**Programme Specification**

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| **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 he/she passes the programme. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found in the programme handbook. The accuracy of the information contained in this specification is reviewed by the University and may be checked by the Quality Assurance Agency for Higher Education. |

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| **BA (Hons)Sport and Exercise Management** |

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| 1. **Awarding Institution/Body**
 | University of Kent |
| 1. **Teaching Institution**
 | University of Kent  |
| 1. **School responsible for management of the programme**
 | School of Sport and Exercise Sciences |
| 1. **Teaching Site**
 | Medway  |
| 1. **Mode of Delivery**
 | Full-timePart-time |
| 1. **Programme accredited by**
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| 1. **a) Final Award**
 | BA (Hons)  |
| 7. **b) Alternative Exit Awards**  | BA (non Hons) Sport and Exercise ManagementDiploma in Sport and Exercise ManagementCertificate in Sport and Exercise Management |
| 1. **Programme**
 | Sport and Exercise Management |
| 1. **UCAS Code (or other code)**
 | C601 |
| 1. **Credits/ECTS Value**
 | 360 credits/180 ECTs |
| 1. **Study Level**
 | Honours (Level 6) |
| 1. **Relevant QAA subject benchmarking group(s)**
 | Events, Hospitality, Leisure, Sport and Tourism, 2016;Business and Management, 2015 |
| 1. **Date of creation/revision**
 | Dec 2012/Dec 2016/revised FSO Dec 2017  |
| 1. **Intended Start Date of Delivery of this Programme**
 | September 2018 |

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| 1. **Educational Aims of the Programme**

The programme aims to: |
| * Provide multidisciplinary and interdisciplinary education which maximises local provision opportunities for students who seek professional careers within the field of sport, fitness and exercise management. The programme further aims to prepare students to meet the challenges of an expanding and rapidly changing industry while providing them with a wide choice of careers. (BM 2.2, 3.2)
* Develop an understanding of key concepts, skills and techniques with the field of sport business and management studies and appreciation of how these are applied in the world of work.
* Ensure that Sport and Exercise Management graduates will have developed the level of academic knowledge and relevant professional competencies required by the Sport, Exercise and Fitness industries.
* Provide a curriculum which enhances student employability.
* Present a challenging and valuable educational experience providing students with the opportunity to learn through the integration of theory and practice.
* Provide a sound academic base, which encompasses appropriate and supportive education methods that are inclusive and engaging. These methods may include face to face, blended or distance learning and make good use of supporting technology to aid student learning (GBM 4.3).
* Ensure that graduates will have developed the level of academic knowledge and relevant professional competencies required by the Sport industries.
* Develop key transferable skills with applications in management, in particular, the capability to deal with uncertainty and complexity, and the capabilities of evaluation, reflection, creativity and originality. (GBM 3.8, 4.1, 5.3).
* Give students the opportunity to conduct in depth enquiry in selected areas relevant to Sport Management.
* Develop the ability of individuals to critically apply management and marketing theories in a range of different contexts, through the development of cognitive, critical and intellectual skills, research skills and personal and interpersonal skills.
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| **16 Programme Outcomes**The programme provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas. 1. A rounded knowledge in sports marketing, event management, human resources and leadership
2. A critical mind that is capable of synthesising, evaluating and applying information from a range of sources.
3. An ability to work independently and within group situations in order to efficiently and effectively achieve a task.
4. Good communication with peers, supervisors/management and other stakeholders using a range of resources.
5. An understanding of how to access new information to develop knowledge and ensure best practices

The programme outcomes have references to the subject benchmarking statements for Events, Hospitality, Leisure, Sport and Tourism (EHLST) and Business and Management (BM). |

