BISHOP GROSSETESTE UNIVERSITY

Education, Health and Lifelong learning (EDHaLL) and
Arts, Humanities and Social Sciences

BA (Hons) Sociology and Sport with Foundation Year

Programme Specification

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**	<u>**Approved**</u> 17 May 2023
2	**Next Scheduled Review Date: [Month/Year]**	May 2028 **Foundation Degree & Combined Honours** Curriculum specifically attached to this programme specification will be reviewed at the same time.
3	**Programme Specification - Effective date: [Day/Month/Year]**	1 September 2024
4	**Version Number**	1.0

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) Sociology and Sport with Foundation Year	

1a	Programme Code
BASOSP01F23	

2	Brief Summary (for Marketing Purposes)

Foundation Year

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.

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.

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.

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.

BA (Hons) Sociology and Sport with Foundation Year

The BA (Hons) Sociology and Sport joint programme explores the complexities of the development of sport and performance. Its focus is on developing knowledge and understanding of sport, physical education in its broader sociocultural context. Students will be introduced to a range of central, yet diverse, theoretical approaches to the study of society that have been and are still developing within Sociology. The course will provide a critical and reflexive understanding of modern and contemporary social and sociological theories.

The degree will explore research issues and debates surrounding notions of policy, inclusion, deviance, equity and identity in relation to sports coaching and physical education.

The BA (Hons) Sociology and Sport joint programme provides students the opportunity to engage in study that offers a balanced range of modules from both disciplines. In undertaking a joint programme, students can develop in-depth knowledge and understanding which reflects your passion and interests in the chosen subjects. The joint honours degree may expand career options and lead to a broader range of transferable skills. Students will receive the chance to work with a wide variety of organisations through BGU links with industry and the opportunity to develop projects and expertise in areas that students are interested in. Learners will acquire and be able to apply a range of generic and transferable intellectual, research, practical and professional skills appropriate to an undergraduate programme and applicable to a wide range of career choices. Modules are contemporary in nature and tackle key societal issues facing sport, coaching and physical education. Modules are taught and assessed using a variety of active learning techniques where students are encouraged to take charge of their own learning through engaging with academic knowledge and research, tutors, external organisations, and peers. Possible career trajectories include youth work, adventure education, physical education, health and fitness coaching, the recreation industry, policy work, sports policy development, Police Force, Youth Offenders Service, Social Work, and media research on sport and wellbeing.

3	Awarding institution	Bishop Grosseteste University		
3a	Programme Length	**Full-Time** 4 years		
3b	Mode(s) of Study	Full-time		
4	Home Academic Programme Portfolio	Education, Health and Lifelong Learning Arts, Humanities and Social Sciences		
5	HECoS/UTT/UCAS code(s)	**HECoS/CAH2** 100505 Sociology CAH15-01-02 100433 Sport CAH03-02-01	**ITT** *n/a*	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) Sociology and Sport with Foundation Year
10a	**Exit or Fall-back Award title(s)**	Certificate of Higher Education (CertHE): Sociology and Sport with Foundation Year
		Diploma of Higher Education (DipHE): Sociology and Sport with Foundation Year
		Ordinary Degree in Sociology and Sport with Foundation Year
10b	**Pathway**	N/A
11	**(i) Combined Honours Awards available eg:** • BSc/BA (Hons) XX • BSc/BA (Hons) XX and YY	

Arrangements with Partners

12	**Approved Collaborative partner(s)**	Partner Name	Type of Collaborative Partnership
			n/a
13	**Articulation Arrangements with Partners**	Partner Name	Details of Arrangements
			n/a

Professional, Statutory and Regulatory Bodies

14	**PSRB(s) associated with final award of any route within the programme specification**	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:

- *UK Quality Code for Higher Education* (QAA 2018)
- *Framework for Higher Education Qualifications in England, Wales, and Northern Ireland* (FHEQ)
- specific reference to benchmark statements for *Education Studies* (2015)
- specific reference to relevant Bishop Grosseteste University codes of practice and guidance on programme specifications

18	Programme Aim

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.

