

## Programme specification

### 1. Overview/ factual information

<b>Programme/award title(s)</b>	Foundation Degree Sport & Exercise
<b>Teaching Institution</b>	Southern Regional College (SRC)
<b>Awarding Institution</b>	The Open University (OU)
<b>Date of first OU validation</b>	September 2022
<b>Date of latest OU (re)validation</b>	N/A
<b>Next revalidation</b>	March 2027
<b>Credit points for the award</b>	240
<b>UCAS Code</b>	N/A
<b>JACS Code</b>	C600 - C690 (Sport and exercise science) N800 - N890 (Hospitality, leisure, sport, tourism and transport, including N820 Event management)
<b>Programme start date and cycle of starts if appropriate.</b>	September 2022
<b>Underpinning QAA subject benchmark(s)</b>	Events, Hospitality, Leisure, Sport and Tourism (2016)
<b>Other external and internal reference points used to inform programme outcomes. For apprenticeships, the standard or framework against which it will be delivered.</b>	FHEQ
<b>Professional/statutory recognition</b>	N/A
<b>For apprenticeships fully or partially integrated Assessment.</b>	N/A
<b>Mode(s) of Study (PT, FT, DL, Mix of DL &amp; Face-to-Face) Apprenticeship</b>	Full time Part-time Face-to-Face
<b>Duration of the programme for each mode of study</b>	Full time - 2 Years Part-time - 4 Years
<b>Dual accreditation (if applicable)</b>	N/A
<b>Date of production/revision of this specification</b>	June 2022



## 2.1 Educational aims and objectives

The overarching aim of the Foundation Degree in Sport and Exercise course is to provide a coherent yet flexible undergraduate programme of study which will immerse and engage students in an academically challenging and stimulating educational experience; and produce dynamic graduates who are intellectually competent and vocationally prepared to build and develop professional careers in the field of sport and exercise. The FD programme in Sport & Exercise is viewed as a natural progression route for students completing the BTEC Extended Diploma in in Sport and Exercise Science across the different campuses.

The Foundation Degree in Sport and Exercise course will focus on developing knowledge of the field (content) whilst giving the learners the opportunities to apply their learning in practical contexts (experience) whilst enhancing their learning through problem solving approaches (challenging and authentic tasks). The learning approaches will take into account the diverse backgrounds of learners nurturing them through levels four, five and six, whilst developing them into independent learners and critical divergent thinkers ready for employment or postgraduate study (Inclusive environment, activities linked to student experience).

The Higher-Level Apprenticeship (HLA) will follow the same course specification as the Foundation Degree but will be delivered in a different format.

Sport is one of the largest areas of academic interest across the UK, with a broad-based body of knowledge and an increasing interest in the development of new knowledge. Programmes of study with sport in the title broadly reference the Council of Europe definition: ***'Sport means all forms of physical activity which, through casual or organised participation, aim at expressing or improving physical fitness and mental well-being, forming social relationships or obtaining results in competition at all levels'***.

Sport and Exercise is the study of how the healthy human body works during exercise, and how sport and physical activity promotes health – physically, mentally, and socially. Sport encompasses many other academic areas, such as physiology, psychology, performance analysis, coaching and sports technology.

Sport has gained popularity since the turn of the 21<sup>st</sup> century, as fitness and health are approached more and more seriously in the modern world. There are ground-breaking advances in technology that affect the world of sport, exercise, and health daily and it receives significant funding.

Teaching is conducted through lectures, seminars, laboratory sessions (to study exercise physiology and performance analysis), practical sessions (in gyms, fitness rooms, swimming pools and outdoor pitches) and independent research and study. Assessment is based on coursework (written, oral or practical exams) and laboratory reports. Transferable skills gained include presentation, research, and communication, as well as a deeper academic understanding of sport and how athletes reach their peak.

Sports and Exercise graduates are in high demand and there is a rapid increase in the number of jobs, as the demand for athletes to have that extra edge grows and technology

improves. Potential occupations include coaching, sports psychologist, personal trainer, sports therapist, sports analyst, teacher, or positions within sports governance.

The Foundation Degree Sport & Exercise programme seeks to support the vision of Southern Regional College for its learners by challenging current processes and practices and exploring new concepts. It is important that SRC learners are encouraged to adopt a critical approach and challenge conventional thinking about sport and exercise and teaching related concepts. Learners will be encouraged to think creatively, to solve problems in a variety of ways, and to look for new ways of defining systems and problems. This is embedded within the context of the Sport and Exercise industry, reflecting ongoing developments in this evolving subject.

