

Faculty: Health & Human Sciences

Title of Programme: Sport Studies

Programme Code: HHSPS

Programme Specification

Start Date: September 2011

Date of Approval: May 2011

Associate Dean (Academic Quality): Jo Cahill

Signature



Programme Specification Sport Studies

This programme specification (PS) is designed for prospective students, enrolled students, academic staff and potential employers. It provides a concise summary of the main features of the programme and the intended learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the teaching, learning and assessment methods, learning outcomes and content for each module can be found in Definitive Module Documents (DMDs) and Module Guides.

Section 1

Awarding Institution/Body	University of Hertfordshire
Teaching Institution	University of Hertfordshire
University/partner campuses	College Lane/de Havilland
Programme accredited by	Not applicable
Final Award	BSc (Hons)
All Final Award titles	Sports Studies Sports Studies with a Year Aboard Sport Studies (Sandwich)
FHEQ level of award	Honours (H)
UCAS code(s)	C602

A. Programme Rationale

The rationale for this programme is to provide a higher education graduate experience in the field of sports studies, with emphasis on the broadest structure of the subject area, in order to enhance the greatest possible vocational application, and to provide a balanced and stimulating programme of study. The structure of the programme is designed such that several distinct but interrelated themes will be studied, to promote breadth of understanding and the examination of diverse areas, within a sound overarching conceptual framework.

For example, the programme adheres strongly to all of the areas which the QAA benchmark statements for Unit 25 Hospitality, Leisure, Sport and Tourism indicate that degree programmes which are broadly concerned with sport will typically involve the study of:

- human responses and adaptations to sport and exercise
- the performance of sport and exercise and its enhancement, monitoring and analysis
- historical, social, political, economic and cultural diffusion, distribution and impact of sport
- policy, planning, management and delivery of sporting opportunities

Furthermore, as per guidance within the the QAA benchmark statements for Unit 25 Hospitality, Leisure, Sport and Tourism, as the programme contains the word studies in the programme title, it aims to enable students to:

- critique the contributions of a range of academic disciplines that have informed the development of the subject as a field of study
- demonstrate an appropriate degree of progression within specialist fields
- display an integrated knowledge of the scope and breadth of the subject domain.

The programme will introduce students to contemporary issues relating to the changing health of the nation. For example, health experts recognise that more emphasis must be placed on preventative medicine and encouraging all of us to take more responsibility for our own health. To this end, the government has published a strategy for improving the general health of the population. It has four broad targets - covering heart disease and strokes, cancers, accidents and mental health - which, if

they are met, should prevent 15,000 premature deaths a year. Within modules in this programme students will be introduced to sociological concepts and theories relating to health, specifically to health related issues (such as obesity), and to the needs and problems of specific special populations (such as veteran athletes). Some students may choose to go on to specialise in related areas – in for example, participation coaching placements to encourage the active involvement in sport of under-represented or at risk groups. Students may also develop sufficient interest and applied knowledge to encourage them to undertake dissertation projects in health related areas (e.g. body image and the influence of coaches upon teenage gymnasts and eating disorders).

Similarly, aspects of the philosophy and aims of this programme have clear links to government initiatives such as *Every Child Matters*, which aims to improve the quality of services and outcomes for children, young people and families. Students will be introduced to a range of issues which affect this kind of provision – such as the structure and finance of sport. Plus they will gain specific guidance within coaching modules on child protection, and adapting coaching sessions to suit young people. Again, some students may choose to undertake coaching placements within school environments, or community youth projects – and will hopefully contribute positively to the life of communities and the health and well being of individuals. Indeed, it is proposed that students at Levels 2 and 3 of this programme, with their thorough grounding in both the academic why of practices, and the vocational what and how, could easily represent examples of best practice in such areas, and help to drive such initiatives forward.

In specific relation to sports coaching, there is an obvious link to developments regarding the UK Coaching Certificate. Indeed the UKCC and this programme share many aspects in their philosophy (but perhaps not perspective – this programme maintaining an educational/developmental emphasis, and the UKCC an administrative/quality assurance emphasis). For example, both attempt to promote principle based standards across different sports – the programme by education and promotion regards universally applicable concepts/theories; UKCC through mapping such principles across sporting awards. Both also strive to award credit across sports for equivalence in regards to vocational development. Generally, both intend to drive up the professional standards of sports coaching in the UK, by recognising and rewarding excellence in the domain (but again with this degree programme placing more emphasis on the academic why underpinning coaching practices, rather than just the what and how). Evidence generated for this degree programme could easily also be used against UKCC requirements, and it is envisaged that a more explicit link between the two will be actioned once the UKCC has been developed across a broader range of sports.

