



**BISHOP  
GROSSESTE  
UNIVERSITY**

**Education, Health & Lifelong Learning**

## **BSc (Hons) Sport, Coaching and Physical Education**

### **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>	<b>19 January 2022</b> <b>Amended 23 August 2024</b>
<b>2</b>	<b>Next Scheduled Review Date: [Month/Year]</b>	March 2028 <b>Foundation Degree &amp; 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>	BSc (Hons) Sport, Coaching and Physical Education: 01 September 2023
<b>4</b>	<b>Version Number</b>	2.0

## 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

<b>1</b>	<b>Programme Specification Title</b>
BSc (Hons) Sport, Coaching and Physical Education	
<b>1a</b>	<b>Programme Code</b>
BSCSPO02F22	
<b>2</b>	<b>Brief Summary (for Marketing Purposes)</b>
<p>The BSc (Hons) Sport, Coaching and Physical Education programme provides a thorough grounding in physical education, sports development, health and fitness, and coaching. It will develop a deep and broad academic, critical and reflective knowledge and understanding of the physiological, psychological, sociological features of sport and physical education. Students will receive the chance to work with a wide variety of organisations through our links with industry and the opportunity to develop projects and expertise in areas that you are interested in. You 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 issues facing sport, coaching and physical education. Modules are taught and assessed using a variety of active learning techniques where you are encouraged to take charge of your own learning through engaging with academic knowledge and research, tutors, external organisations, and your peers. You will have the opportunity to undertake a work placement in the second year of the programme.</p>	
<p>The distinctiveness of the programme is grounded in the following:</p> <ul style="list-style-type: none"> <li>• A focus on sport and physical education in the community;</li> <li>• Extensive links with local partners;</li> <li>• A consistent applied approach;</li> <li>• A strong community facing, cross-cultural ‘real world’ focus;</li> <li>• A practitioner/researcher identity for students.</li> </ul>	
<b>3</b>	<b>Awarding institution</b>
Bishop Grosseteste University (BGU)	

<b>3a</b>	<b>Programme Length</b>	<b>Full-Time</b> 3	<b>Part-Time</b> n/a				
<b>3b</b>	<b>Mode(s) of Study</b>	Full-time					
<b>4</b>	<b>Home Academic Programme Portfolio</b>	Applied Social Sciences					
<b>5</b>	<b>HECoS/UTT/UCAS code(s)</b>	<b>HECoS/CAH2</b> 100433 / CAH03-02-01	<b>ITT</b> N/A	<b>UCAS code</b> C610			
<b>6</b>	<b>Framework for HE Qualifications position of final award(s)</b>	Honours (Level 6)					
<b>7</b>	<b>Alignment with University Credit Framework</b>	Undergraduate					
<b>8</b>	<b>Compliance with University Assessment Regulations</b>	Undergraduate Awards					
<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>	BSc (Hons) Sport, Coaching and Physical Education
<b>10a</b>	<b>Exit or Fall back Award title(s)</b>	Certificate of Higher Education in Sport, Coaching and Physical Education (120 credits)  Diploma of Higher Education in Sport, Coaching and Physical Education (240 credits)  BSc Sport, Coaching and Physical Education
<b>10b</b>	<b>Pathway</b>	N/A
<b>11</b>	<b>(i) Combined Honours Awards available eg:</b> • BSc/BA (Hons) XX • BSc/BA (Hons) XX and YY	

