

# BSc (Hons) Sports Development

## Programme Specification

### **Primary Purpose:**

Course management, monitoring and quality assurance.

### **Secondary Purpose:**

Detailed information for students, staff and employers. Current students should refer to the related Course Handbook for further detail.

### **Disclaimer:**

The University of Portsmouth has checked the information given in this Programme Specification and believes it to be correct. We will endeavour to deliver the course in keeping with this Programme Specification but reserve the right to change the content, timetabling and administration of the course whilst maintaining equivalent academic standards and quality.

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# **Programme Specification**

## **1. Named Awards**

BSc (Hons) Sports Development

## **2. Course Code (and UCAS Code if applicable)**

HEMIS Code: C0760F

UCAS Code: N280

## **3. Awarding Body**

University of Portsmouth

## **4. Teaching Institution**

University of Portsmouth

## **5. Accrediting Body**

Endorsed – SkillsActive and the Chartered Institute for the Management of Sport and Physical Activity

## **6. QAA Benchmark Groups**

Unit 25, Hospitality, Leisure, Sport & Tourism 2008

## **7. Document Control Information**

September 2014

## **8. Effective Session**

2014-2015

## **9. Author**

Kieren McEwan

## **10. Faculty**

Faculty of Science

## **11. Department**

Department of Sport & Exercise Science

## **12. Educational Aims**

The BSc Programme:

- To develop knowledge and understanding of management, sociological, scientific and development principles through the study of sport;
- To produce graduates with a firm theoretical and practical grounding in their subject area;
- To provide student choice within a flexible curricula framework;
- To equip students with a broad range of academic, personal development and enterprise skills;

- To promote an interdisciplinary approach to the study of sport;
- To provide students with the opportunity to specialise in particular facets of sport;
- To develop awareness in relation to ethical issues in sport, human function and human performance;
- To create a stimulating, friendly and supportive environment for students;
- To prepare students for future employment or advanced study;
- To provide students with the opportunity to learn, from partner agencies, about community through to elite sport.

### 13. Reference Points

The degree programme is primarily concerned with the sports policy, structure, business management, social impacts, philosophy and sports development application of the various sport and leisure industries, with a basic underpinning of sports science. To reflect the varying areas explored by undergraduates in this domain, there are five main themes to the course which include: Sociological Issues, Business Management, Applied Experiential Opportunities including areas such as coaching, Sports Science, also Research and Study Skills in Higher Education. It is deemed by the Department that a thematic approach enables students to embrace the subject from both an inter-disciplinary and multi-disciplinary perspective.

In particular, the programme has been designed with the QAA benchmark elements relating to “Hospitality, Leisure, Sport and Tourism” (2008) in mind. As sport development is not specifically identified, the course embraces elements of sports studies and sports science, although perhaps most closely aligned to the aspect of ‘management’, therefore “amongst other things, enable students to”:

1. demonstrate vocationally relevant managerial skills and knowledge by exposure to professional practice.
2. evaluate and apply vocationally relevant concepts associated with the operational and strategic management of financial, human and physical resources. (HSLT 5.3)

Sports Development falls between programmes broadly concerned with Sport and Leisure, therefore will include aspects of both, as a consequence “will often involve the study of one or more of the following”:

1. the historical, philosophical, economic, political, sociological and psychological dimensions of leisure
2. the structure, composition and management of the leisure industries
3. the construction of the leisure experience in a range of managerial contexts comprising products, services and opportunities
4. the disaggregation of leisure into concepts, activities, functions and meanings and the implications of these for personal and professional actions
5. differential patterns of leisure consumption and use
6. key directions and trends in the assembly of knowledge about leisure. (HLST 3.19)

And/or

1. human responses and adaptations to sport and exercise
2. the performance of sport and exercise and its enhancement, monitoring and analysis
3. health-related and disease management aspects of exercise and physical activity
4. historical, social, political, economic and cultural diffusion, distribution and impact of sport
5. policy, planning, management and delivery of sporting opportunities. (HLST 3.25)

## Overall programme learning outcomes and their relation to the Framework for Higher Education Qualifications

Each descriptor sets out the outcomes for the qualification at each level (FHEQ 2008)

Level 4 - Certificates of Higher Education are awarded to students who have demonstrated:

- knowledge of the underlying concepts and principles associated with their area(s) of study, and an ability to evaluate and interpret these within the context of that area of study
- an ability to present, evaluate and interpret qualitative and quantitative data, in order to develop lines of argument and make sound judgements in accordance with basic theories and concepts of their subject(s) of study.

