

# Validated Programme Element Specification for LBIC First Year University Studies in Sport Sciences and Sport Sciences with Business Studies

Applicable for all undergraduate students commencing the programme element on or after 1<sup>st</sup> September 2019

Version No.	Date	Notes – Brunel QA USE ONLY	QA
1	April 2019	New Programme Element from September 2019	

Validated programme element	
1. Awarding and validating institution	Brunel University London
2. Providing institution(s)	London Brunel International College
3. Associated Brunel University college / department / division	College of Health and Life Sciences / Department of Life Sciences / Sport, Health and Exercise Sciences
4. Associated Contributing Brunel University college / department / division	N/A
5. Programme Element accredited by	N/A
6. Validated for inclusion in Brunel University programmes at Level	FHEQ level 4
7. Validated for inclusion in Brunel University programmes (list)	BSc Sport, Health and Exercise Sciences BSc Sport, Health and Exercise Sciences with Professional Practice BSc Sport, Health and Exercise Sciences (Coaching) BSc Sport, Health and Exercise Sciences (Coaching) with Professional Practice BSc Sport, Health and Exercise Sciences (Human Performance) BSc Sport, Health and Exercise Sciences (Human Performance) with Professional Practice BSc Sport, Health and Exercise Sciences (Sport Development) BSc Sport, Health and Exercise Sciences (Sport Development) with Professional Practice BSc Sport, Health and Exercise Sciences with Business Studies BSc Sport, Health and Exercise Sciences with Business Studies; with Professional Practice
8. Type of programme element	First Year
9. Normal length of element for each mode of study	26 weeks
10. Maximum length of element for each mode of study	See Programme Specification for Brunel programme of which this element forms part
11. Variation(s) to September start	January
12. Modes of study	F/T
13. Modes of delivery	Standard
14. N/A	N/A

15. N/A	N/A
16. JACS code	In line with Brunel University London programme
17. LBIC-related Route Code(s)	<p>BSc Sport, Health and Exercise Sciences</p> <p>BSc Sport, Health and Exercise Sciences with Professional Practice</p> <p>BSc Sport, Health and Exercise Sciences (Coaching)</p> <p>BSc Sport, Health and Exercise Sciences (Coaching) with Professional Practice</p> <p>BSc Sport, Health and Exercise Sciences (Human Performance)</p> <p>BSc Sport, Health and Exercise Sciences (Human Performance) with Professional Practice</p> <p>BSc Sport, Health and Exercise Sciences (Sport Development)</p> <p>BSc Sport, Health and Exercise Sciences (Sport Development) with Professional Practice</p> <p>BSc (Hons) Sport, Health and Exercise Sciences with Business Studies</p> <p>BSc (Hons) Sport, Health and Exercise Sciences with Business Studies; with Professional Practice</p>
18. Relevant subject benchmark statements and other external and internal reference points used to inform programme design	<p><a href="#">QAA UK Quality Code for Higher Education</a> which includes the English Framework for Higher Education Qualifications within Part A on Setting and Maintaining Academic Standards</p> <p><a href="#">Most recent QAA Subject Benchmark Statement</a></p> <p><a href="#">Brunel 2030</a> Brunel Placement Learning Policy, as published under the 'Placements' section of the <a href="#">Managing Higher Education Provision with Others</a> page</p>
19. Admission Requirements/pre-requisites for the programme element	<p>See <a href="https://www.lbic.navitas.com/admission-requirements">https://www.lbic.navitas.com/admission-requirements</a> for standard entry requirements.</p> <p>English Language entry requirements: minimum of IELTS 6.0 (with 5.5 minimum in each component part) or equivalent</p>
20. Other relevant information	<p>The programme element is compliant with both the generic assessment regulations of Navitas UK and those more specifically of the College and Brunel University, see Senate Regulations 2, as well as the BUL moderation policy <a href="http://www.brunel.ac.uk/about/quality-assurance/documents/pdf/Protocol-for-Moderation.pdf">http://www.brunel.ac.uk/about/quality-assurance/documents/pdf/Protocol-for-Moderation.pdf</a> and the LBIC Affiliate College Collaborative Operations Manual (CoM) section 7.</p>
21. Any departure from relevant regulations specified in Senate Regulation 2 must be stated here and approved by Senate.	<p>Reassessment entitlements are as defined for FHEQ Level 4 in Brunel University Senate Regulation 2 except that the ILSC module [NV1600] shall not count in the re-assessment limit.</p>
22. Further information about study with LBIC can be found from the LBIC website.	<p><a href="https://www.lbic.navitas.com/">https://www.lbic.navitas.com/</a></p>

### 23. EDUCATIONAL AIMS OF THE PROGRAMME ELEMENT

The aim of all undergraduate SHES programmes is primarily to equip our graduates with appropriate knowledge and skills required for a successful career in the Sport, Exercise, Physical Activity, Health and Leisure sectors.

