

## PROGRAMME SPECIFICATION

Part 1: Basic Data			
<b>Awarding Institution</b>	University of the West of England		
<b>Teaching Institution</b>	Hartpury College		
<b>Delivery Location</b>	Hartpury College		
<b>Faculty responsible for programme</b>	Hartpury		
<b>Department responsible for programme</b>	Sport		
<b>Modular Scheme Title</b>	Sport		
<b>Professional Statutory or Regulatory Body Links</b>	None		
<b>Highest Award Title</b>	BSc (Hons) Sport Performance		
<b>Default Award Title</b>	None		
<b>Interim Award Titles</b>	BSc Sport Performance Diploma of Higher Education Sport Performance Certificate in Higher Education Sport Performance Certificate Sport Performance		
<b>UWE Progression Route</b>	None		
<b>Mode(s) of Delivery</b>	Full Time; Part Time		
<b>Codes</b>	<b>UCAS:</b> C609	<b>JACS:</b> C600	
	<b>ISIS2:</b> C609	<b>HESA:</b>	
<b>Relevant QAA Subject Benchmark Statements</b>	Events, Hospitality, Leisure, Sport and Tourism		
<b>Initial CAP Approval Date</b>	24 June 2013	<b>Revised CVC Approval Date</b>	V2.3- 12 January 2015 V2.4- 07 July 2016 V3.1- 02 May 2018
<b>Valid From</b>	01 September 2015 (2015 entry) V3.1- 01 September 2018		
<b>Valid until Date</b>	01 September 2024		
<b>Version</b>	3.1		

## Part 2: Educational Aims of the Programme

The programme seeks to underpin the University's principle that the graduates not only serve the applied industry, but also aid in the development of that industry. The programme seeks to support the University's ambitions for its graduates by challenging current processes and practices and exploring new concepts. It is important that the Hartpury College student is encouraged to challenge orthodox thinking about sports performance related concepts. Students will be encouraged to think creatively, to solve problems in a variety of ways, and to look for new ways of defining systems and problems. This is embedded within the context of the sports industry and the recent changes therein.

Not only should a Hartpury College student acquire and challenge contextual information, but they should also develop a range of key skills to enable them to communicate effectively through a variety of media. The experiences students gain while studying on the programme have been designed to enable them to develop self-confidence. Student-centered learning has been employed which encourages students to develop an enquiring mind: a feature of this programme being the application of the subject in a practical context. Students are encouraged to be well read 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 as such, the teaching and learning process aims to enable students to develop:

- 1 Knowledge and critical understanding of the well-established principles in the field of the sport study and the scientific and pedagogical development of those principles.
- 2 The ability to apply underlying concepts and principles outside the context in which they were first studied to sport performance and leadership, and the application of those principles in a work-related context.
- 3 Knowledge of sociological and scientific concepts and theoretical underpinnings which determine the processes present in effective and multi-disciplinary sport performance.
- 4 An understanding and knowledge of the importance of reflection in guiding professional development within their own and others' performance.
- 5 Skills required within the sports industry to develop, lead and manage teams as well as understand professional relationships to effectively optimise performance within sport and related industries.
- 6 Knowledge of the main methods of enquiry in sports research and ability to evaluate critically the appropriateness of different approaches to solving problems in the field of study and apply these in a work-related context.
- 7 A range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis.
- 8 Effective communication of information, arguments, and analysis, in a variety of forms, to specialist and non-specialist audiences, and deploy key techniques of the discipline effectively,
- 9 Appropriate vocational skills, knowledge and understanding which will enable the student to be competent and understand relevant industry standards and be immediately effective.

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

The competitive sporting environment requires graduates of applied sport science to have gained the appropriate knowledge and skills regarding the performance environment to be able to provide the best service possible for their organisations/players to succeed in their chosen pursuits. This programme endeavours to do just that.

To successfully pass this programme students must complete the compulsory modules Introduction to the Performance Environment and Sport Development and Leadership. In combination with optional modules, compulsory modules will provide students with a theoretical underpinning of leadership and management that is necessary to achieve optimal sports performance. Reflection is an important aspect of the programme, allowing students the opportunity to evaluate and develop their knowledge and skills.

