

| Middlesbrough College

| Foundation Degree Sports Coaching, Development and Fitness

| Programme Specification



Programme specification

(Notes on how to complete this template are provide in Annexe 3)

1. Overview/ factual information

Programme/award title(s)	Foundation Degree Sports Coaching, Development and Fitness
Teaching Institution	Middlesbrough College
Awarding Institution	The Open University (OU)
Date of first OU validation	N.A.
Date of latest OU (re)validation	N.A.
Next revalidation	N.A.
Credit points for the award	240
UCAS Code	A213
HECoS Code	100095
LDCS Code (FE Colleges)	TBC
Programme start date and cycle of starts if appropriate.	September 2022
Underpinning QAA subject benchmark(s)	Events, Hospitality, Leisure, Sport and Tourism (2019)
Other external and internal reference points used to inform programme outcomes. For apprenticeships, the standard or framework against which it will be delivered.	SEEC Credit Level Descriptors Framework for Higher Education Qualifications Foundation Degree Characteristics Statement
Professional/statutory recognition	N.A.
For apprenticeships fully or partially integrated Assessment.	N.A.
Mode(s) of Study (PT, FT, DL, Mix of DL & Face-to-Face) Apprenticeship	FT, Face to Face
Duration of the programme for each mode of study	2 Years
Dual accreditation (if applicable)	N.A.
Date of production/revision of this specification	April 2022

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 student module guide(s) and the students handbook.

The accuracy of the information contained in this document is reviewed by the University and may be verified by the Quality Assurance Agency for Higher Education.

2.1 Educational aims and objectives

The overall aim of the programme is to provide a contemporary sector-relevant syllabus for practitioners, or for those aiming for employment in the sports coaching, fitness and/or development industry. This will be achieved by following intended learning outcomes under the following categories:

Knowledge and Understanding

- Develop the sector-relevant skills, knowledge, understanding and professional attitudes required to contribute to, and find/create employment in, the coaching, fitness and/or sports development industry;
- Provide students with a broad understanding of key sport, fitness, and health testing hardware and software;
- Develop students' ability to understand relationships between effective coaching and fitness knowledge and practice to ensure client safety and progress;

Cognitive Skills

- Analyse data, draw conclusions and apply solutions in a sporting/fitness context;
- Develop students' ability to synthesise information to inform a choice of solutions to a range of problems in a sport/fitness context

Practical and Professional Skills

- Develop students' ability to produce effective coaching and fitness programmes for a range of clients and scenarios;
- Provide students with a broad utilisation of specialist sport, fitness, and health testing hardware and software;

Key Transferrable Skills

- Develop reflective students in the application of coaching and fitness practice
- Develop students' ability to become independent learners;

- Develop students' ability to utilise a range of study methods in the exploration of coaching and fitness practice.

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)

Completion of the Foundation Degree in Sports Coaching, Development and Fitness provides the opportunity for students to progress onto the BSc (Honours) Sports Coaching, Development and Fitness (Top-Up) which was developed alongside this award.

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.

Level 4

In the module Coaching Theory with Placement (20 Credits) students complete a minimum of 30 hours placement with the sports academies at Middlesbrough College, local school, or similar. This activity involves direct supervision from a placement supervisor.

In the module Components of Fitness, Testing & Training (20 Credits) students are required to conduct health/fitness tests and work with the sports academies at Middlesbrough College. This activity involves direct supervision from a placement supervisor.

Level 5

The module Coaching Placement & Reflection (20 Credits) includes a mandatory requirement for a minimum of 50 hours of work placement. The placement hours are assessed. This placement can be a with one of the College sports academies or an external provider such as local schools, sports club, or a sports development team.

In the module Lab and Field Based Testing (20 Credits) students are required to screen, test, and analyse a broad range of fitness tests in partnership with the sports academies at Middlesbrough College. This activity involves direct supervision from a placement supervisor.

2.4 List of all exit awards

Cert. HE Sports Coaching, Development and Fitness [120 Credits]
Foundation Degree Sports Coaching, Development and Fitness [240 Credits]

Programme Structure - LEVEL 4			
Compulsory modules	Credit points	Is module compensatable?	Semester runs in
Understanding Research	20	Y	Year Long
Anatomy & Physiology	20	Y	Year Long
Exercise Psychology	20	Y	Year Long
Components of Fitness, Testing and Training	20	Y	Year Long
Coaching Theory and Placement	20	Y	Year Long
Events, Media & Marketing	20	Y	Year Long

Intended learning outcomes at Level 4 are listed below:

Learning Outcomes – LEVEL 4	
3A. Knowledge and understanding	
Learning outcomes:	Learning and teaching strategy/ assessment methods
A1: Utilise sports performance data to interpret the body's responses/adaptations to exercise and evaluate the impact of adaptations on sport and exercise performance.	A1: Key theoretical anatomical and physiological principles are covered in lectures. Core indicative content is discussed, providing further reading for students to expand their knowledge. Learning switches to a practical setting in the physiology laboratory where key physiological variables are tested, and students receive hands-on experience of the ways in which data can be obtained and used to improve performance. Seminars facilitate students to link theory to practice.
A2: Select and demonstrate appropriate statistical analysis skills in sports studies contexts.	A2: Students are provided with numerical problems to help develop their ability to apply numerical and statistical analysis skills. Application of current literature, to ensure evidence-based practice, highlights the necessity to develop statistical analysis skills. Further support in progressing these skills is offered through one-to-one tutorials. Summative assessment is through literature review, written reports and examinations.