## Arrangements with Partners

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

## Professional, Statutory and Regulatory Bodies

14	<b>PSRB(s) associated with final award of any route within the programme specification</b>	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>
<p>The subject and the award are designed to meet the requirements of the generic Event, Hospitality, Leisure, Sport and Tourism benchmark statement (QAA, 2019). As the QAA benchmark document suggests degrees incorporating the term sport will normally be expected to embrace one or more of the five study areas below:</p> <ul style="list-style-type: none"> <li>• The study of human responses to sport and exercise;</li> <li>• The study of the performance of sport and its enhancement, monitoring and analysis;</li> <li>• The study of health-related and disease management aspects of exercise and physical activity;</li> <li>• The study of the historical, social, political, economic and cultural diffusion, distribution and impact of sport;</li> <li>• The study of policy, planning, management and delivery of sporting opportunities.</li> </ul> <p>The subject knowledge of the programme relating to human responses to sport and exercise 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 modal 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. Students working near to the threshold level will be able to demonstrate the minimum requirements for honours graduates, being able to describe and exemplify relevant aspects of sport and/or exercise performance and delivery and be able to identify issues for enquiry.</p>	
<b>18</b>	<b>Programme Aim</b>
<p>There will be four main themes running through the programme: physical education; sports development, health and fitness and coaching.</p> <p>The aims of the programme are to:</p> <ol style="list-style-type: none"> <li>1. Develop intellectual knowledge, understanding and application of the academic disciplines that underpin physical education, sports development, health and fitness and coaching;</li> <li>2. Critically evaluate the needs of participants relevant to their age, ability and levels of physical attainment in sport, exercise and physical activity;</li> <li>3. Investigate the concepts, issues and research that inform physical education, sports development, health and fitness and coaching in the UK;</li> </ol>	

<p>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.</p>	
<b>19</b>	<b>Programme Specific Outcomes</b>
<p><b>(a) <u>Final Award Learning Outcomes</u></b></p>	
<p>On successful completion of BSc (Hons) Sport, Coaching and Physical Education, students will be able to:</p>	
<p><b>Knowledge and Understanding</b></p> <ul style="list-style-type: none"> <li><b>K&amp;U1</b> 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;</li> <li><b>K&amp;U2</b> Critically review, consolidate and extend an extensive, systematic and coherent body of knowledge related to contemporary practice in a wide range of sport, physical education and coaching settings;</li> <li><b>K&amp;U3</b> 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.</li> </ul>	
<p><b>Subject-Specific and Professional Skills</b></p> <ul style="list-style-type: none"> <li><b>SPS1</b> Demonstrate initiative and personal responsibility both independently and collaboratively as part of a team;</li> <li><b>SPS2</b> Communicate with and present articulately and appropriately to a range of audiences in a variety of ways;</li> <li><b>SPS3</b> Exercise decision making in complex and unpredictable contexts;</li> <li><b>SPS4</b> 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.</li> </ul>	
<p><b>Intellectual Skills</b></p> <ul style="list-style-type: none"> <li><b>IS1</b> 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;</li> <li><b>IS2</b> 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</li> </ul>	

appropriate to the discipline);

- **IS3** 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;
- **IS4** Comprehend the contested and pluralistic nature of their specialist areas of study.

### Transferable skills

On successful completion of a single Honours award in Sport, Coaching and Physical Education the student will be able to:

- **TS1** Develop a range of employability skills appropriate to the subject area;
- **TS2** 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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### Diploma of Higher Education in Sport, Coaching and Physical Education

On successful completion of a Diploma of Higher Education in Sport, Coaching and Physical Education students will be able to:

#### Knowledge and Understanding

- **K&U1** Develop a coherent, detailed and 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&U2** Review and extend a systematic and coherent body of knowledge related to contemporary practice in a range of sport, physical education and coaching settings;
- **K&U3** Develop 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

- **SPS1** Develop initiative and personal responsibility both independently and collaboratively as part of a team;

- **SPS2** Communicate with and present appropriately to a range of audiences in a variety of ways;
- **SPS3** Exercise decision making in complex and unpredictable contexts;
- **SPS4** Develop a perceptive awareness of personal responsibility and professional codes of conduct.

#### **Intellectual skills**

- **IS1** Select and integrate ideas and evidence to develop arguments.
- **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 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;
- **IS4** Comprehend the contested and pluralistic nature of their specialist areas of study.

