

## Programme Specification for BA (Hons) Sport Development and Coaching

<b>This document applies to Academic Year 2023/2024 onwards</b>
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*Table 1 programme specification for BA (Hons) Sport Development and Coaching*

<b>1.</b>	<b>Awarding institution/body</b>	University of Worcester
<b>2.</b>	<b>Teaching institution</b>	University of Worcester
<b>3.</b>	<b>Programme accredited by</b>	N/A
<b>4.</b>	<b>Final award or awards</b>	BA (Hons)
<b>5.</b>	<b>Programme title</b>	Sport Development and Coaching
<b>6.</b>	<b>Pathways available</b>	Single
<b>7.</b>	<b>Mode and/or site of delivery</b>	University of Worcester
<b>8.</b>	<b>Mode of attendance and duration</b>	Full Time / Part Time - 3 years full time.
<b>9.</b>	<b>UCAS Code</b>	C602
<b>10.</b>	<b>Subject Benchmark statement and/or professional body statement</b>	<a href="#">Events, Hospitality, Leisure, Sport and Tourism November 2019</a>
<b>11.</b>	<b>Date of Programme Specification preparation/ revision</b>	Approved June 2023 July 2023 – annual updates

### 12. Educational aims of the programme

The sport development and coaching course blends both applied practical skills and knowledge of coaching, with the vital skills and functions of resource management and development, giving students a broad skill range, which is attractive to potential employees in a variety of sport sectors.

At Worcester, our innovative combination of sports development and coaching, provides students with a diverse array of opportunities and experience needed to drive high quality sport development and coaching services. This multi-disciplinary approach will also equip students with operational, strategic and project management expertise that will enable students to take a dynamic approach to leading innovation and change within the sector.

During level 4 students will study fundamental modules common across PE, coaching and development. This provides the opportunity and flexibility for students to gain more information and learn about their degree subject, with the ability to change across one of the related degrees at the end of the first year.

The educational aims provide the over-arching structure to the course, establish its key philosophical underpinnings and also include qualities and transferable skills necessary for employment as recommended by FHEQ.

The course aims to:

- A. Develop a depth of integrated knowledge, critical perspectives and skills (including research skills) which characterise sports development and coaching.
- B. Apply and critique appropriate sport development, coaching and management models and practices to a range of theoretical and real situations, in order to make appropriate operational and strategic decisions.
- C. Recognise the principles of sustainability, social and corporate responsibility and their importance to help guide future sport development and coaching policies and initiatives.
- D. Nurture autonomy, safety and entrepreneurial practitioner culture which can be used to lead innovation and change in relation to sport development and coaching in a complex political, social and economic environment.
- E. Develop employability skills and vocational competencies relevant to various sports development and coaching roles and related disciplines.

- F. Widen a student's horizons to the international and global opportunities of sport development and coaching.

These course aims are embedded in both mandatory and optional modules.

### 13. Intended learning outcomes and learning, teaching and assessment methods

The course provides opportunities for students to develop and demonstrate knowledge, understanding, skills, qualities and other relevant attributes. The outcomes are developed throughout the different levels, whereby students are initially introduced to key concepts and theory at Level 4, given more focus on operational issues and application at Level 5, then focusing more on complex decision making, resource management and strategic planning at Level 6. The levelness of the outcomes is also developed in relation to the amount of independence given to students to manage assessments, vocational practices and independent projects. These outcomes and categories are outlined as follows.

*Table 2 knowledge and understanding outcomes for module code/s*

<b>Knowledge and Understanding</b>		
<b>LO no.</b>	On successful completion of the named award, students will be able to:	<b>Module Code/s</b>
1.	Critically analyse key concepts, disciplines and principles in the theoretical underpinnings of sports development and coaching.	SPRT2039 SPRT2034 SPRT3050
2.	Analyse multi and inter-disciplinary approaches needed for the study and practice of sports development and coaching.	SPRT2039 SPRT2034 SPRT3050
3.	Define the nature of sport development and coaching services and critically analyse how they developed historically and meet the needs, wants, economic goals and social objectives both domestically and internationally.	SPRT2039 SPRT3028
4.	Apply the key strands of sport development, coaching and management to gain insights into the nature and culture of sport development and coaching services.	SPRT3060 or SPRT3029 SPRT3050 SPRT3058
5.	Critically evaluate how the changing internal/external business environment impacts upon and creates change for sport organisations, sport development officers (SDOs) and coaching services.	SPRT2039 SPRT3028

