

Programme Specification for BSc (Hons) Cricket Coaching and Management C13

1.	Awarding institution/body	University of Worcester
2.	Teaching institution	University of Worcester
3.	Programme accredited by	N/A
4.	Final award	BSc. (Hons)
5.	Programme title	Cricket Coaching and Management
6.	Pathways available	Single
7.	Mode and/or site of delivery	Standard Taught Programme
8.	Mode of attendance	Full and Part Time
9.	UCAS Code	NX81
10.	Subject Benchmark statement and/or professional body statement	Hospitality, Leisure, Sport & Tourism (2008)
11.	Date of Programme Specification preparation/ revision	January 2013 June 2013 August 2014 (regulations) September 2014 (SPRT 1019 title change) / April 2015 correction x2 + June 2015 clarification of academic tutor allocation / July 2015 (PAT)

12. Educational aims of the programme

This course aims to develop students' insight into cricket coaching and development through theoretical and practical experience. The course focuses on the work of the modern cricket coach/development officer and encourages students to develop innovative and creative ideas, underpinned by traditional values and practices. This course provides students with the practical skills, academic knowledge and coaching expertise that will ultimately enable them to gain employment as community cricket coaches, performance cricket coaches, or to start a career in the wider cricket industry.

The educational aims provide the over-arching structure to the course, establish its key philosophical underpinnings and also include qualities and transferable skills necessary for employment as recommended by the Framework for Higher Education Qualifications FHEQ.

The course aims to:

- a. Develop a depth of integrated knowledge, critical perspectives and skills (including research skills) which characterise cricket coaching and managing businesses and cricket organisations taking into account an international perspective;
- b. Apply appropriate: sports coaching concepts, models, science and practices to a range of theoretical and real situations; and sport and business concepts, models and practices to a range of theoretical and real situations, in order to make appropriate operational and strategic decisions;
- c. Recognise, exercise and develop key skills (including personal responsibility and decision making in complex situations), safety and ethical awareness to help prepare students for a career in cricket coaching and management;
- d. Develop autonomy, independent learning and an innovative culture which can be used to inspire and lead change within all sectors engaged in cricket coaching and management;

- e. Critically evaluate and conceptualise information and evidence from a range of sources to solve problems, create strategies and predict future directions in cricket coaching and management.

13. Intended learning outcomes and learning, teaching and assessment methods

The course provides opportunities for students to develop and demonstrate knowledge, understanding, skills, qualities and other relevant attributes. The following learning outcomes have been informed by the Benchmark statements and adapted according to the needs of this particular course.

The learning outcomes for the Cricket Coaching and Management degree course are as follows:

Knowledge and understanding:

On successful completion of the course, students will be able to:

1. Identify, explain and analyse key concepts, disciplines and principles in the theoretical underpinnings of Cricket Coaching and Management.
2. Demonstrate an understanding of the need for both a multi-disciplinary and inter-disciplinary approach to the study and practice of Cricket Coaching and Management.
3. Recognise and apply the key processes and ethical issues underpinning the concept of inclusive coaching.
4. Identify, analyse and solve problems in Cricket Coaching and Management through the utilisation of a wide range of observational and scientific approaches.
5. Demonstrate an understanding of Cricket Coaching and Management through both academic and professional reflective practice.

Examples of learning, teaching and assessment methods used:

- Students will engage in a series of taught sessions that will be delivered in an interactive manner. Many of these sessions will be tutor led in a lecture room and could be followed by a seminar session in a smaller group.
- At times students will have been asked to complete a reading or research task that will inform the forthcoming session.
- Students will develop their knowledge and understanding of the Cricket Coaching and Management curriculum, values and beliefs, specific pedagogy and a range of generic learning and coaching principles.
- Students will be challenged to self-reflect on previous practice and future aspirations. Knowledge and understanding is assessed through a range of different assessment opportunities in every module.

Cognitive and intellectual skills:

On successful completion of the course, students will be able to:

6. Demonstrate the ability to research or collect a range of data, facts, theories, paradigms, principles and concepts.
7. Demonstrate the ability to critically analyse, assess and evaluate a range of evidence for the construction of reasoned arguments, problem solving, decision making and strategic planning.
8. Synthesise and interpret data to demonstrate a capacity for creative and original insight into the issues relevant to the professional context.
9. Take responsibility for own learning and continuing professional development (CPD).

