

# PROGRAMME SPECIFICATION

This Programme Specification is correct as of the date indicated; however, minor amendments may be made throughout the year and will be incorporated in the annual updating process.

## SECTION A: DETAILS OF THE COURSE AND AWARD

|                                 |                                                                                                                              |
|---------------------------------|------------------------------------------------------------------------------------------------------------------------------|
| Programme Title                 | BA (Hons) Physical Education                                                                                                 |
| Awarding Body                   | Buckinghamshire New University                                                                                               |
| Teaching Institution            | UCFB                                                                                                                         |
| Faculty                         | Design, Media & ManagementDesign, Media & Management                                                                         |
| School                          | Applied Management & LawApplied Management & Law                                                                             |
| Name of Final Award             | Bachelor of Arts with Honours, BA (Hons)Bachelor of Arts with Honours, BA (Hons)                                             |
| NQF/FHEQ Level of Qualification | Level 6: Bachelor's degree with honoursLevel 6: Bachelor's degree with honours                                               |
| QAA Benchmark Statement(s)      | This programme has been examined against the Subject Benchmark statements for Hospitality, Leisure, Sport and Tourism (2008) |
| UCAS Code                       |                                                                                                                              |
| Course Code(s)                  | TBC                                                                                                                          |
| Mode and Length of Study        | 3 years, full-time                                                                                                           |
| Number of Intakes               | 1                                                                                                                            |
| Regime of Delivery              | Attendance                                                                                                                   |
| Language of Study               | English                                                                                                                      |
| Details of Accreditation        | NA                                                                                                                           |
| Publication Date                | 01 September 2015                                                                                                            |

### Potential Student Profile / Criteria for Admission:

*What the award is about and who the programme is aimed at:*

This award is a 3 year BA Hons in Physical Education which is designed to give students interested in sports coaching and teaching pedagogy a variety of skills to pursue exit routes into areas of Physical Education teaching, sports coaching and the health and exercise sectors. Students will be able to apply for Post Graduate study or select alternative pathways within a variety of health sector organisations.

The programme is underpinned by a core spine of coaching pedagogy modules that are complimented by physical activity modules tailored to support a flexible career in the business and teaching sectors of sport. The programme is supported by UCFB's Complementary Curriculum and its aims and learning outcomes have been constructed in line with the 2007 QAA Subject Benchmark statements for General Business and Management and the 2008 QAA Subject Benchmarks for Hospitality, Leisure, Sport and Tourism. The benchmarks state that there should be integration between theory and practice through delivery. The core academic curriculum is the component of UCFB's Higher Education provision that

is directly related to student tuition fees. The Complementary Curriculum is an 'added value' provision to the programme that is not paid for by tuition fees.

Careers roles include:

- PE teacher/ educator
- Physical and Exercise Instructor
- Health/Fitness Professional
- Assistant Teacher/coordinator
- Coaching Professional

*Why students should choose this award:*

This award would be the first choice for students who would like to progress in the areas of health and exercise in a teaching or coaching capacity. Students should be driven by sport, exercise and leadership and wish to further their ambitions in physical education teaching. The student will be supported through selected qualifications as well as gaining an understanding of the science of physical exercise, coaching and teaching and will be given opportunities to coach and instruct individuals and groups within a variety of sports led disciplines. They will gain sound knowledge on identifying, teaching, coaching, identifying talent, analysing performance and high performance training and teaching. The Complementary Curriculum will provide opportunity to enhance employability through industry-based qualifications such as Teaching, CYQ Fitness Instruction, Performance Analysis, FA Level 1 and FA Level 2 certificates and multi-sports qualifications. There is a range of guest speakers and guest coaches from across the professional sports and physical exercise field as well as opportunities to network with guest lecturers from industry. UCFB is an accredited First for Sport Centre and can deliver a range of sporting qualifications.

Year 1 aims to develop students' academic and professional skills with a focus on physical exercise, pedagogy and coaching. There is a focus on individual development and reflection which is mirrored in the nature of assessments. Year 1 students are supported by the Complementary Curriculum which brings students into contact with industry guest speakers, teachers and coaches. Assessments in Year 2 will build knowledge in student management and develop employability skills and behaviours. The Year 2 Complementary Curriculum provides opportunities to undertake work experience with end of year internships vital for students to develop contacts and networks in the sports industry. The assessment regime and weightings in Year 3 place an emphasis on individual academic and practical teaching competencies.