*Table 3 cognitive and intellectual skills outcomes for module code/s*

<b>Cognitive and Intellectual skills</b>		
<b>LO no.</b>	On successful completion of the named award, students will be able to:	<b>Module Code/s</b>
6.	Utilising fundamental research skills critically analyse, assess and evaluate a range of evidence for the construction of reasoned arguments, problem solving, decision making and strategic planning.	SPRT3028 SPRT3058 SPRT3060 or SPRT3029
7.	Present persuasive and logical arguments that displays independence of thought, synthesis, originality and critical reflection.	SPRT3060 or SPRT3029 SPRT3028
8.	Utilise problem solving and decision-making skills to formulate and justify solutions to environmental/organisational change and challenges.	SPRT3028 SPRT3058
9	Discuss approaches to their own learning and continuing professional development showing independence, creativity and originality of thought.	SPRT3060 or SPRT3029 SPRT3050 SPRT3058 SPRT 2077

Table 4 skills and capabilities related to employment outcomes for module code/s

<b>Skills and capabilities related to employability</b>		
<b>LO no.</b>	On successful completion of the named award, students will be able to:	<b>Module Code/s</b>
10.	Apply and critically evaluate practical activities using appropriate data, techniques, and procedures.	SPRT2034 SPRT3060 or SPRT3029 SPRT3050
11.	Develop employability skills and vocational competencies with due respect for safety, risk assessment and other factors for consideration when working in a coaching related environment.	SPRT3060 or SPRT3029 SPRT3058
12.	Critically review the moral, ethical, safety and legal issues and the related legislation to sport development, coaching and management.	SPRT2034 SPRT2039
13.	Critically evaluate the changing nature of inclusive sport coaching and the organisations and partnerships directly or indirectly involved.	SPRT2034 SPRT2039 SPRT3060 or SPRT3029
14.	Develop innovative solutions to problems or develop new services to meet changing market segments/target groups' needs, for personal growth, sport strengthening or commercial gain.	SPRT2039 SPRT3060 or SPRT3029 SPRT3028
15.	Recognise the variety of funding streams that can be accessed and secured to make sport development and coaching projects viable.	SPRT2039 SPRT 2015 SPRT3029

Table 5 transferable/key skills outcomes for module code/s

<b>Transferable/key skills</b>		
<b>LO no.</b>	On successful completion of the named award, students will be able to:	<b>Module Code/s</b>
16.	Demonstrate the ability to work independently and autonomously, with innovation, adaptability and creativity to creatively plan, organise and manage academic learning	SPRT2039 SPRT3060 or SPRT3029 SPRT3028
17.	Self-appraise and critically reflect on personal practice.	SPRT2034 SPRT 2077 SPRT3050 SPRT3058
18.	Engage effectively in team-based problem solving activities and exhibit inclusive leadership qualities in the achievement of specified outcomes.	SPRT2039
19.	Communicate information effectively utilising oral, written and visual forms.	All modules

### **Learning, teaching and assessment**

Sport Development degree has a student-centred learning approach. The course has a combination of lecture, seminars or practical sessions to scaffold and develop learning. Students will be challenged to engage in authentic tasks and self-reflect on previous practice and future aspirations. Knowledge and understanding is assessed through a range of different assessment opportunities within each module.

Every module provides opportunities for students to develop their thinking skills and intellectual ability, such as examining their own personal values and beliefs and the impact these have on development and coaching. Students will question their own learning journey, as well as how it has developed over the duration of the course. Students will be expected to develop logical arguments and debate issues and ideas from their evolving knowledge base. Students will be expected to construct reasoned arguments in a written, oral or as an ICT or multimedia presentation.

At each level students have different opportunities to develop their development, management or coaching skills in a practical setting, ranging from small group sessions with their peers, to a variety of community related settings.

At level 6, normally the final year of the course, a work placement module is completed and can consist of sport development delivery or coaching typically over a season. Examples of this could include coaching players with a disability, other coaching related work, including working within an NGB or from the organisational aspect of a club. These experiences will be assessed through reflective and evaluative journals and logs along with peer and mentor feedback.

There will be cross sport analysis which should stimulate debate and critical reflection. In all practical modules, students engage in tasks which help them to develop their coaching skills. This will enable students to become more competent and confident coaches and will enable them to work with people who have a range of needs.