Typically, holders of the qualification will be able to:

- evaluate the appropriateness of different approaches to solving problems related to their area(s) of study and/or work
- communicate the results of their study/work accurately and reliably, and with structured and coherent arguments
- undertake further training and develop new skills within a structured and managed environment.

And holders will have:

- the qualities and transferable skills necessary for employment requiring the exercise of some personal responsibility.

Level 5 –Diplomas of Higher Education are awarded to students who have demonstrated:

- knowledge and critical understanding of the well-established principles of their area(s) of study, and of the way in which those principles have developed
- ability to apply underlying concepts and principles outside the context in which they were first studied, including, where appropriate, the application of those principles in an employment context
- knowledge of the main methods of enquiry in the subject(s) relevant to the named award, and ability to evaluate critically the appropriateness of different approaches to solving problems in the field of study
- an understanding of the limits of their knowledge, and how this influences analyses and interpretations based on that knowledge.

Typically, holders of the qualification will be able to:

- use a range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis
- effectively communicate information, arguments and analysis in a variety of forms to specialist and non-specialist audiences, and deploy key techniques of the discipline effectively
- undertake further training, develop existing skills and acquire new competences that will enable them to assume significant responsibility within organisations.

And holders will have:

- the qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and decision-making.

Level 6 - Bachelor's degrees with honours are awarded to students who have demonstrated:

- a systematic understanding of key aspects of their field of study, including acquisition of coherent and detailed knowledge, at least some of which is at, or informed by, the forefront of defined aspects of a discipline
- an ability to deploy accurately established techniques of analysis and enquiry within a discipline
- conceptual understanding that enables the student:
  - to devise and sustain arguments, and/or to solve problems, using ideas and techniques, some of which are at the forefront of a discipline
  - to describe and comment upon particular aspects of current research, or equivalent advanced scholarship, in the discipline
- an appreciation of the uncertainty, ambiguity and limits of knowledge
- 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).

Typically, holders of the qualification will be able to:

- 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
- critically evaluate arguments, assumptions, abstract concepts and data (that may be incomplete), to make judgements, and to frame appropriate questions to achieve a solution - or identify a range of solutions - to a problem
- communicate information, ideas, problems and solutions to both specialist and non-specialist audiences.
- 

And holders will have:

- the qualities and transferable skills necessary for employment requiring:
- the exercise of initiative and personal responsibility
- decision-making in complex and unpredictable contexts
- the learning ability needed to undertake appropriate further training of a professional or equivalent nature.

Other reference points include the University of Portsmouth Curriculum Framework, the QAA Code of Practice for Assurance of Academic Quality and Standards in Higher Education & the research & scholarship of staff.

## 14. Learning Outcomes

### A. Knowledge and Understanding of:

1. Structure of sport in the UK and where appropriate international comparisons.
2. Historical aspects, definitions and models associated with sports development
3. Management, structural and strategic processes involved with the development of sport
4. Societal and political impacts on sport, with associated supporting statistics and consequential impact
5. Methodology associated with sports organisation and event management
6. Delivery 'of and through' sport including; community, club, coach, volunteer, performance, education, health and facility development
7. Research, paradigms, theories, principles, concepts and factual information, and apply such skills in explaining and solving problems.

## Learning and Teaching Strategies and Methods

A variety of teaching and learning strategies will be used based on successful methods currently used within the Department of Sport and Exercise Science. For example:

- Core knowledge mainly delivered via lectures, seminars and tutorials (facilitating A1, A2, A3, A4, A5, A6 & A7)
- Utilisation of interactive and/or practical sessions to reinforce applied topic areas (facilitating A1, A5, A6 & A7)
- The emphasis on good practice throughout the programme encourages students to utilise and appraise a variety of information sources including traditional books and journal-based literature, as well as using e-learning technology resources such as Moodle, internet based journals, CD-Roms and human resources for the applied environment (facilitating A1, A2, A3, A4, A5 & A7)
- Group work / practical work will also aid students' ability to work proactively with others (facilitating A1, A2, A3, A4, A5, A6 & A7)
- The opportunity to undertake site-visits or fieldwork, from local to international locations to contextualise themes of study (facilitating A1, A2, A3 & A6)
- Work placement and/or experiential opportunities to ensure vocational and employability aspects (facilitating A1, A3, A5& A6).

