

## Programme specification

### 1. Overview/ factual information

Programme/award title(s)	FD Sport and Exercise
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 Part Time Face -to-Face
Duration of the programme for each mode of study	2-year FT 18 Months - PT
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 Foundation Degree in Sport and Exercise course is to provide a coherent yet flexible undergraduate programme of study which will immerse and engage students in an academically challenging and stimulating educational experience; and produce dynamic graduates who are intellectually competent and vocationally prepared to build and develop professional careers in the field of sport and exercise. The FD programme in Sport & Exercise is viewed as a natural progression route for students completing the BTEC Extended Diploma in in Sport and Exercise Science across the different campuses.

#### Objectives

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

The Foundation Degree Sport and Exercise is viewed as a natural progression route for students completing the Level 3 Sport and Exercise Science at SWC, A Levels in local Post Primary Schools and Leaving Certificate in Post Primary Schools in ROI.

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

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

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

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

Sports and Exercise graduates are in high demand and there is a rapid increase in the number of jobs, as the demand for athletes to have that extra edge grows and technology improves. Potential occupations include teacher, coaching, sports, 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

**Commented [JM1]:** 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

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

**The Foundation Degree Sport & Exercise programme seeks to:**

Support the vision of South West College 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 Foundation Degree in Sport & Exercise will be able to:

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

**The Cert. HE in Sport and Exercise seeks to:**

- Enable Learners to apply their knowledge and understanding in a range of relevant situations that develops transferable skills required for lifelong learning. Learners graduating from SWC with Cert HE in Sport & Exercise will be able to:
- Demonstrate knowledge and understanding of a range of topics in sport and exercise that are directly related to regional and national job opportunities within the sector, whilst also developing the learners' knowledge and critical understanding of sport and exercise and its applications in sport performance, exercise, and physical activity.
- Apply basic research methods including appropriate designs, methodical data collection, analysis and critical interpretation of data collected and use of appropriate technologies and techniques specific to sport and exercise.
- Evidence the development of practical and professional work-related skills including the need to meet ethical issues, health and safety requirements, relevant legislation, and professional codes of conduct.
- Demonstrate a range of transferable, employability and lifelong learning skills including the use of self-reflection, self-appraisal, and independent approaches to learning.

**2.2 Relationship to other programmes and awards**

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

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 2021 cohort there is a need for the FD in Sport & Exercise within the space of Higher Education in a rural setting.

Students enter the Foundation Degree in Sport & Exercise from a range of educational backgrounds, but primarily A-level or BTEC L3 Extended Diploma in Sport and Exercise Science. The BTEC L3 Extended Diploma programme is currently being delivered at SWC campuses: Dungannon, Erne and Omagh. Historically students have entered HE at SWC from Post Primary Schools in ROI with Leaving Certificate Qualification. Entry Requirement is 48 UCAS Points and Maths & English at Level 3.

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 inclusion of the key discipline modules (Anatomy & Physiology, Psychology, Exercise, Lifestyle, Nutrition and Coaching) at each level supports the potential for postgraduate study in any of these areas.

#### **Full time Delivery**

The FD Sport & Exercise (Full Time) is a two -year programme comprising of two 15-week semesters (12 weeks Taught).

#### **Part time Delivery**

The part time route will require students to infill into the same modules as the full-time students in Semesters 1 and 2. The students will complete two modules in semesters 1 and 2 whilst attending the college one day per week. The part-time structure will allow one year of the course to be completed in 18 months rather than two years and graduate after three years.

Successful completion of this programme, at FD Level 5, will allow for students to apply to a range of undergraduate courses at regional and national universities. To date most students completing the Foundation Degree (Fd) Sport and Exercise have progressed to the OU BSc (Hons) Sport & Exercise (Top Up) at South West College.

