



# **BSc (Hons) Sports Management with Business Communication**

## ***Programme Specification***

### **Primary Purpose**

Course management 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. We will endeavour to deliver the course in keeping with this Programme Specification; however, changes may sometimes be required arising from annual monitoring, student feedback, review and update of units and courses. Where this activity leads to significant changes to units and courses, there will be prior consultation of students and others, wherever possible, and the University will take all reasonable steps to minimize disruption to students. It is also possible that the University may not be able to offer a unit or course for reasons outside of its control, for example; the absence of a member of staff or low student registration numbers. Where this is the case, the University will endeavour to inform applicants and students as soon as possible. Where appropriate, the University will facilitate the transfer of affected students to another suitable course.

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## Contents

Course Details .....	1
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
Curriculum .....	1
12. Educational Aims.....	1
13. Reference Points.....	2
14. General Learning Outcomes.....	2
15. Learning Outcomes .....	4
A. Knowledge and Understanding of:.....	4
B. Cognitive (Intellectual or Thinking) Skills, able to: .....	4
C. Practical (Professional or Subject) Skills, able to: .....	5
D. Transferable (Graduate and Employability) Skills, able to: .....	5
16. Learning and Teaching Strategies and Methods.....	5
17. Assessment Strategy.....	6
18. Course Structure, Progression and Award Requirements.....	7
19. Employability Statement.....	8
Course Management .....	8
20. Support for Student Learning.....	8
21. Admissions Criteria.....	8
A. Academic Admissions Criteria .....	9
B. Disability .....	9
22. Evaluation and Enhancement of Standards and Quality in Learning and Teaching .....	9
A. Mechanisms for Review and Evaluation .....	9
B. Responsibilities for Monitoring and Evaluation.....	9
C. Mechanisms for Gaining Student Feedback .....	9
D. Staff Development Priorities.....	9
23. Assessment Regulations .....	10
24. Role of Externals .....	10
25. Indicators of Standards and Quality.....	10
A. Professional Accreditation/Recognition.....	10
B. Periodic Programme Review (or equivalent).....	10
C. Quality Assurance Agency .....	10
D. Others .....	10
26. Further Information .....	11

## Course Details

### **1. Named Awards**

BSc (Hons) Sports Management with Business Communication

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

C2490F

### **3. Awarding Body**

University of Portsmouth

### **4. Teaching Institution**

University of Portsmouth

### **5. Accrediting Body**

None

### **6. QAA Benchmark Groups**

Hospitality, Leisure, Sport & Tourism

### **7. Document Control Information**

September 2018

### **8. Effective Session**

2018-2019

### **9. Author**

Dr Kieren McEwan

### **10. Faculty**

Faculty of Science

### **11. Department**

Department of Sport and Exercise Science

## Curriculum

### **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 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.
- To provide students with the opportunity to develop and advance their understanding and command of the English language

### 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 an 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”:

- Demonstrate vocationally relevant managerial skills and knowledge by exposure to professional practice.
- 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”:

- the historical, philosophical, economic, political, sociological and psychological dimensions of leisure
- the structure, composition and management of the leisure industries
- the construction of the leisure experience in a range of managerial contexts comprising products, services and opportunities
- the disaggregation of leisure into concepts, activities, functions and meanings and the implications of these for personal and professional actions
- differential patterns of leisure consumption and use
- key directions and trends in the assembly of knowledge about leisure. (HLST 3.19) And/or:
- human responses and adaptations to sport and exercise
- the performance of sport and exercise and its enhancement, monitoring and analysis
- health-related and disease management aspects of exercise and physical activity
- historical, social, political, economic and cultural diffusion, distribution and impact of sport
- policy, planning, management and delivery of sporting opportunities. (HLST 3.25)

### 14. General Learning Outcomes

#### 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 in 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/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

## 15. Learning Outcomes

Overall programme learning outcomes meet the qualification descriptors as specified in the Framework for Higher Education Qualifications (2008). Each descriptor sets out the outcomes for the qualification at each level (FHEQ 4.27-4.38)

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

NB: The Overall programme learning outcomes above are sub-divided into four sections in 10.2 (a-d). Additionally units based within the School of Language and Area Studies (SLAS) will link to different subject centres and for further information please see the SLAS documentation.

### A. Knowledge and Understanding of:

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

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

- B.1 Evaluate and critically assess evidence in the context of research methodologies and data sources
- B.2 Critically interpret data of different kinds and appraise the strengths and weaknesses of approaches adopted

- B.3 Synthesise, interpret, analyse and evaluate information and data relevant to a professional or vocational context
- B.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
- B.5 Select and apply knowledge to the solution of familiar and unfamiliar problems
- B.6 Develop a sustained reasoned argument, perhaps challenging previously held assumptions
- B.7 Demonstrate responsibility for their own learning and continuing personal and professional development
- B.8 Self-appraise and reflect on practice
- B.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

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

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

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

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

**16. 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).

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 (U24157 & 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 management and sports development (facilitates B1, B2, B3, B4, B5, B6, B7, B8 & B9)

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 (U20076) (facilitating C1, C2, C3, C4, C5, C6 & C7).