<u>Learning Outcomes – LEVEL 4</u>	
3A. Knowledge and understanding	
<p>A3: Demonstrate knowledge and understanding of essential coaching and fitness instruction theories/skills.</p>	<p>A3: Students’ knowledge and understanding of coaching and fitness instruction practice is facilitated through a combination of lectures and seminars. Lectures are used to ignite curiosity in indicative content and stimulate further reading. Seminars explore theoretical concepts further, linking theory to practice. Some seminars also take place in the specialist physiology laboratory, allowing students to develop data collection skills and expand their ability to handle specialist testing equipment and software. In addition, information on setting up, managing and promoting a self-employed coaching and/or fitness business is outlined. Summative assessment is completed through multiple choice tests, written reports, literature review, business planning, submission of marketing material and practical assessment.</p>
<p>A4: Demonstrate understanding of a range of ethical issues in qualitative and quantitative research.</p>	<p>A4: Links to evidence-based practice are prominent in all sessions. Group seminars allow students to participate in different methods to solve problems. One-to-one tutorial sessions are provided to direct students in applying the skills of research into their written and practical work. Summative assessment is through literature reviews, written reports and practical assessment.</p>

3B. Cognitive skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>B1: Discuss and justify conclusions drawn from a range of information and data on athletes.</p>	<p>B1: Practical seminars revolve around peer interaction and group collaboration, with guidance from tutors, to discuss client/athlete information and data and the implications these data have on performance/health. Hands-on experience of obtaining information and data from clients/athletes is included in seminars (working with peers in their programme group and athletes within the college) under close scrutiny from the module tutors. In addition, student placements within the Middlesbrough College Sports Academies require students to discuss a range of client/athlete information and data with the placement supervisor in order to analyse and improve performance through coaching and fitness. Summative assessment of this outcome is through written reports, Lab testing and practical assessments.</p>
<p>B2: Evaluate research questions from a variety of sports science sources, compare results effectively and with reference to vocational practice.</p>	<p>B2: All theory-based seminars focus on essential research skills and competencies. All modules dedicate their early weeks to upskilling students, with the aim of increasing the students' confidence in handling research before their first summative assessment. Seminars also focus on evidence-based practice and how current literature can be used to solve research questions regarding coaching/fitness/wellbeing problems. Students are expected to recognise existing gaps in knowledge for current coaching/fitness practice and begin to formulate answers to these gaps through group collaboration and sport science exploration. One-to-one tutorials provide opportunities for students to seek individualised guidance on these skills. Summative assessment is through literature reviews, written reports, Lab testing and practical assessments.</p>

3B. Cognitive skills	
<p>B3: Identify and collect a range of qualitative and quantitative research/data from a variety of authoritative sources to inform a choice of solutions to problems in sports science.</p>	<p>B3: Seminars require students to generate evidence to support their practice; this evidence is collected from numerous sources, such as journals, accredited websites, government papers and conferences. Students must ensure the information is relevant, current and trustworthy. One-to-one tutorials offer support in developing literature searching techniques and exploring the ways in which this information can be used. Summative assessment is through written reports, literature review, written reports, Lab testing and practical assessments.</p>
<p>B4: Discuss, demonstrate, and apply research in planning a successful sporting event/coaching session.</p>	<p>B4: Lectures provide the essential theory behind setting up and delivering a sporting event. Seminars allow students to individualise this knowledge, designing their own event, and reflect on its success.</p>

3C. Practical and professional skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>C1: Demonstrate effective planning of coaching to develop performance, fitness, and/or wellbeing.</p>	<p>C1: Students must prepare a plan for the management of a coached session to improve performance, fitness and well-being, engage in planned activities and evaluate the effectiveness of the activity. Students will be required to evaluate the impact of their planning and coaching for performance and fitness on an athlete and/or team. The evaluation will detail strengths and weaknesses and how each one has contributed towards athlete and/or team performance and fitness during and after session/s. During the evaluation, it is essential that students reflect on the session delivered and their own coaching performance, as well as the impact on their own performance. Students will justify how they could develop their planning and personal coaching abilities for future coaching sessions, suggesting actions to achieve these goals. Summative assessment is through a submission and delivery of a session/programme which contains clear justifications of the planned activity/intervention.</p>
<p>C2: Identify safe practice within a physiology laboratory and ensure responsible utilisation of specialist equipment.</p>	<p>C2: All practical elements of the coaching, development and fitness programme model safe and responsible practice, including equipment and application of coaching and fitness techniques. One-to-one tutorials are made available to address any shortfall in safe and responsible practice. Summative assessment is through written reports, literature review and Lab testing.</p>
<p>C3: Demonstrate awareness of personal responsibilities, health & safety, and ethical issues when operating in the sports, coaching, and fitness environment.</p>	<p>C3: Ethical issues, personal responsibilities (including safeguarding) and health and safety are emphasised in every practical seminar. Tutors model professional behaviour and the strict code of conduct which is introduced during Induction Week. One-to-one tutorials provide time to discuss personal roles and responsibilities and how these can be progressed to improve coaching and instructing practice. Summative assessment is through written reports and Lab testing.</p>