**A. Knowledge and Understanding of:**

1. Management – the processes, procedures and practices for effective management of organisations, including theories, models, frameworks, tasks and roles of management together with rational analysis and processes of decision making within organisations and in relation to the external (EHLST 3.20.3, 3.20.5; BM 3.6, 3.7, 5.5).
2. Concepts and marketing models within a sporting context to include the role of media and sponsorship (EHLST 3.20.5; BM 3.7.2, 3.7.9)
3. Management of employees in the sports industries (EHLST 3.20.3, 3.20.5; BM 3.7.5)
4. Within the framework of the areas of Organisations, External Environment and Management graduates will be able to demonstrate knowledge and understanding of: Markets, Customers, People, Operations, Communications and IT, Business Policy and Strategy, Contemporary and Pervasive Issues (EHLST 3.20.3, 3.20.4, 3.20.5; BM 3.7).
5. Leadership theory and styles and the relevant models (EHLST 3.20.3, 3.20.4, 3.20.5; BM 3.7.5)
6. Contemporary and pervasive issues deepening and/or integrating core knowledge (BM 3.7)
7. Social processes which influence individual and group behaviour (EHLST 3.20.4)
8. The development of appropriate strategies within changing environments to meet stakeholders’ interests (EHLST 3.20.3, 3.20.4, 3.20.5 5.3.2, 6.21.2; BM 3.7.11)
9. The use of a range of marketing and/or business research methods and techniques (qualitative and quantitative) and an understanding of the situations in which they should be used for providing marketers and/or managers with information to make informed decisions. (EHLST 3.20.3, 3.20.5, 5.2.1, 5.2.2, 6.2.1; BM 3.9.6)

**Skills and Other Attributes**

**B. Intellectual Skills:**

1. Effectively apply the skills needed for academic study and enquiry including critical evaluation. (EHLST 5.2.1, 5.2.2, 5.2.3, 5.2.5; BM 3.9.14)
2. Effective self-management in terms of time, planning and behaviour, motivation, self-starting, individual initiative and enterprise (BM 3.9.15)
3. Apply knowledge to the solution of familiar and unfamiliar problems, either independently or with others, in order to develop reasoned arguments and challenge assumptions (EHLST 5.2.6, 5.2.7, 5.2.9; BM 3.9)
4. Self-appraise and reflect on practice (EHLST 5.2.11)
5. Critically evaluate arguments and evidence (EHLST 5.2.3; BM 3.9.14)
6. Recognise and respond to moral, legal, ethical and safety issues which directly pertain to the context of study (EHLST 5.2.13, 3.7.13).
7. Analytical skills necessary for the analysis of problems and the application of a systematic approach towards the identification of appropriate strategies and/or tactics (EHLST 3.26.30, 5.2.2, 5.2.4, 5.3.2; BM 3.9.2, 3.9.14).
8. Critical thinking and creativity; managing creative processes in self and/or others; organising thoughts; analysis, synthesis and critical appraisal. (EHLST 5.2.3; BM 3.9.2, 3.9.14).
9. Conduct research into business/management issues for project work, using a variety of sources and appropriate methodologies that inform the learning process (EHLST 5.2.1, 5.2.2, 5.2.5; BM 3.9.3, 3.9.6)

**C. Subject-specific Skills:**

1. Create, evaluate and assess options in a range of business situations, applying concepts and knowledge appropriately (EHLST 6.21.2; BM 3.9)
2. Communicate effectively, orally and in writing, about business issues (EHLST 6.19.3; BM 3.9.12)
3. Ability to conduct research into sport business and management issues, either individually or as part of a team. Requires familiarity with a range of business data, research sources and appropriate methodologies (EHLST 6.20.1, 6.20.3, 6.21.1; BM 3.9.3, 3.9.6)
4. Apply and evaluate relevant managerial skills to a range of vocational and professional situations (EHLST 6.19.3. 6.21.2, 6.21.3; BM 3.2. & 3.6)
5. Identify, formulate and solve business/decision making problems using appropriate qualitative and quantitative tools (BM 3.9.3, 3.9.6)
6. Problem solving and decision making, establishing criteria, using appropriate decision techniques including identifying, formulating and solving business/management problems; the ability to create, identify and evaluate options. (EHLST 6.20.1, 6.20.3, 6.21.1, 6.21.2, 6.21.3; BM 3.9.2, 5.5)
7. Display and apply a broad range of skills, including awareness of current government policy, ethical issues in different situations, health and safety, value management, exercise promotion, population differences and the role of education, health and sports bodies in improving the health of the nation (EHLST 6.19.1, 6.19.3)
8. Understand and apply the theories, concepts and principles of practice from the generic management areas of operations, finance, human resources, economics and marketing to sports facilities and events in the voluntary, public and private sector (EHLST 6.21.1)

