

# Sports Development

*\*Please note that this programme specification is currently being revalidated and will be updated by end of July 2014.*

<b>Final award</b>	BSc (Hons)
<b>Intermediate awards available</b>	Cert HE, Dip HE, BSc
<b>UCAS code</b>	B993
<b>Details of professional body accreditation</b>	N/A
<b>Relevant QAA Benchmark statements</b>	Unit 25 - Hospitality, Leisure, Sport & Tourism (specific reference to Sport)
<b>Date specification last up-dated</b>	December 2013

## Profile

### The summary - UCAS programme profile

#### **BANNER BOX:**

Studying Sport so that you can work in the field to encourage others to take part.

#### **ENTRY REQUIREMENTS**

The programme is open to any student who can demonstrate that she/he is capable of degree level study. Applicants should have the equivalent of 240 UCAS points. We also accept a relevant access course; a merit or distinction in an appropriate Advanced GNVQ or BTEC National Diploma. Other qualifications may be considered upon application. Students with relevant higher education qualifications may be eligible for advanced standing (that is exemption for elements of the programme).

Students may be admitted through Accreditation of Experiential Learning (AEL) or accreditation of Certified Learning (ACL) processes.

In the case of applicants whose first language is not English, then IELTS 6.0 (or equivalent) is required. International qualifications will be checked for appropriate matriculation to UK Higher Education undergraduate programmes.

#### **ABOUT THE PROGRAMME**

##### **What is Sports Development?**

Falling within the Applied Sports Science Subject Area, along with our BSc (Hons) in Fitness & Health, Sports Coaching and Sport & Exercise Science, our Sports Development degrees focus in on the issues, processes and skills required to increase sporting opportunities for all people within the wider community.

The word 'Applied' in the Field title is very much in evidence as the various modules of study are centred on what is actually going on in the 'real world'.

There are two entry points to Sports Development, either direct into Year One of the Honours Degree Programme, or via the School of Health & Bioscience Extended Degree Programme, which offers an additional 'access-type' Foundation Year, before proceeding on to the Honours Programme. This Extended Degree is aimed at those candidates currently lacking the necessary Honours entry requirements, as well as those who need an extra year to develop their skills and confidence before commencing the Honours Programme.

As well as a single honours programme Sports Development can be studied as part of a combined honours programme with other subjects from across the University.

### **Sports Development at UEL**

The 'Applied' nature of the Programmes means that there is a constant focus on ensuring that our students develop the necessary knowledge, skills and experience necessary to be attractive to potential employers at the end of the Programme. The ways in which we achieve this are by;

- Developing broad-based, up-to-date subject knowledge
- Developing strong 'people' skills - e.g. communication/presentation skills
- Developing relevant work skills - e.g. coaching, planning, event organisation, use of information technology
- Developing an increasing range of opportunities to gain practical experience - e.g. placements, working at events
- Developing external contacts with people working in the industry to deliver presentations, provide 'live' case studies and to provide work shadowing opportunities

### **Programme structure**

The Honours Programme is for 3 years and has both a full-time and a part-time mode of study available. The Extended Degree route takes 4 years and, again, may be studied either full- or part-time. On completion of the Foundation Year, students progress on to the First Year of the Honours Programme.

The First Year of the Honours Programme is common between Sports Development and the three other Applied Sports Science programmes. This allows students to make their final choice of programme at the end of that first year. It also allows students to acquire the basic grounding in a variety of programme 'themes' so that they can keep their options as open as possible in the second and third years.

The Second and Third Years of the Honours Programme are made up of a mixture of Core (i.e. Compulsory) and Optional Modules. The options can come from the full list of modules offered by the Field, including those modules core to the other programmes.

### **Learning environment**

The Programme Area as a whole seeks to use a wide range of teaching and learning methods so as to reflect the range of ways that different students learn. The methods used include;

- Work-Based Learning
- Coaching Practicals
- Case Studies/Problem Solving
- Student-led research activity
- Group work/discussions
- Information & Communication Technology applications
- Visits/Observations
- Guest Speakers
- Seminars

The facilities used include our Human Physiology and Biomechanics Laboratories, Newham Leisure Centre, as well as specialist facilities operated by partner organisations, such as the Docklands Water-sports Centre.

