

PROGRAMME SPECIFICATION

Part 1: Basic Data		
Awarding Institution	University of the West of England	
Teaching Institution	University Centre Weston	
Delivery Location	University Centre Weston	
Faculty responsible for programme	Hartpury College	
Department responsible for programme	Sport	
Modular Scheme Title	None	
Professional Statutory or Regulatory Body Links	None	
Highest Award Title	FdSc Sports Studies	
Default Award Title	None	
Fall-back Award Title	None	
Interim Award Titles	Certificate in Sports Studies Cert HE Sports Studies	
UWE Progression Route	BSc (Hons) Sports Studies	
Mode(s) of Delivery	Full time, part time, blended learning, TEL	
Codes	UCAS: C640	JACS: C600
	ISIS2: C64A (DL C64A63)	HESA:
Relevant QAA Subject Benchmark Statements	Events, Hospitality, Leisure, Sport and Tourism Education Studies	
CAC Approval Date	29 May 2014	
Revised CVC approval date	27 April 2017 V1.3- 13 February 2018	
Valid from	V 1.0 01 September 2013 V 1.2 01 September 2017 (2016 & 2017 intake) V 1.3 01 September 2018	
Valid until Date	01 September 2023	
Version	1.3	

Part 2: Educational Aims of the Programme

FdSc Sports Studies is a two year full-time or three-year part-time programme designed to develop a sound general knowledge of the world of sport, sport education and associated professions, whilst developing knowledge, skills and experience for a career in the field of sport and education.

This programme will provide an opportunity to progress to level 3 BSc (Hons) Sports Studies at Hartpury College.

General Aims

The programme will enable students to:

- 1 Develop knowledge and understanding of contemporary key sport, exercise and education concepts, theories and approaches.
- 2 Develop a sound understanding of the scientific principles that govern biological, physical, sociological and psychological stressors in a sports studies context.
- 3 Develop academic, professional, generic, practical and employability skills which will equip students for gaining employment within a variety of career pathways associated with the sports industry and being successful at work.
- 4 Engage with the necessary qualitative and quantitative skills to critically analyse sports studies research with which to inform evidence-based practice.
- 5 Provide students with a broad and balanced knowledge and understanding of sports provision in the context of national initiatives and local schemes within the Public, Private and Voluntary sectors to promote an understanding of the management and provision of sports studies and development locally, regionally, nationally and internationally.
- 6 Prepare for progression to study higher degrees in Sports Studies and other related subjects.
- 7 Engage with Sports Studies practice in a variety of settings.

Specific Aims

The specific aims of the programme are to:

- 1 Facilitate the development of a scientific and educational understanding of the principles and processes that underpin sports studies.
- 2 Develop an understanding of the subject of Sports Studies from a multidisciplinary and interdisciplinary perspective.
- 3 Develop the ability to assess health and select the most appropriate intervention option from a range of possible solutions.
- 4 Demonstrate investigative skills necessary to undertake independent investigations of sports studies problems.
- 5 Provide the opportunity for the acquisition and practice of appropriate transferable skills and facilitate the development of independent and team working.
- 6 Provide the opportunity for the development and practice of employability and professional skills through work based experience.
- 7 Provide a curriculum that is enhanced by experience from research, consultancy and professional practice.
- 8 Promote and widen access to careers in Sports Studies to applicants with non-standard entrance requirements.

Programme requirements for the purposes of the Higher Education Achievement Record (HEAR)

To successfully pass this programme the student must achieve work based learning in a practice setting. This setting is to be anywhere where the sports industries are applied and/or sports educational processes take place – informal or formal – and could include for example voluntary or community based sports organisations, leisure centres, health centres, youth work, play work, as well as colleges, primary, secondary and special schools, nurseries, and childrens centres.

These contexts will enable students to use and apply their knowledge and skills as acquired during their course of study and to reflect upon their practice in the workplace to develop it further. Students will be required to pass Work Based Experience 1 and 2 detailing their experiences across the programme in relation to the supporting of learners in practice. Students will be required to reflect and evaluate their skills and knowledge of educational support in their work setting as part of Sports, Exercise and Health Pedagogies module.