The programme aims to prepare learners for Level 4 undergraduate study at Bishop Grosseteste University. It will:

- 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.

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.

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.

19	Programme Specific Outcomes

(a) **Final Award Learning Outcomes**

Students successfully completing the Foundation Year will be able to:

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

There is no premature exit award for this one-year, non-award bearing programme.

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

17	QAA Benchmark Statement(s)

The QAA Benchmark statements that are applicable to both joint honours subjects are outlined as;

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)

QAA Quality Code (2018): Quality Code (qaa.ac.uk)

Sociology (2019): Subject Benchmark Statement: Sociology (qaa.ac.uk)

18	Programme Aim

The BA (Hons) Sociology and Sport joint degree programme 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.

The aims of the programme are to:

1. Develop relevant and cutting-edge knowledge, understanding and application of the academic disciplines that underpin sociology, physical education, sports development, health and fitness and coaching.

2. Critically evaluate and acknowledge the needs of participants relevant to their age, ability and levels of physical attainment in sport, exercise, physical activity in the context of the wider challenges of living and working in an increasingly global, informational and interdependent world

3. Investigate the concepts, issues and research that inform physical education, sports development, health and fitness and coaching in the UK.

4. Prepare students for effective employment or future study by developing graduate attributes including problem solving, research skills, inter-personal skills, global citizenship (diversity and sustainability), flexibility and adaptability (life-long learning), effective communication and creativity and innovation for further research at graduate level or within the public, private and third sector employers.

5. Establish and cultivate a safe, inclusive, diverse, and engaging student-centred and deep learning focused teaching environment.

19	**Programme Specific Outcomes**

(a) Final Award Learning Outcomes for BA (Hons) Sociology and Sport

On successful completion of students will be able to:

Knowledge and Understanding [K&U]

- K&U 1:   Demonstrate a systematic, coherent, detailed and confident conceptual understanding of the different contexts in which Sport, Physical Education and Coaching take place and the effects they have on social, economic and cultural factors.

- K&U 2:   Critically review, consolidate and extend an extensive, systematic and coherent body of knowledge related to contemporary practice in a wide range of settings.

- K&U 3:   Demonstrate a confident, balanced and in-depth understanding of the nature and processes of learning in sport, physical education, and coaching exploring key paradigms and their impact on participation, practice and performance in diverse populations.

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 articulately and appropriately to a range of audiences in a variety of ways.

- SPS 3:   Exercise decision making in complex and unpredictable contexts.

- SPS 4:   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.

Subject-Specific and Professional Skills [SPS] Sociology

- SPS1 Develop relevant thinking and critical methodological skills via research conducted within a range of sociological contexts.

- SPS2 Undertake sociological research that involves evaluating thought, practice and evidence.

- SPS3 Demonstrate personal responsibility and ethical considerations in social and sociological projects.

Intellectual Skills [IS]

- IS 1: 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.

- 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).

- IS 3: Apply the methods and techniques that they have learned to review, consolidate, extend and apply their knowledge and understanding, and to initiate and carry out projects with the incorporation of an appropriate ethical dimension

- IS 4: Comprehend the contested and pluralistic 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

20	Exit Award Learning Outcomes

Learning outcomes for Cert.HE (Level 4):

Students awarded the Certificate of Higher Education in Sociology and Sport will be able to:

Knowledge and Understanding [K&U]

- K&U 1: Demonstrate an understanding of the different contexts in which Sport, Physical Education and Coaching take place and the effects they have on social, economic and cultural factors.

- K&U 2: Review an extensive, systematic and coherent body of knowledge related to contemporary practice in a range of settings.

- K&U 3:   Demonstrate a balanced understanding of the nature and processes of learning in sport, physical education, and coaching exploring key paradigms and their impact on participation, practice and performance in diverse populations.

Subject-Specific and Professional Skills [SPS] Sport

- SPS 1:   Demonstrate personal responsibility both independently and collaboratively as part of a team.

