About this guide

This is your course guide. It provides the basic but fundamental information about your course of study. This guide is yours for the duration of the course, we don't re-issue it annually and if any information contained within were to change then we will write to you to explain so.

In particular, if any important aspects relating to your modules were to change then we will inform you in accordance with the Code of Practice for the Management of Changes to Modules and Courses. The teaching and support teams which you will get to know over time will refer to this guide – it will be useful to you and we advise you to make good use of it throughout your studies.

The Course Guide should be read in conjunction with the more general sources of information which relate to all students at the University. The Student Handbook is a very detailed reference point for all issues relating to your studies which aren't specific to just your particular course. You might also want to refer to the Student Charter; the University's Policies and Regulations and the University Assessment Handbook documents which will provide you with all of the information that we think you will need for your period of study here.

If you need additional information, or you simply want to discuss elements of any of these documents or other aspects of your course, find that there is something you need to know, please contact your Faculty Student Services:

Faculty Student Services

We can help with the administration and organisation of your time at University – from enrolment and module registration, tuition fee enquiries, attendance support, course management and lifecycle queries, extenuating circumstances, leave of absence, transfers and changes, assignment submission, SAMs appointments, assessment and result queries, right through to Graduation.

You can also come and talk to us for impartial advice and support if things are starting to go wrong and you’re not sure who else to talk to. The main thing to remember is that you are not alone. We see large numbers of students over the course of a year on a variety of issues, so please don't be afraid to approach us.

We are here to ensure that your transition into Higher Education is as smooth as possible. Normal office opening hours are Monday-Friday 08:45-17:00.

You can contact us through the e:vision help desk, by phone or in person or by e-mail:

<table>
<thead>
<tr>
<th>Faculty of Education Health and Wellbeing (City Campus)</th>
<th>The Millennium City Building MC 125</th>
<th>(01902) 518800</th>
<th><a href="mailto:FEHWStudentServices@wlv.ac.uk">FEHWStudentServices@wlv.ac.uk</a></th>
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<tr>
<td>Faculty of Education Health and Wellbeing (Walsall Campus)</td>
<td>The Jerome K Jerome Building WA 005</td>
<td>(01902) 518800</td>
<td><a href="mailto:FEHWStudentServices@wlv.ac.uk">FEHWStudentServices@wlv.ac.uk</a></td>
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<tr>
<td>Faculty of Education Health and Wellbeing (Burton Campus)</td>
<td>Burton Centre</td>
<td>(01902) 518800</td>
<td><a href="mailto:FEHWStudentServices@wlv.ac.uk">FEHWStudentServices@wlv.ac.uk</a></td>
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<tr>
<td>Help and Advice is also available from Student Support &amp; Wellbeing...</td>
<td>Contact us at the Alan Turing Building MI 001 for all enquiries and referrals... Services operate at all campuses by appointment.</td>
<td>(01902) 321074 (01902) 321070</td>
<td><a href="mailto:ssw@wlv.ac.uk">ssw@wlv.ac.uk</a> <a href="mailto:money@wlv.ac.uk">money@wlv.ac.uk</a></td>
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Welcome from the Course Leader

On behalf of the teaching and support teams from BA (Hons) Sports Studies and Development course, I would like to extend to you a very warm welcome to the University of Wolverhampton, and in particular your
My name is Kathryn Leflay and I am the course leader for your BA (Hons) Sports Studies and Development course and alongside your personal tutor, will be your main point of contact over the duration of your studies. My contact details are below – please don’t hesitate to get in touch if you need any support or guidance.

The successes which you will achieve whilst at the University are based upon a partnership between the expertise and support from the staff here and the effort you put into learning. We welcome students who are eager to think for themselves, to take control of their own learning and who are ready to get involved in developing the skills required in a highly competitive job market. Make the most of the wide range of opportunities available to you.

Studying at University can be difficult, and for many of you the transition into University life will be challenging. However we will support you throughout your course, particularly whilst you develop into an independent learner over the course of your first year with us.

We believe it is important that you are encouraged to make your own contribution to the effective operation and development of your chosen course. We hope that you might consider acting as a Course Representative during some of your time with us to help the University continue to improve your experience.

I would like to wish you every success with your studies. We look forward to working with you and hope that you enjoy your time with us.