More specifically, our graduates will:

- acquire interdisciplinary knowledge and understanding of the scientific basis of sports performance, exercise and health.
- be able to synthesise sport sciences knowledge across a range of disciplines.

- develop practical skills related to sport, exercise and health sciences and understand the relationships between research, theory and practice.
- explore a range of contemporary and ethical issues related to sport, health and exercise sciences.
- be able to communicate effectively in the sport, health and exercise sciences field.
- become autonomous and independent learners who can engage in individual and collaborative researches.
- develop the knowledge, understanding and experience to support future employment and post graduate study.
- monitor their progression, develop their strengths, and achieve learning goals through effective planning of personal development and develop their capacity to learn and work independently and autonomously.
- develop transferable skills (intellectual, vocational, and interpersonal).
- understand how to make a valuable contribution to their local community through placements and experiential learning and volunteering activities.
- understand professional practice and develop critical reflection.

## 24. LEARNING OUTCOMES

The programme element provides opportunities for students to develop and demonstrate knowledge and understanding (K) cognitive (thinking) skills (C) and other skills and attributes (S) in the following areas:

<b>FHEQ Level</b>	<b>Category</b> (K = knowledge and understanding, C = cognitive (thinking) skills, S = other skills and attributes)	<b>Learning Outcome</b>	<b>Associated Assessment Blocks Code(s)</b>	<b>Associated Study Blocks Code(s)</b>	<b>Associated Modular Blocks Code(s)</b>
4	K1	Demonstrate knowledge of relevant facts, concepts and scientific theories underpinning a range of disciplines in sport sciences as they apply to sport, sport performance and health related issues			NG1600 NG1604
4	K2	Demonstrate basic understanding of the fundamental concepts of research methods and analysis techniques essential for the appraisal of sport, health and exercise sciences			NG1601 NG1604 NG1605 NG1606
4	K3	Identify and assess multidisciplinary/ interdisciplinary aspects of selected physical activity health and wellbeing.			NG1604 NG1605 NG1606
4	C1	Engage in problem- solving activities which demonstrate a considered and insightful approach.			NG1601 NG1603 NG1604
4	C2	Critically analyse, interpret and evaluate data			NG1600 NG1601
4	C3	Outline how scientific facts, concepts and theories can be applied to different contexts			NG1604 NG1605

4	C4	Develop the ability to reflect effectively			NG1601 NG1605 NV1600
4	C5	Demonstrate the ability to use knowledge from a variety of sources to solve problems			NG1601 NG1605
4	C6	Analyse quantitative and qualitative data to reach appropriate, useful and convincing conclusions;			NG1607 NG1608 NG1609 NG1601 NG1604 NG1605 NG1606
4	S1	Plan, initiate and implement work assignments including effective time management			NG1601 NG1603 NG1605 NG1606
4	S2	Develop the ability for collaboration and the capability to appreciate multiple perspectives			NV1600 NG1600 NG1602 NG1604 NG1606
4	S3	Demonstrate digital literacy skills			NG1601 NG1603 NG1605 NG1606
4	S4	Demonstrate proficiency in performing studies in lab settings			NG1600 NG1604
4	S5	Develop effective communication and presentation skills.			NG1602 NG1605 NG1606 NV1600
4	S6	Begin to develop themselves as learners and use systems and processes for effective personal development planning (PDP)			NG1600 NG1601
4	S7	Develop physical literacy skills			NG1602 NG1604 NG1605 NG1606

The following programme element provides opportunities for students in **Sport Sciences** to develop and demonstrate knowledge and understanding (K) cognitive (thinking) skills (C) and other skills and attributes (S) in the following areas:

<b>FHEQ Level</b>	<b>Category</b> (K = knowledge and understanding, C = cognitive (thinking) skills, S = other skills and attributes)	<b>Learning Outcome</b>	<b>Associated Assessment Blocks Code(s)</b>	<b>Associated Study Blocks Code(s)</b>	<b>Associated Modular Blocks Code(s)</b>
4	K4	Outline pedagogical concepts and physical literacy in the			NG1602 NG1605

		teaching of physical education & the coaching of sports.			
4	K5	Demonstrate awareness of key sociological developmental			NG1603 NG1605

The following programme element provides opportunities for students in **Sport Sciences with Business Studies** to develop and demonstrate knowledge and understanding (K) cognitive (thinking) skills (C) and other skills and attributes (S) in the following areas:

<b>FHEQ Level</b>	<b>Category</b> (K = knowledge and understanding, C = cognitive (thinking) skills, S = other skills and attributes)	<b>Learning Outcome</b>	<b>Associated Assessment Blocks Code(s)</b>	<b>Associated Study Blocks Code(s)</b>	<b>Associated Modular Blocks Code(s)</b>
4	K6	The fundamentals of market economies and the multivalent forces that shape the operating environments of organisations, nationally and internationally			NG1608 NG1606
4	K7	The theoretical and practical characteristics of organisations including their structures, cultures and major administrative processes			NG1607 NG1608
4	K8	The various business management theories, models, frameworks, managerial tasks, roles and analytical processes of decision-making in the major functional areas of management			NG1607 NG1608 NG1609
4	C7	Analyse complex business management issues and make intelligent, rational, reasoned arguments in respect of them			NG1607 NG1608 NG1609 NG1606
4	C8	Envision relevant and feasible solutions to defined business management problems and apply sound judgement and decision-making to their evaluation			NG1607 NG1608 NG1609

**Learning/teaching strategies and methods** to enable learning outcomes to be achieved, including formative assessments

This is an intensive programme with a minimum 16 hours per week and a corresponding number of ongoing assessment tasks designed to provide a scaffolded structure for students at this entry level to Higher Education. Students learn through a combination of formal, interactive lectures in relevant content areas, interactive seminars, practical workshop sessions and IT-enabled self-study opportunities: practical application of theoretical knowledge allows students to develop further skills and understanding of relevant topics and concepts.

The focus on academic literacy development in all parts of the course ensures that students develop strong linguistic competence and advanced numeracy skills as well as a mastery of their discipline at an appropriate level. Through the course, students will be encouraged to engage appropriately with peers and tutors as members of an international academic community. This will involve the development of critical self-awareness and personal literacy as students become more attuned to their identity as global citizens.

The programme provides a diverse learning environments for students, recognising that they will learn in different ways and through different mediums.

The programme will deliver content through:

- lectures,
- workshops,
- laboratory sessions,
- practical sessions, and
- e-Learning-based platforms.

### **Formative assessment**

This is a key aspect of the programme element and is varied to ensure that a student has a variety of learning opportunities. This will include: individual and group formative assessment methods: presentations, individual and group work; and peer review. Formative assessment opportunities are incorporated into each of the module blocks in the form of homework assignments, Moodle exercises and the opportunity to submit assignment draft for review prior to submission. These form of assessments is considered fundamental to a student's ability to communicate ideas and evidence with clarity, relevance and logic in a planned and organised manner.

Synoptic assessments will develop the student's ability to enhance their holistic understanding of different contexts using a range of scientific perspectives and move away from 'silo' thinking. Through this process, it is anticipated that students will become agile learners able to use and make sense of different resources and information and consider how it might be applied to new problems. It is also anticipated that through this process students will develop practice skills, which are often essential in the workplace.

### **Self-directed study**

Each student is expected to undertake a minimum number of hours in individual study per week in order to support and build the skills, knowledge and understanding presented in each lecture and small group tutorial session per week. It is expected that students will increase the number of individual study hours as they approach formal assessment events. The ability for students to expand their learning by creating effective self-directed study patterns is a transferable skill deemed fundamental to further academic success as well as a key time-management tool.

All students are provided with access to a range of on line resources through the student portal. Electronic journals and electronic books are available through the Brunel University e-resources gateway.

There will be a focus of using freely available tools and benefiting from the resources available on the internet to support learning.

Each of the blocks will make use of the Navitas Moodle Virtual Learning Environment (typically for additional module resources, but also for blended content, as well as quizzes and coursework submissions). Private study should be additional reading to support both the lecture material and as research for assignments.

### **Summative assessment strategies and methods** to enable learning outcomes to be demonstrated.

The purpose of assessment is to enable students to demonstrate that they have met the Learning Outcomes (LOs) of a given programme and to provide the evidence of achievement that is used to determine whether prescribed progression or completion criteria of a stage of study have been met. To achieve this purpose, Navitas UK supports and promotes the following principles for assessment in each of its colleges:

The following principles underlie Navitas UP EU Assessment strategy:

- Effective assessment techniques enhance learning and should be fully integrated within the curriculum at each stage, not a separate activity that takes place in isolation.
- Assessment contributes positively to learning development and growth and measures the learning gain that takes place throughout the student journey
- Assessment is a joint responsibility and must involve a continuous dialogue between tutor and student
- Successful graduates of Navitas programmes are those who are able to self-assess and assess the work of peers
- The development of assessment literacy amongst students is a core component of the Navitas curriculum

To achieve this Navitas will ensure that:

- Assessment processes are fair, reliable, constant and equitable with all students being assessed fairly and on their own individual merit and ability

- Assessment processes are robust and all appropriate College staff and invigilators will be trained accordingly
- Feedback is supportive, constructive and timely and presented to students in accessible language and using electronic formats
- The balance of assessment tasks and types on modules and programmes will address the target needs of students in the next stage of their academic study, as well as their current needs
- Programmes and modules include assessment activities that involve students

Students are expected to:

- Familiarise themselves with the Navitas and partner University regulations, particularly in relation to academic conduct and submission deadlines
- Engage fully and enthusiastically with the feedback process
- Provide thoughtful feedback individually or via the student representative system on the assessment process at appropriate stages

Summative assessment methods are varied to ensure appropriate assessment of learning outcomes. These methods include: individual and group assignments; oral presentations; and closed-book final examinations.

