

PROGRAMME SPECIFICATION

The Programme Specification is designed for prospective students, current students, academic staff and potential employers. It provides a concise summary of the main features of the programme and the intended learning outcomes.

SECTION A: DETAILS OF THE PROGRAMME AND AWARD

Programme Title	BA(Hons) Sport and Physical Education BA(Hons) Sport and Physical Education with Foundation Year
Awarding Body	Buckinghamshire New University
Teaching Institution / Programme Location	Buckinghamshire New University, High Wycombe
Faculty	Society and Health
Name of Final Award	BA(Hons)
NQF/FHEQ Level of Qualification	Level 6
QAA Subject Benchmark Statement(s)	QAA Subject Benchmark Statement for: Hospitality, Leisure, Sport and Tourism (2016)
UCAS Code	
Course Code(s)	BP1SPE1 (3yr) BP1SPE4 (4YEAR)
Mode of Delivery	Full Time
Length of Study	3 years 4 years (including foundation year)
Number of Intakes	2 intakes (September and January)
Regime of Delivery	Campus based
Language of Study	English
Programme Accreditation	n/a
Month and Year valid from	September 2018
Publication & Revision Dates	MARCH 2018, July 2020

Programme Introduction

This degree is designed to provide exciting career opportunities for those seeking to become a physical education teacher. The degree will offer a route towards Qualified Teacher Status via a full time Postgraduate Certificate of Education or via School Centred Initial Teacher Training (SCITT). The course will provide the knowledge and experience required for a successful application to teacher training. This degree programme provides the transferable skills required to work in either the public, private or voluntary sectors

This degree responds to the changing demands of physical education, combining both the practical

and theoretical study of the techniques and skills involved in the teaching and learning of sport. Students will develop knowledge of the fundamentals of physical education and youth sport, including applied coaching, child development, pedagogical skills, sport and education policy and practice, and sport science.

Through the coaching studies students will also have the opportunity to gain National Governing Body qualifications in a variety of sports. Opportunities to apply for work experience exist within local schools and colleges, sports clubs and societies to enhance the development of practical skills and teaching capabilities.

Students will explore the national curriculum at primary and secondary school level and be involved in the full range of curriculum areas including major games, dance and outdoor and adventurous activities so that they will have a complete background to move onto PGCE teacher training or be a community sports coach. The programme will also consider key youth sports issues such as the Olympic and Commonwealth Games sporting legacies, sustaining sports participation in to adulthood, the obesity crisis and the need to promote physically active lifestyles. Important philosophical debates around inclusion and equity in physical education will promote critical thinking.

Distinguishing Features and Key Characteristics of the Programme

This award would be attractive to students who would like to work in physical education teaching or youth sport. Students should be motivated to deliver high quality sport and physical education experience to children and young people. The course will provide students with access to a modern well-equipped human performance laboratory and links to experience in highly regarded schools and sports clubs in the area.

This award offers students the chance to study at an institution ideally located to benefit from a diverse sporting landscape with Bisham Abbey National Sports Centre and Stoke Mandeville close by. This practice focused programme is delivered through a variety of teaching mediums; practical classes, workshops, lectures and seminars, all designed to provide a stimulating environment with opportunities for students to work with local schools and coaching organisations the field. This course is designed to provide students with a diverse and balanced curriculum to prepare them for a career in teaching or other sports related industries. Students will understand and engage with current teaching practices and ideas through regular networking opportunities (work experience, workshops, and guest lectures) with teaching professionals to equip them with a depth of knowledge and understanding of the current PE curriculum in order to thrive in graduate level jobs or post graduate teacher training opportunities.

Distinguishing Features

- Outstanding gym, sports hall facilities
- Modern well resourced human performance laboratory
- Development coaching curriculum including industry recognised awards
- Extensive student support system to enhance student experience
- Strong links with an outstanding network of schools and colleges
- Established expertise in applied education teaching.

Admission Requirements

Please see the [Application webpages](#) for more information on how to apply, including a statement on how we support students from a variety of backgrounds. Please also see <https://bucks.ac.uk/applying-to-bucks/general-entry-requirements>. Applicants who do not meet our published entry requirements are encouraged to contact our admissions team for further advice and guidance.

Students must have a strong GCSE profile, including English and Maths at Grade C, or equivalent. Other qualifications, including overseas, may be considered. Applicants for whom English is a second language should have achieved IELTS 6 or equivalent for entry into Level 4.