Kathryn Leflay

Course Management and Staff Involvement

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<tr>
<th>Role</th>
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<tr>
<td>Head of Department</td>
<td>Mr Julian Smith</td>
<td></td>
<td><a href="mailto:Julian.Smith@wlv.ac.uk">Julian.Smith@wlv.ac.uk</a></td>
<td>3260</td>
<td>WD205</td>
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<tr>
<td>Course Leader</td>
<td>Miss Kathryn Leflay</td>
<td></td>
<td><a href="mailto:Kath.Leflay@wlv.ac.uk">Kath.Leflay@wlv.ac.uk</a></td>
<td>1894</td>
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Educational Aims of the Course

You will examine the social, cultural and global sport landscape, delivered through the use of a variety of blended learning strategies, including the use of innovative technologies. You will learn about working with different client groups, and develop a range of skills linked to the sports industry, including organising events and evaluating sport development initiatives. A placement module will also allow you to gain employment skills within a ‘real-world’ setting.

What makes this programme distinctive?

This course focuses on socio-cultural aspects of sport, sports media and the sport development industry. As such, it brings together a number of key issues within sports studies and gives students a broad understanding of sport and sport delivery. Theoretical studies are combined with practical elements both in terms of leadership and sports organisation. Students will have the opportunity to develop their leadership skills through the planning and delivery of practical sessions with a wide range of client groups. There is also the opportunity to work with external partners on real world projects. This will provide the confidence, knowledge and experience to work in a variety of sport settings. Students will also have the opportunity to work towards the University of Wolverhampton Employability Award.

Course Structure
September (Full-Time)

Part time students study alongside full time students. However, they do not study more than 80 credits in each academic calendar year.

### Year 1

<table>
<thead>
<tr>
<th>Module</th>
<th>Title</th>
<th>Credits</th>
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<tr>
<td>4SR018</td>
<td>Introduction to Youth Sport</td>
<td>20</td>
<td>SEM1</td>
<td>Core</td>
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<tr>
<td>4SR016</td>
<td>Introduction to Sports Development</td>
<td>20</td>
<td>SEM1</td>
<td>Core</td>
</tr>
<tr>
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<td>Investigating Socio-Historical Sporting Issues</td>
<td>20</td>
<td>SEM1</td>
<td>Core</td>
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<tr>
<td>4SR032</td>
<td>Preparing to Work in the Sport Industry</td>
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<tr>
<td>4SR019</td>
<td>Sport for Diverse Populations</td>
<td>20</td>
<td>SEM2</td>
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<td>4SR015</td>
<td>Sport in a Digital Age</td>
<td>20</td>
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September (Full-Time)

Part time students study alongside full time students. However, they do not study more than 80 credits in each academic calendar year.

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<td>Critical Issues in Community Sport</td>
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<tr>
<td>5SR018</td>
<td>The Study of Professional Sport</td>
<td>20</td>
<td>SEM1</td>
<td>Core</td>
</tr>
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<td>5SR020</td>
<td>Sport and Globalisation</td>
<td>20</td>
<td>SEM1</td>
<td>Core</td>
</tr>
<tr>
<td>5SR028</td>
<td>Sports Industry Experience</td>
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<td>Sports Event Management</td>
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<td>Writing a research proposal</td>
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September (Full-Time)

Part time students study alongside full time students. However, they do not study more than 80 credits in each academic calendar year.

### Year 3

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<td>Sport as Entertainment</td>
<td>20</td>
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<td>6SR025</td>
<td>Evaluating the Impact of Sport</td>
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<td>6SR018</td>
<td>Global Mega Events</td>
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<td>SEM2</td>
<td>Core</td>
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<td>6SR017</td>
<td>Contemporary Issues in Sports Studies</td>
<td>20</td>
<td>SEM2</td>
<td>Core</td>
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<tr>
<td>6SR019</td>
<td>The Professional Project</td>
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<td>YEAR</td>
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</table>
### CertHE Course Learning Outcome 1 (CHECLO1)

Demonstrate knowledge of the underlying concepts and principles associated with your area(s) of study, and an ability to evaluate and interpret these within the context of that area of study.

