

University of the West of Scotland

Undergraduate Programme Specification

Session: 2023/24

Last Modified: May 24

Status: Suspended

1	Named Award Title:	BSc (Hons) Sport Development
2	Award Title for Each Award: ¹	BSc (Hons) Sport Development BSc Sport Development DipHE Sport Development CertHE Sport Science
3	Date of Validation / Approval:	March 2022
4	Details of Cohorts Applies to:	All students entering and continuing Levels 7-10 from 23/24
5	Awarding Institution/Body:	University of the West of Scotland
6	Teaching Institution(s)²:	University of the West of Scotland
7	Language of Instruction & Examination:	English
8	Award Accredited By:	N/a
9a	Maximum Period of Registration:	Authorised Interruption Guidance notes (uws.ac.uk)
9b	Duration of Study:	Full Time – 4 years
10	Mode of Study:	Full Time Part Time
11	Campus:	Lanarkshire Campus
12	School:	School of Health and Life Sciences
13	Programme Board:	Mental Health, Midwifery and Health
14	Programme Leader:	Raleigh Gowrie

15. Admission Criteria

Candidates must be able to satisfy the general admission requirements of the University of the West of Scotland as specified in Chapter 2 of the University Regulatory Framework together with the following programme requirements:

¹ Include main award and all exit awards e.g. BA / BSc / BEng / DipHE / CertHE

² University of the West of Scotland and include any collaborative partner institutions involved in delivery.

SQA National Qualifications:

Standard Entry: 120 UCAS Tariff points, grades AABB including a science subject or PE

Minimum Entry: 108 UCAS Tariff points, grades BBBB including a science subject or PE

Science subjects include Human Biology, Biology, Geography, Psychology, Sociology, Chemistry, Maths, Physics or Modern Studies. Maths must be at standard grade 3 or above, Intermediate 2 or National 4.

or GCE

Year 1 entry:

104 UCAS Tariff points, grades BCC, including a science subject or PE

or SQA National Qualifications/Edexcel Foundation

Year 1 entry: HNC Coaching and Developing Sport; Fitness, health and exercise; Sport and Recreation Management (for SQA HNC, with Grade B in the Graded Unit).

Year 2 entry: HNC Coaching and Developing Sport; Fitness Health and Exercise; Sport and Recreation Management (for SQA HNC, with Grade A in the Graded Unit)

Year 3 entry: HND Applied Sports Science GU AA; Coaching and Developing Sport GU AA; Fitness Health and Exercise GU AA; Sport and Recreation Management GU AA.

(For entry to academic year 23-24 onwards, any HND adopting a single GU approach requires a result of GUA.)

Other Required Qualifications/Experience

Volunteer or work experience in sport, health or exercise environments. RPL (Recognition of Prior Learning)

An applicant who has successfully completed a programme of certificated learning at a recognised UK awarding institution shall be considered for admission with specific credit, at an appropriate point on the programme of study for which entry is being sought.

IB (International Baccalaureate)

Year 1: 27 points with 3 subjects at H4 including a Science subject

Year 2: 30 points with 3 subjects at H4 including English, Sports, exercise & health science, and one other science subject

ILC (Irish Leaving Certificate) - Year 1 entry: H1H1H2H2 including a science subject or PE.

SWAP (Scottish Widening Access Programme)-Access to STEM ABB; Access to Life Sciences BBB; Access to Humanities ABB

Further desirable skills pre-application (i.e. to satisfy additional PSRB requirements or other)

Applicants should submit a strong personal statement and reference. Protecting Vulnerable Groups Scheme (PVG)

Successful applicants who gain a place on this course will need to register on the PVG Scheme, managed and delivered by Disclosure Scotland. Application will be managed through the University once you have accepted your offer, and further guidance will be provided during induction. There is a fee for joining the scheme and the appropriate fee should be covered by the student. Those students already part of the scheme may apply for an update which incurs a reduced fee. Current fees are available at <https://www.mygov.scot/apply-for-pvg>

Mature applicants will be considered on an individual basis where they can demonstrate relevant/extensive experience in conjunction with suitable qualifications.

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General Overview

Introduction

The BSc (Hons) Sport Development explores sport as a social science, highlighting the two key roles of sport development: Development of Sport and development through Sport. Students learn a range of theoretical perspectives for understanding sport and physical activity as complex parts of lives and societies. Using professional practical skills, they apply this knowledge in addressing real-world problems using sport and physical activity to impact health, promote social change, and develop community cohesion. It is a four-year, full-time programme, but it can also be offered on a part-time basis in consultation with the programme leader.