10. Demonstrate emotional intelligence and sensitivity to diverse people.

Examples of learning, teaching and assessment methods used:

- Every module provides opportunities for students to develop their thinking skills and intellectual ability e.g. examining personal values and beliefs and the impact these have on coaching. Students will question their own journey so far in coaching and develop skills of enquiry in order to challenge their own and other coaches' motivation to remain as a coach.
 - Students will be expected to develop logical arguments and debate issues and ideas from their evolving knowledge base. Students will be expected to construct reasoned arguments in a written, oral or as an ICT presentation.
-

Practical skills relevant to employment:

On successful completion of the course, students will be able to:

11. Plan, design, manage and evaluate practical activities using appropriate data, techniques and procedures.
12. Undertake work based learning fieldwork with due respect for safety and risk assessment.
13. Recognise and respond to moral, ethical and safety issues which directly relate to sports coaching and be aware of relevant legislation and professional codes of conduct.
14. Display a critical insight into the changing nature of inclusive Cricket Coaching and Management and the organisations and partnerships directly or indirectly involved.
15. Plan, design, execute and communicate a sustained piece of independent intellectual work using appropriate processes, media and reflective practice.

Examples of learning, teaching and assessment methods used:

- At every level students have different opportunities to develop their coaching skills in a practical setting, ranging from small group sessions with their peers and to involve local children in after school and Club settings. Towards the end of the course an intensive work placement module is followed consisting of coaching over a season and can include to coaching players with a disability. These experiences will be assessed through reflective and evaluative journals and logs along with peer and mentor feedback. There will be cross sport analysis which should stimulate debate and critical reflection.
 - In all practical modules, students are also engaged in tasks which help them to develop their coaching and management skills, enabling them to be more competent and confident coaches across a range of age and interest groups in sports of their choice.
-

Transferable/key skills:

On successful completion of the course, students will be able to:

16. Develop the ability to plan, organise and manage academic and applied learning. Develop the ability to self-appraise and reflect on practice.
17. Engage effectively in team based problem solving activities and exhibit inclusive leadership qualities in the achievement of specified outcomes.
18. Develop the ability to self-appraise and reflect on practice
19. Communicate information effectively utilising oral, written and visual forms.
20. Develop numeracy, quantitative and ICT skills.

Examples of learning, teaching and assessment methods used:

- Students will develop their communication and presentation skills. This will be achieved through the sharing of ideas, providing peer feedback, formal presentation of ideas and research, etc.
- Students will develop the ability to self-appraise and reflect on own strengths and weaknesses using tools such as video and peer feedback. Formal feedback will be given via written tasks and tutor feedback.
- Students will develop the ability to plan and manage learning in areas such as meeting deadlines for assessments, using tutorial support and liaising with Clubs and team coaching staff.
- Students will develop skills of camera technology and various software packages to allow them to contribute to the coaching process

14. Assessment Strategy

An integral part of the teaching and assessment strategy is the use of case studies, practical coaching scenario's, problem solving and formative assessments. The nature of the tasks will vary over the different levels of study. At level 4 the approach focuses on examining case studies in order to explain and apply a range of concepts as well as delivery of practical coaching to peers. At level 5 these themes continue, but there is a much stronger focus on developing practical operational decisions and solutions and delivery of coaching to small groups. Finally, at level 6, the nature of the cases and problems become more complex and strategic in their focus, with an emphasis on developing medium to long term strategic actions and the use of outside teams and external participants to develop practical coaching abilities. The use of cases in both teaching and assessment also has a strong formative element, whereby they are utilised in lectures and seminar discussions, or preliminary assessments, which can give feedback to a final, summative assignment at the end.

15. Programme structures and requirementsAward Map

Award maps are designed to show which modules must be taken in order to gain different awards. It is likely that certain modules will have to be taken as pre-requisites for further study in any given area. In this respect, Course Leaders or members of the course teaching team will advise students on these choices.