In line with both governmental and institutional aspirations graduate employability is an essential consideration in regards to this programme, due to both the increasing numbers of competing graduates as a result of widening participation initiatives, and the need to promote socioeconomic wellbeing via improved national vocational standards. Employability has been a key concern throughout the conceptualisation, design and development of the programme. The following aspects are highlighted as strategies through which it is believed that employability will be promoted:

- Employability fully integrated within an academic curriculum
- Reflective practice and career action planning built in to assessments to promote critical self-awareness, plus supported by PDP and MAPS tools
- Inclusion of work related experience opportunities – for which both academic credit and earnings may also be attained
- Provision of a well balanced programme in terms of academic and vocational development opportunities
- Promotion of graduates who can think AND do, plus have vocational AND academic qualifications AND experience
- Promotion of graduates who have broad knowledge and skills, such that they have vocational flexibility

Employability will be further enhanced via liaison with placement supervisors, mentors and organisations, as the network of contacts builds up. Plus through industrial networking – e.g. the Herts Coach Development Officer from Sports Coach UK is already keen to help students find coaching placements, to offer them extra training support, and to action individual progress interviews/facilitate the development of coaching CVs. As a further example the Herts Sports Village already works closely

with the Programme leader regards industry opportunities and requirements of students (such as Police checks). Some sports clubs are already contacting UH regards requests for coaching students to undertake placements and/or training – including Hatfield Netball Club, and Manchester United FC.

Student destinations post graduation will be monitored and analysed., and used as case studies for both marketing and teaching environments. Indeed this is a potentially fruitful area for possible future research projects. The above all ties in well with University of Hertfordshire's graduate Employability Strategy, which emphasises that the quality of UH graduates, their personal career fulfilment and their potential contribution to local, regional and the wider economic and social prosperity is central to UH strategies. It also recognises that the influence of tuition fee changes, may result in altered expectations on investment in a HE experience, and potentially university choices based on successful graduate employment records

The University's defined Graduate Employability/Employment Strategy and outline plan for implementation over the next 2 years seems to be well complimented by the current programme:

- to maximise personal employment and career success for UH students/graduates
- to achieve high levels of graduate employment and career success distinctive to UH
- to establish a reputation as the University of Choice for graduate recruitment by local employers

The programme is designed to recruit students who have an interest and enthusiasm in the subject area of sports studies, and who may wish to pursue a sports related career. Graduates will be equipped for progression towards a variety of possible careers including sports coaching, sports development, sports management, sports administration, event management, sports media, sports promotion, health promotion, sports business, and sports instruction/teaching/lecturing/research.

The programme offers an attractive and well balanced curriculum of study, based upon bringing together the five major themes of Sports Coaching, Sports Management, Sports Development, Disciplines Supporting Sports Performance, and Academic/Research Skills. It aims to promote both a love of learning, and employability, and to facilitate a balance of both vocational and academic development. The distinctive feature of this programme is believed to be this emphasis on balanced development within the area of Sports Studies

B. Educational Aims of the Programme

The programme has been devised in accordance with the University's general educational aims of programmes of study as set out in UPR TL01.

Additionally this programme aims to:

1. Enable the students to develop a thorough knowledge and understanding of the subject disciplines and themes relevant to the study of sports
2. Facilitate experience of, and the cultivation of ability in, the management, development, and evaluation of sports performance and participation
3. Provide insight into the range and influence of sports related issues which affect sports performance, development, and employment
4. Enhance the post-graduation prospects of students by promoting a balanced development of vocational and academic abilities, and thus prepare them for a wide variety of possible graduate employment or further study opportunities

C. Intended Learning Outcomes

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills and other attributes in the following areas. The programme outcomes are

referenced to the QAA benchmark statements for Unit 25 Hospitality, Leisure, Sport & Tourism and the Framework for Higher Education Qualifications in England, Wales and Northern Ireland (2008), and relate to the typical student. Additionally, the SEEC Credit Level Descriptors for Further and Higher Education 2003 have been used as a guiding framework for curriculum design.

