

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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Contents

Programme Specification

1. Named Awards	1
2. Course Code (and UCAS Code if applicable).....	1
3. Awarding Body.....	1
4. Teaching Institution.....	1
5. Accrediting Body.....	1
6. QAA Benchmark Groups.....	1
7. Document Control Information.....	1
8. Effective Session.....	1
9. Author.....	1
10. Faculty.....	1
11. Department.....	1
12. Educational Aims.....	1
13. Reference Points.....	2
14. Learning Outcomes.....	4
15. Course Structure, Progression and Award Requirements.....	8
16. Employability Statement.....	8
17. Support for Student Learning.....	10
18. Admissions Criteria.....	10
A. Academic Admissions Criteria.....	10
B. Disability.....	10
19. Evaluation and Enhancement of Standards and Quality in Learning and Teaching.....	11
A. Mechanisms for Review and Evaluation.....	11
B. Responsibilities for Monitoring and Evaluation.....	11
C. Mechanisms for Gaining Student Feedback.....	11
D. Staff Development Priorities.....	11
20. Assessment Strategy.....	12
21. Assessment Regulations.....	12
22. Role of Externals.....	12
23. Indicators of Standards and Quality.....	13
A. Professional Accreditation/Recognition.....	13
B. Periodic Programme Review (or equivalent).....	13
C. Quality Assurance Agency.....	13
D. Others.....	13
24. Other Sources of Information.....	13

Programme Specification

1. Named Awards

BSc (Hons) Sports Development

2. Course Code (and UCAS Code if applicable)

HEMIS Code: C0760S

UCAS Code: N280

3. Awarding Body

University of Portsmouth

4. Teaching Institution

University of Portsmouth

5. Accrediting Body

Endorsed – The Chartered Institute for the Management of Sport and Physical Activity (CIMSPA)

6. QAA Benchmark Groups

Hospitality, Leisure, Sport & Tourism

7. Document Control Information

September 2016

8. Effective Session

2016-2017

9. Author

Mr. 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 judgments 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 organisations 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 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 Innovation and Enterprise in Sport (U24895). 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) and Comparative International Sport Provision Units (U20085) 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 the Chartered Institute for the Management of Sport and Physical Activity. 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

See [Unit Web Search](#)¹ for full details on the course structure and units

The BSc (Hons) Sports Development degree is delivered on a full time basis over four years (or three years, where the students opt out of the sandwich year). Each level of the programme comprises a minimum of 120 credits.

The optional sandwich year is non-credit bearing. All assessment artefacts are assessed on a pass/fail basis. Successful completion of the sandwich year will be recognised on the transcript of achievement and the student's degree certificate will state in 'sandwich mode'.

The course consists of 20-credit units (where one credit = 10 hours of learning), which span the entire academic year. The final year *Project* unit is worth 40 credits at Level 6.

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 Development (U22575)
- 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.

The Departmental has developed a 'Careers Awareness and Employment Group' to oversee employability issues within the department. This includes 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, Local Schools, 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 collates 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.
- In Application of Coaching at Level 5, students are offered the opportunity to develop

¹ www.port.ac.uk/unitwebsearch
Programme Specification for BSc (Hons) Sports Development

- practical experience of coaching while working within a community setting
- Professional Practice in Sports Development at Level 6 addresses the specific skill required to work within the Sports Development sector.
- Sports Event Organisation (Level 4), Sport Event Management (Level 5) and Professional Practice in Sports Development (Level 6) provide specific applied experience of working with and for external organisations within the sports development industry.
- Internships also offer the opportunity to gain applied experience in a work / 'employed' environment.

At level 5, completion of the optional sandwich year (adhering to the University and Faculty Code of Practice for Work Based and Placement Learning (2010)) provides students with the opportunity to develop specific employment related skills and global, cultural and/or organisational awareness by undertaking a relevant placement with a UK (or overseas) organisation, or through an additional year of study abroad. The sandwich year provides a more extensive and varied range of placements to be undertaken by the student, away from the university campus. Sandwich year students are allocated a Departmental Placement Tutor who verifies the suitability of the work or study abroad placement for exercise and fitness management undergraduates, and who liaises with the student during the placement, conducts site visits and/or online tutorials where appropriate, and assists the student in identifying and evaluating the learning activities undertaken as well as attending to any welfare issues arising.

In the final year, an optional Professional Development unit is available to provide students with experience of working in a related field and learning from the experience. This unit meets the University and Faculty Code of Practice for Work Based and Placement Learning (2010). There is also an annual departmental career development award where students can apply, through a transparent competitive process, for funds to help them to enhance their employment profile through attendance and completion of career related qualifications.

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 Development 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 and are required to produce a reflective portfolio to evidence personal development over the period of activity. Professional reflective skills are developed through a dedicated Level 4 unit (Sports Business Principles).

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 112 to 128 made up from:

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

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

Other Qualifications

Distinction, Distinction, Merit profile from BTEC National Diploma in a related subject.
HND or Foundation Degree (or equivalent Level 5 award) in Sports Development or Science, PE, Sports Studies, or related subjects – possible 3rd year entry (subject to successful accreditation of prior learning). 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 the following qualification or an equivalent English Qualification:

IELTS qualification of 6 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, e.g., 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 training (where needed) leading to a HEA fellowship award (APEX) at a level suited to their work responsibilities..
- 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 bringing 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 postgraduation.

Sandwich Year:

The optional sandwich year is non-credit bearing. All assessment artefacts (portfolio and presentation) are assessed on a pass/fail basis.

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 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 Higher Education Review, March 2015, judgements about standards and quality meet UK expectations (for full report see [Higher Education Review of the University of Portsmouth, March 2015\[1\]](#)).

[1] www.qaa.ac.uk/en/ReviewsAndReports/Documents/University%20of%20Portsmouth/University-of-Portsmouth-HER-15.pdf

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).