



CORPORATE AND ACADEMIC SERVICES

PROGRAMME SPECIFICATION

| Part 1: Basic Data | | | |
|--|---|---------------------------------|-----------------------------------|
| Awarding Institution | University of the West of England | | |
| Teaching Institution | Hartpury | | |
| Delivery Location | Hartpury | | |
| Faculty responsible for programme | Hartpury | | |
| Department responsible for programme | Sport | | |
| Modular Scheme Title | Sport | | |
| Professional Statutory or Regulatory Body Links | None | | |
| Highest Award Title | FdSc Sport Performance | | |
| Default Award Title | None | | |
| Interim Award Titles | Certificate Sport Performance Certificate Higher Education Sport Performance | | |
| UWE Progression Route | BSc (Hons) Sport Performance BSc (Hons) Sports Studies (top up) | | |
| Mode(s) of Delivery | Full Time; Part Time | | |
| Codes | UCAS: C604 | JACS: C600 | |
| | ISIS2: C604 | HESA: | |
| Relevant QAA Subject Benchmark Statements | Hospitality, Leisure, Sport and Tourism | | |
| First CAP Approval Date | | Valid From | 01 September 2013 (2015 entry) |
| Revision CAP Approval Date | V6.1- 17 February 2014 V6.2- 07 July 2016 | Revised with effect from | 01 September 2016 |
| Version | 6.2 | | |
| Review Date | 01 September 2019 | | |

Part 2: Educational Aims of the Programme

The programme seeks to underpin the University's principle that the graduates not only serve the applied industry, but also aid in the development of that industry. The programme seeks to support the University's ambitions for its graduates by challenging current processes and practices and exploring new concepts. It is important that the Hartpury College student is encouraged to challenge orthodox thinking about sports performance related concepts. Students 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 sports industry and the recent changes therein.

Not only should a Hartpury College student acquire and challenge contextual information, but they should also develop a range of key skills to enable them to communicate effectively through a variety of media. The experiences students gain while studying on the programme have been designed to enable them to develop self-confidence. Student-centered learning has been employed which encourages students to develop an enquiring mind: a feature of this programme being the application of the subject in a practical context. Students are encouraged to be well read within their subject and beyond to ensure that they will be prepared to solve intellectual and practical problems within the context of the applied sport industry and as such, the teaching and learning process aims to enable students to develop:

- 1 Knowledge and critical understanding of the well-established principles in the field of sport and the historical development of those principles.
- 2 The ability to apply underlying concepts and principles outside the context in which they were first studied, and the application of those principles in a work-based context.
- 3 Knowledge of the main methods of enquiry in sport studies and ability to evaluate critically the appropriateness of different approaches to solving problems in the field of study and apply these in a work-based context.
- 4 An understanding of the limits of their knowledge, and how this influences analysis and interpretations based on that knowledge in sport performance and leadership and in a work-based context.
- 5 A range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis.
- 6 Effective communication of information, arguments, and analysis, in a variety of forms, to specialist and non-specialist audiences, and deploy key techniques of the discipline effectively.
- 7 Appropriate vocational skills, knowledge and understanding which will enable the student to be competent to relevant industry standards and immediately effective.
- 8 To emphasise the importance of the relationships between sports performance graduates, both professionally and legally, and with the public, other sports practitioners and personnel in allied industries.

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

It is envisaged that graduates of this programme will have gained the critical knowledge, skills and insight regarding the performance environment to successfully enhance the performance of their players and organisations. Having successfully completed the FdSc Sport Performance the graduate will also have the opportunity to progress on to a related top-up programme.

Students must pass the compulsory modules Learning in the Performance Environment and Sport Development and Leadership. In combination with optional modules, compulsory modules will provide students with an understanding of leadership and management that is necessary to obtain optimal sports performance. Students have the opportunity to apply knowledge and skills acquired by engaging in a compulsory work placement that is related to the sports industry. Reflection is an important aspect of the work placement, allowing students the opportunity to evaluate and develop when applying their knowledge and skills.