### **Assessment**

If examinations are your least favourite thing then do not fear! Though we do use examinations as part of assessment they make up less than 20% of the total. To develop the range of skills we require in our graduates, we see it as essential to use a range of relevant, work-related assessment methods. These include;

- Coaching/Leadership Practicals
- Work Placements
- Presentations
- Report writing
- Information Technology applications
- Projects
- Case Studies

The range of assessment methods means that all students get the opportunity to show their existing strengths, whilst developing new ones.

To help everyone develop their confidence in the different assessment methods all of them are used during the First Year when the results do not count towards your final degree classification. The hard task is to ensure that you pass them all! Once into the Second Year, from then on all the assessments will contribute towards your final degree classification, with the greatest weighting attached to your Year Three results.

### **Work experience/placement opportunities**

Whilst all students are encouraged from the start of the Programmes to take every opportunity to gain relevant work experience, whether a formal part of the programme or not, we have identified the need to support this even more. The Sports Development programme includes Work Based Learning Modules as options at both levels two and three. In these students are able to gain substantial work experience as well as gain credits towards their degree.

Other modules in the programme require students to undertake shorter placements, such as a 4 week coaching placement in a local school.

### **Project work**

The largest piece of work that students carry out on the programme is the final year Project. The topic for this is chosen by the student, in conjunction with the tutor, and is based on the student's own, original piece of research.

In preparation for this there are a number of modules that include smaller scale project work, either on an individual or group basis. Some lead to written assessments and some to formal presentations, most allow for a high degree of student selection of the topic.

### **Added value**

Though we cannot make any promises about getting a job at the end of the programme we know that we will have increased your employability significantly. Our focus not only on the subject knowledge but also the wider skills required in the work place means that you will have a great deal to offer a potential employer.

We will also make full use of our range of local partners to help set up opportunities for students to gain additional qualifications, such as National Governing Body coaching awards.

### **IS THIS THE PROGRAMME FOR ME?**

#### **If you are interested in...**

- Working with young sports-people
- The possibility of going on to train as a PE Teacher
- Working with disabled sports-people
- Sport Psychology
- Sports Management
- Sport's role in society
- Creating opportunities for more people to play sport
- Sports Coaching

Then the answer is yes.

#### **If you enjoy...**

- Studying in an environment where you are a name and not just a number
- Being encouraged to express your point of view
- Learning from the experiences of your fellow students as well your lecturers
- Mixing with like-minded people from a range of backgrounds
- Being challenged to develop yourself further than you thought you could
- The support of a positive and encouraging staff team

Then the answer is yes.

#### **If you want...**

- A programme that combines class-based study with practical activity
- A programme that looks at sport from the individual level through to issues affecting larger groups within society (e.g. young people, disabled people)

- A programme that looks at the delivery of sporting opportunities from the planning stages through to actually putting an event on
- A programme that allows you to obtain work experience while you study

Then the answer is yes.

### **Your future career**

Our Sports Development programme has been running for a number of years now and graduates have been very successful in gaining employment or going on to further study in the following areas;

- Sports Development Officer
- College Lecturer
- Teacher Training
- Sports Coaching
- School Sports Instructor
- Leisure Marketing
- Leisure Facility Management

The success of our students in the Sports, Recreation and Fitness Industry means that a number of employers are now former students, providing greater recognition in the marketplace, particularly if you take all the opportunities for work experience that you are offered along the way.

### **How we support you**

All students are allocated a personal tutor to whom individuals may turn with any problems/issues. In addition all module tutors offer additional support outside of the actual teaching periods.

Through the use of study skill modules in the First Year of the programme we aim to help all students make the step up to degree level. This module includes, amongst others, computer skills, report/essay writing, academic referencing, research, including use of the internet, and presentation skills. We also provide additional classes for those students who wish to dedicate more time and effort into developing their academic writing skills as fully as possible.

If any students require further support (e.g. due to dyslexia) then the systems are in place to ensure that the support is available

### **Bonus factors**

Sports Development is a growing area both in terms of University study and employment opportunities. Changes are happening fast in the industry and it is an exciting time to be involved. The nature of the programme at UEL and the skills, knowledge and industrial contacts of the staff mean that you will be right at the 'cutting edge' of those changes as they occur.

