

Programme specification

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

1. Overview / factual information

Programme/award title(s)	BSc (Hons) Sport and Exercise (Top Up)
Teaching Institution	South West College (SWC)
Awarding Institution	The Open University (OU)
Date of first OU validation	September 2019
Date of latest OU (re)validation	April 2024
Next revalidation	March 2029
Credit points for the award	360 (120 Top-Up)
UCAS Code	N/A
HECoS Code	
LDCS Code (FE Colleges)	
Programme start date and cycle of starts if appropriate.	September 2024
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.	FHEQ
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	Full Time 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	March 2024/2029

2. Programme overview

2.1 Educational aims and objectives

The **overarching aim** of the BSc (Hons) Sport and Exercise (Top Up) course is to provide a coherent yet flexible undergraduate programme of study which will immerse and engage students in an academically challenging and stimulating educational experience; and produce dynamic graduates who are intellectually competent and vocationally prepared to build and develop professional careers in the field of sport and exercise. The BSc (Hons) Sport & Exercise (Top Up) programme provides students with the knowledge, understanding and skills required for employment. Students will apply their knowledge and understanding in a range of relevant situations that develops transferable skills required for lifelong learning.

Objectives

The BSc (Hons) Sport & Exercise (Top Up) course will focus on developing knowledge of the field (**content**) whilst giving the learners the opportunities to apply their learning in practical contexts (**experience**) whilst enhancing their learning through problem solving approaches (**challenging and authentic tasks**). The learning approaches will consider the diverse backgrounds of learners guiding them through Level Six, whilst developing them into independent learners and critical divergent thinkers ready for employment or postgraduate study (Inclusive environment, activities linked to student experience).

The BSc (Hons) Sport & Exercise (Top Up) is viewed as a natural progression route for students completing the Foundation Degree in Sport & Exercise at SWC and other regional colleges in Northern Ireland.

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

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

Sport has gained popularity since the turn of the 21st century, as fitness and health are approached more and more seriously in the modern world. There are ground-breaking advances in technology that affect the world of sport, exercise, and health daily and it receives significant funding. Sport is an important part of the lives of many people living in Northern Ireland. According to DCAL/Sport NI figures spending in this sector equates to 3.2% of the region's annual GDP, adding approximately £932.1 million to the local economy. It is also a source of employment for 25,700 people (Economic Importance of Sport in Northern Ireland report 2013). It is widely understood that sport and physical activity can contribute to the health and well-being of many of those that live in the country.

Teaching is conducted through tutorials, Academic workshops, lectures, Virtual Learning Environment (VLE), Directed study, seminars, laboratory sessions (to study exercise physiology and performance analysis), practical sessions (in gyms, fitness rooms, and outdoor pitches) and independent research and study. Assessment is based on coursework (written, oral or practical) including essays, reports, case studies, research reports, presentations, practical sessions (testing, teaching, coaching), vlogs, design of digital resources, class debates, formal interviews & academic posters.

Transferable skills gained include presentation, research, and communication, as well as a deeper academic understanding of sport and exercise science and performance, health.

Sports and Exercise graduates are in high demand and there is a rapid increase in the number of jobs, as the demand for athletes to have that extra edge grows and technology improves. Potential occupations include teacher, coach, personal trainer, sports analyst, or positions within sports governance. Some sport-related careers require further study at postgraduate level. For example, if learners want to become a sport and exercise psychologist they need to complete relevant accredited psychology qualifications. To get a job as a sports coach, learners need to gain the appropriate coaching qualification that's offered by the national governing body of sport. If learners want to become a PE

Commented [JM1]: Condition C

Commented [JM2R1]: Condition (c) Ref to Specific careers (psychologist and Therapist) removed and clear lines of progress to careers included ie postgraduate study and professional qualifications via GBS

teacher, they must go on to complete a postgraduate teaching qualification. A Masters or PhD may open up other opportunities in higher education.