Course Title: BSc Cricket Coaching and Management	Date of preparation/revision: September 2014
--	---

Level 4					
Module Code	Module Title	Credits (Number)	Status (Mandatory (M) or Optional (O))	Pre-requisites (Code of Module required)	Co-requisites/ exclusions and other notes*
SPRT1028	Foundations of Sport Management	30	M	None	Exclusion: SPRT1029
SPRT1033	Principles and Practice of Cricket Coaching	30	M	None	None

SPRT1005	Introduction to Motor Learning and Skill Acquisition	15	M	None	None
SPRT1019	Foundations of Cricket Development	15	M	None	None
SPRT1004	Introduction to Socio-Cultural Issues in Sport	15	O	None	Exclusion: SPRT1026
SPRT1013	Physical Activity, Exercise and Health	15	O	None	None
SPRT1014	Personal Growth and Team Building Through Outdoor Adventurous Activity	15	O	None	None
SPRT1027	Adapted Physical Activity, Sport and Disability	15	O	None	None
SPRT1032	Sport Tourism and Event Management	15	O	None	None

Single Honours Requirements at Level 4

Single Honours students must take 120 credits in total, 90 of which must be drawn from the table above to include SPRT1033 Principles and Practice of Cricket Coaching, SPRT1028 Sport Management Foundation and the Sport Experience, SPRT1019 Foundations of Cricket Development and SPRT1005 Introduction to Motor Learning and Skill Acquisition.

Single Honours students may also choose to take elective modules to the value of 30 credits from the listing of elective modules provided for undergraduate degree programmes, or take additional modules from the table above to the value of 30 credits.

Level 5					
Module Code	Module Title	Credits (Number)	Status (Mandatory (M) or Optional (O))	Pre-requisites (Code of Module required)	Co-requisites/ exclusions and other notes*
SPRT2034	Coaching Pedagogy and Practice	30	M	SPRT1033 Or SPRT1024	None
SPRT2038	Sport Operational Management	30	M	None	Exclusions SPRT2039 BUSM2819 BUSM2319
SPRT2035	The Research Process	15	M	None	Exclusion BUSM2029
SPRT2048	Scientific Analysis of Cricket Coaching	30	O	None	Exclusions SPRT2049 & SPRT2050
SPRT2013	Sport Event Operations	15	O	None	
SPRT2015	Sponsorship and Fundraising	15	O	None	None
SPRT2020	Motor Skill Progression	15	O	None	None
SPRT2036	Multi Sports	15	O	None	

Single Honours Requirements at Level 5

Single Honours students must take 120 credits in total, 90 of which must be drawn from the table above to include SPRT2034 Coaching and Pedagogy Practice, SPRT2038 Sport Operational Management, and SPRT2035 The Research Process.

If students wish to select the Performance Analysis strand, they should select SPRT2048 Scientific Analysis of Cricket Coaching which is a pre-requisite for SPRT3033 Applied Cricket Performance Analysis.

Single Honours students may also choose to take elective modules to the value of 30 credits from the listing of elective modules provided for undergraduate degree programmes, or take additional modules from the table above to the value of 30 credits.

Level 6					
Module Code	Module Title	Credits (Number)	Status (Mandatory (M) or Optional (O))	Pre-requisites (Code of Module required)	Co-requisites/ exclusions and other notes*
SPRT3001 / 3002	Independent Study	30	M	SPRT2035 or SPRT2030	Exclusion: OALM3001/ 3002; SPRT3029
SPRT3035	Contemporary Issues in Sports Coaching	15	M	SPRT2034	Exclusion SPRT3004
SPRT3008	Sport Strategy in Action	15	M	None	None
SPRT3032	Work-Based Learning (Cricket)	15	M	None	None
SPRT3006	The Sports Entrepreneur	15	O	None	None
SPRT3009	Group Dynamics in Sport	15	O	None	None
SPRT3020	Strategic Planning for Sport Events and Facilities	15	O	None	None
SPRT3023	Learning and Performance of Sports Skills	15	O	None	Exclusion SPRT3026
SPRT3026	The Developing Child in Sport	15	O	None	Exclusion SPRT3023
SPRT3033	Applied Performance Analysis in Cricket	15	O	SPRT2048	Exclusions: SPRT3011 & SPRT3046
SPRT3036	Sport Event Marketing	15	O	SPRT2013	Exclusions: BUSM3619

Single Honours Requirements at Level 6

Single Honours students must take 120 credits from the table above to include SPRT3001/3002 Independent Study, SPRT3008 Sport Strategy in Action, SPRT3035 Contemporary Issues in Sports Coaching and SPRT3032 Work-Based Learning (Cricket).