This programme aims to:

- balance vocational relevance with academic rigour in growing the discipline and practice of sport

development

- produce critical graduates who are ready for the workplace or further study and can demonstrate a wide range of specialist and transferable skills
- extend the local, national, and global reach of sport development through research-led teaching and world-changing graduates

Teaching and Learning Approach

Our learning and teaching strategy is supported by the UWS Curriculum Framework. Its hybrid approach is holistic, enabling students to master a range of competencies in flexible and contemporary ways. Our programme's mode of delivery is designated Hybrid C, indicating our programme combines online modalities with mandatory face-to-face learning on campus. Academic, personal, and professional development (APPD) forms a central spine of support for student success, wellbeing, and employability beginning with embedded threshold content in level 7, progressing through work-based learning modules at levels 8 and 9, and culminating in our capstone module at LIO, which allows our student to holistically demonstrate the learning they have gained.

We employ student-centred approaches throughout the programme with learning taking place in active, supportive, participatory, and contextualised environments. Students will be supported to develop a self-directed approach to their learning journey, and as they progress through the programme, the balance between independent and directed learning evolves in accordance with the level of study.

The modules presented within the programme provide authentic experiences for students allowing them to integrate their skills, knowledge, and abilities in real-world learning activities. Students will acquire practical knowledge and understanding through a variety of activities that simulate workplace practices and procedures. We promote gradually increasing student autonomy and active learning by encouraging students to apply both knowledge and practical skills at progressively higher levels throughout the programme. Additionally, students wishing to continue their studies will be eligible to undertake a range of postgraduate programmes within sport and related subjects such as physical education,

	<p>sports coaching, primary education, sport development, sport management, occupational and physio therapies, doctoral studentships, and more.</p> <p>The theoretical aspects of the programme are developed through a combination of synchronous and asynchronous activities. This approach enables students to engage with theories, concepts, and principles in an open, evaluative way and to develop their own critical, analytical and reflective skills as they progress. The aim is to foster a range of graduate attributes that will prepare students for their future careers and further study options.</p> <p>The programme makes use of a range of teaching and learning methods suggested in the QAA benchmark statement. These include: tutorials and seminars; one to one interaction; practical workshops and exercises in a simulated work environment; small group teaching and group project work; online learning; peer learning through discussion of colleagues work; independent learning; and external work experience (work related/based learning). Students are expected to undertake independent study to supplement and consolidate academic led activity. Virtual learning environments (VLE) support all of the teaching and learning activities.</p> <p>Assessment Strategy</p> <p>The assessment strategy is in line with the current QAA Subject Benchmark Statement for Sport. This states that assessment must be appropriate to the intended learning processes, the learning context and needs and stages of progression of the students. To ensure these requirements are met, assessment methods on the programme comprise a range of techniques. The assessment spread and type is managed to support the student experience, and this is reviewed on an annual basis.</p> <p>Where possible, all assessments are digitally enabled. A range of assessment methods are utilised that are appropriate to the level and subject. These methods consider developments in the professional sector, higher education, and advances in technology. Learning outcomes are assessed by a variety of methods aimed at enhancing the student experience. These methods include but are not limited to group and individual work, multiple-choice exams, reflective practice reports, essays, open-book exams, oral presentations, case studies, programme planning, debate & discussion, reflective learning logbooks, seen question online examinations, portfolios, research production, research reviews, blogs, and podcasts.</p> <p>Feedback is delivered either digitally or in person (in the case of practicals or presentations). Samples of work assessed through practicals, presentations, or oral exams are filmed to allow for both internal and external moderation.</p>
17	Graduate Attributes, Employability & Personal Development Planning
	<p>As a graduate from UWS students will be:</p> <ul style="list-style-type: none"> • Universal - globally relevant with comprehensively applicable abilities, skills and behaviours • Work ready - dynamic and prepared for employment in complex, ever-changing environments which require lifelong learning and resilience • Successful - as a UWS graduate with a solid foundation on which to continue succeeding and realising my potential, across various contexts