**D. Transferable Skills:**

1. Communicate effectively orally and in writing, using media appropriate for the purpose (EHLST 5.2.5; BM 3.7.9, 3.9.7, 3.9.10, 3.9.12)
2. Work in groups effectively and apply other inter-personal skills (EHLST 5.2.7; BM 3.9.8)
3. Problem solving skills (EHLST 5.2.1, 5.2.2; BM 3.9.2)
4. Be an effective self-manager of time, so as to plan and deliver required outputs effectively (EHLST 5.2.3, 5.2.8; BM 3.9.15)
5. Identify and make effective use of information from various sources to assess ideas (EHLST 5.2.1, 5.2.3; BM 3.9.3)
6. Apply numeracy and IT skills appropriately. (EHLST 5.2.6; BM 3.9.6)
7. Be an effective communicator: listening, negotiating and persuading or influencing others; oral and written communication using a range of media, including the preparation of business/management reports. (EHLST 5.2.3, 5.2.5, 5.2.6; BM 3.7.9, 3.9.1, 3.9.3, 3.9.7, 3.9.10, 3.9.12)
8. Personal effectiveness, self- awareness and self-management; sensitivity to diversity in people and in different situations, the ability to continue learning. (EHLST 5.2.3, 5.2.8, 5.2.9; BM 3.9.15, 3.9.16)

**Teaching/learning and assessment methods and strategies used to enable the programme learning outcomes to be achieved and demonstrated**

Modes of delivery includes traditional lectures, tutor led seminars, student led seminars, tutorials, self-directed learning, computer based learning and research and practical activities, workshops, field-work, placements and internships or the organisation of student and community events, employer or organisation-based case studies, discussion groups.

Guest speakers, including practicing sport managers, sport providers, entrepreneurs and sport scientists, and involvement with external sport organisations will develop students’ practical awareness and understanding of the sport industries and the management processes within sport organisations.

Problem solving skills and the ability to formulate business solutions in a range of vocational and professional situations by taking into account the current government policy and legislation will be developed in a number of modules, to make use of both formal and informal educational experiences and give students the opportunity to engage with a range of vocational experiences and interact with various stakeholders from the commercial, voluntary and public sport sector.

Students will be required to support formal classes with reading.

The teaching and learning of relevant transferable skills are incorporated within the individual modules.

Strong links have been developed with the sports development departments and sports providers in Kent. This will give students the opportunity to experience a range of vocational experiences.

**Assessment**

The assessment methods are diverse and develop a wider level of skills through both formative and summative assessment methods and feedback

Regular assessments and examinations in this programme provide valuable feedback in the learning process. Assessment methods typically include, but are not limited to: coursework reports, reviews and essays, examinations, presentations, dissertations and projects, posters, learning journals and portfolios, practicals, simulations. Creative assessment is also encouraged through the observations of professional leaders, the organisation of community sport events and student placements in various sport organisations. Peer assessment is also encouraged as a method of engaging students. Students are encouraged to evaluate their own work and that of other team members.

Examinations will be taken at the end of the academic year in which that module is completed.