Learners will apply their knowledge and understanding in a range of relevant situations that develops transferable skills required for lifelong learning. Learners graduating from SRC with a Foundation Degree in Sport & Exercise will be able to:

- Demonstrate knowledge and understanding of a range of topics in sport and exercise that are directly related to regional and national job opportunities within the sector, whilst also developing the learners' knowledge and critical understanding of sport and exercise and its applications in sport performance, exercise, and physical activity.
- Apply research methods including appropriate designs, methodical data collection, analysis and critical interpretation of data collected and use of appropriate technologies and techniques specific to sport and exercise.
- Evidence the development of practical and professional work-related skills including the need to meet ethical issues, health and safety requirements, relevant legislation, and professional codes of conduct.
- Demonstrate a range of transferable employability and lifelong learning skills including the use of self-reflection, self-appraisal, and independent approaches to learning.

## 2.2 Relationship to other programmes and awards

(Where the award is part of a hierarchy of awards/programmes, this section describes the articulation between them, opportunities for progression upon completion of the programme, and arrangements for bridging modules or induction)

Students will enter the Foundation Degree in Sport & Exercise from a range of educational backgrounds, but primarily A-level or BTEC L3 Extended Diploma in Sport and Exercise Science. The BTEC L3 Extended Diploma programme is currently being delivered at SRC campuses: Newry, Lurgan and Armagh.

SRC also offers a broad range of higher level full-time and part-time courses of study. Many learners complete a range of level 3 programmes at SRC, while many adult learners complete UU Access Courses at the Newry campus. The Foundation Degree in Sport & Exercise programme will provide progression opportunities for these groups of learners.

**At level 4 learners will undertake six compulsory 20 credit modules:**

Anatomy & Physiology  
 Sport Psychology  
 Training, Fitness & Testing  
 Sports Analysis  
 Fundamentals of Practical Sport  
 Sport & Society

**(Exit Award- Cert HE)**

**At level 5 learners will undertake six compulsory 20 credit modules:**

Work-Based Learning 1  
 Research Methods for Sport & Exercise  
 Conditioning for Sport & Exercise  
 Physical Education  
 Contemporary Issues in Health  
 Work Based Learning 2

**(Exit Award- Foundation Degree)**

2.3 For Foundation Degrees, please list where the 60 credit work-related learning takes place. For apprenticeships an articulation of how the work based learning and academic content are organised with the award.

N/A

2.4 List of all exit awards

FOUNDATION DEGREE SPORT AND EXERCISE



### 3. Programme structure and learning outcomes

<b>Programme Structure - LEVEL 4</b>					
<b>Compulsory modules</b>	<b>Credit points</b>	<b>Optional modules</b>	<b>Credit points</b>	<b>Is module compensatable?</b>	<b>Semester runs in</b>
Anatomy & Physiology	20			Y	1
Sport Psychology	20			Y	1
Training, Fitness & Testing	20			Y	1
Sports Analysis	20			Y	2
Fundamentals of Practical Sport	20			Y	2
Sport & Society	20			Y	2

Intended learning outcomes at Level 4 are listed below:

<b><u>Learning Outcomes – LEVEL 4</u></b>	
<b>3A. Knowledge and understanding</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p><b>A1</b> Discuss the concepts and theories in relation to the key disciplines in the field of sport and exercise.</p> <p><b>A2</b> Develop a knowledge of practical skills and an understanding of personal performance in a range of sports and exercise skills.</p> <p><b>A3</b> Develop a critical awareness of moral, ethical, environmental and legal issues which underpin best practice in a sports and exercise environment.</p> <p><b>A4</b> Discuss and apply theories, concepts and practices related to generic management in the performance of sport and exercise.</p>	<p><b>Learning and Teaching Methods:</b> Subject related qualities are acquired through lectures, seminars, directed and self-directed reading, videos and IT-based resources, case studies and experiential learning. Exposure to the sport, exercise and leisure environments is an important aspect of the teaching and learning process.</p> <p><b>Assessment Methods:</b> Formative assessment will occur during seminars, tutorials and discussions. Knowledge and understanding is assessed using a combination of written examinations, coursework assignments, laboratory reports and presentations (summative assessment).</p>
<b>3B. Cognitive skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p><b>B1</b> Research and assess subject specific facts, theories, paradigms, principles and concepts in the area of sport and exercise.</p> <p><b>B2</b> Critically assess and evaluate evidence in the field of sport.</p> <p><b>B3</b> Interpret, describe and analyse information from sport related data.</p>	<p><b>Learning and Teaching Methods:</b> These cognitive skills are developed by seminars, workshops, tutorial and/or laboratory-based activity.</p> <p><b>Assessment Methods:</b></p>