#### **Transferable skills**

- **TS1** Develop a range of employability skills appropriate to the subject area;
- **TS2** Develop a wide range of effective oral, written and presentation skills for a number of audiences;
- **TS3** Be able to use 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.

### **Certificate of Higher Education in Sport, Coaching and Physical Education**

On successful completion of a Certificate of Higher Education in Sport, Coaching and Physical Education students will be able to:

#### **Knowledge and understanding**

- **K&U1** Develop an understanding of the different contexts in which Sport, Physical Education and Coaching take place and the effects they have on social and cultural factors;
- **K&U2** Review a body of knowledge related to contemporary practice in a range of sport, physical education and coaching settings;
- **K&U3** Develop a balanced understanding of the nature and processes of learning in sport, physical education, and coaching.

### **Subject-Specific and Professional Skills**

- **SPS1** Develop initiative and personal responsibility both independently and collaboratively as part of a team;
- **SPS2** Communicate with and present appropriately in a variety of ways;
- **SPS3** Exercise decision making in unpredictable contexts;
- **SPS4** Develop an awareness of personal responsibility and professional codes of conduct.

### **Intellectual Skills**

- **IS1** Integrate ideas and evidence to present arguments;
- **IS2** Develop 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** Make use of the methods and techniques that they have learned to 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**

- **TS1** Develop employability skills appropriate to the subject area;
- **TS2** Develop a range of effective oral, written and presentation skills for a number of audiences;
- **TS3** Be able to use a 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.

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

- The student must meet the requirements as laid down in the Regulations for Undergraduate Awards (which is available from the University Website).

## SECTION C – STRUCTURE

<b>21a</b>	<b>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</b>
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### Level 4 – 120 credits

<b>Level 4</b>	Semester 1	SPO40122 Sport and Physical Education 30 Credits	SPO40222 Anatomy and Physiology for Sport and Exercise 30 Credits
	Semester 2	SPO40322 Young People and Physical Activity 30 Credits	SPO40422133 Fundamentals of Sports Coaching 30 Credits

### Level 5 – 120 credits

<b>Level 5</b>	Semester 1	SPO50122 Physical Education and Coaching Pedagogy 15 Credits	SPO50222 Research Methods in Sport and Exercise 15 Credits	SPO50322 Adapted Physical Activity and Disability Sport 15 Credits	SPO50722 Nutrition for Health and Exercise 15 Credits
	Semester 2	SPO50422 Sport Development, Promotion and Leadership 15 Credits	SPO50522 Professional Contexts in Sport and Exercise 15 Credits	SPO50622 Methods of Analysis in Sport and Physical Education 15 Credits	SPO50822 Health, Fitness and Wellbeing 15 Credits

### Level 6 – 120 credits

<b>Level 6</b>	Semester 1	SPO60322 Dissertation 45 Credits	SPO60122 Measurement and Evaluation in Sport and Exercise 15 Credits	SPO60222 Analysis of Coaching and Performance 15 Credits	SPO60522 Emotion in Sport and Physical Education Roles 15 Credits
	Semester 2			SPO60422 Contemporary Issues in Sport, Exercise and Physical Education 15 Credits	SPO60622 Active Lifestyles 15 Credits

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**21b | Module Structure**
**Level 4**

<b>Core Modules</b>				
Code	Status	Module Title	Period (number)	No of credits
SPO40122	Mandatory Module	Sport and Physical Education	1	30
SPO40222	Mandatory Module	Anatomy and Physiology for Sport and Exercise	1	30
SPO40322	Mandatory Module	Young People and Physical Activity	2	30
SPO40422	Mandatory Module	Fundamentals of Sports Coaching	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
SPO50222	Mandatory	Research Methods in Sport and Exercise	1	15
SPO50322	Mandatory	Adapted Physical Activity and Disability Sport	1	15
SPO50422	Mandatory 'Placement'	Sport Development, Promotion and Leadership	2	15
SPO50522	Mandatory	Professional Contexts in Sport and Exercise	2	15
SPO50622	Mandatory	Methods of Analysis in Sport and Physical Education	2	15
<b>Option Modules</b>				
Code	Type	Module Title	Period (number)	No of credits
SPO50722	Subject Enhancement Module	Nutrition for Health and Exercise	1	15