#### **Level 4**

## Modules

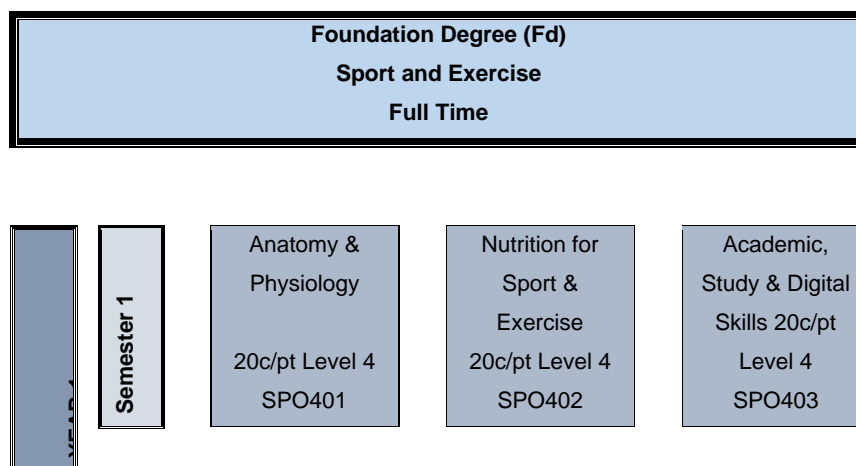
At Level 4 learners will undertake Six Level 4 compulsory 20 credit modules:

1. SPO401 Anatomy & Physiology
2. SPO402 Nutrition for Sport & Exercise
3. SPO403 Academic, Study & Digital Skills
4. SPO404 Exercise Health & Lifestyle
5. SPO405 Sport & Exercise Psychology
6. SPO406 Training, Fitness & Testing

At Level 5 learners will undertake five Level 5 compulsory 20 credit modules & 1 Level 5 Compulsory 40 credit module.

1. SPO501 Exercise Physiology for Athlete Development
2. SPO502 Contemporary Issues in Sport, Health, and Exercise Science
3. SPO503 Introduction to Performance Analysis & Coaching
4. SPO504 PE and the National Curriculum
5. SPO505 Work Based Learning (40c)

## Programme Structure



	Semester 2	Exercise Health & Lifestyle 20c/pt Level 4 SPO404	Sport & Exercise Psychology 20c/pt Level 4 SPO405	Training, Fitness & Testing 20c/pt Level 4 SPO406
<b>Exit Award – Cert. HE</b>				
YEAR 2	Semester 1	Exercise Physiology for Athlete Development 20c/pt Level 5 SPO501	Contemporary Issues in Sport, Health & Exercise Science 20c/pt Level 5 SPO502	Introduction to Performance Analysis & Coaching 20c/pt Level 5 SPO503
	Semester 2	PE and the National Curriculum 20c/pt Level 5 SPO504	Work Based Learning 40c/pt Level 5 SPO505	
<b>Exit Award - Foundation Degree (Fd)</b>				



### 3. Programme structure and learning outcomes

<b>Programme Structure - LEVEL 4</b>					
<b>Compulsory modules</b>	<b>Credit points</b>	<b>Optional modules</b>	<b>Credit points</b>	<b>Is module compensatable?</b>	<b>Semester runs in</b>
1. Anatomy & Physiology	20			N	1
2. Nutrition for Sport & Exercise	20			N	1
3. Academic, Study & Digital Skills	20			N	1
4. Exercise Health & Lifestyle	20			N	2
5. Sport & Exercise Psychology	20			N	2
6. Training, Fitness & Testing	20			N	2

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

### 3. Programme structure and learning outcomes

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

**Intended learning outcomes at Level 4 are listed below:**



<b>3B. Cognitive skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p><b>B1</b> Research and assess subject specific facts, theories, paradigms, principles and concepts in the area of sport and exercise.</p> <p><b>B2</b> Critically assess and evaluate evidence in the field of sport.</p> <p><b>B3</b> Interpret, describe, and analyse information from sport related data.</p>	<p><b>Learning and Teaching Methods:</b> These cognitive skills are developed by seminars, workshops, tutorial and/or laboratory-based activity.</p> <p><b>Assessment Methods:</b> Formative assessment will occur during seminars, tutorials and discussions. These intellectual skills will be assessed through coursework and written examinations.</p>