**Contributing Modules**
- 4SR013 Investigating Socio-Historical Sporting Issues
- 4SR015 Sport in a Digital Age
- 4SR016 Introduction to Sports Development
- 4SR018 Introduction to Youth Sport
- 4SR019 Sport for Diverse Populations
- 4SR028 Youth Sport Subcultures

### CertHE Course Learning Outcome 2 (CHECLO2)

Demonstrate an ability to present, evaluate and interpret qualitative and quantitative data, in order to develop lines of argument and make sound judgements in accordance with basic theories and concepts of your subject(s) of study.

**Contributing Modules**
- 4SR013 Investigating Socio-Historical Sporting Issues
- 4SR016 Introduction to Sports Development
- 4SR018 Introduction to Youth Sport

### CertHE Course Learning Outcome 3 (CHECLO3)

Evaluate the appropriateness of different approaches to solving problems related to your area(s) of study and/or work.

**Contributing Modules**
- 4SR018 Introduction to Youth Sport
- 4SR019 Sport for Diverse Populations

### CertHE Course Learning Outcome 4 (CHECLO4)

Communicate the results of your study/work accurately and reliably, and with structured and coherent arguments.

**Contributing Modules**
- 4SR013 Investigating Socio-Historical Sporting Issues
- 4SR015 Sport in a Digital Age
- 4SR028 Youth Sport Subcultures

### CertHE Course Learning Outcome 5 (CHECLO5)

Demonstrate the qualities and transferable skills necessary for employment requiring the exercise of some personal responsibility.

**Contributing Modules**
- 4SR018 Introduction to Youth Sport
- 4SR019 Sport for Diverse Populations

### DipHE Course Learning Outcome 1 (DHECLO1)

Demonstrate knowledge and critical understanding of the well-established principles of your area(s) of study, and of the way in which those principles have developed with an understanding of the limits of your knowledge, and how this influences analyses and interpretations based on that knowledge.

**Contributing Modules**
- 5SR018 The Study of Professional Sport
- 5SR020 Sport and Globalisation
- 5SR022 Critical Issues in Community Sport
- 5SR026 Writing a research proposal

### DipHE Course Learning Outcome 2 (DHECLO2)

Demonstrate the ability to apply underlying concepts and principles outside the context in which they were first studied, including, where appropriate, the application of those principles in an employment context.

**Contributing Modules**
- 5SR022 Critical Issues in Community Sport
- 5SR027 Sports Event Management
- 5SR028 Sports Industry Experience

### DipHE Course Learning Outcome 3 (DHECLO3)

Demonstrate knowledge of the main methods of enquiry in the subject(s) relevant to the named award, and ability to evaluate critically the appropriateness of different approaches to solving problems in the field of study.

**Contributing Modules**
- 5SR018 The Study of Professional Sport
- 5SR022 Critical Issues in Community Sport
- 5SR026 Writing a research proposal

### DipHE Course Learning Outcome 4 (DHECLO4)

Use a range of established techniques to initiate

**Contributing Modules**
- 5SR018 The Study of Professional Sport
- 5SR020 Sport and Globalisation
- 5SR022 Critical Issues in Community Sport
and undertake critical analysis of information, and to propose solutions to problems arising from that analysis.

**DipHE Course Learning Outcome 5 (DHECLO5)**
Effectively communicate information, arguments and analysis in a variety of forms to specialist and non-specialist audiences, and deploy key techniques of the discipline effectively.

**DipHE Course Learning Outcome 6 (DHECLO6)**
Demonstrate the qualities and transferable skills necessary for employment, requiring the exercise of personal responsibility and decision-making and undertake further training, developing existing skills and acquire new competences that will enable them to assume significant responsibility within organisations.

**Ordinary Course Learning Outcome 1 (ORDCLO1)**
Employ social and political theory to explain and critique the development of sport, sport policy and sport cultures.

**Ordinary Course Learning Outcome 2 (ORDCLO2)**
Express an understanding of the role of sport in a global context.

**Ordinary Course Learning Outcome 3 (ORDCLO3)**
Explain the social and cultural meanings attached to sport and their impact on participation, performance and media representation across a range of sports sectors.

**Ordinary Course Learning Outcome 4 (ORDCLO4)**
Employ strategic planning and development planning skills in analysing, understanding and addressing the development needs and intentions of sport organisations and communities.

