.

Included within the Library Systems are access to journals and specific subject related learning resources. Module specific elements are laid down within individual modules. Students will be encouraged to apply skills that they already possess and to develop new ones. A central tool for technology enhanced learning is through the use of BGU's Virtual Learning Environment (VLE), as part of the blended learning pedagogical approach for the programme. The BA (Hons) in SENDI and Sport learning materials will all be accessed through the module and weekly session areas on Blackboard. Focussed reading as part of module content will be uploaded for students to access.

Students will have a range of opportunities for critical discussion about these materials alongside practice reflections and contributions to on-line blogs and discussion forums, both off and on-site, through the VLE. In addition, the introduction to research tools such as NVIVO and SPSS, along with referencing systems, for example Refworks, will be embedded within the modules. Included within the Library Systems are access to journals and specific subject related learning resources.

In lectures and workshops, presenters make use of interactive approaches, e.g., Mentimeter and Padlet to obtain immediate input from the students displayed in a variety of visual formats to enhance presentations. Interactive whiteboards are used when appropriate. In assessments, alternative forms of presentation have been used.

27 Work-related Learning and/or Placement

Students on BA (Hons) SENDI and Sport will have the opportunity to undertake work-related placements as part of their programme. These will usually be embedded into the programme and typically provide placement opportunities during each level of study. A strength of the programme is that students can access a range of different practice settings during the programme through mandatory and optional modules.

Joint honours graduates develop a range of skills transferable to graduate careers. These include:

- communication – oral, visual and written;
- understanding and using data;
- decision making;
- organisational skills;
- information technology;
- handling of data/statistics;
- problem-solving, and
- the ability to work in teams

Work placement occurs in the Level 5 Sports Development, Promotion and Leadership. This placement duration is 15 days/120 hours and normally occur over four weeks during the second semester at Level 5. Equally students who opt to undertake the SENDI Capstone project will undertake a placement. These work-related learning experiences seek to enhance students' subject specific skills, knowledge and understanding, intellectual and transferable skills' (see: Code of Practice for Work-based Learning).

Subject area staff and designated personal tutors support individual students to determine what placement to undertake, and planning for these work-related learning experiences occurs early on in Semester 1 at Levels 4 and 5. Students are responsible for identifying their own placement provider although they may seek assistance from BG Futures and the module tutor. Once a student has identified a placement provider the module tutor supports the student (with appropriate support from the Placement Office), in completing the necessary paperwork as required by the University and, where required, the provider.

Students will be encouraged to undertake a broad range of placements to increase their knowledge and understanding of inclusive practice in a range of settings. Placements embrace educational, health, social care and other settings, selected through discussion with module leaders. Students are encouraged to determine placements which align with their individual areas of research and progression pathway.

Any changes to placement offer are subject to risk assessments. Where placements are not advised, additional/ comparative hours of teaching/ online or face 2 face will be offered. Students will be supported and encouraged to consider alternative access/ dates to placements/ SEND practice with lower related risks.

The Programme Leader works with the BGU Placement Services Office to determine dates and preferred settings. Students are required to complete a preparatory placement form which helps the Placement Services Office to identify and co-ordinate access to schools or alternative placements.

Placements can be completed in organisations other than those, which are local to BGU. The purpose of the placements is to contextualize the university-based theoretical learning. This is seen as central to the course due to the nature of much of the subject content.

Placements

The following placements (subject to risk assessments) will be offered as part of the course

Level	Module	Semester
Level 4	The Whole Child: Holistic Approaches to Meeting Needs [Mandatory Placement]	2
Level 5	Meeting Different Needs [Mandatory Placement]	1/2
	Sport Development, Promotion and Leadership	2
Level 6	Hidden Inequalities [Mandatory Placement]	1/2
	SENDI Capstone Project [Optional Placement]	2

28 Employability

The BA (Hons) SENDI and Sport joint degree offers a firm base for students hoping to enter a variety of career pathways including but not limited to education-related, sport and exercise, health, mental health or voluntary sector careers. The ability to critically analyse a problem, formulate a considered response, create an argument and generate new ideas, lend themselves well to careers in the creative industries, the legal sector, government administration and education. Maintaining the focus on real-world application throughout the programme is vital for providing students with a sustained focus on employability and possible career routes.