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:

| | Learning in the Performance Environment | Sport Development and Leadership | Academic Skills for Sport | Introduction to Sport and Exercise Psychology | Fundamentals of Sport Performance | Introduction to Sports Coaching | Introduction to Exercise Physiology | Developing the Performance Environment | Undergraduate Research Process | Fitness Training and Testing | The Injured Athlete | Coaching Pedagogy | New Venture Creation | Sports Leadership | Sports Nutrition | Health Related Exercise | Independent Report | Sport Psychology | Study Trip |
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A) Knowledge and understanding:

| | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | The theoretical basis of sports science principles underpinning the practical implementation of coaching to facilitate the intellectual context of the Foundation degree. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 2 | The relative contribution of academic, work-based and work-related learning knowledge in developing competency in the sport performance industries /professional/practical skills required to gain employment in the relevant industry. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 3 | The principles which relate theory to practice in industry, sports science and related wider subject disciplines which inform that industry. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 4 | Current developments in the sport industry and related disciplines which would combine to support continuing best practice. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |

(B) Intellectual Skills

| | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | Demonstrate an ability to engage in academic enquiry and identify key themes from written work and oral presentations relating to the sport specific industry and the related wider subject disciplines which inform that industry. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 2 | Accurately apply given tools/strategies to the Sport Performance industry through work-based learning, reflect on those actions and draw appropriate conclusions on their effectiveness. | ✓ | | | | | | ✓ | | | | | | | | | | | |
| 3 | Evaluate and challenge knowledge, concepts and evidence of practice from a range of sources to present coherent arguments, applying theory to practice. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 4 | Reflect on decisions made and be able to propose alternative and appropriate courses of action in advancing the sports industry. | ✓ | ✓ | | | | ✓ | ✓ | | | ✓ | | ✓ | | | | | | ✓ |
| 5 | Promote equality to individuals by adopting a sound ethical framework which guides personal operating practice. | ✓ | | | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | ✓ | ✓ |
| 6 | Adopt a multi-disciplinary and inter-disciplinary approach to study. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |

| Learning Outcomes: | | Learning in the Performance Environment | Sport Development and Leadership | Academic Skills for Sport | Introduction to Sport and Exercise Psychology | Fundamentals of Sport Performance | Introduction to Sports Coaching | Introduction to Exercise Physiology | Developing the Performance Environment | Undergraduate Research Process | Fitness Training and Testing | The Injured Athlete | Coaching Pedagogy | New Venture Creation | Sports Leadership | Sports Nutrition | Health Related Exercise | Independent Report | Sport Psychology | Study Trip | |
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| | | | | | | | | | | | | | | | | | | | | | |
| (C) Subject/Professional/Practical Skills | | | | | | | | | | | | | | | | | | | | | |
| 1 | Develop personal attributes including (but not limited to) flexibility, creativity, self-reliance, adaptability, interpersonal communication and leadership qualities. | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | | | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 2 | Take responsibility for their own learning and gain vocationally relevant qualifications where necessary. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 3 | Demonstrate readiness for entry into the sport performance industry by displaying appropriate service delivery skills and competency within relevant industry standards. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 4 | Plan, design, implement and evaluate effective programmes of intervention for the sports industry. | ✓ | | | | | ✓ | | ✓ | | ✓ | ✓ | | ✓ | | ✓ | ✓ | | ✓ | ✓ | ✓ |
| 5 | Adapt to the changing demands of the Sport Performance industry by considering current research and codes of conduct in developing personal philosophies whilst engaging in work-based learning. | ✓ | | | | | | | ✓ | | | | | | | | | | | | |
| 6 | Develop a reflective philosophy when analysing personal effectiveness. | ✓ | ✓ | | | | ✓ | | ✓ | | | | ✓ | ✓ | ✓ | | | | | | ✓ |
| 7 | The purpose and relevance of IT applications to the modern sports performance practitioner. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| (D) Transferable skills and other attributes | | | | | | | | | | | | | | | | | | | | | |
| 1 | Select and implement subject specific techniques and tools for effective practice within the sport industry. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 2 | Be responsible for personal management of learning and reflection on personal effectiveness. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 3 | Recognise the needs, priorities and goals of learning and practice. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 4 | Demonstrate an ability to manage time effectively. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 5 | Demonstrate appropriate IT skills. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 6 | Communicate effectively and appropriately through verbal and non-verbal means with a range of personnel including clients, peers, colleagues and managers. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 7 | Transfer skills and knowledge across a range of settings. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |

Part 4: Student Learning and Student Support

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

At Hartpury there is an expectation that all undergraduate programmes will meet the minimum 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.

In addition, the FdSc Sport Performance programme there is a mix of independent and placement learning.

Scheduled Learning

May include lectures, seminars, tutorials, project supervision, demonstration, practical classes and workshops; fieldwork; external visits; work based learning. Scheduled sessions may vary slightly depending on the module choices made.

Independent Learning

May include hours engaged with essential reading, case study preparation, assignment preparation and completion etc. These sessions constitute an average time per level as indicated in the table below. Scheduled sessions may vary slightly depending on the module choices made.

Placement Learning

Will include a practice placement. Students will be expected to complete a minimum of 220 hours/6 weeks work placement.

