

# Programme specification

*(Notes on how to complete this template are provide in Annexe 5)*

## 1. Overview/ factual information

<b>Programme/award title(s)</b>	BSc (Hons) Sport Performance and Exercise
<b>Teaching Institution</b>	Leeds City College
<b>Awarding Institution</b>	The Open University (OU)
<b>Date of first OU validation</b>	
<b>Date of latest OU (re)validation</b>	
<b>Next revalidation</b>	
<b>Credit points for the award</b>	120 Credits for BSc (Hons); any 60 credits for BSc
<b>UCAS Code</b>	
<b>JACS Code</b>	Subject code 1 (100%) 100433 - sport and exercise sciences
<b>Programme start date and cycle of starts if appropriate.</b>	September 2020
<b>Underpinning QAA subject benchmark(s)</b>	Subject benchmark: Events, Hospitality, Leisure, Sport and Tourism November 2016
<b>Other external and internal reference points used to inform programme outcomes. For apprenticeships, the standard or framework against which it will be delivered.</b>	None
<b>Professional/statutory recognition</b>	None
<b>For apprenticeships fully or partially integrated Assessment.</b>	N/A
<b>Mode(s) of Study (PT, FT, DL, Mix of DL &amp; Face-to-Face) Apprenticeship</b>	FT , PT
<b>Duration of the programme for each mode of study</b>	FT – 1 year PT – 2 years
<b>Dual accreditation (if applicable)</b>	
<b>Date of production/revision of this specification</b>	November 2019

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

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

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

#### 2.1 Educational aims and objectives

The overall aims of the programme are to:

- Provide a challenging high quality research led programme in the sports performance and exercise industries.
- Develop lifelong, independent and reflective learners who can make a positive contribution to the sports performance and exercise industries.
- Produce capable and well-rounded sport graduates who will contribute to the skill base of the local economy and region.
- Foster and nurture engaging critical analysis of theories and concepts relevant to the sports performance and exercise.
- Produce learners with the experience, knowledge and skills to succeed in the sports performance and exercise industries.
- Enable students to develop and extend their understanding of the methods and processes of intellectual enquiry related to sport performance.
- Produce learners who are prepared for further study and research, as well as professional employment in a sports performance or exercise industry.
- Provide students with an opportunity to complete an empirical study in the sports performance and exercise industry.

#### 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)

The majority of student progression onto the BSc (Hons) Sport Performance and Exercise top-up programme is expected to come internally from our Foundation Degree provision. The sport department currently offers a Sport Performance 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. In order to ease transition from a foundation degree in Sport Performance, the department has decided to offer a larger and more robust exercise module to facilitate internal and external students' knowledge. The module will be worth 40 credits and will run across the entire academic year to ensure students are benefitting continuously from an exercise focused module.

The Sport (Exercise and Performance) foundation degree students will be prepared for both the Exercise and Sports Performance aspects of the top-up programme, through the Psychology of Sport, Exercise and Physical Education, Work Related Learning and Independent Study modules. The Psychology of Sport, Exercise and Physical Activity

allows students to develop their understanding psychological theories and concepts and how they relate to exercise adherence and sports performance. The work related learning module allows students to work in sports establishments such as schools, amateur sports clubs, professional sports clubs and sports analyst firms. Finally, the Independent study module makes students aware of the key elements of research methods and the process of conducting research. It also requires students to construct a research proposal presentation and the compulsory ethics documents in preparation for their research study project.

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 Sport Performance and Exercise

Students wishing to exit with a BSc Sport Performance and Exercise must complete 60 credits from any of the modules identified below:

- Health and Wellbeing across the Lifespan (20 credits)
- Performance Analysis (20 credits)
- Developing the Talented Performer (20 credits)

### 3. Programme structure and learning outcomes

<b>Programme Structure - LEVEL 6</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>
Independent Major Study	40			N	1 & 2
Health and Wellbeing across the Lifespan	40			Y	1 & 2
Performance Analysis	20			Y	1
Developing the Talented Performer	20			Y	2

  