For BA(Hons) Sport and Physical Education with Foundation Year (4 years)

Applicants who do not meet the minimum requirements for the 3-year programme, or those who do not feel fully prepared for a Level 4 course, will be considered for the 4-year programme including a Foundation Year.

Please see the [Application webpages](#) for more information on how to apply, including a statement on how we support students from a variety of backgrounds. Please also see <https://bucks.ac.uk/applying-to-bucks/general-entry-requirements>. Applicants who do not meet our published entry requirements are encouraged to contact our admissions team for further advice and guidance.

Recognition of Prior Learning

Previous study, professional and / or vocational experiences may be recognised as the equivalent learning experience and permit exemption from studying certain modules. Please refer to our [Credit Accumulation webpages](#) for further guidance.

Support for Students

During the course of their studies, students will be supported in the following ways:

- At the start of their studies all students will receive a full **induction** to the programme which will include introduction to the staff responsible for delivering the course, and access to library and IT facilities
- The **Programme Handbook** will outline the exact nature of the course and how it is structured, including the availability of option modules
- Each student will be allocated a **Personal Tutor** who will support their academic development, be able to advise and guide them with their studies and, where necessary, give advice on study options

Students will be able to access our full range of **support services**, including the Learning Development Unit for skills and study support, the Library, the Careers and Employability Team, Student Finance Team, Accommodation and Counselling Services

Employability Statement / Career Prospects

This degree responds to the changing demands of physical education, combining both the practical and theoretical study of the techniques and skills involved in the teaching and learning of sport. Students will learn the skills to be an effective sports leader, and can aspire to career opportunities in roles including sports coach, teaching assistant and sports teacher. The professional development and employability module SL625 in level 6 will encourage students to prepare for progression into suitable roles or QTS training opportunities.

Professional Statutory and Regulatory Body Accreditation

None

SECTION B: PROGRAMME AIMS, OUTCOMES, LEARNING, TEACHING AND ASSESSMENT METHODS

Programme Aims

The main educational aims of the programme are to:

- Prepare students for coaching roles in schools, extracurricular programmes and community groups.
- Prepare students for postgraduate study leading to Qualified Teacher Status.
- Provide students with knowledge and understanding of the external context in which physical education takes place.
- Provide students with knowledge and understanding of the key roles and responsibilities of those working with children and young people.
- Develop students' understanding of teaching, learning and assessment in physical education and youth sport.
- Enable students to confidently apply theory to the planning and delivery of physical education and coaching sessions for children and young people.

Programme Learning Outcome

Table 1: Programme Learning Outcomes and Mapping to Modules

On successful completion of Level 6 BA (Hons) Sport and Physical Education, a graduate, will be able to:

Programme Learning Outcomes				
K	Knowledge and Understanding	Core Modules (Code) Level 4	Core Modules (Code) Level 5	Core Modules (Code) Level 6
K1	Analyse and apply the physical development of young people and the contribution of sport, exercise and movement to their development	SL457, SI422 SL459	SL566; SL560	SL654; SL652
K2	Critically analyse the impact of government policy on sport and physical education	SL457,SL460	SL560	SL652
K3	Evaluate legal and ethical frameworks applicable to working with children and young people		SL560	SL652
K4	Assess the theoretical debates on pedagogy as they relate to physical education	SL457; SI459	SL566; SI558	SL652
K5	Describe and apply scientific concepts to a sporting context.	SL457; SL458	SL557;SL528	SL653; SI654
K6	Critically appraise the contribution of sociology to the understanding of young people and their engagement with physical activity.	SL460	SL517	SL652; SL615
K7	Apply a variety of perspectives on coaching theory to analyse effective coaching practice.	SL411	SL519; SL558	SL615; SL53
C	Intellectual/Cognitive Skills			
C1	Critically evaluate arguments, assumptions, abstract concepts and data, to make judgments, and to frame appropriate questions to achieve a solution, or identify a range of solutions to a problem.	SL460; SL459	SL519; SL520	SL620 SL652
C2*	Demonstrate independent research, making use of scholarly reviews and primary sources.		SL520	SL620
P	Practical Skills			
P1	Apply relevant legislation and theoretical frameworks to the planning and delivery of coaching sessions for children and young people.	SL459, SI411	SL519; SL558	SL615
P2	Select, justify and apply relevant coaching concepts to the planning and delivery of coaching sessions involving different forms of sport, exercise and movement.	SL411; SL459	SL519; SL558; SL517	SL615; SL653