## Assessment

Assessments consist of formative, self-assessed and summative elements. With the BSc programme exploring structure, composition and management of sport and leisure industries, much of the assessment includes a variety of artefacts (facilitating A1, A2, A3, A4, A5, A6& A7). One example of such a unit would be Sport and Business Management (U20070). Units such as this one require the student to apply the fundamental theories, already learned in previous units in a practical manner and present findings in written and verbal formats. Such assessment methods and other more traditional methods, such as examinations, individual and group presentations, meet all the learning outcomes for knowledge and understanding (facilitating A1, A2, A3, A4, A5, A6 & A7).

### **B. Cognitive (Intellectual or Thinking) Skills, able to:**

1. Evaluate and critically assess evidence in the context of research methodologies and data sources
2. Critically interpret data of different kinds and appraise the strengths and weaknesses of approaches adopted
3. Synthesise, interpret, analyse and evaluate information and data relevant to a professional or vocational context
4. Plan, design, execute and communicate a sustained piece of independent intellectual work which provides evidence of critical engagement with, and interpretation of, appropriate data
5. Select and apply knowledge to the solution of familiar and unfamiliar problems
6. Develop a sustained reasoned argument, perhaps challenging previously held assumptions
7. Demonstrate responsibility for their own learning and continuing personal and professional development
8. Self-appraise and reflect on practice
9. 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

## Learning and Teaching Strategies and Methods

Intellectual skills are developed through lectures as well as practical sessions, workshops and seminars, which encourage both a multi- and inter-disciplinary approach to the study of sport development and are designed to develop an independent approach to learning.

- In addition to other units, the Research Methods units, 1 and 2 (U22588 & U22589) allows students to utilise previously learned theory into an actual research situation where a range of cognitive skills are used. Such skills are also evident within the final year project (U20076) where independent and autonomous research is required, particularly with reference to formulating and testing hypotheses (facilitates B1, B2, B3, B4, B5, B6, B7, B8 & B9)
- Practical based work requiring data collection for subsequent analysis and presentation require specific research and analysis strategies unique to the disciplines involved. Opportunities to work in an applied environment, such as work based or coaching in the community are also available. At the same time this also encourages students to synthesise the methods into an inter- and multi-disciplinary approach to support the study of sport development (facilitates B1, B2, B3, B4, B5, B6, B7, B8 & B9)

## Assessment

Assessment consists of both formative and summative elements, which include unseen examinations (including data interpretation), oral presentations and defence of work, written assignments, poster presentations, practical demonstrations and project reports (facilitates B1, B2, B3, B4, B5, B6, B7, B8 & B9). Specifically, the link between the Research Method 2 at Level 5 (U22589) and the Project (U20076) at Level 6 allows the students to demonstrate their ability to hypothesise and generate research questions, employ appropriate methods of data collection and report findings effectively, thus supporting all learning outcomes (B1, B2, B3, B4, B5, B6, B7, B8 & B9).

### **C. Practical (Professional or Subject) Skills, able to:**

1. Evaluate how sport, exercise, physical activity and leisure is organised at a local, regional, national and international level
2. Describe organisational, policy structures, marketing and philosophical facets of sport
3. Engage in the process of career planning and develop career management skills
4. Apply a range of business and organisational concepts to the sports setting
5. Identify and pursue personal areas of academic interest within the subject domain
6. Plan, design, manage and execute practical activities using appropriate techniques and procedures whilst demonstrating high levels of relevant skills
7. Undertake fieldwork, experiential and placement activities with continuous regard for the situation, locality, context, environment, safety and risk assessment.

## Learning and Teaching Strategies and Methods

The emphasis of the BSc is an understanding of how theory and research can benefit the applied work of sport managers in each of the main disciplines.