The core academic curriculum is the component of UCFB's Higher Education provision that is directly related to the student tuition fees. The Complementary Curriculum is an 'added value' provision to the paid for element of the degree programme. Opportunities to increase employability will be provided through assessments, Masterclass industry workshops, the Professional Development Programme (PDP) and the Executive Guest Speaker Programme. PDP facilitates and supports the academic and professional development of each student. The Executive Guest Speaker programme is designed to expose students to career insights from successful industry professionals and to provide students with networking opportunities. This balanced and tailored approach to learning enhancement provides an award that is fit for purpose.

*Opportunities available for students after completion of the award:*

Students will be able to pursue specific interests aroused by their studies to continue in Higher Education on a suitable post graduate programme. The work placement opportunities are competitive and will give students the opportunity to network with organisations, managers and influential stakeholders within the wider sports industry. As a result, this may enhance students' post graduate employment opportunities. UCFB's Professional Development Programme systematically monitors the engagement and participation of each student throughout the three years, and each student will be allocated an Academic Mentor for the entirety of their degree. This enables UCFB to better understand the individual needs and career expectations of each student.

*Expected entry qualifications, knowledge and skills that the entrant will have on entry to the programme:*

The entry profile is guided by the university's standard entry requirements for undergraduate programmes. Whilst most prospective students may be school leavers, the programmes may also attract mature students with past employment experience. Entry criteria are thus relatively flexible, realistic and afford recognition for previous academic qualifications and/or industry experience.

Applicants will normally have achieved one of the following:

- 2 A levels achieving a minimum of 280-320 UCAS Tariff Points from at least two A levels or equivalent
- International Baccalaureate (minimum of 24 points)
- A National Diploma in an appropriate subject at Merit level
- A Merit level Advanced GNVQ in an appropriate subject;
- Pass Access Course: minimum of 60 credits, including at least 45 at Level 3.
- An equivalent qualification

Students should have a strong GCSE profile, including Maths and English at Grade C, or equivalent. Other qualifications, including overseas qualifications, may be considered for entry. Applicants for whom English is a second language should have achieved IELTS 6 or equivalent for entry into Level 4.

The course also welcomes applications from mature students who lack the above qualifications but may have relevant experience. Students with disabilities are also welcome to apply.

All students applying to the programme will be expected to demonstrate a specific interest in this area of study and should have a commitment to engaging with the subject through the academic programme and our complementary curriculum involving high profile guest speakers, master classes and short course opportunities.

### **Entry with advanced standing**

Students are normally expected to start at Level 4, but can be admitted to any level of the course which is considered suitable, after portfolio review and interview using the Credit Accumulation and Transfer Scheme (CATS). Under this arrangement, a student may apply to have previous academic credits or other learning or experience taken into consideration. Such applications are considered by the Faculty CATS committee and must be supported by the Course Leader.

## **SECTION B: PROGRAMME AIMS, OUTCOMES, LEARNING, TEACHING AND ASSESSMENT METHODS**

### **Programme Aims**

The following programme aims have been developed to reflect the relevant subject benchmark statements. These are threshold levels only and indicate the minimum levels of attainment required of a graduate of the course. The levels to which outcomes have been attained are identified by the students' eventual degree classification.

The main educational aims of the programme are to:

- give a competent understanding of teaching, learning and assessment
- allow application of theoretical knowledge to plan and deliver effective coaching and physical education lessons.
- develop students' ability to draw upon subject knowledge to develop curricula, critical thinking skills, self-evaluation and Personal Development Planning.
- provide students with improvement planning to enhance independence, creativity and team-working skills; preparing students to influence and lead physical activity in educational settings.

## Programme Learning Outcomes

### A. *Knowledge and Understanding*

On successful completion of the programme a graduate will be able to:

1. Demonstrate knowledge and understanding of how young people develop physically and the wider benefits that derive from exercise and movement.
2. Understand how the health and well-being of young people are supported by health professionals.
3. Understand the relationship between physical exercise, wellness and how the national government health agenda impacts sport and physical education.

### B. *Intellectual/Cognitive Skills*

On successful completion of the programme a graduate will be able to:

1. Apply a range of cognitive, intellectual and critical thinking skills specific to the theory of physical education and exercise theory.
2. Effectively communicate using a range of methods which are widely used in teaching, coaching and the promotion of health and wellness.
3. Critically evaluate issues in terms of relevance and importance to young people within a sport and health driven environment.
4. Use reflection and self-reflection skills as a learning resource for both themselves and their students

### C. *Practical Skills*

On successful completion of the programme a graduate will be able to:

1. Plan and prepare to teach physical education and sports coaching sessions to both individuals and groups.
2. Write, present and teach/coach using a range of emergent technologies applicable to industry expectations.
3. Undertake data analysis, interpretation and extrapolation; use qualitative and quantitative research data in a range of exercise settings.
4. Conduct research and observational analysis to identify talent for sport and physical activity improvements.

