PROGRAMME SPECIFICATION

Part 1: Basic Data			
Awarding Institution	University of the West England		
Teaching Institution	Hartpury College		
Delivery Location	Hartpury College		
Faculty responsible for programme	Hartpury		
Department responsible for programme	Sport		
Modular Scheme Title	None		
Professional Statutory or Regulatory Body Links	None		
Highest Award Title	BSc (Hons) Physical Education and School Sport		
Default Award Title	None		
Fall-back Award Title	None		
Interim Award Titles	BSc Physical Education and School Sport Studies Dip HE Physical Education and School Sport Studies Cert HE Physical Education and School Sport Studies		
UWE Progression Route	None		
Mode(s) of Delivery	Full time; Part time; Accelerated		
Codes	**UCAS:** C610		**JACS:** C600
	ISIS2: C606		**HESA:**
Relevant QAA Subject Benchmark Statements	Events, Hospitality, Leisure, Sport and Tourism		
Initial CAP Approval Date	17 February 2014	**Revise CVC Approval Date**	V1.1- 12 January 2015 V1.2- 07 July 2016 V3.2- 02 May 2018
Valid from	01 September 2014 V3.2- 01 September 2018		
Valid until Date	01 September 2020		
Version	3.2		

Part 2: Educational Aims of the Programme

The programme seeks to produce graduates who are conversant with the Physical Education and School Sport (PESS) agenda and underpinning policy framework as well as being able to work effectively to promote PESS in both primary and secondary education settings. Furthermore, in support of the University's ambitions for its graduates, the programme aims to produce graduates who are able to challenge current PESS practices and processes while also being able to explore new approaches to PESS. Within the programme students will be encouraged to develop critical thinking skills, creativity as practitioners and gain an enhanced underpinning knowledge and understanding in relation to primary and secondary education through PESS frameworks within the industry.

The programme will be delivered by adopting a student-centered learning approach in order to cater for individual needs and enhance the student experience. Students will be encouraged to seek a range of experiences and placement opportunities to develop their self-confidence, knowledge and understanding and explore a variety of potential professional exit routes following graduation (for example, Postgraduate Certificate in Education (PGCE) or school sports development). Students are also encouraged to pursue academic prestige and further reading within their subject and beyond to ensure that they will be prepared to solve intellectual and practical problems within the context of the applied sport industry and develop educational strategies across a range of key stages. Thus, the teaching and learning process for this programme aims to enable students to develop:

1   Creative and analytical thinking in relation to specific subject knowledge and an understanding of contemporary curricular issues in the realm of PESS.
2   Interpersonal and transferable skills and qualities to pursue a range of employment opportunities in the PESS industry.
3   An expansive range of practical skills in order to contextualise and analyse theoretical concepts and develop their intellectual ability.
4   The confidence and reflective skills as part of a professional approach to continuous professional development.
5   Knowledge of key policies, ethical awareness and appropriate professional practice standards applicable to the variety of PESS settings.
6   Leadership and collaborative qualities to contribute towards high quality physical education and school sport in a range of professional contexts.

Programme requirements for the purposes of the Higher Education Achievement Record (HEAR)

BSc (Hons) Physical Education and School Sport graduates will have achieved the professional and curricular expectations of physical education, drawing on transferable skills from related fields of study. Year one study provides a practical foundation and application for essential theoretical concepts. Year two builds greater authentic opportunities for independence in planning for teaching and learning based on learner needs. A school-based action research approach to the Year three dissertation, combined with a student led reflective portfolio module, continue the development of personal and critical skills central to continuing professional development. As part of the programme all graduates will have completed a minimum of 200 hours in a relevant vocational setting. They will therefore be ideal candidates for recruitment on to a Postgraduate Certificate in Education (PGCE).

Part 3: Learning Outcomes of the Programme

The award route provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas:

Learning Outcomes:

Columns (left to right): Curriculum Studies; Coaching Practice Portfolio – Coaching Theory; Skill Acquisition; Introduction to Exercise Physiology; Introduction to Sport and Exercise Psychology; Academic Skills for Sport; Coaching Children; School Sport Development; Coaching Pedagogy; Reflective Practice; Undergraduate Research Process; Health Related Exercise; Training and Testing; Study Trip; Undergraduate Dissertation/ Applied Research Project; Reflective Portfolio; Professional Development Project; Contemporary Issues in Sports Education; The Legacy and Impact of Sports Events; Sport Science for Coaches; Performance Analysis.