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| For more information on the skills developed by individual modules and on the specific learning outcomes associated with any Certificate, Diploma or BA non-honours awards relating to this programme of study, see the module mapping table, located at the end of this specification.  |

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| **17 Programme Structures and Requirements, Levels, Modules, Credits and Awards**This programme is studied over three years full-time or six years part-time. Part time students can fast track and complete in fewer than five years by studying additional modules by the prior agreement of the Director of Studies.The programme is divided into three stages, each stage comprising modules to a total of 120 credits. Students must successfully complete each module in order to be awarded the specified number of credits for that module. One credit corresponds to approximately ten hours of 'learning time' (including all classes and all private study and research). Thus obtaining 120 credits in an academic year requires 1,200 hours of overall learning time. For further information on modules and credits refer to the Credit Framework at <http://www.kent.ac.uk/teaching/qa/credit-framework/creditinfo.html> Each module and programme is designed to be at a specific level. For the descriptors of each of these levels, refer to Annex 2 of the Credit Framework at <http://www.kent.ac.uk/teaching/qa/credit-framework/creditinfoannex2.html>. To be eligible for the award of an honours degree students must obtain 360 credits, at least 210 of which must be at Level 5 or above, including at least 90 credits at level 6 or above at Stage 3.Students successfully completing Stage 1 of the programme and meeting credit framework requirements who do not successfully complete Stage 2 will be eligible for the award of the Certificate in Sport and Exercise Management. Students successfully completing Stage 1 and Stage 2 of the programme and meeting Credit Framework requirements who do not successfully complete Stage 3 will be eligible for the award of the Diploma in Sport and Exercise Management. Students successfully completing Stage 2 of the programme and achieving 300 credits overall including at least 60 credits at level 6 or above in Stage 3 and meeting Credit Framework requirements will be eligible for the award of a BA Sport and Exercise Management non-honours degree.Compulsory modules are core to the programme and must be taken by all students studying the programme. Optional modules provide a choice of subject areas, from which students will select a stated number of modules. Where a student fails a module(s) due to illness or other mitigating circumstances, such failure may be condoned, subject to the requirements of the Credit Framework and provided that the student has achieved the **programme** learning outcomes. For further information refer to the Credit Framework at <http://www.kent.ac.uk/teaching/qa/credit-framework/creditinfo.html>. Where a student fails a module(s), but has marks for such modules within 10 percentage points of the pass mark, the Board of Examiners may nevertheless award the credits for the module(s), subject to the requirements of the Credit Framework and provided that the student has achieved the **programme** learning outcomes. For further information refer to the Credit Framework.  |

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| **KV Code** | **Code** | **Title** | **Level** | **Credits** | **Term(s)** |
| **Stage 1** |
| **Compulsory Modules** |
| SPOR3490 | SS349 | Introduction to Professional Skills | 4 | 15 | Autumn |
| BUSN3660 | CB366 | Management Principles | 4 | 15 | Spring |
| SPOR3500 | SS350 | Introduction to Sport Industries | 4 | 15 | Spring |
| SPOR3440 | SS344 | Introduction to Sport and Exercise Psychology | 4 | 15 | Autumn |
| SPOR3480 | SS348 | Introduction to Fitness Testing | 4 | 15 | Autumn  |
| SPOR3460 | SS346 | Introduction to Human Physiology | 4 | 15 | Autumn |
| SPOR3130 | SS313 | Introduction to Sport and Exercise Nutrition | 4 | 15 | Spring |
| **Optional Modules** Students must select one module (15 credits) from a list of optional modules offered by the School. |
| **Stage 2** |
| **Compulsory Modules** |
| SPOR5300 | SS530 | Sport and Exercise Leadership | 5 | 15 | Autumn |
| SPOR5670 | SS567 | Sport and Exercise Promotion | 5 | 30 | Autumn/ Spring |
| SPOR5550 | SS555 | Principles of Sports Marketing | 5 | 30 | Autumn/ Spring |
| SPOR5740 | SS574 | Human Resource Management in Sport | 5 | 15 | Spring |
| SPOR5700 | SS570 | Fitness Training Methods | 5 | 15 | Autumn |
| **Optional Modules** Students must select one module (15 credits) from a list of optional modules offered by the School. |
| **Stage 3** |
| **Compulsory Modules** |
| SPOR5040 | SS504 | Individual Research Study | 6 | 30 | Autumn/ Spring |
| **Optional Modules** Students **must** select **one** of the following two modules:  |
| SPOR5560 | SS556 | Sports Industry Placement | 6 | 30 | Autumn/ Spring |
| SPOR5030 | SS503 | Sports Event Management | 6 | 30 | Autumn (taught)/ Spring (assessed) |
| Students must **also** select a total of 60 credits from a list of optional modules offered by the School. |