### D. *Key/Transferable Skills*

On successful completion of the programme a graduate will be able to:

1. Analyse organisational data and interpret, and extrapolate for a range of sport business environments.
2. Construct persuasive arguments through effective oral and written communications whilst demonstrating listening, negotiating and presentation skills.
3. Apply self-management in terms of independent research, planning and meeting set objectives.
4. Engage in critical debate about the nature of education, self-reflect with openness and sensitivity to diversity.

**Table 1: Programme Skills Matrix – Assessment**

| Module Code                     | Information Acquisition             | Critical thinking, analysis and synthesis | Self-reflection and criticality     | Communication Skills: Oral          | Communication Skills: Written       | Information & Communications Technology (ICT) | Numeracy & Quantitative Skills      | Problem Solving & Decision Making   | Independent & Self-managed Learning | Working with Others                 |
|---------------------------------|-------------------------------------|-------------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-----------------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| FB4 Sport pedagogy              | <input type="checkbox"/>            | <input type="checkbox"/>                  | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>                      | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| FB409 Thry of coaching          | <input checked="" type="checkbox"/> | <input type="checkbox"/>                  | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/>           | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| FB4 PEx 4H                      | <input checked="" type="checkbox"/> | <input type="checkbox"/>                  | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/>           | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| FB4 A&P                         | <input checked="" type="checkbox"/> | <input type="checkbox"/>                  | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>                      | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| FB5 Nutrition                   | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/>       | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>                      | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| FB513 Talent ID                 | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/>       | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/>           | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| FB518 RMethods                  | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/>       | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/>           | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| FB535 Clrm & BMngmnt            | <input checked="" type="checkbox"/> | <input type="checkbox"/>                  | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>                      | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| FB630 wking with children & dis | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/>       | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/>           | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| FB6 Expr. Mvmt                  | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/>       | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>                      | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| FB607 Rs project                | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/>       | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/>           | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| FB616 High perf. Coaching       | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/>       | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>                      | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |

\* Information in this table should be aligned to the skills matrix in each module descriptor.

Students will have first-class facilities and resources to support their studies within a world class sport business environment. The programme is constructed in line with the 2008 Hospitality, Sport, Leisure and Tourism benchmarks. The benchmarks state that there should be integration between theory and practice through delivery and an emphasis on autonomous learning. Within the programme's core curriculum, the theory-practice link will be achieved through a range of assessments that include essays, exams, presentations, live projects and investigatory reports.

The teaching schedule will integrate contact and online teaching methods through a weekly delivery of 2 hour lectures, 2 hour seminars and a minimum of 2 hours independent learning via tasks set in the Virtual Learning Environment (VLE). Students are expected to attend and engage in at least 90% of lectures, seminars and practical learning activities in order to reap the benefits of the Complementary Curriculum. Online discussion forums and interactive technologies will be used to engage with students

and develop their level of knowledge and critical thinking to ensure that they meet the module learning outcomes.

A blended approach will be applied to the teaching and learning strategies and modes of assessment to provide opportunities for all students to flourish. Critical thinking skills (developed by year 3) will be further enhanced by development of reflective and self-reflection skills that are needed by competent teachers. Formative and summative modes of assessment are integrated across the programme, enabling tutors to monitor individual levels of student development. Formative assessment methods employed across the programme will include: presentations, student led learning sessions, multi-media platform discussions and academic mentor meetings provided by tutors. Feedback from this range of assessments and scheduled meetings with a tutor will enable students to link the guidance provided with their personal development and action plans. This will provide a platform for development that can be linked to the completion of summative assessments.

Summative assessments will be designed to provide students with fair and supportive opportunities to attain module specific learning outcomes. Throughout the programme students are encouraged and supported to gain knowledge and develop subject specific skills via their practical application and ability to work as an independent and autonomous learner within the context of the programme title.

At level 5 and 6, seminars and workshops will be employed to promote student participation in modules through student led seminars. Within all levels there is an emphasis on written examinations, case studies and oral presentations, as these will also serve to reassure the sector about overall competencies of the graduate and their ability to work under pressure within the workplace upon graduation.

## **Work-Based / Placement Learning**

For programmes which contain work-based or placement learning, a summary of the nature of this should be included here. Brief details should also be given regarding the way information will be provided to students on their responsibilities, university responsibilities and how support and guidance can be accessed prior to, throughout and following their work-based and placement learning.