Knowledge and Understanding of:	Teaching/learning methods & strategies	Assessment
<p>A1- The effective use of knowledge and critical understanding of the subject disciplines and themes underpinning the study of sports (Unit 25 HLST Knowledge 3.2.1)</p>	<p>Acquisition of knowledge and understanding is through: - For A1 through the completion of module assessments, as well as through practicals and class tasks where knowledge and understanding are applied in action – e.g. critical debates, group discussion work, production of diagrammatic representations of conceptual understanding.</p>	<p>Knowledge and understanding are assessed through a combination of unseen examinations, written assessments (including essay assignments and laboratory reports), and presentations of various kinds.</p>
<p>A2- The range and influence of sports related issues which affect sports performance, development, and employment (Unit 25 HLST Knowledge 3.2.2)</p>	<p>For A2 through the experience of the programme curriculum, but specifically in Sociological Foundations of Sport, Disciplines Supporting Performance, Social Framework of Sport, and Principles and Practices of Sports Science – e.g. critical examination/presentation of detailed case studies; teaching emphasis upon a balanced and multifactoral perspective.</p>	
<p>A3- The need for both a multi-disciplinary and inter-disciplinary approach to the study of sports, drawing from both academic and vocational contexts (Unit 25 HLST Knowledge 3.2.2)</p>	<p>For A3 through a range of curricular experiences and module assessments, but specifically within the Sports Coaching theme – e.g. by the explicit linking of theory and practice in teaching, such as the frequent provision of practical examples, and reference to the theoretical underpinnings of coaching practice.</p>	
<p>A4- The conceptual knowledge base needed to monitor, assess, and evaluate sports performance and sports management. (Unit 25 HLST Knowledge 3.2.3)</p>	<p>For A4 and A5 through the Sports Coaching, Sports Management, and Disciplines Supporting Performance themes, and specifically be acquired in associated lectures and tutorials, and evidenced in assessments – e.g. students will be trained in reflective practice, and undertake critical analysis activities in class – such as video review/peer review of practical role plays.</p>	
<p>A5- The processes and strategies involved in enhancing and analysing sports performance and sports management (Unit 25 HLST Knowledge 3.2.4; 3.2.5)</p>	<p>For A6 through the completion of the Sports Studies Final Year Project, and the associated support programme, and process – e.g. students will be encouraged to adopt</p>	
<p>A6- If studying for BSc (Hons): how to plan, organise and undertake a research project in the field of sports studies - critically understanding methods of acquiring, analysing and interpreting information as appropriate to the context of their study (Unit 25 HLST Knowledge 3.2.4)</p>		

	<p>responsibility and independence within a supportive and facilitative supervisory framework.</p> <p>Throughout, the learner is encouraged to undertake independent study both to supplement and consolidate what is being taught/learnt and to broaden their individual knowledge and understanding of the subject.</p>	
Intellectual skills - able to:	Teaching/learning methods & strategies	Assessment
<p>B1- Research and critically consider domain specific concepts, theories, models, principles and information (Unit 25 HLST Intellectual skills 3.3.1)</p> <p>B2- Critically weigh up and appraise information and evidence (Unit 25 HLST Intellectual skills 3.3.2; 3.3.3)</p> <p>B3- Analyse and explain information, presenting balanced and rational arguments, and challenging assumptions (Unit 25 HLST Intellectual skills 3.3.3; 3.3.6)</p> <p>B4- Apply knowledge in solving routinised and novel problems (Unit 25 HLST Intellectual skills 3.3.5)</p> <p>B5- Adopt responsibility for their own learning and continuing professional development through both academic and professional reflective practice (Unit 25 HLST Intellectual skills 3.3.7)</p>	<p>Intellectual skills are developed throughout the programme by the methods and strategies outlined in section A, above.</p> <p>For example, some written assessments are based upon problem solving scenarios; others are based upon critical reflection upon professional practice; some presentations are based upon summarising research findings.</p> <p>Intellectual skills are further developed through critical thinking exercises in lectures/tutorials.</p> <p>Throughout, the learner is encouraged to develop intellectual skills further by independent study</p>	<p>Intellectual skills are assessed through extended answer examinations, written assessments, and assessed presentations of various kinds.</p>
Practical skills - able to:	Teaching/learning methods & strategies	Assessment
<p>C1- Prepare, design and undertake practical activities employing suitable techniques, abilities, and procedures (Unit 25 HLST Skills specific to Unit 25, 3.4.1)</p> <p>C2- Carry out practical work</p>	<p>Practical skills are developed throughout the programme by, for example: practical coaching placements, work experience, role plays, presentations, laboratory classes in regards to fitness testing</p> <p>Throughout there is an emphasis</p>	<p>Practical skills are assessed through, for example, coursework assignments, reflective pieces based upon practical experiences, feedback from significant others (clients, supervisors, mentors), presentations, evaluation reports, and</p>