Virtual Learning Environment (VLE)

This specification 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, careers personnel visit Hartpury on a regular basis and the students can use all the on line resources. 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

The FdSc Sport Performance programme develops knowledge and understanding of leadership, coaching and reflective practice whilst providing the students with an opportunity to apply these skills within a performance environment. The programme includes a balance of work-based and academic study that is intellectually challenging, vocationally relevant and provides a foundation for pursuing a career within the sport industry. An opportunity to apply knowledge and skills is provided during a compulsory work placement, whereby students are required to engage in reflection to encourage development. The flexibility of the Foundation degree allows people already in work to re-engage in higher education whilst making full use of and gaining credit for prior experiential learning within the working environment. The programme has been designed to build on the experiences of a wide spectrum of students who should be capable of taking up appropriate positions of responsibility within the varied range of enterprises to be found operating within the sports industry.

There has been substantial employer input in the design of the FdSc Sport Performance through vocational panels representing employers from the local area, thus identifying employer's needs and current skills gaps in the sports specific industry. In the Foundation degree programme, academic knowledge and understanding will reinforce and support the development of vocational skills to equip the student with the skills and knowledge relevant to their employment and to the needs of employers. The Foundation degree also provides a pathway for life-long learning and the opportunity to progress to Honours degree programmes (BSc Sport Performance; BSc Sport Studies). Ultimately, students are professionally prepared to provide effective service delivery within the industries whether it is on a local, regional, national or international stage.

Distinctive to the Associate Faculty is the wide provision of opportunity. The student can engage in a variety of different learning environments. Individuals learn through different methods, hence a range of teaching and assessment techniques are used throughout the programme. Theoretical lectures, practicals (computer based and laboratory), seminars and debates, industry based visits and guest speakers from within the industry enhance the students' academic knowledge, whilst giving the student the opportunity to practice and develop applied skills needed for industry. A wide range of assessment types are utilised within the modules offering students the opportunity to excel through written examinations and assignments, oral assessments, poster defence and practical application. Research concepts and methods are introduced in year 1 through the delivery of individual modules and then further developed in year 2, thus equipping the student with skills that will enable continued life-long learning in the workplace or in further academic study.

The Associate Faculty prioritises student support. Key to that support is the tutorial system that complements the study skills sessions operated throughout the University. The study skill sessions affords students the opportunity to enhance their academic ability through individual and group tutorials with the year 1 provision focusing on the development of academic skills. In year 2 students are assisted with their career choices and development thereof. Each student has a year tutor who guides the student throughout their study and will be key for the students when choosing modules. Students are also strongly encouraged to utilise, and engage in, face-to-face tutorials with either their allocated personal tutor or their subject specific module tutors in order to support their academic development. Student Advisors are also available for more general academic support needs alongside the College Welfare Officer and the onsite counselling service provided by the institution. Students receive a programme handbook and for each module studied, a module guide. Assessment offences information and study/examination guidance is also provided to all students.

Learning is also supported electronically by the students having access to the VLE which includes module information regarding assessments, semester schedules, lecture contents and additional reading. Interactive quizzes, questionnaires and personal feedback further develop the knowledge and skills learnt. Access is available remotely so that the VLE provides students with access to academic materials relevant to their chosen modules and programme. Students are kept up-to-date with information via the announcements areas on the VLE or via the SMS text message service with which the Associate Faculty has engaged with.

The library service is highly supportive of the academic disciplines within the sports industry field and provides an extensive range of paper (textbooks and periodicals) and electronic (e-book, periodicals and database) resources relevant to the subject area. The library service and the programme teams are in constant contact to ensure that up-to-date, relevant material which supports the students' academic journey is provided.

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:

Individuals learn through different methods, hence a range of teaching and assessment techniques are used throughout the programme. Theoretical lectures, practicals, seminars and debates and guest speakers from within the industry enhance the students academic knowledge, whilst giving the student the opportunity to practice and develop applied skills needed for industry. A wide range of assessment types are utilised within the modules offering students the opportunity to excel through written examinations and assignments, oral assessments, practical application and completion of a portfolio.

In line with the College's commitment to facilitating equal opportunities, a student may apply for alternative means of assessment if appropriate. Each application will be considered on an individual basis taking into account learning and assessment needs. For further information regarding this please refer to the VLE.