Students will develop their communication and presentation skills using a range of assessment methods. This will be achieved through the sharing of ideas, providing peer feedback, formal presentation of ideas, work placement and research tasks, etc.

### **Teaching**

Students are taught through a combination of lectures, seminars and coaching practicals. Authentic learning activities will take a variety of formats and are intended to enable the application of learning through discussion and small group activities. Seminars enable the discussion and development of understanding of topics covered in lectures, and coaching practicals are focused on developing subject specific skills and applied individual and group project work.

There is an opportunity to undertake a 100-hour placement in the third year of the course, with agreed placement supervised by a work-based mentor and a university supervisor. Students are also required to complete an Independent Research Project (IRP) or Sport Development Project normally in the third year of the course.

### **Contact time**

In a typical week there will be around 12 – 16 contact hours of teaching. The precise contact hours will depend on the optional modules selected and in the final year there will normally be slightly less contact time in order that students can do more independent study and undertake the work-based placement.

Typically, class contact time will be structured around:

- Practical Sessions
- Theoretical lectures
- Seminars (in small study groups)
- Module specific tutorials

### **Independent self-study**

In addition to the contact time, students are expected to undertake around 24-28 hours of personal self-study per week. Typically, this will involve completing online activities, reading journal articles and books, working on individual and group projects, undertaking

research in the library and online, preparing coursework assignments and presentations, and preparing for examinations.

Independent learning is supported by a range of excellent learning facilities, including the Hive and library resources, the virtual learning environment, and extensive electronic learning resources.

### **Teaching staff**

Students will be taught by a teaching team whose expertise and knowledge are closely matched to the content of the modules on the course. Teaching is informed by the research, and the team includes senior academics, and professional practitioners with industry experience. The majority have a higher education teaching qualification or are Fellows of the Higher Education Academy. More information regarding the staff can be found by reviewing staff profiles - <https://www.worcester.ac.uk/discover/sport-meet-our-experts.html>.

### **Assessment**

The course provides opportunities to test understanding and learning informally through the completion of practice or 'formative' assignments. Each module has one or more formal or 'summative' assessments which are graded and count towards the overall module grade.

Assessment methods include a range of coursework assessments such as essays, reports, portfolios, posters, coaching delivery, presentations and a final year Independent Research Study or Sport Development Project.

The precise assessment requirements for an individual student in an academic year will vary according to the mandatory and optional modules taken, but a typical formal summative assessment pattern for each year of the course is:

#### **Year 1**

- 4 Essay/Written assessment
- 4 Presentations
- 1 Practical Delivery
- 1 Portfolio

#### **Year 2**

- 1 test
- 4 essays / written tasks
- 1 coaching practical
- 1 written funding campaign
- 3 individual or group presentations

#### **Year 3**

- Major Independent Research Study or Sport Development Project of approx. 4000-6000 words
- 1 reflective and skills portfolio relating to work placement
- 5 seminar discussion/presentations
- 1 project planning document
- 2 Written assessment
- 1 poster

## **14. Assessment strategy**

An integral part of the teaching and assessment strategy is the use of case studies, problem solving, formative assessments and practical coaching activities. The nature of the case studies and problem solving exercises will vary over the different levels of study. At Level 4 the approach primarily focuses on fundamentals of sport development and coaching, used to explain and apply a range of concepts to better understand the nature of the problems or issues. At Level 5 these themes continue, but there is a much stronger focus on developing practical operational decisions and solutions. Finally, at Level 6, the nature of the cases and problems become more complex and strategic in their focus, with

an emphasis on developing medium to long term strategic actions. The use of cases in both teaching and assessment also has a strong formative element, whereby they are utilised in lectures and seminar discussions, or preliminary assessments, which can give feedback to a final, summative assignment at the end. Each assessment item has published specific marking criteria contained in the module booklet given to students at the beginning of the module.