Part 3: Learning Outcomes of the Programme

The award route provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas:

Learning Outcomes:

	Sports Studies Work Experience 1					Sports Studies Work Experience 2							
	Strength and Conditioning	Psychology of Sports Performance	Performance Analysis Fundamentals	Sports Coaching	Sports Entrepreneurship	Sports, Exercise and Health Pedagogies	Sports Injuries and Rehabilitation	Research Methods	Principles of Sports Nutrition	Data Analysis	Football Business and Development	Coaching Football	Independent Report
A) Knowledge and understanding of:													
1	Organisations and structures responsible for sport and the political ramifications arising from these;	✓				✓	✓	✓				✓	
2	Social, economic and political theory to explain the development and differentiation of sport through society;				✓		✓					✓	✓
3	The application of social and cultural meanings attached to sport and their impact on participation and regulation;	✓			✓	✓		✓				✓	✓
4	Theories, concepts and principles of practice through generic management of sports facilities, events and within educational settings;	✓				✓	✓					✓	✓
5	The concepts of 'hazard' and 'risk';	✓	✓		✓	✓						✓	
6	Strategic planning and development of planning skills in analysing, understanding and addressing the development needs and intentions of sports organisations and communities;	✓				✓	✓	✓				✓	✓
7	Sport development and facilitation principles in at least one vocational context;	✓			✓	✓						✓	
8	Anatomy and physiology underpinning human structure and function, within a vocational strength and conditioning context;		✓						✓				
9	The skills required to monitor and evaluate human responses to sport and/or exercise;		✓	✓	✓	✓		✓	✓			✓	
10	Current issues and discourses in contemporary health and sports studies research and debate, and the role this plays in our understanding of 'stressors' which will establish and reinforce the evidence-base;			✓					✓				✓
11	The concept of 'health' and how this might be measured, assessed and articulated, exploring the principles of, and intervention strategies for, health promotion and health improvement in a variety of participant groups;		✓						✓				✓
12	Pedagogical knowledge of both education and support work within an educational setting;				✓	✓		✓				✓	✓

Learning Outcomes:		Sports Studies Work Experience 1					Sports Studies Work Experience 2									
		Strength and Conditioning	Psychology of Sports Performance	Performance Analysis Fundamentals	Sports Coaching		Sports Entrepreneurship	Sports, Exercise and Health Pedagogies	Sports Injuries and Rehabilitation	Research Methods	Principles of Sports Nutrition	Data Analysis	Football Business and Development	Coaching Football	Independent Report	
13	The limits of knowledge gained, and how this influences analyses and interpretations based on that knowledge.			✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
(B) Intellectual Skills																
1	Recognise and apply subject specific theories, concepts and principles.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
2	Reason critically and engage in analytical and imaginative enquiry in identifying and solving conceptual and practical problems.			✓		✓	✓		✓		✓	✓		✓		
3	Analyse and interpret information and evidence to support the development of advanced knowledge, skills and understanding.			✓					✓	✓	✓	✓		✓		
4	Apply knowledge and critical understanding to solving problems.			✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
5	Formulate reasoned responses to the critical judgments of others.		✓	✓	✓	✓		✓	✓		✓		✓	✓	✓	
6	Recognise the moral and ethical issues of enquiry and investigation and appreciate the need for professional codes of conduct.			✓	✓		✓	✓	✓					✓	✓	
7	Recognise the changing nature of determinants of health and demonstrate a critical ability to analyse health within a sporting context as a contested subject.		✓					✓		✓					✓	
8	Take responsibility for own continued professional development.	✓	✓	✓	✓	✓	✓	✓	✓					✓	✓	
(C) Subject/Professional/Practical Skills																
1	Analyse and report sport studies investigations using both primary and secondary data.			✓		✓		✓	✓	✓	✓	✓		✓	✓	
2	Recognise and respond appropriately to ethical, professional and safety issues related to the sports/education industry paying due attention to risk assessment and rights access.	✓	✓		✓	✓		✓	✓					✓		
3	Analyse health and health information and data that be drawn from a wide range of disciplines and appreciate both the moral and ethical issues associated with the subject areas and the collection methods.		✓						✓	✓	✓				✓	
4	Appreciate the need for professional codes of conduct.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
5	Plan, design and review sports studies programmes and sports education practices in relation to the needs of the client, setting or educational context.	✓	✓	✓	✓	✓		✓				✓	✓			

