



**BISHOP  
GROSSESTE  
UNIVERSITY**

Education, Health and Lifelong learning (EDHaLL)

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

**Programme Specification**

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

## Versioning of Programme Specification

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

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

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

## Modifications to Programme Specification

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

## Cross Referencing of Programme/Module Specifications

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



# 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

<b>1</b>	<b>Programme Specification Title</b>		
	BA (Hons) Special Educational Needs, Disability and Inclusion (SENDI) and Sport		
<b>1a</b>	<b>Programme Code</b>		
	BASNNSP01F23		
<b>2</b>	<b>Brief Summary (for Marketing Purposes)</b>		
	<p>The BA (Hons) Special Educational Needs, Disability and Inclusion (SENDI) and Sport joint programme provides you as a student with opportunities to study a balanced range of modules from both disciplines. In undertaking a joint programme, you develop in-depth knowledge and understanding which reflects your passion and interests in both subjects. This degree combination explores the complexities of individual development in relation to social, psychological and physical growth. The programme builds your knowledge and understanding of learning in relation to both typical and atypical development exploring the value of sport and performance in facilitating holistic wellbeing. Sociological frameworks which create inequalities are contested and strategies to promote Inclusive practice are explored in depth.</p> <p>This joint degree provides a range of career opportunities supported through studying these two complementary disciplines. Further study would enable a route into teaching or supportive environments such as health and sport settings. Students are also well placed to work within sport development, adventure education, physical education, health and fitness coaching, the Youth Service, Social Work, Mental Health services supporting those with additional needs.</p>		
	<p>The distinctiveness of the joint programme is grounded in the following:</p> <ul style="list-style-type: none"> <li>• A focus on the relationship between sport and physical education in the community and SENDI;</li> <li>• Extensive links with local partners in schools and work placement settings;</li> <li>• A consistent applied approach to teaching across all levels of the programme</li> <li>• A practitioner/researcher identity for students.</li> </ul>		
<b>3</b>	<b>Awarding institution</b>	Bishop Grosseteste University	
<b>3a</b>	<b>Programme Length</b>	<b>Full-Time</b> 3 years	<b>Part-Time</b> <b>N/A</b>

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

## Awards

<b>10</b>	<b>Final Award title(s)</b>	BA (Hons) Special Educational Needs, Disability and Inclusion and Sport
<b>10a</b>	<b>Exit or Fall back Award title(s)</b>	Certificate of Higher Education in Special Educational Needs, Disability and Inclusion and Sport.  Diploma of Higher Education in Special Educational Needs, Disability and Inclusion and Sport.  Ordinary Degree in Special Educational Needs, Disability and Inclusion and Sport
<b>10b</b>	<b>Pathway</b>	
<b>11</b>	<b>(i) Combined Honours Awards available eg:</b> • BSc/BA (Hons) XX • BSc/BA (Hons) XX and YY	N/A



## Arrangements with Partners

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

## Professional, Statutory and Regulatory Bodies

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

## SECTION B - OUTCOMES

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

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

<b>19</b>	<b>Programme Specific Outcomes</b>
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**(a) Final Award Learning Outcomes**

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

**Knowledge and Understanding [K&U]**

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

**Subject-Specific and Professional Skills [SPS] SENDI**

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

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

### **Subject-Specific and Professional Skills [SPS] Sport**

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

### **Intellectual Skills [IS]**

- IS1: Critically evaluate arguments, assumptions, abstract concepts and data (that may be incomplete), on specialist and complex subject matter, adopting and defending an evidence-based personal position;
- IS2: Demonstrate the ability to manage their own learning, and to make use of scholarly reviews and primary sources (for example, refereed research articles and/or original materials appropriate to the discipline);
- IS3: Apply specialist knowledge to frame and solve problems of a predictable, unpredictable and complex nature and to initiate and carry out projects with the incorporation of an appropriate ethical dimension;
- IS4: Comprehend the contested and pluralistic nature of their specialist areas of study.

### **Transferable skills [TS]**

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

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

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

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

**Knowledge and Understanding [K&U]**

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

**Subject-Specific and Professional Skills [SPS] SENDI**

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

**Subject-Specific and Professional Skills [SPS] Sport**

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

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

### **Intellectual Skills [IS]**

- IS1: Demonstrate understanding of arguments and data (that may be incomplete), on specialist and complex subject matter, adopting and defending an evidence-based personal position;
- IS2: Demonstrate the ability to manage their own learning, and to make use of scholarly reviews and primary sources (for example, refereed research articles and/or original materials appropriate to the discipline);
- IS3: Apply specialist knowledge to frame problems and to initiate and carry out projects with the incorporation of an appropriate ethical dimension;
- IS4: Demonstrate understanding of the nature of their specialist areas of study.

### **Transferable skills [TS]**

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

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

### **Knowledge and Understanding [K&U]**

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

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

#### **Subject-Specific and Professional Skills [SPS] SENDI**

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

#### Subject-Specific and Professional Skills [SPS] Sport

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

#### **Intellectual Skills [IS]**

- IS 1: Evaluate arguments, assumptions, abstract concepts and data (that may be incomplete), on specialist and complex subject matter, adopting and defending an evidence-based personal position.
- IS 2: Demonstrate the ability to manage their own learning, and to make use of scholarly reviews and primary sources (for example, refereed research articles and/or original materials appropriate to the discipline).