- SPS 2:   Communicate with and present to a range of audiences in a variety of ways.

- SPS 3:   Exercise decision making in different contexts.

- SPS 4:   Demonstrate 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.

Subject-Specific and Professional Skills [SPS] Sociology

- SPS1 Develop relevant thinking skills via research conducted within a range of sociological contexts.

- SPS2 Undertake sociological research that involves evaluating thought, practice and evidence.

Intellectual Skills [IS]

- IS 1: Consider arguments, assumptions, and data (that may be incomplete), on specialist 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).

- IS 3: Apply the methods and techniques that they have learned to review and apply their knowledge and understanding, and to carry out projects with the incorporation of an appropriate ethical dimension.

- IS 4: Demonstrate 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 range of oral, written and presentation skills for a number of audiences.

- TS 3: Be able to use and apply a range of information and communications technology and other learning and communications resources.

- TS 4: Plan and manage their own learning in order to achieve objectives and meet deadlines, either independently or as part of a team.

Learning outcomes for Dip.HE (Level 5):

Students awarded the Diploma of Higher Education in Sociology and Sport will be able to:

Knowledge and Understanding [K&U]

- K&U 1:   Demonstrate a detailed and confident understanding of the different contexts in which Sport, Physical Education and Coaching take place and the effects they have on social, economic and cultural factors.

- K&U 2:   Review, consolidate and extend a, systematic and coherent body of knowledge related to contemporary practice in a wide range of settings.

- K&U 3:   Demonstrate a balanced and in-depth understanding of the nature and processes of learning in sport, physical education, and coaching exploring key paradigms and their impact on participation, practice and performance in diverse populations.

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.

Subject-Specific and Professional Skills [SPS] Sociology

- SPS1 Develop relevant thinking and methodological skills via research conducted within a range of sociological contexts.

- SPS2 Undertake sociological research that involves evaluating practice and evidence.

- SPS3 Demonstrate personal responsibility and ethical considerations in social and sociological projects.

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).

- IS 3: Apply the methods and techniques that they have learned to review, consolidate and apply their knowledge and understanding, and to initiate and carry out projects with the incorporation of an appropriate ethical dimension.

- IS 4: Demonstrate in-depth understanding of the contested and pluralistic 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* (available on BGU website)*.*

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

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

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) SOCIOLOGY & SPORT: 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

Level 4 – 120 credits

Level 4	Semester 1	SPO40122 Sport and Physical Education 30c	SOC40122 Writing and Thinking Sociologically 15c	SOC40222 Social Research Skills: Texts and Interactions 15c
	Semester 2	SPO40322 Young People and Physical Activity 30c	SOC40422 What is (the point of) Sociology? 30c	

Level 5 – 120 credits

Level 5	Semester 1	SPO50122 Physical Education and Coaching Pedagogy 15c	SPO50222 Research Methods in Sport and Exercise 15c	SOC50222 Public Sociology: Race, Religion and Sexuality 30c	
	Semester 2	SPO50422 Sport Development, Promotion and Leadership (Placement) 15c	SPO50622 Methods of Analysis in Sport and Exercise or GA Enhancement Module 15c	SOC50322 Sociology of Sport Credits: 15	SOC50422 Sociology of Happiness 15c or Graduate Attribute or other subject enhancement module 15c

Level 6 – 120 credits
Capstone in Sport

Level 6	Semester 1	SPO60122 Measurement and Evaluation in Sport and Exercise 15c	SPO60322 Dissertation 45c	SOC60222 Surveillance and Society 15c	SOC SOC60522 Contemporary Imprisonment. 15c
	Semester 2	SPO60422 Contemporary Issues in Sport and Exercise 15c			SOC60622 Sociology of personal life. 15c