Learning Outcomes:		Sports Studies Work Experience 1					Sports Studies Work Experience 2								
		Strength and Conditioning	Psychology of Sports Performance	Performance Analysis Fundamentals	Sports Coaching		Sports Entrepreneurship	Sports, Exercise and Health Pedagogies	Sports Injuries and Rehabilitation	Research Methods	Principles of Sports Nutrition	Data Analysis	Football Business and Development	Coaching Football	Independent Report
6	Present and reference work in an appropriate manner.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
7	Reflect on academic and professional experience and embrace the concept of continuing profession development through professional development planning.	✓					✓							✓	
(D) Transferable skills and other attributes															
1	Plan, organise and manage time within realistic professional parameters to meet appropriate deadlines.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
2	Elicit appropriate knowledge from a range of disciplines to articulate well-reasoned argument within the field of sport studies.	✓	✓	✓			✓		✓	✓	✓	✓	✓		✓
3	Effectively communicate information, arguments, and analysis of both primary and secondary data at a professional level in work related context.			✓			✓		✓	✓	✓	✓	✓	✓	✓
4	Communicate, work with others as part of a team, and solve problems within the academic and vocational work-based context.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			✓	
5	Effectively apply transferable skills, assume responsibility and make decisions in an academic and work based environment.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
6	Demonstrate personal qualities and attitudes consistent with professional employment in Sports Studies context and related sectors following current practice within the fields of both sport and education.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
7	Demonstrate the ability to discuss, plan and manage change within a professional context.	✓					✓								
8	Demonstrate the capacity to reflect upon actions taken, both within the academic and vocational field, to engage in the process of continuous learning.	✓	✓		✓	✓	✓	✓					✓	✓	✓
9	Use information and communications technology competently and effectively in a range of applications to include information gathering and retrieval.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓

Part 4: Student Learning and Student Support

Teaching, learning and assessment strategies to enable learning outcomes to be achieved and demonstrated

At University Centre Weston there is an expectation that all undergraduate programmes will meet the policy expectation of our awarding partner for a minimum average requirement of 12 hours/week contact time for full-time study over the course of the full undergraduate programme. This contact time or scheduled learning encompasses a range of activities as described below. In addition a range of other learning activities will be embedded within the programme which, together with the contact time, will enable learning outcomes to be achieved and demonstrated.

On the FdSc Sports Studies programme teaching is a mix of scheduled, independent and placement learning. In addition students will be given access to technology enhanced learning within Level 2 Sports Entrepreneurship.

Module Title	Scheduled (%)	Independent (%)	Placement (%)
Sports Studies Work Experience 1	5	42	53
Strength and Conditioning	36	64	0
Sports Coaching	36	64	0
Psychology of Sports Performance	36	64	0
Performance Analysis Fundamentals	36	64	0
Sports Studies Work Experience 2	8	27	65
Sports Entrepreneurship	36	64	0
Sports, Exercise and Health Pedagogies	36	54	10
Sports Injuries and Rehabilitation	36	64	0
Research Methods	36	64	0
Principles of Sports Nutrition	36	64	0
Data Analysis	36	64	0
Independent Report	36	64	0
Coaching Football	36	64	0
Football Business and Development	36	64	0

Scheduled Learning

Includes lectures, seminars, tutorials, demonstration, practical classes and workshops; fieldwork; external visits; work based experience and blended learning approached utilising technology enhanced learning pedagogy.

Independent Learning

Includes hours engaged with essential reading, case study preparation, assignment preparation and completion etc.

Placement Learning

The Foundation Degree contains a significant proportion of Work-based Learning. One of the defining characteristics of this foundation degree is that placement hours are also assured working alongside the Sports lecturers within a Further Education setting. Students will be expected to complete 30 hours team teaching within the college setting.

Virtual Learning Environment (VLE) (or equivalent)

This module is supported by a VLE where students will be able to find all necessary module information. Direct links to information sources will also be provided from within the VLE.

Careers

To support learner's career preparations, UWE careers personnel visit Weston on a regular basis and the students can use all the UWE Careers on line resources as well as see Careers staff at Frenchay and other campuses. Tutors will also offer subject specific careers advice through module sessions or individual tutorials. Careers Fairs are arranged periodically to allow students to engage directly with employers from the industry sector.

