



# BSc (Hons) Sports Science and Management

## *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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## Course Details

### **1. Named Awards**

BSc (Hons) Sports Science and Management

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

C2500F (3N61)

### **3. Awarding Body**

University of Portsmouth

### **4. Teaching Institution**

University of Portsmouth

### **5. Accrediting Body**

None

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

Hospitality, leisure, sport and 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 global aim for this programme is to provide students with an applied interdisciplinary understanding of the study of sport and exercise from a management and a scientific perspective.

Specific aims:

- To facilitate the progression of students holding a Foundation Degree (Fd) or Higher National Diploma (HND) qualification to the completion of a full undergraduate degree;
- To produce graduates with a firm theoretical and practical grounding in their subject area;

- To equip students with a broad range of academic, personal development and enterprise skills;
- To provide students with a multi-disciplinary framework to the study of sport science and management via the introduction of an inter-disciplinary approach;
- To develop knowledge and understanding of the science and/or management of sport through the study and application of scientific and management principles;
- To develop technical and vocational skills underpinned by academic learning;
- To provide a flexible curriculum framework which builds upon the students past experiences and knowledge;
- To provide students with the skills and knowledge required to maximise career opportunities within the field of sports management and/or sports science;
- To prepare students for future employment and/or advanced postgraduate study;
- To create a stimulating, friendly and supportive environment for students.

### 13. Reference Points

The BSc (Hons) Sports Science and Management was created to augment the undergraduate taught provision within the Department of Sport and Exercise Science (DSES) and provide students holding either a Fd or HND qualification with the opportunity to complete a single year programme and gain a full undergraduate award. The programme of study will utilise units from the two sub-disciplines in DSES, which also match the specialisms offered by the course team. This BSc recognises an interdisciplinary approach to studying sports science and management by providing a holistic understanding of applied practice. The structure of the course recognises this as imperative and encourages students to appreciate inter-disciplinary frameworks and solutions. This requires a clear understanding of the inter-play and complex interactions of humans, science and management.

In particular, the programme has been designed with the following QAA benchmark elements relating to “Hospitality, Leisure, Sport and Tourism” (2008). The programme is broad in its scope and is therefore concerned with a wide range of elements connected to sport. The design of the programme is constructed in the way so to allow access to the course for students from a wide range of academic backgrounds related to sport. As such, the areas covered by the course will include topics such as health and exercise, the science and management of sport along with the wider contexts of physical activity (p.12 section 3.21). The criteria also state that a programme should, inter alia, enable students to:

- Research and assess paradigms, theories, principles, concepts and information, and apply such skills in explaining and solving problems (p.16. section 5.2).
- Plan, design, execute and communicate a sustained piece of independent intellectual work, which provides evidence of critical engagement with, and interpretation of, appropriate data (p.16. section 5.2).
- Demonstrate vocationally relevant managerial skills and knowledge by exposure to professional practice (p.16 section 5.3).
- Evaluate and apply vocationally relevant concepts associated with the operational and strategic management of financial, human and physical resources (p.16 section 5.3).

Subject specific guidelines are contained on page 21 and in Sections 6.16-6.21 of the QAA Subject Benchmarking document (2008). Seven learning outcomes are listed under the two (out of 5) study areas listed below with the note that “institutions will demonstrate that a programme of study has adequate coverage of one or more of the 5 study areas”:

- The study of human responses to sport and exercise.
- The study of policy, planning, management and delivery or sporting opportunities.

The relationship between the seven QAA Benchmarking learning outcomes and the core units of the programme have been mapped (Unit Learning Outcomes Map) using course specific learning outcomes (p.3 section 14 of this document).

Although there will be no accreditation application made for this particular degree pathway it must be pointed out that both of the courses that supply the units for the BSc (Hons) Sports Science and Management programme are both accredited to professional bodies (BSc (Hons) Sports Development is accredited through the Chartered Institute for the Management of Sport and Physical Activity and BSc (Hons) Sport and Exercise Science is accredited by British Association of Sport & Exercise Sciences).

### **Overall programme learning outcomes and their relation to the Framework for Higher Education Qualifications (August, 2008)**

On completion of this programme of study, the expectation is that students will be able to demonstrate:

- A systematic understanding of key aspects of their field of study including acquisition of coherent and detailed knowledge (FHEQ – p18-19).
- An ability to accurately deploy established techniques or analysis of enquiry within a discipline (FHEQ – p18-19).
- A conceptual understanding that enable the student to devise and sustain arguments, solve problems, using ideas and techniques and to describe and comment upon particular aspects of current research (FHEQ – p18-19).
- The ability to manage their own learning and make use of scholarly reviews and primary resources (FHEQ – p18-19).
- The applications of methods and techniques that they have learned to review, consolidate, extend and apply their knowledge and understanding and to initiate and carry out projects (FHEQ – p18-19).
- The ability to critically evaluate arguments, assumptions and abstract concepts, to make judgements on a problem. (FHEQ – p18-19).
- The ability to communicate information, ideas, problems and solutions to both specialist and non-specialist audiences.
- The qualities and transferable skills necessary for employment.