16. **QAA and Professional Academic Standards and Quality**

Like all Higher Education courses in the UK, this award is designed with reference to the UK Quality Code and Framework for HE Qualifications (2008), a means of describing academic standards in terms of the academic level students are expected to achieve and, in broader terms, the content that will be covered. Further details of quality and academic standards can be found here:

<http://www.qaa.ac.uk/AssuringStandardsAndQuality/quality-code/Pages/default.aspx>

Full copies of the above documents can be found by visiting the [AQU website](#) or use the direct link to the QAA website:

<http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/HLST08.pdf>

The programme conforms to the requirements of the QAA (2008) Hospitality, Leisure, Sport and Tourism Network (HLSTN) [subject benchmark statements](#)

1. develop an understanding of a complex body of knowledge, some of it at the current boundaries of an academic discipline;
2. develop analytical techniques and problem-solving skills that can be applied in many types of employment;
3. evaluate evidence, arguments and assumptions, to reach sound judgements, and to communicate effectively;
4. develop the qualities needed for employment including the exercise of personal responsibility and decision-making in complex and unpredictable circumstances.

17. **Support for students**

Personal Academic Tutor System

Each student will be allocated a personal academic tutor (whenever possible from within the Course Team). Students will be given an opportunity to meet with their personal academic tutor during the induction sessions. The intention behind the system is that the student and tutor will develop a close working relationship, so a clear picture of the student's progress is developed throughout the course. The personal academic tutor will be able to offer both academic and pastoral advice and should be the main contact throughout the course.

The Personal Academic tutor will encourage the student to take responsibility for their own personal and professional development planning. Structured face-to-face and on-line support typically covers the following:

- Awareness of strengths and weaknesses
- A clear vision of what the student wants to achieve through HE study
- Greater understanding of how study in the discipline area at the University can help towards student goals
- Responsibility for student choices in modules, work and social life
- A reflective approach to all the feedback students receive on their work
- A sense and a record of progression and achievement of student development of subject and generic skills and attributes (qualities)
- An ability to use this greater awareness to articulate the benefits of the HE experience to others including employers

The personal academic tutor will also:

- Respond to the student's requests for support and help with problems which affect academic work either at subject level or by referral to other University facilities
- Provide information for and assist in the drafting of the University reference.

How often should a student and Personal Academic Tutor meet?

Students should meet their Personal Academic Tutor four times a year for first year tutees and three times for other years, although occasionally students may also need to contact their tutor at other times, particularly if the student is experiencing problems.

Study Skills

Effective study skills are a vital element in achieving academic success on the course. During the students time at the University they will be judged on performance in coursework and exams, and will need to develop successful study, revision and exam techniques in order to do well.

The Study Skills Advice Sheets (available from the link below) have been developed in order to help students to plan and carry out their coursework and assessments, making the most of the time available and helping students to achieve their potential.

<http://www.worcester.ac.uk/studyskills/>

The [Disability and Dyslexia Service](#) within Student Services provides specialist support on a one to one basis. The University has an Equal Opportunities Policy, together with equality schemes and action plans promoting equality in relation to race, disability, gender, age and sexual orientation. Progress in implementation is monitored by the Equality and Diversity Committee.

18. Admissions

The University aims to be accessible; it is committed to widening participation and encouraging diversity in the student population. The Institute of Sport & Exercise Science works closely with central student support services, including the Admissions Office, the Disability and Dyslexia Service and the International Office, to support students from a variety of backgrounds. We actively encourage and welcome people from the widest range of economic and cultural backgrounds, and value the contribution of mature learners.

Entry requirements:

The University's standard entry requirements apply: 4 GCSEs at grade C or above, of which two must be English and Maths, plus a minimum of 2 and a maximum of 3½ A Levels or equivalent Level 3 qualifications. The current UCAS Tariff requirements for entry to the course are published in the prospectus and are 280 UCAS Tariff points including GCSE English and Mathematics at Grade C or above.

Recognition of Prior Learning

Details of acceptable level 3 qualifications, policy in relation to mature students or applicants with few or no formal qualifications can be found in the prospectus or on the University webpages. Information on eligibility for recognition of prior learning for the purposes of entry or advanced standing is also available from the [University webpages](#) or from the Registry Admissions Office (01905 855111).