**Ordinary Course Learning Outcome 5 (ORDCLO5)**
Develop a wide range of research strategies in order to challenge standard explanations of sport.

**Ordinary Course Learning Outcome 6 (ORDCLO6)**
Apply skills, knowledge and practical real world experience to enhance employability.

**Honours Course Learning Outcome 1 (DEGCLO1)**
Employ social and political theory to explain and critique the development of sport, sport policy and sport cultures.

**Honours Course Learning Outcome 2 (DEGCLO2)**
Express an understanding of the role of sport in a
Employability in the Curriculum

This course will equip you to work in sport, physical activity and educational settings, such as the sport development industry, sport governing bodies, clubs, organisations, schools, research centres, and academic institutions.

As a graduate of a sports related degree you will also be well prepared for employment in the wider sport and physical activity sector. The Government’s ‘Sporting Future’ strategy identified that sport and physical activity is central to life in the UK. It has the power to transform people’s wellbeing and create a fitter, healthier and happier nation. The transformative power of sport has never been more important as the growing levels of health problems and conditions associated with physical inactivity cost the nation over £7 billion each year. Sport and physical activity also contributes approximately £40 billion to the UK economy each year, with one million people employed in the sport and physical activity sectors.

With the significant role that sport plays in the health of the nation, and its contribution to the economy, it is no surprise that supporting this sector is considered crucial by the Government. This is clearly illustrated by Sport England’s ‘Towards an Active Nation’ strategy that will see nearly £325 million invested in increasing sport participation from 2016-2021. The strategy focuses on the benefits that sport can bring to people and to society, with the aim of enhancing physical wellbeing, mental wellbeing, individual development, social and community development and economic development. Investment will target key areas such as:

Tackling inactivity
Children and young people – increasing children’s basic competence and enjoyment
Taking sport and activity into the mass market – increasing mass participation
Supporting sport’s core markets – supporting those who already have a strong affinity for sport, (including talented athletes)
Local delivery – investing in up to 10 specific areas to pilot new, more joined up approaches to getting people active
Creating welcoming sports facilities

Teaching, Learning and Assessment

While at university you will have the opportunity to:

1. Acquire, generate, interrogate and apply knowledge from a wide range of sources (In Sport in a Digital Age, Sport and Globalisation and Contemporary Issues students will search for and use a wide range of information from the sport sociology literature in order to complete the assessment).

2. Develop research skills to enable analysis, synthesis, understanding and evaluation of data and information (Students will engage in research throughout the course not only in research specific modules but also in applied modules such as Evaluating Sport Development).

3. Demonstrate self-discipline and organizational skills by meeting deadlines, and taking responsibility for your own development and learning (The placement module at level 5 and the personal project are examples of 2 opportunities for students to develop these attributes).

4. Present ideas clearly in an informed and persuasive manner to a variety of audiences (Youth Sport is one example where the students will present the sessions they have written to a particular client group. In contrast, the Organising Events module will allow the students to present their ideas in a more formal way to panels relevant to the event they are working on).

5. Be innovative, creative and enterprising work collaboratively, whilst acknowledging, respecting and engaging with the views of others in a constructive and empathetic manner (In Sport for Diverse Populations, students will be challenged to consider the unique needs of different client groups).

6. Draw on professional advice and feedback to reflect on and improve your own learning and professional practice (The placement module and Evaluating Sport Development module will require students to reflect on their own practice).

7. Prepare for the world of work through engagement with real life situations, briefs and problems (A large number of the assessments on the course reflect ‘real world’ problems. Examples include writing funding bids for the Critical Issues in Community Sport module and developing session plans relevant for coaches, teachers and youth leaders in Introduction to Youth Sport).

8. Engage with new ideas and ways of working as an active member of the communities in which you study, live and work (Critical Issues in Community Sport provides the students with the opportunity to research the needs of their communities and develop strategies alongside relevant partners to improve aspects of community life)

- Attending lectures with input provided by the tutor.
- Reading and researching both core and supplementary material from books, journals and electronic sources
- Tutorial support.
- Manage independent study tasks in preparation for seminars
- Contribute to group discussions based on research and learning activities in supporting modules
- Independent practical study
- Group discussions on a wide range of suggested current issues

- Attending practical lectures and teaching/coaching their peers
- Observing the teaching/coaching/delivery of others and providing/receiving relevant feedback
- Assessment preparation workshops and feedback tutorials.
- Problem solving and decision making to enhance and practice professional skills development.
- Engagement in a range of blended learning activities.
- The University of Wolverhampton Employability Award will be embedded in the following modules
- Introduction to the Sports Industry (Level 4);
- Sports Industry Placement (Level 5)
- Evaluating Sport Development (Level 6).

