

## Programme Specification for Undergraduate Programme

### Leading to:

BSc in Physical Education and Youth Sport

BSc in Physical Education and Youth Sport with Professional Practice

*Applicable for all undergraduate students starting at Level 1 in 2018/19*

Version No.	Date	Notes – QA USE ONLY	QA
1	Sept-18	Programme Specification for 2018-19 created. SP2818 replaced by SP2808, SP2703 replaced by SP2708, SP3803 replaced by SP3822, SP3703 replaced by SP3722	RJC

Undergraduate Programme	
1. Awarding institution	Brunel University London
2. Teaching institution(s)	Brunel University London
3. Home college/department/division	College of Health and Life Sciences / Department of Life Sciences / Sport, Health and Exercise Sciences
4. Contributing college/department/division/ associated institution	N/A
5. Programme accredited by	None
6. Final award(s) and FHEQ Level of Award	BSc (Hons) Physical Education and Youth Sport <b>[FHEQ level 6]</b> BSc (Hons) Physical Education and Youth Sport with Professional Practice <b>[FHEQ level 6]</b>
7. Programme title	BSc Physical Education and Youth Sport BSc Physical Education and Youth Sport with Professional Practice
8. Programme type (Single honours/joint)	Single Honours
9. Normal length of programme (in months) for each mode of study	3 yrs (FT); 6 Yrs (PT); 4 yrs (FT Thick Sandwich)
10. Maximum period of registration for each mode of study	Normal or standard duration plus 3 years
11. Variation(s) to September start	N/A
12. Modes of study	FT, PT, Thick Sandwich
13. Modes of delivery	Standard
14. Intermediate awards and titles with FHEQ Level of Award	Cert HE Physical Education and Youth Sport <b>[FHEQ level 4]</b> Dip HE BSc in Physical Education and Youth Sport <b>[FHEQ level 5]</b> Ordinary Bachelors Degree Physical Education and Youth Sport <b>[FHEQ level 6]</b> Ordinary Bachelors Degree Physical Education and Youth Sport with Professional Practice <b>[FHEQ level 6]</b>
15. UCAS code	BSc in Physical Education and Youth Sport CX36 BSc in Physical Education and Youth Sport with Professional Practice CX3P
16. JACS Code	X300/C600
17. Route Code	X300UPHEDYOS
18. Relevant subject benchmark statements and other external and	<a href="#">QAA UK Quality Code for Higher Education</a> which includes the English Framework for Higher Education Qualifications within Part A on Setting

internal reference points used to inform programme design.	and Maintaining Academic Standards  <a href="#">QAA Benchmark Statement</a> (Hospitality, leisure, sport & tourism)  <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.
19. Admission Requirements	Details of <a href="#">entry requirements</a> are provided on the University's and College website and at <a href="http://www.brunel.ac.uk/courses/undergraduate/physical-education-and-youth-sport-bsc">http://www.brunel.ac.uk/courses/undergraduate/physical-education-and-youth-sport-bsc</a>  Levels of English for non-native speakers are outlined on Brunel International's <a href="#">language requirements</a> pages.
20. Other relevant information (e.g. study abroad, additional information on placements)	N/A
21. Programme regulations not specified in Senate Regulation 2. Any departure from regulations specified in Senate Regulation 2 must be stated here and approved by Senate.	N/A
22. Further information about the programme is available from the College website.	N/A

### 23. EDUCATIONAL AIMS OF THE PROGRAMME

The course is designed for those who are interested in working with young people in either Physical Education or youth sport. The programme of study promotes a generic understanding of education and a specific understanding of Physical Education and interdisciplinary sport, health, and exercise sciences. Students will be supported in applying this body of theoretical knowledge within different Physical Education and youth sport settings that focus on the development of young learners. The course is underpinned by a commitment to the principles of social justice, inclusive practice and an appreciation of difference and diversity in varied learning communities. Students will improve their own personal confidence and competence in a range of movement contexts, informed by an understanding of the concept of physical literacy. Students will explore policy and issues relating to practice in curriculum planning, teaching and assessment and develop a critical understanding of pedagogy. This course is intended to support applications for postgraduate study in the area of Physical Education and youth sport and preparation for prospective professional training.