## SECTION C: PROGRAMME STRUCTURE(S) AND MATRIX MAPPING

Table 2: Programme Structure Table

| Course Title  |                                    | Physical Education |                     |                                 |              |                   |              |             |                 |
|---------------|------------------------------------|--------------------|---------------------|---------------------------------|--------------|-------------------|--------------|-------------|-----------------|
| Course Code   |                                    |                    |                     |                                 |              |                   |              |             |                 |
| Mode of Study |                                    | Full Time          |                     |                                 |              |                   |              |             |                 |
| Credit Value  |                                    | UK                 | 360                 |                                 | ECTS         |                   | 180          |             |                 |
| Module Code   | Module Title                       | QCF/FHEQ Level     | Course Stage / Year | Status in Award Core / Optional | Credit Value | Assessment Regime |              |             | Semester Taught |
|               |                                    |                    |                     |                                 |              | Written Exam %    | Coursework % | Practical % |                 |
| FB4P.E        | Physical Education Sport Pedagogy  | 4                  | 1                   | C                               | 30           |                   | 80           | 20          | 1               |
| FB409         | Theory of Coaching                 | 4                  | 1                   | C                               | 30           |                   | 50           | 50          | 1               |
| FB4A&P        | Anatomy & Physiology               | 4                  | 1                   | C                               | 30           | 50                | 50           |             | 2               |
| FB4PAFC       | Physical Exercise for Health       | 4                  | 1                   | C                               | 30           |                   | 60           | 40          | 2               |
| FB5Nutrition  | Nutrition for a Healthy Lifestyle  | 5                  | 2                   | C                               | 30           | 40                | 60           |             | 1               |
| FB513         | Talent Identification              | 5                  | 2                   | C                               | 30           |                   | 50           | 50          | 1               |
| FB5RM         | Research Methods                   | 5                  | 2                   | C                               | 30           |                   | 100          |             | 2               |
| FB5C&BM       | Classroom and Behaviour Management | 5                  | 2                   | C                               | 30           | 40                | 60           |             | 2               |
| FBWWC         | Working with Children              | 6                  | 3                   | C                               | 30           | 50                | 50           |             | 1               |
| FB6EXM        | Expressive Movement                | 6                  | 3                   | C                               | 30           |                   | 80           | 20          | 1               |
| FB607         | Research Project                   | 6                  | 3                   | C                               | 30           |                   | 100          |             | 2               |
| FB616         | High Performance Coaching          | 6                  | 3                   | C                               | 30           |                   | 40           | 60          | 2               |

**Table 3: Mapping of Programme Outcomes to Modules**

| Programme Outcome                                                                                                                                                                         | Level 4<br>(Code)                  | Level 5<br>(Code)              | Level 6<br>(Code)                  | Level 7<br>(Code) | Level 8<br>(Code) |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------|--------------------------------|------------------------------------|-------------------|-------------------|
| <b>A. Knowledge and Understanding</b>                                                                                                                                                     |                                    |                                |                                    |                   |                   |
| A1 Apply a range of cognitive, intellectual and critical thinking skills specific to the theory of physical education and exercise theory.                                                | 409<br>FB4PE<br>FB4A&P<br>FB4PEH   | 512<br>FBRM<br>FB5C&BH<br>FB5N | FB616<br>FB6EXM<br>FB6WWC          | N/A               | N/A               |
| A2 Understand how the health and well-being of young people are supported by health professionals.                                                                                        | FB4PE<br>FB4A&P                    | 512<br>FBRM<br>FB5C&BH<br>FB5N | FB616<br>FB6EXM<br>FB6WWC          | N/A               | N/A               |
| A3 Understand the relationship between physical exercise, wellness and how the national government health agenda impacts sport and physical education.                                    | FB4PE<br>FB4A&P<br>FB4PEH          | 512<br>FBRM<br>FB5C&BH<br>FB5N | FB616<br>FB6EXM<br>FB6WWC          | N/A               | N/A               |
| <b>B. Intellectual / Cognitive Skills</b>                                                                                                                                                 |                                    |                                |                                    |                   |                   |
| B1 Apply a range of cognitive, intellectual and critical thinking skills specific to the theory of physical education and exercise theory.                                                | 409<br>FB4PE<br>FB4A&P<br>FB4PEH   | 512<br>FBRM<br>FB5C&BH<br>FB5N | FB607<br>FB616<br>FB6EXM           | N/A               | N/A               |
| B2 Effectively communicate using a range of methods which are widely used in coaching, the promotion of health and wellness.                                                              | 409<br>FB4PE<br>FB4A&P<br>FB4PEH   | 512<br>FBRM<br>FB5C&BH<br>FB5N | FB616<br>FB6EXM                    |                   |                   |
| B3 Critically evaluate issues in terms of relevance and importance of researching qualitative and quantitative data to develop young people within a sport and health driven environment. | 409<br>FB4PE<br>FB4A&P<br>FB4PEH   | 512<br>FBRM<br>FB5C&BH<br>FB5N | FB607<br>FB6WWC                    | N/A               | N/A               |
| <b>C. Practical Skills</b>                                                                                                                                                                |                                    |                                |                                    |                   |                   |
| C1 Plan and prepare to teach physical health and sports coaching sessions to both individuals and groups.                                                                                 | FB409<br>FB4PE<br>FB4A&P<br>FB4PEH | 512<br>FBRM<br>FB5C&BH<br>FB5N | FB607<br>FB616<br>FB6EXM<br>FB6WWC |                   |                   |
| C2 Write, present and teach/coach using a range of emergent technologies applicable to industry expectations.                                                                             | 409<br>FB4PE<br>FB4PEH             | 512<br>FBRM<br>FB5C&BH<br>FB5N | FB616<br>FB6EXM                    | N/A               | N/A               |
| C3 Undertake data analysis, interpretation and extrapolation in a range of exercise settings                                                                                              | 409<br>FB4PE<br>FB4A&P<br>FB4PEH   | 512<br>FBRM<br>FB5C&BH<br>FB5N | FB607                              | N/A               | N/A               |