Description of any Distinctive Features

- 1 FdSc Sports Studies programme is an interdisciplinary degree exploring the interface between the sports/exercise environment and sports education. It focuses upon the development of the knowledge and skills associated with both environments.
- 2 Key themes and concepts are integrated through the programme; sports development, entrepreneurship, education, sports industry and health impacts, risk and interventions. Students are taught to assess a range of health determinants within a variety of populations and to consider the most effective approach to dealing with impacts on health. Strategies developed include practicability in relation to effectiveness, cost benefit and equitability.
- 3 The programme combines a scientific understanding of sports physiology, psychology and sports development to the parameters for human health. Students' will analyse of the socio-economic and political factors that determine the context within which sports developments decisions are made both nationally, within the EU and by global organisations. The programme is delivered by lecturers from a variety of disciplines and supported where appropriate by sports industry practitioners.
- 4 **Level 1** is concerned with the development of knowledge and understanding of the relevant core concepts, theoretical perspectives and research within the field of sports studies. This includes a focus on physiological and psychological systems and an understanding of the processes which shape human interactions, and consequently interventions. The issues that emerge include sports development, sports business entrepreneurship, sports education, risk and human health impacts. This is supported by the development of a variety of transferable and professional skills. Work Based Learning found within Work Based Experience 1 and 2 and Sports, Exercise and Health Pedagogies allows students to engage with work experience within the fields of sports studies and education. Students are also encouraged to engage with concept of intervention to promote health within a defined population.
- 5 **Level 2** students are expected to engage with increased analysis utilising the inclusion of supporting evidence developing knowledge and critical understanding of the wider subject area, synthesising evidence between, and across, disciplines. Transferable and employability skills and attributes continue to be developed. More than one quarter of the learning at level two takes place in the work place with all students undertaking a period of work based learning within both an educational setting and within the wider sports industry. By the end of the second year, it is expected that students will be able to demonstrate an enhanced degree of analytical comprehension and the ability to study independently.

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Support

- Students will benefit from being part of a small cohort. There is an excellent working relationship fostered between University Centre Weston staff and students benefit from high levels of staff student contact in the modules within the programme, allowing ample opportunity for formative assessment and additional support. Students at University Centre Weston have exemplary pastoral support with a tutorial scheme in place guaranteeing individual formative feedback three times a year.
- Students will be able to use the academic and support facilities offered by the college as well as facilities offered by the University. This will include library access and access to UWE online, intranet, careers advice and student union activities.
- Guidance to students on the programme is provided by the Programme Coordinator and the personal tutor who are supported by the teaching team. Issues relating to groups of students will be addressed through the Staff Student Liaison Committee (SSLC) that includes student representatives, the programme coordinator, teaching team and partner college link tutor. For all students, access to academic staff is via email, telephone or drop-in.
- Professional and placement aspects are supported by a Work Based Experience module leader and supported by the programme tutor. Both tutor and programme coordinator will provide support and visits to those students who are undertaking the work based experience module and Sports, Exercise and Health Pedagogies module. In addition regular meetings will be held between placement supervisors/mentors and the teaching team to ensure that the learning outcomes are being met.

7

Independent Study

- Many modules require students to carry out independent study, such as research for projects, portfolios and assignments. The programme aims to offer students both guided support and opportunities for independent study. Guided support mainly consists of timetabled sessions and includes lectures, tutorials, seminars, practical sessions and external visits. There is an expectation that students attend all sessions on their timetable.
- Independent study will be assisted by the different levels of tutor support offered at different levels of study. Typically module leaders will provide an outline of the module indicating the activities to be carried out and the forms of learning to be undertaken during the module. Students will be encouraged to plan ahead and to take responsibility for managing their time and resources.

8

Progression to BSc (Hons) Sports Studies

- A student who achieves a Foundation Degree but who does not immediately seek entry to BSc (Hons) Sports Studies will still be eligible to apply for entry to the Honours Degree programme in a subsequent year. However, entry will be subject to interview in order to determine whether the applicants experience in the intervening years has enabled them to keep abreast of current developments and practice in their subject.

9

Student access to Hartpury

- Throughout the duration of the Foundation Degree programme, where appropriate students will have access to some of the teaching facilities at the Hartpury College campus. Where possible links with relevant academic and sport academy staff at Hartpury College will be used to enhance the student experience. Visits will be organized to enable students to become familiar with the facilities and academic provision on the top-up programme, all collaboration will be organized by University Centre Weston and Hartpury staff.