## **Outcomes**

## **Programme aims and learning outcomes**

### **What is this programme designed to achieve?**

This programme is designed to give you the opportunity to:

By the end of this degree programme students should be able to:

- implement the taught intellectual, vocational and professional skills, and their underpinning principles, in the development of leadership qualities, teamwork and decision making.
- demonstrate a deep understanding of the concepts, methodologies and sporting practices utilised throughout the programme and apply transferable skills in the field to assessment, analysis, presentations and practical performance.
- demonstrate a sound knowledge and understanding of the management principles and influences involved within a sports development context.
- apply these principles to the development of competency in all practical aspects of sports development.

### **What will you learn?**

All learning outcomes are covered in the programme's single honours route and where Maj, J and/or Min is shown against learning outcome, this confirms that the learning outcome is covered in the Major, Joint and/or Minor routes offered.

#### **Knowledge**

- Encourage objective analysis of local, regional and national policy relating to sports development.
- Maintain the currency and practical application of the learning experience.

#### **Thinking skills**

- Utilise experimental investigation and analytical techniques to promote a deep appreciation of sports development.

#### **Subject-Based Practical skills**

- Develop practical and transferable skills which will facilitate interaction and co-operation with a range of people and provide leadership in a range of practical activities.
- Develop an ability to co-ordinate and manage effectively the variety of inputs to a successful sports development programme.

#### **Skills for life and work (general skills)**

- Improve the ability to communicate effectively, by developing organisational, intellectual and conceptual skills.
- Help meet the new national agenda for a greater number and better qualified supply of sports coaching professionals.

# Structure

## The programme structure

### Introduction

All programmes are credit-rated to help you to understand the amount and level of study that is needed.

One credit is equal to 10 hours of directed study time (this includes everything you do e.g. lecture, seminar and private study).

Credits are assigned to one of 5 levels:

- 0 - equivalent in standard to GCE 'A' level and is intended to prepare students for year one of an undergraduate degree programme
- 1 - equivalent in standard to the first year of a full-time undergraduate degree programme
- 2 - equivalent in standard to the second year of a full-time undergraduate degree programme
- 3 - equivalent in standard to the third year of a full-time undergraduate degree programme
- M - equivalent in standard to a Masters degree

### Credit rating

The overall credit-rating of this programme is 360 credits.

### Typical duration

The typical duration of this programme is three years when attended in full-time mode or five years in part-time mode. It is possible to move from full-time mode of study to part-time mode of study and vice-versa, to accommodate any external factors such as financial constraints or domestic commitments. Many of our students make use of this flexibility and this may impact on the overall duration of their study period.

### How the teaching year is divided

The teaching year begins in September and ends in June but some programmes also allow students to join at the start of Semester B, in February. A typical student, in full-time attendance mode of study will register for 120 credits in an academic year. A student in a part-time mode of study may register for up to 80 credits in any academic year.

### What you will study when

This programme is part of a modular degree scheme. A student registered in a full-time attendance mode will take six 20 credit modules (or fewer, if any are 40 credit modules) per year. An honours degree student will complete modules totalling 120 credits at level 2 and modules totalling 120 credits at level 3.

It is possible to bring together modules from one field with modules from another to produce a combined programme. Subjects are offered in a variety of combinations:

- Single - 120 credits at levels one, two and three
- Major - 80 credits at levels one, two and three
- Joint - 60 credits at levels one, two and three
- Minor - 40 credits at levels one, two and three.

Modules are defined as:

- Core - Must be taken
- Option - Select from a range of identified modules within the field
- University wide option - Select from a wide range of modules across the University

The following are the core and optional requirements for the single, major, joint and minor routes for this programme

<b>LEVEL</b>	<b>UEL Module Code</b>	<b>TITLE</b>	<b>SKILLS MODULES (Insert Y where appropriate)</b>	<b>CREDITS</b>	<b>STATUS SINGLE</b>	<b>STATUS MAJOR</b>	<b>STATUS JOINT</b>	<b>STATUS MINOR</b>
1	SE1100	Physiological Aspects of Exercise & Sport		20	Core			
1	SE1101	Psychological Aspects of Exercise & Sport		20	Core			
1	SE1102	Professional & Personal Development	Y	20	Core	Core	Core*	
1	SE1103	Coaching Principles		20	Core	Core	Option	
1	SE1104	Development of Sport		20	Core	Core	Core	Core
1	SE1106	Management & Leadership in Exercise & Sport		20	Core	Core	Core	Core
2	SE2106	Sports Development		20	Core	Core	Core	Core
2	SE2102	Research Methods	Y	20	Core	Core	Core*	