3C. Practical and professional skills	
C4: Demonstrate effective planning and delivery of training/coaching sessions.	C4: The key skills for professional vocational qualifications are applied throughout the Level 4 and 5 modules. All theoretical knowledge and practical expertise is included as indicative content, so by passing each Level 5 module, students attain the required skills and knowledge to pass professional vocational qualifications, should they wish to register and complete. Summative assessment is through statistical analysis testing, written reports, presentations and portfolio of evidence.
C5: Discuss personal performance and utilise feedback to improve performance.	C5: Practical seminars and industry placement give time to discuss student personal performance. In addition, students engage in informal reflective discussion which paves the way for formal reflection at Level 5. These skills are essential elements of professional practice and evidence is often needed to gain employment.

3D. Key/transferrable skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
D1: Adopt a range of roles within a team, contributing to effective performance in fitness and coaching.	D1: Practical seminars require students to adopt a range of roles within the coaching and fitness industries, to obtain as much experience as possible. These roles include a sports coach, fitness instructor, sports development officer, a sports analyst, a sports nutritionist, a sports scientist and a gym instructor. Summative assessment of this outcome is through practical assessments.
D2: Develop and utilise interpersonal, communication, and writing skills in a range of sporting and fitness contexts.	D2: Group collaboration runs through all modules; students are required on a daily basis to develop and utilise their interpersonal and communication skills to work as a team to solve a range of issues in coaching practical and answer research questions. In addition, interpersonal and communication skills are utilised when applying coaching and fitness practice, on work placements, when delivering presentations in written communication. Regular formative writing experiences are interspersed within year-long modules to track development. Summative assessment is through written reports and literature reviews.
D3: Develop and utilise numerical skills in a range of sporting and fitness contexts.	D3: Group collaboration runs through all modules; students are required on a daily basis to develop and utilise their numerical skills to work as a team to solve a range of issues in fitness training and programming and understanding research. In addition, numerical skills are utilised when analysing fitness test results and recommending effective training methods. And interpreting data within events, media and marketing. Regular formative numerical experiences are interspersed within year-long modules to track development. Summative assessment is through written reports.

3D. Key/transferable skills

D4: Select and utilise appropriate software/applications within a range of sport and fitness contexts.

D4: Seminars utilise software packages, such as Excel, and marketing software, such as Microsoft Publisher, Canva and wix.com, to help students develop and understand how to plan a small scale event, how to create a suite of marketing materials to promote events and also to analyse client results.

[Please insert here title(s) of exit award(s) at Level 4, if applicable]

Cert. HE Sports Coaching, Development and Fitness

Programme Structure - LEVEL 5					
Compulsory modules	Credit points	Optional modules	Credit points	Is module compensatable?	Semester runs in
Sports Research	20			Y	Year Long
Coaching Placement & Reflection	20			Y	Year Long
Exercise Referral	20			Y	Year Long
Biomechanics	20			Y	Year Long
Physical Activity in the Community & Factors Affecting Participation	20			Y	Year Long
Lab & Field Based Testing	20			Y	Year Long

Intended learning outcomes at Level 5 are listed below:

Learning Outcomes – LEVEL 5	
3A. Knowledge and understanding	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>A1: Demonstrate detailed knowledge and understanding of theories, concepts, and evolving government initiatives relevant to sport, fitness and wellbeing.</p>	<p>A1: Detailed theoretical knowledge of sports coaching and sports development theory and practice is provided through a combination of lectures and seminars. Lectures are used to ignite curiosity in indicative content and stimulate further reading. Students are required to play an active role in the delivery of lectures and to link literature and practice. Seminars explore theoretical concepts further, linking theory to evidence-based practice. Some seminars also take place in the specialist physiology laboratory, allowing students to develop data collection skills and expand their ability to handle specialist testing equipment and software. Summative assessment is through statistical analysis testing, written reports, presentations, written reports, portfolio of evidence, practical assessments and case studies.</p>

<u>Learning Outcomes – LEVEL 5</u>	
3A. Knowledge and understanding	
<p>A2: Demonstrate detailed knowledge and understanding of ideas, contexts, and frameworks within sport and fitness and recognise areas where knowledge is the most/least reliable.</p>	<p>A2: Links to evidence-based practice are prominent in all sessions. Group seminars promote alternative thinking/collaboration, and a range of solutions are offered to solve research problems. One-to-one Tutorial Sessions facilitate students to apply the skills of research/enquiry-based approaches to in the context of independent study. Summative assessment is through statistical analysis testing, written reports, presentations, practical assessments and case studies.</p>
<p>A3: Demonstrate detailed knowledge and understanding of a range of specialist software and technologies that can contribute to coaching and fitness programmes.</p>	<p>A3: Hands-on experience of a range of specialist lab-based and field-based equipment and software, such as Optojump, EMG, VO₂max testing, GPS units and heart rate monitoring, is encountered in the practical seminars in the physiology laboratory and practical environments. This equipment is used for client testing and data collection; students are required to select the appropriate equipment for the outcomes they desire and make sense of the data they extract. Summative assessment is through statistical analysis testing, written reports, practical assessments and case studies.</p>
<p>A4: Analyse, apply, and interpret data using numerical and statistical skills in complex sports science or sports studies contexts.</p>	<p>A4: Students are in constant engagement with increasingly challenging numerical problems to help develop their ability to apply numerical and statistical analysis skills. Evidence-based practice runs through all modules and students are required to apply numerical skills when putting current literature into practice. Further support in progressing these skills is offered through one-to-one tutorials, allowing individualised support. Summative assessment is through statistical analysis testing, written reports and a essays.</p>