Capstone in Sociology

Level 6	Semester 1	SOC60222 Surveillance and Society 15c		SPO60522 Emotion in Sport and Physical Education Roles 15c	SPO60122 Measurement and Evaluation in Sport and Exercise 15c
	Semester 2	SOC60622 Sociology of personal life 15c	SOC60422 Dissertation (Capstone Project) 45c		SPO60422 Contemporary Issues in Sport and Exercise 15c

21b	Module Structure

Level 4

Core Modules				
Code	Status	Module Title	Period (number)	No of credits
SPO40122	Mandatory	Sport and Physical Education	1	30
SPO40322	Mandatory	Young People and Physical Activity	2	30
SOC40122	Mandatory	Writing and Thinking Sociologically	1	15
SOC40222	Mandatory	Social Research Skills: Texts and Interactions	1	15
SOC40422	Mandatory	What is (the point of) Sociology?	2	30

Level 5

Core Modules				
Code	Status	Module Title	Period (number)	No of credits
SPO50122	Mandatory	Physical Education and Coaching Pedagogy	1	15
SPO50222	Mandatory	Research Methods for Sport and Exercise	1	15
SPO50422	Mandatory + Placement	Sport Development, Promotion and Leadership	2	15
SOC50222	Mandatory	Public Sociology: Race, Religion and Sexuality	1	30
SOC50322	Mandatory	Sociology of Sport	2	15
Option Modules				
Code	Type	Module Title	Period (number)	No of credits
SPO50622	Subject enhancement	Methods of Analysis in Sport and Exercise	2	15
SOC50422	Subject enhancement	Sociology of Happiness	2	15

Level 6

Core Modules				
Code	Status	Module Title	Period (number)	No of credits
SPO60122	Mandatory	Measurement and Evaluation in Sport and Exercise	1	15
SPO60422	Mandatory	Contemporary Issues in Sport and Exercise	1	15
SOC60522	Mandatory	Contemporary Imprisonment	1	15
SOC60622	Mandatory	Sociology of Personal Life	2	15
SOC60222	Mandatory	Surveillance and Society	1	15
Option Modules				
Code	Type	Module Title	Period (number)	No of credits
SPO60322	Optional	Sport Capstone Project	1&2	45
SPO60522	Subject Enhancement	Emotion in Sport and Physical Education Roles	1	15
SOC60422	Optional	Dissertation	1&2	45

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

22	Curriculum Design

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.

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.

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.

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.

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.

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.

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	• 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	• Exercise to demonstrate effective library searching • Peer review referencing • Annotating a bibliography
FDY00320 Critical Thinking	Coursework	Portfolio	100%	1000	• 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	• 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	• 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	• 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	• Group collaboration to develop reflective template and action plan

					• Complete reflective journal of taster sessions • Micro-teach of something learnt from the taster sessions
FDY00820 Academic Writing	Coursework	Portfolio	100%	2000	• 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) SOCIOLOGY & SPORT: TEACHING, LEARNING AND ASSESSMENT

22	Curriculum Design

The BA (Hons) Sociology and Sport will be completed in three years of full-time study in order to address the programme aims and learning outcomes. This section outlines the curriculum design for each half discipline which are embedded in subject specific requirements and provide the student with a breadth of transferrable and opportunities for cross disciplinary knowledge and application.

Aligned with the relevant, current benchmark statements for Sociology and Event, Hospitality, Leisure, Sport and Tourism (2019), the subject knowledge of the programme relates to human responses to sport and exercise and enables students to make effective use of the understanding of the disciplines underpinning human structure and function. The development of practical skills and procedures in both laboratory and field settings and critical reflection of these processes are central to the course. Students' knowledge, skills and critical understanding of the study of sport and/or exercise will be assessed and supported by a variety of teaching, learning and assessment practices. Typically, students will achieve at the module level being able to demonstrate comprehension of the nature and values of sport and exercise. They will be able to synthesise a systematic and coherent body of knowledge related to the historical, social, political, economic and cultural diffusion, distribution and impact of sport and develop sustained and reasoned focused arguments. Relevant practical, transferable and research related skills are delivered progressively across the programme. Learning is scaffolded in line with the FHEQ level descriptors.