#### Overall Programme Aims:

- To provide a flexible and developmental learning environment that can facilitate and support diverse learning needs.
- To provide a diverse and challenging learning environment that is underpinned by sound pedagogical principles and current research
- To enable students to study from an integrative and multi-disciplinary perspective
- To enable students to explore a range of contemporary and ethical issues related to sport, health and exercise sciences
- To support students in becoming autonomous and independent learners who can engage in individual and collaborative research processes.
- To provide students with an environment that supports and extends critical thinking and discussion.
- To enable students to develop the knowledge, understanding and experience to support employability and/or post graduate study
- To nurture creativity in students
- To develop self aware agile learners
- To enable students to monitor their progression, develop their strengths and achieve learning goals through effective personal development planning and to gradually develop their capacity to learn and work independently and autonomously
- To develop life-long learners
- To enable students to develop a number of attributes and transferable skills (intellectual, vocational, and

interpersonal)

- Develop an integrated, multi-disciplinary knowledge and understanding of children's and young peoples development, health and well-being and how this supports lifelong participation in physical activity
- To support students in understanding how to make a valuable contribution to their local communities through placement and experiential learning experiences and through encouraging volunteering activities.
- To enable students to follow an undergraduate programme of study that is underpinned by theoretical perspectives and practical application, to promote an understanding of education, physical education and interdisciplinary sport sciences.
- To develop knowledge and understanding of frameworks, issues, values and approaches to curriculum planning and design and pedagogy
- To enable students to develop an integrated, multi – disciplinary knowledge and understanding of health and well-being and how this specific knowledge applies to children and young people.
- To enable students to explore issues and values surrounding curriculum, pedagogy and policy with a specific application to physical education.
- Develop personal confidence and competence in a range of movement contexts supported by an understanding of the concept of physical literacy and how it can be nurtured.
- To develop key skills for lifelong learning and career long learning in preparation for; professional training as Physical Education teachers; careers in youth sport; postgraduate study and participation in National Governing Body Awards
- To enable students in becoming autonomous and independent learners who can engage in individual and collaborative research processes which explore current issues in the context of education, physical education and youth sport. This process will develop the skills of critical reflection and systematic analysis.

*For Sandwich students only*

- To help students explore and critically reflect on their personal development and professional skills during their placement.
- To understand and develop professional

#### 24. PROGRAMME AND INTERMEDIATE LEARNING OUTCOMES

The programme 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:

Level	Category (K = knowledge and understanding, C = cognitive (thinking) skills, S = other skills and attributes)	Learning Outcome	Associated Assessment Blocks Code(s)	Associate d Study Blocks Code(s)	Associate d Modular Blocks Code(s)
1					
	K	Appreciate relevant facts, concepts and scientific theories underpinning a range of disciplines (physiology, psychology & biomechanics) applied to sport, health and exercise related issues	SP1800 SP1804	SP1700 SP1704	N/A
		Fundamental concepts of research methods and analysis techniques essential for the appraisal of sport, health and exercise sciences	SP1801 SP1804	SP1701 SP1705	N/A
		Identify and assess multi disciplinary/ interdisciplinary aspects of selected physical activity, health and wellbeing issues	SP1804 SP1805	SP1704 SP1705	N/A
		Outline pedagogical concepts and physical literacy in the teaching of physical education & the coaching of sports.	SP1802 SP1807	SP1702 SP1705	N/A
		Appreciate key sociological developmental and management theories	SP1803 SP1807	SP1703 SP1705	N/A
	C	Engage in problem- solving activities which demonstrate a considered and insightful approach.	All	All	N/A
		Critically analyse, interpret and evaluate	All	All	N/A

