

UNIVERSITY OF EAST LONDON

UNDERGRADUATE PROGRAMME SPECIFICATION

Sport, Physical Education & Development

This programme is only offered at:

Final award	BSc (Hons)
Intermediate awards available	Cert HE, Dip HE, BSc
Mode of delivery	UEL on campus (Stratford)
UCAS code	TBC
Details of professional body accreditation	N/A
Relevant QAA Benchmark statements	Unit 25 - Hospitality, Leisure, Sport & Tourism (specific reference to Sport) 2008
UEL Academic School	School of Health, Sport & Bioscience
Date specification last updated	27/4/16

The summary - UCAS programme profile-

BANNER BOX:

The ideal programme if you want a career helping others take part and get better in sport as a teacher, sports development officer or community sport worker.

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 280 UCAS points from a recognised Level 3 qualification, including points in a related subject – e.g. A/AS Levels (PE or Sport Studies), BTEC National (Sports Development or Sports Science), Access to HE Diploma (Sport or Science). Students with relevant higher education qualifications may be eligible for entry with advanced standing (i.e. exemption from having to complete certain elements of the programme).

Students may be admitted through Accreditation of Experiential Learning (AEL) or Accreditation of Certificated Learning (ACL) processes. This course also accepts the UEL pre-entry short course New Beginnings. As an inclusive university we recognise that applicants who have been out of education for some time may not have the formal qualifications usually required for entry to a course. We welcome applications from those who can demonstrate their enthusiasm and commitment to study and have relevant life/work experience that equips them to succeed on the course. We will assess this from the information provided in your application (particularly your personal statement) and may ask you to attend an interview or submit a piece of work to help us decide on your eligibility for the course. Our pre-entry Information Advice and Guidance Team is able to provide further advice on entry requirements and suitability for study.

We expect that all students will have at least a Grade C in English and Maths GCSE or equivalent (e.g. Functional Skills Level 2 in Maths and English).

In the case of applicants whose first language is not English, the University's English Language requirements must be met as detailed on the website at time of application must be met – see <http://www.uel.ac.uk/international/application/english-language-requirements/> - currently for this programme this is IELTS with a minimum of 6.0 in Writing and Speaking; minimum 5.5 in Reading and Listening (or equivalent).

ABOUT THE PROGRAMME

What is Sport, PE & Development?

Falling within the Applied Sport & Exercise Sciences Subject Area, along with our BSc (Hons) in Sports Coaching, Sport & Exercise Science and Sports Therapy, our Sport, PE & Development degree focuses in on the issues, processes and skills required to become an effective deliverer either in a physical education or wider, community-based environment. The approach is very inclusive looking across all sections of the community but with a specific focus around young people.

The word 'Applied' in the Subject Area title is very much in evidence as the various modules of study are centred on what is required for effective practice 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 Extended Degree Programme in Sport Science, 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.

Sport, PE & Development at UEL

The 'Applied' nature of the programme means that there is a constant focus on ensuring that our students develop the knowledge, skills and experience necessary to be prepared fully either for further study (e.g. PGCE) or to enter the world of employment 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. teaching/coaching, planning, organisation, use of information technology
- Developing an increasing range of opportunities to gain practical experience – e.g. core work placement, 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 full-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 Sport, PE & Development and the Sports Coaching and Sport & Exercise 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 Subject Area, 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
- Teaching/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 and the University's £22 million, state-of-the-art sports facility, SportsDock on our Docklands Campus.

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.

Students with disabilities and/or particular learning needs should discuss assessments with the Programme Leader to ensure they are able to fully engage with all assessment within the programme.

Work experience/placement opportunities

Whilst all students are encouraged from the start of the programme 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 Sport, PE & Development programme includes a core (compulsory) Work Placement Module that runs throughout the third year of study. In this students are able to gain substantial work experience to increase their 'attractiveness' to PGCE PE Admissions Tutors and/or potential employers, as well as credits towards their degree.

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. As our focus is not only on the subject knowledge but also the wider skills required in the work place, this means that you will have a great deal to offer a potential employer or post-graduate training provider.