Admissions Procedures

Full-time applicants apply through UCAS (*course code NX81*).

Part-time applicants apply directly to University of Worcester (UW).

Admissions Selection Criteria

Prospective students should apply through UCAS and all applications will be considered by the Course Leader. All successful applicants will be required to attend an interview at

the University. The decision to offer a place will be based on a candidate's ability to demonstrate enthusiasm for the subject, commitment to study and the academic capability to succeed on the Course.

Mature Students

UW values diversity in its student body and students over the age of 21 are very welcome. If you fulfil the standard entry requirements as detailed above, please apply through UCAS.

Students with few or no formal qualifications should contact the Registry Admissions Office (01905 855111) with details of their age, any work undertaken, including caring or organised voluntary work, and any other relevant experience gained since leaving school.

19. Methods for evaluating and improving the quality and standards of teaching and learning

Semesterly Course Management Committees will be constituted by all active teaching team and 2 Course Representatives (StARs) from each year.

The UW External Examiner and post Exam Board module investigation system (through Course Management Committees) will apply to this course.

The team will seek feedback from students each time a module is run. The feedback, and module team response will be included in the quality management file for that module, thus enabling scrutiny by the UW Institute of Sport & Exercise Science Principal Lecturer for Quality, Learning & Teaching and any subsequent amendments/major actions should be reported to IQC and included in the annual evaluation report.

The Institute has a dedicated Learning and Teaching Sub-Committee which adopts an evaluative, evidence based approach to the implementation of new, innovative learning and teaching methods.

20. Regulation of assessment

The course operates under the University's Undergraduate Regulatory Framework

Requirements to pass modules

- Modules are assessed using a variety of assessment activities which are detailed in the module specifications.
- The minimum pass mark is D- for each module.
- Students are required to submit all items of assessment in order to pass a module, and in some modules, a pass mark in each item of assessment may be required.
- Some modules have attendance requirements.
- Full details of the assessment requirements for a module, including the assessment criteria, are published in the module outline.

Submission of assessment items

- Students who submit course work late but within 5 days of the due date will have work marked, but the grade will be capped at D- unless an application for mitigating circumstances is accepted.
- Students who submit work later than 5 days but within 14 days of the due date will not have work marked unless they have submitted a valid claim of mitigating circumstances.
- Students who do not submit any items of assessment for a module lose their right to reassessment in that module, and will be required to retake the module in the following academic year, which will incur payment of the module fee.

- For full details of submission regulations see [Undergraduate Regulatory Framework](#).

Retrieval of failure

- Students are entitled to resit failed assessment items for any module that is awarded a fail grade, unless the failure was due to non-attendance or non-submission.
- Reassessment items that are passed are graded at D-.
- If a student is unsuccessful in the reassessment, they have the right to retake the module (or, in some circumstances, take an alternative module).

Requirements for Progression

- Students at Level 4 may be permitted to progress to Level 5 when they have passed at least 90 credits at Level 4.
- Students at Level 5 may be permitted to progress to Level 6 when they have passed at least 90 credits at Level 5.
- A student who fails 90 credits or more due to non-submission will be required to withdraw from the University.
- Students who pass less than 90 credits but have submitted all items of assessment will be required to retake modules.

Requirements for Awards

Award	Requirement
CertHE	Passed 120 credits at Level 4 or higher
DipHE	Passed a minimum of 240 credits with at least 90 credits at Level 5 or higher
Degree (non-honours)	Passed a minimum of 300 credits with at least 90 credits at Level 5 or higher and a minimum of 60 credits at Level 6
Degree with honours	Passed a minimum of 360 credits with at least 90 credits at Level 5 or higher and a minimum of 120 credits at Level 6

Classification

The honours classification will be determined by whichever of the following two methods results in the higher classification:

Classification determined on the profile of the best grades from 60 credits attained at Level 5 and the best grades from 120 credits at Level 6. Level 5 and Level 6 grades count equally in the profile.

Classification determined on the profile of the best grades from 120 credits attained at Level 6 only.

For further information on honours degree classification, see the [Undergraduate Regulatory Framework](#).

21. Indicators of quality and standards

Each course receives an annual external examiner's report and these reports serve as confirmation that academic standards are being upheld and appropriate actions are put in place to enhance student learning and raise student levels of achievement.