Programme Leader engagement with employers in the most relevant common fields has shaped the programme with a focus on diversity in society. Through working with employers and key stakeholders this programme has been designed to equip students with future-fit skills that will empower them to improve their lives and futures

The programme team, pride themselves on being able to assist students acquire the skills they need to foster their initiative and creativity as responsible global citizens. The team and BG Futures have strong links with a wide range of organisations including, Active Lincolnshire, National Governing Bodies of Sport, Sport England, Inspire+, Youth Sports Trust, Sports Clubs One You Lincolnshire, Positive Futures and Goalball UK. While employers are not directly involved in providing substantive programme content, relevant individuals are engaged to provide specific guest lectures and live sport project-based learning experiences.

The programme team will continue to foster positive working relationships with both apprentices, their mentors, and organisations to build a community of connected and engaged stakeholders that will support sport programmes and activities at BGU. This community will be encouraged to support students with guest lectures, work placements, the provision of live project briefs and coaching and mentoring. Wherever relevant, the programme level Learning Outcomes that describe 'Transferable Skills' are embedded within specific module level Learning Outcomes. Consequently, such generic employability related skills are often reflected in assignment tasks. The programme provides a credible and valid academic pursuit for those students interested in a wide range of career options, with students gaining transferable skills relevant to many employment routes. Employment in sport, leisure, tourism, management, education, research and health are common graduate pathways for students completing this programme, as well as other wider career destinations. Many students go on to postgraduate qualifications to further enhance their employability or to pursue a particular career such as teaching.

Graduating cohorts may progress on to initial Teacher Training (both Schools Direct and PGCE), teaching assistant roles, or continue in higher education. In addition to careers in education and ultimately sport and special educational needs, graduates in this subject are also well-placed to work in the following areas:

- sport and recreation sector
- health and care provision
- private sector educational providers
- social care settings
- voluntary sector (national and international)
- Mental health Work
- Youth Service

SECTION E1 (YEAR 1) FOUNDATION YEAR: PROGRAMME MANAGEMENT

29	Programme Specific Admission Requirements
<p>There is no formal requirement for UCAS points to join the Foundation Year although normally GCSE English or equivalent is desirable. The Foundation Year syllabus does not include any specific element of upskilling in English language. Entrants must be able to demonstrate a minimum level of competence in English language.</p> <p>In addition to this, some programme pathways have specific entry requirements, either at point of entry to the Foundation Year, or as a requirement in order to progress to the articulated degree programme. Details of specific entry requirements for each programme pathway are outlined in Appendix 1.</p> <p>There is no provision for Accreditation of Prior Learning in respect of the Foundation Year.</p> <p>Applicants may be interviewed to ascertain their suitability for the Foundation Year. This may be undertaken by MS Teams or telephone where required.</p> <p>Applicants will select, at the time of application, the articulated degree programme that they wish to follow. The suitability of the selected, articulated degree programme will be assessed separately.</p> <p>You may be required to undertake an Enhanced DBS check prior to enrolment on one of our programmes. For further information regarding this including a list of relevant programmes please see the university's Code of Practice for DBS Checks for Applicants and Students.</p>	
30	Programme Specific Management Arrangements
<p>The Foundation Year sits within the Secondary, FE and teacher Development portfolio as part of the academic Faculty and is led by the Programme Leader for Foundation Year. The programme will be taught by the dedicated Foundation Year team.</p>	
31	Staff Responsibilities
<p>Leadership of modules will be undertaken by specified team members as Module Leaders. Staff on the programme will be allocated to learners as personal tutors. In addition, an academic 'subject liaison tutor', for each subject, will be a subject-specific point of contact for individual learners. The subject liaison tutor will provide advice regards the subject taster-sessions and also provide subject-context and mentoring support for learners as appropriate. Academic staff from subject discipline areas will engage with Foundation Year learners during their studies by welcoming them to attend subject-taster sessions of the existing, validated undergraduate degree programme at Level 4. This enables Foundation Year learners to experience subject-specific 'tasters', typically of 8 hours, as part of module FDY007: Reflective Learning.</p>	