## 15. Programme structures and requirements

### Award Map

Table 6 heading for course title

<b>Course Title: BA (Hons) Sport Development and Coaching</b>
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#### Level 4

Table 7 award map for Level 4 BA Sport Development and Coaching

Module Code	Module Title	Credits (Number)	Status (Mandatory (M), Optional (O))
			Single Hons
SPRT1051	Principles of Sports Coaching and PE	30	M
SPRT1052	Physical Activity, Health, Wellbeing	30	M
SPRT1027	Adapted Physical Activity, Sport and Disability	15	M
SPRT1054	Scientific Principles in Teaching and Coaching	15	M
SPRT1053	Introduction to the Sporting Landscape	15	O
SPRT1055	Learning to be a Sports Professional	15	O
CODE xxxx	Optional modules offered by the Centre for Academic English and Skills/Institute of Education	15/30	O

#### Single Honours Requirements at Level 4

Single Honours students must take 120 credits in total drawn from the table above to include 90 credits from mandatory modules SPRT1027: Adapted Physical Activity, Sport and Disability, SPRT1051: Principles of Sports Coaching and PE, SPRT1052: Physical Activity, Health, Wellbeing and Games, SPRT1054: Scientific Principles in Teaching and Coaching. Single Honours students can also take up to 30 credits drawn from a range of modules in: Teaching English as a Foreign Language (TEFL); Academic English for native and non-native speakers of English and modules in Tutoring. Details of the available modules can be found here <https://www.worcester.ac.uk/life/help-and-support/centre-for-academic-english-and-skills/optional-modules.aspx>

#### Level 5

Table 8 award map for Level 5 BA Sport Development and Coaching

Module Code	Module Title	Credits (Number)	Status (Mandatory (M) Optional (O))
			Single Hons
SPRT2039	Sport Operational Development	30	M
SPRT2034	Coaching Pedagogy and Practice	30	M
SPRT2066	Creating Successful Research to Inform Practice	30	M
SPRT2015	Sponsorship and Fundraising	15	O
SPRT2037	Sport and Disability	15	O

SPRT2077	Professional Skills in the Workplace	15	O
SPRT2057	Contemporary Issues in Sport	15	O
SPRT2058	Performance Analysis	15	O
SPRT2071	Sport Tourism and Event Management	15	O
CODE xxxx	Optional modules offered by the Centre for Academic English and Skills/Institute of Education	15/30	O

### Single Honours Requirements at Level 5

Single Honours students must take 120 credits in total drawn from the table above to include 90 credits from mandatory modules SPRT2034: Coaching Pedagogy and Practice, SPRT2039: Sport Operational Development, SPRT2066: Creating Successful Research to Inform Practice. Single Honours students can also take up to 30 credits drawn from a range of modules in: Teaching English as a Foreign Language (TEFL); Academic English for native and non-native speakers of English and modules in Tutoring. Details of the available modules can be found here <https://www.worcester.ac.uk/life/help-and-support/centre-for-academic-english-and-skills/optional-modules.aspx>

### Level 6

Table 9 award map for Level 6 BA Sport Development and Coaching

Module Code	Module Title	Credits (Number)	Status (Mandatory (M) or Optional (O))	Pre-requisites	Co-requisites/exclusions and other notes*
			Single Hons		
SPRT3060	Independent Research Project in Sport Development	30	O*	SPRT2066	Not SPRT3029
SPRT3029	Sport Development Project	30	O*	SPRT2066	Not SPRT3060
SPRT3058	Professional Placement	30	M	None	None
SPRT3028	International Sport Development and Volunteering	15	M	None	None
SPRT3050	Advanced Coaching Pedagogy and Practice	15	M	SPRT2034	None
SPRT3008	Sport Strategy in Action	15	O	None	None
SPRT3009	Group Dynamics in Sport	15	O	None	None
SPRT3006	The Sports Entrepreneur	15	O	None	None
SPRT3011	Applied Performance Analysis	15	O	SPRT2058	None
SPRT3054	Event Project Management	30	O	None	None
SPRT3078	Disability Sports Coaching and Performance	15	O	SPRT2037	

### Single Honours Requirements at Level 6

Single Honours students must take 120 credits in total drawn from the table above to include 90 credits from mandatory modules to include \* either SPRT3060 Independent Research Project in Sport Development or SPRT3029 Sport Development Project, plus the 3 Mandatory modules, SPRT3058 Professional Placement, SPRT3028 International Sport Development and Volunteering and SPRT3050 Advanced Coaching Pedagogy and Practice, and 30 credits from optional modules.

### 16. QAA and professional academic standards and quality

This course aligns with the [Events, Hospitality, Leisure, Sport and Tourism November 2019](#) subject benchmark statement.

This award is located at Level 6 of the [OfS sector recognised standards](#).

