

AQH-B3 Programme Specification Template

Version 6.0 August 2011

Version History

Version	Occasion of Change	Change author	Date of modification	Modifications made
1.0	Original placed in Academic Quality Handbook	<i>S Sutcliffe</i>	<i>September 2008</i>	
2.0	Updated SITS form, ,Appendix 1	<i>S Lumdsden</i>	<i>9/12/2008</i>	<i>CSP details & short courses included. Reference to accrediting body and programme specific regulation forms included. JACS codes added to module list.</i>
3.0	Circulation list for SITS form updated	<i>S Sutcliffe</i>	<i>09/02/2010</i>	<i>D Balme replaced by A Watson</i>
4.0	Articulation arrangements	<i>B Ollerenshaw</i>		<i>Section 8 Admissions replaced to include entry point grid for mappings.</i>
5.0	Staff changes	<i>S Sutcliffe</i>	<i>10/9/2010</i>	<i>Contact names changed</i>
6.0	Annual review of Quality Handbook	<i>A Roberts</i>	<i>August 2011</i>	<i>SRBP changed to Marketing and Recruitment; Amended to refer to job titles, rather than individuals (section 5)</i>



Foundation Degree in Sports Coaching

Faculty of Applied Sciences

Department of Sport and Exercise Sciences

PROGRAMME SPECIFICATION

Date of Validation Event:	
Date Approved by QMSC:	

Version History

Please complete each time a new version is drafted e.g.

Version	Occasion of Change	Change Author	Last Modified
1.0	Version presented for approval	<i>Ian Whyte</i>	<i>Created 10/10/12</i>
2.0	Amendments following institutional approval		
3.0	Revisions at annual review after first year of operation		
4.0			

1 Core information

Programme title: Sports Coaching
Target award: Foundation Degree (FdSc) Sports Coaching

Interim or exit awards include:

- *Undergraduate Certificate in Higher Education*
- *Foundation Degree in Sports Coaching*
...as specified under university regulations for such interim awards.

Awarding body: University of Sunderland
Programme Assessment Board: Foundation Degree Sport and Exercise Board.

Points of reference:

QAA subject benchmark(s) applicable (cf

<http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/HLST08.pdf>

Hospitality, Leisure, Sport and Tourism (2008)

QAA Foundation Degree Qualification Benchmark

<http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/Foundation-degree-qualification-benchmark.pdf>

Accrediting body / bodies (if applicable) N/A

Other points of reference:

QAA Framework for Higher Education Qualifications

<http://www.qaa.ac.uk/academicinfrastructure/FHEQ/EWNI/default.asp>

NICATS level descriptors (NB Level 4 is the equivalent of HE Stage 1, Certificate level)

http://www.nicats.ac.uk/doc/scr_pnc_guide.pdf

National credit guidelines

http://bookshop.universitiesUK.ac.uk/downloads/Burgess_credit_report.pdf

University of Sunderland credit framework and regulations

<https://docushare.sunderland.ac.uk/docushare/dsweb/View/Collection-247>

SkillsActive National Occupational Standards for Industry

<http://www.skillsactive.com/skillsactive/national-occupational-standards/level-2/item/3169>

<http://www.skillsactive.com/skillsactive/national-occupational-standards/level-3/item/3257>

Skills Active National Occupational Standards for Instructing Exercise and Fitness and Level 3 Instructing Physical Activity. Sector Skills Council for Active Leisure and Learning.

http://www.skillsactive.com/images/stories/PDF/Sports_development_knowledge_final_version_Mah_2010.pdf Skills Active.....

Location(s) at which programme is delivered:

City of Sunderland College
East Durham College
Gateshead College
Tyne Metropolitan College

Modes of delivery and duration:

	Tick all that apply	Min number of years	Max number of years	Intake dates (months)	Any other issues
Full-time	✓	2	6	September	
Part-time					
Sandwich					
Off-campus	✓				
On-campus					
Distance learning					
Work-based learning					
Collaborative	✓				

2 Aims of the Programme

In concordance with the QAA Benchmark Statement for Hospitality, Leisure, Sport and Tourism (2008) and the QAA Foundation Degree Qualifications Benchmark, the Foundation Degree in Sports Coaching programme aims to provide students with the broad range of knowledge and skills designed to facilitate employment or further study in sports coaching and related vocational areas through a rational, structured and coherent programme of study.

This programme will provide students with the wide range of theoretical knowledge and extensive practical skills relevant to the needs of employers. It is intended that students will not only be able to apply their knowledge, understanding and practical expertise in a wide range of relevant situations, but also will build up a variety of transferable skills over the duration of the programme. The programme will prepare students for supervised work related experience. The award is a stand alone award of the University but enhances and complements sports coaching award that are accredited through relevant National Governing Bodies of Sport.

The Programme aims to develop in each student the essential transferable skills for continued and lifelong learning to enhance competence and innovation in their developing careers after leaving University.

The FdSc Sports Coaching programme aims:

- To provide students with a broad and balanced knowledge and understanding of the essential facts, concepts, principles and theories related to the study of Sports Coaching.
- To develop in students the ability to recognise and respond to moral, ethical, sustainability and safety issues which directly pertain to the context of study including relevant legislation and professional codes of conduct
- To develop in students competency in a range of practical skills so that they can understand and assess risks, as well as, plan, design, manage and execute practical activities using appropriate techniques and procedures to work safely in the field and in the laboratory with continuous regard for safety and risk assessment
- To provide students with a knowledge and skills base from which they can proceed to employment OR to further studies in Sports Coaching or multi-disciplinary areas involving life sciences.
- To develop in students the ability to recognise and respond to moral, ethical, sustainability and safety issues which directly pertain to the context of study including relevant legislation and professional codes of conduct
- To engender a continuing and independent approach to learning and professional development, encouraging initiative, self appraisal, reflective practice and self-motivation.

3 Learning Outcomes of the Programme

The Programme learning outcomes were developed within themes that were identified as being prerequisite to successful integration and application to Sports Coaching and related fields and were developed with reference to QAA benchmarks in Hospitality, Leisure, Sport and Tourism (2008) and the QAA Framework for Foundation Degrees¹. Consideration was also given to the Skills Active National Occupational Standards for Sports Coaching Knowledge Final Version March 2010.

Students will be able to demonstrate a development in knowledge (K) and skills (S) as they progress through their programme of study and from which they may develop their careers after leaving University. The programme consists of modules addressing themes that have been identified as being important for vocational employability and to enable students to progress successfully to Honours degree if they so choose. Notably, students will be given sufficient background knowledge to communicate effectively at the requisite level post-study in multidisciplinary industry and research settings.

Graduates of the FdSc Sports Coaching programme will be able to:

3.1 Skills

3.1.1 Level 4 (Certificate of Higher Education)

(120 credits at academic level 4)

- S1. Demonstrate a basic ability to communicate knowledge of sports coaching to situations of limited complexity in order to provide a foundation for further study in the subject;
- S2. Select and describe theories and concepts relevant to an understanding of sports coaching;
- S3. Identify and employ academic study skills to succeed in Higher Education study;
- S4. Illustrate the principles of data collection, analysis and data handling;
- S5. Identify personal learning and development goals;

3.1.2 Level 5 (Foundation Degree in Sports Coaching)

(120 credits at academic level 5)

As level 4 plus:

- S6. Apply knowledge of sports coaching to the solution of familiar and unfamiliar problems;
- S7. Analyse and apply selected theories and concepts to examine sports coaching.
- S8. Plan and design practical activities using appropriate techniques and procedures;
- S9. Appraise evidence in the context of research methods and data sources;
- S10. Take and demonstrate responsibility for personal learning and continuing professional development.