<b>Part-Time Structure</b>	<b>Semester 1</b>		<b>Semester 2</b>	
	Developing the Talented Performer		Performance Analysis	
	Health and Wellbeing across the Lifespan			
	Independent Major Study			
	<b>Year One</b>		<b>Year Two</b>	
Developing the Talented Performer		Independent Major Study		
Health and Wellbeing across the Lifespan				
Performance Analysis				

Intended learning outcomes at Level 6 are listed below:

<b><u>Learning Outcomes – LEVEL 6</u></b>	
<b>3A. Knowledge and understanding</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p>A1 - Demonstrate a thorough knowledge and understanding of complex and conflicting concepts and principles influencing Sport Performance or Exercise.</p> <p>A2 - Demonstrate a critical awareness of the moral and ethical issues which underpin both theory and practice.</p>	<p>The key learning and teaching methods are designed to promote independence, allowing learners to develop individualised learning strategies and technical skills which are an essential skill for working within the performance industry.</p> <ul style="list-style-type: none"> <li>• Lectures will be utilised to impart the fundamental literature resources, key principles and concepts, which will then be embedded in practical sessions</li> <li>• Seminars will be a mixture of student and tutor led sessions considering practical examples of the principles and concepts.</li> <li>• Workshops and tutorials will take the form of individual support and feedback for students by tutors.</li> <li>• E-learning screencasts will be made available to all students through Google Classroom</li> </ul>

<b><u>Learning Outcomes – LEVEL 6</u></b>	
<b>3A. Knowledge and understanding</b>	
	<ul style="list-style-type: none"> <li>• Practical sessions will allow students time to practise and refine their training and research skills in a safe environment before undertaking necessary testing with athletes</li> <li>• Group debates will be held to provide students an opportunity to review and critically debate examples and case studies based on the sports performance industry.</li> <li>• Individual research sessions will be used to supplement the theory and allow students to develop</li> </ul> <p><u>Key Assessment Methods</u> Position Stand, Research Project, Case Study, Research Proposal, Presentation, Essay, Written Report and Oral Viva.</p>
<b>3B. Cognitive skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p>B1 - Critically assess concepts and practice from Sport Performance or Exercise.</p> <p>B2 - Critically analyse the effectiveness of integrating concepts into practice in Sports Performance or Exercise.</p>	

<b>3C. Practical and professional skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
C1 - Critically discuss the application of selected techniques within Sports Performance or Exercise.	
C2 - Critically analyse the impact of novel approaches in Sports Performance or Exercise.	

<b>3D. Key/transferrable skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
D1 - Communicate clearly, fluently and effectively in a range of styles appropriate to the context.	
D2 - Engage effectively in academic discussion and present arguments in a professional manner.	
D3 - Work independently with limited supervision within agreed ethical and moral guidelines	

### **BSc Sport Performance and 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

- The sports department have excellent overseas employer links through the ERASMUS Transnational scheme, where students experience fully funded work placements in Sweden, Finland or Austria. Students who are successful in their applications will have the opportunity to assist and lead coaching sessions with schoolchildren at summer sports camps and assist delivery of coaching sessions to elite athletes at the National Institute of Sport in Vierumäki, Finland. Currently, there are opportunities for 8 students to complete the ERASMUS transnational scheme each year, with the college looking to extend the amount of transnational visits. The ERASMUS transnational visits help aid students' personal and social development, teaching them life skills whilst allowing them to experience other cultures and societies across Europe. Alongside giving students more life experience, the funded work placements offer students a wider breadth of knowledge of the physical education and sports coaching industries and a broader picture of the employment opportunities available. Due to ongoing discussions at an International level, the ERASMUS Transnational scheme is subject to the a decision by the British government.
- The sports department have established a partnership with Bear Cricket, who offer funded performance analysis work placements abroad in Spain at the world class Desert Springs. The partnership offers students the opportunity to gain real world practice using performance analysis software, coding individuals' performance and providing a feedback package to all of the individual teams during their morning pre-match meeting. Students will complete a four day work placement to accrue 40 hours of experience utilising industry leading technology.
- The Sport department and Leeds City College has established an exclusive partnership with the world's leading performance analysis company STATS. The STATS 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 STATS software have the opportunity to complete the free STATS level 2 qualification, equivalent to £750 per student.