We are also building into our programme increasing opportunities for students to gain additional qualifications, such as the Register of Exercise Professionals (REPs) Levels 2 and 3, 1st4sport Level 3 Certificate in Supporting the Delivery of Physical Education and School Sport and National Governing Body coaching awards.

IS THIS THE PROGRAMME FOR ME?

If you are interested in

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

Then the answer is yes.

If you enjoy....

- Studying in an environment where you are 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 develops your skills and understanding in relation to effective teaching and learning
- 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 allows you to obtain work experience while you study

Then the answer is yes.

Your future career

Though this is a new programme we expect students to follow in the footsteps our graduates from related programmes who 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
- Community Sport Worker

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

Sport generally is a growing area both in terms of University study and employment opportunities. In the area of Physical Education specifically changes are happening quite fast as well due to changing Government policy in relation to teacher training. This has meant that

different routes into teacher training have been opened up with the School Direct programme and the piloting of Primary PE specialist teacher training as well. 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.

Programme aims and learning outcomes

What is this programme designed to achieve?

This programme is designed to give you the opportunity to:

- Demonstrate a critical appreciation of sport development and facilitation principles in the context of physical education and school/community-based sport.
- 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.
- Implement the taught intellectual, vocational and professional skills, and their underpinning principles, in the development of leadership qualities, teamwork and decision making.
- Apply these principles to the development of competency in all practical aspects of sports development.

What will you learn?

Knowledge

- The ability to analyse objectively local, regional and national policy relating to sport and physical education.
- How to maintain the currency and practical application of the learning experience.

Thinking skills

- The ability to utilise experimental investigation and analytical techniques to promote a deep appreciation of sports development.
- How to demonstrate a critical appreciation of the integration of the variables involved in the delivery (teaching, instructing and coaching) of enhanced sport and physical education performance.

Subject-Based Practical skills

- 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.
- The ability to co-ordinate and manage effectively the variety of inputs to a successful sports/physical education programme of activity.

Skills for life and work (general skills)

- The ability to communicate effectively, by developing organisational, intellectual and conceptual skills.
- How to plan an effective programme of activity.

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:

- 3 equivalent in standard to GCE 'A' level and is intended to prepare students for year one of an undergraduate degree programme
- 4 equivalent in standard to the first year of a full-time undergraduate degree programme
- 5 equivalent in standard to the second year of a full-time undergraduate degree programme
- 6 equivalent in standard to the third year of a full-time undergraduate degree programme
- 7 equivalent in standard to a Masters degree

Credit rating

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

Typical duration

The expected duration of this programme is 3 years full-time or 4-5 years part-time.

It is possible to move from full-time to part-time 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. A student cannot normally continue study on a programme after 4 years of study in full time mode unless exceptional circumstances apply and extenuation has been granted. The limit for completion of a programme in part time mode is 8 years from first enrolment.

How the teaching year is divided

The teaching year begins in September and ends in June

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 90 credits in any academic year.

What you will study when

A student registered in a full-time attendance mode will take 120 credits per year. Typically this will be comprised of four 30 credit modules. The exact number may differ if the programme is comprised of 15, 45 or 60 credits modules. An honours degree student will complete modules totalling 120 credits at level four, modules totalling 120 credits at level five and modules totalling 120 credits at level six.

Level	Module Code	Module Title	Distance learning Y/N	Credits	Status*
4	SE4100	Human Performance	N	30	Core
4	SE4101	Psychological Aspects of Sport & Exercise	N	15	Core
4	SE4102	Research Skills for Sport & Exercise	N	30	Core
4	SE4103	Coaching Principles	N	15	Core
4	SE4104	Development of Sport	N	30	Core
5	SE5102	Research Methods and Design	N	30	Core
5	SE5107	Principles & Practice in Teaching & Coaching	N	30	Core
5	SE5106	Inclusion in Youth Sport & PE	N	15	Core
5	SE5110	Disability, Sport & PE	N	15	Core
5	SE5100	Physiological & Nutritional Assessment	N	30	Option
5	SE5104	Analysis & Development of Performance	N	15	Option
5	SE5108	Sport & Exercise Psychology	N	15	Option
5	SE5113	Training Programmes	N	15	Option
5	SE5105	Sport & PE Policy	N	15	Option
6	SE6100	Independent Research Project	N	30	Core