- Practical skills are developed extensively in this pathway in the key areas of Sports Development, Sports Management and Sports Society (facilitating C1, C2, C3, C4, C5, C6 & C7)
- The multi-disciplinary nature of the course enables students to acquire a broad range and depth of research skills and techniques as well as providing insight into ethical and health & safety issues (facilitating C1, C2, C3, C4, C5, C6 & C7)



- The culmination of these practical skills are invariably manifested in the final year project (facilitating C1, C2, C3, C4, C5, C6 & C7)

### Assessment

Typically, the assessment of practical and/or professional issues will follow a report, oral presentation and poster format, which cover all outcomes (C1, C2, C3, C4, C5, C6 & C7). Whilst the project often requires students to follow appropriate procedures in data collection and report writing (C5, C6 & C7), alternative units have a more practical / professional approach (C1, C2, C3, C4). Applied units include; Research Methods 1 (U22588) , Professional Practice in Sports Marketing (U20080), Comparative International Sport Provision Units (U20085) and Professional Practice in Sports Education (U20084) at Level 6, which require appropriate analysis, data collection, ethical considerations and report writing in the assessment artefact (s) (C1, C2, C4, C5, C6 & C7). Reflective work-diaries are used in certain units (C7).

### **D. Transferable (Graduate and Employability) Skills, able to:**

1. Communicate effectively using a range of media
2. Demonstrate effective communication and presentation skills
3. Demonstrate numerical and statistical skills
4. Be competent in the use of information technology (word processing, databases, spreadsheets, statistical packages, electronic mail and internet)
5. Be able to work independently and as part of a team
6. Identify and use the appropriate resources (human and physical) to enable the successful completion of a task
7. Be able to manage time and meet deadlines
8. Critically reflect on their learning and demonstrate how it can be transferred to other situations
9. Take and demonstrate responsibility for their own learning and continuing personal and professional development

### Learning and Teaching Strategies and Methods

The development of employability skills is recognised as a critical feature of the programme. These skills have been identified utilising the National Occupational Standards criteria and the sector specific framework for Sports Development from SkillsActive. From this framework there is extensive coverage of all key skills within all units taught, including; communication, numeracy, information technology, working with others and problem-solving skills. (facilitates D1, D2, D3, D4, D5, D6, D7, D8 & D9)

### Assessment

Employability skills are developed via a range of assessment mechanisms including collaborative projects, presentations, individual reports and examinations (facilitates D1, D2, D3, D4, D5, D6, D7, D8 & D9). The tutorial programme requires students to research the current job market within the sector, applying for a chosen job with CV and letter of application and then attend a 'mock' interview for the position (facilitates D4, D8 & D9). Many of the other core units such as Sports Event Management (U23824) require students to utilise their problem-solving abilities as part of a team, while drawing from various theories and mechanisms learned from their experiences within the sub-disciplines of Sport in Society and Sports Development & Management (facilitates D1, D4, D5, D6 & D9). Observation of practical application and portfolios produced through applied based units such as Sports Event Organisation (U20062) demonstrate an understanding and ability to operate in a vocational setting (facilitates D2, D3, & D4).

## 15. Course Structure, Progression and Award Requirements

The course consists of 3 Stages and is currently delivered on a full-time basis (thus completion of the full-time route to achieve a BSc with Honours will be 3 years). The course normally consists of 20 credit point units (where 1 credit = 10 hours of learning). The final year project is worth 40 credit points and spans the final year of study.

Careers education is addressed through the totality of the curriculum. Specifically, there are sessions within the Personal Tutorial System that address self-awareness, opportunity awareness, decision-making and transition learning. Additionally units at level 6 have become increasingly career orientated and have led the way in becoming more vocational in nature. These include:

- Professional Practice in Sports Marketing (U20080)
- Professional Practice in Sports Education (U20084)
- Professional Development (U22575)
- Professional Practice in Sports Event Management (U23825)
- Professional Practice in Coaching and Learning (U23843)
- Professional Practice in Sports Development (U23844)

These optional units allow the student to select the most appropriate learning pathway for their target career, therefore enhancing their employability skills while also delivering vocationally specific subject knowledge to the student.

A further mechanism by which careers education takes place is by having presentations by the Careers Service for final year students and by Departmental alumni for level two students on what career opportunities there are for sports development graduates. Students have the option of work based learning units if they wish to gain experience or develop an understanding of specific roles which they may be considering as a future career.