<p>with due consideration for appropriate procedures, safety, and risk assessment (Unit 25 HLST Skills specific to Unit 25, 3.4.2)</p> <p>C3- Identify and act in response to ethical, moral and safety issues which directly relate to sports contexts, including applicable codes of conduct and legislation (Unit 25 HLST Skills specific to Unit 25, 3.4.4)</p> <p>C4- If studying for BSc (Hons):Propose, design, implement and communicate a significant piece of independent academic work, applying their research and problem-solving abilities, and using appropriate methods (Unit 25 HLST Skills specific to Unit 25, 3.4.3)</p>	<p>upon the balanced development of vocational and academic abilities. For example, in relation to coaching a critical examination of the why, as well as the what and how of coaching practice.</p>	<p>practical exercises</p>
Transferable skills - able to:	Teaching/learning methods & strategies	Assessment
<p>D1- Communicate effectively, using a variety of formats (Unit 25 HLST Key skills 3.5.1)</p> <p>D2- Use effectively a range of information services (Unit 25 HLST Key skills 3.5.2; 3.5.4; 3.5.6)</p> <p>D3- Organise and present intellectual argument commensurate with the level of award (Unit 25 HLST Key skills 3.5.1)</p> <p>D4- Work effectively both alone (e.g. on assignments or during the project) and as part of a team (e.g. in group work, during group discussions and workshops) (Unit 25 HLST Key skills 3.5.3)</p> <p>D5- Be numerate at a level appropriate to the programme (Unit 25 HLST Key skills 3.5.2)</p> <p>D6- Develop the skills</p>	<p>Transferable skills are developed through the programme by various curricular experiences - for example, tutorial exercises, practical sessions, training support, and specifically through the Personal Transferable Skills modules at level 4 and at level 5</p> <p>Throughout, the learner is encouraged to develop transferable skills by maintaining a record of evidence and completing a personal development plan.</p> <p>Throughout the learner is expected to consolidate his/her development of practical computing skills by the use of personal computers available in the laboratories and the learning resources centre</p>	<p>Transferable skills are assessed through a range of assignments built into the programme, but specifically through the Personal Transferable Skills modules, which are zero weighted, but must be passed in order to progress on to the next level of study. These modules effectively map where curricular opportunities arise to show evidence of ability in relation to D1 to D7</p>

required for continued self-managed professional activity (Unit 25 HLST Key skills 3.5.5; 3.5.6)

D7- Use information technology effectively and appropriately (Unit 25 HLST Key skills 3.5.2)

D. Programme Structures, Features, Levels, Modules, and Credits

The programme is offered in full time (3 years), sandwich (4 years) and part-time (typically 4.5 years) modes, and leads to the award of a BSc degree with Honours in Sport Studies. Entry is normally at level 4 (with suitable A-level or equivalent qualifications) but is possible at level 5 with suitable qualifications. Intake is normally Semester A (September)

Progression from one level to the next depends on gaining the necessary 90 credits at level 4 and level 5. Progression also depends on meeting the pre-requisite requirements of specific modules (see section 22). Progression from one level to the next also depends on the student successfully passing the PTS module at each of level 4 and 5, although this module is zero weighted in regards to modular credit at each of the levels

It is possible for students from the Foundation Degree in Sports Studies (IDKFDSS) to articulate with this programme at level 6, if average grades attained are sufficient for entry. Lower average grades may result in the offer of a level 5 entry onto the Sports Studies degree (or in exceptional circumstances a CATS programme). The grades normally expected for entry at Level 6 would be an average of C3; the grade normally expected for entry at Level 5 would be a pass.

The programme structure and progression information below is provided for the honours award (Table 1). The programme features 5 themes of study: Sports Coaching, Sports Management, Sports Development, Disciplines Supporting Sports Performance, and Academic/Research Skills. Although these themes are distinct within the programme, they are also interrelated and provide a well balanced, and broad but realistic curriculum. The programme aims to produce practitioners with a balance of vocational and academic development.