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

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

#### **Transferable skills [TS]**

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

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

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

## SECTION C – STRUCTURE

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

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

### Level 5 – 120 credits

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

## Level 6 – 120 credits

Final year project in Sport

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

Final year project in SENDI

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

### **21b | Module Structure**

## Level 4

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

**Level 5**

<b>Core Modules</b>				
Code	Status	Module Title	Period (number)	No of credits
SPO50122	Mandatory	Physical Education and Coaching Pedagogy	1	15
SPO50322	Mandatory	Adapted Physical Activity and Disability Sport	1	15
SPO50422	Mandatory +Placement	Sport Development, Promotion and Leadership	2	15
SND50122	Mandatory + Placement	Meeting Different Needs	1 & 2	30
SND50722	Mandatory	Interpreting the World: Research & Practice	1	15

  

<b>Option Modules</b>				
Code	Type	Module Title	Period (number)	No of credits
SPO50522	Mandatory Subject Enhancement	Professional Contexts in Sport and Exercise	2	15
SND50422	Subject Enhancement	Rhetoric or Reality?	2	15

**Level 6**

<b>Core Modules</b>				
Code	Status	Module Title	Period (number)	No of credits
SPO60322	Mandatory	Emotion in Sport and Physical Education Roles	1	15
SPO60422	Mandatory	Contemporary Issues in Sport and Exercise	1	15
SND60122	Mandatory	Hidden Inequalities	1 & 2	30

  

<b>Option Modules</b>				
Code	Type	Module Title	Period (number)	No of credits
SPO60122	Optional	Measurement and Evaluation in Sport and Exercise	1	15
SPO60322	Optional	Dissertation	1&2	45
SND60322	Optional	Spectrums and Kaleidoscopes	1	15
SND60222	Optional	Leading the Learning Environment	1	15
SND60522	Optional	SENDI Capstone Project Proposal	1	15
SND60622	Optional	SENDI Capstone Project	2	30



## SECTION D - TEACHING, LEARNING AND ASSESSMENT

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

over the duration of the course. Flexibility in patterns of delivery is seen where modules are underpinned by placement experience (see section 27), or in the case of the sector-based project, which by its very nature encourages a more independent approach. In these cases, contact time is reduced to reflect the practical nature of the module.

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

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

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

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

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

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

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

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

## 23 Learning and Teaching Strategies

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

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

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

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

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

**Knowledge and understanding** will include;

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

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

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

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

**Subject specific skills:**

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

**Intellectual Skills:**

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

**Transferable Skills:**

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

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

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

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

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

Assessments are designed so that an assessment type will be revisited over the duration of the course but with an increase in complexity, this allows students to develop confidence and build on their skills.

Assessments will increase in size between levels of study allowing for students to demonstrate a greater depth of understanding and complexity of ideas.

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

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

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

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

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

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

Module Code	Module Description	Credits	Year	Assessment and learning methods		
				Exam/Written	Practical	Coursework
				%	%	%
SPO40122	Sport and Physical Education	30	1	-	50	50
SPO40322	Young People & Physical Activity	30	1		50	50
SND40122	From Excluded to Included: A Century of Change	30	1		50	50
SND40222	The Whole Child: Holistic Approaches to Meeting Needs	30	1			100
SPO50122	Physical Education & Coaching Pedagogy	15	2	100		
SPO50422	Sports Development, Promotion and Leadership	15	2		100	
SPO50522	Professional Contexts in Sport and Exercise	15	1			100
SPO50322	Adapted Physical Activity and Disability Sport	15	1		100	
SND50122	Meeting Different Needs	30	2			30 70
SND50722	Interpreting the World: Research & Practice	15	2			100

SND50422	Rhetoric or Reality?	15	2			100	
SPO60122	Measurement & Evaluation	15	3		100		
SPO60522	Emotion in Sport & Physical Education	15	3			100	
SPO60422	Contemporary Issues in Sport and Exercise	15	3	50	50		
SPO60322	Dissertation	45	3		20	80	
SND60122	Hidden Inequalities	30	3		Sem 1 40	Sem 2 60	
SND60222	Leading the Learning Environment	15	3			100	
SND60322	Spectrums and Kaleidoscopes	15	3			100	
SND60522	Capstone Project Proposal	15	3			100	
SND60625	Capstone Project	30	3			100	

