| Middlesbrough College

| BSc (Hons) Sports Coaching, Development and Fitness [Top-Up]

| Programme Specification

Programme specification

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

1. Overview/ factual information

Programme/award title(s)	BSc (Honours) Sports Coaching, Development & 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	120
UCAS Code	TBC
HECoS Code	TBC
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
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	1 year
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 an in depth understanding of key sport, fitness, and health testing hardware and software;

- Develop students' ability to understand relationships between highly effective coaching and fitness knowledge and advanced practice to ensure client safety and progress;

Cognitive Skills

- Critically analyse data, draw conclusions and apply detailed solutions in a sporting/fitness context;

- Develop students' ability critically inform a choice of solutions to a range of problems in a sport/fitness context through evidence-based practice;

Practical and Professional Skills

- Develop students' ability to produce highly effective coaching and fitness programmes for a range of clients and scenarios;

- Provide students with the autonomy to use a broad range of specialist sport, fitness, and health testing hardware and software;

Key Transferrable Skills

- Develop students' ability to be reflective practitioners within the coaching and fitness industry

- Assist students' ability to become fully independent lifelong learners;

- Provide students with the opportunity 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)

This programme is a progression option for graduates of the Foundation Degree in Sports Coaching, Development and Fitness.

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

BSc Sports Coaching, Development and Fitness [80 Credits]
BSc (Honours) Sports Coaching, Development and Fitness [120 Credits]

3. Programme structure and learning outcomes
(The structure for any part-time delivery should be presented separately in this section.)

Programme Structure					
Compulsory modules	**Credit points**	**Optional modules**	**Credit points**	**Is module compensatable?**	**Semester runs in**
Dissertation	40			N	Year Long
Applied Strength and Conditioning	20			Y	Year Long
Sports Analysis	20			Y	Year Long
Applied Placement	20			Y	Year Long
Sports Development in Practice	20			Y	Year Long

Intended learning outcomes at Level 6 are listed below:

Learning Outcomes – LEVEL 6	
3A. Knowledge and understanding	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
A1: Demonstrate in-depth knowledge and understanding of complex/conflicting theories and concepts relevant to a range of sporting contexts.	**A1**: Detailed theoretical knowledge of coaching, fitness and sports development practice is provided through a combination of lectures and seminars. Lectures are used to ignite curiosity in indicative content and stimulate further reading. Learners lead in the delivery of lectures and link theory to their own area of practice. Seminars explore the theoretical concepts further, evaluating current evidence-based practice to offer solutions to deficits noted in an athlete's performance. Some seminars also take place in the specialist physiology laboratory, with learners asked to solve complex research problems. Summative assessment is through the final dissertation, client assessment with accompanying justification, presentation, written reports, case studies, an e-portfolio, placement hours and practical assessments.

Learning Outcomes – LEVEL 6	
3A. Knowledge and understanding	
A2: Research, critically evaluate, and analyse primary and/or secondary data/information to solve/understand unpredictable and complex problems.	**A2**: The practical elements of coaching and fitness are embedded with limited tutor guidance through group and one-to-one demonstrations within the Health and Fitness suite, the Sports Hall and out on the AstroTurf. Practical sessions provide hands-on experience of coaching athletes, designing and executing coaching programmes, and offering a range of solutions to improve athletic performance. Emphasis is placed on evidence-based practice. The skills obtained from the practical sessions are put into practice during student placements with the College sports academies and external providers. Learners are required to provide an S&C programme for their assigned team, under limited supervision of qualified staff. Summative assessment is through the final dissertation, client assessment with accompanying justification, presentation, written reports, case studies, an e-portfolio, placement hours and practical assessments.
A3: Demonstrate in-depth knowledge and understanding of the effective application of a range of specialist software and technologies that can contribute to a range of sports coaching and/or fitness programmes.	**A3**: Hands-on experience of a range of specialist field-based equipment and software, such as Optojump, EMG, GPS units and heart rate monitoring, is encountered in the practical seminars in the physiology laboratory and the practical environments. Learners are required to answer specific research problems by designing a methodology, with the appropriate equipment and research design, collect the data accurately, analyse the data and summarise implications on an athlete's performance. Summative assessment is through the final dissertation, written reports, case studies, an e-portfolio and placement hours.

Learning Outcomes – LEVEL 6

3A. Knowledge and understanding

A4: Demonstrate in-depth knowledge including critical appraisal of government initiatives that can improve performance and participation.	**A4**: Students explore a range of evolving government guidelines, white papers and developing strategies with peers in lectures and independently in academic support sessions. Seminars allow learners to refine these guidelines and apply them to real-world sporting, health, and wellbeing contexts. Seminars are also used to facilitate students to encounter a range of clients who will present a diverse range of challenges.
A5: Demonstrate in-depth knowledge and understanding of qualitative and/or numerical and statistical data within the context of evidence-based practice.	**A5**: Learners are required to include accurate data and statistical analysis methods when designing primary and/or secondary research questions. Learners are also expected accurately to analyse data collected to allow for precise and meaningful conclusions to be created. Summative assessment of this outcome is through the final dissertation, written reports, case studies, a portfolio and placement hours.