Work-Based Learning, including Sandwich Programmes

A designated sandwich programme leads to a University award in the sandwich mode, and the word "sandwich" appears on the award certificate. A programme of study approved as leading to an award in the sandwich mode must include not less than 48 weeks of supervised work experience in addition to the period required for the full time award; except that for the award of BEng, BEng with honours or MEng the period must be not less than 36 weeks with no possibility of exemption, and for the award of BA in the field of art and design the period must be not less than three months and not more than twelve months in a four year programme. In all other cases, programme-specific regulations may specify the criteria by which students can be exempted from all or any part of the period of supervised work experience. Students must normally provide evidence of an appropriate period of directly relevant previous experience in order to be considered for exemption. Programmes are obliged to make provision for an alternative full time award on all sandwich pathways, to be awarded to students who are unable, for valid reasons, to undertake or complete the sandwich element of the programme. A year abroad is deemed to be not less than two semesters in the host institution and does not need to be 48 weeks.

Programme Structure

The programme structure and progression information below (Table 1a and 1b) is provided for the Honours award. Any interim awards are identified in Table 1b. The Programme Learning Outcomes detailed above are developed and assessed through the constituent modules. Table 2 (in section 2)

identifies where each learning outcome is assessed.

Table 1a Outline Programme Structure

Mode of study Full time, sandwich, part time

Entry point Semester A

Level 4

Compulsory Modules Module Title	Module Code	Credit Points	% examination	% coursework
Foundations of Sports Coaching	4LFS0035	15	0	100
Introduction to Sports Management	4LFS1002	15	50	50
Practice of Sports Coaching	4LFS0009	15	0	100
Structure and Finance of Sport	4LFS0007	15	50	50
Sociological Foundations of Sport	4LFS1001	15	0	100
Disciplines Supporting Performance	4LFS1003	15	50	50
Introduction to Sport Research	4LFS1011	15	0	100
Introduction to Sports Development	4LFS0079	15	0	100
Personal Transferable Skills 1	4LFS0014	0	0	100

Level 5

Compulsory Modules Module Title	Module Code	Credit Points	% examination	% coursework
Applied Sports Coaching	5LFS0042	15	0	100
Sports Management	5LFS1002	15	0	100
Work Experience	5LFS0020	15	0	100
Health Related Issues	5LFS1007	15	0	100
Social Framework of Sport	5LFS0040	15	50	50
Principles and Practices of Sports Science	5LFS1003	30	50	50
Research Techniques for Sports Studies	5LFS0039	15	0	100
Personal Transferable Skills 2	5LFS0024	0	0	100

Level 6

Compulsory Modules Module Title	Module Code	Credit Points	% examination	% coursework
Advanced Sports Coaching	6LFS0056	30	0	100
Advanced Sports Management	6LFS0018	30	50	50
Sports Development	6LFS1001	30	50	50
Sports Studies Final Year Project	6LFS0019	30	0	100

Optional Modules Module Title	Module Code	Credit Points	% examination	% coursework
Year Abroad - SPS	6LFS1003	30	0	100

Progression to level 5 requires a minimum of 90 credits

Progression to level 6 requires a minimum of 180 credits with a minimum of 90cp at level 5

The award of an honours degree requires 360 credit points with a minimum of 120 at level 5 and 120 at level 6 including the project.

A shortfall of credit points at level 4 may be redeemed by the successful completion of:
Independent Study 1

A shortfall of credit points at level 5 may be redeemed by the successful completion of:
Independent Study 2.

Honours classification

The classification of honours will be calculated as follows:

The Programme Board of Examiners will determine for each candidate:

- i. the average grade of the project module plus the best **60** remaining credit points at Level 6 or higher, and
- ii. the average grade of the best remaining **30** credits at Level 5 or higher;
- iii. a combined grade from a weighted average of (i) and (ii) (that is, 75% (i) : 25% (ii));
- iv. the candidate's Honours classification will be considered on the basis of this combined average grade.

All Pass grades are eligible for inclusion in the determination of the combined average grade.

For direct entrants to Level 6, Honours classification will be determined from the average grade of the project plus the best **60** credits at Level 6 or higher.

Table 1b Final and interim awards available

The programme provides the following final and interim awards:

Award	Minimum requirements	Available at end of Level
University Certificate	45 credit points at level 4	1
Certificate of Higher Education	120 credit points at level 4	1, 2
University Diploma	180 credit points including at least 60 at level 5	2, 3
Diploma of Higher Education	240 credit points including at least 120 at level 5	2, 3
BSc/BA	300 credit points including 180 at level 6/5 of which 60 must be at level 6	3
BSc (Hons)/BA (Hons)	360 credit points including 240 at level 6/5 of which 120 must be at level 6	3

E. Support for students and their learning

Students are supported by;