SPO50822	Graduate Attribute Module	Health, Fitness and Wellbeing	2	15
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## Level 6

<b>Core Modules</b>				
Code	Status	Module Title	Period (number)	No of credits
SPO60122	Mandatory	Measurement and Evaluation in Sport and Exercise	1	15
SPO60222	Mandatory	Analysis of Coaching and Performance	1	15
SPO60322	Mandatory	Dissertation	4	45
SPO60422	Mandatory	Contemporary Issues in Sport, Exercise and Physical Education	2	15
<b>Option Modules</b>				
Code	Type	Module Title	Period (number)	No of credits
SPO60522	Graduate Attribute Enhancement Module	Emotion in Sport and Physical Education Roles	1	15
SPO60622	Subject Enhancement Module	Active Lifestyles	2	15

## SECTION D - TEACHING, LEARNING AND ASSESSMENT

<b>22</b>	<b>Curriculum Design</b>
<p>The curriculum has been designed in line with the Subject Benchmark Statement for Event, Hospitality, Leisure, Sport and Tourism (QAA, 2019) and aims to develop enquiring, critical and reflective students that respond well to challenge enabling them to contribute proactively to the world of sport, coaching and physical education.</p> <p>At Level 4, students' study four distinctly varied 30-credit modules that give them a solid foundation for further study. Students are introduced to sport and physical education and anatomy and physiology in Semester 1. In Semester 2, students study modules in young people and physical activity and the fundamentals of sports coaching and start to develop their understanding of the four main themes that run throughout the programme, physical education, sports coaching, health and fitness and sports development. At Levels 5 and 6, students study a diverse array of contemporary 15-credit modules and undertake a 45 credit Dissertation at Level 6. 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.</p> <p>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.</p> <p>The programme structure and curriculum align to the development of BGU Graduate attributes as follows:</p> <p>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 (SPO40122, SPO40222 and SPO40322) with an increase in complexity in the types of sources used through the course of study (Level 5 – SPO50222, SPO50822, SPO50622 and SPO50522 / Level 6 – SPO60322 and SPO60422). 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.</p> <p>2: Global Citizenship – Students will develop a global perspective of sport and exercise through specific modules such as SPO40322, SPO50822 and SPO60422.</p> <p>3: Information Literacy – Information literacy will be developed throughout the programme although specifically in modules SPO40122, SPO40322, SPO50122, SPO50522, SPO50822,</p>	

SPO50222, SPO60422, SPO60322, SPO60622 in which students will be required to independently search for academic sources.

4: Digital Fluency – Assessments are designed to support students in developing digital fluency through a range of assessments including group (SPO40122), individual presentations (SPO50322, SPO60422, SPO60322), poster presentations (SPO40322) and reflections on practice (SPO501221, SPO60222). 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, SPO50422, SPO50522, SPO50822 and SPO60522 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 and SPO40422 / Level 5 SPO50422 and SPO50822 / Level 6 SPO60222 and SPO60622) within the community.

## 23 Learning and Teaching Strategies

Learning and teaching throughout the Sport, Coaching and Physical Education degree programme, and across the Sport subject area more generally, 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, practical, labs and tutorials and through the dynamic use of the University's VLE (Blackboard) 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. Interactive lectures practical and workshops sit at the core of Sport teaching at BGU. Whenever possible opportunities are taken to enhance learning and teaching using innovative practices and approaches, such as 'flipped' curricula, role-play, 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. As student numbers grow 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.