## 17. **Support for students**

Each student will be allocated a Personal Academic Tutor (from within the Course Team wherever possible). Students will be given an opportunity to meet with their Personal Academic Tutor during the induction sessions. The intention behind the system is that the student and tutor will develop a close working relationship, so a clear picture of the student's progress is developed throughout the course. The Personal Academic Tutor will be able to offer both academic and pastoral advice and should be the main contact throughout the course.

Advice and guidance will be provided at key points in the academic year to inform students of module choices. This will enable the students to make informed decisions about modules which are pre-requisites for future modules

The following guidance and support structure is in place for students to answer all queries related to student life, including the Disability and Dyslexia Service:-

<https://www2.worc.ac.uk/firstpoint/>

<https://www.worcester.ac.uk/life/help-and-support/services-for-students/home.aspx>

<https://www2.worc.ac.uk/disabilityanddyslexia/>

## 18. **Admissions**

### **Admissions policy**

Our policy is to offer a place to any student that we deem to be capable of success and who is likely to substantially benefit from the programme. We support the University's mission statement of *increasing access, widening participation and assisting students to achieve their potential*.

### **Entry requirements**

The normal minimum entry requirement for undergraduate degree courses is the possession of 4 GCSEs (including Maths and English at Grade C/4 or above) and a minimum of 2 A Levels (or equivalent Level 3 qualifications).

The current UCAS Tariff requirements for entry to this course are published in the prospectus and on the UW website <https://www.worc.ac.uk/journey/a-z-of-courses.html>

See [Admissions Policy](#) for other acceptable qualifications.

### **Disclosure and Barring Service (DBS) requirements**

Enhanced disclosure will be required for some aspects of the course, and for the Professional Placement module (SPRT3058).

### **Recognition of Prior Learning**

Details of acceptable Level 3 qualifications, policy in relation to mature students or applicants with few or no formal qualifications can be found in the prospectus or on the University webpages. Information on eligibility for recognition of prior learning for the purposes of entry or advanced standing is also available from the University webpages or from the Registry Admissions Office (01905 855111).

Further information on Recognition of Prior Learning can be found at <http://www.worcester.ac.uk/registryservices/941.htm>

### **Admissions procedures**

Full-time applicants apply through UCAS (C602)

Part-time applicants apply directly to University of Worcester (UW).

### **Admissions/selection criteria**

Prospective students should apply through UCAS and all applications will be considered by the Course Leader/ Admissions tutor. The decision to offer a place will be based on a

candidate's ability to demonstrate enthusiasm for the subject, commitment to study and the academic capability to succeed on the Course.

## 19. Regulation of assessment

The course operates under the University's [Taught Courses Regulatory Framework](#)

### Requirements to pass modules

- Modules are assessed using a variety of assessment activities which are detailed in the module specifications.
- The minimum pass mark is D- for each module.
- Students are required to submit all items of assessment in order to pass a module, and in some modules, a pass mark in each item of assessment may be required.
- Full details of the assessment requirements for a module, including the assessment criteria, are published in the module outline.

### Submission of assessment items

- Students who submit course work late but within 7 days (one week) of the due date will have work marked, but the grade will be capped at D- unless an application for mitigating circumstances is accepted.
- Students who submit work later than 7 days (one week) will not have work marked unless they have submitted a valid claim of mitigating circumstances.
- For full details of submission regulations please see the Taught Courses Regulatory Framework.

### Retrieval of failure

- Students are entitled to resit failed assessment items for any module that is awarded a fail grade.
- Reassessment items that are passed are capped at D-.
- If a student is unsuccessful in the reassessment, they have the right to retake the module (or, in some circumstances, take an alternative module); the module grade for a re-taken module is capped at D-.
- A student will be notified of the reassessment opportunities in the results notification issued via the secure student portal (SOLE). It is the student's responsibility to be aware of and comply with any reassessments.

### Requirements for Progression

- A student will be permitted to progress from Level 4 to Level 5 if, by the time of the reassessment Board of Examiners, they have passed at least 90 credits at Level 4. Outstanding Level 4 credits must normally be studied in the following academic year.
- A student will be permitted to progress from Level 5 to Level 6 if, by the time of the reassessment Board of Examiners, they have passed at least 210 credits, including 90 credits at Level 5. Outstanding Level 5 credits must normally be studied in the following academic year.
- A student who, by the time of the reassessment Board of Examiners, has failed 90 credits or more (after exhausting all reassessment opportunities) during the academic year, will have their registration with the University terminated.
- If a student has not passed at least 90 credits by the reassessment Board of Examiners, the student is not permitted to progress to the next level and will be required to either complete outstanding reassessment or retake the failed modules the following academic year. Students will be able to carry forward any passed modules.