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

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

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

2.2 Relationship to other programmes and awards

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

SWC HE Sport & Exercise has an ethos of widening participation/access & inclusion. We attract students from a range of academic, socio economic, ability and cultural backgrounds. It is clear from our numbers graduating since the 2020 cohort there is a need for the BSc (Hons) Top-up in Sport & Exercise within the space of Higher Education in a rural setting.

The majority of student progression onto the BSc (Hons) Sport & Exercise top up programme is expected to come internally from our Foundation Degree provision. The sport and Exercise department currently offers a Sport & Exercise foundation degree from which progression onto the top-up is expected. Students following the foundation degree pathway will be fully informed as to the requirements of the top-up programme via the tutorial process with individual and group sessions held.

A unique selling point of this programme is the opportunity for students to avail of a one-year Top Up programme. Students will enter the BSc (Hons) Sport and Exercise (Top up) from a range of educational backgrounds, with one of the following Level 5 qualifications: Foundation Degree or HND, in Sport and Exercise, Sport Studies or Sports Science (50%). In addition, it is envisaged students will enter Level 6 (Top Up) having graduated with Foundation Degrees or HND in Sport& Exercise from the one of the other five regional colleges: North West Regional College, Southern Regional College, Northern Regional College, South Eastern Regional College, and Belfast Metropolitan College.

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

The BSc (Hons) Sport & Exercise (Top Up) is a one-year programme comprising of two 15-week semesters (12 weeks Taught). At level 6 learners will undertake four Level 6 compulsory 20 credit modules and one Level 6 compulsory 40 credit module:

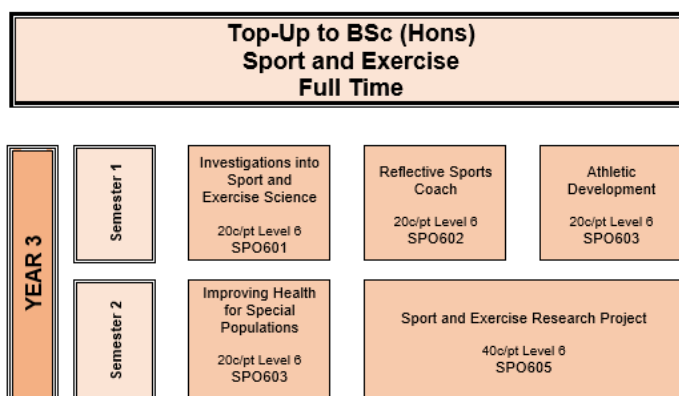
SPO601 Investigations into Sport and Exercise Science (20c/pts)

SPO602 Reflective Sports Coach (20c/pts)

SPO603 Improving Health for Special Populations (20c/pts)

SPO604 Athletic Development (20c/pts)

SPO605 Sport and Exercise Research Project (40 c/pts)



Awards

Upon successful completion of 5 Level 6 modules, including the Dissertation module, students will attain the award **BSc (Hons) (Top Up) (120 Credits)**.

Within this top-up degree programme there will be several **exit awards** in-built.

- Upon successful completion of 80 credits at Level 6 students will have attained the exit award of **Ordinary Degree (BSc)**.
- Upon successful completion of all Level 6 modules, including the Dissertation module, students will have attained the award **BSc (Hons)**.

Ordinary Degree BSc Sport & Exercise.

Students registered on the BSc(Hons) in Sport and Exercise who do not meet the learning outcomes of the Sport and Exercise Research project (Dissertation) will be awarded by the Board of Examiners a BSc Ordinary Degree (80 Credits at level 6)

BSc (Hons) Sport & Exercise (Top Up).

On Completion of all Level 6 modules (5 @ 20c/pts & 1 @ 40c/pts) including the Dissertation module, students will attain the award BSc (Hons) Sport & Exercise (Top Up) (120 Credits at Level 6).

On successful completion of this programme, to BSc Hons level and depending on level of achievement, students will be able to apply to postgraduate courses at local universities & universities across the UK.