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 and the Chartered Institute for the Management of Sport and Physical Activity (CIMPSA). 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).

## 17. Assessment Strategy

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).



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 Research Methods 2 (U22589) at Level 5 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).

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 2 (U22589), Sports Marketing and Sponsorship (U25695), Strategic Planning in Sport (U20087) and the Project (U20076) 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).

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 and optional units such as Sports Event Management (U23824), Innovation and Enterprise in Sport (U24895), Strategic Planning in Sport (U20087), Sports Marketing and Sponsorship (U25695) as well as the Project (U20076) 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).

## **18. Course Structure, Progression and Award Requirements**

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

As the course is currently in the process of being phased out, the programme consists of 2 Stages (Levels 5 and 6) as there will be no enrolment in 2017/18 at level 4. The course is currently delivered on a full-time basis. Students are required to complete 120 credits of units in each year of study (360 credits in total). 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, vocationally orientated units such as Sports Marketing and Sponsorship (U25695), Sports Event Management (U23824), and Innovation and Enterprise in Sport (U24895) cover and assess career skills. 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 five students on what career opportunities there are for sports development/management graduates.

The Departmental has developed a 'Recruitment and Employability 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 Business Management 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

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<sup>1</sup> [www.port.ac.uk/unitwebsearch](http://www.port.ac.uk/unitwebsearch)

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.

## **19. Employability Statement**

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

- The 'Sports Marketing and Sponsorship' unit at Level 6 involve a range of 'industry' based guest speakers, included within this are presentations from and opportunities to speak to alumni.
- Sports Event Organisation at Level 4 and Sports Event Management at Level 6 provide specific applied experience of working with and for external organisations within the sports development industry.

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 Sport Event Management (U23824). Other elements include; business venturing, business accounting, managing human resources, facility management and applied strategic planning across a range of units. These can be seen in core units such as Innovation and Enterprise in Sport (U24895) and Strategic Planning in Sport (U20087).

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 Sport Event Management (U23824) and Sports Marketing and Sponsorship (U25695) 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 sport 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. The importance of personal experience and 'added value' beyond gaining a degree within the sports industry is emphasised.

## **Course Management**

### **20. 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.
- 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

## **21. Admissions Criteria**

### **A. Academic Admissions Criteria**

This programme is in the process of being withdrawn and therefore no further recruitment onto the programme will take place.

### **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.

## **22. 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, Deputy Course Leader for day-to-day running of course.
- Board of Studies with overall responsibilities for operation and content of course.
- Student Representatives and Student/Staff Consultation Committees
- Heads of the Departments
- 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 Consultation Committees
- Unit and Course level student questionnaires
- Focus groups within Personal Tutorial sessions

## D. Staff Development Priorities

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

## 23. Assessment Regulations

The current University of Portsmouth academic regulations will apply to this programme (see [Assessment and Regulations<sup>2</sup>](#)).

## 24. Role of Externals

Subject External Examiners who will:

- Oversee unit assessment and usually attend Unit Assessment Boards
- Review 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

## 25. Indicators of Standards and Quality

### A. Professional Accreditation/Recognition

Not applicable, however make reference to industry standards identified through the Chartered Institute for the Management of Sport and Physical Activity (CIMPSA).

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

Periodic Departmental Standards and Quality 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<sup>3</sup>](#)*).

### D. Others

None.

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<sup>2</sup> [www.port.ac.uk/departments/services/academicregistry/qualitymanagementdivision/assessmentandregulations/](http://www.port.ac.uk/departments/services/academicregistry/qualitymanagementdivision/assessmentandregulations/)

<sup>3</sup> [www.qaa.ac.uk/en/ReviewsAndReports/Documents/University%20of%20Portsmouth/University-of-Portsmouth-HER-15.pdf](http://www.qaa.ac.uk/en/ReviewsAndReports/Documents/University%20of%20Portsmouth/University-of-Portsmouth-HER-15.pdf)

## 26. Further Information

Further information may be found in:

- Student Handbook
- University of Portsmouth Curriculum Framework Document
- University of Portsmouth Prospectus
- [University of Portsmouth](#)<sup>4</sup> and [School/Department](#)<sup>5</sup> websites

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<sup>4</sup> [www.port.ac.uk/](http://www.port.ac.uk/)

<sup>5</sup> <http://www.port.ac.uk/department-of-sport-and-exercise-science/>