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| **18 Work-Based Learning** |
| Where disabled students are due to undertake a work placement as part of this programme of study, a representative of the University will meet with the work placement provider in advance to ensure the provision of anticipatory and reasonable adjustments in line with legal requirements. Where it has not been possible for the student to gain an external placement where reasonable adjustments have been able to be made, the module convenor will discuss with the student relevant placement opportunities within the University. |
| All students who select Stage 3 optional module SS566 ‘Sports Industry Placement’ are required to complete 280 work placement hours. Students are required to attend placement tutorials with their module convenor during the placement. Students will be visited on site, or contacted via video conferencing where more appropriate, by the module convenor, another member of academic staff, or an approved appointed representative. Students are required to obtain their own work placement, but workshops are provided to equip students with the skills to find a successful placement. Information relating to potential placements is emailed to all students once they have progressed from Stage 2 and is further discussed within the placement workshops. All external placements will be assessed for appropriateness by the School. Module assessment is by 100% coursework. All students will be required to submit a Placement Report which will be marked by School staff. |

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| **19 Support for Students and their Learning** |
| * School and University induction programme for all students joining Stage 1 of the programme. Students joining Stage 2 and Stage 3 are also invited to attend.
* Programme/module handbooks
* Library services <http://www.kent.ac.uk/library/>
* Student Support <http://www.kent.ac.uk/studentsupport/>
* Student Wellbeing [www.kent.ac.uk/studentwellbeing/](http://www.kent.ac.uk/studentwellbeing/)
* Centre for English and World Languages <http://www.kent.ac.uk/cewl/index.html>
* Student Learning Advisory Service <http://www.kent.ac.uk/uelt/about/slas.html>
* PASS system <https://www.kent.ac.uk/teaching/qa/codes/taught/annexg.html>. All students have a personal tutor and academic advisor with whom they meet on average once each term. Ensuring that their performance, progress and attendance are monitored so that help can be offered where appropriate. Personal tutors provide advice and help on a comprehensive range of personal and academic support matters, and can advise students on where to seek help.
* Academic Adviser system <https://www.kent.ac.uk/teaching/advisers/index.html>
* Kent Union [www.kentunion.co.uk/](http://www.kentunion.co.uk/)
* Careers and Employability Services [www.kent.ac.uk/ces/](http://www.kent.ac.uk/ces/)
* Counselling Service https://www.kent.ac.uk/studentwellbeing/counselling/
* Information Services (computing and library services) [www.kent.ac.uk/is/](http://www.kent.ac.uk/is/)
* Undergraduate student representation at School, Faculty and Institutional levels
* International Recruitment Office <https://www.kent.ac.uk/internationalstudent/>; International Partnerships Office <https://www.kent.ac.uk/global/partnerships/>
* Medical Centre <https://www.kent.ac.uk/studentwellbeing/medicalcentre.html>
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| **20 Entry Profile**The minimum age to study a degree programme at the university is normally at least 17 years old by 20 September in the year the programme begins. There is no upper age limit. |
| 20.1 **Entry Route**For current information, please refer to the University prospectus |
| A level – BBBGCSE - Mathematics grade CAccess to HE Diploma – assessed on an individual basis. If we make you an offer, you will need to obtain/pass the overall Access to HE Diploma and may also be required to obtain a proportion of the total level 3 credits and/or credits in particular subjects at merit grade or above.BTEC Level 3 Extended Diploma (formerly BTEC National Diploma - 18 units at Distinction, Distinction, Merit plus GCSE Mathematics grade CInternational Baccalaureate - 34 points overall or 15 points at HL including Mathematics 4 at HL or SLInternational studentsThe University welcomes applications from international students. Our international recruitment team can guide you on entry requirements. See our International Student website for further information about entry requirements for your country.If you need to increase your level of qualification ready for undergraduate study, we offer a number of International Foundation Programmes. |
| 20.2 **What does this programme have to offer?** |
| * An excellent grounding in both the academic and practical aspects of a wide range of sport and exercise management disciplines, together with opportunities to specialise.