<b>3C. Practical and professional skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p><b>C1</b> Follow and develop safe working practices in practical situations.</p> <p><b>C2</b> Plan, design and execute practical activities using appropriate techniques and procedures.</p>	<p><b>Learning and Teaching Methods:</b> Practical and professional skills are developed through structured practical activities in specific sports and exercise settings. These include laboratory activities, workshops, and field-testing.</p>

<b>3C. Practical and professional skills</b>	
<b>C3</b> Demonstrate objective judgement and decision making.	<p><b>Assessment Methods:</b></p> <p>Formative assessment will occur during tutorials and skills-based teaching. Practical and professional skills are assessed summatively through coursework assignments, laboratory reports, presentations, peer/group teaches and direct observation.</p>

<b>3D. Key/transferable skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p><b>D1</b> Demonstrate I.T, numeracy, and literacy skills.</p> <p><b>D2</b> Identify, source, evaluate and use appropriate data and information.</p> <p><b>D3</b> Develop an awareness of own ability and limitations and the willingness to seek appropriate support when required.</p> <p><b>D4</b> Demonstrate digital literacy and communication skills in a range of contexts suitable for employment in sport and exercise.</p>	<p><b>Learning and Teaching Methods:</b></p> <p>These key/transferable skills will be taught by seminars and tutorials in information management and within theoretical disciplines as well as laboratory practical and field-based activities.</p> <p>An holistic approach will be adopted, from curriculum content, operational practices, community engagement, environmental impact and stakeholder feedback.</p>

**3D. Key/transferable skills**

**D5** Develop theories of change and programme logic on the contribution of sport to sustainable development in your country or organisation.

**Assessment Methods:**

Formative assessment will occur during tutorials and skills-based teaching. These transferable skills are assessed summatively by coursework at all levels. Evaluation of environmental, social and economic factors will be assessed using life cycle assessment (Nutrition from the ground to the athlete).

**Certificate in Higher Education Sport and Exercise**

**Programme Learning Outcomes**

**Foundation Degree Sport & Exercise - Level 4**

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

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

<b>C1</b>	Follow and develop safe working practices in practical situation
<b>C2</b>	Plan, design, and execute practical activities using appropriate techniques and procedures.
<b>C3</b>	Demonstrate objective judgement and decision making
<b>D1</b>	Demonstrate I.T, numeracy, and literacy skills.
<b>D2</b>	Identify, source, evaluate and use appropriate data and information.
<b>D3</b>	Develop an awareness of own ability and limitations and the willingness to seek appropriate support when required.
<b>D4</b>	Demonstrate digital literacy and communication skills in a range of contexts suitable for employment in sport and exercise.
<b>D5</b>	Develop theories of change and programme logic on the contribution of sport to sustainable development in your country or organisation.

**Exit Award – CERT HE**



<b>Programme Structure - LEVEL 5</b>					
<b>Compulsory modules</b>	<b>Credit points</b>	<b>Optional modules</b>	<b>Credit points</b>	<b>Is module compensatable?</b>	<b>Semester runs in</b>
Exercise Physiology for Athlete Development	20			NO	1
Contemporary Issues in Health	20			NO	1
Performance Analysis & Coaching	20			NO	1
Physical Education & the National Curriculum	20			NO	2
Work-Based Learning	40			NO	2

Intended learning outcomes at Level 5 are listed below:

<b><u>Learning Outcomes – LEVEL 5</u></b>	
<b>3A. Knowledge and understanding</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<b>A1</b> Discuss the concepts and theories in relation to the key disciplines in the field of sport and exercise.	<b>Learning and Teaching Methods:</b> Subject related qualities are acquired through lectures; seminars, directed and self-directed reading, videos and IT-based resources, case studies