3. Programme structure and learning outcomes

(The structure for any part-time delivery should be presented separately in this section.)

Programme Structure - LEVEL 6					
Compulsory modules	Credit points	Optional modules	Credit points	Is module compensatable?	Semester runs in
Investigations into Sport and Exercise Science	20			N	1
Reflective Sports Coach	20			N	1
Improving Health for Special Populations	20			N	1
Athletic Development	20			N	2
Sport and Exercise Research Project	40			N	2

<u>Learning Outcomes – LEVEL 6</u>	
3A. Knowledge and understanding	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>A1 Critically analyse understanding of key issues in sport and exercise.</p> <p>A2 Demonstrate a critical evidence-based approach to explore current issues in sport and exercise.</p>	<p>Learning and Teaching Methods:</p> <p>Teaching and learning will include tutorials, academic workshops, virtual learning environment (VLE) integration, lectures, seminars, directed study, observations, presentations, peer feedback and plenary activities.</p>

<u>Learning Outcomes – LEVEL 6</u>	
3A. Knowledge and understanding	
<p>A3 Plan, undertake and evaluate projects using appropriate techniques and procedures.</p> <p>A4 Effectively articulate the concept and practice of sustainability, demonstrating theoretical and practical knowledge of ecological, social, and economic systems and their intersections through interpersonal, written & oral skills.</p>	<p>Assessment Methods:</p> <p>Learning outcomes will be addressed within the modules of the programme. Learners will have the opportunity to study, engage and apply their knowledge within assessments. They will be challenged to engage in academic discussion and will evaluate contemporary research, in each module, developing their knowledge and understanding. Learners will gain knowledge and understanding to allow them to articulate the concept and practice of sustainability, demonstrating theoretical and practical knowledge of ecological, social, and economic systems and their intersections through interpersonal, written & oral skills.</p> <p>The application of this knowledge and understanding will be evident in the research aspect of assessments, where learners will apply theories and concepts to case studies and independent research tasks.</p> <p>Where applicable, learners will use contemporary equipment to apply their knowledge. Most modules have an applied element to them, allowing learners to use their knowledge and understanding and apply their practice in coaching, fitness, health and sports sociology. They will provide justification using an evidence-based approach to their design and delivery, through their underpinning knowledge of physiology, sociology, coaching and personal development. Knowledge and understanding will be monitored using formative assessment throughout the modules. Through their sport and exercise project, learners will evidence their knowledge in an area of sport and exercise that is of interest to them.</p>

<u>Learning Outcomes – LEVEL 6</u>	
3A. Knowledge and understanding	
	Assessment strategies may include essays, reports, case studies, research reports, presentations, practical observations.
3B. Cognitive skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>B1 Select, synthesise and critically analyse appropriate academic literature in sport and exercise to make independent judgements.</p> <p>B2 Formulate, evaluate and apply evidence-based solutions to principles in sport and exercise.</p> <p>B3 Critically appraise and evaluate the effects of interventions on participants.</p>	<p>Learning and Teaching Methods:</p> <p>Learners will be challenged to develop their cognitive skills by developing arguments and hypotheses based upon their research. They will explore various topics and be challenged to develop a critical analysis of their findings in areas of sport and exercise. Teaching and learning will include tutorials, academic workshops, VLE integration, lectures, seminars, directed study, observations, presentations, peer feedback and plenary activities.</p> <p>Assessment Methods</p> <p>Learners will be assessed on their ability to critique and evaluate research. They will develop their knowledge through the use of independent thinking skills and produce recommendations based upon their knowledge which is justified through supported literature.</p>