32	Programme Specific Academic Student Support
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Close engagement with the wider professional services as part of the learner experience will be embedded within each module of the Foundation Year programme. The CELT team, specifically Learning Development and Digital Learning, will support academic literacies, digital capabilities, and work towards assessments. In addition, IT will lead sessions to ensure basic digital literacies and the Library Liaison Team will support information literacies. BG Futures will support career aspiration and development. The Student Advice team will support wellbeing and, alongside CELT, will seek to develop the resilience and growth mindset of the Foundation Year learners. Learners will have an allocated personal tutor as part of Bishop Grosseteste University's Personal Development Plan (PDP). The PDP is monitored via the Development and Career Plan (DCP) process including the development of the learner's e-portfolio. Learners will also be aligned to a 'subject liaison tutor' who will be a subject-specific point of contact for individual learners. The subject liaison tutor will provide advice regards the subject taster-sessions and also provide subject-context and mentoring support for learners as appropriate.

33	Programme Specific Student Evaluation
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The Foundation Year programme complies with current institutional evaluation policies and annual monitoring.

The programme team are committed to ensuring a positive learner experience and working in partnership with learners to feed forward and enhance the learner experience at both modular and programme level. Learner engagement and evaluation is considered on all aspects of the programme both formally through University processes and informally through the personal tutor structures. The programme team will work closely with the Foundation Year learners to ensure they are engaged participants in the evaluation process.

In addition, student representatives will be invited to team meetings at regular intervals to provide opportunity for student voice, as well as feeding forward news and enhancements to the programme. Actions will be minuted and channeled through relevant boards, committees, and quality assurance processes.

SECTION E2 (YEARS2-4) BA (HONS) SENDI & SPORT: PROGRAMME MANAGEMENT

29	Programme Specific Admission Requirements
<p>Students joining this course will normally need 96 -112 UCAS tariff points (from a maximum of four Advanced Level qualifications). There are a range of acceptable qualifications that meet this requirement, such as A/AS Levels, BTEC, Access Courses, International Baccalaureate (IB), Cambridge Pre-U, Extended Project, etc.</p> <p>A satisfactory enhanced DBS is required.</p> <p>Experiences, which have given prospective students an insight into the realities of Special Educational Needs and /or Disabilities, are recommended.</p> <p>Candidates with other entry qualifications and experiences are welcome. The Admissions Team advise on their equivalence to the standard entry qualifications.</p> <p>In line with the priority which it gives to promoting opportunities for lifelong learning and widening access to Higher Education, the University welcomes applications from prospective students who are seeking to gain exemption from some parts of an academic programme by gaining accreditation for prior learning. Such claims may be based either on a previous course of study or on experience gained in paid employment or voluntary activities, bridging assignments are also available if required. If a prospective student has recently completed or studied modules as part of a previous qualification, they may apply for Accreditation for Prior Learning in line with the relevant Code of Practice. In addition, bridging assignments are available to enable students seeking direct entry into Levels 5 or 6 to meet programme specific Level 4 and 5 module outcomes. NB Minimum admission points for entry to the University are reviewed on an annual basis. For entry requirements refer to the current University on-line prospectus https://www.bishopg.ac.uk/courses/edus</p> <p>We encourage applications from mature students and recognise that their experience or qualifications are likely to be different. Candidates with other entry qualifications and experience are welcome. The Admissions Team advise on their equivalence to the standard entry qualifications. Formal reference should also be made to the Code of Practice for the Admission of Students.</p>	
30	Programme Specific Management Arrangements
<p>The Programme Leader for both subject areas will each lead and manage their specific half programme. The programme will be taught by module leaders and tutors, who are all research-active subject specialists. The programme is overseen by the Academic Enhancement Committee and institutionally reports to SENATE. Yearly reviews of delivery are conducted (AMRs (Annual Monitoring Reports)) informed by module evaluations, student and staff feedback, External Examiners comments and the BGU Learning and Teaching strategy. Targets for year on development are set and effected to enhance programme delivery.</p> <p>Visiting tutors and speakers will be used as a core enhancement to modules for currency and sector specific content. Expertise will be drawn from within the programme team and across BGU for the teaching of particular research methodologies and competencies, alongside research-informed content.</p> <p>Programme specific</p>	