<u>Learning Outcomes – LEVEL 5</u>	
<b>3A. Knowledge and understanding</b>	
<b>A2</b> Develop a knowledge of practical skills and an understanding of personal performance in a range of sports and exercise skills.	<p>and experiential learning. Exposure to the sport, exercise and leisure environments is an important aspect of the teaching and learning process.</p> <p><b>Assessment Methods</b></p> <p>Formative assessment will occur during seminars, tutorials, and discussions. Knowledge and understanding is assessed summatively by a combination of written examinations, coursework assignments, laboratory reports, academic poster, presentations, VLOGS, debates and Interviews.</p>
<b>A3</b> Develop a critical awareness of moral, ethical, environmental, and legal issues which underpin best practice in a sports and exercise environment.	
<b>A4</b> Discuss and apply theories, concepts and practices related to generic management in the performance of sport and exercise.	
<b>A5</b> Display a depth of knowledge of key factors related to sports participation and performance in sport and exercise.	
<b>A6</b> Exhibit an understanding of the skills required to work in the sport and exercise industry.	

<b>3B. Cognitive skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p><b>B1</b> Research and assess subject specific facts, theories, paradigms, principles, and concepts in the area of sport and exercise.</p> <p><b>B2</b> Critically assess and evaluate evidence in the field of sport and exercise.</p> <p><b>B3</b> Interpret, describe, and analyse information from sport and exercise related data.</p> <p><b>B4</b> Analyse the needs and expectations of different participants in sport and exercise, providing appropriate responses.</p> <p><b>B5</b> Construct and defend a reasoned argument.</p> <p><b>B6</b> Evaluate the appropriateness of different approaches to solving problems.</p>	<p><b>Learning and Teaching Methods:</b></p> <p>These cognitive skills are developed by seminars, tutorial or laboratory-based activity, independent project work and/or field-based activities.</p> <p><b>Assessment Methods:</b></p> <p>Formative assessment will occur during seminars, tutorials, and discussions. These cognitive skills will be assessed summatively through coursework, written examination, and work placement project.</p>

<b>3C. Practical and professional skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p><b>C1</b> Follow and develop safe working practices in practical situations.</p> <p><b>C2</b> Plan, design and execute practical activities using appropriate techniques and procedures.</p> <p><b>C3</b> Demonstrate objective judgement and decision making.</p> <p><b>C4</b> Recognise own limitations and areas requiring further development.</p> <p><b>C5</b> Plan and execute relevant tasks and develop the ability to reflect on own practice and that of others.</p> <p><b>C6</b> Demonstrate the qualities necessary for employment in situations requiring personal responsibility and decision-making skills.</p>	<p><b>Learning and Teaching Methods:</b></p> <p>Practical and professional skills are developed through structured practical activities in specific sport and exercise settings. These include laboratory activities, workshops, field-testing and work placement experiences. Learners will also complete an independent work placement project based on their working environment.</p> <p><b>Assessment Methods:</b></p> <p>Formative assessment will occur during tutorials and skills-based teaching. Practical and professional skills are assessed summatively through production of placement reports, coursework assignments, laboratory reports, presentations, peer/group and direct observation.</p>

<b>3D. Key/transferable skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p><b>D1</b> Recognise own limitations and areas requiring further development.</p> <p><b>D2</b> Plan and supervise tasks and the work of others, including the ability to reflect on own practice and that of others.</p> <p><b>D3</b> Identify personal development needs and begin to plan a career path.</p> <p><b>D4</b> Demonstrate and articulate the contribution of sport to sustainable development and use analysis and evidence in developing policy and programmes.</p>	<p><b>Learning and Teaching Methods:</b></p> <p>These key/transferable skills will be developed in seminars and tutorials on information management, preparation for placement activities and within theoretical disciplines as well as laboratory practical and field-based activities.</p> <p><b>Assessment Methods:</b></p> <p>Formative assessment will occur during tutorials and skills-based teaching. These transferable skills are assessed summatively by coursework at all levels and by their work - based project</p>