**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:

<b>Learning Outcomes:</b>	Introduction to the Performance Environment	Undergraduate Research Process	Principles of the Performance Environment	Coaching Pedagogy	Fitness Training and Testing	Injured Athlete	Independent Report	New Venture Creation	Sports Leadership	Sports Psychology	Sports Nutrition	Health Related Exercise	Study Trip	International Academic Study Portfolio	International Academic Study Project	International Academic Study Extended Project	Undergraduate Dissertation	Managing Performance and Professional Reflection	Sports Injury Assessment	Injury Prevention and Rehabilitation	Special Populations	Performance Analysis	Contemporary Issues in Sports Education	Media, Technology and Communication in Sport	Contemporary Practice in Sports Conditioning	Sport Psychology in Action
	Sport Development and Leadership	Academic Skills for Sport	Introduction to Sports Coaching	Introduction to Sports and Exercise Psychology	Fundamentals of Sport Performance	Introduction to Exercise Physiology																				

**A) Knowledge and understanding:**

1	The theoretical basis of sports science principles underpinning sports performance.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
2	Integrating science, leadership and management and reflective skills to develop high performance in sport and related industries.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
3	The relative contribution of academic and work-related learning knowledge in developing competency in sport industries/professional/practical skills required to gain employment in the relevant industry.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
4	The principles which relate theory to practice in industry, sports science and related wider subject disciplines which inform that industry.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
5	Current developments in the sport industry and related disciplines which would combine to support continuing best practice.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

**(B) Intellectual Skills**

1	Demonstrate an ability to engage in academic enquiry and identify key themes from written work and oral presentations relating to the sport specific industry and the related wider subject disciplines which inform that industry.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
2	Accurately apply given tools/strategies to the sports industry through work-related learning, reflect on those actions and draw appropriate conclusions on their effectiveness.	✓					✓						✓					✓							
3	Evaluate and challenge knowledge, research, concepts and evidence of practice from a range of sources to present coherent arguments, applying theory to practice.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓





## Part 4: Student Learning and Student Support

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

At Hartpury there is an expectation that all undergraduate programmes will meet the minimum expectation of our awarding partner for a minimum average requirement of 12 hours/week contact time for full-time study over the course of the full undergraduate programme. This contact time or scheduled learning encompasses a range of 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.

On the BSc (Hons) Sport Performance programme teaching is a mix of scheduled and independent learning.

#### ***Scheduled Learning***

May include lectures, seminars, tutorials, project supervision, demonstration, practical classes and workshops; fieldwork; external visits; 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, work-related learning etc. Scheduled sessions may vary slightly depending on the module choices made.

#### ***Virtual Learning Environment (VLE)***

This specification 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.

#### ***International Academic Study***

Within this programme there is an opportunity to gain academic credit for a period of studying abroad. The student would be supported to identify an opportunity of interest, which may be with established College partners or by individual arrangement. All periods of study abroad would have to meet the College's requirements before enrolment on the International Academic Study opportunity modules.

#### ***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.

## Description of any Distinctive Features

The purpose of this BSc (Hons) Sport Performance programme is to develop academic knowledge and understanding of leadership, coaching and personal reflective skills that underpin the performance environment. A balance of work-related and academic study will be provided that is intellectually challenging, vocationally and scientifically relevant, makes use of contemporary research and knowledge and provides a foundation for pursuing a career within the sport industry.

The programme has been designed to build on the experiences of a wide spectrum of students who should be capable of taking up appropriate positions of responsibility within the varied range of enterprises to be found operating within the sports industry.

The programme will equip the student with the skills and knowledge relevant to future employment and to the needs of employers. For those outstanding students, there is the opportunity to gain a level 2 Institute of Leadership and Management qualification. Ultimately, students are professionally prepared to provide effective service delivery within the industries whether it is on a local, regional, national or international stage.

Distinctive to the Associate Faculty is the wide provision of opportunity. The student can engage in a variety of different learning environments. Individuals learn through different methods, hence a range of teaching and assessment techniques are used throughout the programme. Theoretical lectures, practicals (computer based and laboratory), seminars and debates, industry based visits and guest speakers from within the industry enhance the students' academic knowledge, whilst giving the student the opportunity to practice and develop applied skills needed for industry. A wide range of assessment types are utilised within the modules offering students the opportunity to excel through written examinations and assignments, oral assessments, poster defence and practical application. Research concepts and methods are introduced in year 1 and critical thinking skills are developed through year 2 and 3 thus equipping the student with skills that will enable continued life-long learning in the workplace or in further academic study.

