

<b>Awarding Institution:</b>	University of Bolton		
<b>Teaching Institution:</b>	Bradford College		
<b>Division and/or School/Institute:</b>	Education and Community Division. School of Education, Professional Development and Sport		
<b>Professional Accreditation</b>	Professional body	Professional body URL	Status of graduates
<b>Final award(s):</b>	Foundation Degree Sciences		
<b>Exit or Fallback award(s)</b>	Certificate of Higher Education		
<b>Programme title(s)</b>	FdSc Physical Activity, Health and Well-being		
<b>JACS Code</b>	C600 - C690 (Sport and exercise science)		
<b>University Course Code(s)</b>	TBC		
<b>QAA Benchmark Statement(s)</b>	Hospitality, Leisure, Sport and Tourism (QAA, 2016)		
<b>Other internal and external reference points</b>	N/A		
<b>Language of study</b>	English		
<b>Mode of study and normal period of study</b>	Full Time		Part Time
	2 Years		3 Years
<b>Admissions criteria</b>	<p>Standard applicants seeking admission at level 4 are required to have:</p> <ul style="list-style-type: none"> <li>Satisfactory DBS check as placement likely to involve working with young or vulnerable people.</li> <li>GCSE Grade 4 or equivalent in English Language Desirable to have GCSE Grade 4 or equivalent in Mathematics but must be willing to work towards alongside the course</li> </ul> <p>And one of the following equivalent to a minimum of 64 UCAS Tariff Points</p> <ul style="list-style-type: none"> <li>A level/ National Diplomas/Access to HE or other suitable bridging course</li> <li>Level 3 vocational qualifications within the QCA framework</li> </ul>		
<b>Additional admissions matters</b>	<p>Non Standard applicants are not expected necessarily to have the usual formal qualifications. Applications are welcomed from persons who can demonstrate relevant work experience (including work in a voluntary capacity) and they may be admitted on the basis of non-certificated experiential learning. The programme actively supports claims for Recognition of Prior Learning (RPL). Mature students with no formal qualifications could access the</p>		

	programme. Applicants would normally have relevant paid or voluntary employment, which could continue with an allowance by the employer for study time, and the flexibility to complete a work based learning project within the organisation. Should the work situation change, College would support them to find a new placement.
<b>Fitness to practise declaration:</b>	n/a
<b>Aims of the programme</b>	
<p><i>The principal aims of the programme are to:</i></p> <ul style="list-style-type: none"> <li>• To develop the skills and knowledge to provide instruction and guidance to others about appropriate exercise and nutrition</li> <li>• To analyse physical performance in order to advise and support improvement</li> <li>• Be able to apply psychological concepts to sport and physical activity in order to understand the barriers and motivation for doing physical activity</li> <li>• To analyse the impact of policies and practices relevant to the sector</li> <li>• To develop the academic and research skills required for study at Degree Level.</li> <li>• To enhance the employability and career prospects of learners for their physical activity, health and wellbeing careers</li> </ul>	
<b>Distinctive features of the programme</b>	
<p>You will work closely with students on the FdSc Sports Coaching as there are four shared modules in each year.</p> <p>Students on this programme will have a placement in each year to enhance their employability and provide an opportunity to apply their skills and knowledge in a workplace. Students will be required to work alongside other professionals in the sector and reflect on their practice so they develop the ability to be critically self-evaluative. You may also be given the opportunity to participate in a range of volunteering opportunities in order to enhance both your skills and CV.</p> <p>The HE Sports team work closely with local employers to develop work- based learning projects which are beneficial to students and the organisations. Taught modules will provide the knowledge and theoretical input for these projects and the module Applied Practice in Community Settings will be the main vehicle for students to develop programmes for a specific audience. Students will develop a range of skills such as communication with diverse audiences, leadership and teamwork, essential for a career in the Industry.</p> <p>Practical sessions will be held in the Trinity Green building which provides excellent sports facilities. Bradford College engages with national Governing Bodies and Government initiatives and has previously supported both the Olympic and Para Olympic Games. Such opportunities will continue to be sought in order to provide students with exciting opportunities.</p>	
<b>Programme learning outcomes</b>	
<p><b>K. Knowledge and understanding</b></p> <p>On completion of the programme successful students will be able to demonstrate systematic knowledge and understanding of:</p>	
<b>K1</b>	The concepts and frameworks associated with physical activity, health and well-being

<b>K2</b>	The application of research skills and enquiry based approaches in the area of physical activity, health and well-being
<b>K3</b>	The application of appropriate knowledge and skills to a range of activities in physical activity, health and well-being contexts
<b>K4</b>	The legal and ethical issues relevant to the generation of knowledge in the area of physical activity, health and well-being