- An induction week at the beginning of each new academic session
- An extensive Learning Resources Centre, incorporating a library and computer centre
- A dedicated learning resources officer
- A Year Tutor to help students understand the course/programme structure
- A substantial Student Centre that provides advice on issues such as finance, University regulations, legal matters etc
- An Accommodation Office
- An International Students Centre
- Overseas Orientation
- A Mathematics Drop-in Centre
- A Disabled Student Co-ordinator
- An Equal Opportunities Officer
- Personal Tutors to provide academic and pastoral support
- Student representatives on programme committees
- The Students' Union

F. Entry requirements

The normal entry requirements for the programme are:
240 UCAS points from any A levels, or BTEC awards. In addition GCSE English language, Mathematics, Double Science minimum grade C will be required. Active involvement in sport and exercise desirable.

The programme is subject to the University's Principles, Policies, Regulations and Procedures for the Admission of Students to Undergraduate and Taught Postgraduate Programmes and will take account of University policy and guidelines for assessing accredited prior certificated learning (APCL) and accredited prior experiential learning (APEL).

Section 2

Programme management

JACS code(s)	C6
Modes of study	F/T, P/T, Sandwich
Intakes	Semester A
Relevant QAA subject benchmarking group	Unit 25 Hospitality, Leisure, Sport and Tourism
Date of validation/last periodic review	February 2006
Date of production/ last revision of PS	April 2011
Relevant cohorts	Level 4 students entered September 2011 Level 5 students from September 2011 Level 6 students from September 2011
Faculty	Health and Human Sciences

Course (i.e. pathway) details

Course (ie. Pathway Point) Titles

BSc (Hons) Sports Studies

Course (ie. Pathway Point) Codes

SPS1, SPS2, SPS3, SPS4

The programme is managed by;

- Head of Department
- Associate Head of Department who has overall responsibility for programmes in Life Sciences
- A Programme Tutor and deputies who are responsible for the day to day management, each of these tutors is responsible for a specific year of the programme but can also advise students on the programme as a whole
- An Admissions Tutor, with specific responsibility for open days and selection
- A designated Administrator to deal with day to day administration associated with the programme
- Module Co-ordinators who are responsible for individual modules
- The Sports Studies Programme Committee, with both staff and student membership

Programme-specific assessment regulations

The programme is compliant with the University's generic assessment regulations (Structure and Assessment Regulations for Academic Programmes, UPR AS14) with the exception of those listed below, which have been specifically approved by the University:

Further points of clarification and interpretation relevant to this specific programme are given below:

- The programme may include a significant amount of group working, as a consequence specific regulations governing cheating and plagiarism are provided in the student handbook
- Progression from one level to the next depends on meeting the pre-requisite requirements of specific chosen modules (Foundations of Sports Coaching is a prerequisite for Principles of Sports Coaching; Foundations of Sports Coaching and Practice of Sports Coaching are prerequisites for Applied Sports Coaching; Applied Sports Coaching is a prerequisite for Advanced Sports Coaching, Research Techniques for Sports Studies is a prerequisite for the Final Year Project).
- Progression from one level to the next depends on gaining the necessary 90 credits at level 4 and level 5.
- Progression from one level to the next also depends on the student successfully passing the PTS module at each of level 4 and 5, although this module is zero weighted in regards to modular credit at each of the levels

Honours classification

The classification of honours will be calculated as follows:

The Programme Board of Examiners will determine for each candidate:

- i. the average grade of the project module plus the best **60** remaining credit points at Level 6 or higher, and

- ii. the average grade of the best remaining **30** credits at Level 5 or higher;
- iii. a combined grade from a weighted average of (i) and (ii) (that is, 75% (i) : 25% (ii));
- iv. the candidate's Honours classification will be considered on the basis of this combined average grade.

All Pass grades are eligible for inclusion in the determination of the combined average grade.

For direct entrants to Level 6, Honours classification will be determined from the average grade of the project plus the best **60** credits at Level 6 or higher.