Learning Outcomes – LEVEL 5	
3A. Knowledge and understanding	
<p>A5: Demonstrate detailed knowledge and understanding of theories and concepts relevant to evolving national and global public health issues.</p>	<p>A5: Students examine the roles and responsibilities of the various agencies involved in the provision of intervention strategies for increasing the adoption of active lifestyles. In seminars, students will discuss the relevance, for exercise and health, of multi-agency collaboration at national, regional and local levels within society and analyse a range of current practices in exercise and health in terms of process, policy and outcomes. Through lectures and seminars students will discuss the major contemporary issues within exercise and health and through literature and data searches, will interpret the implications of these contemporary issues for the exercise and health environment. Furthermore, students will be supported to make informed predictions of possible future trends.</p>
3B. Cognitive skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>B1: Critically analyse a range of information, using varied sport science methods and techniques to benefit athletes and/or clients.</p>	<p>B1: Students consult numerous sources of information to help plan and execute their own coaching and fitness practice. Seminars promote the importance of consultation within the multidisciplinary sports science industry to solve complex problems. These skills are reinforced in the placements within the Sports Academies and wider sports industry, where many sources of information must be considered to correct and improve athletic performance, under limited guidance from the placement supervisor. Summative assessment of this outcome is through statistical analysis testing, written reports and presentations.</p>

3B. Cognitive skills	
<p>B2: Critically analyse data/information, draw conclusions, and apply solutions.</p>	<p>B2: Seminars require students to generate multiple forms of evidence and discuss how information will positively affect their coaching practice or their athletes/clients performances. This evidence is collected from numerous sources, such as journals, accredited websites, government papers and conferences. Students are required to ensure the information is current, valid and reliable. One-to-one tutorials offer support in developing students' ability to synthesise information and apply to practice. Summative assessment is through statistical analysis testing, written reports, practical assessments and case studies.</p>
<p>B3: Collect and synthesise information to inform a choice of solutions to problems in sporting contexts.</p>	<p>B3: Seminars require students to generate multiple forms of evidence and discuss how information will positively affect their coaching practice or their athletes' performances; this evidence is collected from numerous sources, such as journals, accredited websites, government papers and conferences. Students are required to ensure the information is current, valid and reliable. One-to-one tutorials offer support in developing students' ability to synthesise information and apply to practice. Summative assessment is through statistical analysis testing, written reports, portfolio of evidence, practical assessments and case studies.</p>

3C. Practical and professional skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>C1: Analyse principles/concepts and apply in written and practical work, recognising competing perspectives in coaching and fitness practices.</p>	<p>C1: Communication skills, verbal and written - are facilitated in all taught and student-led sessions, when applying practice with clients and on work placement. Students receive formative and summative feedback on all written communication and individual or group presentations. Regular formative writing experiences are interspersed within year-long modules to track development of communication and writing skills. Summative assessment is through statistical analysis testing, lab reports, written reports, presentations, portfolio of evidence, practical assessments and case studies.</p>
<p>C2: Adapt personal performance in individual and team working through reflective practice in fitness and coaching, with limited supervision.</p>	<p>C2: Seminars emphasise the importance of team work and obtaining practitioner expertise in order to solve increasingly complex issues within sports coaching, development and fitness practice. Seminars provide the opportunity for students to reflect upon their application of sport science theory and knowledge, with direct supervision from peers and the module tutors. A range of tools is used to aid in this discussion and reflection, such as video analysis and athlete feedback questionnaires. In addition, after completion of the student placement, students are required to submit an evidence-based reflection of their practice, stating how they will use the experiences to develop further. This reflection is discussed with the placement supervisor. Summative assessment is through portfolio of evidence, practical assessments and case studies.</p>

3C. Practical and professional skills	
C3: Demonstrate effective planning and delivery of training, coaching, and testing sessions including health and safety/ethical concerns.	C3: The key skills for professional vocational qualifications are applied throughout the Level 4 and 5 modules. All theoretical knowledge and practical expertise is included as indicative content, so by passing each Level 5 module, students attain the required skills and knowledge to pass professional vocational qualifications, should they wish to register and complete. Summative assessment is through statistical analysis testing, written reports, presentations and portfolio of evidence.
C4: Demonstrate effective and responsible utilisation of specialist fitness and coaching equipment appropriate to specific situations.	C4: Students are required to select appropriate fitness testing equipment in order to obtain the data they require. Students are challenged to use the equipment effectively. One-to-one tutorials are made available to reinforce equipment protocol and provide demonstrations on how to effectively use the kit. Summative assessment is through statistical analysis testing, written reports, practical assessments and case studies.
3D. Key/transferable skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
D1: Evaluate personal role through reflective practice within a team or professional setting to contribute to an effective fitness or coaching programme.	D1: Practical seminars require students to adopt a range of roles within the sports coaching, development and fitness industries (e.g. sports coach, fitness instructor, health lives advisor, sports development officer) and evaluate each role through reflective practice in order to develop their own coaching and delivery practice. Concepts such as coaching styles, intensity and pace of the techniques applied - and the skill levels of clients - should all be considered. Summative assessment is through statistical analysis testing, written reports, practical assessments and case studies.