P3	Demonstrate competent coaching and teaching skills and techniques in a range of sport, exercise and movement activities	SL411;	SL519; SL556	SL615; SL653
P4	Effectively manage group and individual behaviours to enable effective delivery of coaching or teaching sessions.	SL411; SI459;	SL519; SI556; SL558	SL615; SL653
P5	Use sports science to assess the effectiveness of sports training.	SL417; SL457	SL557; SL528	SL653
T	Key/Transferable Skills			
T1	Engage in critical thinking, analysis, synthesis and decision making	SL460; SI459	SL560; SI517; SI520	SL620; SL652
T2	Communicate information clearly and coherently in a range of forms relevant to intended audiences	SL460;SL459:SL414	SI560; SI520	SL620; SL652
T3	Manage time effectively in order to meet deadlines and achieve performance targets	SL457; SI411	SI556	SL620
T4	Identify, access, evaluate and apply electronic resources to address problems and questions	SL414	SI520	SL620
T5	Collect, analyse, interpret and apply numerical data using relevant software packages and presentation methods.	SL414; SI457	SI520; SI557; SL528	

On successful completion of a Level 6 Ordinary degree,

Graduates will have achieved the majority of the learning outcomes specified above for the full Honours award with the exception of those marked with a *.

The above learning outcomes will be demonstrated by the achievement of a combined total of 300 credits comprising 120 credits at Level 4, 120 credits at Level 5 and 60 credits at Level 6 from the following modules (excluding the dissertation or equivalent):

- **SL651**
- **SL615**
- **SL653**
- **SL654**

On successful completion of Level 5 Dip HE, a graduate, will be able to demonstrate achievement of the following learning outcomes:

- **Articulate the role of pedagogy in the delivery of effective coaching and physical education session.**
- **Plan, deliver and evaluate sports and physical activity for young people.**
- **Analyse the social context for learning and development in physical activity.**
- **Apply scientific theory to measure and describe sports performance.**

The above learning outcomes will be demonstrated by the achievement of a combined total of 240 credits comprising 120 credits at Level 4 and 120 credits at level 5 for this programme.

On successful completion of Level 4 Cert HE, a graduate will be able to demonstrate achievement of the following learning outcomes:

- **Demonstrate an understanding of the key components of sport coaching**
- **Describe the context for physical education in the UK.**
- **Identify sport science principles of human anatomy and physiology as they relate to sports performance.**

The above learning outcomes will be demonstrated by the achievement of 120 credits listed at Level 4 for this programme.

Learning, Teaching and Assessment Methods to achieve the Programme Learning Outcomes

How will students learn?

This programme is delivered with the centre for human performance, exercise and wellbeing, providing first class facilities, which students aspire to learn and engage. We also support a diverse curriculum, which will allow students regular opportunities to engage with academics from other aspects of education including early years and educational studies. A diverse range of learning and teaching approaches are used as appropriate to each module. Across the programme students benefit from regular contact with tutors to support their learning through lectures, seminars, workshops, tutorials and practical sessions. In addition to timetabled classes for each module, students will also attend a weekly personal tutorial session. Some of these tutorial meetings will be conducted in a group, with others conducted one-to-one contact with a tutor.

Proactive use of the VLE and mobile technologies engages students with the broader knowledge base upon which the programme is built. Integration of theory and practice is consistently emphasised to support authentic learning and development utilizing problem-based approaches, live case studies, and coaching / teaching sessions.

Students participate in an induction programme which includes introductions to key academic and support staff, the structure and delivery of the programme, training in the use of the VLE, introductions to learning resources and skills support, and a range of familiarization activities. Induction also enables students to meet the other members of their programme and to learn about extra-curricular opportunities. Each module has a VLE site, which provides support for module-level learning, links to further resources, and information relating to directed and self-directed study.

How will students be assessed?

A range of assessment types are used across the programme, as appropriate to each module to engage students across the range of intellectual and professional knowledge and skill areas expressed in the programme learning outcomes. Assessment is predominantly continuous, employing items such as academic essays, reports, case study analyses, presentations, portfolios, and reflective writing as well as practically oriented items such as the production and delivery of coaching plans or lab based practicals. Applied assessment tasks are used as far as possible to enable students to link theory with practice, thereby assessing knowledge and understanding alongside subject-specific skills and key skills. Collaborative working is incorporated where appropriate to enable students to engage in projects of a scale and/or complexity greater than would be achievable individually.