A Programme Leader leads each subject within the joint degree framework. Programme Leaders follow the organisational processes for timetabling and programme planning as determined by the Dean of Faculty, Heads of Programme and CELT. Aside from the formal methods of programme management, Programme Leaders discuss student progression on an 'as needed' basis and consider processes that facilitate engagement and opportunities for development as needed.

Other

The programme team work closely with BGU Placement Services Office to arrange placement opportunities.

31 Staff Responsibilities

Staffing expertise within the respective subject teams is a close match to the module content which enhances module delivery and leadership of different modules aligns with individual skills and expertise. Leadership of modules will be designated to those with particular interests and research-informed understandings to support the varied modules. Module Leaders are responsible for co-ordinating the specific delivery including developing and promoting VLE resources for each module. When needed, Hourly Paid Lecturers (HPLs) form part of the delivering team. HPLs complete a BGU induction programme and are tutored in teaching, planning, delivery and assessment in line with the modules they are teaching. Staff on the programme will be allocated to students as personal tutors and, in the third year of the programme, as research supervisors.

The respective programme Leader: organisational responsibility and QA monitoring, oversight student progression.

Module Leader: determining and delivering module content and ensuring student engagement and progression.

The Programme Leader in consultation with the subject team reviews programme delivery and sets the timetable and staffing for each year.

32 Programme Specific Academic Student Support

Students will have opportunity to engage with university, programme and module inductions. They will be informed of differing processes for assessment submissions, extensions and extenuating circumstances if needed. Tutorial support will be offered for continuous development and module progression.

Students have an opportunity through the admissions process to declare support needs and to revisit this as they progress through the programme. Student Support responds to these needs and advises the delivering lecturers on adjustments required.

Programme and Module Leaders ensure students have access to appropriate IT support, pastoral care and academic coaching, as appropriate for their personal or academic needs and the level of their programme. This is supported through CELT.

Students are also encouraged to engage in the Graduate Attributes Award offered at BGU.

33 Programme Specific Student Evaluation

The Programme complies with current institutional evaluation policies. Through the Students' Union Representative Feedback System (RFS), a formal procedure has been established to enable students to contribute to the enhancement of the programme through their elected Student Representative.

End of module evaluations are used to inform and improve practice. In addition, the role of student/ course rep provides on-going feedback to make meaningful, timely adjustments to module delivery.

An intrinsic element is that effective teachers, including lecturers in higher education, are reflective practitioners who adjust their pedagogic strategies year-on-year in response to feedback. This feedback comes in the forms of;

- student outcomes (e.g., retention, achievement);
- student comments (in various surveys, through representatives and directly through informal verbal feedback);
- professional judgment of module effectiveness and;
- changes to the external environment (notably professional or other employer needs, or institutional policies and procedures).

We therefore continually review, refine and improve assessment approaches and methods based upon practical experience of working with and assessing students on this programme. We will seek to adopt imaginative and innovative approaches to teaching and assessment, which reflect the creative nature of the subject.