Final year students report high levels of satisfaction with their courses through the National Student Survey (NSS). Students rated their own personal development at Worcester very highly, (4.2 out of 5). A score of 4.1 was recorded for quality of teaching and 4.0 for overall satisfaction.

The University underwent a QAA Institutional Audit in March 2011. The audit confirmed that confidence can be placed in the soundness of the institution's current and likely future management of the academic standards of its awards and the quality of the learning opportunities available to students. The audit team highlighted several aspects of good practice, including the student academic representative (StARs) initiative, the proactive approach which supports the student experience for disabled students, the comprehensiveness of the student online environment (SOLE), the wide range of opportunities afforded to students to enhance their employability, the institution's commitment to enhancement, and the inclusive approach to working with its collaborative partners.

22. Graduate destinations, employability and links with employers

The Institute of Sport and Exercise Science (ISES) approach to developing employability is aligned to the University 'Student Employability Supporting Statement for the Learning, Teaching and Assessment Strategy'. The University of Worcester has adopted the following definition of employability as:

"A set of achievements – skills, understandings and personal attributes – that makes graduates more likely to gain employment and be successful in their chosen occupation, which benefits themselves, the workforce, the community and the economy", (Yorke, 2006)

The students on this course benefit greatly from links with local schools, cricket organisations and clubs, notably Worcestershire Cricket Board and Warwickshire County Cricket Club and many opportunities for work arise as a result of the connections. As a result of the partnership, the students will also have the opportunity to achieve ECB coaching awards alongside their academic study. The Institute also run an internship programme whereby students are able to gain experience working in a professional setting. There are also a number of opportunities for students to offer support (coaching and/or management) to local clubs and organisations in both paid and voluntary capacities.

Students are able to spend the second semester of their second year studying at one of the Universities International Partner Institutions. Furthermore, national governing body award courses are advertised on the sports hall notice boards at a subsidised cost. Where specific sports have not been covered the student can enquire about either running the course or finding a local course to attend.

The need for graduates from this programme relate to the following areas:

Sport coaching and management work and cricket development officers (SDO's) have become one of the key areas of employment for sport graduates over the past twenty years. It should be appreciated that sport/cricket coaching and development needs to be planned for at a local, regional and national level, therefore the appropriate management skills must also be developed, particularly in the area of human resources and securing funds for projects.

Graduate destinations

At the University of Worcester (in 2010/11) our overall level of employment for graduates increased from 67% to 72%.

Student employability

The Institute has a number of initiatives in place in order to develop the employability of the ISES students:

1. Institute of Sport & Exercise Science 'Earn As You Learn (EAYL)' & 'Learn As You Volunteer (LAYV)' schemes - opportunities for sport students to engage in meaningful employment during their time of study at the University of Worcester is promoted, marketed and coordinated by the Institute of Sport & Exercise Science. A designated EAYL coordinator has the responsibility of managing this activity and

publicising using a variety of social media (Facebook - Earn As You Learn in Sport at UW; Twitter - #EarnAsYouLearn1; LinkedIn - Earn As You Learn in Sport at the University of Worcester; Website: <http://www.worc.ac.uk/discover/sportemployability.html>). The development of a central database has ensured that students are able to input their various industry relevant qualifications/experience and subsequently benefit from the various opportunities afforded.

2. The Institute hosts an 'Annual Careers in Sport & Exercise & Employability' conference.

Possible Careers / Jobs

Cricket in the community coach (including disability coaching career opportunities)
Cricket performance coach
Cricket development officer
Cricket marketing/fundraising/sponsorship event managers
Cricket technology analyst / general performance analysis
Sports development officer
Sport related role
PE teacher (with NC and schools experience)

Links with employers

Links with employers have been further developed and strengthened by the Institute, particularly with the arrangement of discipline specific 'Sport Employers Advice panels' (2012) that are held once a Semester. Here careful consideration is given to how the Institute can improve the programmes in the future and better serve ISES graduates and the industry that many of them aspire to join. The meetings are also excellent opportunities to improve connections and ensure mutually beneficial working practices.

Please note: This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found in the module outlines and the course handbook provided to all students at the start of the course. The accuracy of the information contained in this document is reviewed by the University and may be checked by the Quality Assurance Agency for Higher Education.