Teaching, learning and assessment will be scheduled over two 12-week semesters within each year. In Semester 2 of Level 5, four weeks (120 hours) is dedicated to undertaking a work-placement as part of the module SPO50422. There will also be opportunities to work on community projects throughout all levels of the programme.

The curriculum design at Level 4, modules provide a solid foundation for further study through the programme. Students are introduced to sport and physical education and anatomy and physiology, along with the how to understand research and to think sociologically. Students study modules in young people and physical activity and the fundamentals of sports coaching. At Level 5, modules such the sociology of happiness ensure that students can move completely and confidently through all three levels of social analysis – micro, meso and macro in such a way that enables them to grasp the complex systems that interact with human beings on emotional and psychological levels as well as social. Students will utilise this social analysis to explore sport development, promotion, education and pedagogy, and leadership.

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 sport graduates.

At 6, students study a diverse array of contemporary 15-credit modules and have the opportunity to undertake a 45 credit Dissertation at Level 6 in either discipline which enables specific interests and foci to be explored.

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 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 sport and exercise through specific modules across all three levels of study: Young People and Physical Activity (Level 4), Sports Development Promotion and Leadership (Level 5) and Contemporary Issues (Level 6). What's (the point of) Sociology? (level 4), Sociology of Sport (level 5) and Sociology of personal life (level 6).

3: Information Literacy – Information literacy will be developed throughout the programme although specifically in modules where students will be required to independently search for academic sources (for example: Social Research Skills: Texts and Interactions; Research methods in Sport and Exercise; Methods of Analysis in Sport and Exercise)

4: Digital Fluency – Assessments are designed to support students in developing digital fluency through a range of assessments including group (SPO40122), individual presentations (SPO60422), poster presentations (SPO40322) and reflections on practice (SPO50122). 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 SPO40322 and SPO50422 have been specifically designed to build and enhance employability skills.

 6: Being Enterprising – the course discipline 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 (Level 4 -SPO40322; Level 5 SPO50422).

23	Learning and Teaching Strategies

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. 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. 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. 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.

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.

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 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.

24	Assessment Strategies

The assessment strategy for BA (Hons) Sociology 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 subjects. It systematically builds knowledge and understanding to support the skills required. The assessment strategies specific to the two subjects are outlined below.

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, contributions to blogs and wiki's and case studies (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. For example, a presentation at Level 4 might be by way of a small group which is reduced to paired presentations at Level 5 and then individual at Level 6, allowing students to gain in confidence as they progress through the course. Assessments will also 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.

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 and Physical Activity	30	1		50	50
SOC40122	Writing and Thinking Sociologically	15	1			100
SOC40222	Social Research Skills: Texts and Interactions	15	1		50	50
SOC40422	What's (the point of) Sociology?	30	1			100
SPO50122	Physical Education and Coaching Pedagogy	15	2	100		
SPO50422	Sports Development, Promotion and Leadership	15	2		100	
SPO50222	Research Methods in Sport and Exercise	15	2			100
SPO50622	Methods of Analysis in Sport and Exercise	15	2			100
SOC50422	Sociology of Happiness	15	2			100
SOC50222	Public Sociology: Race, Religion & Sexuality	30	2		100	
SOC50322	Sociology of Sport	15	2			100
SPO60122	Measurement and Evaluation in Sport and Exercise	15	3		100	
SPO60522	Emotion in Sport & Physical Education Roles	15	3			100
SPO60422	Contemporary Issues in Sport, Exercise and Physical Education	15	3	50	50	
SPO60322	Dissertation	45	3		20	80
SOC60222	Surveillance and Society	15	3			100
SOC60522	Contemporary Imprisonment	15	3		100	
SOC60622	Sociology of Personal Life	15	3			100
SOC60422	Dissertation	45	3			100