¹ QAA Framework for Foundation Degree Qualifications Benchmarks:
<http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/Foundation-degree-qualification-benchmark.pdf>

3.2 Knowledge

3.2.1 Level 4 (Certificate of Higher Education)

(120 credits at academic level 4)

- K1. Recognise key issues in sports coaching;
- K2. Appreciate key concepts and theories in sports coaching;
- K3. Appreciate academic study skills necessary to succeed in Higher Education;
- K4. Understand the research process;
- K5. Recognise one's personal skill profile within the context of the programme;

3.2.2 Level 5 (Foundation Degree in Sports Coaching)

(120 credits at academic level 5)

As level 4 plus:

- K6. Recognise different methods of enquiry, interpretation and analysis of relevant data and appropriate enquiry;
- K7. Demonstrate knowledge of one or more of the following: current professional practice/regulations/government policy/different interventions;
- K8. Demonstrate appreciation of the role of sports coaching, physical activity and health and its relationship to wider social policy initiatives.
- K9. Recognise and respond to moral, ethical, sustainability and safety issues which directly pertain to the context of study including relevant legislation and codes of conduct;

3.3 Additional learning opportunities

Partnership colleges will provide a variety of additional learning opportunities based upon their individual local needs and resources. The University also offers to all Foundation Degree students, the opportunity to access services and support from the University. The offer is likely to include:

- Talks from careers and employers
- University of Sunderland Volunteering Scheme Work experience opportunities
- Participation in Research Projects
- Peer Assisted Learning
- Master Class Sessions
- Visiting lecturers
- Research Seminars

- Workshops within the University
- Other opportunities detailed in the partners' individual course handbooks.

3.4 Progression Routes

The named progression route for graduates of the programme is the BSc (Hons) in Sports Coaching, or any other suitable level 6 top-up qualification.

4 Programme Structure and Content

A list of modules is provided in Appendix 2.

All modules at level 4 are core.

At level 5 students study five core modules then have the option to select one from a possible two options (O).

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4.1 Programme regulations

Refer to Appendix 2 Part B

The FdSc Sports Coaching Programme operates within the regulations for the University of Sunderland Undergraduate Degrees. There are components of the regulations that relate to Foundation Degrees (e.g. Regulation 6.3)

4.2 Programme Structure

A list of module content is provided in the module descriptors (see module descriptors for FdSc Sports Coaching. Students must pass all modules at level 4 and 5 and achieve a further 120 credits at level 6 to qualify for a Foundation Degree in Sports Coaching.

4.2.1 Level 4

There are 6 x 20 credit core modules leading to 120 credits:

- FSP130 Physiology of Sport and Exercise
- FSP131 Performance Analysis
- FSP132 Introduction to Sport and Exercise Psychology
- FSP134 Anatomy for Exercise and Sport
- FSP110 Coaching Practice
- FSP133 Personal Development and Study Skills

4.2.2 Level 5

There are 5 x 20 credit core modules (C) and 2 x 20 credit optional modules (O) from which students select one module. The total credit value is 120 credits:

- FSP212 Fitness Testing and Assessment (C)
- FSP230 Psychology of Sport (C)
- FSP231 Coaching Theory (C)
- FSP210 Coaching Practice (C)
- FSP232 Research Methods and Study Skills (C)
- FSP233 Sport Injury Management (O)
- FSP235 Personal Training (O)

Sports Coaching					
Credits	Level 1	C/O	Credits	Level 2	C/O
20	FSP 130 Physiology of Sport and Exercise	C	20	FSP 212 Fitness Testing & Assessment	DO
20	FSP 131 Performance Analysis	C			
20	FSP 132 Introduction to Sport and Exercise Psychology	C	20	FSP 230 Psychology of Sport	DO
20	FSP 134 Anatomy for Exercise & Sport	C	20	FSP 233 Sport Injury Management	O
			20	FSP 235 Personal Training	O
			20	FSP 231 Coaching Theory	C
20	FSP 110 Coaching Practice 1	C	20	FSP 210 Coaching Practice 2	C
20	FSP 133 Personal Development and Study Skills	C	20	FSP 232 Research Methods in Sport and Exercise	C

Figure 1. Programme Structure FdSc Sport Coaching

4.3 Programme Content

The FdSc Sports Coaching Programme is delivered full time off-campus over 2 years with collaborative partners, at present in the FE sector (maximum period of 4 years). This programme is based on a modular scheme with modules being worth 20 credits. The structure of the Sports Coaching Programme is designed to ensure that a broad foundation of both subject-specific and generic knowledge and skills are laid down at level 4 and become more developed as students progress through the two levels. Module content reflects subject-specific skills described by the QAA Benchmarks in Hospitality, Leisure, Sport and Tourism and QAA Foundation degree Subject Benchmarks, with a key focus on sports coaching. For example students will apply their knowledge and skills across a range of settings in a number of coaching domains but also develop a critical appreciation of the coaching process within coaching. The programme has a core practitioner theme with practically related modules in both levels (FSP116 and FSP235).

4.3.1 Level 4

At level 4 students are required to study 120 credits equivalent to 1200 learning hours. Modules at this level cover 6 themes offering both theory and practice in key sciences that underpin sports coaching as well as coaching practice and personal development modules. The aim is to expose students to a range of basic theoretical concepts in exercise, coaching, health and fitness in order to develop a solid foundation on which to build both theoretical and applied coaching knowledge skills as they advance to level 5.

For example, FSP130 Physiology of Sport and Exercise, FSP131 Performance Analysis, FSP134 Anatomy for Exercise and Sport, and FSP32 Introduction to Sport and Exercise Psychology covers the main scientific disciplines necessary for sports coaching. Students will develop coach skills in FSP110 Coaching Practice.

In addition students will study the module FSP133 Personal Development and Study Skills. This module is similar to a core module in all of the Department of Sport and Exercise Sciences' undergraduate programmes within the Department of Sport and Exercise and aims to develop students' academic, employability and research skills to prepare them for successful study during their FdSc, for future employment or for further study in Higher Education. Personal and academic tutor meetings are embedded within this module to further support students' engagement with their programme of study.

4.3.2 Level 5

At level 5 all students again undertake 120 credits made up from 5 core modules and a selection of two optional modules. Modules at level 5 mainly follow the basic themes undertaken at Level 4, but adding a theoretical module related to sports coaching. The modules reflect the key knowledge and skills required for effective sports coaching and build on the Level 4 modules. FSP212 Fitness Testing and Assessment and FSP230 Psychology of Sport (C) maintain and develop the core areas of physiology and psychology as they pertain to sport, while, FSP231 Coaching Theory, FSP210 Coaching Practice enable the student to focus on key sports coaching disciplines. The latter modules provide an appreciation of the coaching process by investigating the roles of the coach and the components of effective coaching with reference to the literature, and extend the practical aspect of sports coaching by developing further the students' leadership abilities, as well as those of planning, organisation and control of sessions and periods of work.

FSP232 Research Methods and Study Skills is core to this programme and ensures that FdSc students are provided with the same opportunities to develop their personal and research skills to enable successful transition into the BSc (Hons) Coaching Undergraduate programme, as well as providing knowledge and skills that will help in employment and future life. A similar module is core to all other undergraduate programmes in the Department of Sport and Exercise Sciences. There

are two remaining optional modules, of which students have to select one. FSP233 Sport Injury Management extends the work of Level 4's Anatomy module, and allows students to develop basic knowledge to aid diagnosis and treatment of injuries, as well as personal skills related to basic first aid and massage. The other option, FSP235 Personal Training, if selected will not only provide knowledge and skills of how to personalise training across a range of client groups, but also will allow the student to access a SkillsActive Personal Trainer award.

5 Teaching and Learning

A teaching, learning and assessment matrix is provided in Appendix 3.