SECTION F1 (YEAR 1) FOUNDATION YEAR: MAPPING

MAP I

ASSESSMENT /OUTCOMES MAP

Module Name	K&U1	SPS1	SPS2	IS1	TS1	TS2
FDY00120 Self As Learner						
FDY00220 Resourcing Learning						
FDY00320 Critical Thinking						
FDY00420 Critical Engagement						
FDY00520 Effective Communication						
FDY00620 The Digital Learner						
FDY00720 Reflective Learning						
FDY00820 Academic Writing						

SECTION F2 (YEARS 2-4) BA (HONS) SENDI & SPORT: MAPPING

MAP I

ASSESSMENT /OUTCOMES MAP

SENDI and Sport JOINT HONOURS

Level 4

Module	Programme outcomes for LEVEL 4: Sport															
	K&U1	K&U2	K&U3	K&U4	SPS1	SPS2	SPS3	SPS4	IS1	IS2	IS3	IS4	TS1	TS2	TS3	TS4
Introduction to Sport and Physical Education	X		X		X	X	X	X	X	X		X	X	X	X	X
Young People and Physical Activity	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X
Programme outcomes for LEVEL 4: SENDI																
From Excluded to Included: a Century of Change	X			X	X							X		X		
The Whole Child: Holistic Approaches to Meeting Needs			X	X	X				X			X				

Module	Programme outcomes for LEVEL 5: Sport														
	K&U1	K&U2	K&U3	K&U4	SPS1	SPS2	SPS3	SPS4	IS1	IS2	IS3	IS4	TS1	TS2	TS3
Physical Education and Coaching Pedagogy	X		X	X	X	X	X	X	X	X	X	X	X	X	X
Professional Contexts in Sport and Exercise	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Sport Development, Promotion and Leadership	X	X		X	X	X	X	X	X	X	X	X	X	X	X
Adapted Physical Activity and Disability Sport	X		X	X		X	X	X	X	X	X	X	X	X	X

Module	Programme outcomes for LEVEL 5: SENDI															
	K&U1	K&U2	K&U3	K&U4	SPS1	SPS2	SPS3	SPS4	IS1	IS2	IS3	IS4	TS1	TS2	TS3	TS4
Meeting Different Needs	X	X		X		X		X					X		X	
Interpreting the World: Research and Practice	X	X		X				X			X	X				X
Rhetoric or Reality?	X		X	X		X		X			X				X	

Level 6

Module	Programme outcomes for LEVEL 6: Sport															
	K&U1	K&U2	K&U3	K&U4	SPS1	SPS2	SPS3	SPS4	IS1	IS2	IS3	IS4	TS1	TS2	TS3	TS4
SPO60322: Measurement and Evaluation in Sport and Exercise		x	x	x	x	x	x	x	x	x	x		x	x	x	x
SPO60422: Contemporary Issues in Sport and Exercise	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
SPO60322-: Dissertation/Capstone Project	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
SPO60322-: Emotion in Sport and Physical Education Roles	x	x		x	x		x	x	x		x	x		x	x	x

Module	Programme outcomes for LEVEL 6: SENDI															
	K&U1	K&U2	K&U3	K&U4	SPS1	SPS2	SPS3	SPS4	IS1	IS2	IS3	IS4	TS1	TS2	TS3	TS4
SND60122: Hidden Inequalities		x	x	x			x	x		x		x				x
SND60222: Leading the Learning Environment	x	x		x		x	x	x	x	x	x	x	x	x	x	
SND60322: Spectrums and Kaleidoscopes	x	x		x		x	x	x	x	x	x	x	x	x	x	
SND60522: Capstone Project Proposal	x	x		x		x		x		x	x	x				x
SND60625: Capstone Project	x	x		x			x	x	x	x	x					x

*Modules shaded in grey reflect the options dependent on selection of the SENDI capstone or the Sport dissertation.

SECTION G1 (YEAR 1) FOUNDATION YEAR

MAP 2

Graduate Attribute Mapping

Please indicate which of the Graduate Attributes that you have considered and where they are considered within the course.