**Programme Learning Outcomes**

**Foundation Degree Sport & Exercise - Level 5**

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

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

<b>B4</b>	Analyse the needs and expectations of different sports participants and provide appropriate responses
<b>B5</b>	Construct and defend a reasoned argument.
<b>B6</b>	Evaluate the appropriateness of different approaches to solving problems
<b>C1</b>	Follow and develop safe working practices in practical situations.
<b>C2</b>	Plan, design and execute practical activities using appropriate techniques and procedures.
<b>C3</b>	Demonstrate objective judgement and decision making.
<b>C4</b>	Recognise own limitations and areas requiring further development.
<b>C5</b>	Plan and execute relevant tasks and develop the ability to reflect on own practice and that of others.
<b>C6</b>	Demonstrate the qualities necessary for employment in situations requiring personal responsibility and decision-making skills.
<b>D1</b>	Recognise own limitations and areas requiring further development.
<b>D2</b>	Plan and supervise tasks and the work of others, including the ability to reflect on own practice and that of others.
<b>D3</b>	Identify personal development needs and begin to plan a career path.
<b>D4</b>	Demonstrate and articulate the contribution of sport to sustainable development and use analysis and evidence in developing policy and programmes.

**Exit Award - FD Degree**





**Foundation Degree (Fd)  
Sport and Exercise  
Part Time**
**Year 1**

Level 4		
Semester 1	Anatomy & Physiology 20c/pt Level 4 SPO401	Academic, Study & Digital Skills 20c/pt Level 4 SPO403
Semester 2	Exercise Health & Lifestyle 20c/pt Level 4 SPO404	Sport & Exercise Psychology 20c/pt Level 4 SPO405

**Year 2**

Level 4		
Semester 1	Nutrition for Sport & Exercise 20c/pt Level 4 SPO402	Training, Fitness & Testing 20c/pt Level 4 SPO406
Level 5		
Semester 2	Exercise Physiology for Athlete Development 20c/pt Level 5 SPO501	Introduction to Performance Analysis & Coaching 20c/pt Level 5 SPO503

**Year 3**

Level 5		
Semester 1	Contemporary Issues in Sport, Health & Exercise Science 20c/pt Level 5 SPO502	PE and the National Curriculum 20c/pt Level 5 SPO504
Semester 2	Work Based Learning 40c/pt Level 5 SPO505	

#### 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 will facilitate the opportunity for successful progression from Level 3 Sport & Exercise courses to a **Foundation Degree Sport and Exercise**.

The FD Sport and Exercise Programme is subject to high levels of employer engagement in areas such as curriculum and module design. Employer engagement is 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 support by 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 6 education. This will include career planning, job searching, applications and interview techniques. Learners will engage in SPO505 Work Based Learning (WBL).

Learners completing the FD will have the opportunity to apply their knowledge in all modules, for example, in SPO504 PE and the National Curriculum and SPO505 WBL modules, they will develop their knowledge and skills through interaction with the general

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

The course structure offers flexible learning that fits around sport, fitness, and work commitments. Learners have access to a range of facilities including, indoor and outdoor sports facilities, a fitness testing room and a dedicated strength and conditioning room.

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).

The opportunity will be given to acquire additional specialist qualifications to aid student development and chosen career pathway. For example, ACTIVIQ L2 Certificate in

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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: SPO505 WBL, SPO504 PE & the National Curriculum & SPO404 Exercise Health & Lifestyle & 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.

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

Learners have the opportunity to engage in empirical research in an area of their choice and are able to apply theoretical concepts into practice while networking with potential employers.

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

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

With small cohorts (approx. 30 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 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 (Skype, Google Hangouts) are provided by teaching staff for part-time learners.

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

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

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

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

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

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

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

**Pastoral care** on the Foundation Degree Sport & Exercise programme is based on a personal tutor system. Each learner on the course is assigned to a personal tutor who is a member of the course team and takes a dedicated interest in one of the year groups on a course and acts 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

#### Level 3 Qualifications

#### Entry point - Year 1:

All applications will be individually considered. Successful applicants must have normally studied at Level 3 or above for a minimum of two years. Applicants should possess a minimum of five GCSEs grades A, B, C that should include English and maths or other equivalent qualifications in addition to one of the following.