### **Knowledge and Understanding**

Adopting an explicit and broadly constructivist view of knowledge, the programme will offer students a range of tutor and peer-led opportunities to facilitate knowledge transfer and re-creation. In addition to traditional methods of pedagogy (lecture, seminar etc) the students will be engaging in enquiry-based approaches. Assessment will, in all cases, test knowledge as well as skills

### **Intellectual Skills**

Building on the toolkit of analytical practices developed at levels 4 and 5, students are provided with opportunities to apply concepts to real-life situations. In addition to dialogic classroom and VLE practices, students will achieve the required levels of intellectual skills through the rigours and framework of deliberately varied assessment practices.

### **Practical/Professional/Transferable Skills:**

Experiential, individualised and self-directed teaching and learning strategies are used to enable students to develop personal, professional and transferable skills. Independent and peer-supported strategies, which draw heavily on professional experiences, are manifest in the projects and studies undertaken at this level.

## **24 | Assessment Strategies**

Module assessments provide opportunities for students to acquire, develop and demonstrate knowledge and understanding, subject specific, intellectual, and transferable skills. A range of assessments are used which are relevant to the individual demands of the subject matter and enable students to participate in a varied and engaging educational experience. Assessments are used to appropriately test and encourage students to apply different areas of knowledge and demonstrate a wide range of skills. Innovative assessments that cater for an array of learning styles and preferences are a key feature of this programme.

Multi method weighted assessments form a key feature of the 30-credit modules at Level 4 (50:50 e.g., coursework/exam, practical/coursework). At Levels 5 and 6 students are assessed by a single piece of assessment within each module (apart from SPO60322 and SPO60422, which contain 2 modes of assessment). Across the programme the workload for students is also carefully managed through the effective scheduling of assessments and the use of a consistent rubric. For written work at Level 4 a rubric of 2,000 words per 15 credits is applied. At Level 5, a rubric of 2,500 words per 15 credits is applied and at Level 6 a rubric of 3,000 words per 15 credits is applied. There is an allowance of +/-10% on submitted work, across all levels. Where practical assessment takes place,

students are supported with skills development during taught sessions prior to delivery. This may include specialist digital input from the Centre for Enhancement in Learning and Teaching (CELT). CELT work closely with the programme team to support students to develop and enhance their digital and academic literacy throughout the programme. Group work is not used as a summative assessment strategy although students can expect to work with others throughout the duration of their programme as noted in Section 22. Students' knowledge, skills and critical understanding of the subject will be assessed by a variety of methods as follows:

Module Code	Module Description	Credits	Year	Assessment and learning methods		
				Exam/Written	Practical	Coursework %
				%	%	
SPO40122	Sport and Physical Education	30	1	-	50	50
SPO40222	Anatomy and Physiology for Sport and Exercise	30	1		50	50
SPO40322	Young People and Physical Activity	30	1		50	50
SPO40422	Fundamentals of Sports Coaching	30	1		50	50
SPO50122	Physical Education and Coaching Pedagogy	15	2	100		
SPO50222	Research Methods in Sport and Exercise	15	2			100
SPO50322	Adapted Physical Activity and Disability Sport	15	2		100	
SPO50722	Nutrition for Health and Exercise	15	2			100
SPO50422	Sport Development, Promotion and Leadership	15	2		100	
SPO50522	Professional Contexts in Sport and Exercise	15	2			100
SPO50822	Health, Fitness and Wellbeing	15	2			100
SPO50622	Methods of Analysis in Sport and Physical Education	15	2			100
SPO60122	Measurement and Evaluation in Sport and Exercise	15	3		100	
SPO60322	Dissertation	45	3		20	80
SPO60222	Analysis of Coaching and Performance	15	3		100	

SPO60422	Contemporary Issues in Sport, Exercise and Physical Education	15	3	50	50	
SPO60622	Active Lifestyles	15	3			100
SPO60522	Emotion in Sport and Physical Education Roles	15	3			100