Attribute	K&U1	SPS1	SPS2	IS1	TS1	TS2
Academic Literacies						
Global Citizenship						
Information Literacy						
Digital Fluency						
Employability						
Being Enterprising						

Graduate Attributes

- GA1. Academic Literacies This covers the range of academic skills that you develop through undertaking university-level study.
- GA2. Global Citizenship This is about understanding the global context in which you live, study and work
- GA3. Information Literacy This is about being about to search for, locate, utilise and manage information effectively and ethically
- GA4. Digital Fluency These are the skills and practices of using digital technology effectively for learning, working and participating in society
- GA5. Employability This is all about how best to support you in developing the knowledge, skills, behaviours and attitudes which will enable you to be successful in work and life
- GA6. Being Enterprising This can be defined as a set of behaviours, attitudes and skills which allow both individuals and groups to create positive change through creativity and innovation

NB the above align to the Employability outcomes on the module specifications

<http://www.bishopg.ac.uk/student/careers/graduate-attributes/Pages/default.aspx>

SECTION G2 (YEARS 2-4) BA (HONS) SENDI & SPORT

MAP 2

Graduate Attribute Mapping

Please indicate (with a X) which of the Graduate Attributes that you have considered and where they are considered within the course.

SENDI and Sport Joint Programme Learning Outcomes

Attribute	Sport Programme Learning Outcomes															
	K&U1	K&U2	K&U3	K&U4	SPS1	SPS2	SPS3	SPS4	IS1	IS2	IS3	IS4	TS1	TS2	TS3	TS4
Academic Literacies	X	X	X	x		X			X	X	X	X	X	X	X	X
Global Citizenship	X			X						X	X	X				
Information Literacy				X		X			X	X	X	X	X	X	X	X
Digital Fluency						X			X	X	X	X	X	X	X	X
Employability	X	X	X	x	X	X	X	X	X	X	X	X	X	X	X	X
Being Enterprising					X		X	X				X	X			

Attribute	SENDI Joint Programme Learning Outcomes															
	K&U1	K&U2	K&U3	K&U4	SPS1	SPS2	SPS3	SPS4	IS1	IS2	IS3	IS4	TS1	TS2	TS3	TS4
Academic Literacies	X	X	X	X	X		X	X	X	X	X	X				
Global Citizenship	X	X	X	X	X	X	X	X	X	X	X	X				
Information Literacy	X	X				X	X	X		X			X	X	X	X
Digital Fluency	X					X	X	X		X			X	X	X	X
Employability														X	X	X
Being Enterprising		X		X		X		X			X		X	X	X	X

Graduate Attributes

- GA7. [Academic Literacies](#) This covers the range of academic skills that you develop through undertaking university-level study.
- GA8. [Global Citizenship](#) This is about understanding the global context in which you live, study and work
- GA9. [Information Literacy](#) This is about being about to search for, locate, utilise and manage information effectively and ethically
- GA10. [Digital Fluency](#) These are the skills and practices of using digital technology effectively for learning, working and participating in society
- GA11. [Employability](#) This is all about how best to support you in developing the knowledge, skills, behaviours and attitudes which will enable you to be successful in work and life
- GA12. [Being Enterprising](#) This can be defined as a set of behaviours, attitudes and skills which allow both individuals and groups to create positive change through creativity and innovation

NB the above align to the Employability outcomes on the module specifications

<http://www.bishopsg.ac.uk/student/careers/graduate-attributes/Pages/default.aspx>

SECTION H (YEARS 1-4) BA (HONS) SENDI & SPORT WITH FOUNDATION YEAR

MAP 3

Approved Modifications to Programme Specification since Approval/Last Review

The following log provides a cumulative of minor and major modifications made to the Programme Specification since its approval/last review.

SECTION I (YEARS 1-4) BA (HONS) SENDI & SPORT WITH FOUNDATION YEAR

MAP 4

Mapping of PSRB requirements against the Programme

The following should be used as a guide to identify and specify all PSRB requirements that have to be met in order to qualify a learner against the PSRB.

	PSRB Name/Standard:					
	PSRB Requirement <i>Please details requirement of PSRB here</i>					
Met?						
Modules Identified in:						
Evidence of Requirement met						
Location of PSRB Approval Document						