### C. Cognitive, intellectual or thinking skills

On completion of the programme successful students will be able to demonstrate the ability to:

<b>C1</b>	Analyse data and evidence in order to identify and explain features and trends in physical activity and health
<b>C2</b>	Employ balanced, logical and supported arguments in a range of physical activity, health and well-being contexts.
<b>C3</b>	Identify key areas of problems in the work context and choose appropriate tools or methods for their resolution in a considered manner

### P. Practical, professional or subject-specific skills

On completion of the programme successful students will be able to demonstrate the ability to

<b>P1</b>	Evaluate own professional skills and knowledge and identify areas for personal and career development
<b>P2</b>	Use appropriate skills in the area of physical activity, health and well-being in a work setting
<b>P3</b>	Explain how to adapt strategies to support and develop individuals and groups in the area of physical activity and health
<b>P4</b>	Choose appropriate techniques to solve problems in a physical activity and health context

### T. Transferable, key or personal skills

On completion of the programme successful students will be able to demonstrate the ability to:

<b>T1</b>	Reflect systematically on performance to further develop learning.
<b>T2</b>	Adopt a range of roles within a team and contribute to the effective working of the team.
<b>T3</b>	Effectively communicate information, arguments and analysis, in a variety of forms
<b>T4</b>	Apply numerical and ICT skills in complex contexts

### Programme structure

The Foundation degree programme comprises 240 credits; with 120 credits at each level (HE level 4 and HE level 5). At each level there are 80 credits shared with the Foundation Degree in Sport Coaching and two modules specific to this award. Fall-back awards are given to those students who do not gain the full 240 credits required for a Foundation degree can be awarded the Certificate of Higher Education (120 credits).

FdSc Physical Activity, Health and Well-being – FULL TIME	
Level 4 - Year 1 – Semester 1 (Sept)	Level 4 - Year 1 – Semester 2 (Jan)
Introduction to Academic studies (20cp)	
Nutrition for Health and Exercise (20 cp)	Learning through work in sport and physical activity (20 cp) AND placement
Human movement (20 cp)	Applied exercise Teaching (group) (20 cp)
Applied exercise Teaching (gym) (20 cp)	
Level 5 - Year 2 – Semester 1 (Sept)	Level 5 - Year 2 – Semester 2 (Jan)
Developing professional practice (20cp) AND Placement (semester 1)	
Psychology of physical activity and sport coaching (20 cp)	Applied Practice in Community or Educational Settings (20cp)
Nutrition in Health and Disease (20 cp)	Research methods in sport and physical activity (20cp)
	Evaluation of Fitness in Health and Disease (20cp)

FdSc Physical Activity, Health and Well-being – PART TIME				
Level 4 - Year 1 – Semester 1 (Sept)		Level 4 - Year 1 – Semester 2 (Jan)		
Introduction to Academic studies (20cp)				
Nutrition for Health and Exercise (20 cp)		Learning through work in sport and physical activity AND Placement (20 cp)		
		Applied exercise Teaching (group) (20 cp)		
Level 4 - Year 2 – Semester 1 (Sept)		Level 5 - Year 2 – Semester 2 (Jan)		
Human movement (20 cp)		Applied Practice in Community or Educational Settings (20cp)		
Applied exercise Teaching (gym) (20 cp)		Evaluation of Fitness in Health and Disease (20cp)		
Level 5 - Year 3 – Semester 1 (Sept)		Level 5 - Year 3 – Semester 2 (Jan)		
Developing professional practice (20cp) AND Placement (semester 1)				
Psychology of physical activity and sport coaching (20cp)		Research methods in sport and physical activity (20cp)		
Nutrition in Health and Disease (20cp)				
Module Code	Module title	Core/ Option (C/O)	Credits	Length (1, 2 or 3 periods)
<b>Shared modules Level 4</b>				
TBC	Level 4 - Introduction to Academic Studies	Core	20	1 and 2
TBC	Level 4 - Learning through Work in Sport and Physical Activity	Core	20	1
TBC	Level 4 – Nutrition for Health and Exercise	Core	20	1
TBC	Level 4 - Human Movement	Core	20	1
<b>Physical Activity, Health and Well-being L4 modules</b>				
TBC	Level 4 - Applied Exercise Teaching (Group)	Core	20	1
TBC	Level 4 - Applied Exercise Teaching (Gym)	Core	20	1
<b>Shared modules Level 5</b>				
TBC	Level 5 - Applied Practice in Community or Educational Settings	Core	20	1
TBC	Level 5 - Developing professional practice	Core	20	1 and 2
TBC	Level 5 - Psychology of physical activity and sport coaching	Core	20	1
TBC	Level 5 - Research methods in sport and physical activity	Core	20	1
<b>Physical Activity, Health and Well-being L5 modules</b>				
TBC	Level 5 - Evaluation of Fitness in Health and Disease	Core	20	1