Reference Points
• The design and learning outcomes for this pathway are in line with QAA subject benchmarks and HEA Frameworks for Higher Education Qualifications
• Equality and Diversity and SEN of students are in line with QAA Code of Practice Section 3/ University of Wolverhampton quality control

Academic Regulations Exemptions

None

Support with your studies

University Learning Centres are the key source of academic information for students providing access to:

• Physical library resources (books, journal, DVDs etc.)
• Study areas to allow students to study in the environment that suits them best: Social areas, quiet and silent areas.
• A wide range of online information sources, including eBooks, e-journals and subject databases
• Academic skills support via the Skills for Learning programme
• Students on campus can attend workshops or ask for one-to-one help on a range of skills such as academic writing and referencing.
• Dedicated Subject Pages to enable you to explore key online information sources that are recommended for their studies.
• Physical access to local libraries both in UK and overseas via SCONUL and WorldCat agreements

We also strongly advise you to download to “MyWLV” student app. MyWLV is a single point of personalised access to the variety of systems the University offers. This includes pulling through relevant information (e.g. deadlines, timetables) and linking to underlying systems.

Leave of Absence:

The University allows breaks in learning of up to two years and there is a process for applying for a leave of absence, which can be accessed through your e:Vision account. Initially you will need to apply for the leave of absence, which could be for medical, parental or personal reasons. A short-term absence, such as annual leave, must not be recorded as a break. The course leader will consider, and where appropriate agree, the leave of absence application. A return date will be identified and agreed for a suitable point in the programme. Additional course fees may be incurred as a result of a leave of absence and you are advised to discuss this with the Faculty Student Services team prior to application.

Course Specific Support

Learning support will be provided in the following ways:

Each student will be allocated a personal tutor.
Module tutorial support will be factored into each module.
Students with disabilities are able to gain a wide range of support from the Student Enabling Centre.
Support for academic skills will be embedded into the curriculum.
Each student will be allocated a supervisor for their professional project at level six.

Students are able to access a wide range of resources to support their learning via the 'Skills for Learning' programme.
Contact Hours

In higher education, the term ‘contact hours’ is used very broadly, to refer to the amount of time that you spend learning in contact with teaching or associated staff, when studying for a particular course.

This time provides you with the support in developing your subject knowledge and skills, and opportunities to develop and reflect on your own, independent learning. Contact time can take a wide variety of forms depending on your subject, as well as where and how you are studying. Some of the most common examples are:

- lectures
- seminars
- tutorials
- project supervisions
- demonstrations
- practical classes and workshops
- supervised time in a studio/workshop
- fieldwork
- external visits
- work-based learning (including placements)
- scheduled virtual interaction with tutor such as on line, skype, telephone

In UK higher education, you as the student take primary responsibility for your own learning. In this context, contact time with teaching and associated staff is there to help shape and guide your studies. It may be used to introduce new ideas and equip you with certain knowledge or skills, demonstrate practical skills for you to practise independently, offer guidance on project work, or to provide personalised feedback.

Alongside contact time, private or independent study is therefore very significant. This is the time that you spend learning without direct supervision from, or contact with, a member of staff. It might include background reading, preparation for seminars or tutorials, follow-up work, wider practice, the completion of assignments, revision, and so on.

50 Day Engagement:

You will be withdrawn from the University if you fail to engage with the academic requirements of your course of study, within 50 days of the course start date, following repeated and reasonable attempts by the University to contact you.

Course Specific Health and Safety Issues

No specific health and safety issues have been recorded for this provision, but should this change your Course Leader will make you aware of this and provide relevant guidance as appropriate.

Course Fact File
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**THE UNIVERSITY OF OPPORTUNITY**

Published: 15-Aug-2018 (Auto Published)