Academic excellence in teaching, learning and assessment aligns to the University of Sunderland's Academic Strategy (2008-2011): Enhancing the Student Experience. The three broad aims of this strategy encourage 1) innovative and flexible learning opportunities responsive to the needs of a diverse market, 2) a high quality academic experience for all learners with exemplary support in a contemporary learning environment and, 3) the preparation of students for fulfilling employment, and to make a positive contribution to society. A variety of teaching, learning and assessment approaches will be used to achieve these strategic aims.

The content of the modules that make up the Foundation Degree in Sports Coaching programme is designed to provide graduates with the knowledge and skills relevant to working as a sports coaching practitioner with individuals and groups mainly from the 'participation' domain of sport, albeit that knowledge and skills are provided to allow for transition through the participation spectrum.

In addition, the knowledge and skills obtained through successful completion of the programme are readily transferable to the wider sport, leisure and health industry with a requirement for sound knowledge and application of science to sport performance, health and/or well-being. The Foundation Degree in Sports Coaching syllabus is designed to stimulate the students' natural learning curiosity. The programme integrates the acquisition and application of research knowledge, theory and practice to produce graduates with advanced knowledge and skills in the scientific study of sports coaching, who can effectively and autonomously assimilate the information gathered throughout the programme

The core curriculum of the FdSc Sports Coaching Programme aligns to the QAA benchmarks for Hospitality, Leisure, Sport and Tourism and also the National Occupational Standards for Coaching developed by SkillsActive, the SectorSkills Council for Active Leisure and Learning. This programme also reflects the requirements of QAA Foundation Degree Benchmarks. The core disciplines aligned to this FdSc Sports Coaching include coaching theory and coaching practice combined with key sport and exercise sciences disciplines. The core curriculum also advances knowledge of research methods, project management and data analysis to enable students to engage in small research projects and to assist develop their skills in enquiry. There is also a strong emphasis on professional development and employability and this will ensure that graduates are fully prepared for a range of careers. The programme has also been designed to ensure articulation with the University's undergraduate programme (BSc (Hons) Sports Coaching) that is run by the Department of Sport and Exercise Sciences.

The programme content will be delivered using a wide variety of methods, e.g. laboratory, lecture, seminar, tutorial, workshop, problem-based learning, case studies, open-learning format, together with directed and self-study. Using this approach, students will gain a flexible approach to problem-solving, become good team members, and develop good communication skills. Each partner is entrusted with providing the appropriate support in those areas, but is also supported by the Department of Sport and Exercise Sciences which has in the past provided opportunities to visit the University of Sunderland to help their present studies but also to aid assimilation if students decide to progress to Level 6 of the articulating BSc (Hons) programme.

Students will be expected, to carry out a significant quantity of unsupervised study. This may take the form of directed reading of research papers, technical material or practical work.

The objective of the students-staff contact time is to set milestones and learning goals, and make new ideas and concepts accessible to students. These ideas are followed up in tutorials and through self-directed learning. Tutorials are used within each module to provide support for lectures. The prime objective of tutorial time is to allow in-depth study of particular topics which have been introduced and also for critical reflection, consolidation and discussion of activities completed within seminars, practical and/or laboratory sessions.

Off-campus class sizes are variable but normally sit in the range from 10-20 students. In addition to individual study, the programme also encourages group work. This is in recognition of the fact that a graduate will normally be employed in environments where significant demands will be made upon his or her ability to co-operate and collaborate with others.

Teaching and learning methods at both levels include lectures, seminars, tutorials and practicals. Students will be encouraged to develop both academic and vocational skills through learning tasks which require them to work either independently or in small groups, communicate in writing and orally, manage and present numerical and other forms of data, and recognise and solve problems.

In recognising the challenges many students experience in making the transition between Level 3 and Level 4, each college provides regular, timetabled meetings with a personal and academic tutor and this will be scheduled as part of the *Personal Development and Study Skills* module to further support the transition from Level 3 to Level 4. This practice facilitates regular contact between students and personal tutors and provides an opportunity to reflect formally on progress and their acquisition of knowledge and skills. Each partner organisation provides personal tutorial support in accordance with its own circumstances.

5.1 Lectures or equivalent

Formal lectures are employed to deliver, review and revise fundamental theoretical and practical concepts in the sport, exercise and coaching science disciplines. They are delivered by each partner's teaching team. Lectures offer the opportunity to deliver relatively large amounts of information and are considered an effective delivery strategy, when supplemented with other support mechanisms. The value of these sessions is enhanced by student engagement through the inclusion of planned activity within lectures. All lecture notes and necessary worksheets are placed on the partners' VLEs but students also have access to the University VLE.

5.2 Seminars / Workshops

Seminars and tutorials are integrated into programme delivery to illustrate and expand theoretical principles through interactive discussion, encourage teamwork, and develop peer and self-assessment. Students are expected to be significant contributors, as individuals or in small groups, to the seminar/tutorial sessions in all modules developing ideas, working on tasks, reasoning, solving problems, practicing skills, decision making, critical appraisal and presenting information. The seminar/tutorial sessions will often relate to professional issues and practice and are designed to provide an interactive focus for learning. Communication and presentation skills will be developed throughout the programme in seminars, with constructive feedback given to the students from the tutor.

VLEs will be used to provide a wide range of information including timetables, assessment schedules, academic staff contact information, programme and module guides and other specific programme information.

5.3 Laboratory and practical sessions

Practical work, in the form of laboratory classes or workshop activities, allows students the opportunity to independently engage in the collection of scientific data and the subsequent data analysis and interpretation of results and dissemination of findings to tutors and peers. Practical coursework in laboratory sessions will consolidate and extend professional skills in sport and exercise and provide valuable opportunity to apply theory to practice as well as provide laboratory based problem solving activities. Practical and laboratory sessions will be an important means to reinforce deeper understanding of topics as well as developing skills in scientific methodology and in methods of observation relevant to the analysis of elite or health-related performance and the development of appropriate intervention strategies and interventions.

Laboratory sessions will involve substantial exploration of the use of sport and exercise technologies as a tool in practical investigations. These sessions will look at how equipment works in practice, the limitations of equipment, data collection and analysis. It will provide the opportunity for students to apply acquired knowledge to the development of scientific experimentation.

With the recognition of the resource intensive nature of practical laboratory learning experience efforts will be made to utilise the most efficient and effective use of laboratory time, space and resources deemed to be of greatest value to the practicing professional working in sport and exercise sciences support and/or performance analysis. The attributes gained by hands-on involvement in the laboratory practical sessions are linked to an understanding and critical appraisal of the research evidence (mini-projects) and real-world applications. Practical sessions, where students are given the opportunity to work with real clients, providing scientific support to athletes or the general population to enhance sports performance or improve health and fitness, will further develop the students' communication skills and identify potential problems they may encounter in future professional practice.

Each partner will invariably have differing laboratory set-ups and resources and these are assessed for purpose when partners apply to run courses and hold approval events.

5.4 Presentations

The modes of presentation have been selected to enable students to gain experience in the various communication skills, for example working with others in teams, making verbal and written presentations using appropriate audio-visual aids and communication with staff, peers and clients. Oral presentations and small group discussions will provide students with opportunities for exploration and practice both skills and techniques taught which they will then apply in their professional practice. The integration of presentations are recognised within other teaching and learning methods.

5.5 Tutorials

These will usually be in smaller groups and provide a major input from internal or external staff and will be used for consolidation of student learning.

5.6 Directed self-study

Students make use of many modes of study in the various specified learning activities summarised in the module descriptors, including self-directed study of presented material, working through set examples, preparation of laboratory reports, assignments, preparation for workshop presentations, prescribed reading or other work directly related to taught material, project work. Directed self-study and the process of independent project work encourages the development of study skills, self reliance, problem-solving, independence of thought and the ability to manage time effectively.

5.7 Advised self-study

Reference to additional sources of information will be given to enable students to read widely around the module topic to broaden their knowledge. This time is essential to ensure students explore the depth of information required to work safely and effectively as a sport and exercise scientist.