	<p>On the BSc (Hons) Sport Development, UWS provides students with opportunities to develop academically, personally, and professionally. Graduates will have acquired a range of subject-specific knowledge, study/digital skills, and 21st century skills.</p> <ul style="list-style-type: none"> • Subject-specific knowledge - Refers to range of discipline-specific facts, concepts, theories, skills, research, and their application to the real-world concerns and practices of the discipline. • Study/digital skills - refers to competencies in a specific array of academic skills involved in acquiring, organising, critiquing, and generating knowledge, and to the adept use of digital tools and environments for producing and communicating this knowledge. • 21st century skills - refers to the ability to communicate, share, and use information to solve complex problems, to be adaptable, to innovate in response to changing circumstances, to marshal technology to create new knowledge, and to expand human capacities. <p>The knowledge, skills, and abilities our students gain open a range of career opportunities across sport, exercise, fitness, and health industries. Personal Development Planning (PDP) is a core part of our work- based learning (APPD) modules that run across all years of the programme, and through these, we support students in planning their own career pathway.</p> <p>Our students commonly find employment in local authorities, professional sport, the NHS, governing bodies, and commercial and government organisations. A significant number of students also progress to postgraduate study each year.</p> <p>Some recent graduate destinations (last 5 years) include:</p> <ul style="list-style-type: none"> • Head of Development, Scottish Athletics • Regional Development Manager for Netball Scotland • Progressions Coordinator with Street League • Postgrad PE Teaching at University of Strathclyde and UWS • Health and Wellbeing Liaison Officer (Looked after Children) - Argyll and Bute Council • Young Carer Support Worker at 'Y Sort It', Clydebank • Graduate Job - Junior Consultant - TenIO IT Software Consultancy • Project Manager for Girvan Community Sport Hub • Physiotherapy Support Worker (bank), NHS Dumfries and Galloway • Care & Playful Learning Support Worker, MACS • Youth & community coach with Street League • MSc in Occupational Therapy, GCU • MRes, UWS • MSc Sport Coaching, UWS • PhD studentship, UWS • MSc Physiotherapy (pre-registration), GCU
18	Work Based Learning/Placement Details
	<p>The BSc (Hons) Sport Development programme provides students the opportunity to take part in effective work-based learning (WBL) modules. The interaction between employers and higher education providers is a fundamental part of sport programmes. We are committed to providing structured learning experiences for students through exposure to a range of occupations and career options, as well as class- based and community activities that incorporate employers as speakers, advisors, instructors, and career mentors. Our WBL programme addresses three key components: career awareness; career exploration; and career preparation. Students are provided experiences commensurate with their knowledge, skills, and abilities, and with their development stage via the core APPD spine.</p>

	<p>Where possible, the WBL modules allow students to gain experience relevant to their areas of interest. All students are provided training by our industry partners in-house at UWS; however, students can select their own placement after completion of training. Most students choose to work with our partners.</p> <p>Students are required to meet the expenses (e.g. travel) relating to the WBL modules.</p> <p>The Division of Sport and Exercise have a range of branded sports kit available for purchase by students via our provider's online store. Purchase of such kit is not a mandatory part of the course; however, it is advised that attending placement in branded kit will increase the professional appearance of students whilst representing the university. Any kit purchased is at the personal cost to each student.</p>
19	Attendance and Engagement
	<p>In line with the Student Attendance and Engagement Procedure, Students are defined as academically engaged if they are regularly engaged with timetabled teaching sessions, course-related learning resources including those in the Library and on the VLE, and complete assessments and submit these on time.</p>
20	Equality and Diversity
	<p>The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: UWS Equality, Diversity and Human Rights Code.</p> <p>Please detail any specific arrangements for this programme. This should be considered and not just refer the reader to the UWS Equality and Diversity policy.</p> <p>In line with current legislation (Equality Act, 2010) and the UWS Equality, Diversity, and Human Rights Code, our modules are accessible and inclusive, with reasonable adjustment for different needs where appropriate. Module materials comply with University guidance on inclusive learning and teaching, and specialist assistive equipment, support provision and adjustment to assessment practice will be made in accordance with UWS policy and regulations. Where modules require practical learning or assessment, alternative formats and/or roles will be provided for students with physical disabilities which impact participation.</p>

Programme structures and requirements, SCQF level, term, module name and code, credits and awards ([Chapter 1, Regulatory Framework](#))

21	Learning Outcomes (Maximum of 5 per heading)
	<p>Outcomes should incorporate those applicable in the relevant QAA Benchmark statements.</p> <p>Please ensure that Learning Outcomes are appropriate for the level of study. Further information is available via SCQF: https://scqf.org.uk/support/support-for-educators-and-advisers/support-for-colleges-heis/ and a Level Descriptors tool is available (SCQF Level Descriptors Tool Scottish Credit and Qualifications Framework) and ensure appropriate cognisance of Chapter 1, Regulatory Framework. https://www.uws.ac.uk/media/6514/regulatory-framework-2023-2024.pdf</p>