<b>3B. Cognitive skills</b>	
	Formative assessment will occur during seminars, tutorials and discussions. These intellectual skills will be assessed through coursework and written examinations.
<b>3C. Practical and professional skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p><b>C1</b> Follow and develop safe working practices in practical situations.</p> <p><b>C2</b> Plan, design and execute practical activities using appropriate techniques and procedures.</p> <p><b>C3</b> Demonstrate objective judgement and decision making.</p>	<p><b>Learning and Teaching Methods:</b></p> <p>Practical and professional skills are developed through structured practical activities in specific sports and exercise settings. These include laboratory activities, workshops and field-testing.</p> <p><b>Assessment Methods:</b></p> <p>Formative assessment will occur during tutorials and skills-based teaching. Practical and professional skills are assessed summatively through coursework assignments, laboratory reports, presentations, peer/group teaches and direct observation.</p>

<b>3D. Key/transferable skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p><b>D1</b> Demonstrate I.T, numeracy and literacy skills.</p> <p><b>D2</b> Identify, source, evaluate and use appropriate data and information.</p> <p><b>D3</b> Develop an awareness of own ability and limitations and the willingness to seek appropriate support when required.</p>	<p><b>Learning and Teaching Methods:</b></p> <p>These key/transferable skills will be taught by seminars and tutorials in information management and within theoretical disciplines as well as laboratory practical and field-based activities.</p> <p><b>Assessment Methods:</b></p> <p>Formative assessment will occur during tutorials and skills-based teaching. These transferable skills are assessed summatively by coursework at all levels.</p>

## Programme Learning Outcomes

### Foundation Degree Sport & Exercise - Level 4

**Key:** **A** = Knowledge and Understanding   **B** = Cognitive and Intellectual   **C** = Practical Professional   **D** = Key Transferable

<b>NO</b>	<b>Course Outcome</b>
<b>A1</b>	Discuss the concepts and theories in relation to the key disciplines in the field of Sport and Exercise.
<b>A2</b>	Develop a knowledge of practical skills and an understanding of personal performance in a range of sports and exercise skills.
<b>A3</b>	Develop a critical awareness of moral, ethical, environmental and legal issues which underpin best practice in a sports and exercise environment.
<b>A4</b>	Discuss and apply theories, concepts and practices related to generic management in the performance of sport and exercise
<b>B1</b>	Research and assess subject specific facts, theories, paradigms principles and concepts in the area of sports studies.
<b>B2</b>	Critically assess and evaluate evidence in the field of sport.
<b>B3</b>	Interpret, describe and analyse information from sports-related data.
<b>C1</b>	Follow and develop safe working practices in practical situation
<b>C2</b>	Plan, design and execute practical activities using appropriate techniques and procedures.
<b>C3</b>	Demonstrate objective judgement and decision making

<b>D1</b>	Demonstrate I.T, numeracy and literacy skills.
<b>D2</b>	Identify, source, evaluate and use appropriate data and information.
<b>D3</b>	Develop an awareness of own ability and limitations and the willingness to seek appropriate support when required.

<b>Programme Structure - LEVEL 5</b>					
<b>Compulsory modules</b>	<b>Credit points</b>	<b>Optional modules</b>	<b>Credit points</b>	<b>Is module compensatable?</b>	<b>Semester runs in</b>
Work-Based Learning 1	20			Y	1
Research Methods for Sport & Exercise	20			Y	1
Conditioning for Sport & Exercise	20			Y	1
Physical Education	20			Y	2
Contemporary Issues in Health	20			Y	2
Work Based Learning 2	20			Y	2

Intended learning outcomes at Level 5 are listed below:

<b><u>Learning Outcomes – LEVEL 5</u></b>	
<b>3A. Knowledge and understanding</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p><b>A1</b> Discuss the concepts and theories in relation to the key disciplines in the field of sport and exercise.</p> <p><b>A2</b> Develop a knowledge of practical skills and an understanding of personal performance in a range of sports and exercise skills.</p> <p><b>A3</b> Develop a critical awareness of moral, ethical, environmental and legal issues which underpin best practice in a sports and exercise environment.</p> <p><b>A4</b> Discuss and apply theories, concepts and practices related to generic management in the performance of sport and exercise.</p> <p><b>A5</b> Display a depth of knowledge of key factors related to sports participation and performance in sport and exercise.</p> <p><b>A6</b> Exhibit an understanding of the skills required to work in the sport and exercise industry.</p>	<p><b>Learning and Teaching Methods:</b></p> <p>Subject related qualities are acquired through lectures; seminars, directed and self-directed reading, videos and IT-based resources, case studies and experiential learning. Exposure to the sport, exercise and leisure environments is an important aspect of the teaching and learning process</p> <p><b>Assessment Methods</b></p> <p>Formative assessment will occur during seminars, tutorials and discussions. Knowledge and understanding is assessed summatively by a combination of written examinations, coursework assignments, laboratory reports, academic poster and presentations.</p>

<b>3B. Cognitive skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p><b>B1</b> Research and assess subject specific facts, theories, paradigms, principles and concepts in the area of sport and exercise.</p> <p><b>B2</b> Critically assess and evaluate evidence in the field of sport and exercise.</p> <p><b>B3</b> Interpret, describe and analyse information from sport and exercise related data.</p> <p><b>B4</b> Analyse the needs and expectations of different participants in sport and exercise, providing appropriate responses.</p> <p><b>B5</b> Construct and defend a reasoned argument.</p> <p><b>B6</b> Evaluate the appropriateness of different approaches to solving problems.</p>	<p><b>Learning and Teaching Methods:</b></p> <p>These cognitive skills are developed by seminars, tutorial or laboratory based activity, independent project work and/or field-based activities</p> <p><b>Assessment Methods:</b></p> <p>Formative assessment will occur during seminars, tutorials and discussions. These cognitive skills will be assessed summatively through coursework, written examination and work placement project.</p>
<b>3C. Practical and professional skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p><b>C1</b> Follow and develop safe working practices in practical situations.</p> <p><b>C2</b> Plan, design and execute practical activities using appropriate techniques and procedures.</p> <p><b>C3</b> Demonstrate objective judgement and decision making.</p>	<p><b>Learning and Teaching Methods:</b></p> <p>Practical and professional skills are developed through structured practical activities in specific sport and exercise settings. These include laboratory activities, workshops, field-testing and work placement experiences. Learners will also complete an independent work placement project based on their working environment.</p>

<b>3C. Practical and professional skills</b>	
<p><b>C4</b> Recognise own limitations and areas requiring further development.</p> <p><b>C5</b> Plan and execute relevant tasks and develop the ability to reflect on own practice and that of others.</p> <p><b>C6</b> Demonstrate the qualities necessary for employment in situations requiring personal responsibility and decision-making skills.</p>	<p><b>Assessment Methods:</b></p> <p>Formative assessment will occur during tutorials and skills based teaching. Practical and professional skills are assessed summatively through production of placement reports, coursework assignments, laboratory reports, presentations, peer/group and direct observation.</p>
<b>3D. Key/transferable skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p><b>D1</b> Demonstrate I.T, numeracy and literacy skills.</p> <p><b>D2</b> Identify, source, evaluate and use appropriate data and information.</p> <p><b>D3</b> Develop an awareness of own ability and limitations and the willingness to seek appropriate support when required.</p> <p><b>D4</b> Identify personal development needs and begin to plan a career path.</p> <p><b>D5</b> Be aware of possible roles within a group and capable of undertaking the specific role in a given situation.</p> <p><b>D6</b> Demonstrate effective communication skills to include listening, explaining, negotiating and presentation skills.</p>	<p><b>Learning and Teaching Methods:</b></p> <p>These key/transferable skills will be developed in seminars and tutorials on information management, preparation for placement activities and within theoretical disciplines as well as laboratory practical and field-based activities.</p> <p><b>Assessment Methods:</b></p> <p>Formative assessment will occur during tutorials and skills based teaching. These transferable skills are assessed summatively by coursework at all levels and by their work - based project</p>

## Foundation Degree in Sport and Exercise



## Programme Learning Outcomes

### Foundation Degree Sport & Exercise - Level 5

**Key:** **A** = Knowledge and Understanding    **B** = Cognitive Skills    **C** = Practical & Professional    **D** = Key/Transferable Skills