6	SE6109	Young People, Sport & PE	N	30	Core
6	SE6104	Work Placement	N	30	Core
6	SE6101	Exercise Physiology Techniques for Applied Practice and Research	N	15	Option
6	SE6105	Applied Coaching	N	30	Option
6	SE6106	Chronic Health Conditions & Exercise	N	15	Option
6	SE6110	Nutrition for Sporting Health	N	15	Option
6	SE6111	Applied Sports Biomechanics	N	15	Option
6	SE6115	Applied Sports Psychology	N	15	Option
6	SE6118	Contemporary Issues in Health, Sport & Physical Activity	N	15	Option
6	SE6119	Disability & Society	N	15	Option

**Please Note – A core module for a programme is a module which a student must have passed (i.e. been awarded credit) in order to achieve the relevant named award. An optional module for a programme is a module selected from a range of modules available on the programme.*

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 four or higher
- A minimum of 120 credits at level five or higher
- A minimum of 120 credits at level six 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 four or higher
- A minimum of 120 credits at level five or higher
- A minimum of 60 credits at level six 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 four or higher and 120 credits at level five or higher

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

Degree Classification

Where a student is eligible for an Honours degree by passing a valid combination of module to comprise an award and has gained the minimum of 240 UEL credits at level 5 or level 6 on the current enrolment for the programme, including a minimum of 120 UEL credits at level 6, the award classification is determined by calculating;

The arithmetic mean of the best 90 credits at level 6	x	0.8	+	The arithmetic mean of the next best 90 credits at levels 5 and/or 6	x	0.2
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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

Further information

Students achieving a First or Upper Second Class Honours Degree on this programme will be guaranteed an interview for UEL's own PGCE PE programme if they wish to pursue further training towards a career in PE Teaching.

Teaching, learning and assessment

Teaching and learning

Knowledge is developed through

- Guided reading
- Lectures
- Online activities

Thinking skills are developed through

- Seminar discussions and debates
- Problem-solving activities
- The use of applied scenarios in practical activities

Practical skills are developed through

- Practical coaching/teaching sessions
- Delivery of informal presentations
- Workshops on specific skills

Skills for life and work (general skills) are developed through

- Group-based activities to develop teamwork skills
- Planning activities with feedback
- Project work

Assessment

Knowledge is assessed by

- Coursework taking the form of reports and essays
- Tests/Examinations – both online and more traditional

Thinking skills are assessed by

- Coursework of a more 'applied' nature such as case studies using real-life examples
- Independent project work

Practical skills are assessed by

- Delivery of practical coaching/teaching sessions
- Production of activity/session plans
- Presentations

Skills for life and work (general skills) are assessed by

- Project work
- Group work on practicals and presentations

How we assure the quality of this programme

Before this programme started

Before this 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 and 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 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 future.

The external examiner reports for this programme are located on the UEL virtual learning environment (Moodle) on the school notice board under the section entitled 'External Examiner Reports & Responses'. You can also view a list of the external examiners for the UEL School by clicking on the link below.

<http://www.uel.ac.uk/qa/externalexaminersystem/currentexaminers/>

Listening to the views of students

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

- Module evaluations
- Programme evaluations
- Student representation on programme committees (meeting 2 times year)
- Annual student satisfaction questionnaires

Students are notified of the action taken through:

- circulating the minutes of the programme committee
- providing details on the programme/module intranet (Moodle) sites
- Individual responses to students as required

Listening to the views of others

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

- Links with former students
- Consultation with employers both formally and informally
- Meetings with providers of post-graduate training (e.g. PGCE/School Direct)

Where you can find further information

Further information about this programme is available from:

- The UEL web site (<http://www.uel.ac.uk>)
- The programme handbook
- Module study guides
- UEL Manual of General Regulations (<http://www.uel.ac.uk/qa/policies/manual/>)
- UEL Quality Manual (<http://www.uel.ac.uk/qa/policies/qualitymanual/>)
- School web pages (<http://www.uel.ac.uk/hsb/>)