5.8 Virtual Learning Environment

Each partner has a virtual learning environment (most use Blackboard at present). Each VLE provides continuous online access and student support through a range of teaching, learning and assessment materials developed for the programme. The material for any particular module is accessible to all students registered on that module, and can include, for example, information, including multimedia, interactive tutorials, on-line assessments, and a discussion board. The VLE will be used to provide such information as timetables, programme handbooks and other specific programme information, student feedback provided at staff-student forums along with the relevant actions taken, career information and general notices.

5.19 Group work

Group work is used to develop team-working and communication skills. A positive culture is adopted to encourage students from all backgrounds to openly debate and discuss key issues with the tutor and between themselves.

5.10 Reflective Practice

Reflection helps turn experience into learning, which then allows individuals to question, challenge and develop their knowledge, skills and practice. Reflection and reflexive practice enhance both learning and professional development. The integration of knowledge, understanding and skills, acquired from different sources at different times improves self awareness and facilitates engagement in the first stages of lifelong learning.

6 Assessment

See teaching, learning and assessment matrix in Appendix 3.

The University of Sunderland seeks to ensure that assessment supports academic standards through a range of processes. Regulations, qualification and level descriptors and generic assessment criteria provide a framework for ensuring comparability of standards between subject areas, and in line with institutional standards and national norms. The University has adopted the qualification descriptors in the QAA Framework for Higher Education Qualifications (FHEQ), which define the 'achievements, and attributes represented by the main qualification titles' and 'provide important points for reference for setting and assessing standards' (Part 1: The Purpose of the Framework, FHEQ, 2001). Within this framework the University has adopted the NICATS level descriptors to provide a more detailed description of the skills and knowledge, which are appropriate for study at Undergraduate level. Finally, teaching, learning and assessment is aligned to Subject Benchmark Statements and National Occupational Standards.

The assessment strategy adopted for the Foundation Degree in Sports Coaching utilises recommendations concerning assessment outlined in the University of Sunderland Academic Strategy (2008-2013)² and specific Assessment Policy (2011)³. The assessment strategy also aims to build on good practice developed in the Department, the University as a whole, and the partner's institution.

Specific assessment criteria enable the work of students to be aligned with minimal threshold standards and, where appropriate, to be graded to indicate a level of achievement above and below threshold standards. Specific assessment criteria are written for each component of assessment in a module and are aligned to generic assessment criteria defined by the University (2008)⁴.

The assessment strategy for the Foundation Degree in Sports Coaching serves three main functions: summative (i.e., to measure the performance of a student on a module); diagnostic (i.e., to generate information about a student's strengths and weaknesses); and formative (i.e., to aid the learning process).

Assessment drives learning, guiding the way in which students learn and manage their time, therefore students benefit from effective and timely feedback on coursework. Assessment load will enable appropriate measurement of achievement, as well as being realistic for both staff and students in terms of volume and timing. The processes of assessment are transparent with explicit assessment and marking criteria to facilitate effective learning and allow for the provision of timely, meaningful and effective feedback.

Assessment procedures adopted for the Foundation Degree in Sports Coaching ensure the mode and format of assessment are commensurate with both the programme aims and learning outcomes and with individual module aims and learning outcomes. The spectrum of assessment strategies used at each stage change to reflect and monitor academic development. The teaching team conduct a monitoring and review process to ensure that students are not over assessed and that all appropriate knowledge and skills are assessed at some point in the programme but not necessarily that all skills are assessed in all modules and all stages of the programme.

The assessment strategy within the Foundation Degree in Sports Coaching adopts a range of methods in each year of the programme to enable the assessment of both scientific evidence-based knowledge, from which the students will develop their graduate skills and, the practice base enabling professional skills development. Methods are selected to ensure the breadth of knowledge, understanding, skills and attributes are assessed appropriately. Methods will include laboratory

² Academic Strategy 2008-2013 <https://docushare.sunderland.ac.uk/docushare/dsweb/Get/Document-3056/AQH-A2+Academic+Strategy.pdf>

³ Assessment Policy <https://docushare.sunderland.ac.uk/docushare/dsweb/Get/Document-2999/AQH-F6++Assessment+Policy.pdf>

⁴ <https://docushare.sunderland.ac.uk/docushare/dsweb/Get/Document-3101/AQH-B5+Generic+Assessment+Criteria.pdf>

reports, essays, practicals, portfolios, written and oral reports, case studies, time constrained assessment and group tasks.

Clear links are made between the selected methods of teaching and learning with selected methods of assessment and with the specific tasks of assessment to ensure successful attainment of learning outcomes.

Formative assessment will be part of the assessment strategy at each level, taking a variety of forms to encourage effective feedback and learning support. Formative and summative assessments are designed to confirm the development of transferable skills, for example through practical laboratory sessions and in report writing. Communication skills are assessed through oral presentations and written work.

All summative assessments have submission dates set in advance and published in the module guide. It is a student's responsibility to meet these deadlines. The University and its partners recognise that from time to time circumstances may occur which are exceptional, beyond the student's control, and which may affect their assessments. Requests for extensions or consideration of extenuating circumstances may be made in accordance with the University of Sunderland Regulations Governing Extensions of Assessment Deadlines and Consideration of Extenuating Circumstances⁵ and each partner will co-operate in this objective.

Students undertake a range of assessments in Level 4 which include shorter assessments due early in the module so that students can gauge their progress. At level 5 assessment methods are included to support learning, student achievement and graduate skill development. Assessment items include oral presentations, practicals, seminars, coursework (reports, essays, case study) and exams. Assessments typically require students to engage with real-world examples and/or case studies with personal self reflection to apply knowledge and understanding to support sports coaching. Assessment methods continue to reflect the over-arching assessment strategy which is designed to offer a range of assessments to support learning, student achievement and graduate skill development thereby supporting their plans for work and/or further study on successful completion of their FdSc.

6.1 Assessment Feedback Strategy

Assessment feedback, of both a formative and a summative nature, will be provided within four weeks of the date of submission in accordance with the University of Sunderland Feedback to Students on Assessed Work Policy (2010)⁶ and University of Sunderland Assessment Policy (2011)⁷. It should be noted that marks achieved are not considered final until confirmed by the relevant Assessment Board.

A central principle underpinning the programme team's strategy towards developing students' personal and intellectual capabilities is the provision of timely, relevant and effective feedback on formative and summative module assessments. The programme team will provide feedback on student summative assessments and provide opportunities for students to meet with tutors to discuss their performances on assessments. Tutor contact details will be clearly identified in the module guide.

⁵ Extension and Consideration of Extenuating Circumstances Policy

<https://docushare.sunderland.ac.uk/docushare/dsweb/Get/Document-6875/AQH-F6-13b+Regulations+Governing+Extension+of+Assessment+Deadlines+and+Consideration+of+Extenuating+Circumstances.pdf>

⁶ Feedback to Students on Assessed Work Policy <https://docushare.sunderland.ac.uk/docushare/dsweb/Get/Document-2987/AQH-F6-5+Feedback+to+Students+on+Assessed+work.pdf>

⁷ Assessment Policy

<https://docushare.sunderland.ac.uk/docushare/dsweb/Get/Document-2999/AQH-F6++Assessment+Policy.pdf>^xUniversity of Edinburgh, Enhancing Feedback
<http://www.enhancingfeedback.ed.ac.uk/staff/resources/feedback.html>

7 Student Support and Guidance

Student autonomy and their engagement in an active approach to learning are key principles underpinning the FdSc Sports Coaching programme so that on graduation students can function independently in future employment or transfer successfully to Level 6 study. Students are expected to take responsibility for the planning, management and review of their own learning and their acquisition of relevant knowledge. The development of these essential skills is supported through the guidance of the programme leader, module leaders / tutors and personal tutors.