3B. Cognitive skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
B1: Critically evaluate primary and secondary sources to develop practice and adapt techniques individually and as part of a multi-disciplinary team.	**B1**: Practical seminars revolve around peer interaction and group collaboration, with learners taking the lead on discussing athlete/client information and data and how this information can be used to drive improvements in performance and/or wellbeing. Hands-on experience of obtaining information and data from athletes is included in seminars (working with peers in their programme group and athletes within the college), with facilitation from the module tutor. In addition, student placements within the Middlesbrough College sports academies, and during an external placement, require learners to discuss a range of athlete information and data with other coaches, before being agreed with the placement supervisor, in order design sport and fitness programmes that improve performance and wellbeing. Summative assessment is through written reports, case studies, an e-portfolio, placement hours and practical assessments.
B2: Articulate theoretical arguments and research questions relating to sports coaching and/or fitness practice.	**B2**: All theory-based seminars focus on higher-level research skills and competencies. Seminars also focus on evidence-based practice and learners are expected to recognise gaps in literature and how these gaps affect practice. Students are also required to contribute towards filling these gaps and therefore improving practice. One-to-one tutorials provide an opportunity for learners to seek individualised guidance on these skills. Summative assessment is through the final dissertation, client assessment with accompanying justification, presentation, written reports, case studies, an e-portfolio and placement hours.

3B. Cognitive skills	
B3: Critically evaluate information to inform solutions to problems in sports coaching, development, and fitness.	**B3**: Seminars require learners to generate multiple forms of evidence and critically to evaluate how information affects their coaching practice or their athlete's performance. This evidence is collected from numerous sources, such as journals, accredited websites, government papers and Sport & Exercise conferences. Learners are required to ensure the information is current, valid and reliable, whilst considering multiple viewpoints and gaps in knowledge. One-to-one tutorials offer support in developing learners' ability critically to evaluate information. Summative assessment is through the final dissertation, client assessment with accompanying justification, presentation, written reports, case studies, an e-portfolio and placement hours.
B4: Critically evaluate a range of information, comparing alternative methods and techniques.	**B4**: Learners consult numerous sources of information and critically evaluate the impact on helping plan and execute a sports coaching and/or fitness programme. Seminars promote the importance of questioning the information selected, and with consideration being placed on improving extant literature. These skills are reinforced in placements within the College's Sports Academies and external providers, where many sources of information must be critiqued to correct and improve athletic performance, facilitated by the placement supervisor. Summative assessment is through the final dissertation, client assessment with accompanying justification, presentation, written reports, case studies, an e-portfolio, placement hours and practical assessments.

3C. Practical and professional skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
C1: Plan and design research/interventions in a range of complex scenarios, ensuring ethical implications are suitably considered.	**C1**: Practical seminars and student placements require learners to evaluate key theories, principles and concepts in planning effective sports coaching and/or fitness programmes to improve athletic performance. To justify the design of the programmes, learners are required critically to evaluate their selected methodologies, under limited guidance form the tutor and/or placement supervisor. Summative assessment of this outcome is through the final dissertation, written reports, case studies, an e-portfolio, placement hours and practical assessments. Through tutorial support, students are encouraged to extend their research skills and knowledge and apply relevant ethical principles to their research.
C2: Critically reflect upon personal performance, coaching philosophy, and strength and conditioning principles in the context of sports coaching, development, and fitness to implement changes in practice.	**C2**: Seminars provide the opportunity for learners critically to self-reflect upon their application of coaching theory and knowledge, the systems they have used and how their own values have affected their practice - all with limited guidance from the module tutors. Learners are expected to select - and utilise - a range of tools to aid in this self-reflection. In addition, after completion of student placements, learners 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 client assessment with accompanying justification, presentation, written reports, case studies, an e-portfolio and placement hours.

3C. Practical and professional skills	
C3: Apply skills required to utilise specialist sports science equipment independently across a wide range of applications in a safe and effective manner.	**C3**: Learners are required to select appropriate sports science equipment to obtain the data they require, in response to more complex research questions. Learners are challenged to use the equipment effectively and to apply the results to improve athletic performance. One-to-one tutorials are made available to discuss how to use the data obtained from testing to drive forward athletic performance. Summative assessment is through the final dissertation, written reports, case studies, an e-portfolio and placement hours.