Collaborative working also reflects the professional context and supports development of skills for example in communication, negotiation, leadership, and project management. Multiple opportunities are provided for students to benefit from formative feedback from both tutors and peers, for example through class discussions, informal presentations and submission of draft work.

During the Foundation Year, students will be exposed to a variety of summative and formative assessments whilst developing the academic skills to be a successful student at university; course

content and Learning Outcomes strongly relate to students developing their knowledge and understanding of the subjects being studied and assessed.

During the Foundation Year, students will be exposed to a variety of summative and formative assessments whilst developing the academic skills to be a successful student at university; course content and Learning Outcomes strongly relate to students developing their knowledge and understanding of the subjects being studied and assessed.

Work-Based / Placement Learning

Short periods of work experience and work related learning are encouraged throughout the course to enhance student critical understanding of applied practice. Tutors will support students in selected suitable experience with our network of schools and coaching providers. Before any period of work experience students and work experience providers will complete a learning agreement to ensure that roles and responsibilities are clearly understood. Students and work experience providers will have a named contact in case of concern's or problems. Most schools and sports clubs will require students to be DBS checked, currently the schools conduct these checks. This will be made clear to all applicants. Work experience will be managed with regard to the University Placement learning policy.

SECTION C: PROGRAMME STRUCTURE(S) AND HOURS

Table 1: Programme Structure Table

Programme Title		BA(Hons) Sport and Physical Education with foundation year							
Course Code		BP1SPE4							
Mode of Study		Full time							
Credit Value		UK	360		ECTS		180		
Module Code	Module Title	QCF/FHEQ Level	Course Stage / Year	Status in Award (<i>Core / Optional</i>)	Credit Value	Assessment Regime			Semester Taught *
						Written Exam %	Coursework %	Practical %	
Foundation									
FY026	Preparing for Success Knowledge and Creativity	0	1	C	n/a		100		1/2
FY027	Preparing for Success Self-development and Responsibility	0	1	C	n/a		60	40	1/2
FY028	Inquiry Based Learning	0	1	C	n/a		100		1/2
FY012	Introduction to Sport Development and Performance	0	1	C	n/a		50	50	1
Level 4									
SL411	Introduction to Sports Coaching	4	2	c	15		100		1
SL414	Applied Sport Field Study	4	2	c	15		50	50	2
SL456	Introduction to Physical Education	4	2	c	15		100		2

SL457	Human Anatomy	4	2	C	15			100	1
SL458	Human Sciences for Physical Education	4	2	c	15		100		2
SL459	Games in Sport and Education	4	2	c	15			100	2
SL460	Sport and Society	4	2	c	15		100		1
SL470	Foundations of Sport & Exercise Psychology	4	2	c	15				1
Level 5									
SL517	Sport Diversity and Wellbeing	5	3	C	15		100		1
SL519	Coaching and Athlete Development	5	3	C	15		100		1
SL520	Research in Sport and Exercise	5	3	C	15		100		2
SL528	Sport Nutrition	5	3	c	15				1
SL556	Applied Physical Education	5	3	C	15		100		1
SL557	Foundations of Biomechanics	5	3	C	15		100		2
SL558	Outdoor Education	5	3	C	15		50	50	2
SL560	Child Development and Learning	5	3	C	15		100		2
Level 6									
SL620	Dissertation*	6	4	C	30		100%		both
SL615	Contemporary coaching issues	6	4	C	15		100%		1
SL654	Psychology of physical education and youth sport	6	4	C	15		100%		1
SL625	Professional Development and Employability	6	4	C	15		100%		1
SL651	Contemporary issues in Physical Education	6	4	C	15		40%	60%	2
SL653	Skills Acquisition and Learning	6	4	c	15		70%	30%	2
SL652	Strategies in Youth Sport	6	4	C	15		100%		2