Each partner institution offers on-site student support and guidance and this is outlined in their handbooks (Appendices 5-9).

7.1 Pastoral support

Each collaborating partner will offer pastoral support services in line with their policies and guidelines. However, to support those, the University also offers services which are listed in Table 1. Some of this support is offered on campus in Sunderland but most will be *in-situ at the student's institution of choice*.

Specific services such as Finance or Disability Services will be dealt with at the appropriate institution but in the first instance through the colleges (Appendices 5-9).

Tale 1 Sources of student pastoral support

Sources

- Induction to University, and to the Department of Sport and Exercise Sciences (visit to University)
- Library skills induction (college and University)
- Access to library electronic databases (college and University)
- Computing facilities/internet access (college)
- College email (college)
- VLE (college specific)
- Learning resource centre (college and University)
- Programme handbook (college specific)
- Personal Tutors and personal development planning (college specific)
- Module guides (college specific)
- Teaching / learning support material (college specific)

Occasionally things do go wrong and if you need to raise a concern or complaint, then there are processes in place to help resolve your issues. If the service you have an issue with is provided by your chosen College, then the College will have a complaints procedure which you should use to raise your concerns. You should contact your chosen College for full details of their complaints procedure. Complaints about issues not relevant to the University's provision, including non-academic matters, will be managed solely by the College.

Unresolved complaints about services provided by the College that are relevant to the University's provision may be referred to the University once they have been fully considered by the College, and would then enter the University's complaints procedure at Stage 2, the Review stage. The purpose of the review is not to reinvestigate a complaint, but to ensure that procedures were followed at the earlier stage.

For more information, Higher Education students on University Partnership courses should therefore also consult the University's Student Complaints Procedure, which can be found in the [University Students Handbook](#) or via www.sunderland.ac.uk/regulations.

7.2 Academic study support and advice

Advice related to academic issues will be given by the Programme Leader through each partner's Assistant Programme Leader to individual module leaders, and personal tutors, as appropriate. Module leaders and personal tutors liaise with the APL, providing an information chain, and communicating the feedback for action at programme, or even University level if appropriate.

7.2.1 Programme Leader

The programme leader is the main University leader for the programme. S/He takes responsibility for communicating with the partners' APLs.

7.2.2 Assistant Programme Leader

Each partner will appoint an APL whose role it is to liaise with the University Programme Leader and ensure that the programme is managed on site in an appropriate manner.

S/He will have the duty to inform students of their options during their course and the routes available on completion. The APL will ensure students study the correct modules for their chosen programme route and provide advice on academic progression. The APL offers advice and support to students and takes responsibility for identifying and training year group student representatives, for organising the students at their level into laboratory groups, and for collecting feedback at staff-student forums.

Many modules are core to the programme but where there is an element of student choice at level 5, the programme leader will discuss the appropriateness of each option module for an individual student. The purpose here is not to discourage a student from choosing a particular direction of study rather to guide and encourage students to select options to ensure they get maximum benefit from their studies.

7.2.3 Personal Tutor

On entry to the programme, each student is allocated a personal tutor. This tutor will be an academic staff member of the partner college. The personal tutor is the first point of contact for students to access to discuss any difficulties with the Programme or personal issues that may be affecting their performance. The student is expected to meet with their personal tutor with each college operating within their own structures and systems and they are outlined in Appendices 5-9.

Personal tutors have responsibility for advising and counselling students about problems arising from their understanding of the nature of the learning and assessment process; monitoring any personal problems that the students encounter and advising on how other staff within the organisation can support them in sorting out the problems; encouraging students to see the benefits of developing self-help networks with fellow students and, advising the APL of any learning difficulties that the students are having so that appropriate support can be provided by specialist staff within the university.

The personal tutor will provide the required support if they are equipped to do so. If a personal tutor does not feel equipped to provide the requisite level of support they should refer the student on to the APL and/or other college support service, for example, Counselling Services or similar.

Advice on study skills is given early in the Programme. Students will be encouraged to liaise with the Programme team closely throughout their period of study. Remedial support for students who fail module assessments will be provided by the module leader or an appropriate member of staff.

7.2.4 Module Leader

Module leaders play a significant role in supporting students. The module leader is responsible for the provision of information regarding teaching, learning, assessment and feedback for individual modules. Module leaders are required to provide students with a detailed module guide, which outlines the aims of the module, the learning outcomes, assessment requirements, learning resources and the proposed teaching and learning strategies. In the first instance, where there is a specific module related academic issue or query, students are advised to discuss issues with the module tutor (for team delivered modules) and/or the module leader. Issues which cannot be resolved at modular level will be referred to the APL. Much of the module related support required will be provided during formal contact time but the opportunity for students to schedule individual meetings with module leaders/tutors is made available.

Advice on study skills are given early in the programme and there are two modules (one in each level) that specifically covers such issues (FSP133 and FSP232).

7.3 Employment Related Activity / Volunteering

The FdSc in Sports Coaching does not include an organised placement. However, throughout the programme, students are expected to gain relevant employment-related experience, applying the knowledge and skills from the programme within professional practice, as part of their personal development. Students are strongly encouraged to undertake relevant employment or work-shadowing experience during vacations. Students also have the opportunity to join the volunteer scheme through University Sport Sunderland to gain valuable work experience. Through this scheme students have the opportunity to accrue valuable work experience and in return are rewarded with opportunities to gain coaching qualifications.

Individual colleges provide opportunities that are local to the students also. The nature of the two practical coaching modules is such that vocational work can be embedded within them where appropriate, and this has been the experience over the past number of years of the course.

7.4 Personal and career planning

The colleges offer Careers and Employability Service (CES) support to enhance students' employment opportunities. Additionally, academic staff will provide guidance about career opportunities for students and external speakers will be invited from different sectors of the employment market to come to college and the University to talk to students about their work. Each college has very strong links with local employers including within national governing bodies of sport, coaching, sport development, sport management, primary, secondary and further education, health, physical activity, strength and conditioning and fitness. Thus there is a significant amount of expertise for students to access in terms of knowledge and what it means to work within each sector.

The colleges also provide career advice and help students and recent graduates to make effective career decisions and gain relevant paid / voluntary work experience and placements. They communicate part-time / vacation / graduate job opportunities, provide help and advice with CVs, job applications and interview preparation and inform students of employer fairs and presentations.

7.5 Guidance for further study

The Programme Leader and APL will provide guidance for students wishing to pursue further study for those students considering articulating to Level 6 of the BSc (Hons) Sports Coaching.

7.6 Induction process

All new students will be given a comprehensive induction programme, both college based and also within the University. During this period, they will be introduced to various aspects of student life and will be familiarised with information regarding the college of choice, the University, and their provisions. The students will be provided with programme specific information (details of the programme, modules, assessments and assessment regulations) in their college Programme Handbooks.

7.7 VLE

Constant student support is provided through college VLEs and can provide a forum for discussions both between staff and students, and between students.

8 Admissions

The programme typical offer will be:

Entry point (delete those not required)	Standard entry requirements ¹	Entry with advanced standing ²	Other
Level 4 (u/g)	A minimum of 160 UCAS points gained from A-Level/BTEC, which must include Maths & English at GCSE grade C or a minimum of Level 2 Key Skills in Communication, Application of Number.or above, or equivalent.	Students wishing to transfer to the programme from relevant HNC/D courses will be able to do so subject to the University's APL regulations. This process will ensure the control and regulation of this process.	<p>Modern Apprenticeship (NVQ level 3 plus Key Skills) in a relevant subject area</p> <p>or, NVQ level 3 in a relevant subject area</p> <p>or, BTEC National Certificate/Diploma in a relevant subject area.</p> <p>Applicants without formal qualifications may qualify for entry through relevant work based experience. Applicants may be asked to attend an interview and present a portfolio of evidence</p>
Level 5 (u/g)	120 credits from level 4 or above	Requisite credits in appropriate discipline with comparable syllabus.	