3D. Key/transferable skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
D1: Critically evaluate personal role/contribution within a team, or clinical setting, in a range of situations utilising reflective practice.	**D1**: Practical seminars require learners to adopt a range of roles within the sports coaching and/or fitness industry (such as coach/athlete receiving relevant advice) in a range of environments (such as field-based/ community environment/clinical setting) and critically to evaluate each role to develop personal coaching practice. Summative assessment is through written reports, case studies, an e-portfolio and placement hours.
D2: Develop and utilise interpersonal and communication skills to adapt to complex and unpredictable contexts, exercising initiative and personal responsibility in a range of sporting and fitness contexts.	**D2**: Learners are challenged to provide coaching and fitness guidance to a diverse range of athletes and clients, under limited supervision of tutors. Learners are tasked to adapt their interpersonal skills and communication skills to suit a range of clients within unpredictable contexts. Summative assessment of this outcome is through an e-portfolio, placement hours and practical assessments.

3D. Key/transferable skills	
D3: Demonstrate a sustained level of accurate scholarship with presentation of articulate analysis and enquiry.	**D3**: Learners are expected to take ownership of their academic writing and presentation style. Learners should review their own scholarship skills, identify areas of development and seek guidance on how to improve. One-to-one tutorials are made available for learners to discuss strengths and areas of development in their scholarship skills. Summative assessment is through the final dissertation, client assessment with accompanying justification, presentation, written reports, case studies, an e-portfolio and placement hours.
D4: Undertake independent study autonomously with limited supervision/direction, within agreed guidelines.	**D4**: Key lectures are used to signpost students to resources that support the development of skills at level 6. This activity includes sessions on academic writing, critical thinking and writing a research proposal. Students receive formative feedback on their ability to formulate a research question and to evaluate appropriate evidence appropriate to the topic of choice. In tutorials, students also receive feedback on their ability to communicate clearly and fluently.

[Please insert here title of exit awards(s) at Level 6]

BSc Sports Coaching, Development and Fitness [80 Credits]

BSc (Honours) Sports Coaching, Development and Fitness [120 Credits]

4. Distinctive features of the programme structure

- **Where applicable, this section provides details on distinctive featurs 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 from modules on related themes on the associated Foundation Degree in Sports Coaching, Development, and Fitness.

Dissertation
Applied Strength and Conditioning
Sport Development in Practice
Sports Analysis
Applied Placement

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 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 if required, 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 year tutor offers return to study sessions at which students are encouraged to:
- reflect on their performance on preceding courses
- develop support strategies for level 6
- 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.

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.

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 module Dissertation is utilised to comprehensively develop students' research skills and extend the scope of research conducted on this programme and in further study.

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

The directly relevant entry qualification is a Foundation Degree in Sports Coaching, Development & Fitness. However, for applicants who have not completed that programme, the

programme team explore the applicants' qualifications in relevant, related fields at Foundation Degree or HND level (such as sports coaching, strength and conditioning, sports science).

Where applicants apply with qualifications that are not directly relevant, the programme team looks for evidence of relevant experience. Non-standard entrants are interviewed to assess their ability to complete the course. This activity entails a review of any professional experience and training gained in the workplace to ensure that applicants are adequately prepared to cope with the academic level of study. The programme team explore applicants' qualifications and experience for relevance and will apply the college RPL process/policy if necessary. All applicants are interviewed by the programme leader.

In all cases successful candidates require qualifications in English Language and Mathematics to at least GCSE grade 4 level or have demonstrated adequate skills and competencies in an interview.

In addition, all applicants are required to apply for enhanced DBS which will be 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 Staff New to Delivering at Level 6
New staff employed for the delivery of Level 6 awards are required to hold a relevant Level 7 qualification. Those staff already teaching at the college making the transition to Level 6 delivery are provided with funding and support to complete a Level 7 qualification at the earliest opportunity.

Programme teams new to Level 6 awards are provided with advice and guidance from the Higher Education Office (HEO) during the programme development phase to ensure that the teams understand the difference in expectations at Level 6. As well as general information, which is also available via the VLE, programme teams are required to submit draft submissions

for feedback. A process of meetings and regular reviews of the design and content of the new awards ensures that awards are aligned to the [FHEQ](#) and expectations of the [UK Quality Code for Higher Education](#). In programme teams where there is no prior expertise amongst the team of delivering at Level 6, mentor support is provided by the HEO and experienced staff throughout the first year of delivery.

<u>10.7 Ongoing Subject and Pedagogic Development</u>
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	A1	A2	A3	A4	A5	B1	B2	B3	B4	C1	C2	C3	D1	D2	D3	D4															
6	Dissertation	x				x	x	x			x					x	x															
	Applied Strength and Conditioning	x	x	x			x	x	x		x	x	x		x																	
	Applied Placement	x	x		x		x			x	x	x		x	x																	
	Sports Analysis	x	x	x			x	x			x	x	x	x		x																
	Sport Development in Practice	x			x	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 <u>section 3</u> must be appropriate to the level of the award within the **QAA frameworks for HE qualifications**: <u>http://www.qaa.ac.uk/AssuringStandardsAndQuality/Pages/default.aspx</u>

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: <u>http://www.qaa.ac.uk/AssuringStandardsAndQuality/subject-guidance/Pages/Subject-benchmark-statements.aspx</u>

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 then English** must have programme specifications both in English and the language of delivery.