3C. Practical and professional skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>C1 Analyse own skills necessary for employment within the sector of sport and exercise.</p> <p>C2 Undertake independent project work with a continuous regard for ethics, safety and risk assessment.</p> <p>C3 Design and evaluate practical application in sport and exercise.</p>	<p>Learning and Teaching Methods: Teaching and learning may include tutorials, academic workshops, VLE integration, lectures, seminars, directed study, observations, presentations, peer feedback and plenary activities.</p> <p>Assessment Methods: Learners will have the opportunity to use modern, industry standard equipment in order to apply their knowledge and also develop the skills required for employment. The nature of the programme requires learners to become independent in their ability to study and develop. The research tasks in modules and the research project module requires learners to apply decision making skills and justification of these decisions based upon their knowledge and understanding.</p>
3D. Key/transerable skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>D1 Demonstrate digital literacy and communication skills in a range of contexts suitable for employment in sport and exercise.</p> <p>D2 Demonstrate numeracy skills to analyse and interpret data.</p> <p>D3 Produce work independently, in doing so manage own time and workload, to support own development into employment.</p>	<p>Learning and Teaching Methods: Teaching and learning will include tutorials, academic workshops, VLE integration, lectures, seminars, directed study, observations, presentations, peer feedback and plenary activities.</p> <p>Assessment Methods: Learners will develop their key transferable skills through the development of their knowledge of data analysis where they will enhance their</p>

3D. Key/transferable skills	
	understanding of statistical assessments. Throughout the programme learners will develop digital literacy with the completion of assessments and presentations using suitable methods. There will be a range of assessment methods to allow learners to develop their communication skills in different ways, both written and oral. The need to act independently is very much evident in the research of literature and development of projects within the modules delivered.

Exit award- Ordinary Degree BSc Sport & Exercise Upon successful completion of 80 Credits at Level 6 that excludes the Dissertation worth 40 Credits at level 6.

Programme Learning Outcomes

BSc (Hons) Sport and Exercise (Top Up)

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

NO	Course Outcome
A1	Critically analyse understanding of key issues in sport and exercise.
A2	Demonstrate a critical evidence-based approach to explore current issues in sport and exercise.
A3	Plan, undertake and evaluate projects using appropriate techniques and procedures.

A4	Effectively articulate the concept and practice of sustainability, demonstrating theoretical and practical knowledge of ecological, social, and economic systems and their intersections through interpersonal, written & oral skills.
B1	Select, synthesise, and critically analyse appropriate academic literature in sport and exercise to make independent judgements.
B2	Formulate, evaluate, and apply evidence-based solutions to principles in sport and exercise.
B3	Critically appraise and evaluate the effects of interventions on participants.
C1	Analyse own skills necessary for employment within the sector of sport and exercise
C2	Undertake independent project work with a continuous regard for ethics, safety, and risk assessment.
C3	Plan, design, and evaluate practical application in sport and exercise.
D1	Demonstrate digital literacy and communication skills in a range of contexts suitable for employment in sport and exercise.
D2	Demonstrate numeracy skills to analyse and interpret data.
D3	Produce work independently, in doing so manage own time and workload, to support own development into employment.



[Exit award- Ordinary Degree BSc Sport & Exercise Upon successful completion of 80 Credits at Level 6 that excludes the Dissertation worth 40 Credits at level 6.

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

Distinctive Features

This programme of study offers clear routes that facilitate opportunities for successful progression from Foundation Degree to BSc (Hons) Sport and Exercise. SWC was the first regional college in the North of Ireland to provide this level of qualification and provide learners with Year 3 entry point, one year top up.

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

Innovative technology such as augmented reality and AI teaching and research tools will be used to enhance learning. Lesson Up to deliver virtual lessons, Copilot to research, design and inform learning, Chatgpt to construct arguments, research and inform learning. Google sites to create VLEs, Blogs, Vlogs and Personal reflection.

Learners will engage in Personal and Professional Development (PPD), via workshops and will be supported by the student services department. Personal development planning will also be evident in the tutorial support within the course where learners will engage in activities to allow them to complete their course and progress into employment or level 7-8 education. This will include career planning, job searching, applications and interview techniques.