		data			
		Outline how scientific facts, concepts and theories can be applied to different contexts	All	All	N/A
		Develop the ability to reflect effectively	SP1801 SP1805 SP1807	SP1701 SP1705 SP1705	N/A
		Demonstrate the ability to use knowledge from a variety of sources to solve problems	SP1805 SP1807	SP1701 SP1705	N/A
	S	Plan, initiate and implement work assignments including effective time management	All	All	N/A
		Develop the ability for collaboration and the capability to appreciate multiple perspectives		All	N/A
		Demonstrate digital literacy skills	All	All	N/A
		Practice in a laboratory setting	SP1800 SP1804	SP1700 SP1704	N/A
		Develop effective communication and presentation skills.	All	All	N/A
		Begin to develop themselves as learners and use systems and processes for effective personal development planning (PDP)	All	All	N/A
		Develop their own physical literacy skills	SP1802 SP1804	SP1702 SP1704	N/A
		Develop self-awareness, effective listening and speaking skills	All	All	N/A
<b>2</b>					
	K	Examine a range of research concepts, methods analysis techniques	SP2800 SP2802 SP2804 SP2805 SP2806 SP2809	SP2700 SP2702 SP2704 SP2705 SP2706 SP2709	N/A
		Explore relevant national policies and strategies pertinent to sport, health and exercise.	SP2802 SP2809 SP2811	SP2702 SP2709 SP2711	N/A
		Analyse multidisciplinary and interdisciplinary aspects of sport, health and exercise sciences	SP2800 SP2802 SP2817	SP2700 SP2702 SP2717	N/A
		Explore work based practices	SP2819	SP2713	N/A
		Examine the concept of physical literacy from an interdisciplinary perspective in relation to the young child	SP2808 SP2817	SP2808 SP2717	N/A
		Demonstrate an in depth understanding of learning theories and apply this to pedagogical practice	SP2811 SP2817	SP2711 SP2717	N/A
		Understand and evaluate the impact of policy development and change in relation to inclusive practice, equality and removing barriers to participation in Physical Education and youth sport.	SP2811 SP2809 SP2817	SP2711 SP2709 SP2717	N/A
		<i>For Sandwich Students only:</i> Professional practice in the workplace	N/A	N/A	SP2555
		Organisational complexities to include: strategic aims, organisational structure and practices	N/A	N/A	SP2555
	C	Analyse, interpret and evaluate data	All (exc. SP2808 & SP2811)	All (exc. SP2708 & SP2711)	N/A
		Develop informed logical academic arguments underpinned by appropriate	All	All	N/A

		evidence from reading, research and reflections.			
		Examine through reflection work based experiences and contexts	SP2819	SP2713	N/A
		Further develop the ability to problem solve.	All	All	N/A
		Explore the learning process and the impact upon lesson/session design and implementation	SP2800 SP2808 SP2811	SP2700 SP2708 SP2711	N/A
		Apply theory to practice effectively in order to structure the learning environment and progress skills effectively to support the development of an individual	SP2800 SP2809 SP2808	SP2700 SP2709 SP2708	N/A
		Evaluate the contribution of the pedagogue to the learning experience	SP2811 SP2800 SP2817	SP2711 SP2700 SP2717	N/A
		<i>For Sandwich Students only:</i> Evaluate and apply theoretical perspectives to work-based practices	N/A	N/A	SP2555
		<i>For Sandwich Students only:</i> Identify, define, and analyse problems or issues encountered in the workplace	N/A	N/A	SP2555
		<i>For Sandwich Students only:</i> Interpret placement experiences and draw meaningful conclusions	N/A	N/A	SP2555
	S	Work effectively collectively and autonomously, and further develop interpersonal skills	All	All	N/A
		Adapt to the requirements of the placement context demonstrating a professional and proactive approach to learning outside the University	SP2819	SP2713	N/A
		Further develop communication of ideas, concepts and convincing arguments verbally, in formal presentations and written reports	All	All	N/A
		Application of theory to practice in terms of structuring the learning environment and progression of skills related to the development of an individual	SP2808 SP2800 SP2817	SP2708 SP2700 SP2717	N/A
		Further develop personal physical literacy through personal confidence and competence.	SP2808 SP2811	SP2708 SP2711	N/A
		Synthesise knowledge of pedagogy, policy, young people's development and identity to enhance an interdisciplinary understanding of the young person.	SP2808 SP2817	SP2708 SP2717	N/A
		<i>For Sandwich Students only:</i> Demonstrate a flexible and considered approach to the work environment	N/A	N/A	SP2555
		<i>For Sandwich Students only:</i> Show an awareness of skills and competencies required in the market place and have practiced them in a work-based environment	N/A	N/A	SP2555
		<i>For Sandwich Students only:</i> Critically reflect upon one's own experience in the work place	N/A	N/A	SP2555
3					
	K	Design and conduct of scientific investigation with due regard for ethical issues and appropriate protocols	SP3800 SP3809	SP3700 SP3709	N/A
		Critically evaluate define and review appropriate literature.	All	All	N/A
		Critically reflect on professional practice through the application of academic	SP3818	SP3713	N/A