The Departmental has developed a 'Careers Awareness and Employment Group' to oversee employability issues within the department. This includes a periodic departmental careers awareness fair, inviting them to meet a range of employers and find out what potential employers may be looking for in graduates, also links to the Universities Careers and Recruitment Department (Purple Door), who offer a university wide careers/graduate fair. The group endeavour to ensure employability issues are addressed within the curriculum and departmental tutorial programme. When required a Employers' Steering Committee may be convened to ensure that the programme meets the requirements of the specified field of employment, however as the Sports Development Course has a regular input from the sector, including; Local Authority, Private sector leisure provision, School Sports Partnership, County Sport Partnership and National Governing Body representatives, it is felt that this is a continual and on-going process. A number of the Units, where appropriate, liaise with and utilise the support of external bodies involved with the delivery of specific areas of sport, ensuring subjects taught are relevant and up to date. The department collate details on internship opportunities, particularly for Level 6 students, supporting the progression from studying to employment.

## 16. Employability Statement

A range of core, optional and elective units are offered where employability skills are emphasised, such as;

- The various 'Professional Practice in .....' units at Level 6 involve a range of 'industry' based guest speakers, included within this are presentations from and opportunities to speak to alumni.
- Application of Coaching and Work Based Learning at Level 5, students offers the opportunity to select a particular area of vocational interest which relates to the area of study and work within an organisation during the academic year or vacation period.

- Professional Practice in Sports Development at Level 6 address the specific skill required to work within the Sports Development sector.
- Sports Event Organisation at Level 4 and Event Management in Sport at Level 6 provide specific applied experience of working with and for external organisations within the sports development industry.
- Internships offer the opportunity to gain applied experience in a work / 'employed' environment.

In addition to the above units many career skills are addressed within a wide range of units, such as; customer care and working with vulnerable groups within Coaching Principles; presentations and community engagement within Sports Development Principles, Professional Practice in Sports and Sports Event Organisation. Other elements include; business venturing, business accounting, managing human resources, facility management and applied strategic planning across a range of units.

Personal Development Planning (PDP) is managed through the tutorial system at all levels. Students are required to complete the centrally produced Individual Learning Profile PDP, which is revisited throughout their period of study.

Through units such as Application of Coaching, Sports Event Organisation and Sports Event Management where students are working in partnership with an external body, they are required to undertake a learning contract, or similar agreement of understanding, as well as produce a reflective portfolio to evidence personal development over the period of activity.

Due to the nature of being a sports based course, students are guided towards, and strongly encouraged to, involve themselves with voluntary work and take on positions of responsibility, whether that be within student based sports clubs and societies, or within the wider community, such as through the Up for Sport programme. In addition, information is provided on coaching and leadership award courses that are available outside the curriculum, in order to enhance their studies. Many of these awards are a pre-requisite if seeking employment within a sports coaching environment. In recent years the students have been running and mentoring the local Leadership Academy as organised by partner organisations, which has been delivered both within and beyond the curriculum. The offer of a range of 'internships' enhances the applied experience, focusing on the specific employability agenda. The importance of personal experience and 'added value' beyond gaining a degree within the sports industry is emphasised.

## 17. Support for Student Learning

- The Course is managed by a Course Leader and Deputy Course Leader.
- Extensive induction programme introduces the student to the University and their course.
- Each student has a personal or duty tutor, responsible for pastoral and academic support and guidance.
- University support services include - careers, financial advice, housing, counselling etc.
- A Student Centre incorporating Students Union and Student Services.
- Excellent library facilities.
- The University of Portsmouth has consistently been awarded an excellent rating for student support and guidance in a number of Quality Assurance Agency inspections
- Student course and unit handbooks provide information about the course structure, local regulations etc.
- Written and verbal feedback is provided for all assessments.
- Laboratory/teaching facilities are made available for effective delivery of the main themes within sports science and development.
- The opportunity to use the Academic Skills Unit (ASK) when required.
- Personal Development Planning (PDP) at all levels through the tutorial system

## 18. Admissions Criteria

### A. Academic Admissions Criteria

Admissions to the course will be governed by the current Academic Regulations of the University and Faculty of Science. The normal entry requirements are: A total of UCAS Tariff Points within a range of 280 to 320 made up from:

#### **GCE, VCE, A, AS and VCE Double Award Level Combinations**

180 points from 2 A levels or equivalent.5 GCSEs at grade C or above to include Mathematics, English and Science. All offers are subject to Criminal Records Bureau clearance.

#### **Other Qualifications**

Distinction, Distinction, Merit profile from BTEC National Diploma in a related subject.

HND in Sports Development or Science, PE, Sports Studies, or related subjects – possible 2<sup>nd</sup> year entry.

Full Access Certificate in a related subject with 48 of 60 credits at least at Merit standard.