The Associate Faculty prioritises student support. Key to that support is the tutorial system that complements study skills sessions operated throughout the University. Study skills sessions afford students the opportunity to enhance their academic ability through individual and group tutorials with the year 1 provision focusing on the development of academic skills. In year 2 students are assisted with their career choices and development thereof. Each student has a year tutor who guides the student throughout their study and will be key for the students when choosing modules. Students are also strongly encouraged to utilise, and engage in, face-to-face tutorials with either their allocated personal tutor or their subject specific module tutors in order to support their academic development. Student Advisors are also available for more general academic support needs alongside the College Welfare Officer and the onsite counselling service provided by the institution. Students receive a programme handbook and for each module studied, a module guide. Assessment offences information and study/examination guidance is also provided to all students. Learning is also supported electronically by the students having access to the VLE which include module information regarding assessments, semester schedules, lecture contents and additional reading. Interactive quizzes, questionnaires and personal feedback further develop the knowledge and skills learnt. Access is available remotely so that the VLE provides students with access to academic materials relevant to their chosen modules and programme. Students are kept up-to-date with information via the announcements areas on the VLE or via the SMS text message service with which the Associate Faculty has engaged with.

This programme offers the opportunity for students to undertake an approved Exchange Programme, for an agreed period (one/two semesters), of overseas study at a higher education institution studying modules appropriate to their programme aims and which have been pre-approved by the Programme Manager. The Exchange Programme is dependent on an approved agreement between Hartpury College and an approved International Institution for BSc (Hons) Sport Performance.

The Hartpury library service is highly supportive of the academic disciplines within the sports industry field and provides an extensive range of paper (textbooks and periodicals) and electronic (e-book, periodicals and database) resources relevant to the subject area. The library service and the programme teams are in constant contact to ensure that up-to-date, relevant material which supports the students' academic journey is provided.

There has been substantial employer, industry and research input in the design of the BSc (Hons) Sport Performance through vocational panels representing employers/industry experts from the local area, thus identifying employer's needs and current skills gaps in the sports specific industry.

## 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:

Individuals learn through different methods, hence a range of teaching and assessment techniques are used throughout the programme. Theoretical lectures, practicals, seminars and debates and guest speakers from within the industry enhance the students academic knowledge, whilst giving the student the opportunity to practice and develop applied skills needed for industry. A wide range of assessment types are utilised within the modules offering students the opportunity to excel through written examinations and assignments, portfolios, oral assessments and practical application.

In line with the College's commitment to facilitating equal opportunities, a student may apply for alternative means of assessment if appropriate. Each application will be considered on an individual basis taking into account learning and assessment needs. For further information regarding this please refer to the VLE.

### Assessment Map

The programme encompasses a range of **assessment methods** including: written assignments, group and individual presentations, practical and written examinations, poster defences, laboratory reports and logbooks, reflective portfolios and dissertation). These are detailed in the following assessment map:

#### Assessment Map for BSc (Hons) Sports Performance

		Type of Assessment*									
		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
<b>Compulsory Modules Level 1</b>	Introduction to the Performance Environment						A (50)	B (50)			
	Sport Development and Leadership						A (100)				
	Academic Skills for Sport						A (25)		A (75)		
	Introduction to Sports Coaching				A (25)			B (75)			
	Introduction to Sports and Exercise Psychology	A (50)						B (50)			
	Fundamentals of Sport Performance	A (50)						B (50)			
	Introduction to Exercise Physiology	A (50)						B (50)			

		Type of Assessment*									
		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
<b>Compulsory Modules Level 2</b>	Principles of the Performance Environment						A (25)	B (75)			
	Undergraduate Research Process								A (100)		
	Sports Leadership										A (100)
<b>Optional Modules Level 2</b>	Coaching Pedagogy					A (60)		B (40)			
	Fitness Training and Testing	A (50)			B (50)						
	The Injured Athlete		A (100)								
	Independent Report		A (25)						B (75)		
	New Venture Creation						A (100) G				
	Sports Psychology										A (100)
	Sports Nutrition	A (40)							B (60)		
	Health Related Exercise	A (50)									B (50)
	Study Trip							A (100) G			
	International Academic Study Portfolio										A (100)
	International Academic Study Project							A (25)			B (75)
	International Academic Study Extended Project							A (25)			B (75)
<b>Compulsory Modules Level 3</b>	Undergraduate Dissertation									A (100)	
	Managing Performance and Professional Reflection						A (25)	B(75)			
<b>Optional Modules Level 3</b>	Sport Injury Assessment						A (100)				
	Injury Prevention and Rehabilitation						A (50)	B (50)			
	Special Populations		A (100)								
	Performance Analysis						A (100)				
	Contemporary Issues in Sports Education						A (50)		B (50)		
	Media, Technology and Communication in Sport							B (50)	A (50)		
	Contemporary Practice in Sports Conditioning										A (100)
	Sport Psychology in Action								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:

- 1 level and credit requirements
- 2 interim award requirements
- 3 module diet, including compulsory and optional modules

ENTRY		Compulsory Modules	Optional Modules	Interim Awards
	Year 1	Introduction to the Performance Environment (UISXLW-30-1) Sport Development and Leadership (UISXM5-15-1) Academic Skills for Sport (UISXKY-15-1) Introduction to Sports Coaching (UISXLR-15-1) Introduction to Sports and Exercise Psychology (UISXLE-15-1) Fundamentals of Sport Performance (UISXL6-15-1) Introduction to Exercise Physiology (UISXL7-15-1)		<u>Cert Sport Performance</u> Credit requirements: 60 credits at level 0 or above of which not less than 50 are at level 1 or above.  <u>CertHE Sport Performance</u> Credit requirements: 120 credits at level 0 or above of which not less than 100 are at level 1 or above  <u>DipHE Sport Performance</u> 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	Principles of the Performance Environment (UISXSE-30-2) Undergraduate Research Process (UINXU5-15-2) Sports Leadership (UISXRW-15-2)	Students are normally required to select 60 credits from the optional modules listed below:  Sports Nutrition (UISXS9-15-2) Health Related Exercise (UISXS5-15-2) Fitness Training and Testing (UISXRU-15-2) The Injured Athlete (UISXSD-15-2) Coaching Pedagogy (UISXS4-15-2) Independent Report (UINXRX-15-2) New Venture Creation (UISXTX-15-2) Sport Psychology (UISXRV-15-2) Study Trip (UISXS6-15-2) International Academic Study Portfolio (UINXRP-15-2) International Academic Study Project (UINXRQ-30-2) International Academic Study Extended Project (UINXRR-45-2)	<u>BSc Sport Performance</u> 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.  <b>TARGET AWARD:</b> <u>BSc (Hons) Sport Performance</u> 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 and core modules.
	Year 3	Undergraduate Dissertation (UINV3R-45-3) Managing Performance and Professional Reflection (UISV3Y-30-3)	Students are normally required to select 45 credits from the optional modules listed below:  Sports Injury Assessment (UISV4D-15-3) Injury Prevention and Rehabilitation (UISV3X-15-3) Special Populations (UISV55-15-3) Performance Analysis (UISV45-15-3) Contemporary Issues in Sports Education (UISV3V-15-3) Media, Technology and Communication in Sport (UISV43-15-3) Contemporary Practice in Sports Conditioning (UISV3W-15-3) Sport Psychology in Action (UISV4A-15-3)	
<b>GRADUATION</b>				

### 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.

## 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 2013/14 was 320 tariff points.

Level 3 in PE/sports studies or a biological science, or equivalent. National Diploma MMM in Sport/Science based subject.

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. Related industrial experience and National Governing Body coaching awards are desirable.

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 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 Strategies and Policies: The Academic Regulations and Procedures**

Has been used to ensure that the quality of learning, teaching and assessment on this programme adheres to the university's frame work of academic regulations, procedures and working practices that enable the assurance of academic standards. The University's Policy on word count has also been used to inform the assessment strategy stated in Part 5 of this document and is detailed on the module descriptors.

### **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 the BSc (Hons) Sport Performance 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.

### ***PSRB requirements and occupational standards***

Various organisations, including a sector skills council and a professional body, are being consulted regarding the incorporation of industry related, professional qualification outcomes within the modules' learning outcomes.

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***

- 1 Mock Validation
- 2 Field of Sports Coaching and Sports Science Vocational Panel
- 3 Undergraduate Sports Staff Student Liaison Groups
- 4 Programme Development Team Meetings
- 5 External and Internal Industry Professionals Consultations
- 6 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](#).