(A) Knowledge and understanding of:

#	Outcome	Curriculum Studies	Coaching Practice Portfolio – Coaching Theory	Skill Acquisition	Introduction to Exercise Physiology	Introduction to Sport and Exercise Psychology	Academic Skills for Sport	Coaching Children	School Sport Development	Coaching Pedagogy	Reflective Practice	Undergraduate Research Process	Health Related Exercise	Training and Testing	Study Trip	Undergraduate Dissertation/ Applied Research Project	Reflective Portfolio	Professional Development Project	Contemporary Issues in Sports Education	The Legacy and Impact of Sports Events	Sport Science for Coaches	Performance Analysis
1	Understanding of underpinning theoretical concepts.	✓	✓	✓	✓	✓		✓	✓	✓	✓		✓	✓		✓	✓	✓	✓	✓	✓	✓
2	Demonstrate knowledge of technical and tactical principles of a range of activities.	✓	✓	✓	✓	✓		✓	✓	✓			✓	✓							✓	✓
3	Develop transferable knowledge and skills which reflect academic developments in education and school sport.	✓	✓	✓			✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓		
4	Understanding of moral, ethical and sociological issues within teaching practice and school sport frameworks.	✓	✓					✓	✓	✓	✓		✓			✓	✓	✓	✓	✓		
5	Develop knowledge of contemporary issues within educational governance.	✓	✓					✓	✓	✓						✓	✓	✓	✓			
6	Knowledge of the role of PE and school sport frameworks in schools and the construction of partnership working.	✓	✓					✓	✓	✓	✓			✓		✓	✓		✓			

(B) Intellectual Skills

#	Outcome	Curriculum Studies	Coaching Practice Portfolio – Coaching Theory	Skill Acquisition	Introduction to Exercise Physiology	Introduction to Sport and Exercise Psychology	Academic Skills for Sport	Coaching Children	School Sport Development	Coaching Pedagogy	Reflective Practice	Undergraduate Research Process	Health Related Exercise	Training and Testing	Study Trip	Undergraduate Dissertation/ Applied Research Project	Reflective Portfolio	Professional Development Project	Contemporary Issues in Sports Education	The Legacy and Impact of Sports Events	Sport Science for Coaches	Performance Analysis
1	Appraisal and evaluation of key issues in Physical Education and schools sports development with core knowledge of PE, school sport and educational industry.	✓	✓	✓				✓	✓	✓						✓	✓	✓	✓			
2	Synthesise areas of sports science such as performance (notational) analysis, health and fitness and sports psychology to inform and enrich PE teaching practice.	✓	✓	✓	✓	✓		✓		✓		✓	✓			✓		✓			✓	✓
3	Undertake critical reflection of own practice, linking theoretical concepts to practical application and analyse peers as part of paired placements and peer assessment opportunities, to mirror educational learning observations within the industry.	✓	✓			✓		✓	✓	✓	✓				✓	✓	✓	✓	✓	✓		
4	Applied understanding of behaviour management with a humanistic approach to creating, maintaining and rebuilding relationships with pupils, participants', colleagues, parents and other relevant partners within PE and school sport frameworks.	✓	✓			✓	✓	✓	✓	✓	✓		✓		✓	✓			✓		✓	

Learning Outcomes:

		Curriculum Studies	Coaching Practice Portfolio – Coaching Theory	Skill Acquisition	Introduction to Exercise Physiology	Introduction to Sport and Exercise Psychology	Academic Skills for Sport	Coaching Children	School Sport Development	Coaching Pedagogy	Reflective Practice	Undergraduate Research Process	Health Related Exercise	Training and Testing	Study Trip	Undergraduate Dissertation/ Applied Research Project	Reflective Portfolio	Professional Development Project	Contemporary Issues in Sports Education	The Legacy and Impact of Sports Events	Sport Science for Coaches	Performance Analysis
(C) Subject/Professional/Practical Skills																						
1	Development of core teaching and learning capabilities	✓	✓					✓		✓					✓	✓	✓	✓	✓			
2	Teach movement patterns and technical skills, applying the principles of skill acquisition and motor learning.	✓	✓	✓	✓			✓		✓			✓	✓		✓	✓					
3	Enhance pedagogical skills and understanding through analysis and application of underpinning theory, with strong awareness of contextual nature of teaching and learning concepts.	✓	✓	✓				✓	✓	✓	✓	✓				✓	✓	✓				
4	Generate inventive pedagogical solutions to problem-based/work-based scenarios, communicating effectively with a range of age groups and ability levels across theoretical and practical teaching to groups and individual performers.	✓	✓			✓		✓	✓	✓	✓		✓	✓	✓	✓	✓				✓	✓
5	Plan, organise and deliver theoretical and practical classes to primary and secondary school pupils as well as students' peers on the programme.	✓	✓					✓	✓	✓			✓	✓		✓	✓	✓				
(D) Transferable skills and other attributes																						
1	Development of undergraduate study skills including core research techniques, reporting data, structure of written work and competence across a range of ICT programmes.						✓					✓			✓	✓						✓
2	Engagement in academic enquiry, advanced research skills including qualitative and quantitative analyses and the ability to identify, develop and implement discipline specific evidence-based problem-solving strategies.	✓					✓		✓		✓	✓				✓	✓				✓	✓
3	Critically appraise current practice and literature, synthesising information from a range of sources; undertake systematic rigorous research to underpin discipline specific best practice.	✓	✓	✓	✓	✓	✓	✓	✓			✓				✓	✓	✓	✓	✓	✓	✓
4	Professional and graduate skills enhanced through entrepreneurship and industry knowledge, and a reflective philosophy when analysing personal and professional effectiveness.	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓

Part 4: Student Learning and Student Support

Teaching and learning strategies to enable learning outcomes to be achieved and demonstrated

Contact time encompasses a range of face-to-face activities as described below. In addition a range of other learning activities will be embedded within the programme which, together with the contact time, will enable learning outcomes to be achieved and demonstrated.

Scheduled Learning
May include, seminars, tutorials, project supervision, demonstration, practical classes and workshops; fieldwork; work based learning; supervised time in studio/workshop. Scheduled sessions may vary slightly depending on the module choices made.

Independent Learning
May include hours engaged with essential reading, case study preparation, assignment preparation and completion etc. Scheduled sessions may vary slightly depending on the module choices made.

Placement Learning
Will include placements. By the end of the programme the student will benefit by having completed 200 hours of work placement. The student will have had the chance to learn new skills, to confidently put them into practice under the supervision of the work provider, and then to move on to improve their level of competency. This experience will have given each student a valuable insight into different aspects of the industry and may have helped formulate ideas of possible careers open to the new graduate. Students on the accelerated route will be offered the same type of placement opportunities as students studying on the full time route.

Virtual Learning Environment (VLE)
This programme is supported by a VLE where students will be able to find all necessary module information. Direct links to information sources will also be provided from within the VLE.

Careers
To support learner's career preparations, careers personnel visit Hartpury on a regular basis and the students can use all the on line resources. Tutors will also offer subject specific careers advice through module sessions or individual tutorials. Careers Fairs are arranged periodically to allow students to engage directly with employers from the industry sector.

Part 5: Assessment

Approved variant to University Academic Regulations and Procedures

Assessment Strategy

Assessment strategy to enable the learning outcomes to be achieved and demonstrated:

Assessment of knowledge and understanding is through a variety of formative and summative means in accordance with employability standards in relation to PGCE criteria, Newly Qualified Teacher requirements as well as various roles within the school sports development industry.

Placement opportunities are included as part of core modules at each level of the programme (Curriculum Studies at year 1, School Sports Development at year 2 and Reflective Portfolio at year 3). In line with professional development standards these modules will also include assessments based upon work based placements. In this instance, subject specific, professional and practical skills are assessed through reflection on teaching practice, portfolios and practical assignments. In addition, students' learning will be assessed by written assignments, oral presentations, reports related to work based learning, practical examinations and problem-based learning to encourage critical appraisal when linking theoretical concepts into applied practice. See assessment map for further details of where in the programme students' achievement of the programme's learning outcomes will be assessed.