As students will be studying at level 6 (only) they will gain a Bachelor's degree with honours and typically, holders of this qualification award 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, 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 Document, the QAA Code of Practice for Assurance of Academic Quality and Standards in Higher Education and the research and scholarship of staff.

## **14. General Learning Outcomes**

### 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

### A. Knowledge and Understanding of:

- A.1 Structure of sport in the UK and where appropriate international comparisons.
- A.2 Management, structural and strategic processes involved with the development and delivery of sport within the public, private and voluntary sectors.
- A.3 Societal and political impacts on sport, with associated supporting statistics and consequential impact.
- A.4 Methodology associated with sports organisation and event management.
- A.5 Delivery 'of and through' sport including; community, club, coach, volunteer, performance, education, health and facility development.
- A.6 Basic concepts, principles and terminology underpinning the study of sport and exercise science.
- A.7 Human responses and adaptations to sport and exercise interventions in a range of populations.
- A.8 How sporting performance can be measured, analysed and enhanced.
- A.9 Research design and statistical techniques used within the contexts of both sports science and sports management.

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

- B.1 Evaluate and critically assess evidence using a range 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 solve problems.
- B.6 Develop a sustained reasoned argument, perhaps challenging previously held assumptions.
- B.7 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 Engage in the process of career planning and develop career management skills.
- C.3 Apply a range of business and organisational concepts to the sports setting.
- C.4 Identify and pursue personal areas of academic interest within the subject domain.
- C.5 Plan, design, manage and execute practical activities using appropriate techniques and procedures whilst demonstrating high levels of relevant skills.
- C.6 Undertake fieldwork, experiential and placement activities with continuous regard for the situation, locality, context, environment, safety and risk assessment.
- C.7 Display the appropriate laboratory and field based skills to conduct measurement and/ or analytical procedures in a safe, precise and reliable manner.
- C.8 Identify ethical considerations related to human experimentation.
- C.9 Develop well-reasoned arguments and integrate appropriate variables within a scientific report.

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

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

## 16. Learning and Teaching Strategies and Methods

A variety of teaching and learning strategies will be used. These include:

- Core knowledge mainly delivered via lectures, seminars and tutorials (facilitating A1 to A9)
- Utilisation of interactive practical and/or laboratory sessions to reinforce applied topic areas (facilitating A2, A5 and A7 to A9)
- The emphasis on good practice throughout the programme encourages students to utilise and appraise a variety of information sources including books and journal-based literature, as well as using e-learning technology resources such as Moodle (VLE), internet based journals and human resources for the applied environment (facilitating A1 to A6 and A9)
- Group work/practical work will also aid students' ability to work proactively with others (facilitating A1 to A8)
- The opportunity to undertake site-visits or fieldwork, from local to international locations to contextualise themes of study (facilitating A1 to A3 and A5)
- Work placement and/or experiential opportunities to ensure vocational and employability relevance (facilitating A1 to A7)

All 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 exercise science and management and are designed to develop an independent approach to learning. In addition, the university VLE (Moodle) will be utilised to facilitate deeper student engagement with the subjects being studied through the use of online resources and other learning materials. Some examples of such materials include online quizzes, documentary films and discussion groups.

Units such as the final year Project (U20076), allow students to apply previously learned theory to an actual research situation where a range of cognitive skills are used. Such skills are also evident within the other units with a strong emphasis on independent learning such as in all of the professional practice units prevalent at level 6. Here students are given ownership of their own learning in order to maximise the vocational relevance of their studies in preparation for graduation and eventual employment (facilitating B1 to B7).

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 exercise, fitness and management (facilitating B1 to B7).

The emphasis of the BSc is on understanding how theory and research can benefit the applied work of professions within the fields of sports science and sports management. There is a particular focus placed upon each of the main disciplines (physiology, psychology, biomechanics & sports management & development) in order to develop a vocational and career orientated learning environment.

Practical skills are developed extensively in this pathway via lab, seminar and tutorial sessions in the key areas of physiology, psychology, biomechanics and sports management and development (facilitating C1, C3 and C5 to C9).