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

**Entry point - Year 2:****Students who wish to gain admission at year two of the Foundation Degree**

Learners will require a Certificate in Higher Education or a Higher National Certificate (or equivalent) in a **SPORT** related subject, qualifications deemed equivalent or by the college's policy relating to APEL. Students must also hold GCSE English Language and Maths at grade 4 (grade C) or above (Level 2 literacy and numeracy qualifications are also accepted).

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



APEL Aligns with SWC Policy and should align with College APEL Policy and OU Regulations section 22.0.

Link to RPL Policy:

[https://swc.ac.uk/assets/meetingMinutes/Higher-Education-Admissions-Admissions-Appeals-and-RPL-Policy-January-2022-Final\\_signed\\_2022-06-08-084145\\_diy.pdf](https://swc.ac.uk/assets/meetingMinutes/Higher-Education-Admissions-Admissions-Appeals-and-RPL-Policy-January-2022-Final_signed_2022-06-08-084145_diy.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)

Not Applicable.

## 9. For apprenticeships in England End Point Assessment (EPA).

*(Summary of the approved assessment plan and how the academic award fits within this and the EPA)*

Not Applicable.

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

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 if applicable.
- The College has a Staff Development Programme, which facilitates specific training/development for staff.
- All staff are encouraged to complete Information & Learning Technology qualifications.

- Views of external examiners are considered, and 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.

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

##### *Proposed Changes From 2019-24 validated programme*

SPO403 Academic, Study & Digital Skills (L4 20c) – New Module.

This module aims to provide learners with the foundational skills necessary for success in their academic studies and future careers. The module serves as a foundation upon which learners can build their academic and professional capabilities, empowering them to succeed in their chosen fields and adapt to the ever-evolving demands of the modern world.

SPO502 (Level 5 20c) Contemporary Issues in Sport, Health & Exercise Science (L5 20C) – Change of Title and Rational and Breadth.

Many key issues in the world today are potentially influenced by sport and exercise science. Developing this module into Sport, Health, and Exercise science addresses

current topics and research evidence from a range of different sub-disciplines. This will create an awareness of the changing face of 'knowledge' in the exercise sciences. The module content will therefore consist of key contemporary issues from the main sport, health, and exercise sciences sub-disciplines.

SPO503 Introduction to Performance Analysis & Coaching (L5 20C) – Title Change (Introduction to.....). Include more on GPS, dashboards, video analysis, coaching behaviour. Change assessment to a live analysis of team or individual sport.



Annexe 1: Curriculum Map FD Sport & Exercise (Level 4)

Annexe 2: Assessment Map FD Sport & Exercise (L4) (Module Assessment Methods/Weightings/Submission Week)

Annexe 3: Curriculum Map FD Sport & Exercise (Level 5)

Annexe 4: Assessment Map FD Sport & Exercise (L5) (Module Assessment Methods/Weightings/Submission Week)

Annexe 5 OU Level 4 Assessment Rubric

Annexe 6 Ou Level 5 Assessment Rubric

Annexe 7: Notes on completing the OU programme specification template.



**Annexe 2 - Assessment Map FD Sport & Exercise (L4) (Module Assessment Methods/Weightings/Submission Week)**

Year/ Sem	Level/Credits	Module Code & Title	6	7	11	12	13	15
1/1	L4/20	SPO401 Anatomy & Physiology			Learning Resource (1500 words) 55%			Written Exam (1200 words) 45%
1/1	L4/20	SPO402 Nutrition for Sport & Exercise				Analysis of Client Nutritional Needs (1500) 55%		Written Exam (1200 words) 45%
1/1	L4/20	SPO403 Academic, Study & Digital Skills	Research Paper (1200 words) 45%			Digital Portfolio (1662 words = 12 mins - 6 x 2 min vlogs) 55%		
Year/ Sem	Level/Credits	Module Code & Title	6	7	11	12	13	14
1/2	L4/20	SPO404 Exercise Health & Lifestyle	Academic Poster (Lifestyle Factors) (1200=10mins) 45%			Report (Digital) Client Health Planning (1500 words) 55%		
1/2	L4/20	SPO405 Sport & Exercise Psychology		Academic Poster Individual Differences in Sport (1400=10mins) 45%				Essay Current Issues in Sport Psychology (1500 words) 55%
1/2	L4/20	SPO406 Training Fitness & Testing	Case Study (3* 400words) 45%				Report on Fitness Testing and Performance (1500 words) 55%	