SCQF LEVEL 7 Learning Outcomes (Maximum of 5 per heading)	
Knowledge and Understanding	
A1	Demonstrate knowledge of physiology and anatomy in relation to the human body.
A2	Work with knowledge of the fundamentals of coaching practice and human movement
A3	Demonstrate knowledge of fundamentals of psychology and social structures contextualised to sport, exercise and health
Practice - Applied Knowledge and Understanding	
B1	Demonstrate competence in utilising a client-centred approach to supporting physical activity, health and exercise
B2	Exhibit the capacity to record data accurately and demonstrate the ability to perform basic data analysis.
B3	Apply basic discipline-specific knowledge in a practical/work-related context
B4	Display competency in core academic skills.
Communication, ICT and Numeracy Skills	
C1	Collect, interpret and communicate verbally and in written form information using a standard range of applications and procedures such as Word, Excel, PowerPoint and Video recording.
C2	Carry out basic manipulation of data including some statistical analysis
Generic Cognitive Skills - Problem Solving, Analysis, Evaluation	
D1	Undertake an objective approach to problem identification and solution, using evidence-based approaches and own initiative.
D2	Read and evaluate information from appropriate academic resources in order to support arguments.
Autonomy, Accountability and Working With Others	
E1	Accept responsibility for planning the achievement of identified goals both on their own as part of a group
E2	Prioritise, manage time and work to deadlines.
E3	Exercise initiative in undertaking laboratory reports and other written material

Learning Outcomes - Level 7 Core Modules

SCQF Level	Module Code	Module Name	Credit	Term			Footnotes
				1	2	3	
7	SPOR07021	Fundamentals of Sport & Exercise	60	✓			
7	SPOR07020	Coaching: Theory & Practice 1	30		✓		
7	SPOR07022	Physical Activity, Health and Fitness	30		✓		

22 a	Level 7 Criteria for Progression and Award
	<p>Progression to SCQF Level 8 is available to students who fulfil the university progression requirements as detailed in line with the Regulatory Framework.</p> <p>Students who have accrued a minimum of 120 credit points at SCQF Level 7 or above from the modules within this programme, including all core modules, may choose to exit with an award of CertHE Sport Science.</p> <p>This is in accordance with UWS Regulatory Framework.</p> <p>Distinction will be awarded in line with University Regulations and no imported credit can be used. (Regulations 3.35 & 3.26)</p> <p>Links: UWS Regulatory Framework; and Student Experience Policy Statement.</p>

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	Level 8 Learning Outcomes (Maximum of 5 per heading)
Knowledge and Understanding	
A1	Explain and compare a variety pedagogical and observational techniques in a coaching context.
A2	Demonstrate awareness of current government policy and its influences on sporting and health-related practices, institutions, organisations and funding across local, regional, national, international and global levels.
A3	Appreciate the psychosocial influences on sport and exercise participation
A4	Understand and apply the theories, concepts and principles of management functions within sport events and tourism.

Practice - Applied Knowledge and Understanding	
B1	Deliver and evaluate a selection of coaching and development activities.
B2	Undertake the collection and interpretation of routine data.
B3	Apply subject-specific knowledge in a work-based environment
Communication, ICT and Numeracy Skills	
C1	Further develop skills in relation to collation of information, interpretation and communication, verbally and in written form, complex information using a standard range of applications and procedures (e.g. Word, Excel, PowerPoint, Video recording and analysis, Technique Analysis Applications).
C2	Develop an appreciation of quantitative and qualitative methods of data collection and analysis.
C3	Convey complex information to a range of audiences and for a range of purposes
Generic Cognitive Skills - Problem Solving, Analysis, Evaluation	
D1	Demonstrate critical analysis, evaluation, and/or synthesis of ideas, concepts, and information relative to common issues in sport development.
D2	Undertake problem identification and formulation of evidence-based solutions.
Autonomy, Accountability and Working With Others	
E1	Exercise autonomy for identifying own learning needs.
E2	Take responsibility for planning the achievement of identified goals either on their own or as part of a group
E3	Prioritise, manage time and work to deadlines.