The programme contains a number of 'focused vocationally orientated units where there is an emphasis placed on developing specific career-oriented skills and knowledge while also allowing students to aim for specific areas of employment upon graduation (facilitating C2 and C4).

The culmination of these practical skills is invariably manifested in the final-year project (facilitating C1 and C3 to C9).

The development of employability skills is recognised as a critical feature of the programme. These skills have been identified and there is extensive coverage of all key skills within all units taught, including; communication, application of number, information technology, improving own learning and performance, working with groups and problem solving. Individual and group assessments are embedded throughout the programme (both summative & formative) allowing students to receive



feedback on their performance and utilise this feedback in subsequent assessments (facilitating D1, D4 and D5). The tutorial programme and taught units utilise the VLE to set guided learning and reflective tasks to encourage independent learning (facilitating D5, D7 and D8). Finally, practical sessions and vocational qualification assessments aid all key employability skills (facilitating D1 to D7).

## 17. Assessment Strategy

Assessments consist of both formative, self-assessed elements and summative elements (supporting A1 to A9). Examples include the unit Applied Biomechanics (U23788) which requires the student to examine the scientific principles underpinning exercise and sport and present their understanding as a verbal (group presentation) format (supporting A1 and A6 to A9) and Strategic Planning in Sport (U20087), which requires the student to apply the fundamental theories in a practical manner and present findings in a written format (supporting A1 to A5 and A9). Such assessment methods and other methods, such as essays, lab reports, and individual presentations meet all the learning outcomes for knowledge and understanding.

Assessment consists of both formative and summative elements, which include unseen examinations (including data interpretation), oral presentations and defence of work, laboratory reports, written assignments, poster presentations and project reports (supporting B1 to B7).

Specifically, the Project (U20076) 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 (facilitating B1 to B7).

Typically, the assessment of all practical and/or professional issues will follow a report, oral presentation and poster format (facilitating C1 to C9). Whilst the project often requires students to follow appropriate procedures in data collection and report writing (facilitating C4 to C9), alternative units have a more practical/professional approach (facilitating C2). Applied units include; Professional Practice in Sports Psychology (U20077), and Sports Marketing and Sponsorship (U25695), which require appropriate analysis, data collection, ethical considerations and report writing in the assessment artefact(s) (facilitating C5 and C9).

Employability skills are developed via a range of assessment mechanisms including collaborative projects, presentations, individual reports and examinations (facilitates D1 to D8). 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 D1, D3, D7 and D8). Many of the other units such as Social and Psychosocial Analysis of Sport (U25755) 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, Sports Development and Management, and Sports Psychology (facilitates D1 to D6 and D8). The various vocationally orientated units at level 6 with their associated workplace orientated assessments demonstrate the students understanding and ability to operate in a vocational setting (facilitates D5, D7 and D8).

## 18. Course Structure, Progression and Award Requirements

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

The course consists of one stage and will be delivered on a full-time basis only (thus completion of the full-time route to achieve a BSc with Honours will be 1 year). The course consists four 20 credit units (where 1 credit = 10 hours of learning) and a single 40 credit (core) project unit, where the students will complete an advanced level independent study. Students will complete 120 credits of study throughout the year.

By its nature this programme offers a level of flexibility within the range of unit on offer to students. The exact make-up of the programme studied by individual students will depend upon their prior experience. As mentioned previously the units, which can be studied, are drawn from two distinct

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

pathways within the department. These two cognate areas are sports management/development and sports science (see below for list of units). In order to fulfil the title of the degree students taking this programme must have at least one unit from each of these sections as a component of their course and to this end the programme has been designed to present units as being subject core options on the curriculum map. As long as at least one unit is present from both sports science and sports management/development then the requirements of the course title have been met. The other units that make up a student's programme can therefore be drawn from either cognate area.

Sports Science Based Units:

- Applied Injury & Rehabilitation
- Professional Practice in Sports Psychology
- Environmental and Occupational Physiology
- Physiological Aspects of Training and Assessment
- Physical Activity Prescription and Promotion
- Applied Biomechanics
- Professional Practice in Coaching and Learning
- Sports and Nutrition
- Paediatric Exercise & Health

Sports Management and Development Units:

- Sports Marketing and Sponsorship
- International Perspective on Sport, Leisure and Business
- Strategic Planning in Sport
- Social and Psychosocial Analysis of Sport

Upon successful completion of 120 credits at level 6 (360 credits when combining with the 240 on entry credits), students will be awarded a BSc (Hons) Sports Science and Management. Students can also exit with a BSc Sports Science and Management should they achieve 60 credits at level 6 (300 credits when combining with the 240 on entry credits).