Students who have not previously studied on a course where English is the taught language, must have a minimum of one of the following or an equivalent qualification: -

- British Council IELTS band 6 or above in all elements.

9 Programme Management and Quality Assurance

The programme is managed and quality assured through the University's standard processes. Modules are overseen by a Module Studies Board and each year each module leader from each college provides a brief report on the delivery of the module, identifying strengths and areas for development. The Programme Studies Board, which includes module leaders, student representatives and, where applicable, typical employers, is responsible for the programme as a whole, ensuring the coherence of the programme overall, its currency, progression, and alignment between the learning outcomes and modes of teaching, learning and assessment. Student achievement, including progression between levels, is kept under review. The programme is reviewed annually and a report is sent to the Faculty Quality Management Sub-Committee which in turn reports issues to Academic Board via the University's Quality Management Sub-Committee (QMSC) and Academic Experience Committee (AEC).

A development grid forms a section of the annual reports and is intended to ensure that the programme is updated throughout the year both in response to staff and student comment and in relation to external feedback.

External examiners are appointed to oversee and advise on the assessment of the programme in line with University policy⁸. They verify the comparability of the standards of the programme with the standards of similar programmes elsewhere in the UK and the quality of the assessment process. Specifically within the FdSc provision, the external examiner verifies comparability across the partnership to ensure that students in one college are not being disadvantaged or otherwise being treated unfairly.

External Examiners are also invited to comment on proposed developments to the programme. Their reports are sent to the DVC (Academic) as well as to the Faculty; he requires a report from the Faculty on any major issues of concern raised by the external examiner. In addition we involve our External examiners in programme development. This input is highly valued and ensures that our developments keep pace with our providers. The new programme has been seen by our external examiners and has received very positive feedback.

All programmes are reviewed by the University on a six-yearly cycle to identify good practice and areas for enhancement. Programmes are revalidated through this review process. These reviews include at least one academic specialist in the subject area concerned from another UK HEI.

As part of the process of enhancing quality within the programme, student views are consulted regularly through a variety of mechanisms. Student feedback is sought formally at college level and University level. Student nominated representatives are invited to present feedback at module and programme studies boards. In addition students have the opportunity to comment via the following:

- Students provide feedback on the completion of each module within the programme and this is used within module annual monitoring reports
- Students are also asked to complete Programme Feedback questionnaires at the end of each academic year and again this information is used in the completion of the Programme Annual Monitoring Report.
- Student Representatives are important members of both the Module Studies Board (MSB) and Programme Studies Board (PSB) and the request for student feedback is a standing agenda item.
- All students have opportunity to book "drop in" appointments with all members of the team to discuss issues, concerns, or to raise points for discussion at both the MSB and PSB
- The Staff-Student Liaison Committee (SSLC) meets at least twice per year in each college. Notes of these meetings are taken and both they and the responses to any queries raised are posted for students to view.

⁸ Policy of the Role of External Examiners: <https://docushare.sunderland.ac.uk/docushare/dsweb/Get/Document-2997/AQH-G1+Policy+on+the+Role+of+External+Examiners.pdf>

- Students are also advised that if they have queries or concerns that cannot be dealt with at the local college level, then they are at liberty to contact the University Programme leader.

At the end of each module feedback forms are provided to students for comment upon the quality of teaching and learning and the provision of facilities for each module. The results of which are used to inform changes both remedial and positive to modules.

Informal feedback is collected by meeting with personal tutors, module leaders, level leaders or the APL

9.1 Programme Development: Student Consultation 2012

Students have been extensively consulted in the review and subsequent developments of the proposed FdSc Sports Coaching programme. A number of key changes to modules and the format of the programme was made in the last two years as a result of both staff and student feedback. Many of those changes are still embedded within this programme. However, a key concern from students who accessed the University's Level 6 course (at the time BSc (Hons) Sport and Exercise Development) was for greater articulation with some of the modules to prepare them for future study at the University, and for more specific articulation with a specified programme.

Both ideals have been met with this new development. Two modules now focus on personal and research/study skills to ease the transition to Level 6 study as well as to provide students with necessary life-long skills for employment. Additionally, instead of a generic route to which the course articulates, the proposal is to articulate specifically to Level 6 of the BSc (Hons) sports Coaching.

9.2 Programme Development: Employer Consultation 2012

Programme developments have been informally discussed with public and private sector employers in the sport sector. Formal discussions have also taken place with a Wellness Manager, a senior officer in a local authority leisure services department and the owner of a small fitness business. Tyne and Wear Sport, an organisation that has, at its core, workforce development in sports coaching and exercise leadership has also been consulted about the programme. Despite the very different contexts, their comments were surprisingly similar; they expressed greatest concern about graduate's skills and attributes. More specifically, they wanted graduates to demonstrate the following skills:

- Numeracy – presenting data, interpreting data, acting on data
- Team work – able to support co-workers at all levels
- Problem solving – autonomous, able to resolve problems
- Self-management – 'self serve'
- IT – Word and Excel and possibly Publisher

In addition, employers also wanted students to be trustworthy, punctual and respectful.

The programme have sought to respond to these employers' concerns (which are reflective in wider research) by embedding skills development within the programme and enhancing the relationship between employability, transferable skills and assessment.

9.3 Programme Development – Internal University Consultation – Institute of Sport

The University is proud to operate all of its sport provision in a collegiate manner through the University Of Sunderland Institute Of Sport. The Institute was formed in 2009 and is a novel structure in higher education in the UK, bringing together the University's student sport body, its sport facilities and staffing, and its academic area under the guidance of the Deputy Vice-Chancellor Academic. It is a formally constituted University body with the aim of operating as an umbrella

organisation for sport within the University. Specifically it aims to develop sports provision within and outwith the University in a co-operative manner for the benefit of students, staff, and the local community.

The undergraduate programmes operate substantial components of the delivery with the University's flagship facility, City Space. As such, prior to and during the development of the programmes, senior staff at City space were consulted about the type of curriculum that will be offered and how best the academic programmes' needs could be met without disadvantaging the general student population or the services offered, or causing major programming upsets. This consultation and discussion was ongoing throughout the development of the programmes, and the collaboration and co-operation will continue through the life of the courses to ensure optimal use of staff and facilities for student benefit.

As part of the service delivery component of the Institute of Sport, the Sports Development Unit manages the University's Sports Career Academy. The Career Academy has dedicated members of staff and it functions to provide all students in the University with opportunities to undertake voluntary work and thus enhance their experiences while at University, and their attractiveness in the jobs market. Discussions took place at the outset with the Career Academy as the programmes hoped to develop stronger vocational links with external bodies, and working through the Academy was deemed the most appropriate way of meeting this aspiration. This co-operative venture between the academic area and that of the sports development area underlines the value of the Institute of Sport and the relationships that have been formed.

To ensure that future academic developments are considered formally by the Institute, an Academic Update item has been added to the agenda for Institute meetings as a standing order.

10 Learning Environment and Resources

10.1 Staff Resources

Staff resources within the University have been noted (Table 2). Collaborative partners furnish staff details at relevant approval events.