Assessment Map

The programme encompasses a range of **assessment methods** including; written assignment, poster defence, oral presentations, written examinations, reports, practical examinations and portfolio work). These are detailed in the following assessment map:

Assessment Map for BSc (Hons) Physical Education and School Sport

		Unseen Written Exam	Open Book Written Exam	In-class Written Test	Practical Exam	Practical Skills Assessment	Oral assessment and/or presentation	Written Assignment	Report / Project	Dissertation	Portfolio
Compulsory Modules Level 1	Curriculum Studies						A (50)		B (50)		
	Coaching Practice Portfolio – Coaching Theory				A (50)		B (50)				
	Skill Acquisition		A (100)								
	Introduction to Exercise Physiology	A (100)									
	Introduction to Sport & Exercise Psychology	A (50)						B (50)			
	Academic Skills for Sport						A (100)				
Compulsory Modules Level 2	Coaching Children					A (100)					
	School Sport Development						A (50)		B (50)		
	Coaching Pedagogy					A (60)		B (40)			
	The Reflective Coach						A (25)	B (75)			
	Undergraduate Research Process								A (100)		
Optional Modules Level 2	Health Related Exercise	A (50)									B (50)
	Independent Report	A (25)							B (75)		
	Fitness Training and Testing	A (50)			A (50)						
	Study Trip						A (100) G				
Compulsory Modules Level 3	Undergraduate Dissertation/ Applied Research Project									A (100)	
	Professional Development Project				A (100)						
	Reflective Portfolio				A (50)				B (50)		
Optional Modules Level 3	Contemporary Issues in Sports Education						A (50)		B (50)		
	The Legacy and Impact of Sports Events						A (80)		B (20)		
	Sport Science for Coaches		A (100)								
	Performance Analysis						A (100)				

*Assessment should be shown in terms of either Written Exams, Practical exams, or Coursework as indicated by the colour coding above.

Part 6: Programme Structure			
This structure diagram demonstrates the student journey from Entry through to Graduation for a typical **full time student**, including: level and credit requirements, interim award requirements, module diet, including compulsory and optional modules.			

ENTRY		Compulsory Modules	Optional Modules	Interim Awards
	Year 1	Curriculum Studies (UISXS8-30-1) Coaching Practice Portfolio – Coaching Theory (UISXL4-30-1) Skill Acquisition (UISXM4-15-1) Introduction to Sport and Exercise Psychology (UISXLE-15-1) Academic Skills for Sport (UISXKY-15-1) Introduction to Exercise Physiology (UISXL7-15-1)		Cert HE Studies Credit requirements: 120 credits at level 0 or above of which not less than 100 are at level 1 or above. DipHE Physical Education and School Sport Studies Credit requirements: 240 credits at level 0 or above of which not less than 220 are at level 1 or above, and not less than 100 are at level 2 or above.
	Year 2	School Sport Development (UISXS3-30-2) Coaching Pedagogy (UISXS4-15-2) Coaching Children (UISXRT-15-2) Undergraduate Research Process (UINXU5-15-2) The Reflective Coach (UISXRY-15-2)	Students are normally required to select 30 credits from the optional year 2 modules listed below: Health Related Exercise (UISXS5-15-2) Fitness Training and Testing (UISXRU-15-2) Study Trip (UISXS6-15-2) Independent Report (UINXRX-15-2)	BSc Physical Education and School Sport Studies Credit requirements: 300 credits at level 0 or above of which not less than 280 are at level 1 or above, not less than 100 at level 2 or above and not less than 60 credits are at level 3 or above.
	Year 3	Undergraduate Dissertation (UINV3R-45-3) Reflective Portfolio (UISXS7-30-3) Professional Development Project (UISV5C-15-3)	Students are normally required to select 30 credits from the optional year 3 modules listed below: Contemporary Issues for Sports Education (UISV3V-15-3) The Legacy and Impact of Sports Events (UISV4E-15-3) Sport Science for Coaches (UISV4B-15-3) Performance Analysis (UISV45-15-3)	TARGET AWARD BSc (Hons) Physical Education and School Sport Credit requirements: 360 credits at level 0 or above of which not less than 340 credits at level 1 or above, not less than 200 credits are at level 2 or above, and not less than 100 credits at level 3 or above. This must include all compulsory modules.
GRADUATION				

Part time:
There are a number of routes that a part time student can take to graduate, this can be done depending upon student requirements, hence production of a specific map will depend upon an individual student basis.