Other sources of information

- Definitive Module Documents
 - Module Guides
 - Student Handbook
 - Programme Specification website: <http://www.herts.ac.uk/courses/> or (StudyNet → Staff → Department Lists → Academic Quality Office → Programme Management → Programme Specifications)
 - University of Hertfordshire Course website: <http://www.herts.ac.uk/courses/>
 - QAA Benchmark Statement website: <http://www.qaa.ac.uk/academicinfrastructure/benchmark/default.asp>
 - The Framework for Higher Education Qualifications in England, Wales and Northern Ireland, 2008: <http://www.qaa.ac.uk/academicinfrastructure/FHEQ/EWNI08/default.asp>
 - SEEC Credit Level Descriptors for Further and Higher Education 2003: <http://www.seec-office.org.uk/creditleveldescriptors2003.pdf>
 - External Quality Review report website: <http://www.qaa.ac.uk/reviews/reports/instReports.asp?ukprn=10007147>
 - UNISTATS website: <http://www.unistats.com/>
 - University of Hertfordshire Academic Quality Office website: (StudyNet → Staff → Department Lists → Academic Quality Office)
 - Structure & Assessment Regulations - Undergraduate & Taught Postgraduate Programmes, UPR AS14: <http://sitem.herts.ac.uk/secreg/upr/AS14.htm>
 - Learning and Teaching Policy and General Educational Aims, UPR TL01: <http://sitem.herts.ac.uk/secreg/upr/TL01.htm>
 - Admissions - Undergraduate & Taught Postgraduate Students, UPR SA03: <http://sitem.herts.ac.uk/secreg/upr/SA03.htm>
 - Academic Quality, UPR AS17: <http://sitem.herts.ac.uk/secreg/upr/AS17.htm>
- Index of UPRs for students:
http://sitem.herts.ac.uk/secreg/upr_azlist_info.htm

Other information relevant to the programme

The Foundation degree in Sports Studies, which already exists, and runs in the further education Consortium Colleges (West Herts College, Oaklands College, North Herts College), will articulate with this programme at level 6, if average grades attained are sufficient for entry. Lower average grades may result in the offer of a level 5 entry onto the Sports Studies degree.

In the third year students have the opportunity to spend a sandwich year working in industry or studying at one of our partner universities in North America or Europe. They can also take a year out working in industry. Although it should be noted that there are also significant opportunities for work experience within the main programme of study.

University policies relevant to the Programme

The University undertakes to use all reasonable endeavours to deliver, assess and administer this programme in accordance with this Programme Specification. At the same time it is recognised that it is in the nature of academic developments that changes, for example to the structure, curriculum, and assessment of a programme may be necessary in order to ensure that the programme remains up to date, in response to issues raised as a result of on-going monitoring and evaluation, and/or in order to conform to new regulatory requirements imposed by this institution, by professional or statutory bodies, or by national or governmental bodies.

The programme operates within the guidelines and policies relating to equal opportunities and environmental issues which may be agreed from time to time by the Board of Governors and/or the Academic Board of the University.

Where the programme is offered in collaboration with another institution these policies and guidelines will normally be those of the partner institution.

The programme operates in accordance with the University's Regulations Governing Studies Involving the Use of Human Subjects (UPR RE01) agreed from time to time by the Academic Board of the University. However, where the programme is offered in collaboration with another institution (for example through a franchise arrangement for all or part of the programme) then specific approval must be obtained from the University for the operation of the programme within ethical guidelines prepared by the partner institution. The partner institution will be responsible for all insurance liability in connection with the observance of ethical guidelines.

Signed Date...09/05/2011.....
Chair of Faculty Academic Quality Enhancement Committee

If you would like this information in an alternative format please contact:
The Life Science Administration Office

BSc (Hons) Sports Studie

Table 2: Development of Programme Learning Outcomes in the Constituent Modules

This map identifies where the programme learning outcomes are assessed in the constituent modules. It provides (i) an aid to academic staff in understanding how individual modules contribute to the programme aims (ii) a checklist for quality control purposes and (iii) a means to help students monitor their own learning, personal and professional development as the programme progresses.