Learners completing the final year of study BSc (Hons) will have the opportunity to develop, & apply their knowledge in several modules, for example, in SPO50 Reflective

Sports Coach and SPO603 Improving Health for Special Populations modules, through interaction with the public.

The teaching team is strong in terms of personal level of sports performance (elite), industry experience, academic and professional qualifications all of which support high quality teaching & learning. The sport and exercise science team works with various employers and has excellent links with organisations such as: FE sports forum, governing bodies of sport, outdoor pursuits providers, local schools, statutory bodies, and external stake holders.

The sports and exercise science team are also in the fortunate position to offer overseas placements for learners through Turing and other international links. This is an area we are actively looking to expand upon. Learners can apply theoretical concepts into practice while networking with potential employers.

SWC has well established partnerships with several third level educational institutions and private sector organisations including:

Dublin City University (DCU) – Professor Niall Moyna Clinical Exercise Physiology in the School of Health and Human Performance offers SWC students the opportunity to attend practical workshops and lab sessions that aim to enhance health and human performance.

Performa Sports – Joe Turley Head of Marketing & Education - offers online and app access to elite performance data, a qualification in performance analysis and offers the opportunity to gain industry recognised experience as a sports performance analyst.

Additionality

Vocational Qualifications (these are professional and vocational awards offered to the students to enhance employment opportunities, they are **not compulsory** and do not form part of the FD Programme).

Commented [JM3]: #6

The opportunity will be given to acquire additional specialist qualifications to aid student development and chosen career pathway. For example, ACTIVIQ L2 Certificate in Fitness Instructing - Gym Based Exercise and ACTIVIQ L3 Exercise Referral enables learners to gain Register of Exercise Professions CPD points throughout their study.

Coaching Awards:

Level 1/2 IFA Coaching qualifications, GAA Foundation & Level 1 Coach qualifications, & Coaching Safeguarding and Protecting Children. Other awards will be offered in the courses of the year that learners can avail of.

This additionality has clear links to several modules: SPO604 Athletic Development & SPO603 Improving Health for Special Populations & will enhance employment opportunities. Additional courses will be available for students at a discounted rate.

The Sport & Exercise department has partnership with performance analysis company **Proforma Sport**. The partnership offers exclusive access to elite performance data, a qualification in performance analysis and offers the opportunity to gain industry recognised experience as a sports performance analyst. Students with an interest in this area will be able to access the proforma software and may, if numbers allow, have the opportunity to complete the Proforma Level 4 award.

Each programme has an allocated tutor to provide students support on attendance issues, accessing library resources, career aspirations and financial planning.

5. Support for students and their learning

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

With small cohorts (approx. 10-20 students), there is a strong emphasis placed on the pastoral care of students to assist them through their course. We adopt a student-centred approach that has been very successful (ref; EE, AR & OUVF reports 2020-2023).

Given the range of entry qualifications and level of experience across learners on the programme, teaching and learning strategies are designed to provide opportunity for all to achieve the learning outcomes of the programme. Learning and teaching styles are adapted, as required, to provide additional guidance and support to those less capable learners so that they can succeed whilst allowing greater autonomy for the more academic or experienced learners so that they can fulfil their academic capacities and reach their personal and aspirational goals.

Teaching and learning strategies include tutorials, academic workshops, Virtual Learning Environment (VLE) integration, lectures, seminars, directed study, observations, presentations, peer feedback, and plenary activities.

Assessment strategies include - essays, reports, case studies, research reports, presentations, practical sessions (testing, teaching, coaching), vlogs, design of digital Resources, class debates, formal interviews & academic posters.

Learners and their learning are supported in several ways:

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

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

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

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

sessions through software (TEAMS, Google Hangouts) are provided by teaching staff for part-time learners.

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

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

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

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

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

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

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

6. Criteria for admission

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

Entry point - Year 3 (Top up):

Foundation Degree, Diploma in Higher Education, or a Higher National Diploma in a Sports-related subject, based on a 50% or above profile. GCSE Grade C in English and Maths (or equivalent).