### Indicative Assessment Strategy

Module Code	Module Title	Credits	Indicative Assessment Type and weighting	Indicative Assessment Loading	Indicative submission
SPO40122	Sport & Physical Education	30	A1: Presentation (50%) A2: Report (50%)	15 minutes 2000 words	November January
SPO40322	Young People & Physical Activity	30	A1: Presentation (50%) A2: Essay (50%)	15 minutes 2000 words	March May
SND40122	From Excluded to Included: A Century of Change	30	A1: Narrated PPT 50% A2: Report 50%	15 minutes 1,000 words	December January
SND40222	The Whole Child: Holistic Approaches to Meeting Needs	30	Portfolio 100%	4,000 words	May
SPO50122	Physical Education & Coaching Pedagogy	15	Written Exam (100%)	24 Hour (open book)	January
SPO50422	Sports Development, Promotion and Leadership	15	Presentation (100%)	20 minutes	March
SPO50522	Professional Contexts in Sport and Exercise	15	Report (100%)	2500 words	May
SPO50322	Adapted Physical Activity and Disability Sport	15	Presentation (100%)	20 minutes	April
SND50122	Meeting Different Needs	30	A1: Literature Review 30% A2: Essay 70%	1,500 words 3,500 words	Jan May

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

## 25 Inclusive Practice and Personal Development Planning

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 personal tutor system. Students will be encouraged to access the wider services of BG Futures for professional career advice and opportunities.

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

- supports reflection on academic and assessed work, and ensures students are able to respond effectively to feedback from tutors and improve their grades
- allows students to collect evidence of the things that they achieve during their studies that promote their employability;

- makes explicit links between students' work experience and professional standards and in both subject areas supports the development of a close and well-informed relationship with their personal tutor.

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

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

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

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

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

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

## 26 Technology Enhanced Learning

Students will be encouraged to apply skills that they already have and to develop new ones. A central tool for technology enhanced learning is through the use of Blackboard, BGU's Virtual Learning Environment (VLE), as part of the augmented learning pedagogical approach for the programme. The learning materials will be accessed through the module areas on the VLE.

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

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

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

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

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

## 27 Work-related Learning and/or Placement

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

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

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

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

Subject area staff and designated personal tutors support individual students to determine what placement to undertake, and planning for these work-related learning experiences occurs early on in Semester 1 at Levels

4 and 5. Students are responsible for identifying their own placement provider although they may seek assistance from BG Futures and the module tutor. Once a student has identified a placement provider the module tutor supports the student (with appropriate support from the Placement Office), in completing the necessary paperwork as required by the University and, where required, the provider.

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

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

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

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

### Placements

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

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

### 28 Employability

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

Programme Leader engagement with employers in the most relevant common fields has shaped the programme with a focus on diversity in society. Through working with employers and key stakeholders this

programme has been designed to equip students with future-fit skills that will empower them to improve their lives and futures

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

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

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

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

## SECTION E - PROGRAMME MANAGEMENT

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

<p>Leaders discuss student progression on an 'as needed' basis and consider processes that facilitate engagement and opportunities for development as needed.</p> <p>Other</p> <p>The programme team work closely with BGU Placement Services Office to arrange placement opportunities.</p>	
<b>31</b>	<b>Staff Responsibilities</b>
<p>Staffing expertise within the respective subject teams is a close match to the module content which enhances module delivery and leadership of different modules aligns with individual skills and expertise. Leadership of modules will be designated to those with particular interests and research-informed understandings to support the varied modules. Module Leaders are responsible for co-ordinating the specific delivery including developing and promoting VLE resources for each module. When needed, Hourly Paid Lecturers (HPLs) form part of the delivering team. HPLs complete a BGU induction programme and are tutored in teaching, planning, delivery and assessment in line with the modules they are teaching. Staff on the programme will be allocated to students as personal tutors and, in the third year of the programme, as research supervisors.</p> <p>The respective programme Leader: organisational responsibility and QA monitoring, oversight student progression.</p> <p>Module Leader: determining and delivering module content and ensuring student engagement and progression.</p> <p>The Programme Leader in consultation with the subject team reviews programme delivery and sets the timetable and staffing for each year.</p>	
<b>32</b>	<b>Programme Specific Academic Student Support</b>
<p>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.</p> <p>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.</p> <p>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.</p> <p>Students are also encouraged to engage in the Graduate Attributes Award offered at BGU.</p>	
<b>33</b>	<b>Programme Specific Student Evaluation</b>
<p>The Programme complies with current institutional evaluation policies. Through the Students' Union Representative Feedback System (RFS), a formal procedure has been established to enable students to contribute to the enhancement of the programme through their elected Student Representative. End of module evaluations are used to inform and improve practice. In addition, the role of student/ course rep provides on-going feedback to make meaningful, timely adjustments to module delivery.</p>	

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

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

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

## SECTION F – MAPPING

MAP I

### ASSESSMENT /OUTCOMES MAP

#### SENDI and Sport JOINT HONOURS

##### Level 4

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

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

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

**Level 6**

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

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

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

**SECTION G****MAP 2****Graduate Attribute Mapping**

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

**SENDI and Sport Joint Programme Learning Outcomes**

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

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

### Graduate Attributes

- 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.bishopsg.ac.uk/student/careers/graduate-attributes/Pages/default.aspx>

## SECTION H

## MAP 3

## Approved Modifications to Programme Specification since Approval/Last Review

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

**SECTION I****MAP 4****Mapping of PSRB requirements against the Programme**

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

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