Part 5: Assessment

Approved variant to University Academic Regulations and Procedures

Assessment Strategy

Assessment strategy to enable the learning outcomes to be achieved and demonstrated:

The programme encompasses a range of **assessment methods** including; written assignments and examinations, practical and oral examinations, laboratory reports and notebooks. These are detailed in the following assessment map:

Assessment Map for FdSc Sports Studies


		Type of Assessment*									
		Unseen Written Exam	Open Book Written Exam	In-class Written Test	Practical Exam	Practical Skills Assessment	Oral assessment and/or presentation	Written Assignment	Report / Project	Dissertation	Portfolio
Compulsory Modules Level 1	Sports Studies Work Experience 1						A (40)		B (60)		
	Strength and Conditioning	A (40)							B (60)		
	Sports Coaching				A (40)				B (60)		
	Psychology of Sports Performance						A (40)		B (60)		
	Performance Analysis Fundamentals						A (50)		B (50)		
Compulsory Modules Level 2	Sports Studies Work Experience 2							A (P/F) B (100)			
Optional Modules Level 2	Sports Entrepreneurship						A (50)		B (50)		
	Sports, Exercise and Health Pedagogies					A (25)		B (75)			
	Sports Injuries and Rehabilitation	A (50)							B (50)		
	Research Methods	A (50)							B (50)		
	Principles of Sports Nutrition						A (50)		B(50)		
	Data Analysis										A (100)
	Independent Report		A (25)						B (75)		
	Football Business & Development						A (50)		B (50)		
Coaching Football				A (50)				B (50)			

Assessment should be shown in terms of either **Written Exams**, **Practical exams**, or **Coursework** as indicated by the colour coding above.

Part 6: Programme Structure

This structure diagram demonstrates the student journey from Entry through to Graduation for a typical **full time student**, including:

- 1 level and credit requirements
- 2 interim award requirements
- 3 module diet, including compulsory and optional modules

ENTRY		Compulsory Modules	Optional Modules	Interim Awards
	Year 1	Sports Studies Work Experience 1 (UISXPE-30-1) Strength and Conditioning (UISXP9-30-1) Sports Coaching (UISXPN-30-1) Psychology of Sports Performance (UISV9G-15-1) Performance Analysis Fundamentals (UISV8X-15-1)		<u>Certificate in Sport Studies</u> Credit Requirements: 60 credits at level 0 or above of which not less than 50 are at level 1 or above. <u>Cert HE Sports Studies</u> Credit Requirements: 120 credits at level 0 or above of which not less 100 are at level 1 or above.
	Year 2	Sports Studies Work Experience 2 (UISXPP-15-2)	Students are normally required to select 105 credits from the optional modules listed below: Sports Entrepreneurship (UISXPQ-30-2) Sports, Exercise and Health Pedagogies (UISXPR-30-2) Sports Injuries and Rehabilitation (UISXPT-15-2) Research Methods (UINXPU-15-2) Principles of Sports Nutrition (UISXPV-15-2) Data Analysis (UINXPW-15-2) Independent Report (UINXRX-15-2) Football Business & Development (UISV93-30-2) Coaching Football (UISV94-30-2)	Target Award <u>FdSc Sports Studies</u> Credit Requirements: 240 credits at level 0 or above of which not less than 220 are at level 1 or above and not less than 100 are at level 2 or above.
GRADUATION				

Part time:

A bespoke part time structure is available for students should it be requested. The specific composition of this structure will be by negotiation.

Part 7: Entry Requirements

The University's Standard Entry Requirements apply with the following additions/exceptions*:

Applicants must provide evidence which demonstrates to the University's satisfaction that they can benefit from study at foundation degree level and are likely to achieve the required standard. Applicants will have achieved five subjects including English, Mathematics and Science at GCSE level grades A-C, or equivalents (functional skills level 2 is considered equivalent to English and Mathematics GCSE Grades A-C for this programme) and the current UCAS Tariff Points or equivalent, to include a science subject.

<http://www1.uwe.ac.uk/whatcanistudy/applyingtouwe/undergraduateapplications/entryrequirements.aspx>.

Applicants will have achieved tariff points as appropriate for the year of entry, which for the academic year 2017/18 was 64 tariff points.