- Students that enrol onto the programme will automatically be eligible to a free membership with Firehouse Fitness for the duration of their studies. This gives them 24/7 access to a state of the art gymnasium as part of our partnership with Firehouse Fitness gymnasium.
- The sports team has excellent sports coaching and sports performance industry links with professional and amateur sports clubs across Leeds and the surrounding area. This provides excellent opportunities for students to undertake action research projects. Examples of the industry links are Farsley Celtic Football Club, Bradford City Football Club, Bradford City Community Foundation, Leeds United Football Club, Leeds United Foundation, West Riding County Football Association, Powerleague, Football World, Goals Leeds Carnegie RUFC, Leeds Rhinos RLFC, Yorkshire County Cricket Club, Roundhay Golf Club, Leeds City Golf Club, Leeds Golf Centre, Oulton Hall and the Yorkshire Sport Foundation.
- The sports team have established an employer link with PE Partner who offer our students paid work related learning placements if they possess a Level 2 in Multiskills. If they do not, then PE Partner provide a work placement supervisor for the duration of their work placement and will then pay for the student to undertake the Level 2 in Multiskills qualification.
- The sports department has excellent exercise industry links across Leeds. This provides excellent opportunities for students to undertake work placements, action research projects and gain employment whilst on the course. Examples of the industry links are Active Leeds, Firehouse Fitness, Virgin Active, Nuffield Health, David Lloyd, Pure Gym, Exercise for Less, DW Fitness and Oulton Hall.
- The sports department annually enters a male 11 –a-side football team into the BUCS league and the department covers all of the costs. This allows students a fuller university experience and offers students to incorporate and actively apply the information learnt within the taught programme.
- The opportunity will be given to acquire additional specialist qualifications to aid student development and chosen career pathway. For example, the Multi-sports coaching qualification, the L2 Award in Multi-Skills Development in Sport and the Level 1/2 FA Coaching qualifications, Coaching Safeguarding and Protecting Children, Equity in Sport and How to Coach Disabled People in Sport. Additional courses will be available for students at a discounted rate.
- Students that enrol onto the programme will automatically be eligible to a free enhanced disclosure and barring service check, which is essential when working with young children or vulnerable adults within the community. This aspect offers students the opportunity to acquire a mandatory form of evidence of their availability to work with children and vulnerable adults, something that is essential within physical education and sports coaching industries.

5. Support for students and their learning.

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

Support for students and their learning is available via the HE Learning Support Officer based at the University Centre where students can gain support for a variety of issues such as dyslexia, other learning difficulties and assessments to assess students for disabled student allowance (DSA funding). The Academic Skills hub at the University Centre also offers advice and guidance on a range of topics such as referencing, and improving their overall academic writing style. University students have access to an academic support librarian who will run group and 1-2-1 sessions for the programme. University students have access to a range of student services available such as welfare, counselling, financial and careers advice. All student resources are located onto the University Centre's VLE and allows students to share and gain support from tutors for their work. The Sport Academic Skills Tutor who supplements the level of support provided to students. Each programme has an allocated tutor to provide students support on attendance issues, accessing library resources, career aspirations and financial planning.

6. Criteria for admission

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

**Top Up Entry Criteria**

	<b>Typical offer</b>	<b>Minimum Offer</b>
<b>Foundation Degree:</b>	Pass at FD in a Sports Physical education or sport coaching related subject	Pass at FD in a Sports related subject
<b>HND:</b>	Merit grade in a relevant subject	Pass grade in a Sports related subject
<b>GCSE English:</b>	English Language Grade C or above (grade 4 for those sitting their GCSE from 2017 onwards). Key Skills Level 2, Functional Skills Level 2 and the Certificate in Adult Literacy are accepted in place of GCSEs.	
<b>GCSE Maths:</b>	Maths Grade C or above (grade 4 for those sitting their GCSE from 2017 onwards). Key Skills Level 2, Functional Skills Level 2 and the Certificate in Adult Numeracy are accepted in place of GCSEs.	
<b>IELTS:</b>	IELTS 6.0 with no less than 5.5 in any component.	
<b>International qualifications:</b>	International qualifications will be assessed against these criteria	

### Additional entry criteria

	<b>Criteria</b>
<b>DBS checks:</b>	Students will also be required to complete the Disclosure and Barring Service process (DBS) prior to commencement on placement. The department will cover the cost.
<b>Interviews / audition:</b>	A successful interview required.
<b>References:</b>	An appropriate reference required, to evidence previous experience and suitability for the course.