2	SE2105	Sport and Leisure Management		20	Core	Core	Core	Core
2	SE2110	Disability and Physical Activity		20	Core	Core	Option	
2	SE2112	Talent Identification & the Development of Excellence		20	Option			
2	SE2108	Social Psychology of Sport		20	Option			
2	SE2104	Analysis & Development of Performance		20	Option			
2	SE2051	Food and Nutrition		20	Option			
2	SE2116	Work Based Learning		20	Option			
2	SE2114	Psychology of Exercise and Physical Activity		20	Option			
2	SE2113	Training Programmes for Sport and Exercise		20	Option			
2	SE2100	Fitness Assessment		20	Option			
3	SE3100	Research Project	Y	40	Core	Core	Core *	* BS3064/5 (20 credits) not SE3100
3	SE3106	Exercise Rehabilitation		20	Option		Option	
3	SE3101	Exercise Physiology		20	Option			
3	SE3115	Applied Sports Psychology		20	Option			

3	SE3107	Stress Management	20	Option				
3	SE3104	Policy Analysis in Sport and Leisure	20	Core	Core	Core	Core	Core
3	SE3116	Work Based Learning	20	Option				
3	SE3105	The Role of the Coach	20	Option			Option	
3	SE3109	Young People and Physical Activity	20	Core	Core	Core	Core	Core
3	SE3111	Sport and Exercise Biomechanics	20	Option				
3	SE3110	Clinical Sports Nutrition	20	Option			Option	

**\* The Skills Modules listed in the Joint Route are Core, unless the equivalent Skills Modules are taken in your other combined subject.**

**\* No longer recruiting for Combined Honours**

### **Requirements for gaining an award**

In order to gain an honours degree you will need to obtain 360 credits including:

- A minimum of 120 credits at level one or higher
- A minimum of 120 credits at level two or higher
- A minimum of 120 credits at level three or higher

In order to gain an ordinary degree you will need to obtain a minimum of 300 credits including:

- A minimum of 120 credits at level one or higher
- A minimum of 120 credits at level two or higher
- A minimum of 60 credits at level three or higher

In order to gain a Diploma of Higher Education you will need to obtain at least 240 credits including a minimum of 120 credits at level one or higher and 120 credits at level two or higher

In order to gain a Certificate of Higher Education you will need to obtain 120 credits at level one or higher.

## **Degree Classification**

Where a student is eligible for an Honours degree, and has gained a minimum of 240 UEL credits at level 2 or level 3 on the programme, including a minimum of 120 UEL credits at level 3, the award classification is determined by calculating:

$$\text{The arithmetic mean of the best 100 credits at level 3} \times 2/3 + \text{The arithmetic mean of the next best 100 credits at levels 2 and/or 3} \times 1/3$$

and applying the mark obtained as a percentage, with all decimal points rounded up to the nearest whole number, to the following classification

- 70% - 100% First Class Honours
- 60% - 69% Second Class Honours, First Division
- 50% - 59% Second Class Honours, Second Division
- 40% - 49% Third Class Honours
- 0% - 39% Not passed

## **Assessment**

### **Teaching, learning and assessment**

#### **Teaching and learning**

The Field's teaching and learning philosophy is focused on developing independent critical thinkers who have the knowledge and skills to work in the sport and fitness industries. The emphasis is on students applying the theoretical and conceptual bases for physical activity to the real world. Opportunities are provided within the programme for students to apply their knowledge and students are also encouraged to draw on their own physical activity experiences, whether as a participant or as an instructor, to the programme material. A cyclic model of theory-to-practice-to-theory-to practice is actively encouraged.

A wide variety of teaching and learning methods and assessment strategies are used on the programmes. These include staff led lectures where student participation is encouraged, student led sessions and presentations, small group seminars and workshops, tutorials, laboratories, coaching sessions and research project work.