3D. Key/transferable skills	
<p>D2: Develop and utilise interpersonal and communication skills for diverse audiences in situations of varying complexity.</p>	<p>D2: Students are challenged to provide coaching, fitness, health and well-being guidance to a diverse range of clients. Students have to adapt their interpersonal skills and communication skills to suit each athlete/client in order to achieve optimal improvements. Summative assessment is through statistical analysis testing, written reports, presentations, portfolio of evidence, practical assessments and case studies.</p>
<p>D3: Develop and demonstrate written skills, conforming to academic standards of presentation, structure and citation with partial self-direction.</p>	<p>D3: Short lectures, practical demonstrations, group seminars and individual tutorials stretch students to progress their writing skills, conforming to academic standards of presentation, structure and citation. Practical seminars help students to clearly explain technical concepts with an emphasis on appropriate use of terminology and citing sources using appropriate standards. Summative assessment is through statistical analysis testing, written reports, portfolio of evidence and practical assessments, case studies.</p>

[Please insert here title(s) of exit award(s) at Level 5, if applicable]

Foundation Degree Sports Coaching, Development and Fitness

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

4.1 Module Map

The table below shows progression between modules on related themes at levels 4 and 5.

Level 4	Level 5
Understanding Research	Sports Research
Anatomy & Physiology	Exercise Referral
Components of Fitness, Testing and Training	Lab & Field Based Testing
Exercise Psychology	Physical Activity in the Community & Factors Affecting Participation
Events, Media & Marketing	
Coaching Theory and Placement	Coaching Placement & Reflection
	Biomechanics

4.2 Delivery

A significant feature of the programme structure is the duration of all modules: all are delivered in year-long mode. The main reason for this structure is to allow prolonged development of coaching skills. Coaching and Fitness practice requires interaction with a multitude of clients, end goals, techniques, and fitness regimens: year-long module delivery provides the opportunity to advance these skills over a longer period of time.

4.3 Theory and Practice

A major strength of this programme is the blend of theory and practical work. Industry relevant theoretical modules have been designed to provide the opportunity for students to expand their knowledge and develop into an evidence-based practitioner. Students can also apply this theoretical knowledge in practice, with practical modules included throughout the programme for students to develop their coaching skills. Furthermore, the assessment methods in the practical

modules reflect the regular requirements of industry, graduates can be confident they will enter employment with the necessary competencies.

4.4 Work Placement

The programme provides onsite work placement opportunities. Middlesbrough College hosts several successful sports academy pathways for college students including football, volleyball, basketball, and gymnastics. Students are expected to accumulate hours working with these athletes to improve their practice. The programme also has significant links with local Primary School Trusts and Sports Development Agencies to encourage a broad range of placement opportunities. Module leaders will initiate placement opportunities with our employment links, placements will be monitored by module tutors including the use of a placement handbook.

4.5 Additional Industry-Recognised Qualifications

Another key feature of the programme is the incorporation of content relevant to industry-recognised qualifications and funding for students to complete courses. Each student is permitted £500 of funding towards additional courses per academic year. Achieving these supplementary qualifications improves students' employability once they have completed the programme. Content necessary to complete the qualifications is not covered on the programme in entirety, however, many of the necessary skills are developed.

Involvement with additional courses is optional, students can complete the examinations or decline the opportunity and qualify with the Foundation Degree alone. The following qualifications are discussed with/offered to students on the programme. Some of the courses are delivered on-site at the College, others are delivered externally.

[Cricket Coaching Qualifications](#)

[Basketball Coaching Qualifications](#)

[First Aid](#)

[L1 Football](#)

[Active IQ L2](#)

[Active IQ L3 PT](#)

[Street Games offer a wide variety of 'Activator Courses'](#) and short coaching courses which provide community sports and youth workers with the skills to introduce new activities to the groups they work with. The workshops draw on the principles of teaching games for understanding, and they provide numerous activities to enable coaches to interact with the young people and understand their motivations. The programme directs students to these courses to broaden their knowledge, experience and enhance employability.

[Active IQ L2 Certificate in Fitness Instruction \(Gym-Based\)](#)

This qualification is the minimum qualification required to work in the fitness industry and is offered at the end of Level 4. Anatomy and physiology content is embedded within the module *Anatomy and Kinesiology* and the practical knowledge and assessments have been designed into the module *Gym and Class Instruction*.

[Active IQ L3 Diploma in Personal Training](#)

This qualification is required for higher-level one-to-one instruction, which is fundamental for a strength and conditioning coach. The theoretical content is included in the module *Strength and Conditioning*.