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Accelerated:

The following structure diagram demonstrates the student journey from Entry through to Graduation for a typical **accelerated student.**

The accelerated route will only be run if there is a viable cohort for that route. In the event of the decision being taken not to run the accelerated route, students who applied will be asked to transfer to the full time programme.

EXAMPLE: Students would be free to choose which modules were undertaken at each stage, although an example is provided below:

ENTRY		Compulsory Modules	Optional Modules	Interim Awards
	Year 1.1	Curriculum Studies (UISXS8-30-1) Coaching Practice Portfolio – Coaching Theory (UISXL4-30-1) Introduction to Sport and Exercise Psychology (UISXLE-15-1) Academic Skills for Sport (UISXKY-15-1)		Cert HE Studies Credit requirements: 120 credits at level 0 or above of which not less than 100 are at level 1 or above.
	Year 1.2	Curriculum Studies (UISXS8-30-1) Coaching Practice Portfolio – Coaching Theory (UISXL4-30-1) Skill Acquisition (UISXM4-15-1) Introduction to Exercise Physiology (UISXL7-15-1)		DipHE Physical Education and School Sport Studies Credit requirements: 240 credits at level 0 or above of which not less than 220 are at level 1 or above, and not less than 100 are at level 2 or above.
	Year 1.3	Coaching Pedagogy (UISXS4-15-2) Undergraduate Research Process (UINXU5-15-2) The Reflective Coach (UISXRY-15-2)	Independent Report (UINXRX-15-2) Study Trip (UISXS6-15-2)	BSc Physical Education and School Sport Studies Credit requirements: 300 credits at level 0 or above of which not less than 280 are at level 1 or above, not less than 100 at level 2 or above and not less than 60 credits are at level 3 or above.
	Year 2.1	School Sport Development (UISXS3-30-2) Coaching Children (UISXRT-15-2)	Health Related Exercise (UISXS5-15-2) Fitness Training and Testing (UISXRU-15-2)	TARGET AWARD BSc (Hons) Physical Education and School Sport
	Year 2.2	Reflective Portfolio (UISXS7-30-3) Professional Development Project (UISV5C-15-3)	The Legacy and Impact of Sports Events (UISV4E-15-3) Sport Science for Coaches (UISV4B-15-3)	Credit requirements: 360 credits at level 0 or above of which not less than 340 credits at level 1 or above, not less than 200 credits are at level 2 or above, and not less than 100 credits at level 3 or above. This must include all compulsory modules.
	Year 2.3	Applied Research Project (UINV3S-30-3)	Contemporary Issues in Sports Education (UISV3V-15-3) Performance Analysis (UISV45-15-315)	
GRADUATION				

Part 7: Entry Requirements

The University's Standard Entry Requirements apply with the following additions/exceptions*:

Applicants will have achieved tariff points as appropriate for the year of entry, which for the academic year 2014/15 is 320 tariff points. They will also have achieved five GCSEs at Grade C or above including English and Maths. Applicants will be expected to undergo a criminal record check by the Disclosure and Barring Service (DBS) in the first Semester of study.

Applicants will also be considered based on personal, professional and educational experience.

The Associate Faculty welcomes mature applicants onto the programme, providing evidence they can meet the demands of the course.

We also welcome applicants from a diverse range of backgrounds who do not have the entry requirements outlined above. The university will consider applicants on the basis of evidence of personal, professional and educational experience which indicates an applicant's ability to meet the demands of an undergraduate degree programme. Applicants with non-standard entry criteria will be reviewed on an individual basis. This will take the form of an individual interview with members of the programme team and possibly the completion of a set task such as a written assignment. Where appropriate experience or learning has been gained prior to enrolment on the programme RPL/RPEL may be possible. Applicants for the accelerated mode of delivery will be interviewed.

Applicants whose first language is not English must also gain a minimum IELTS score of 6.0 prior to entry onto the programme.