Table 2: Staff Resources

Department of Sport and Exercise Sciences				
	Name	Title	FTE	Grade
Head of Department	Amanda West	Dr	1.0	PL
Department Management Team	Whyte, Ian	Dr	1.0	PL
	Bill Sheldon	Mr	0.4	PL
Academic Staff Sport and Exercise Sciences	Anderson, Steven	Dr	1.0	L
	Archer, David	Dr	1.0	SL
	Board, Lisa	Mrs	1.0	SL
	Bradley, Eddie	Dr	1.0	
	Bradley, Paul	Dr	1.0	L/SL
	Cook, Graham	Dr	1.0	SL
	Coulson, Morc	Mr	1.0	SL
	Davis, Paul	Dr	1.0	SL
	Donohue, Claire	Ms	1.0	L/SL
	Fayez, Saeed	Dr	1.0	SL
	Hogg, Bob	Dr	1.0	SL
	Leyland, Sandra	Dr	1.0	SL
	O'Leary, John	Mr	1.0	SL
	Roberts, Jenny	Mrs	0.2	SL
Soos, Istvan	Dr	1.0	Reader	
Technical Staff				
	Dixon, Stuart	Mr	1.0	

Table 2 above lists current members of staff in the Department of Sport and Exercise Sciences with the fraction of their FTE (based on workload data) that contributes to the delivery of the postgraduate and undergraduate programmes. The Department not only utilises internal expertise but engages local expert practitioners to deliver various parts of the programme when necessary.

10.2 Learning Environment - Facilities

The Sciences Complex has recently been the subject of a £7.5 million refurbishment programme, which forms Phase 1 of the Project. Phase 2 will be the refurbishment of the remaining floors of the Fleming Building and the upper floors of the Pasteur Building. The teaching environment has changed significantly with more open space, light, break out provision for students to work in as well as investment in high quality AV equipment. The Sport and Exercise Sciences laboratories have been refurbished to a high standard and include modern facilities and state-of-the-art equipment. The equipment is not the province of research only, postgraduate students have direct access to use all facilities and equipment within the new programme. Importantly for the FdSc students, all partner institution makes use where possible of opportunities to visit the facilities with students. Where possible those visits include Department of Sport and Exercise Sciences led workshops that aim to instil a feeling of inclusion among the students, and also to familiarise them with the facilities,

equipment and some University staff. This can only be offered if both the staff and resources are available.

Prior to approval to run the programme(s) each college's facilities are assessed for appropriateness .

Facilities are outstanding and will continue to develop as the University moves into new paths of a rebuild and refurbishment programme. Each college also reviews its estate on an on-going basis and significant builds, acquisitions or purchases have enhanced their resources in recent years.

10.4 Library

University Library Services support both staff and students through the provision of a high quality learning environment and information skills sessions. Foundation degree students have access to those facilities, resources and services. However, each partner institution has its own resources in this area of student support (Appendices 5-9).

10.4.1 Liaison

Excellent communication has been achieved with the Faculty of Applied Sciences but also with the support staff in partners' facilities. Library staff from the University and those from each partnership college liaise on a regular basis:

10.4.2 Book Fund

The University Library Services book fund for 2011/12 was £232, 766. The allocation to the Faculty of Sciences 2011/2 was £69,661 and Sport £10,200. The interdisciplinary nature of the subject is such that resources bought for other courses such as psychology, sociology, management and social policy are also of benefit to students of Sport. Each college has its own funding stream and is supportive of the needs of on-site students.

10.4.3 Periodicals

Colleges are increasing their access to on-line periodicals and journals, however, the University Library Services subscribes to over 20,000 print and electronic titles. Usage is monitored and the portfolio of titles is continually reviewed in consultation with academic staff.

10.4.8 Electronic Information

Staff and students can access library resources either on campus or off campus via the web. University Library Services maintains a web site www.library.sunderland.ac.uk which provides a gateway to information resources and services (internal and external provision). Athens authentication has previously been used to allow staff and student access to extensive subscribed electronic resources regardless of location. In July 2012 this was replaced with Discover, a journal search engine which facilitates searching and linking of all of our current library resources by university ID and passwords, without the need for Athens authentication.

Inter-library loans are made available to students through their own college libraries.

10.5 Research and Reach Out / Scholarship to inform the Programme

The soon-to-be published University Research Plan states that the University of Sunderland is a research active university which supports a research informed curriculum. The Department of Sport and Exercise Sciences sits within the "Health Sciences and Well-being" Beacon. The Health Sciences and Well-being research beacon aims to carry out world leading research that will lead to better physical and mental health and well-being. The beacon brings together academics with broad and deep research skills and experience, and acts as a hub where they can effectively develop high quality research projects to address health issues. The Beacon aims to build sustainable,

interdisciplinary academic communities with proven international renown, to help inform practice across a wide range of health disciplines and professions. Research is relevant and has real-world impact. Much of the research in The Department of Sport and Exercise Sciences is aligned to one of the Faculty of Applied Science's Research Beacons.

Staff from colleges are encouraged to undertake research or further study within the university or with other academic members of staff within the University or other colleges. This would enhance significantly the ability to provide a research informed curriculum. However, this has been difficult to implement as a strategy or expand as FE colleges by their nature are broader based than the University and FE staff are employed by their college to deliver as the college requires. Nonetheless, it is an important aspiration.

Partner institutions do have their own network of partner organisations in the industry and they feed some contemporary issues into the curriculum.

Appendix 1



QUICK REFERENCE

Panel: External Internal
 Programme: New Review Title Change
 Replacement for existing

SITS SUMMARY PROGRAMME/SHORT COURSE DETAILS

(Form to be completed electronically by the Faculty and forwarded to the QAE Quality Officer supporting the Approval event, or sent to MISD for faculty devolved processes before sending to QAE)

PROGRAMME/SUBJECT/SHORT COURSE DETAILS	
Exit Award: Title of programme/award	FdSC (Foundation Degree) in Sports Coaching
<i>If replacement for existing, specify title of old</i>	
Faculty(ies):	Applied Science
Department:	Sport & Exercise
SITS Programme/Short Course code ⁹	
Programme Studies Board ¹⁰	Foundation Degree Sport and Exercise
UCAS code ¹¹ (if applicable). If other please state method.	
JACS code ¹²	
Qualification Level / Qualification Aim	
Modes of delivery and duration:	(delete yes/no as necessary) Full time yes 2 years Sandwich no years Part time yes 6 years Work Based Learning On-campus No Off-campus Yes
CSP Only. Other subject combinations not allowed with this subject:	
Programme/Subject/Short Course Leader:	Dr Ian Whyte
Date of Approval /Modification/Review	
Date of next review (QAE to complete)	
Start date of programme/Short Course	
Number of intakes per annum and likely month(s) intake(s) starts.	One per annum; September / October start

FUNDING DETAILS	
Confirm funding arrangements for programme e.g. HEFCE/TDA/NHS/Other ¹³	
If it is TDA, is it primary/secondary/F.E./Other (please state)	

⁹ To be allocated in consultation with MISD team in Planning and Finance

¹⁰ Programme Studies/Assessment Board that will have management responsibilities for the programme.

¹¹ Please contact Admissions Manager for code

¹² JACS code = e.g. (V1) History, (G5) Computing Science, etc. for information contact relevant Faculty Associate Dean (See QAA Website http://www.qaa.ac.uk/WorkWithUs/Documents/jacs_codes.pdf)

¹³ Please confer with Amanda Watson for funding status for programme

Is the programme Open or Closed ¹⁴ :	
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ACCREDITING BODY	No If yes please attach completed form AQH-Ciii2
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PROGRAMME SPECIFIC REGULATIONS	Are there to be programme specific regulations? No If yes, please attach completed form AQH-B3 Appendix 2 or AQH-B8.
---------------------------------------	--

COLLABORATIVE: Please complete details	UK YES Overseas NO
--	-------------------------------------

Institution	Collaborative model¹⁵	Funding arrangements¹⁶
.....City of Sunderland College.....
.....East Durham College.....
Gateshead College.....
Tyne Metropolitan College.....

