

Programme specification

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

1. Overview/ factual information

Programme/award title(s)	BSc (Hons) Sport and Exercise (Top Up)
Teaching Institution	Southern Regional College
Awarding Institution	The Open University (OU)
Date of first OU validation	September 2022
Date of latest OU (re)validation	N/A
Next revalidation	March 2027
Credit points for the award	(120 Top Up)
UCAS Code	N/A
HECoS Code	
LDCS Code (FE Colleges)	
Programme start date and cycle of starts if appropriate.	September 2022
Underpinning QAA subject benchmark(s)	Events, Hospitality, Leisure, Sport and Tourism (2016)
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	Full Time 1 Year Part Time 2 Years
Dual accreditation (if applicable)	N/A
Date of production/revision of this specification	June 2022

Please note: This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided.

More detailed information on the learning outcomes, content, and teaching, learning and assessment methods of each module can be found in student module guide(s) and the students handbook.

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

2.1 Educational aims and objectives

The 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 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.

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 take into account the diverse backgrounds of learners nurturing them through levels four, five and six, whilst developing them into independent learners and critical divergent thinkers ready for employment or postgraduate study (Inclusive environment, activities linked to student experience).

The BSc (Hons) Sport & Exercise (Top Up) is viewed as a natural progression route for students completing the Foundation Degree in Sport & Exercise within SRC or other sports related Foundation Degrees across 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.

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

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

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

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

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

2.2 Relationship to other programmes and awards

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

Students will enter the BSc (Hons) Sport and Exercise (Top up) from a range of educational backgrounds, with one of the following: Foundation Degree or HND, in Sport and Exercise, Sport Studies or Sports science.

In addition, it is envisaged students will enter Level 6 (Top Up) having graduated with Foundation Degrees in Sport and Sport Science from the other five regional colleges: North West Regional College, South West College, Northern Regional College, South Eastern Regional College and Belfast Metropolitan College.

At level 6 learners will undertake four compulsory 20 credit modules and one compulsory 40 credit module:

- Sport and Exercise Research Project (40 credits)
- Reflective Sports Coach (20 credits)
- Nutrition for Sport & Exercise (20 credits)
- Physiology for Athletic Development (20 credits)
- Advanced Contemporary Issues in Disability Sport (20 credits)

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

N/A

2.4 List of all exit awards

BSc (Hons) Sport & Exercise

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
Nutrition for Sport & Exercise	20			Y	1
Reflective Sports Coach	20			Y	1
Physiology for Athletic Development	20			Y	2
Advanced Contemporary Issues in Disability Sport	20			Y	2
Research Project	40			N	1/2

Intended learning outcomes at Level 6 are listed below:

<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>A3 Plan, undertake and evaluate projects using appropriate techniques and procedures.</p>	<p>Learning and Teaching Methods: 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> <p>Assessment Methods: 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. 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>

<u>Learning Outcomes – LEVEL 6</u>	
3A. Knowledge and understanding	
	<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.</p> <p>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> <p>Assessment strategies may include essays, reports, case studies, research reports, presentations, practical observations.</p>
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>Learning and Teaching Methods:</p>

3B. Cognitive skills	
<p>B3 Critically appraise and evaluate the effects of interventions on participants.</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: 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:</p>

3C. Practical and professional skills	
	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.
3D. Key/transferable 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:</p> <p>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 develop their key transferable skills through the development of their knowledge of data analysis where they will enhance their 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</p>

Exit Award: BSc (Hons) Sport & Exercise

4. Distinctive features of the programme structure

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

This programme of study will offer clear routes that facilitate opportunities for successful progression from Foundation Degree to BSc (Hons) Sport and Exercise.

Southern Regional College will be the second 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.

Learners will engage in Work Based Learning (WBL).

Learners completing the final year of study BSc (Hons) will have the opportunity to apply their knowledge in all modules, for example, in The Reflective Sports Coach and Improving Health for Special Populations modules, they will develop their knowledge and skills through interaction with the public.

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

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

Microsoft Teams and the College's VLE are used extensively to support learning.

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

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

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

SRC has an established partnership with a leading performance analysis company STATSports offers the opportunity to gain industry recognised experience as a sports analyst.

Additionality e.g., L2 Certificate in Fitness Instructing – L3 Personal Training and L3 Sports Massage enables learners to gain extra qualifications throughout their study.

5. Support for students and their learning.

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

Students and their learning are supported in several ways:

- A comprehensive induction programme for new students takes place on commencement of the course.
- Student handbooks and module booklets are referred to at point of induction and available on MOODLE for students to reference throughout the course duration.
- Timetabled tutorial sessions on a weekly basis will be provided for all students with an experienced course tutor who will offer support for students.
- Access for students to the Course Director and academic staff through an 'office hours' system.
- Student representation on course committee.
- Opportunity to address general concerns through regular scheduled staff / student consultative committee meetings and online surveys.
- Facilities and assistance offered by the library and computer services.
- Student e-mail accounts and full access to the college VLE (Moodle).
- College's email systems are accessible for student to contact tutors for support and advice in and out of office hours.
- Student services provide help in the field of health, counselling and guidance, careers, finance and special needs, direct access to these services at all times through online sites.

- Placement co-ordinator provides careers advice and the preparation for Work-based Learning.
- The Colleges have protocols for assessment of and provision for students with disabilities.
- Assignment of students to a year tutor for pastoral and studies advice.
- Research Project supervisor assigned to support project.

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 55% merit or above profile. GCSE Grade C in English and Maths (or equivalent).

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.

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.

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

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

- All team/staff members have to attend programme specific team meetings during the year, all with pre-set agendas, and the Course Directors have to attend Higher Education Committee Meetings, which consider quality management.

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

Validation of New Programme

Annexe 1: Curriculum map

Annexe 2: Curriculum mapping against the apprenticeship standard or framework (delete if not required.)

Annexe 3: Notes on completing the OU programme specification template

Level	Study module/unit	Programme outcomes																																
		A1	A2	A3							B1	B2	B3									C1	C2	C3						D1	D2	D3		
6	Research Project	X	X								X	X											X	X					X	X	X			
	Refelctive Sports Coach		X										X									X	X								X			
	Nutrition for Sport & Exercise	X	X								X	X													X				X		X			
	Physiology for Athletic Development	X		X							X	X											X						X	X				
	Advanced Contempoary Issues in Disability Sport	X	X								X	X	X												X						X			

Annexe 1 - Curriculum map

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

Annexe 2: Notes on completing programme specification templates

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