The Staff is pro-active in updating programmes to reflect current thinking and changes in government policy as it relates to physical activity and sport. The Staff is also innovative and committed to improving teaching and learning by exploring new methods and applying these where appropriate. The teaching team also prides itself on its accessibility to students, the support they provide both in terms of learning materials and pastoral care and the good rapport between staff and students. All members of the staff team are actively involved in developing research and other links with key agencies. Through these links visiting lecturers with specific expertise and a national profile are brought in to provide students with different perspectives on physical activity.

#### **Assessment**

To develop the range of skills we require in our graduates, we see it as essential to use a range of relevant, work-related assessment methods, as well as more traditional methods. These include;

- Coaching/Leadership Practicals
- Work Placements
- Presentations
- Report/essay writing
- Information Technology applications
- Projects
- Examinations in a variety of formats
- Case Studies
- Seminar Papers
- Group work

The range of assessment methods means that all students get the opportunity to show their existing strengths, whilst developing new ones. To help everyone develop their confidence in the different assessment methods we attempt to use as many of them during the First Year.

## **Quality**

### **How we assure the quality of this programme**

#### **Before this programme started**

Before the programme started, the following was checked:

- there would be enough qualified staff to teach the programme;
- adequate resources would be in place;
- the overall aims and objectives were appropriate;
- the content of the programme met national benchmark requirements;
- the programme met any professional/statutory body requirements;
- the proposal met other internal quality criteria covering a range of issues such as admissions policy, teaching, learning and assessment strategy and student support mechanisms.

This is done through a process of programme approval which involves consulting academic experts including some subject specialists from other institutions.

### **How we monitor the quality of this programme**

The quality of this programme is monitored each year through evaluating:

- external examiner reports (considering quality and standards);
- statistical information (considering issues such as the pass rate);
- student feedback.

Drawing on this and other information programme teams undertake the annual Review and Enhancement Process which is co-ordinated at School level and includes student participation. The process is monitored by the Quality Standards Committee.

Once every six years an in-depth review of the whole field is undertaken by a panel that includes at least two external subject specialists. The panel considers documents, looks at student work, speaks to current and former students and speaks to staff before drawing its conclusions. The result is a report highlighting good practice and identifying areas where action is needed.

### **The role of the programme committee**

This programme has a programme committee comprising all relevant teaching staff, student representatives and others who make a contribution towards the effective operation of the programme (e.g. library/technician staff). The committee has responsibilities for the quality of the programme. It provides input into the operation of the Review and Enhancement Process and proposes changes to improve quality. The programme committee plays a critical role in the University's quality assurance procedures.

### **The role of external examiners**

The standard of this programme is monitored by at least one external examiner. External examiners have two primary responsibilities:

- To ensure the standard of the programme;
- To ensure that justice is done to individual students.
- External Examiners fulfil these responsibilities in a variety of ways including:
  - Approving exam papers / assignments;
  - Attending assessment boards;
  - Reviewing samples of student work and moderating marks;
  - Ensuring that regulations are followed;
  - Providing feedback through an annual report that enables us to make improvements for the

### **Listening to the views of students**

The following methods for gaining student feedback are used on this programme:

- Mid-semester module evaluations
- End of semester module evaluations
- Student representation on Field Committee (meeting twice a year)
- Discussion pages accessible by all students and staff on UELPlus (internal computer-based communication system)

Students are notified of the action taken through:

- circulating the minutes of the programme committee
- regular information posting at module and programme levels on UELPlus
- providing details on the programme notice-board

## Listening to the views of others

The following methods are used for gaining the views of other interested parties:

- Contact with former students
- Employers Panel
- Work-Based Learning Co-ordinator

## Further Information

### Alternative locations for studying this programme

Location	Which elements?	Taught by UEL staff	Taught by local staff	Method of Delivery
-	-	-	-	-

### Where you can find further information

Further information about this programme is available from:

- [The UEL web site](#)
- The programme handbook
- Module Study Guides
- [Sports Science section of the School web pages](#)
- [UEL Manual of Regulations and Policies](#)
- [UEL Quality Manual](#)
- UEL Guide to Undergraduate Programmes
- [Regulations for the Academic Framework](#)