### Indicative Assessment Strategy

Module Code	Module Title	Credits	Indicative Assessment Type and weighting	Indicative Assessment Loading	Indicative submission date
SPO40122	Sport and Physical Education	30	Presentation (50%)	15 minutes	November
			Report (50%)	2000 words	January
SPO40222	Anatomy and Physiology for Sport and Exercise	30	Practical assessment (50%)	15 minutes	November
			Report (50%)	2000 words	January
SPO40322	Young People and Physical Activity	30	Presentation (50%)	2000 words	March
			Essay (50%)	2000 words	May
SPO40422	Fundamentals of Sports Coaching	30	Practical (50%)	15 mins	April
			Portfolio (50%)	2000 words	May
SPO50122	Physical Education and Coaching Pedagogy	15	Written Exam (100%)	24 Hour (open book)	January
SPO50222	Research Methods in Sport and Exercise	15	Portfolio (100%)	2500 words	December
SPO50322	Adapted Physical Activity and Disability Sport	15	Presentation (100%)	20 minutes	December
SPO50722	Nutrition for Health and Exercise	15	Portfolio (100%)	2500 words	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
SPO50822	Health, Fitness and Wellbeing	15	Report (100%)	2500 words	May
SPO50622	Methods of Analysis in Sport and Physical Education	15	Portfolio (100%)	2500 words	April

SPO60122	Measurement and Evaluation in Sport and Exercise	15	Practical (100%)	35 minutes	December
SPO60322	Dissertation	45	Presentation (20%)	15 minutes	November
			Report (80%)	7500 Words	May
SPO60222	Analysis of Coaching and Performance	15	Practical (100%)	30 minutes	January
SPO60422	Contemporary Issues in Sport, Exercise and Physical Education	15	Presentation (50%)	15 minutes	March/April
			Exam (50%)	24 hours (open book)	May
SPO60622	Active Lifestyles	15	Report (100%)	3000 words	May
SPO60522	Emotion in Sport and Physical Education Roles	15	Essay (100%)	3000 words	January

## 25 Inclusive Practice and Personal Development Planning

The University provides a Student Advice service that assists students who have declared personal access needs. The Student Advice team work closely with the Sport Programme Leader and wider team to identify specific actions to support effective learning and development for individuals who have declared personal access needs. The subject area takes an inclusive approach to all learning and teaching activities. Effective use is made of Blackboard for learning and communication purposes. In addition, where appropriate, agreed alternative assessment tasks and time-limits are provided according to individual access needs. (See: Code of Practice for the Assessment of Students, and Code of Practice for Students with Access Needs). All BSc Sport students are assigned a Personal Tutor for the duration of their degree programme. Personal Tutors, and Module Tutors strive to support individual students' needs and to make any reasonable adjustments that students may require. The Sport team are confident in escalating concerns where required and with supporting students in accessing additional support, whether academic or welfare related. The University provides all students with access to a personalised on-line 'Development and Career Plan' (DCP). This enables students to identify career goals and construct actions plans to achieve them. In collaboration with their Personal Tutor and BG Futures (BGUs Careers, Employability and Enterprise service) students can reflect on their academic progress and assessment results, engage with the BGU Graduate Attributes framework and the Graduate Attributes Excellence Award, and evidence additional academic and professional achievements.

## 26 Technology Enhanced Learning

The University's virtual learning environment (Blackboard) is used throughout the programme with every module having a relevant course area. The course areas are used to provide information on the schedule of teaching, announcements, and an extensive volume of supporting materials. These include reading materials that are continually reviewed and enhanced by module leaders in conjunction with the sport subject librarian. Included within the Library Systems are access to journals and specific subject related learning resources. Module specific elements are laid down within individual modules. Links to on-line digital resources podcasts and videos are also provided through the VLE. Lectures, seminars, and workshops use technology to support and enhance learning and students can expect to use a variety of digital applications. Students will also benefit from the digital expertise and resources of Lincolnshire Open Research and Innovation Centre (LORIC). Visiting speakers may make virtual guest appearances and students may experience virtual industry visits via live links. In addition, tutorials may be facilitated virtually through online applications.