<b>NO</b>	<b>Course Outcome</b>
<b>A1</b>	Discuss the concepts and theories in relation to the key disciplines in the field of Sport and Exercise.
<b>A2</b>	Develop a knowledge of practical skills and an understanding of personal performance in a range of sports and exercise skills.
<b>A3</b>	Develop a critical awareness of moral, ethical, environmental and legal issues which underpin best practice in a sports science environment.
<b>A4</b>	Discuss and apply theories, concepts and practices related to generic management in the performance of sport and exercise.
<b>A5</b>	Display a depth of knowledge of key factors related to sports participation and performance in sports science.
<b>A6</b>	Exhibit an understanding of the skills required to work in the sport and exercise industry.
<b>B1</b>	Research and assess subject specific facts, theories, paradigms, principles and concepts in the area of sport and exercise.
<b>B2</b>	Critically assess and evaluate evidence in the field of sport and Exercise.
<b>B3</b>	Interpret, describe and analyse information from sport and exercise related data.

<b>B4</b>	Analyse the needs and expectations of different sports participants and provide appropriate responses
<b>B5</b>	Construct and defend a reasoned argument.
<b>B6</b>	Evaluate the appropriateness of different approaches to solving problems
<b>C1</b>	Follow and develop safe working practices in practical situations.
<b>C1</b>	Plan, design and execute practical activities using appropriate techniques and procedures.
<b>C3</b>	Demonstrate objective judgement and decision making.
<b>C4</b>	Recognise own limitations and areas requiring further development.
<b>C5</b>	Plan and execute relevant tasks and develop the ability to reflect on own practice and that of others.
<b>C6</b>	Demonstrate the qualities necessary for employment in situations requiring personal responsibility and decision-making skills.
<b>D1</b>	Recognise own limitations and areas requiring further development.
<b>D2</b>	Plan and supervise tasks and the work of others, including the ability to reflect on own practice and that of others.
<b>D3</b>	Demonstrate the qualities necessary for employment in situations requiring personal responsibility and decision-making skills.
<b>D4</b>	Identify personal development needs and begin to plan a career path.

<b>D5</b>	Be aware of possible roles within a group and capable of undertaking the specific role in a given situation
<b>D6</b>	Demonstrate effective communication skills to include listening, explaining, negotiating and presentation skills.

#### 4. Distinctive features of the programme structure

- **Where applicable, this section provides details on distinctive features such as:**
  - where in the structure above a professional/placement year fits in and how it may affect progression
  - any restrictions regarding the availability of elective modules
  - where in the programme structure students must make a choice of pathway/route
- **Additional considerations for apprenticeships:**
  - how the delivery of the academic award fits in with the wider apprenticeship
  - the integration of the 'on the job' and 'off the job' training
  - how the academic award fits within the assessment of the apprenticeship

This programme of study will facilitate the opportunity for successful progression from Level 3 Sport courses to a **Foundation Degree Sport and Exercise**.

The FD Sport and Exercise Programme is subject to high levels of employer engagement in areas such as curriculum and module design. Employer engagement will be encouraged throughout the programme in curriculum development, evaluation, and self-sourced placements on an ongoing basis.

Innovative technology such as augmented reality will be used to enhance learning.

Learners will engage in Work Based Learning (WBL).

Learners completing the FD will have the opportunity to apply their knowledge in all modules, for example, in PE and the National Curriculum and WBL modules, they will develop their knowledge and skills through interaction with the general public.

Learners completing the Foundation Degree Sport & Exercise will have the opportunity to progress on to the BSc (Hons) Sport and Exercise (Top Up) at SRC.

Personal development planning will also be evident in the tutorial support within the course where learners will engage in activities to allow them to complete their course and progress into employment or level 6-8 education. This will include career planning, job searching, applications and interview techniques.

Offers flexible learning that fits around sport, fitness, and work commitments.

Learners have access to a range of facilities including, indoor and outdoor sports facilities, a fitness testing room and a dedicated strength and conditioning room.

Strong teaching team in terms of variety of sports performance, industry experience, academic and professional qualifications supporting high quality teaching learning.

Google Classroom and the College's VLE are used extensively to support learning.

The sports department has worked with various employers and has excellent links with organisations such as: FE sports forum, governing bodies of sport, outdoor pursuits providers, local schools, statutory bodies and external stake holders

The sports department is also in the fortunate position to offer overseas placements for learners through Erasmus and other international links. This is an area we are actively looking to expand upon.

Learners have the opportunity to engage in empirical research in an area of their choice.

Learners are able to apply theoretical concepts into practice while networking with potential employers.

SRC has an established partnership with a leading performance analysis company StatSports. This gives our students a "hands on experience" of using the worlds leading providers of GPS equipment within their assessments.