Programme Title		BA(Hons) Sport and Physical Education								
Course Code		BP!SPE1								
Mode of Study		Full time								
Credit Value		UK	360			ECTS		180		
Module Code	Module Title	QCF/FHEQ Level	Course Stage / Year	Status in Award ([Close / Optional])	Credit Value	Assessment Regime			Semester Taught *	
						Written Exam %	Coursework %	Practical %		
Level 4										
SL411	Introduction to Sports Coaching	4	2	c	15		100		1	
SL414	Applied Sport Field Study	4	2	c	15		50	50	2	
SL456	Introduction to Physical Education	4	2	c	15		100		2	
SL457	Human Anatomy	4	2	C	15			100	1	
SL458	Human Sciences for Physical Education	4	2	c	15		100		2	
SL459	Games in Sport and Education	4	2	c	15			100	2	
SL460	Sport and Society	4	2	c	15		100		1	
SL470	Foundations of Sport & Exercise Psychology	4	2	c	15		100		1	
Level 5										
SL517	Sport Diversity and Wellbeing	5	2	C	15		100		1	
SL519	Coaching and Athlete Development	5	2	C	15		100		1	
SL520	Research in Sport and Exercise	5	2	C	15		100		2	
SL528	Sports Nutrition	5	2	C	15			100	1	
SL556	Applied Physical Education	5	2	C	15		100		1	
SL557	Foundations of Biomechanics	5	2	C	15		100		2	
SL558	Outdoor Education	5	2	C	15		50	50	2	
SL560	Child Development and Learning	5	2	C	15		100		2	
Level 6										
SL620	Dissertation	6	3	C	30		100%		both	

SL615	Contemporary coaching issues	6	3	C	15	100%		1
SL654	Psychology of physical education and youth sport	6	3	C	15	100%		1
SL625	Professional Development and Employability	6	3	C	15	100%		1
SL651	Contemporary issues in Physical Education	6	3	C	15	40%	60%	2
SL653	Skills Acquisition and Learning	6	3	c	15	70%	30%	2
SL652	Strategies in Youth Sport	6	3	C	15	100%		2

Using a single semester structure September and January cohorts can be taught together reducing the risk of small classes by reversing the order of the semesters. For example the January intake with start with level 4 semester 2 modules then complete semester one modules.

*Semester taught should align with the module descriptor e.g. S1, S2, SB

Table 3: Breakdown of Contact Hours

Note: Hours are worked on the basis of full-time study. 1 Academic Credit is equated to 10 notional learning hours. A full-time undergraduate student will normally study 120 credits in an academic year which is therefore equated to 1200 notional hours. A full time postgraduate student will normally study 180 credits in an academic year which equates to 1800 hours. Module Descriptors provide detailed breakdowns of the categories given below.

Year of course	Scheduled Learning and Teaching Activities	Guided Independent Study	Placement / Study Abroad	Total
Year One	283	917		1200
Year Two	283	887	20	1200
Year Three	232	958	10	1200
Total	798	2792	30	3600

*These hours should be calculated based on the hours stated in the module descriptors.

Students who study this programme with a Foundation Year will complete an additional 1200 hours during that year.

SECTION D: ASSESSMENT REGULATIONS

This programme complies with the approved University regulations *Academic Assessment Regulations* and procedures as detailed on the University website.

The following modules will be non-compensable:

SL620

The calculation of this award will be level 5 33% and level 6 67%.

Exit Awards Available

Exit Award Type	Award Title	Credits Achieved
Certificate of Higher Education	Cert HE Sport and Physical Education	120 Credits
Diploma of Higher Education	Dip HE Sport and Physical Education	240 Credits
Ordinary Degree	BA Sport and Physical Education	300 Credits
Honours Degree	BA(Hons) Sport and Physical Education	360 Credits

*Delete rows as applicable

No exit award is available for students who withdraw at the end of the Foundation Year.

SECTION E: FURTHER INFORMATION

Reference Points

The following reference points were used when designing the programme:

- University Strategy 2016-2021
- Buckinghamshire New University Approval of Academic Provision policy and procedure
- QAA Subject Benchmark Statement for: Hospitality, Leisure, Sport and Tourism (2016)
- QAA Framework for Higher Education Qualifications (2014)
- Equality & Diversity Teaching & Learning Toolkit
- QAA Education for Sustainable Development
- Work-based and Placement Learning Policy
- University Academic Qualifications Framework
- Recommendation and feedback from external subject academic and industry professional

Ethics

The following ethics sub-committee will be responsible for ensuring good research practice and student awareness of ethical concerns and risks.

Sports Related Ethics Panel

Annual Review and Monitoring

This programme will be monitored annually through the University's Annual Monitoring Process, which is a continual cycle of review and enhancement. This process is supported by both the periodic review of departments and the periodic re-approval process for individual programmes. All processes are completed in consultation with students via the Students' Union or student representatives.

The re-approval of this programme is scheduled for academic year: 2023/24

SKILLS MATRIX

Which skills are students assessed on?

Information in this table should be aligned to the skills matrix in each module descriptor, under the assessed column.