| Programme Outcome                                                                                                                                        | Level 4<br>(Code)                | Level 5<br>(Code)              | Level 6<br>(Code)                  | Level 7<br>(Code) | Level 8<br>(Code) |
|----------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------|--------------------------------|------------------------------------|-------------------|-------------------|
| C4 Conduct research and observational analysis to identify talent for sport and physical activity.                                                       | 409<br>FB4PE<br>FB4A&P<br>FB4PEH | 512<br>FBRM<br>FB5C&BH<br>FB5N | FB607<br>FB616<br>FB6EXM           | N/A               | N/A               |
| <b>D. Key / Transferable Skills</b>                                                                                                                      |                                  |                                |                                    |                   |                   |
| D1 Analyse organisational data and interpret, and extrapolate for a range of sport business environments.                                                |                                  | 512<br>FBRM<br>FB5C&BH<br>FB5N | FB607<br>FB616<br>FB6EXM<br>FB6WWC | N/A               | N/A               |
| D2 Apply self-management in terms of independent research, planning and meeting set objectives.                                                          | 409<br>FB4PE                     | 512<br>FBRM<br>FB5C&BH<br>FB5N | FB607<br>FB616<br>FB6EXM<br>FB6WWC | N/A               | N/A               |
| D3 Construct persuasive arguments through effective oral and written communications whilst demonstrating listening, negotiating and presentation skills. | FB4A&P                           | 512<br>FBRM<br>FB5C&BH<br>FB5N | FB607<br>FB6EXM<br>FB6WWC          | N/A               | N/A               |
| D4 Engage in critical debate about the nature of education, self-reflect with openness and sensitivity to diversity.                                     | FB4PE<br>FB4A&P<br>FB4PEH        | 512<br>FBRM<br>FB5C&BH<br>FB5N | FB607<br>FB6EXM<br>FB6WWC          | N/A               | N/A               |

\* Delete or add rows as applicable

## SECTION D: CONTACT HOURS

*Note: Hours are worked on the basis of full-time study. 1 Academic Credit is equated to 10 notional learning hours. A full-time undergraduate student will normally study 120 credits in an academic year which is therefore equated to 1200 notional hours. A full time postgraduate student will normally study 180 credits in an academic year which equates to 1800 hours. Module Descriptors provide detailed breakdowns of the categories given below.*

**Table 4: Breakdown of Contact Hours**

| Year of course | Scheduled Learning and Teaching Activities | Guided Independent Study | Placement / Study Abroad | Total       |
|----------------|--------------------------------------------|--------------------------|--------------------------|-------------|
| Year One       | 360                                        |                          |                          | <b>1200</b> |
| Year Two       | 360                                        |                          |                          | <b>1200</b> |
| Year Three     | 360                                        |                          |                          | <b>1200</b> |
| <b>Total</b>   | <b>1080</b>                                |                          |                          | <b>3600</b> |

\*These hours should be calculated based on the hours stated in the module descriptors.

## SECTION E: ASSESSMENT REGULATIONS

This programme conforms to the approved University procedures as detailed on the University website with the following exceptions:

The following modules may not be condoned:\*

FB607; Research project cannot be condoned and must be passed to complete the BA (Hons) aspect.

This programme will be covered by the following University regulations: *University Academic Framework and Assessment Regulations*

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