#### **Mature Students**

Non-standard entries or qualifications at the discretion of the Admissions Officer.

#### **International Students**

International students must have one of the following qualifications or an equivalent English Qualification:

IELTS qualification of 6 or above

TOEFL: **Paper based test score** of 550; **computer based test score** of 213 or above

If appropriate, prior learning may be assessed and accredited.

### B. Disability

The University makes no distinction in its admissions policy with regard to disability and will endeavour to make all reasonable adjustments in order to make it possible for students to study at Portsmouth on a course of their choice.

## 19. Evaluation and Enhancement of Standards and Quality in Learning and Teaching

### A. Mechanisms for Review and Evaluation

- Course Leader's Annual Standards and Quality Evaluative Review.
- Head of Department's Annual Standards and Quality Evaluative Review.
- Unit and Course Level student feedback considered at Board of Studies.
- Unit Assessment Board consideration of student performance for each programme.
- Annual Standards and Quality Reports to Board of Studies, including consideration of Subject and Award External Examiner Reports.
- Periodic Programme Review.
- Student Representatives and Student/Staff Consultative Committees.
- National Student Survey.
- Staff Performance and Development Review.
- Peer Review and Development Framework.
- Faculty Learning and Teaching Committee.

## **B. Responsibilities for Monitoring and Evaluation**

- Unit Co-ordinators for unit content and delivery.
- Course Leader for day-to-day running of course.
- Board of Studies with overall responsibilities for operation and content of course.
- Head of Department.
- Associate Dean (Academic).
- Associate Dean (Students).
- Quality Assurance Committee.
- Unit, Award and Progression Board of Examiners.

## **C. Mechanisms for Gaining Student Feedback**

- Student Representation on Board of Studies.
- Student Staff Consultative Committees.
- Unit and Course level student feedback questionnaires.
- University participates in external student surveys, eg National Student Survey (NSS), Postgraduate Research Experience Survey (PRES) and International Student Barometer (ISB).

## **D. Staff Development Priorities**

- Academic staff undertake activities related to research, scholarship, teaching and learning and student support and guidance.
- Annual staff performance and development reviews match development to needs.
- Managers undertake a variety of management development programmes.
- New academic staff required to undertake PgCert Learning and Teaching in Higher Education.
- All academic staff encouraged to seek Higher Education Academy membership.
- Academic staff new to teaching required to undertake Initial Professional Development Programme (iPROF).
- Support Staff are encouraged to attend short courses in areas such as minute taking, and specific IT packages.

## **20. Assessment Strategy**

### **Level 4**

At Level 4 only core units are available. The assessment approaches include; examinations, short essay writing, report writing, poster presentations, oral examinations, debating, practical presentations (within a sports context/environment), event organisation, computer based perception test and a mini project. The assessment approaches allow for breadth and variety, developing confidence across a range of assessment methods and opportunity to exhibit knowledge and skills through different medium. Most assessment is either descriptive or based around background or introductory information. It is recognised that students come from a variety of backgrounds with differing educational experiences; therefore brining all students up to a common standard is essential. Introduction to philosophy & research skills is seen to be an important aspect at Level 4.

### **Level 5**

The assessment approaches to the core units include; essay writing, examinations, individual and group presentations / debates, a funding bid submission, business report, research data analysis, in

class test and a research protocol. Diversity in assessment strategies is maintained. Funding bids, business reports and data analysis allow for more specific and subject related assessment methods. A more analytical and thoughtful approach is required at Level 5, building on the foundations at Level 4 a move towards the independent learner expected at Level 6. Developing their research skills is important, particularly as they prepare for their final year project.

### **Level 6**

The assessment approaches to the core units include; examinations, essay writing, group presentations, case study, in class test, group strategy document and a final year project with poster presentation. Group presentations will assess ability and confidence with collaborative work, which will have applied elements. The final year project will evidence a depth of knowledge and understanding of a specific and related subject area. Greater independence of learning will be required at Level 6, as demonstrated through their final year project, where a higher level of cogitative thinking is expected. Emphasis is placed on critical evaluative skills at Level 6 which students will be expected to articulate through a variety of medium, some based on assessment, but will also reflect the applied skills required in preparation for careers post graduation.

## **21. Assessment Regulations**

Standard university rules apply (see [Assessment and Regulations](#)).