#### 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. Feedback is also gained via module reviews that are carried out at the end of semester 1, semester 2, the End of Year Survey and the NSS survey. The results of this feedback feeds into the Course Committee meetings and into the Annual Review and resulting action plan. Tutor evaluations on the modules that they have taught also feed into this process, with tutors evaluating their modules and any identifying

developments that may be required to continually develop and improve. The annual Peer Review and Peer Observation process also enables the team to gain feedback on the programme and their own teaching style and technique. The Peer review will review all aspects of the programme, such as the moderation process and also gives students the further opportunity to give their views on the programme and University Centre as a whole. The Peer Observation process enables the tutors to observe other colleagues detailing any developments and good practice. This process allows tutors to reflect upon what they have seen and how good practice techniques could be utilised within their own teaching.

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

Programme name changed from BSc (Hons) Sports Performance to BSc (Hons) Sports Performance and Exercise. The Sports Science and Research Methods have been removed to allow room from the more course specific modules of Health and Wellbeing across the Lifespan and Developing the Talented Performer.

Annexe 1: Curriculum map

Annexe 2: Teaching and Learning Map

Annexe 3: Assessment Map

**Annexe 1 - Curriculum map** This table indicates which study units assume responsibility for delivering (shaded) and assessing (✓) particular programme learning outcomes.

Level	Study module/unit	Programme outcomes								
		A1	A2	B1	B2	C1	C2	D1	D2	D3
6	Independent Major Study		✓	✓	✓		✓			✓
	Health and Wellbeing across the Lifespan	✓		✓		✓		✓	✓	
	Performance Analysis				✓	✓			✓	
	Developing the Talented Performer	✓					✓	✓		

**Annexe 2 – Teaching and Learning Map**

*Please provide a map for each named pathway or separate award. Adjust teaching and learning methods across the top of each column to suit your programme needs, adding in additional columns where necessary, insert module titles in the left of the grid and place a P to indicate which methods will be used in each module. Please ensure you provide a good and appropriate mix of methods. Additional maps can be added for different delivery models, e.g. Apprenticeships.*

**Level 6**

Module Titles	Methods								
	Lectures	Student led/ interactive/ shared learning seminars	Case Studies	Skills workshops	Practicals	Group activities	Guest speakers	IT Workshops	Independent / E Learning/ On-line forums
Developing the Talented Performer	✓	✓	✓		✓	✓			✓
Performance Analysis		✓		✓	✓	✓	✓	✓	✓
Health and Wellbeing across the Lifespan	✓	✓	✓				✓		✓
Independent Major Study		✓		✓	✓	✓		✓	✓

### Annexe 3 – Assessment Map

Please provide a map for each named pathway or separate award. Adjust assessment methods across the top of each column to suit your programme needs, adding in additional columns where necessary, insert module titles in the left of the grid and indicate which methods will be used in each module, detailing the weighting of the task, word count (or equivalent), and submission week. Please ensure you provide a good and appropriate mix of methods. Additional maps can be added for different delivery models, e.g. Apprenticeships.

#### Level 6

<b>Module Titles</b>	Research Project	Case Study	Research Proposal	Presentation	Essay	Written Report	(insert other)
Health and Wellbeing across the Lifespan		60% (2750 Words) <b>Week 17</b>		40% (2250 words equiv.) <b>Week 27</b>			
Developing the Talented Performer				50% (2500 words equiv.) <b>Week 9</b>		50% (2500 Words) <b>Week 15</b>	
Performance Analysis				50% (2500 words equiv.) <b>Week 22</b>	50% (2500 Words) <b>Week 28</b>		
Independent Major Study	80% (6000 Words) <b>Week 30</b>		20% (2500 Words equiv.) <b>Week 7</b>				

### 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.