Part 8: Reference Points and Benchmarks

Description of *how* the following reference points and benchmarks have been used in the design of the programme:

QAA UK Quality Code for HE
Has been used to define the minimum level of achievement that students need to achieve to succeed on this programme and achieve the qualification. It has also been used to inform the academic quality of the programme and enhance the quality of the learning opportunities and the assessment methods used to measure achievement on the programme.

Relevant subject benchmark statements (Hospitality, Leisure, Sport and Tourism)
Have informed the characteristics of the subject matter and curriculum development of the programme, the programme learning outcomes and the attributes that a graduate of this programme should be able to demonstrate.

University of the West of England 2020 Strategy
Has been used in designing this programme to ensure that the programme is: learning-centred; underpinned by sound health and safety practices and informed by research and professional practice; inclusive, flexible and accessible, exemplified in particular by the part-time and accelerated study routes; and, provides a diverse assessment diet. Furthermore, the programme aims to produce graduates who: know and value themselves as open-minded, reflective and inter-dependent learners, and participants, employees, self-employed professionals and entrepreneurs in global settings and as global citizens; and, reflect on their own learning and practice, who value others as collaborators in their learning and its exchange.

Assessment within the programme: is an integral part of a dynamic learning and teaching process and not separate from it; plays a key part in the rigorous setting and maintaining of academic standards; provides all students with the entitlement to parity of treatment; makes no distinction between different modes of study; ensures that progression is achieved by credit accumulation and the completion of pre-requisites and co-requisites; recognises different module learning in different forms of assessment; and, affords students the maximum opportunity to demonstrate their knowledge, skills, competencies and overall strengths through a variety of assessed activities.

This programme has been designed to ensure: that all work-based learning is assessed in accordance with the University's Academic Regulations; requirements and standards set out by professional bodies are met; provision of clear information regarding the responsibilities of each party to the learning contract or other

agreement e.g. learner, university, and employer; students are adequately prepared for work based learning; support for the development of the learners in the workplace; that the learning is documented in a form that clearly identifies how it contributes to the overall aims and learning outcomes of the programme; regular audits are made of the contribution of partner organisations' abilities to meet the needs of the student and programme; that learning contracts or agreements are in place with their work-based partners; that clear strategies are in place to support the identification, negotiation and organisation of work based activities for students, commensurate with the student's learning needs and the significance of this learning to the programmes of which it forms a part; and, that all arrangements for work-based learning take full account of the requirements of equal opportunities, and health and safety legislation and University policies for the same.

Teaching, Learning and Scholarship Strategy
Has been used in designing this programme to ensure that the programme is underpinned by the five key principles which aim to enhance the student experience across the Associate Faculty. This programme will provide a high quality experience through a focus on student progression and achievement, academic currency and relevance, innovative delivery and assessment and feedback delivered by appropriately qualified staff who undergo Continuing Professional Development (CPD) that is linked to the UK Professional Standards Framework. The programme team will encourage and support individuals from diverse backgrounds and cultures to enable them to enter higher education and fulfil their potential. The programme adopts a fully integrated and collaborative approach to preparing students for future graduate level employment and to foster the inquiring mind-set, which will ultimately support lifelong learning for the benefit of both the graduate and wider society. The programme promotes an active scholarship culture that incorporates the scholarship of discovery, integration, application and inquiry-based learning that will transform students' understanding of knowledge and research. Students will be encouraged to develop knowledge exchange partnerships by fostering connections with each other as well as local businesses and other community partners.

Staff research projects:
The proposed modules for this programme are based on well-established teaching areas within the Associate Faculty. These modules will be taught by staff who are either research or consultancy active, or actively engaged in scholarly activity, and who bring their current experience to bear on their teaching.

What methods have been used in the development of this programme to evaluate and improve the quality and standards of learning? This could include consideration of stakeholder feedback from, for example current students, graduates and employers.

Employer interaction and staff/student feedback:
Consultation has been conducted involving discussions about the purpose of the programme, its distinctiveness as a programme and the skills and knowledge needed to ensure the programme is current and relevant to employers. Examples of the related activities that have taken place include:

- Employer interaction and feedback.
- Panel of Physical Education teachers and leaders were consulted throughout the development.
- Undergraduate Sports Staff Student Liaison Groups.
- Programme Development Team Meetings.
- Market Impact Assessment.

This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of individual modules can be found in module specifications, available on the University's website.