Assessment Map

The programme encompasses a range of **assessment methods** including; essays, practical examinations, oral assessment, poster defense, written examination and a portfolio. These are detailed in the following assessment map:

Assessment Map for FdSc Sports Performance

| | | 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 | Learning in the Performance Environment | | | | | | A (50) | | | | B (50) |
| | Sport Development and Leadership | | | | | | A (100) | | | | |
| | Academic Skills for Sport | | | | | | A (25) | A (75) | | | |
| | Introduction to Sport and Exercise Psychology | A (50) | | | | | | B (50) | | | |
| | Fundamentals of Sport Performance | A (50) | | | | | | B (50) | | | |
| | Introduction to Sports Coaching | | | | A (25) | | | B (75) | | | |
| | Introduction to Exercise Physiology | A (50) | | | | | | B (50) | | | |
| Compulsory Modules Level 2 | Developing the Performance Environment | | | | | A (25) | B (75) | | | | |
| | Sports Leadership | | | | | | | | | | A (100) |
| Optional Modules Level 2 | Undergraduate Research Process | | | | | | | A (100) | | | |
| | Coaching Pedagogy | | | | | A (60) | B (40) | | | | |
| | Fitness Training & Testing | A (50) | | | | B (50) | | | | | |
| | The Injured Athlete | | A(100) | | | | | | | | |
| | Independent Report | | A (25) | | | | | B (75) | | | |
| | New Venture Creation | | | | | | A (100) G | | | | |
| | Sports Psychology | | | | | | | | | | A (100) |
| | Sports Nutrition | A (40) | | | | | | B (60) | | | |
| | Health Related Exercise | A (50) | | | | | | | | | B (50) |
| | Study Trip | | | | | | A (100) G | | | | |

*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 | Learning in the Performance Environment (UISXLY-30-1) Sport Development and Leadership (UISXM5-15-1) Academic Skills for Sport (UISXKY-15-1) Introduction to Sport and Exercise Psychology (UISXLE-15-1) Fundamentals of Sport Performance (UISXL6-15-1) Introduction to Sports Coaching (UISXLR-15-1) Introduction to Exercise Physiology (UISXL7-15-1) | | <u>Cert Sport Performance</u> Credit requirements: 60 credits at level 0 or above of which not less than 50 are at level 1 or above. <u>CertHE Sport Performance</u> Credit requirements: 120 credits at level 0 or above of which not less than 100 are at level 1 or above. TARGET AWARD <u>FdSc Sport Performance</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. |
| | Year 2 | Developing the Performance Environment (UISXSG-30-2) Sports Leadership (UISXRW-15-2) | Students are normally required to select 75 credits from the optional modules listed below: Undergraduate Research Process (UINXU5-15-2) AND Sports Nutrition (UISXS9-15-2) Health Related Exercise (UISXS5-15-2) Fitness Training and Testing (UISXRU-15-2) The Injured Athlete (UISXSD-15-2) Independent Report (UINXRX-15-2) Sport Psychology (UISXRV-15-2) New Venture Creation (UISXTX-15-2) Coaching Pedagogy (UISXS4-15-2) Study Trip (UISXS6-15-2) | |
| GRADUATION | | | | |

Part time:

There are a number of routes that a part time student can take to graduate, this can be done depending upon student requirements, hence production of a specific map will depend upon an individual student basis.

Part 7: Entry Requirements

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

Applicants will have achieved tariff points as appropriate for the year of entry, which for the academic year 2013/14 was 160 tariff points (to include a PE or sports studies subject).

Applicants may also be asked to provide evidence of appropriate and relevant experiential learning which is open to scrutiny and where necessary assessment. Such evidence may take the form of coaching logs and reports which the candidate has prepared as part of their professional duties.

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.

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

QAA UK Quality Code for HE

Has been used to define the minimum level of achievement that students need to achieve to succeed on this programme and achieve the qualification. It has also been used to inform the academic quality of the programme and enhance the quality of the learning opportunities and the assessment methods used to measure achievement on the programme.

Relevant subject benchmark statements (Hospitality, leisure, sport and tourism (2008))

Have informed the characteristics of the subject matter and curriculum development of the programme, the programme learning outcomes and the attributes that a graduate of this programme should be able to demonstrate.

University Strategies and Policies: The Academic Regulations and Procedures 2012-13

Has been used to ensure that the quality of learning, teaching and assessment on this programme adheres to the university's frame work of academic regulations, procedures and working practices that enable the assurance of academic standards. The University's Policy on word count has also been used to inform the assessment strategy stated in Part 5 of this document and is detailed on the module descriptors.

Staff research projects:

The proposed modules for the FdSc Sport Performance programme are based on well established teaching areas within the Associate Faculty. These modules will be taught by staff who are either research or consultancy active, or actively engaged in scholarly activity, and who bring their current experience to bear on their teaching.

PSRB requirements and occupational standards

Various organisations, including a sector skills council and a professional body, are being consulted regarding the incorporation of industry related, professional qualification outcomes within the modules' learning outcomes.

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.