		knowledge.			
		Critically assess interdisciplinary approaches to sport, health and exercise	SP3804	SP3704	N/A
		Synergise knowledge and understanding from key related areas of study: Physical literacy and Pedagogy	SP3815 SP3822	SP3711 SP3722	N/A
		Develop knowledge and understanding that relates to Key Stages 2, 3, 4 and 14-19 curriculum	SP3817 SP3809	SP3717 SP3709	N/A
	C	Extensive demonstration of autonomous and independent learning through engagement in individual and collaborative research practices.	All	All	N/A
		Demonstration of sophisticated logical academic arguments underpinned by evidence from reading, research and reflections.	All	All	N/A
		Comprehensive ability to synthesise knowledge from different sources	All	All	N/A
		Demonstration of sophisticated problem solving skills	All	All	N/A
		In-depth knowledge of the learning environment, motivational climate in relation to PE and youth sport context	SP3822 SP3815	SP3722 SP3711	
		Challenge assumptions about PE and youth sport	SP3802	SP3702	
	S	Extensive ability to communicate ideas, concepts and convincing arguments verbally, in formal presentations and written reports	All	All	N/A
		Critically reflect on the ability to work effectively collectively and autonomously, and further develop interpersonal skills	SP3818 SP3800	SP3713 SP3700	N/A
		Critically engage in work based practices	SP3818	SP3713	N/A
		Enhance professional skills in working with young people in Physical Education and/or youth sport	SP3818	SP3713	N/A

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

The strategy for learning and teaching aims to create a rich and varied learning environment for the students that will support students in their progression through their degree. Central to this is the notion of changing the amount of direct support and guidance that students receive from staff from Level 1 to Level 3. It is widely recognised that students often struggle with the transition into Higher Education, consequently at Level 1 there will be significantly more timetabled contact with staff which subsequently reduces at Level 2, and then again at Level 3 by which time it is expected that students will be independent autonomous learners.

The Programme Team will ensure that all delivered material is up-to-date and uses innovative teaching methods. The programme reflects an interdisciplinary approach, insofar as pertinent issues in Sport, Exercise, Physical Education Health and Business domains will be addressed; issues that will be attractive to students. The programme is designed to remain flexible and responsive to relevant changing initiatives/issues.

The programme is written to create as many diverse learning environments for students in recognition that students will learn in different ways and through different mediums. Recent assessment of the learning styles of our students has revealed that an overwhelming majority of them are kinaesthetic learners, which implies that formal lectures may not be the best learning medium.

The programme will also deliver content through:

- workshops,
- laboratory sessions,
- small group work,
- practical sessions, and
- e-Learning-based platforms

In addition the Personal Tutor, will now have direct input into their tutees learning experiences specifically through Research and Learning Skills I and Work based Learning I &II, which is central to the Learning and Teaching strategy. It is anticipated that, through this relationship, the students will feel academically supported and valued.

Another key feature of the Learning and Teaching strategy is to ensure that all students have the opportunity to develop key work-based skills at Levels 2 and 3. It is anticipated that students will be able to apply their knowledge in an appropriate work setting, as well as develop new work based skills – which will be attractive to future employers.

It is anticipated that 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 utilise 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 practice skills which are often essential in the workplace.

Support and guidance is given to students through the Synoptic Study blocks which will be led by each Programme leader to ensure that students benefit from staff with appropriate expertise. Thus students will be taught in their programme groups for these study blocks

The BSc in Physical Education and Youth Sport aims to provide students with a theoretically sound and practically relevant programme of study that combines cutting edge research with relevant experience in a variety of contexts. Students will be exposed to a range of teaching and learning experiences including those highlighted above and other experiences such as experiential learning and reflective practice.

A unique feature of the programme is the emphasis on understanding the young person, their development and their learning needs in a Physical Education and/or youth sport context. The programme of study promotes a generic understanding of education and a specific understanding of Physical Education and youth sport drawing on an interdisciplinary sport, health, and exercise sciences perspective.

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

The assessment strategy moves away from a 'silo' approach to assessment to a more diverse and flexible approach, this is realised in all programmes through the use of different types of synoptic assessments. Consequently, this approach ensures that students can demonstrate that they are agile, reflective learners who can synthesise information from a range of sources and apply it in a new context. Further, the synoptic assessments are used to define the distinctness of the BSc Physical Education and Youth Sport programme. Furthermore, the assessment strategy aims to create a holistic, integrated approach with more opportunities for formative assessment within each of the study blocks during the study period, culminating in a singular meaningful assessment.

