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

BA (Hons) Sociology 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.

1	**BGU approval – date and outcome of last approval**	**Approved** 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 2023
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.

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	
1a	**Programme Code**
BASOSP01F23	
2	**Brief Summary (for Marketing Purposes)**

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** 3 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
10a	Exit or Fall-back Award title(s)	Certificate of Higher Education (CertHE): Sociology and Sport Diploma of Higher Education (DipHE): Sociology and Sport Ordinary Degree in Sociology and Sport
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

SECTION B - 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:

Learning outcomes for Cert.HE (Level 4)

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 C – 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	SOC60422 Dissertation (Capstone Project) 45c	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			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 D - 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 E - 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 F – 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&U 1	K&U 2	K&U 3	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&U1	K&U2	K&U3	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

Programme Specification

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.

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	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

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 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.

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

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						