5. Support for students and their learning.

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

5.1 Induction

The following activities are provided in Induction Week:

- Students are given two taster sessions for Level 4 modules to give them a feel for the course.
- Alumni speak to new students about their experience of the programme and specifically address what students need to do to achieve the highest grades.
- Current students from all three years are invited to a light lunch/buffet to meet and greet new students.
- A representative from the Student Union helps to elect Student Representatives.

5.2 Engagement Support

Engagement is monitored closely to ensure that all students are getting the best from the programme. Should a student need to miss a session for any reason, they are required to contact the lecturer beforehand. Where a lecturer notes that a student has not attended with no prior warning, the student is contacted at the end of the session, asking if the student is well and reminding the student that they are required to let lecturers know if they cannot attend.

Where a student misses three consecutive sessions, the year tutor also contacts the student with an invitation to attend a formal meeting. Where attendance problems persist, the year tutor works with the college student support staff who, where necessary, direct students to the relevant confidential support (personal, financial, etc). Where students are facing difficulties, it is vital to ensure they get the right support and where necessary, decide to withdraw or suspend as the timing of any withdrawal/suspension can affect their student loan.

5.3 Tutorial Support

Student tutorial opportunities are embedded in all sessions. Theory sessions are structured to provide input followed by practical experimentation, the results of which can then be fed back into spontaneous tutorials in further sessions. Formative and summative feedback tutorials are also embedded into each module and feedback tutorial sessions are listed in module guides.

5.4 Encouraging Completion

One of the significant advantages offered by the programme is the amount of time students are given by module tutors. This is due to the relatively small number of students and the mode of delivery discussed above. There are, therefore, plenty of opportunities to give formative feedback and emphasise the importance of submitting on time.

5.5 Reassessment Period

Tutorials and all essential resources are provided for students who are offered reassessment opportunities by a properly constituted Exam Board.

5.6 Year Tutors

The level 5 year tutor offers return to study sessions at which students are encouraged to:

- reflect on their performance at level 4
- develop support strategies for level 5
- determine the highest award classification that is attainable

- develop strategies to achieve this best outcome.

5.7 Pastoral Support

In the experience of the course team, the amount of *ad hoc* pastoral support noted above is greatly valued by the students. The personal tutoring system is in place to support a student's full engagement with their programme of study and gain as much as possible from their time at the college. Though the emphasis is on academic support the meetings are also an opportunity to raise pastoral issues which may be having an impact on a student's academic performance. The tutor can offer support and advice and, if required, direct students to further support services available within the college which they may find of value. Student learning and personal development is supported throughout the programme. This is further supported by the personal tutor system.

5.8 Academic Support and Skills

The delivery of many modules is based upon individual sessions that consist of demonstrations and practical exercises. This delivery strategy ensures that theory is always applied, that practical skills, knowledge and understanding are regularly checked, and that formative feedback is continuous rather than focussed at specific points in the academic year.

In addition to in-session help, students can also make appointments to get support from:

- members of the programme team: module leaders, lecturers, and technicians;
- the programme leader and year tutors.

5.9 IT Support

Students can also access remote support for learning via the college [Reboot scheme](#) and log IT support requests via the [HALO system](#).

5.10 Programme Documentation and Online Learning Support

Students are provided with programme and module guides that contain comprehensive information on how their programme and modules are structured and delivered. These documents are also available to students throughout each academic year (and for the duration of their registration) via the college Virtual Learning Environment (VLE). All teaching and learning content is made available via the VLE. This online resource includes lecture notes and a range of materials. Assessments will be communicated to and submitted by students using the VLE.

5.11 Module compensation

All 20 credit programme modules may be compensated. Each student may be compensated to the value of 20 credits per level.

5.12 Library and Learning Resources

Students can access a range of resources through the college Learning Resource Centre (LRC) and associated online services. Online services are listed in the background document. Students can access specific sessions with the LRC staff regarding advanced academic and research skills. This activity is introduced as part of the induction sessions at the start of each year but can be revisited again throughout the year in refresher sessions. LRC term time opening hours are:

- Mon 08:30 -17:00
- Tues – Thurs 08:30 – 20:00
- Fri 08:30 – 16:30

College holiday opening hours:

- Mon – Thurs 08:30 – 16:00
- Friday 08:30 – 15:30

The LRC has space for individual and group study, including a quiet study area. There are multi-function printers on both floors. All physical books are stored in the LRC, allowing for easy access. In addition to the textbooks, fiction titles and wellbeing books are available to help students relax. Enrichment sessions offered as part of the service are held in the STEAM Lab within the LRC.

The LRC has been involved in the production of the documentation for this programme, all reading lists have been checked for updated versions and new titles purchased. The LRC provides books, e-books, and e-journals for each programme and subscribes to specialist databases needed for students to complete their assignments.