Additionality include students having the opportunity to achieve additional qualifications- e.g., Active IQ L2 Certificate in Fitness Instructing -and Level 3 Sport Massage and Personal Training. This additionality has clear links to a number of modules: WBL and Training, Fitness and Testing and will enhance employment opportunities.

##### 5. Support for students and their learning.

*(For apprenticeships this should include details of how student learning is supported in the work place)*

##### **Learners and their learning are supported in several ways:**

**Induction sessions** provide timely advice on the key aspects of the course and services provided by the college. These are for learners in their first year and are delivered by members of staff from the course teams and the college learner support staff. It welcomes learners to the college, gives detailed information on college structure, staff contact information, teaching and learning resources, health and safety and learner support services and details on the college environment. It also provides advice concerning assessment and how to approach study in higher education.

**A course handbook** provides all the necessary information about the course. It includes information on the teaching staff, outline information on modules studied and the course calendar. It contains the course specification and the current course regulations.

**Module handbooks** describe the content of each module delivered in a particular year. These provide learners with the module teaching and assessment schedules and a list of the recommended texts.

**Learning resources** at SRC are available to support the learner. The VLE and Google Classroom are used to enable learners to access resources from lectures plus additional reading, resources and activities in their own private study time. They are directed to on-line resources for research as well as e-books through SRC LRC catalogue. Turnitin plagiarism software is utilised so that they can improve their referencing skills. There are also opportunities for blogs, forums, collaborative and peer learning and support through google classroom which are used to ensure both equality of learning experiences and opportunities for further challenge and research supplementary to the main delivery in the classroom. Regular discussions and support sessions through software (Skype, Google Hangouts) are provided by teaching staff for part-time learners.

**A course tutor/studies advisor** for the course year provides a single first point of reference for both new and continuing learners. The course tutor/studies advisor is an experienced member of staff with the responsibility of assisting learners in their personal and career development.

**A counselling service** is available to learners who are experiencing problems with aspects of their lives other than the strictly academic. However, if these problems are affecting their studies or academic progress the course tutor/studies advisor and appropriate members of the course team co-operate to provide recommended help and advice to the learner concerned. This service is provided by an external independent counsellor and the Learner Officer at Southern Regional College.

**Full sports programme** for learners which is fully supported by academic staff.

Strong linkage with learner services in relation to health and welfare, finance, guidance and counselling, careers and special needs.

**A careers service** is also available for learners to help them in determining their future career and supporting their applications for employment. Learners will discuss career options during meetings with their class tutor/studies advisor. The student/staff consultative committee gives learners the opportunity to raise and discuss general course concerns.

Learners have access to the college library facilities, staff and to computer support staff. Learners are provided with e-mail accounts and have full access to the Internet.

Learners will also have access to lecturer support through e-mail and the College VLE and google classroom.

**Pastoral care** on the Foundation Degree Sport & Exercise programme is based on a personal tutor system. Each learner on the course is assigned to a personal tutor who is a member of the course team and takes a dedicated interest in one of the year groups on a course and acts an intermediary between the year group and the course director. With larger year groups there may be more than one personal tutor.

## 6. Criteria for admission

*(For apprenticeships this should include details of how the criteria will be used with employers who will be recruiting apprentices.)*

### **Entry point - Year 1:**

School/College leavers must have reached the age of 18 years on admission. All applications will be individually considered. Successful applicants must have normally reached their 18<sup>th</sup> birthday by 31 August in the year of entry and have studied at level 3 or above for a minimum of two years. Applicants should possess a minimum of five GCSEs grades A, B, C that should include English and maths or other equivalent qualifications in addition to one of the following:

- successful completion of an advanced diploma;
- successful completion of a BTEC National diploma in a related subject;
- successful completion of A-level study with a minimum of two subjects passed;
- equivalent qualifications such as Scottish certificate of education or international baccalaureate, a European baccalaureate, Irish leaving certificate with grade C or above in four subjects at higher level;
- qualifications deemed equivalent to the above;
- a UCAS tariff score of 48 or above is desired for entry to this programme entry can also be made from national certificate/diploma, HE access, NVQ's or by the colleges policy relating to APEL.

### **International Students**

An international student is defined as a student who requires a Tier 4 (student) visa in order to study in the UK. Such applicants may or may not be living overseas at the time of making their course application. International applicants should apply via the usual route for full-time undergraduates, All International students must meet the college general entry requirements and academic qualifications requirements of the course. In addition, International students must have the required level of English Language IELTS academic 6.0.

All international qualifications will be checked for academic comparability using the online UKNaric qualifications database.