The assessment strategy aims to give students the opportunity to be assessed in a range of modes which will contribute to their overall learning and development as they progress through their degree. The choice of the specific type of assessment is commensurate with the intended learning outcomes of each study block and programme aims. The range of assessment modes includes; written examinations, oral presentations, essays, laboratory reports, practical based assessments, online tests and case studies.

With regards to the work placement component of this programme, the acquisition of relevant learning outcomes are assessed by means a written placement analysis and a work experience interview.

## **25. Programme Structure, progression and award requirements**

Programme structures and features: levels, assessment blocks, credit and progression and award requirements

- **Compulsory block:** one which all students registered for the award are required to take as part of their programme of study. These will be listed in the left hand column;
- **Optional block:** one which students choose from an 'option range'. These will be listed in the right hand column;
- A **core assessment** is an assessment identified within an assessment block or modular block (either compulsory or optional) which must be passed (at grade D- or better) in order to be eligible to progress and to be eligible for the final award. All core assessments must be specified on the programme specification next to the appropriate assessment or modular block:

Where students are expected to pass the block at D- or better, but not necessarily all elements, then the block itself is core.

e.g. AB3000 Project (40)

Core: Block

Where only some elements of assessments are required to be passed at D- or better, these will be identified by listing each element that is core

e.g. ABXXX1 Title (XX credits)

Core: 1 & 4

Where students are expected to pass all assessments in a block then this will be identified. By setting the assessment this way, students are also required to pass the block by default. This will be identified thus:

e.g. ABXXXX Title (XX credits)

Core: All, Block

- A **non-core assessment** does not have to be passed at grade D- or better, but must be better than a grade F, in order to progress and to be eligible for the final award.

### Level 1

#### Compulsory assessment block codes, titles and credit

- SP1800 Fundamentals of Sport, Health and Exercise Sciences (40 credits)
- SP1801 Research and Learning Skills I (10 credits)
- SP1802 Physical Literacy and Sport Pedagogy (20 credits)
- SP1803 Social Sciences of Sport (20 credits)
- SP1804 Physical Activity, Health and Wellbeing (10 credits)
- SP1805 Synoptic Assessment of Fundamentals of Sport, Health and Exercise Sciences AND Physical Activity, Health and Wellbeing: A Personal Health Profile (10 credits)
- SP1807 Synoptic Assessment of Social Sciences of Sport AND Physical Education and Sport Pedagogy: A comparative essay (10 Credits)

#### Optional assessment block codes, titles and credits



<p><b>Compulsory study block codes, titles and credit volume</b></p> <ul style="list-style-type: none"> <li>• SP1700 Fundamentals of Sport, Health and Exercise Sciences (40 credits)</li> <li>• SP1701 Research and Learning Skills I (20 credits)</li> <li>• SP1702 Physical Education and Sport Pedagogy (20 credits)</li> <li>• SP1703 Introduction to the Social Sciences of Sport (20 credits)</li> <li>• SP1704 Physical Activity, Health and Wellbeing ( 10 credits)</li> <li>• SP1705 Synoptic study I (10 credits)</li> </ul>	<p><b>Optional Study block codes, titles and credit volume</b></p>
<p><b>Compulsory modular block codes, titles and credits</b></p>	<p><b>Optional modular block codes, titles and credits</b></p>
<p><b>Level 1 Progression and Award Requirements</b></p> <p>As per <a href="#">Senate Regulation 2</a></p>	

<p><b>Level 2</b></p>	
<p><b>Compulsory assessment block codes, titles and credit</b></p> <ul style="list-style-type: none"> <li>• SP2800 Applying Sport Sciences to Practice: Coaching and Teaching Effectiveness (10 Credits)</li> <li>• SP2802 Physical Activity, Health and Wellbeing in the Lifecourse (20 Credits)</li> <li>• SP2808 Physical Literacy and the Learning Environment (10 Credits)</li> <li>• SP2806 Research and Learning Skills II (20 credits)</li> <li>• SP2809 Young People, Sport and Identity (10 Credits)</li> <li>• SP2819 Work Based Learning (20 credits)</li> <li>• SP2811 Pedagogy and Policy: Inclusion (10 Credits)</li> <li>• SP2817 Level 2 Physical Education and Youth Sport Synoptic Assessment: Pedagogical Case Study (20 Credits)</li> </ul>	<p><b>Optional assessment block codes, titles and credits</b></p>