Indicative Assessment Strategy

Module Code	Module Title	Credits	Indicative Assessment Type and weighting	Indicative Assessment Loading	Indicative submission
SPO40122	Sport and Physical Education	30	Presentation (50%) Report (50%)	15 minutes 2000 words	November January
SPO40322	Young People & Physical Activity	30	Presentation (50%) Essay (50%)	15 minutes 2000 words	March May
SOC40122	Writing and Thinking Sociologically	15	Portfolio (100%)	2000 words	January
SOC40222	Social Research Skills: Texts and Interactions	15	Portfolio 100% Discourse analysis & recorded power point applying Bechdel test	1,000 words 5-minute recorded PowerPoint	January
SOC40422	What's (the point of) Sociology?	15	Portfolio (100%)	3 x 1, 300 words	May

SPO50122	Physical Education and Coaching Pedagogy	15	Written Exam (100%)	24 Hour (open book)	January
SPO50422	Sports Development, Promotion and Leadership	15	Presentation (100%)	20 minutes	March
SPO50222	Research Methods in Sport and Exercise	15	Portfolio (100%)	2500 words	May
SPO50622	Methods of Analysis in Sport and Exercise	15	Portfolio (100%)	2500 words	April
SOC50422	Sociology of Happiness	15	Essay (100%)	2500 words	May
SOC50222	Public Sociology: Religion, Race & Sexuality	30	Debates x 4 (each worth 25% of overall grade) (100%)	10 - 12 minutes	October November December January
SOC50322	Sociology of Sport	15	Coursework poster (100%	2,500 word equivalent	May
SPO60122	Measurement and Evaluation in Sport and Exercise	15	Practical (100%)	35 minutes	December
SPO60522	Emotion in Sport and Physical Education Roles	15	Essay (100%)	3000 words	January
SPO60422	Contemporary Issues in Sport, Exercise and Physical Education	15	Presentation (50%)	15 minutes	March/April
			Exam (50%)	24 hours (open book)	May
SPO60322	Dissertation	45	Presentation (20%)	15 minutes	November
			Report (80%)	7500 Words	May
SOC60222	Surveillance and Society	15	Essay 100%	3,000 words	January
SOC60622	Sociology of Personal Life	15	Portfolio (100%)	3,000 words	April
SOC60522	Contemporary Imprisonment	15	Debates (x4) (100%)	5 mins per debate	May
SOC60422	Dissertation	45	Dissertation (100%)	8,000 words	May

25	**Inclusive Practice and Personal Development Planning**

BGU is committed to widening access and participation and adheres to a policy of non-discrimination. Students will be supported throughout their programme through the full access to the range of services offered through the Centre for Enhancement in Learning and Teaching (CELT), Student Advice and Library Services.

The programme will support personal development planning through the use of the BGU Development and Career Plan (DCP) and the Psychology 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.

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

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 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. Students will engage with advanced research for relevant literature through online databases and electronic search engines as part of BGU library provision.

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 technological tools such as NVIVO and SPSS, along with referencing systems, for example RefWorks, will be embedded within the modules.

In lectures and workshops, presenters make use of interactive approaches, e.g., Mentimeter, Kahoot or Socrative 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. Technology will be utilised in a variety of ways to enhance the learning experience, consolidate knowledge and do short summative checks of understanding. Session may have guest lectures via TEAMS from scholars in other countries that would be too prohibitive in terms of finance or visa requirements to bring to BGU, thus letting our students benefit from direct access to experts within their field. Video clips, twitter feeds, music and sound recordings are also utilised as appropriate learning tools both by staff and by students.

Technology is also used to teach students how to undertake research and analyse data. Students are taught how to make sound recordings, video clips, photo elicitation from qualitative projects, and how to work with the files as raw and polished data. They are taught to use data software such as SPSS Statistics for quantitative analysis of data.

Within assessments technology is used as a tool for the students to develop their digital literacy, presentation skills and technology capacity. They are given scaffolded assessments that result in them creating e-posters, recorded and narrated multi-media power points, and podcasts. To scaffold these assessments, tutors will break them down into their constituent parts, give examples from previous years, and work within class to help students slowly build up the assessments ready for submission. The programme team work closely with Digital Learning for each of these assessments, and also work closely with a podcast broadcaster. These are valuable employability skills and help the students understand the role of technology in terms of networking as well for a globally connected world of work.