An online LRC Information section is maintained by the LRC (currently on Canvas, soon to be M365). This is where students can search for books, e-books and e-journals, using:

- [Heritage Online](#) for books and e-books
- [Discovery](#), our one stop shop for books, e-books and e-journals
- [E-resources List](#), which lists each platform we subscribe to individually, as we know that some students find Discovery too large. We also provide user guides, written and video, for all the e-resources on our [E-resources Guides](#) page

Each course has a dedicated HE LRC Guides page on LRC Information, which provides quick links to Heritage Online and Discovery, as well as links to:

- Information and research skills pages which include a list of copyright free and open access resources
- Referencing
- The course's reading list

The LRC offers information skills support on the following:

- Searching expertly
- Referencing
- Using e-resources
- Using Microsoft Office

This is done in a variety of ways:

- Online through LRC Information
 - or in groups either in groups or through Teams, sessions are bookable through the [Request Tutorial](#) page on LRC Information
- For quick queries e-mail at LRCinfo@mbro.ac.uk, telephone on 01642 333226 or in person in the LRC
- Drop-in sessions in the LRC
 - Tues 10:00-11:00, Wed 13:00-14:00 and Thurs 14:00-15:00

5.13 Virtual Learning Environment (VLE) and Microsoft Teams

Every programme uses the College VLE which is a key resource to support student learning as well as engagement with the programme and the College in general. All teaching materials and

general course information is backed up on the VLE, ensuring that students can access what they need when they need it. The VLE is also used as a portal to other sources of support. Students can access the programme of informal workshops designed to support their learning, including: improving writing style and referencing, planning assignments, developing critical thinking and other key skills. Students also interact with staff and peers via Microsoft Teams.

5.14 Additional Learning Support

Any student that considers that they have, or may have, additional learning support needs can access a range of support through the college. Initial assessments by the college HE SENCo are provided to support understanding of the range of support that may be needed which will then trigger the provision required. The programme team have all attended staff development sessions relating to Asperger's and dyslexia (attendance at many of these sessions is mandatory). For students with dyslexia, staff offer dyslexia-friendly versions of lecture notes and include a higher-contrast background on notes/session plans. Students declaring either condition receive a formal assessment after which the programme team are advised on the steps they must take.

5.15 Student Services

All students can access the college student services which are based in the Dock Street building which has its own reception and drop in facilities. As well as general advice about the college, the student services team also provide: counselling, financial support, learning support and signposting to additional or partner services.

5.16 HE Student Areas

All HE students have areas in the college that are exclusively for their use. In the University Centre, all HE students have access to an open-plan working area, which has access control to retain its exclusivity. As well as the open-access area, students may also use the teaching rooms and meeting/tutorial rooms when they are not in use for a pre-booked activity. From September 2022, the open access area will also include new collaboration pods which will be available for student use.

5.17 The 'Job Shop'

The college provides has its own 'Job Shop' which provides a range of support to students. As well as advertising vacancies provided by local employers, the Job Shop also provides a range of support to students, including: help with job applications, CV writing, interview preparation, job searching, writing covering letters and finding work experience. All the support is available either through drop/bookable appointments or via on-line tutorials.

5.18 The Fitness Studio

All students are entitled to free membership of the Fitness Studio. The Techno Gym equipped facility, provides a range of cardiovascular and resistance exercise equipment. Together with the latest innovations in IT wellness programme monitoring, students can engage in regular exercise in a friendly and easily accessible environment. Support and guidance are available during opening hours from experienced staff.

5.19 Other facilities

The college has a wide range of other facilities which students can access either free of charge or at subsidised or nominal rates. Examples include:

- 156 seat theatre which produces several performances throughout the year many of which are free for students to attend
- hair Salon providing low-cost services
- beauty Spa facility which offers:

- jacuzzi, light therapy, sauna, steam room, flotation room, 39 private treatment rooms, and nail bar
- fully equipped recording studios and control rooms.

5.20 Research Skills Development

The modules 'Understanding Research' and 'Sports Research' (at levels 4 and 5 respectively) are utilised to comprehensively develop students' research skills and extend the scope of research conducted on this programme and in further study. In the experience of the programme team, research focussed modules at each level are necessary on a very vocational course to thoroughly embed the necessary skills to produce well-rounded, practically skilled graduates, who are also well prepared for the rigours of further study and/or research.

6. Criteria for admission

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

6.1 Admission Criteria - Year 1

The most popular (and directly relevant) entry qualifications are A-Level Physical Education, the BTEC Level 3 Extended Diploma in Sport/Sport and Exercise Science, and the BTEC Level 3 Diploma in Sport/Sport and Exercise Science. The minimum expected criteria to enter the programme is 40-48 UCAS points.

Should an applicant have relevant T-Level qualifications in a related subject then they will be accepted onto the programme.

Where applicants apply with qualifications that are not directly relevant, but meet the UCAS points requirement, the programme team looks for evidence of experience with sport, gym instruction, and fitness. Applications from students with non-standard entry qualifications are welcome. Admission tutors also consider any alternative qualifications or other experience applicants may offer.

6.2 Admission Criteria - Direct Entry to Year 2

If a student applies for direct entry to Level 5 (Year 2), applicants must have a Level 4 qualification in a related discipline. The College welcomes applications from non-standard entrants, which are referred to the RPL Panel for consideration.

All applicants require qualifications in English Language and Mathematics to at least GCSE level 4 or have demonstrated adequate skills and competencies in an interview (for example, functional skills assessment). In addition, all applicants are required to apply for enhanced DBS which is funded by The College.

7. Language of study

English.

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

N.A.

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)
 N.A.