The assessments are designed with the following strategy in mind: class tests develop the skills necessary to demonstrate a broad understanding of the course syllabus and problem-solving skills. Oral presentations provide opportunities for advancing communication skills and written assignments including case studies and reports are underpinned by a critically aware research and data gathering process (to aid research literacy). Reflective assignments encourage students to engage in critical self-awareness and on-going improvement both linguistically and academically.

The BrunELT exit English language assessment task ensures that students have achieved the appropriate English language proficiency level for entry to the next stage of their course.

#### **Brunel Grading System:**

<b>Indicative Mark Band</b>	<b>Grade</b>	<b>Grade Point</b>
90 and above	A*	17
80-89	A+	16
73-79	A	15
70-72	A-	14
68-69	B+	13
63-67	B	12
60-62	B-	11
58-59	C+	10
53-57	C	9
50-52	C-	8
48-49	D+	7
43-47	D	6
40-42	D-	5
38-39	E+	4
33-37	E	3
30-32	E-	2
29 and below	F	1

## 25. Programme element structure and progression requirements (if applicable)

### Programme Element Structure in Sport Sciences

<b>Compulsory assessment block codes, titles and credit volume</b>	<b>Optional assessment block codes, titles and credits</b>
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<b>Compulsory study block codes, titles and credit volume</b>	<b>Optional Study block codes, titles and credit volume</b>
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<b>Compulsory modular block codes, titles and credits</b>	<b>Optional modular block codes, titles and credits</b>
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Code	Title	Credit points
NV1600	Interactive Learning Skills and Communication	20
NG1600	Fundamentals of Sport, Health and Exercise Sciences	40
NG1601	Research and Learning Skills I	10
NG1602	Physical Education and Sport Pedagogy	20
NG1603	Introduction to the Social Sciences of Sport	20
NG1604	Physical activity, Health and Well being	10
NG1605	Synoptic Study I	10

### Programme Element Structure in Sport Sciences with Business studies

<b>Compulsory assessment block codes, titles and credit volume</b>	<b>Optional assessment block codes, titles and credits</b>
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<b>Compulsory study block codes, titles and credit volume</b>	<b>Optional Study block codes, titles and credit volume</b>
---------------------------------------------------------------	-------------------------------------------------------------

<b>Compulsory modular block codes, titles and credits</b>	<b>Optional modular block codes, titles and credits</b>
-----------------------------------------------------------	---------------------------------------------------------

Code	Title	Credit points
NV1600	Interactive Learning Skills and Communication	20
NG1600	Fundamentals of Sport, Health and Exercise Sciences	40
NG1601	Research and Learning Skills I	10
NG1604	Physical activity, Health and Well being	10
NG1606	Synoptic Study I with Business Studies	10
NG1608	Organisational Behaviour and Analysis	20
NG1607	Introduction to Management Enquiry	10
NG1609	Principles and Practices of Marketing	20



## Assessment and Progression Requirements

For inclusion in Programmes:	<p>BSc Sport, Health and Exercise Sciences          BSc Sport, Health and Exercise Sciences with Professional Practice          BSc Sport, Health and Exercise Sciences (Coaching)          BSc Sport, Health and Exercise Sciences (Coaching) with Professional Practice          BSc Sport, Health and Exercise Sciences (Human Performance)          BSc Sport, Health and Exercise Sciences (Human Performance) with Professional Practice          BSc Sport, Health and Exercise Sciences (Sport Development)          BSc Sport, Health and Exercise Sciences (Sport Development) with Professional Practice          BSc (Hons) Sport, Health and Exercise Sciences with Business Studies          BSc (Hons) Sport, Health and Exercise Sciences with Business Studies; with Professional Practice</p>
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### The following assessment or modular blocks are core

NV1600	Interactive Learning Skills and Communication
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### Progression requirements as per Brunel University London [Senate Regulation 2](#)

NV1600	Interactive Learning Skills and Communication	Pass at Grade C-/50%
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In addition  
 -No credit at Grade F  
 -No more than 40 non-core credits in Grade band E (E+, E, E-)

Please note: this specification provides a concise summary of the main features of the programme element and the learning outcomes that a student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods can be found in the modular block, assessment and study block outlines and other programme and block information. The accuracy of the information contained in this document is reviewed by the University from time to time and whenever a major modification occurs, and may be checked by the Quality Assurance Agency for Higher Education.