27	**Work-related Learning and/or Placement**

Students on BA (Hons) Sociology and Sport will have the opportunity to undertake a work-related placement as part of their programme.

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

The opportunity to undertake a work placement occurs in the Level 5 module Sports Development, Promotion and Leadership. The placement duration is 15 days/120 hours and normally occur over four weeks during the second semester at Level 5. This work-related learning experience seeks 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 Level 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.

28	**Employability**

The BA (Hons) Sociology 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, health, mental health or voluntary sector careers, the Police Force. Youth Offenders Service, Social Work and sports Development. 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, social situations and social structures, the dynamics of class, age, gender, disability and ethnicity. Employers were clear that they wanted students who were adept at analysing problems, but more importantly, could provide potential solutions and improvements, perhaps by addressing social inequalities relating to factors such as class, gender, race, disability or poverty. 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.

SECTION E1 (YEAR 1) FOUNDATION YEAR: PROGRAMME MANAGEMENT

29	Programme Specific Admission Requirements

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.

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.

There is no provision for Accreditation of Prior Learning in respect of the Foundation Year.

Applicants may be interviewed to ascertain their suitability for the Foundation Year. This may be undertaken by MS Teams or telephone where required.

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.

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.

30	Programme Specific Management Arrangements

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.

31	Staff Responsibilities

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.

32	**Programme Specific Academic Student Support**

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**

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) SOCIOLOGY & SPORT: PROGRAMME MANAGEMENT

29	Programme Specific Admission Requirements

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.
Candidates with other entry qualifications and experiences are welcome. The Admissions Team advises on their equivalence to the standard entry qualifications.

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

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 advises on their equivalence to the standard entry qualifications. Formal reference should also be made to the Code of Practice for the Admission of Students.

30	Programme Specific Management Arrangements

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.

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.

Programme specific
A Programme Leader leads each subject within the combined 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. Leadership of modules will be designated to those with particular interests and research-informed understandings to support the varied modules. 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 Leaders: organisational responsibility and QA monitoring, oversight student progression.

Module Leaders: 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.

Close engagement with the wider professional services as part of the student experience will be embedded within each module. Sessions led by the Library Services team and Centre for Enhancement in Learning and Teaching (CELT) staff, specifically from Digital Learning and Learning Development, will support academic literacies and work towards assessments. Each student will be allocated a designated research supervisor in the third year of study who will oversee, with the student, the development of the research design and ethics forms for submission to the Ethics committee, and the collection and analysis of data for the dissertation. Students will also have an allocated tutor, who will act as personal tutor as part of the Development and Career Plan (DCP) process.

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.

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) SOCIOLOGY & SPORT: MAPPING

MAP I

ASSESSMENT /OUTCOMES MAP

Level 4

Module	K&U 1	K&U 2	K&U 3	SPS1	SPS2	SPS3	SPS4	IS1	IS2	IS3	IS4	TS1	TS2	TS3	TS4
SPO40122: Sport and Physical Education	x		x	x	x	x	x	x	x		x	x	x	x	x
SPO40322: Young People and Physical Activity	x	x		x	x	x	x	x	x	x	x	x	x	x	x

Module	K&U1	K&U2	K&U3	SPS1	SPS2	SPS3	IS1	IS2	IS3	IS4	TS1	TS2	TS3	TS4
SOC40122 Writing & Thinking Sociologically	x	x		x				x			x	x		x
SOC40222 Social Research Skills	x	x		x	x		x	x	x			x	x	x
SOC40422 What's (the point of) Sociology?	x		x	x	x		x			x	x	x		