### **Students may gain admission through Recognised Prior Learning.**

RPL is the process by which the college can identify, assess and certify an applicant's past educational and vocational achievements. Applicants wishing to be considered for APL for a particular program for the purpose of admission or credit must bring this to the

attention of the course director at the application and interview stage. Applicants wishing to be considered for direct entry into a level above for or five would normally only be credited a maximum of 240 credits. Gaining credit at level 6 does not qualify.

APEL is where applicants can gain admission to a program on the basis of their experiential learning. At the application stage applicants should inform the admissions staff and the relevant course director of their intention to apply for APEL. APEL can only be used for admission purposes and not to gain credit or exemptions.

\*Learners will be subject to the Access NI (Disclosure of Barring Services) process which will be applied for at the start of the course.

\*All applicants will be interviewed to assess their suitability for this programme of study and may be asked to provide evidence to support their application (e.g. accredited qualifications from sporting National Governing Bodies).

\*Entry criteria may be enhanced to facilitate selection.

#### 7. Language of study

ENGLISH

#### 8. Information about non-OU standard assessment regulations (including PSRB requirements)

Not Applicable.

#### 9. For apprenticeships in England End Point Assessment (EPA). (Summary of the approved assessment plan and how the academic award fits within this and the EPA)

Not Applicable.



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

All HE programmes at SRC are subject to the Quality Management and Enhancement processes. In line with FHEQ Benchmark Statements (2014) the following processes are in place:

- Cross marking, internal verification and external examining processes used to ensure validity and reliability of assessment process.
- The Course Committee considers learner feedback from each module.
- Learner/staff consultative meetings provide the means of highlighting any difficulties, relating to the course, experienced by the cohort.
- Annual Course Review procedures consider quantitative and qualitative feedback from each course within a subject area.
- Staff teaching performance is monitored annually.
- Learners complete evaluation forms at the end of each module, each year and at the end of the programme
- Staff appraisal is carried out on a two-year cycle with attention given to the development needs of the individual staff member.
- The College annually complete the OU course review & evaluation documentation if applicable
- The College has a Staff Development Programme, which facilitates specific training/development for staff.
- All staff are encouraged to complete Information & Learning Technology qualifications.
- Views of external examiners are considered and SRC/OU reporting mechanisms are followed.
- Informal views and formal written feedback is considered from Employers.
- Learner performance data and career progression is annually monitored.
- The Course Director attends annual meetings and workshop days as provided by the Faculty Teaching and Learning Committee at the Open University. This also helps to regulate codes of practice and course management procedures.
- Peer observation and assessment is introduced to assessment matrix.

All team members have to attend programme specific team meetings during the year, all with pre-set agendas, and the Course Directors have to attend Higher Education Committee Meetings, which consider quality management. All new staff to the programme are supplied with a dedicated mentor and a full induction, with extra supervision over their first year in many forms such as additional peer observations.

#### 10. Changes made to the programme since last (re)validation

Validation of New Programme

#### Annexe 1: Curriculum map

## Annexe 1 - Curriculum map

This table indicates which study units assume responsibility for delivering (shaded) and assessing (✓) particular programme learning outcomes.

Level	Study module/unit	Programme outcomes																												
		A1	A2	A3	A4					B1	B2	B3					C1	C2	C3					D1	D2	D3				
4	Sports Analysis			✓	✓						✓	✓					✓	✓						✓	✓					
	Anatomy & Physiology	✓			✓					✓		✓							✓					✓		✓				
	Fundamentals of Practical Sport		✓	✓							✓							✓	✓						✓		✓			
	Sport & Society	✓	✓							✓	✓	✓						✓	✓	✓					✓	✓	✓			
	Sport Psychology	✓	✓							✓	✓	✓							✓	✓					✓	✓	✓			
	Training, Fitness & Testing	✓	✓		✓							✓	✓						✓	✓						✓	✓			

Level	Study module/unit	Programme outcomes																																	
		A1	A2	A3	A4	A5	A6				B1	B2	B3	B4	B5	B6				C1	C2	C3	C4	C5	C6				D1	D2	D3	D4	D5	D6	
5	Conditioning for Sport & Exercise	✓		✓		✓					✓	✓	✓							✓	✓			✓				✓	✓				✓		
	Contemporary Issues in Health		✓	✓		✓				✓		✓				✓				✓									✓					✓	
	Research Methods for Sport & Exercise		✓		✓							✓	✓								✓	✓							✓		✓				
	Physical Education	✓	✓	✓	✓						✓	✓	✓								✓	✓	✓						✓	✓					
	Work-Based Learning 1	✓	✓	✓		✓	✓				✓	✓	✓		✓	✓					✓	✓	✓	✓	✓	✓			✓		✓	✓	✓	✓	✓
	Work-Based Learning 2	✓	✓	✓		✓	✓				✓	✓	✓		✓	✓					✓	✓	✓	✓	✓	✓			✓		✓	✓	✓	✓	