* The opportunity for applied learning within a range of environments to include: sports development, sport events, leisure centres, fitness centres, exercise laboratory.
* The opportunity to plan, design and execute practical activities.
* An exceptionally high level of personal support and guidance including a low staff/student ratio.
* A local opportunity for HE study, addressing both personal development aims and consequent career progression, for students in widening participation categories for who such study might otherwise be impossible.
* Flexibility to transfer from full-time to part-time study or vice versa, as personal/employment circumstances may dictate.
* The opportunity to plan, design and execute an in-depth research study on a relevant topic, thereby enabling students to gain insight into a potential area for career development or further academic study.
* Part-time students: the opportunity to immediately apply their learning in the workplace and reflect on the results in an objective and non-judgmental way.
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| 20.3 **Personal Profile** |
| Students will:* Have a genuine interest in the sport industry and the management of sport and exercise organisations, possibly gained as a result of experience in full-time or part-time employment.
* Welcome the opportunity to develop their knowledge and skills by working with others.
* Be motivated to work hard in order to achieve their personal academic goals.
* Be prepared to tackle problems across a range of functional specialisms and at whole-organisation level;
* Be prepared to be actively involved in a range of academic and practical subjects.
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| 21 **Methods for Evaluating and Enhancing the Quality and Standards of Teaching and Learning** |
| 21.1 **Mechanisms for review and evaluation of teaching, learning, assessment, the curriculum and outcome standards** |
| * Student module evaluations
* Annual programme and module monitoring reports <http://www.kent.ac.uk/teaching/qa/codes/taught/annexe.html>
* External Examiners system <http://www.kent.ac.uk/teaching/qa/codes/taught/annexk.html>
* Periodic programme review <http://www.kent.ac.uk/teaching/qa/codes/taught/annexf.html>
* Annual staff appraisal
* Peer observation
* Quality Assurance Framework <http://www.kent.ac.uk/teaching/qa/codes/index.html>
* QAA Higher Education Review <http://www.qaa.ac.uk/InstitutionReports/types-of-review/higher-education-review/Pages/default.aspx>
 |
| 21.2 **Committees with responsibility for monitoring and evaluating quality and standards** |
| * Staff-Student Liaison Committee
* School Education Committee
* Faculty Education Committee
* Faculty Board
* Education Board
* Board of Examiners
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| 21.3 **Mechanisms for gaining student feedback on the quality of teaching and their learning experience** |
| * Student module evaluations
* Staff-Student Liaison Committee
* Student rep system (School, Faculty and Institutional level)
* Annual NSS
* Discussions with Academic Advisers
* Discussions and/or exit interviews with Student Support Officer
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| 21.4 **Staff Development priorities include:** |
| * PGCHE requirements
* HEA (associate) fellowship membership
* Annual appraisals
* Institutional Level Staff Development Programme
* Academic Practice Provision (PGCHE, other development opportunities)
* Professional body membership and requirements
* Programme team meetings
* Research seminars
* Conferences
* Study leave
* Equality, Diversity and Inclusivity (EDI) awareness
* Dissemination of good practice on learning and teaching methods
* Mentoring of new lecturers and probationary staff.
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| 22 **Indicators of Quality and Standards** |
| * Results of periodic programme review (most recent review April 2014)
* QAA Higher Education Review 2015
* Annual External Examiner reports
* Annual programme and module monitoring reports
* Destination statistics
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| 22.1 **The following reference points were used in creating these specifications:** |
| * QAA UK Quality Code for Higher Education http://www.qaa.ac.uk/assuring-standards-and-quality
* QAA Benchmarking statements for ‘Events, Hospitality, Leisure, Sport & Tourism’ (2016), ‘Business & Management’ (2015)
* School and Faculty plan
* University Plan <https://www.kent.ac.uk/about/plan/> and Learning and Teaching Strategies <https://www.kent.ac.uk/uelt/strategies/lta.html>
* Staff research activities
* Kent Inclusive Practices (<https://www.kent.ac.uk/studentsupport/accessibility/inclusive-practice.html>)
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| 23 **Inclusive Programme Design**  |
| The School recognises and has embedded the expectations of current equality legislation, by ensuring that the programme is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services. |