## Requirements for Awards

Award	Requirement
Certificate of Higher Education Cert HE [ <i>Sport Development &amp; Coaching</i> ]	In order to be eligible for the exit award of Certificate in Higher Education in the named subject/area of study, a student must have passed at least 120 credits in total including the mandatory modules for Level 4 of the award as specified on the award map.
Diploma of Higher Education DipHE [ <i>Sport Development &amp; Coaching</i> ]	In order to be eligible for the exit award of Diploma in Higher Education in the named subject/area of study, a student must have passed at least 240 credits in total including the mandatory modules for Level 4 and Level 5 of the award as specified on the award map.
Degree (non-honours)	Passed a minimum of 300 credits with at least 90 credits at Level 5 or higher and a minimum of 60 credits at Level 6, including the mandatory modules for Level 5 and Level 6 of the award (not the Independent Study module) as specified on the award map.
Degree with honours	Passed a minimum of 360 credits with at least 90 credits at Level 5 or higher and a minimum of 120 credits at Level 6, as specified on the award map.

## Classification

The honours classification will be determined by whichever of the following two methods results in the higher classification.

- Classification determined on the profile of the 120 credits attained at Level 5 and 120 credits at Level 6. Level 5 and Level 6 grades are weighted on a ratio of 1:2. OR
- Classification determined on the profile of the 120 credits attained at Level 6 only.
- Classification will be based on the weighted average grade together with a requirement for at least half of the Level 6 grades to be in the higher class.

For further information on honours degree classification, see the [Taught Courses Regulatory Framework](#).

Note that the above methods apply to students entering Level 4 of three or four year degree programmes who commence Level 4 from September 2022 onwards.

## 20. Graduate destinations, employability and links with employers

The University of Worcester has one of the best graduate employment rates. We are in the top 10 for 'Sustained employment with or without further study' in the most recent Longitudinal Educational Outcomes data, which looks at employment rates 1 year (9th), 3 years (9th) and 5 years (8th) after graduation. Almost 95% (94.9%) of our graduates are working and/or studying six months after graduation. For this course, 93% of students who responded to the graduate destinations survey were either in employment or engaged in further study showing a high rate of employability and future development.

### Graduate destinations

The jobs available in sport development are numerous and varied, dealing with both operational delivery and strategic planning. Examples of sport development jobs can range from the various governing bodies of sport appointing sport development officers (SDOs) to promote and develop their particular sport; local authorities having officers who are there to develop active recreation in the local population; charities appointing

officers who target a specific target group; schools establishing officers to coordinate and develop excellence in a variety of sports; and international organisations, such as UNICEF having people who help coordinate the work of governments and partners to help develop sport and play programmes for children, around the world.

The mix between coaching and development means that students will develop a range of skills, which will allow them to make direct operational contributions to coaching programmes; alternatively, the development of management skills, can allow students to help plan, co-ordinate and secure resources for new sport projects.

### **Student employability**

The School has a number of initiatives in place in order to develop the employability of the SSES students:

School of Sport & Exercise Science 'Earn As You Learn (EAYL)' & 'Learn As You Volunteer (LAYV)' schemes - opportunities for sport students to engage in meaningful employment during their time of study at the University of Worcester is promoted, marketed and coordinated by the School of Sport & Exercise Science.

The course has a strong vocational underpinning, which is developed through a mixture of Modules, placements and practitioner based case studies. In addition, students can also participate in a variety of additional opportunities created by the University, or those requested by the community, to do additional volunteering work.

The cases used for teaching and assessment in the modules SPRT1053, SPRT2039, SPRT2066 and SPRT3028 are all grounded in real sport development situations. They are designed for students to develop their problem solving skills, utilising a variety of theories, concepts and disciplines in an inter-disciplinary way. They involve both the critical analysis of situations and the development of practical solutions.

### **Links with employers**

Links with employers have been further developed and strengthened by the School. The School has a vast network of placement providers ranging from professional sports clubs through to grassroots/community organisations. Employers are also used regularly within academic delivery, providing up to date insight and information to the students in the form of guest lectures, practical masterclasses and networking events.

**Please note:** 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 s/he 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 each module can be found in associated course documentation e.g. course handbooks, module outlines and module specifications.