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

This programme has been designed with action at its core with the intention being to equip students with future-fit skills that will empower them to improve their lives and futures. Opportunities for work-related learning arise at all levels within the programme through the core curriculum design. The opportunity to undertake a work placement occurs in the Level 5 module SPO50422 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**

BGU has a strong reputation for developing highly skilled, sought-after, employable graduates. The Sport team are committed to developing employable graduates and the curriculum has been designed to enhance employability at all levels of study. Employability is seen as an intrinsic aspect of all degree programmes offered by BGU and Graduate Attributes are embedded within each undergraduate programme. The Sport team, pride themselves on being able to assist students to acquire the skills they need to foster their initiative and creativity as responsible global citizens. The Sport team and BG Futures have strong links with a wide range of sporting 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. 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. 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. As student numbers

increase, the programme team, along with BG Futures will work with connected stakeholders from the sport community to source relevant 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 BSc 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

<b>29</b>	<b>Programme Specific Admission Requirements</b>
<p>Applicants will normally need 96-112 UCAS tariff points (from a maximum of four Advanced Level qualifications) to join the BSc (Hons) Sport, Coaching and Physical Education programme. BGU welcome a range of qualifications that meet this requirement, such as A/AS Levels, BTEC, Access Courses, International Baccalaureate (IB), Cambridge Pre-U, Extended Project etc. This list is not exhaustive, and applicants should explore the range of qualifications in the UCAS tariff that they can use to apply. Potential students in possession of alternative qualifications, transferable credits, or relevant experience will be invited to apply through the University's RPL processes. BGU 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 is managed through the Faculty, led by the Programme Leader for Sport, and supported by Module Leaders and lecturers. Programme Leaders report to the Head Programmes and are supported by the staff of the Faculty Administration Office. An additional level of oversight and line management is provided by the Pro Vice-Chancellor (Students). The quality of the programme is overseen by the Academic Enhancement Committee, which institutionally reports to the University's Senate. Yearly reviews of programme quality and delivery are conducted by Programme Leaders (Annual Monitoring Reports) which are informed by module evaluations, student and staff feedback, External Examiners comments and the BGU Learning and Teaching Strategy. Targets for year-on-year development are set and effected to enhance programme delivery.</p>	
<b>31</b>	<b>Staff Responsibilities</b>

All staff delivering within the subject area are suitably qualified to teach the modules that comprise the BSc (Hons) Sport, Coaching and Physical Education programme though staff specialise in their areas of interest and expertise. The delivery team are committed to developing, maintaining, and documenting their professional skills through ongoing CPD. Permanent members of the BGU Sport Team will act as designated module leaders and personal tutors whilst visiting tutors are employed to support module delivery. Module Tutors develop a teaching schedule based on the requirements of the related-module specification. Prior to the start of the semester of delivery, Module Tutors devise assessment tasks and draw-up Assignment Briefs that align with the module's Learning Outcomes and approved assessment type(s) and weighting(s). These are reviewed by the Programme Leader, Head of Programmes and External Examiner, and are made available through the VLE. Marking is undertaken in line with the University's Code of Practice for the Assessment of Students and the Guidance on Marking and Moderation. All students are assigned a Personal Tutor during the first semester of their first year and retain that tutor through to graduation.

<b>32</b>	<b>Programme Specific Academic Student Support</b>
<p>All students within the subject area are assigned a Personal Tutor for the duration of their course. This is in addition to the support provided by the Module Leaders and course tutors. Students are closely monitored and supported during the first semester of their Level 4 experience. The Sport Team take steps to ensure students are appropriately academically equipped to pursue the programme of study, this is delivered through several subject-embedded study skills development sessions as well as University level enhancement sessions supported by staff of the Centre for Enhancement in Learning and Teaching (CELT) and the library. If subject area academic staff feel it is necessary, they signpost students toward additional support, whether academic or welfare related.</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. Students' views and ideas for improvements are important to us and there are several opportunities for students to contribute feedback and ideas to BGU to help to improve the learning experience. These opportunities include:</p> <ul style="list-style-type: none"> <li>✓ Class representation</li> <li>✓ Module feedback surveys</li> <li>✓ BGUSS</li> </ul>	