Learning Outcomes - Level 8 Core Modules

SCQF Level	Module Code	Module Name	Credit	Term			Footnotes
				1	2	3	
8	SPOR08036	Coaching: Theory & Practice 2	30	✓			
8	SPOR08044	Sports' Events and Tourism	20	✓			
8	SPOR08042	Sport and Exercise Experience	20	✓	✓		
8	SPOR08041	Psychosocial Aspects of Sport and Exercise	20		✓		

8	SPOR08043	Sport Policy and Development	30		✓	
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22b	Level 8 Criteria for Progression and Award
	<p>Progression to SCQF Level 9 is available to students who fulfil the university progression requirements as detailed in line with the Regulatory Framework.</p> <p>Students who have accrued 240 credit points of which a minimum of 90 are at SCQF Level 8 or above, including all core modules, may choose to exit with an award DipHE Sport Development.</p> <p>This is in accordance with UWS Regulatory Framework.</p> <p>Distinction will be awarded in line with University Regulations and no imported credit can be used. (Regulations 3.35 & 3.26)</p> <p>Links: UWS Regulatory Framework; and Student Experience Policy Statement.</p>

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	SCQF LEVEL 9 Learning Outcomes (Maximum of 5 per heading)
Knowledge and Understanding	
A1	Exhibit a detailed knowledge of the social, political, and cultural theories pertinent to sport and their influence on individuals and societies
A2	Understand and apply various sport development functions in a range of public and commercial contexts
A3	Display a broad understanding of the role of sport and physical activity in improving population health and critically appraise the effects of sport and exercise intervention on the participant.
A4	Demonstrate a critical appreciation of the role of reflective practice in at least one vocational context.
Practice - Applied Knowledge and Understanding	
B1	Apply knowledge of research process and design.
B2	Engage in context-specific reflective practice and link to research.
B3	Present a comprehensive work and evidence-based portfolio based on industry required attributes

B4	Review organisational objectives and management methods and undertake a needs analysis for relevant organisation incorporating a variety of views and approaches.
Communication, ICT and Numeracy Skills	
C1	Further develop skills in relation to collation of information, interpretation and communication verbally and in written form, complex information using a standard range of applications and procedures (eg. Word, Excel, PowerPoint, Video recording and analysis, Technique Analysis Applications).
C2	Use advanced skills in data analyses related to a specific research methodology including the use of statistical and/or textual analysis software where appropriate
Generic Cognitive Skills - Problem Solving, Analysis, Evaluation	
D1	Take an objective, mono and multidisciplinary and critical approach to problem identification and solution, using evidence-based approaches and own initiative.
D2	Further develop problem solving skills using evaluation and/or research processes
Autonomy, Accountability and Working With Others	
E1	Critically evaluate, identify and develop own learning needs through independent, group and guided goal setting.
E2	Take responsibility for planning the achievement of identified goals either on their own or as part of a group.
E3	Manage workload through advanced planning and deadline setting especially with larger pieces of work.

Learning Outcomes - Level 9 Core Modules

SCQF Level	Module Code	Module Name	Credit	Term			Footnotes
				1	2	3	
9	SPOR09054	Social Issues in Sport	20	✓			
9	SPOR09053	Physical Activity and Health	20	✓			
9	SPOR09049	Being a Sport Professional	20	✓	✓		
9	SPOR09056	Sport Research and Evaluation	20	✓	✓		
9	SPOR09051	Contemporary Issues in Physical Education	20		✓		
9	SPOR09055	Sport Management and Enterprise	20		✓		

Learning Outcomes - Level 9 Optional Modules

SCQF Level	Module Code	Module Name	Credit	Term			Footnotes
				1	2	3	
8	LLNG08002	Next Steps at University	20	✓			Additional credit for DE students

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22c	Level 9 Criteria for Progression and Award
	<p>Progression to SCQF Level 10 is available to students who fulfil the university progression requirements as detailed in line with the Regulatory Framework.</p> <p>Students who have accrued 360 credit points, including all core modules, of which a minimum of 90 are at SCQF Level 9 or above, may choose to exit with an award BSc Sport Development.</p> <p>This is in accordance with UWS Regulatory Framework.</p> <p>Distinction will be awarded in line with University Regulations and no imported credit can be used. (Regulations 3.35 & 3.26)</p> <p>Links: UWS Regulatory Framework; and Student Experience Policy Statement.</p>

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SCQF LEVEL 10 Learning Outcomes (Maximum of 5 per heading)	
Knowledge and Understanding	
A1	Relate fundamental concepts of sport development to complex issues and problems
A2	Appraise the use of sport development in global socio-economic, political and environmental contexts.
A3	Demonstrate critical understanding of the key principles underpinning sport operations, facilitation, and entrepreneurship.
A4	Critically appreciate the relationship between sport and exercise activity and intervention in a variety of participant groups; this could include special populations such as older adults, disabled people, people with a chronic disease and children.