Level 5

Module Name	K&U1	K&U2	K&U3	SPS1	SPS2	SPS3	SPS4	IS1	IS2	IS3	IS4	TS1	TS2	TS3	TS4
SPO50122 Physical Education and Coaching Pedagogy	x		x	x	x	x	x	x	x	x	x	x	x	x	x
SPO50222 Research Methods in Sport and Exercise		x	x		x	x	x	x	x	x	x	x	x	x	x
SPO50422 Sport Development, Promotion and Leadership	x	x		x	x	x	x	x	x	x	x	x	x	x	x
SPO50622 Methods of Analysis in Sport and Exercise	x	x	x		x	x	x	x	x	x	x	x	x	x	x

Module Name	K&U1	K&U2	K&U3	SPS1	SPS2	SPS3	IS1	IS2	IS3	IS4	TS1	TS2	TS3	TS4
SOC50422 Sociology of Happiness	x	x			x	x	x	x	x		x	x	x	x
SOC50222 Public Sociology: Race, Religion & Sexuality	x	x	x	x	x	x	x	x		x	x	x	x	x
SOC50322 Sociology of Sport	x		x	x		x	x	x	x		x	x	x	

Level 6

Module Name	K&U 1	K&U 2	K&U 3	SPS1	SPS2	SPS3	SPS4	IS1	IS2	IS3	IS4	TS1	TS2	TS3	TS4
SPO60122 Measurement and Evaluation in Sport and Exercise		x	x	x	x	x	x	x	x	x		x	x	x	x
SPO60422 Contemporary Issues in Sport, Exercise and Physical Education	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
SPO60322 Dissertation	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
SPO60522 Emotion in Sport and Physical Education Roles	x	x		x		x	x	x		x	x		x	x	x

Module Name	K&U1	K&U2	K&U3	SPS1	SPS2	SPS3	IS1	IS2	IS3	IS4	TS1	TS2	TS3	TS4
SOC60222 Surveillance and Society	x	x	x	x	x	x	x	x	x		x	x	x	x
SOC60422 Dissertation		x	x	x	x	x	x	x	x	x	x	x	x	x
SOC60522 Contemporary Imprisonment	x	x	x	x	x	x	x	x	x			x	x	x
SOC60622 Sociology of Personal Life	x		x	x	x	x	x	x				x	x	x

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) SOCIOLOGY & 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.

Attribute	Sport Programme Learning Outcomes														
	K&U1	K&U2	K&U3	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
Global Citizenship	X									X	X	X			
Information Literacy					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
Being Enterprising				X		X	X					X	X		

Attribute	Sociology Programme Learning Outcomes														
	K&U1	K&U2	K&U3	SPS1	SPS2	SPS3	IS1	IS2	IS3	IS4	TS1	TS2	TS3	TS4
Academic Literacies	x	x	X	x			x	x	X	x		x		
Global Citizenship	x		X	x		x		x		x	x		x	
Information Literacy	x	x		x	x			x	X			x	x	
Digital Fluency					x			x		x		x	x	x
Employability	x	x	X	x	x	x	x		X		x	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.bishopg.ac.uk/student/careers/graduate-attributes/Pages/default.aspx

SECTION H (YEARS 1-4) BA (HONS) SOCIOLOGY & 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.

QASA Reference	Brief Outline of Light/Minor Modification/ Major Modification (Light/Minor - include level & title of modules & a brief description of modification) (Major - include details of change such as new routes, pathways etc)	Date of QASA Approval (or event)	Approval effective from:	Details of cohort of students who will be affected by the modification (eg students entering Level 5 from September 2016 onward)

SECTION I (YEARS 1-4) BA (HONS) SOCIOLOGY & 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 *Please details requirement of PSRB here*	**PSRB Requirement** *Please details requirement of PSRB here*	**PSRB Requirement** *Please details requirement of PSRB here*	**PSRB Requirement** *Please details requirement of PSRB here*	**PSRB Requirement** *Please details requirement of PSRB here*	**PSRB Requirement** *Please details requirement of PSRB here*
Met?						
Modules Identified in:						
Evidence of Requirement met						
Location of PSRB Approval Document						