## **22. Role of Externals**

Subject External Examiners who will:

- oversee unit assessment and usually attend Unit Assessment Boards;
- approve unit assessment strategy;
- sample assessment artefacts;
- present report to Unit Assessment Boards.

Award External Examiners (usually also a Subject External Examiner) who will:

- oversee and attend Award/Progression Boards;
- scrutinise and endorse the outcomes of assessment;
- ensure that the standard of the award is maintained at a level comparable with that of similar awards elsewhere in the United Kingdom.

## **23. Indicators of Standards and Quality**

### **A. Professional Accreditation/Recognition**

Not applicable, however the course is endorsed by SkillsActive and the Chartered Institute of the Management of Sport & Physical Activity (CIMSPA).

### **B. Periodic Programme Review (or equivalent)**

Periodic review (February 2014) confirmed fitness of curriculum and effective annual monitoring and review processes.

### **C. Quality Assurance Agency**

QAA Institutional Audit, December 2008, 'broad confidence' (for full report see [QAA Institutional Audit: University of Portsmouth 2008](#)).

### **D. Others**

None.

### **24. Other Sources of Information**

Other sources of information may be found in:

- Course Approval Document.
- Student Handbook.
- University of Portsmouth Curricula Framework.
- University of Portsmouth Undergraduate Prospectus.
- Assessment Regulations.
- University of Portsmouth (<http://www.port.ac.uk/>) and Department of Sport and Exercise Science website ([www.port.ac.uk/departments/academic/sportscience](http://www.port.ac.uk/departments/academic/sportscience)).

## Unit Assessment Map

UNITS						COURSEWORK				EXAMINATION			
Level	Name	Code	Credit	Delivery	Core/Option	Total %	Type of Artefact	Duration/Length	Weighting %	Total %	Open/Closed	Duration (hrs)	Weighting %
4	Sports Development Principles	U20055	20	Year Long	C	60	Essay Practical	3 Pages (ca 1500 words) 15 min	25 35	40	Closed	20 min	40
4	Coaching Principles	U20056	20	Year Long	C	30	Essay	2 pages (ca 1000 words)	30	70	Closed	1	70
4	Introduction to Sport and Exercise Psychology	U20057	20	Year Long	C	40	Essay	3 pages (ca 1500 words)	40	60	Closed	1.5	60
4	Reflective Practice in Sports Management	U23841	20	Year Long	C	100	Presentation Reflective Report	15 minutes 1500 words	40 60				
4	Sports Event Organisation	U20062	20	Year Long	C	100	Portfolio	2500 words	100				
4	Research Methods 1	U24157	20	Year Long	C	100	Reflective Essay Report	2 pages (ca 1000 words) 6 pages (ca 3000 words)	50 50				
5	Sport & Business Management	U20070	20	Year Long	C	100	Presentation Business Plan	10 mins 2000 words	30 70				
5	Sports Event Management	U23824	20	Year Long	C	100	Reflective Report Group Presentation	5 Pages (ca 2500 words) 20 Minutes	Pass/Fail 100				
5	Research Methods 2	U22589	20	Year Long	C	100	In Class Test Project Presentation	50 min 20 Minutes	50 50				
5	Sports Politics and Society	U22572	20	Year Long	C	50	Poster Presentation	20 min	50	50	Closed	1.5	50
5	Managing People in Sports Organisations	U23382	20	Year Long	C	100	Essay Case Study	1500 word 1500 word	50 50				
5	Application of Coaching	U20068	20	Year Long	O	100	Reflective Report Coaching Plan	4 pages (ca 2000 words) 10 pages (mostly diagrams)	60 40				
5	Psychology of Coaching and Learning	U23842	20	Year Long	O	50	Lab Report	2500 words	50	50	Closed	1.5	50
5	IWLP	ILWP20	20	Year	O								