*Template last updated November 2017*

**Module Mapping for BA (Hons) Sport and Exercise Management**

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|  | **Stage 1** | **Stage 2** | **Stage 3** |
|  | Intro to Professional Skills | Management Principles | Intro to Sport Industries | Intro to Sport and Exercise Psychology | Intro to Fitness Testing | Intro to Human Physiology | Intro to Sport and Exercise Nutrition | Sport and Exercise Leadership | Sport and Exercise Promotion | Principles of Sports Marketing | HRM in Sport | Fitness Training Methods | Individual Research Study |
| **Programme Learning outcomes****Knowledge and Understanding:** |
| A1 |  |  |  |  |  |  |  |  |  |  |  |  |  |
| A2 |  |  |  |  |  |  |  |  |  |  |  |  |  |
| A3 |  |  |  |  |  |  |  |  |  |  |  |  |  |
| A4 |  |  |  |  |  |  |  |  |  |  |  |  |  |
| A5 |  |  |  |  |  |  |  |  |  |  |  |  |  |
| A6 |  |  |  |  |  |  |  |  |  |  |  |  |  |
| A7 |  |  |  |  |  |  |  |  |  |  |  |  |  |
| A8 |  |  |  |  |  |  |  |  |  |  |  |  |  |
| A9 |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Intellectual Skills:** |
| B1 |  |   |   |  |  |  |  |  |  |  |  |   |   |
| B2 |  |  |   |  |  |  |  |  |  |  |  |   |  |
| B3 |  |   |   |  |  |  |  |  |  |  |   |   |   |
| B4 |   |   |   |  |  |  |  |  |  |  |   |   |   |
| B5 |  |  |  |  |  |  |  |  |  |   |  |  |  |
| B6 |  |  |  |  |  |  |  |  |  |  |  |  |  |
| B7 |  |  |  |  |  |  |  |  |  |  |  |  |  |
| B8 |  |  |  |  |  |  |  |  |  |  |  |  |  |
| B9 |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Subject-specific Skills:** |
| C1 |  |  |  |  |  |  |  |  |  |  |  |  |  |
| C2 |  |  |  |  |  |  |  |  |  |  |  |  |  |
| C3 |  |  |  |  |  |  |  |  |  |  |  |  |  |
| C4 |  |  |  |  |  |  |  |  |  |  |  |  |  |
| C5 |  |  |  |  |  |  |  |  |  |  |  |  |  |
| C6 |  |  |  |  |  |  |  |  |  |  |  |  |  |
| C7 |  |  |  |  |  |  |  |  |  |  |  |  |  |
| C8 |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Transferable Skills:** |
| D1 |  |  |  |  |  |  |  |  |  |  |  |  |  |
| D2 |  |  |  |  |  |  |  |  |  |  |  |  |  |
| D3 |  |  |  |  |  |  |  |  |  |  |  |  |  |
| D4 |  |  |  |  |  |  |  |  |  |  |  |  |  |
| D5 |  |  |  |  |  |  |  |  |  |  |  |  |  |
| D6 |  |  |  |  |  |  |  |  |  |  |  |  |  |
| D7 |  |  |  |  |  |  |  |  |  |  |  |  |  |
| D8 |  |  |  |  |  |  |  |  |  |  |  |  |  |