## SECTION F – MAPPING

**MAP I**

### ASSESSMENT /OUTCOMES MAP

Programme Outcomes for **LEVEL 4**

Module Name	K&U1	K&U2	K&U3	SPS1	SPS2	SPS3	SPS4	IS1	IS2	IS3	IS4	TS1	TS2	TS3	TS4
<b>SPO40122</b> Sport and Physical Education	X		X	X	X	X	X	X	X		X	X	X	X	X
<b>SPO40222</b> Anatomy and Physiology for Sport and Exercise		X		X	X	X	X		X	X		X	X	X	X
<b>SPO40322</b> Young People and Physical Activity	X	X		X	X	X	X	X	X	X	X	X	X	X	X
<b>SPO40422</b> Fundamentals of Sports Coaching	X	X	X	X	X	X	X		X	X		X	X	X	X

Module Name	K&U1	K&U2	K&U3	SPS1	SPS2	SPS3	SPS4	IS1	IS2	IS3	IS4	TS1	TS2	TS3	TS4
<b>SPO50122</b> Physical Education and Coaching Pedagogy	X		X	X	X	X	X	X	X	X	X	X	X	X	X
<b>SPO50222</b> Research Methods in Sport and Exercise		X	X	X		X	X	X	X	X	X	X	X	X	X
<b>SPO50322</b> Adapted Physical Activity and Disability Sport	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
<b>SPO50422</b> Sport Development, Promotion and Leadership	X	X		X	X	X	X	X	X	X	X	X	X	X	X
<b>SPO50522</b> Professional Contexts in Sport and Exercise	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
<b>SPO50722</b> Nutrition for		X	X	X	X	X		X	X	X	X	X	X	X	X

Health and Exercise															
<b>SPO50822</b> Health, Fitness and Wellbeing	X		X	X		X	X	X	X	X	X	X	X	X	X
<b>SPO50622</b> Methods of Analysis in Sport and Physical Education	X	X	X	X		X	X	X	X	X	X	X	X	X	X

*Programme Outcomes for LEVEL 5*

Programme Outcomes for LEVEL 6

Module Name	K&U1	K&U2	K&U3	SPS1	SPS2	SPS3	SPS4	IS1	IS2	IS3	IS4	TS1	TS2	TS3	TS4
<b>SPO60122</b> Measurement and Evaluation in Sport and Exercise		X	X	X	X	X	X	X	X			X	X	X	X
<b>SPO60322</b> Dissertation	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
<b>SPO60222</b> Analysis of Coaching and Performance		X	X	X	X		X	X	X	X	X	X	X	X	X

<b>SPO60522</b> Emotion in Sport and Physical Education Roles	X	X		X	X		X	X	X		X	X		X	X
<b>SPO60422</b> Contemporary Issues in Sport, Exercise and Physical Education	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
<b>SPO60622</b> Active Lifestyles	X	X	X	X	X			X	X	X	X	X	X	X	X

**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	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
Employability	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Being Enterprising				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.bishoppg.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.*

QA Reference	Brief Outline of Light/Minor Modification/ Major Modification <i>(Light/Minor - include level &amp; title of modules &amp; a brief description of modification) (Major - include details of change such as new routes, pathways etc)</i>	Date of QASA Approval (or event)	Approval effective from:	Details of cohort of students who will be affected by the modification <i>(e.g., students entering Level 5 from September 2016 onward)</i>
23.08.2024	Amendment to SPO40222 to change 50% examination assessment component to 50% practical	16.09.2024	Sept 2024	New level 4 cohort (entering Sept 24) and current level 5 cohort (commencing Sept 24).

**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						