Practice - Applied Knowledge and Understanding	
B1	Conduct independent research on a sport-related topic and/or apply evidence-based synthesis.
B2	Collect, analyse and interpret data from an original research project or portfolio of work
B3	Develop an intervention plan for a sport or physical activity related problem.
B4	Produce a sport business plan.
Communication, ICT and Numeracy Skills	
C1	Utilise Skills in an applied context in relation to collation of information, interpretation and communication verbally and in written form, complex information using a standard range of applications and procedures (eg. Word, Excel, PowerPoint, Video recording and analysis, Technique Analysis Applications).
C2	Design, produce, and deliver a creative output (e.g., visual presentation of research, interactive workshop, business pitch, etc.)
C3	Communicate with peers, senior colleagues and/or specialists on a professional level.
Generic Cognitive Skills - Problem Solving, Analysis, Evaluation	
D1	Demonstrate some originality and creativity in dealing with applied sport development issues.
D2	Critically identify, define, conceptualise and analyse complex problems in sport development.
D3	Offer insights, interpretations, and make judgements of and with original data and/or information from a range of sources.
Autonomy, Accountability and Working With Others	
E1	Take responsibility for, and identify own learning needs, develop and apply strategies for further self-development within and without the programme
E2	Prioritise, manage time and work to both externally set and self-imposed deadlines.
E3	Take responsibility for planning the achievement of identified goals both independently and as part of a group.
E4	Manage ethical and professional issues in accordance with current professional and/or ethical codes or practices.

Learning Outcomes - Level 10 Core Modules

SCQF Level	Module Code	Module Name	Credit	Term			Footnotes
				1	2	3	
10	SPOR10025	Global Issues in Sport Development	20	✓			
10	SPOR10053	Sport & Exercise Dissertation	40	✓	✓		
10	SPOR10054	Sport Business Operations	20		✓		

Learning Outcomes - Level 10 Optional Modules

SCQF Level	Module Code	Module Name	Credit	Term			Footnotes
				1	2	3	
10	SPOR10032	Interventions in Sport and Physical Activity	20	✓			
10	SPOR10045	Developing Outdoor Sport & Activity	10	✓			
10	SPOR10051	Mental Health, Sport and Physical Activity	10	✓			
10	SPOR10040	Adapted & Inclusive Sport & Physical Activity	20		✓		
10	SPOR10047	Exercise Referral in Special Populations	20		✓		
10	SPOR10050	International Field Trip	10	✓	✓		
		OR					
		Any other suitable module from the University catalogue subject to timetabling restrictions, pre-requisite requirements and in agreement with the programme leader.					

Footnotes for option modules

Any costs associated with the International Field Trip module must be met by students. Completion of this module is optional, and students are advised to consider the costing
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prior to selection of module. Any queries pertaining to the costing should be directed to the module coordinator in advance of selecting the module.

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22d	Level 10 Criteria for Award OR Criteria for Progression and Award
	<p>Individuals who successfully complete and pass 480 credits (with a minimum of 90 credits at SCQF Level 10), including all core modules, will be eligible to receive the award of BSc (Honours) Sport Development.</p> <p>The Classification of Honours shall be awarded in line with the UWS Regulatory Framework.</p> <p>No Distinction is awarded at Honours level (Regulation 3.25).</p> <p>Links: UWS Regulatory Framework; and Student Experience Policy Statement.</p>

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23	Regulations of Assessment
	<p>Candidates will be bound by the general assessment regulations of the University as specified in the University Regulatory Framework .</p> <p>An overview of the assessment details is provided in the Student Handbook and the assessment criteria for each module is provided in the module descriptor which forms part of the module pack issued to students. For further details on assessment please refer to Chapter 3 of the Regulatory Framework.</p> <p>To qualify for an award of the University, students must complete all the programme requirements and must meet the credit minima detailed in Chapter 1 of the Regulatory Framework.</p>
24	Combined Studies
	<p>There may be instances where a student has been unsuccessful in meeting the award criteria for the named award and for other more generic named awards existing within the School. Provided that they have met the credit requirements in line with the SCQF credit minima (please see Regulation 1.21), they will be eligible for a Combined Studies award (please see Regulation 1.61).</p> <p>For students studying BA, BAcc, or BD awards the award will be BA Combined Studies.</p> <p>For students studying BEng or BSc awards, the award will be BSc Combined Studies.</p>