**Annexe 4: Assessment Map FD Sport & Exercise (L5) (Module Assessment Methods/Weightings/Submission Week)**

Year/ Sem	Level/Credits	Module Code & Title	7	10	13	14	15
2/1	20	SPO501 Exercise Physiology for Athlete Development		Lab Report (2*1000 words) 75%			Written Exam (700 words) 25%
2/1	20	SPO502 Contemporary Issues in Sport, Health & Exercise Science	Debate (500 words * 3) 55%		Case Study (1200 words) 45%		
2/1	20	SPO503 Introduction to Performance Analysis	Portfolio Report (825 words) 30% 2min Pitch Verbal (275 words) 10%			Scouting Report (1600 words) 60%	
Year/ Sem	Level/Credits	Module Code & Title	7	10	13	14	15
2/2	20	SPO504 PE & the National Curriculum	Interview Process Poster Presentation (5mins 600 Spoken words) & Interview 1000 words) 60%		PE Portfolio (1100 words) 40%		
2/2	40	SPO505 WBL			Portfolio (2400 words) (200* 12 weeks) 44% Project (2500 words) 46%	Presentation (500 words)  10%	



## Annexe 5 & 6 OU Level 4/5 Assessment Rubric

<i>Classification</i>	<i>% Range</i>	<i>Content</i>	<i>Application of Theory</i>	<i>Knowledge and understanding</i>	<i>Evidence of Reading</i>	<i>Referencing and Bibliography</i>	<i>Presentation, Grammar, and Spelling</i>
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

Classification	% Range	Content 20%	Application of Theory 20%	Knowledge and Understanding 30%	Evidence of Reading 10%	Referencing and Bibliography 10%	Presentation, Grammar, and Spelling 10%
1 <sup>st</sup> Class Honours <i>[Outstanding Work]</i>	80 – 100	Extensive critical evaluation and synthesis of issues and material which includes original and reflective thinking	Evidence of detailed, relevant application of theory, and/or empirical results, where applicable	Excellent knowledge and depth of understanding of principles and concepts	Evidence of reading a wide range of supplementary sources	Excellent referencing and bibliography	Exceptional presentation, logically structured, using correct grammar and spelling
1 <sup>st</sup> Class Honours <i>[Excellent Work]</i>	70 – 79	Some critical evaluation and synthesis of issues and material which includes some originality	Clear evidence of relevant application of theory and/or empirical results, where applicable	Comprehensive knowledge and depth of understanding of principles and concepts	Evidence of reading a range of supplementary sources	Comprehensive referencing and bibliography	Excellent, well directed presentation, logically structured, using correct grammar and spelling
2:1 <i>[Good Quality Work]</i>	60 – 69	Evaluation and synthesis of main issues and material	Appropriate application of theory and/or empirical results, where applicable	Knowledge and sound understanding of principles and concepts	Adequate evidence of reading supplementary sources	Appropriate referencing and bibliography	Good presentation logically structured, using correct grammar and spelling
2:2 <i>[Acceptable Work]</i>	50 - 59	Accurate description of main issues and material with some evaluation	Occasional relevant application of theory and/or empirical results	Knowledge and understanding of key principles and concepts only	Evidence of directed reading and some supplementary sources	Adequate referencing and bibliography	Orderly presentation, competently structured and acceptable grammar, and spelling
3 <sup>rd</sup> <i>[Adequate Work]</i>	40 – 49	Description of main issues and material only	Limited evidence of relevant application of theory and/or empirical results	Basic knowledge and understanding of key principles and concepts only.	Evidence of directed reading only	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	Very limited evidence of application of theory and/or empirical results	Limited and/or superficial knowledge and understanding of key principles and concepts	Evidence of minimal reading only	Inadequate referencing and bibliography	Poor presentation, structure, grammar, and spelling

**Annexe 5: 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.