International Students

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

All international qualifications will be checked for academic comparability using the online UKNaric qualifications database. The Admissions team has access to UKNaric training materials and guidance on the evaluation and verification of international qualifications.

Students may gain admission through Recognised Prior Learning.

RPL is the process by which the college can identify, assess and certify an applicant's past educational and vocational achievements. Applicants wishing to be considered for APL for a particular program for the purpose of admission or credit must bring this to the attention of the course director at the application and interview stage. Applicants wishing to be considered for direct entry into a level above four or five would normally only be credited a maximum of 240 credits. Gaining credit at level 6 does not qualify.

APEL is where applicants can gain admission to a program based on their experiential learning. At the application stage applicants should inform the admissions staff and the

relevant course director of their intention to apply for APEL. APEL can only be used for admission purposes and not to gain credit or exemptions.

RPL Policy:

[https://swc.ac.uk/assets/meetingMinutes/Higher-Education-Admissions-Admissions-Appeals-and-RPL-Policy-January-2022-Final signed 2022-06-08-084145 diyv.pdf](https://swc.ac.uk/assets/meetingMinutes/Higher-Education-Admissions-Admissions-Appeals-and-RPL-Policy-January-2022-Final_signed_2022-06-08-084145_diyv.pdf)

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

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

*Entry criteria may be enhanced to facilitate selection.

7. Language of study

English

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

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

Evaluation of the programme is gained informally and formally. Informally via student feedback that takes place in the classroom and formally via the course committee process.

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

- Cross marking, internal verification and external examining processes used to ensure validity and reliability of assessment process.
- The Course Committee considers learner feedback from each module.
- Learner/staff consultative meetings provide the means of highlighting any difficulties, relating to the course, experienced by the cohort.
- Annual Course Review procedures consider quantitative and qualitative feedback from each course within a subject area.
- Staff teaching performance is monitored annually.
- Learners' complete evaluation forms at the end of each module, each year and at the end of the programme
- Staff appraisal is carried out on a two-year cycle with attention given to the development needs of the individual staff member.
- The College annually complete the OU course review & evaluation documentation.
- The College has a Staff Development Programme, which facilitates specific training/development for staff.
- All staff are encouraged to complete Information & Learning Technology qualifications.
- Views of external examiners are considered, and SWC/OU reporting mechanisms are followed.
- Informal views and formal written feedback are considered from Employers.

- Learner performance data and career progression is annually monitored.
- The Course Director attends annual meetings and workshop days as provided by the Faculty Teaching and Learning Committee at the Open University. This also helps to regulate codes of practice and course management procedures.
- Peer observation and assessment is introduced to assessment matrix.

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

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

Proposed Changes From 2019-24 validated programme

SPO604 Athletic Development - PPD Module will be replaced with Athletic Development. This module will have a greater level of sports science e.g. biomechanics, exercise physiology, strength and conditioning and psychology.

SPO601 Investigations into Sport & Exercise Science (L6 20c) - Assessment will include an Ethics Application in line with the Research and Governance requirements of SWC.

SPO605 Sport and Exercise Research Project (L6 40c) – Assessment – Project word count will be 5,000-words (down from 8000). The emphasis will be on primary research and analysis of data and a presentation (VIVA).