Classification	% Range	Content	Application of Theory	Knowledge and Understanding	Evidence of Reading	Referencing and Bibliography	Presentation, Grammar and Spelling
I <i>[Outstanding Work]</i>	80 – 100	Critical insightful evaluation and synthesis of issues and material which includes an original and reflective approach	Extensive evidence of relevant and perceptive application of theory, and/or empirical results, where applicable	Exceptional knowledge and in-depth understanding of principles and concepts	Extensive evidence of integrating appropriate supplementary sources	Outstanding referencing and bibliography	Outstanding, well-directed presentation, logically and coherently structured, using correct grammar and spelling
I <i>[Excellent Work]</i>	70 – 79	Critical evaluation and synthesis of issues and material which includes original and reflective thinking	Clear evidence of relevant application of theory, and/or empirical results, where applicable	Excellent knowledge and depth of understanding of principles and concepts	Evidence of extensive reading of supplementary sources	Excellent referencing and bibliography	Excellent, well-directed presentation, logically structured, using correct grammar and spelling
II (i) <i>[Good Quality Work]</i>	60 – 69	Critical evaluation and synthesis of issues and material	Evidence of relevant application of theory and/or empirical results, where applicable	Comprehensive knowledge and depth of understanding of principles and concepts	Evidence of reading a range of supplementary sources	Comprehensive referencing and bibliography	Good quality presentation, well structured, using correct grammar and spelling
II (ii) <i>[Acceptable Work]</i>	50 - 59	Accurate description of main issues and material, with some critical evaluation	Occasional relevant application of theory, and/or empirical results where applicable	Appropriate knowledge and understanding of principles and concepts	Evidence of reading directed reading and some supplementary sources	Adequate referencing and bibliography	Orderly presentation and structure with acceptable grammar and spelling
III <i>[Adequate Work]</i>	40 – 49	Limited evaluation and description of main issues and material	Limited evidence of relevant application of theory and/or empirical results	Basic knowledge of key principles and concepts only	Evidence of basic reading only	Limited referencing and bibliography	Acceptable presentation and structure, grammar and spelling
Fail (marginal) <i>[Limited Work]</i>	35 – 39	Omission of some relevant material	No evidence of relevant application of theory and/or empirical results	Limited and/or superficial knowledge of key principles and concepts	Minimal evidence of reading	Inadequate referencing and bibliography	Poor presentation and structure, grammar and spelling
Fail <i>[Unacceptable Work]</i>	0 – 34	Insufficient and largely irrelevant material	No evidence of application of theory and/or empirical results	Insufficient evidence of key principles and concepts	Little or no evidence of reading	Little or no referencing and bibliography	Inadequate presentation, structure, grammar and spelling

### Annexe 2: Notes on completing programme specification templates

- 1 - This programme specification should be mapped against the learning outcomes detailed in module specifications.
- 2 – The expectations regarding student achievement and attributes described by the learning outcome in section 3 must be appropriate to the level of the award within the **QAA frameworks for HE qualifications**: <http://www.qaa.ac.uk/AssuringStandardsAndQuality/Pages/default.aspx>
- 3 – Learning outcomes must also reflect the detailed statements of graduate attributes set out in **QAA subject benchmark statements** that are relevant to the programme/award: <http://www.qaa.ac.uk/AssuringStandardsAndQuality/subject-guidance/Pages/Subject-benchmark-statements.aspx>
- 4 – In section 3, the learning and teaching methods deployed should enable the achievement of the full range of intended learning outcomes. Similarly, the choice of assessment methods in section 3 should enable students to demonstrate the achievement of related learning outcomes. Overall, assessment should cover the full range of learning outcomes.
- 5 - Where the programme contains validated **exit awards** (e.g. CertHE, DipHE, PGDip), learning outcomes must be clearly specified for each award.
- 6 - For programmes with distinctive study **routes or pathways** the specific rationale and learning outcomes for each route must be provided.
- 7 – Validated programmes delivered in **languages other than English** must have programme specifications both in English and the language of delivery.