<p><b>Compulsory study block codes, titles and credit volume</b></p> <ul style="list-style-type: none"> <li>• SP2700 Applying Sport Sciences to Practice: Coaching and Teaching Effectiveness (10 Credits)</li> <li>• SP2702 Physical Activity, Health and Wellbeing in the Lifecourse (20 Credits)</li> <li>• SP2708 Physical Literacy and the Learning Environment (10 Credits)</li> <li>• SP2706 Research and Learning Skills II (20 credits)</li> <li>• SP2709 Young People, Sport and Identity (10 Credits)</li> <li>• SP2713 Work Based Learning (20 credits)</li> <li>• SP2711 Pedagogy and Policy: Individual Needs (10 credits)</li> <li>• SP2712 Synoptic Study II (20 Credits)</li> </ul>	<p><b>Optional Study block codes, titles and credit volume</b></p> <ul style="list-style-type: none"> <li>• SP2554 Work placement workshops (0 Credits) and only applicable to students undertaking the sandwich placement.</li> </ul>
<p><b>Compulsory modular block codes, titles and credits</b></p>	<p><b>Optional modular block codes, titles and credits</b></p>
<p><b>Level 2 Progression and Award Requirements</b></p> <p>As per <a href="#">Senate Regulation 2</a></p>	

<p><b>Level 2 – Sandwich Placement</b></p>	
<p><b>Compulsory assessment block codes, titles and credit</b></p>	<p><b>Optional assessment block codes, titles and credits</b></p>
<p><b>Compulsory study block codes, titles and credit volume</b></p> <p>SP2554 Work Placement Workshops (0 credits)</p>	<p><b>Optional Study block codes, titles and credit volume</b></p>
<p><b>Compulsory modular block codes, titles and credits</b></p> <p>SP2555 Work Placement (120 credits)</p>	<p><b>Optional modular block codes, titles and credits</b></p>
<p><b>Level 2 Placement Progression and Award Requirements</b></p> <p>As per <a href="#">Senate Regulation 2</a></p> <p>For BSc Physical Education and Youth Sport with Professional Practice, the placement year assessment (SP2555) will contribute 33% of the Level 2 profile and 11% of the overall degree calculation</p>	

**Level 3**

<p><b>Compulsory assessment block codes, titles and credit</b></p> <ul style="list-style-type: none"> <li>• SP3800 Major Project and Project Management (40 Credits): CORE</li> <li>• SP3802 Pedagogy and Policy: Critical Issues (10 credits)</li> <li>• SP3822 Critical pedagogy and learning environments (10 credits)</li> <li>• SP3804 Issues in Physical Activity, Health and Wellbeing (10 Credits)</li> <li>• SP3821 Sport, Media and Video Production (10 credits)</li> <li>• SP3809 Applying Sport Sciences to Practice: Training Principles (10 credits)</li> <li>• SP3818 Employability and Professional Development (10 Credits)</li> <li>• SP3815 Level 3 Physical Education and Youth Sport Synoptic Assessment I: Individual Project (20 credits)</li> </ul>	<p><b>Optional assessment block codes, titles and credits</b></p>
<p><b>Compulsory study block codes, titles and credit volume</b></p> <ul style="list-style-type: none"> <li>• SP3700 Major Project ( 40 Credits)</li> <li>• SP3702 Pedagogy and Policy: Critical Issues (10 Credits)</li> <li>• SP3722 Critical pedagogy and learning environments (10 Credits)</li> <li>• SP3704 Issues in Physical Activity, Health and Wellbeing (10 Credits)</li> <li>• SP3721 Sport, Media and Communication (10 credits)</li> <li>• SP3709 Applying Sport Sciences to Practice: Training Principles (10)</li> <li>• SP3713 Employability and Professional Development (10 Credits)</li> <li>• SP3711 Synoptic study III (20 credits)</li> </ul>	<p><b>Optional Study block codes, titles and credit volume</b></p>
<p><b>Compulsory modular block codes, titles and credits</b></p>	<p><b>Optional modular block codes, titles and credits</b></p>

**Level 3 Progression and Award Requirements**

As per [Senate Regulation 2](#)

For BSc Physical Education and Youth Sport (SP2555) will contribute 33% of the Level 2 profile and 11% of the overall degree calculation

Please note: this specification provides a concise summary of the main features of the programme 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 modification occurs.