Commented [JM4]: Condition(b) & Recommendation (a)

Module SPO604 PPD has been replaced with SPO604 Athletic Development, this is a more applied (professionalised sport and exercise module) with elements of Biomechanics, Functional Physiology, Training,

In addition it will increase the sport and exercise credit value of the Top Up year by 20c and so addressing Recommendation (a)



Annexe 1: Curriculum Map BSc (Hons) Top Up Sport & Exercise

Annexe 2: Assessment Map BSc (Hons) Sport & Exercise (Module Assessment Methods/Weightings/Submission Week)

Annexe 3: OU Level 6 Assessment RUBRIC

Annexe 4: Notes on completing the OU programme specification template

Annexe 2 – Assessment Map BSc (Hons) Sport & Exercise (Module Assessment Methods/Weightings/Submission Week)

Year/ Sem	Level/ Credit	Module Code & Title	5	6	10	11	12	13	14
3/1	L6/20	SPO601 Investigations into Sport & Exercise Science		Quantitative Journal 55% (1500 words)	Ethics Application 15% (400 words)		Research Proposal 30% (800words)		
3/1	L6/20	SPO602 Reflective Sports Coach		Written Review of Reflective Models & Practices 45% (1200 words)				Practical Coaching - Critical Reflection of Performance 55% (1500 words)	
3/1	L6/20	SPO604 Athletic Development	Functional Movement Screening Portfolio 30% (800 words)			Workshop Presentation 70% (1940 words= 14mins)			
Year/ Sem	Level/ Credit	Module Code & Title	5	6	10	11	12	13	14
3/2	L6/20	SPO603 Improving Health for Special Populations		Literature Review Presentation 50% (10 mins) *1400 words		Recorded Interview with Reflective Journal 50% (7 min Audio & 400-word Reflective Document)			
3/2	L6/40	SPO605 Sport & Exercise Research Project					Research Project 90% (5000 words)		VIVA 10% (400 words)

Annexe 3 OU Level 6 Assessment Rubric

Classification	% Range	Content	Application of Theory	Knowledge and understanding	Evidence of Reading	Referencing and Bibliography	Presentation, Grammar, and Spelling
I <i>[Outstanding Work]</i>	80 – 100	Excellent description and discussion of main issues and material with evidence of critical evaluation	Evidence of detailed, relevant application of theory, where applicable	Excellent knowledge and depth of understanding of principles and concepts	Evidence of reading a wide range of appropriate supplementary sources	Excellent referencing and bibliography	Excellent presentation, logically structured, using correct grammar and spelling
I <i>[Excellent Work]</i>	70 – 79	Detailed description of main issues and material with evidence of evaluation	Evidence of relevant application of theory, where applicable	Knowledge and depth of understanding of principles and concepts.	Evidence of reading appropriate supplementary sources	Accurate referencing and bibliography	Good presentation logically structured, using correct grammar and spelling
II (i) <i>[Good Quality Work]</i>	60 – 69	Description of main issues and material with occasional evidence of discussion	Occasional relevant application of theory	Knowledge and sound understanding of the key principles and concepts.	Evidence of directed reading and some supplementary sources	Appropriate referencing and bibliography	Orderly presentation, competently structured and acceptable grammar, and spelling
II (ii) <i>[Acceptable Work]</i>	50 – 59	Description of main issues and material only	Limited evidence of relevant application of theory	Basic knowledge of the key principles and concepts only	Evidence of directed reading	Adequate referencing and bibliography	Adequate presentation and structure, acceptable grammar, and spelling
III <i>[Adequate Work]</i>	40 – 49	Limited description of main issues and material only	Very limited evidence of relevant application of theory	Adequate knowledge of key principles and concepts only	Limited evidence of reading	Limited referencing and bibliography	Weak presentation and structure, acceptable grammar, and spelling
Fail (marginal) <i>[Limited Work]</i>	35 – 39	Omission of some relevant material	Little or no evidence of relevant application of theory	Limited and or inconsistent knowledge and understanding of key principles and concepts.	Evidence of minimal reading only	Inadequate referencing and bibliography	Poor presentation, structure, grammar, and spelling
Fail <i>[Unacceptable Work]</i>	0 – 34	Insufficient and largely irrelevant material	No evidence of relevant application of theory	Little or no evidence of knowledge and understanding of the key principles and concepts	Little or no evidence of reading	Little or no referencing and bibliography	Unacceptable presentation, grammar, and structure

Annexe 4: 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.