Module Code	Information Acquisition	Critical thinking, analysis and synthesis	Self-reflection	Communication Skills: Oral	Communication Skills: Written	Information & Communications Technology (ICT)	Numeracy & Quantitative Skills	Problem Solving & Decision Making	Independent & Self-managed Learning	Working with Others
FY001	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
FY002	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
FY003	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
FY012	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
SL411	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
SL456	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SL460	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
SL457	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
SL414	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
SL459	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SL458	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SL422	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SL560	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
SL556	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SL557	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
SL519	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
SL558	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
SL520	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
SL528	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
SL517	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Module Code	Information Acquisition	Critical thinking, analysis and synthesis	Self-reflection	Communication Skills: Oral	Communication Skills: Written	Information & Communications Technology (ICT)	Numeracy & Quantitative Skills	Problem Solving & Decision Making	Independent & Self-managed Learning	Working with Others
SL615	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
SL620	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
SL654	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SL625	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
SL651	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
SL653	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SL652	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SUBJECT BENCHMARK MAPPING

Programme mapping is a requirement based on Quality Assurance Agency standards as described in the *UK Quality Code for Higher Education Part A: Setting and Maintaining Academic Standards* and *Chapter B1: Programme Design, Development and Approval*.

Information in this table should contain a mapping of the Programme Learning Outcomes at each Level to the QAA Subject Benchmark Standard used.

Please note: You should complete the mapping exercise in table 1 of the Programme Specification FIRST and then, complete the mapping below of the Programme Learning Outcomes to the Subject Benchmark Standard for each level of the programme/s.

QAA Subject Benchmark Standard	Programme Outcome(s)	Module Code(s)			
		Level 4	Level 5	Level 6	Level 7
Subject knowledge, understanding and abilities					
Display a critical appreciation of the integration of the variables involved in the delivery (teaching, instructing and coaching) of enhanced sport performance	K7; K2; K4	SL457;SL459; SL411	SL556;SL519	SL615 SL654	
Creatively plan, design, lead, manage and execute practical activities using appropriate techniques and procedures while demonstrating high levels of relevant skills	P2; K7; P4; P3	SL411 SL457 SL459	SL519 SL556	SL615 SL654	
Complete a sustained piece of independent intellectual work (such as a long project or dissertation) which plans, designs, critically assesses and evaluates evidence in the context of appropriate research methodologies and data sources	C2			SL620	
Work effectively independently and with others, as both a team member and a leader, recognising and respecting the values of equality and diversity	P4,P3	SL411;	SL519	SL615	

Recognise and respond to moral, ethical, sustainability and safety issues which directly pertain to the context of study including relevant legislation and professional codes of conduct	K3; K4 T1 K3	SL460	SL517 SL558	SL651 SL652	
Subject-specific skills					
6.16 An honours graduate in Sport related programmes is able to critically appraise and evaluate sport in its social, environmental and/or performance contexts	C1 K1 K6	SL414	SL517	SL6	
6.17 An honours graduate in Sport related programmes is able to understand and explain human responses to sport and exercise,	K5 K1 P4	SL458 SL457	SL528 SL557	SL653 SL654	
Display a critical appreciation of the integration of the variables involved in the delivery (teaching, instructing and coaching) of enhanced sport performance	P1; P2; K7; K6	SL411; SL422; SL459	SL556; SL519 SL558	SL615 SL652 SL654 SL653	
6.20 An honours graduate in Sport related programmes is able to under the influence of the historical, social, political, economic and cultural diffusion, distribution and impact of sport,	K2 K4 C1	SL460 SL456	SL556 SL560 SL517	SL652 SL651	
Generic and graduate skills					
Research and assess paradigms, theories, principles, concepts and data, and apply such skills creatively in explaining and solving familiar and unfamiliar	C1 C2	SL414	SL520 SL517	SL620 SL652 SL651	

problems, challenging previously held assumptions or answering research questions					
Undertake fieldwork with continuous regard for ethics, safety and risk assessment.	C2	SL414	SL520	SL620	
Demonstrate literacy and communication skills in a range of contexts including verbal, auditory, performance, digital and multi-media forms	T4 T5 T2	SL414 SL460	SL517 SL520 SL556	SL620 SL652	
Take and demonstrate proactive responsibility for their own learning and continuing personal and professional development through self-appraisal and reflecting on practice in academic and professional contexts	T3 C2 T5	SL414 SL459	SL520 SL519 SL556	SL620 SL625	