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

10.1 College HE Teaching and Learning

The college has recognised the importance of having a distinct approach to HE learning and teaching for over ten years. The first HE specific Learning and Teaching process was introduced in 2009. Subsequent reviews and updates in 2011 and 2014 have enhanced the process to reflect the aims of the [UK Professional Standards Framework](#) and prepared the college to meet the expectations of the [Teaching Excellence Framework](#).

Many of the innovations established in the evolution of this process have been subsumed into the current cross-college learning and teaching model for all levels, including a non-graded observation process. The underlying principle is to place the student at the centre of the process to ensure that their learning and attainment of Learning Outcomes drives the process.

Underpinning this principle is a focus upon ensuring that lecturing staff are fully engaged in the process to match outcomes to professional discussion and peer review. These approaches have been being further refined to form part of the college departmental review process. A mark of the success of the approaches taken to date are reflected in the [award of the GOLD standard](#) in the year 2 Teaching and Excellence Framework.

10.2 Observation of Teaching and Learning (OTL)

The OTL process for HE provision has been contextualised to reflect the differences between HE and FE. The OTL process for FE courses is based upon the expectations of the Common Inspection Framework, whereas the HE model is aligned to the expectations of the [UKPSF](#) and the [TEF](#). Central to the process is the student as an independent learner, developing their academic skills as they progress through their academic career.

The college HE model distinguishes between levels of study and differing abilities of the students. At Level 4, teaching staff take a lead role in the student learning process, but as the students progress, the balance gradually evolves so that students become leaders/co-leaders of learning. To facilitate this model, student learning and reflection may not take place at the same time as content delivery, making it difficult for an observer to see the product of the model. To work around this, the OTL process for HE lessons is based upon mapping the observation of the session to the scheme of work and planned assessment tasks.

The outcome of the OTL forms the basis of a professional discussion with a Teaching and Learning mentor, and members of the HE teaching team, to ensure that good practice is shared across the college. Any trends identified from OTL reports or staff feedback are used to inform CPD activity.

10.3 Feedback from Students

Another input to the process of evaluating and improving the quality and standards of teaching and learning is feedback from students. Feedback emerges through several routes. The most significant is through the Module Evaluation Questionnaires. In addition to five-point Likert scale questions, students are asked to state 'what worked and what could be improved' regarding any aspect of the module. The results and comments from the Module Evaluation Questionnaires feed into Module Reports. Over the past twelve years this student feedback has been vital in informing the major and minor modifications the programme has undergone. Student feedback

is also collected from induction surveys, the Student Reps, the NSS and in both formal and ad hoc tutorials.

10.4 Staff Workforce Development

Improving the quality and standards of teaching and learning is also a focus of internal and external Workforce Development (WFD) sessions. Academic staff attend a range of internal and external staff development events aimed at improving teaching and learning. The academic year 19/20 saw a significant focus on developing on-line provision and learning due to the Covid 19 outbreak. The academic year 20/21 saw the introduction of Teaching Innovation Groups (TIG).

10.5 Staff New to HE

All staff new to teaching HE at the College are required to hold a relevant degree and a PGCE as part of the terms of their employment. A higher degree is desirable for all staff and for those teaching Level 6, holding a relevant level 7 qualification or the commitment to study for one is essential. Staff new to teaching HE at the College receive initial tailored CPD to help them to make the transition.

10.6 Ongoing Subject and Pedagogic Development

All HE teams share resources and good practice via the HE staff zone located in the HEO. The area is set up to encourage HE staff from across the college to meet, both formally and informally, to share good practice and discuss ideas and approaches to module and programme design and delivery. All teaching staff are supported by more experienced members of the team who act as mentors. In addition, cross-college learning and teaching mentors, made up of advanced practitioners, provide 1:1 support to teams as well as tailored CPD sessions. The college added a new post in 2018, to further support the HE team as the college develops a range of new programmes and increases the number of Level 6 awards it offers. The college has a research and scholarly activity procedure which encourages and supports staff to maintain and annually update both pedagogical and subject expertise.

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

N.A.

Annexe 1: Curriculum map

Annexe 2: Notes on completing the OU programme specification template

Annexe 1 - Curriculum map

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

Level	Study module/unit	Programme outcomes																								
		A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4	C5	D1	D2	D3	D4								
4	Understanding Research		x		x		x	x				x				x	x									
	Anatomy & Physiology	x	x			x	x	x			x	x				x	x									
	Exercise Psychology			x	x			x		x						x										
	Components of Fitness, Fitness Testing and Training	x	x	x		x	x			x	x	x	x	x	x	x	x	x								
	Coaching Theory and Placement			x	x			x	x	x		x	x	x	x	x										
	Events, Media & Marketing			x					x			x		x	x	x		x								

Level	Study module/unit	Programme outcomes																							
		A1	A2	A3	A4	A5	B1	B2	B3	C1	C2	C3	C4	D1	D2	D3									
5	Sports Research				x		x	x		x	x				x										
	Coaching Placement & Reflection	x	x			x		x	x	x	x	x		x	x										
	Exercise Referral	x	x			x	x	x	x	x		x			x										
	Biomechanics		x	x	x			x			x		x		x										
	Physical Activity in the Community & Factors Affecting Participation	x	x			x	x	x	x	x					x	x									
	Lab & Field Based Testing		x	x	x		x		x			x			x										

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.