INTERIM AWARD SCHEDULE

Interim award title	Credits required	Interim structure Please show mandatory requirements if applicable e.g. core module codes
Undergraduate Certificate of Higher Education in Sports Coaching (level 4)	120	All core modules

DETAILS SUPPLIED BY: **DATE:**

<p>For QAE use only: Circulation list: Quality Assurance & Enhancement (files), MISD (J Ruffell, L Warner), Admissions (E Wilson), Recruitment (Les Brown, Catryn Davies), Student Office (L Dixon), Planning (Laura Anderson), Learning Development Services (Malcolm Creen) Central Timetabling (Alison McMahon) + for collaborative programmes: Partnership Office Carole Green, Marketing and Recruitment (Judith Green)</p>
--

¹⁴ An Open programme constitutes an open admissions policy. A Closed programme is normally specific to one client only. If in doubt please consult Academic Services or Planning and Finance.

¹⁵ As per QAE guidelines

¹⁶ Please contact Amanda Watson for confirmation of funding details

Appendix 2

Module List

Award, Route (if applicable) and Level	New /Existing/ Modified Module (N/E/MM)	Module Title	Module Code	Module Credit Value	Whether core or option	Must choose (ie designated option):	Assessment weighting – give % weight for each assessment item	Pre-/co-requisites	Module leader	Other comment (if required)	Date of Entry on SITS. N/MM only (After event)	JACS Code
Certificate of Higher Education (CertHE) Level 4	E	Physiology of Sport and Exercise	FSP130	20	Core		CW 40% Ex 30% Practical 30%	None	Dr David Archer			C600
	N	Performance Analysis	FSP131	20	Core		CW 50% Ex 50%	None	Dr Eddie Bradley			C600
	N	Introduction to Sport and Exercise Psychology	FSP132	20	Core		CW 50% Ex 1 25% Ex 2 25%	None	Dr Istvan Soos			C600
	E	Anatomy for Exercise and Sport	FSP134	20	Core		CW 50% Ex 50%	None	Dr Saeed Fayaz			C600
	E	Coaching Practice 1	FSP110	20	Core		CW 25% Ex 25% Practical 50%	None	John O'Leary			C600
	N	Personal Development and Study Skills	FSP133	20	Core		CW 100%	None	Dr Amanda West			C600

Foundation Degree in Sports Coaching (FdSc) Level 5	E	Fitness Testing and Assessment	FSP212	20	Core		CW 1 40% CW 2 60%	None	Dr Paul Bradley			C600
	N	Psychology of Sport	FSP230	20	Core		CW 1 30% CW 2 30% CW3 40%	None	Dr Istvan Soos			C600
	M	Coaching Theory	FSP231	20	Core		CW1 50% CW2 50%	None	John O'Leary			C600
	E	Coaching Practice 2	FSP210	20	Core		Practical 60% CW 40%	None	John O'Leary			C600
	N	Research Methods and Study Skills	FSP233	20	Core		CW1 50% CW2 50%	None	Bill Sheldon			C600
	N	Sport Injury Management	FSP233	20	Option		CW 40% Ex 60%	None	Dr Saeed Fayaz			C600
	E	Personal Training	FSP235	20	Option		CW1 50% CW2 50%	None	Morc Coulson			C600

APPENDIX 2 PART B - PROGRAMME REGULATIONS

Name of programme: Sport Coaching

Title of final award: *FdSC Sports Coaching*

Interim awards: Certificate in Sports Coaching.

Accreditation:

University Regulation (please state the relevant University Regulation): *4.2.1. The overall pass mark for each module is 40%. To pass a module a student must also have submitted work for each element of assessment.*

Level 4

Core modules:

Code	Title	Credits
FSP130	Physiology of Sport and Exercise	20
FSP131	Performance Analysis	20
FSP132	Introduction to Sport and Exercise Psychology	20
FSP134	Anatomy for Exercise and Sport	20
FSP110	Coaching Practice 1	20
FSP133	Personal Development and Study Skills	20

Optional Modules: There is no provision for an option module at Level 4

Elective Modules: None

Progression Regulations: There are no programme-specific progression regulations

Level 5

Core modules

Code	Title	Credits
FSP212	Fitness Testing and Assessment	20
FSP230	Psychology of Sport	20
FSP231	Coaching Theory	20
FSP210	Coaching Practice 2	20
FSP232	Research Methods and Study Skills	20

Optional modules

Choose 1 from 2 from the following list:

Code	Title	Credits
FSP233	Sport Injury Management	20
FSP235	Personal Training	20

Elective modules: None

Progression Regulations: There are no programme-specific progression regulations.

Appendix 3

Matrix of modes of teaching, learning and assessment

Taught (T), Developed (D) and Assessed (A)

Level 4

Module	Code	Core / optional	Modes of T&L	Modes of Assessment	LO S1	LO K1	LO S2	LO K2	LO S3	LO K3	LO S4	LOK4	LOS5	LOK5
Physiology of Sport and Exercise	FSP 130	Core	Lectures, private study, group work, practical lab work seminars	Report 40% MCQ 30% Practical 30%	T, D	T, D, A	T, D, A	T, D, A			T, D, A			
Performance Analysis	FSP 131	Core	Lectures, private study, group work, seminars											
Introduction to Sport and Exercise Psychology	FSP 132	Core	Lectures, private study, group work, seminars	Presentation 50% 2 x MCQ 50%	T, D	T, D	T, D, A.	T, D	T, D, A	T, D, A	T, D, A	T, D, A		
Anatomy for Exercise and Sport	FSP 134	Core	Lectures, private study, group work, seminars	Practical 50% MCQ 50%			T, D		T, D, A	T, D, A				
Coaching Practice 1	FSP 110	Core	Lectures, private study, group work, seminars	Workbook 25% % TCT 25% Practical 50%	T, D, A	T, D, A	T, D, A	T, D, A	T, D, A.	T, D			T, D, A	T, D, A
Personal Development and Study Skills	FSP 133	Core	Private study, group work, seminars, Employment related experience	Portfolio and Reflective Summary 100%					T, D, A	T, D, A	T, D, A	T, D, A	T, D, A	T, D, A

Level 5

Module	Code	Core / optional	Modes of T&L	Modes of Assessment	LO S6	LO K6	LO S7	LO K7	LO S8	LO K8	LO S9	LO K9	LO S10
Fitness Testing and Assessment	FSP 212	Core	Lectures, private study, seminars, practical lab session	Lab report 40% Practical Report 60%		T, D, A	T, D	T, D			T, A	T, D	T, D
Psychology of Sport	FSP 230	Core	Lectures, private study, group work, laboratory, practical session, seminars	Essay 30% Oral presentation 30% Report 40%	T, D	T, D, A	T, D, A	T, D	T, D		T, D, A	T, D	T, D
Coaching Theory	FSP 231	Core	Lectures, private study, workshops, seminars	Essay 50% Report 50%	T, D, A	D	T, D	T, D		T, D, A	T, D		T, D
Coaching Practice	FSP 210	Core	Lectures, private study, group work, tutorials, practicals, fieldwork.	Workbook 40% Practical 60%	T, D, A	D	T, D	T, D, A	T, D, A	T, D		T, D, A.	T, D
Research Methods and Study Skills	FSP 232	Core	Lectures, private study, seminars, tutorials	Report 50% Research Proposal 50%	T, D	T, D, A	T, D	T, D, A			T, D, A	T, D, A	T, D, A
Sport Injury Management	FSP 233	Option	Lectures, private study, practicals	Written coursework 40% Written examination 60%	D, A	D	T, D	T, D, A	T, D, A	D	T, D	T, D, A	T, D,
Personal Training	FSP 228	Option	Lectures, private study, group work, practical workshops.	Essay 50% Portfolio 50%		T, D		T, D, A	T, D, A		T, D	T, D, A	T, D

Appendix 4

University Generic Assessment Criteria

<https://docushare.sunderland.ac.uk/docushare/dsweb/Get/Document-7861/AQH-F6-15%20Generic%20Assessment%20Criteria.pdf>