		Programme Learning Outcomes (as identified in section 1 and the following page)																							
		Knowledge & Understanding						Intellectual Skills					Practical Skills				Transferable Skills								
Module Title	Module Code	A1	A2	A3	A4	A5	A6	B1	B2	B3	B4	B5	C1	C2	C3	C4	D1	D2	D3	D4	D5	D6	D7		
Level 4	Foundations of Sports Coaching	4LFS0035	12a1			12a3		12a1			12b5	12b4							12b1			12b2			
	Introduction to Sports	4LFS1002		12a2		12a3		12a4							12b3				12b2			12b3			
	Practice of Sports Coaching	4LFS0009	12a1			12a2		12a1		12b2		12b4	12b1	12b1				12b3		12a1	12b1		12b2		
	Structure and Finance of Sport	4LFS0007		12a2	12a3	12a3			12a3	12b3	12b2				12b3			12b4				12b2		12b1	
	Sociological Foundations of Disciplines	4LFS1001	12a1				12a3		12b1	12b4	12b3				12b4			12b1	12b4	12b2				12b4	
	Supporting Skills for Sports Studies	4LFS1003	12a1		12a2	12a2						12b1		12b1	12b1						12b1			12b2	
	Introduction to Sports	4LFS0079	12b1	12a3	12a2	12b3				12b2	12a3					12a3				12a2				12a2	
	Independent Study	4LFS0013	12a1			12a2	12a2		12b1	12b1	12b1					12a3			12b2	12b1	12b1				12a2
Personal Transferable Skills	4LFS0014																								
Level 5	Applied Sports Coaching	5LFS0042		12a1	12a3		12a2			12b1	12b2	12b4	12b2	12b2	12b2			12b1		12b1	12a2		12b4		
	Sports Management	5LFS1002	12a1	12a3		12a2			12a2	12b4	12b4	12b3	12a1	12a2	12a3			12b3			12b2		12a1	12b4	
	Work Experience	5LFS0020			12a2	12a3	12a3			12b1	12b2	12b4	12b3	12a1	12a2	12a3			12b3		12b2		12b1	12b4	
	Health Related Issues	5LFS1007	12a1	12a3					12a2	12a2	12a3					12b3			12b1		12b3		12b2		12b2
	Social Framework of Sport	5LFS0040		12a2		12a1	12a3		12b1				12b2			12b4									
	Principles and Practices of	5LFS1003	12a2		12a4					12b3		12b1				12b2				12a4		12b2	12b3		12a3
	Research Techniques for	5LFS0039			12a1		12a3		12b2				12b1			12b1			12a3	12a1	12a3		12a3	12b1	12a3
	Independent Study 2	5LFS0023	12a1			12a2	12a2		12b1	12b1	12b1					12b1			12b2	12b1	12b1				12b3
Personal Transferable Skills	5LFS0024																								
Placement Year																									
Level 6	Advanced Sports Coaching	6LFS0056	12a1	12a1	12a3	12a3	12a2		12b1	12b1	12b1	12b2	12b4	12b2	12b2			12b1		12b1	12a2		12b4		
	Advanced Sports Management	6LFS0018	12a1	12a1		12a3	12a4		12a2	12a5	12b4	12b5	12b3	12b3	12b4	12b5			12b5	12b4			12b5	12b3	12b5
	Sports Development	6LFS1001	12a1	12a2	12b5	12a1	12a2		12b1	12b5	12b5	12b4				12b4			12b3	12b2	12b1				12b3
	Sports Studies Final Year Project	6LFS0019	12a5	12b1				12a1	12a2	12a4	12a5	12a1	12a5				12a6		12a6	12a3	12a6	12a1	12a4	12a5	12a4

Key

Programme Learning Outcome which is assessed as part of the module

12xx

Link to specific DMD Module Learning Outcomes is indicated by codes in individual grid boxes

Knowledge and Understanding

- A1. Demonstrate effective use of knowledge and understanding of subject disciplines and themes
- A2. Evidence critical appreciation of range and influence of sports related issues
- A3. Demonstrate understanding of need for multi and inter disciplinary approach
- A4. Utilise conceptual knowledge base needed to monitor, assess, and evaluate sports
- A5. Demonstrate understanding of the processes/strategies involved in enhancing/analysing sports
- A6. If Hons: plan/undertake a sports studies research project - critically understanding methods

Intellectual Skills

- B1. Research + critically consider domain specific concepts, theories, models, principles, info
- B2. Critically weigh up and appraise information and evidence
- B3. Analyse and explain info presenting balanced/rational arguments + challenging assumptions
- B4. Apply knowledge in solving routinised and novel problems
- B5. Adopt responsibility for own learning, and CPD through reflective practice

Practical Skills

- C1. Prepare/design/undertake practicals employing suitable techniques/abilities/procedures
- C2. Carry out practical work with due consideration for approp procedures/safety/risk assessment
- C3. Identify and act upon ethical/moral/safety issues relating to sports contexts
- C4. If Hons:propose/design/implement/communicate a significant piece of academic work

Transferable Skills

- D1. Communicate effectively, using a variety of formats
- D2. Use effectively a range of information services
- D3. Organise and present intellectual argument commensurate with the level of award
- D4. Work effectively both alone, and as part of a team
- D5. Be numerate at a level appropriate to the programme
- D6. Develop the skills required for continued self-managed professional activity
- D7. Use information technology effectively and appropriately