## 19. Employability Statement

The department has a Careers Awareness and Employment Group, which meets four times annually. The group is made up of academic staff with a dedicated responsibility for work based learning opportunities, placements and employment in the department in addition to the Science Faculty Careers advisor. Meetings with course leaders and external employers are a function of this group to ensure that the course content and structure are in line with the needs of the employment market.

Within the programme there has been a specific and deliberate attempt to vocationalise the curriculum with the development of career-focused units under the banner of 'professional practice'. These units present the students with the opportunity to develop a knowledge and skill base, which will directly assist in improving their suitability for employment. In addition to this there is also an annual departmental career development award where students apply and justify how the award would help them enhance their employment profile.

Careers education is also addressed throughout the curriculum. Furthermore, there are a number of sessions within the Personal Tutorial System that address self-awareness, opportunity awareness, decision-making and transition learning, in addition to helping students develop their curriculum vitae. Several units (e.g., through the various professional practice units) cover and address employability skills. A further mechanism by which careers education takes place is through presentations provided by the Careers Service for final year students on the career opportunities for Sport and exercise Science graduates. Furthermore, a University Careers Fair is presented in the Autumn Term for all students to outline career opportunities and encourage them to reflect on how their experience and qualifications would facilitate future employment.

Students entering this course will benefit from the level 6 tutorial programme where a strong emphasis is placed upon careers awareness. In addition to the structured programme of Personal Development Planning (PDP) the tutorial system offers the students the chance to discuss their career aspirations their tutor. The students are asked to reflect upon and identify their strengths, weaknesses and interests in order to establish their future aims and career goals. As part of this process students benefit from a mock interview for a job of their choice, having searched through current job vacancy adverts. The students will also have a Careers talk, which outlines the services available within the University (Careers Service) in addition to getting the students thinking about what they want to do after their degree and how they can best prepare themselves for those possible career or study paths.

Furthermore, a University Careers Fair is presented every other year early in the academic calendar for all students to outline career opportunities and encourage them to reflect on how their experience and qualifications would facilitate future employment.

## **Course Management**

### **20. Support for Student Learning**

- The Course is managed by a Course Leader
- Extensive induction programme introduces the student to the University and their course
- Each student has a personal tutor, responsible for pastoral support and guidance
- University support services include careers, financial advice, housing and counselling
- The Academic Skills Unit (ASK)
- The Additional Support and Disability Advice Centre (ASDAC)
- Excellent library facilities
- Student course and unit handbooks provide information about the course structure and University regulations
- Feedback is provided for all assessments
- Personal Development Planning (PDP) for all awards
- Excellent laboratory/teaching facilities
- Online unit and course specific resources via Moodle

The support mechanisms identified above are available to all students, across all courses within DSES. However students entering this programme may have differing levels of experience and/or levels of acclimatisation to studying within HE, particularly in a university setting and it is recognised that additional support may be needed by students on the BSc (Hons) Sports Science and Management in order for them to achieve. To this end three additional support systems have been developed for students studying on this programme. These are:

- An additional tutorial support system for students will be introduced where the course leader will meet learners on a weekly basis in the first term and fortnightly thereafter to ensure their smooth integration into the university. This will also serve to cover some basic academic skills which students may need guidance on such as referencing, etc. Finally, this system will ensure that students are full supported at both an academic and a pastoral level during their initial induction into the university.
- In the induction week students will receive a thorough introduction to the university and will be integrated into the enrolment activities, which all new students to the university benefit from such as library tours, building orientation and the use of the university VLE.
- Finally, a mentoring system will be developed where existing level 6 students can assist newly enrolled learners within their first weeks at university. It is recognised that students entering programmes at level 6 need to react to their new surrounding swiftly and it is felt that with the addition of a peer support system, that students will become acclimatised more readily to their new surroundings.

## 21. 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 that the applicant student should hold or be shortly due to gain a merit grade or higher in a Higher National Diploma or Foundation Degree in sport or a subject directly related to sport.

The course itself is also open to international students who possess a qualification equivalent to a Level 5 award on the National Qualifications Framework. The additional requirements for such students would be that they have achieved an IELTS score of 6.0 or equivalent (with no sub-component less than 5.5).

### 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
- National Postgraduate Taught Experience 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), 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 appropriate University of Portsmouth learning and teaching programmes
- All academic staff encouraged to seek Higher Education Academy membership
- Academic staff undertake initial and continuing professional development within the Academic Professional Excellence Framework (APEX) programme which is aligned with the Higher Education Academy (HEA)'s UK Professional Standards Framework (UKPSF)
- Support staff are encouraged to attend short courses in areas such as minute taking, and specific IT packages

### **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**

None.

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

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

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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/)

### **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.

## **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>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)

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

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