We also welcome applicants from a diverse range of backgrounds who do not have the entry requirements outlined above. The university will consider applicants on the basis of evidence of personal, professional and educational experience which indicates an applicant's ability to meet the demands of an undergraduate degree programme. Applicants with non-standard entry criteria will be reviewed on an individual basis. This will take the form of an individual interview with members of the programme team and possibly the completion of a set task such as a written assignment. Where appropriate experience or learning has been gained prior to enrolment on the programme AL/AEL may be possible.

Applicants whose first language is not English must also gain a minimum IELTS score of 6.0 prior to entry onto the programme.

Part 8: Reference Points and Benchmarks

Description of **how** the following reference points and benchmarks have been used in the design of the programme:

In the design and development stages of the programme due regard has been given to the UK Quality Code for Higher Education to assure content, level and proportion. SEEC descriptors were used as guidance in the design of modules and there is an expectation that students will evidence all learning outcomes.

All staff involved in the programme design team to write modules and internal checking procedures were asked to use SEEC descriptors and terminology as guidance for module design. Subject and foundation degree benchmark statements contribute to the programme content.

- 1 UWE Learning Teaching and Assessment Strategy
 - There is an established and mature relationship between University Centre Weston and UWE that emphasises full understanding and incorporation of the UWE Learning, Teaching and Assessment Strategy. This is implicit in the development of the current programme.
- 2 QAA Subject Benchmark Statement
 - Foundation Degree qualification benchmark, 2010
 - Hospitality, Sport, Leisure and Tourism, 2008
 - Education Studies, 2007
- 3 UWE E-learning policy
 - The e-Learning Policy is familiar to staff. Developments have taken place with Professor Liz Falconer to develop simulated activity through Second Life and this is intended to be a feature of the programme. Second Life approach in partnership with UWE is convergent with UWE e-Learning Policy moreover the Library+ commitment to access of e-Learning resources also reflects a commitment to innovative accessible and user-friendly resources.
- 4 QAA Quality Code: Chapter B6: Assessment of students and accreditation of prior learning
 - Design of assessment and awareness of the Quality Code, B6, is recognized as a strength at University Centre Weston evidenced via Higher Education Review. University Centre Weston also has "Guaranteed Levels of Information for assignments and assessments which were developed with the QAA Code of Practice section 6 as a guide. These policies are routinely reviewed and updated with due regard to the UK Quality Code for all providers of HE within the UK.
- 5 UWE Employability Strategy
 - The UWE Employability Strategy was used a reference point in the production of the University Centre Weston "Supporting your Success" document, provided to all students.

- 6 QAA Quality Code: Chapter B4: Enabling student development and achievement
- Reference was made to the Quality Code, B4, in the definition of tutorial entitlement and the requirement to be able to guide students to careers advice. Both validated and franchised programmes have equitable access to UWE careers advice and guidance including CV writing, preparing for interviews, application checker and a range of other services designed to enhance employability.
- 7 UWE Work-based learning policy
- 8 UWE Equality and Diversity Policy
- All of the above were considered during the development stage. There is a significant Work based learning element in the programme as defined as part of the foundation degree benchmark statements and identified within Work Experience 1 and 2 modules. University Centre Weston has an Equality and Diversity Policy that matches the requirements of the University of the West of England.
- 9 University Centre Weston is committed to creating an inclusive college, where people are treated with dignity and respect and where we anticipate and respond positively to different needs and circumstances so that everyone can achieve their potential.
- 10 We are committed to promoting and advancing equality of opportunity, not only because it is an important part of the mission, vision and values of the College, but also because, by attracting and retaining the most diverse range of talented people as learners, staff and partners, we will ensure the College's future success.
- 11 The qualification could include access to a range of industry recognised qualifications such as: 1st 4Sport Level 2 Principles of Coaching, CYQ Level 2 Gym Instruction, CYQ Level 3 Personal Training and City of Guilds Level 3 Award in Education and Training.

What methods have been used in the development of this programme to evaluate and improve the quality and standards of learning? This could include consideration of stakeholder feedback from, for example current students, graduates and employers.

During a vocational panel, current stakeholders including graduates, work placement providers and employers from the subject area were consulted regarding the content of this programme. Modules were thought to be appropriate and forms of assessment sufficient to challenge students and measure their learning and engagement.

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 he/she 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 individual modules can be found in module specifications, available on the University's website.