				Long									
6	Comparative International Sport Provision	U20085	20	Year Long	C	100	Oral Assessment Poster Reflective Account	10 min 20 min 1000 word	30 70 Pass/Fail				
6	Strategic Planning in Sport	U20087	20	Year Long	C	100	Essay Group Report	2000 words (8000 words group)	30 70				
6	Project	U20076	40	Year Long	C	100	Dissertation report Poster presentation	4000 or 8000 15 min	70 30				
6	Professional Practice in Coaching and Learning	U23843	20	Year Long	O	100	Report Presentation	2000 words 20 minutes	50 50				
6	Professional Practice in Sports Development	U23844	20	Year Long	O	100	Report Workshop Presentation	1500 words 30 Minutes	40 60				
6	Professional Practice in Sports Event Management	U23825	20	Year Long	O	100	Report	8 Pages (ca 4000 words)	100				
6	Professional Practice in Sports Marketing	U20080	20	Year Long	O	100	Essay Presentation	2000 words 20 min	30 70				
6	Professional Practice in Sports Education	U20084	20	Year Long	O	100	Micro teaching Interview Report	10 minutes 20 minutes 1500 word	20 30 50				
6	Professional Development	U22575	20	Year Long	O	100	Portfolio Oral presentation	2500 words 10 min	70 30				

## Unit Learning Outcomes Map<sup>1</sup>

UNITS																																								
Level	Name	Code	Credit	Delivery	Core/Option	A 1	A 2	A 3	A 4	A 5	A 6	A 7	B 1	B 2	B 3	B 4	B 5	B 6	B 7	B 8	B 9	C 1	C 2	C 3	C 4	C 5	C 6	C 7	D 1	D 2	D 3	D 4	D 5	D 6	D 7	D 8	D 9			
4	Sports Development Principles	U20055	20	Year Long	C	X	X	X	X		X		X			X		X	X	X	X	X	X			X	X	X		X	X	X	X	X	X	X	X	X		
4	Coaching Principles	U20056	20	Year Long	C						X	X	X	X		X		X	X	X			X			X	X	X	X			X	X	X	X	X	X	X		
4	Introduction to Sport and Exercise Psychology	U20057	20	Year Long	C						X	X	X			X	X				X				X		X	X												
4	Reflective Practice in Sports Management	U23841	20	Year Long	C			X	X	X	X	X	X	X	X	X	X	X	X	X				X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	
4	Research Methods 1	U24157	20	Year Long	C					X		X	X	X	X	X	X	X						X	X			X	X	X	X	X	X	X						
4	Sports Event Organisation	U20062	20	Year Long	C	X	X	X		X	X		X	X	X	X	X	X	X	X	X	X	X	X		X	X	X	X	X		X	X	X	X	X	X	X	X	
5	Psychology of Coaching and Learning	U23842	20	Year Long	O						X	X	X	X	X	X	X	X	X	X	X					X	X	X	X	X	X	X	X	X	X	X	X	X	X	
5	Sport & Business Management	U20070	20	Year Long	C			X			X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		X	X	X	X							X			
5	Application of Coaching	U20068	20	Year Long	O			X		X			X	X	X	X	X	X	X	X	X			X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
5	IWLP	IWLP20	20	Year Long	O	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	
5	Research Methods 2	U22589	20	Year Long	C					X		X	X	X	X	X	X	X	X					X	X			X	X	X	X	X	X	X	X	X				
5	Sports Politics and Society	U22572	20	Year Long	C	X	X		X	X	X	X	X	X	X	X	X	X	X	X		X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
5	Sports Event Management	U23824	20	Year Long	C	X		X	X	X	X																													
5	Managing People in Sports Organisations	U23382	20	Year Long	C			X	X	X	X	X	X	X	X	X	X	X	X	X		X	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X
6	Professional Practice in Coaching and Learning	U23843	20	Year Long	O						X	X	X	X	X	X	X	X	X	X	X			X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
6	Professional Practice in Sports Development	U23825	20	Year Long	O	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
6	Professional Practice in Sports Marketing	U20080	20	Year Long	O	X	X	X			X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X
6	Professional Practice in Sports Education	U20084	20	Year Long	O	X	X			X			X	X	X	X	X	X	X	X	X			X		X	X	X	X			X	X	X	X	X	X	X	X	
6	Comparative International Sports Provision	U20085	20	Year Long	C	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X			X	X	X	X		X	X	X	X	X	X	X	X	X
6	Strategic Planning in Sport	U20087	20	Year Long	C	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
6	Professional Practice in Sports Event Management	U23825	20	Year Long	C	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
6	Professional Development	U22575	20	Year Long	O																	X		X			X	X	X	X	X	X	X	X	X	X	X	X	X	
6	Project	U20076	40	Year Long	C						X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	

<sup>1</sup>A 6= Knowledge and Understanding; B = Cognitive (Intellectual) Skills; C = Practical (Subject Specific) Skills; D = Transferable Skills