TBC	Level 5 - Nutrition in Health and Disease	Core	20	1
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### Learning and teaching strategies

Learning, and teaching strategies have been designed to develop key skills, transferable employment skills and to link theory with practice in challenging and stimulating ways for the student. Some modules will have practical fitness related sessions using the College's facilities. The Virtual learning Environment, Moodle, will be used extensively to provide guidance and resources which makes them accessible to students at all times. The skills and experience of the programme team, visiting speakers, employers and other relevant organisations are all a valuable teaching and learning resource. Materials will be devised with due regard to the nature of the student group and the content of the module being presented. Students will generally be taught in cohort groups using a student-centred approach. Sessions will be interactive in order to further develop self-directed learning. The creation of independent and reflective learners is an important part of achieving programme outcomes and enabling students to progress to and achieve at level 6 academic standard.

A variety of teaching methods will be used such as tutor input, student-led seminars, assignment workshops, workplace observations, tutorials, group work, small discussion groups and practical activities in e.g. a gym. Students will undertake a work based learning placement and module each year.

Knowledge acquired in theoretical modules will underpin the student's work and allow them to implement and evaluate current approaches to resolving physical health and well-being problems that have presented themselves in society and the local area. Examples include the high incidence of CHD and Diabetes, high levels of drug use and alcoholism within the deprived areas of the City and dietary issues. We liaise with Primary Care Trusts and use GP referral schemes to utilise the specialist sport facilities in the Trinity Green building.

Placement is an essential and integral element of the programme and is a block in each year. Students are expected to do a minimum of 40 hours placement in a wide variety of places such as local gyms and schools as well as relevant health related departments such as dietetics, cardio rehabilitation and physiotherapy. Students are encouraged to find their own placement and there is a detailed briefing during induction. The placement is in semester two in year one so that a suitable placement can be agreed and the necessary learning and documentation completed before the start. The College will provide support to find a placement if required. A module in each year is partly assessed through the placement and students are required to follow specified criteria and expectations which are outlined in a placement handbook. All students will have gone through the DBS procedure as part of the enrolment and induction process in Year one.

### Learning activities (KIS entry)

Course Year/Level	HE4	HE5
Scheduled learning and teaching activities	299	234
Guided independent study	901	966
Placement	40	40

### Assessment strategy

Assessment methods are varied, rigorous and appropriate to the element of the award being studied. Students will have the opportunity to receive feedback from formative assessments to develop their skills and confidence prior to submitting summative assessments. Formative assessment occurs throughout the programme in the form of staff feedback on student discussion, case studies, seminars, presentations and question and answer sessions.

Summative assessments will include individual and group presentations, written reports, practical activities, portfolios, case studies, plans and rationales of sessions or proposals that could be delivered to a user of a service. Students will also receive feedback from their designated work based learning mentor on their employability skills and professional practice. A detailed briefing about the assessment strategy for each module will be published in module handbooks and be available on the VLE.

### Assessment methods (KIS entry)

Course Year	HE4	HE5
Written exams		
Coursework	64%	60%
Practical	36%	40%

### Assessment regulations

Assessment regulations for undergraduate programmes apply to this programme.

### Grade Description

Below 40%	Fail
40% to 59%	Pass
60% to 69%	Merit
70% plus	Distinction

### Role of external examiners

External Examiners are appointed for all programmes of study. They oversee the assessment process and their duties include: approving assessment tasks, reviewing assessment marks, attending assessment boards and reporting to the University on the assessment process.

### **Support for student learning**

Students are taught by a small dedicated core team with expertise in a range of specialist subjects and extensive industrial knowledge and academic skills. Induction is designed to welcome the students to the college and establish effective relationships between learners and the teaching team begins at this point and activities will establish and promote a cohort identity. Team building activities typical within training programmes develop a team spirit and guest speakers discuss the possible work based learning projects and volunteering opportunities available.

Learners on the programme will have a programme leader who is also their personal tutor. Students will receive one-to-one tutorials to track their progress and set targets. They will be able to receive further tutorials in order to provide the opportunity to discuss any issues or matters which may affect their study. Additional support will be provided electronically as all module tutors are contactable and will provide formative assessment opportunities. Students will receive module and student handbooks so they are clear about requirements.

The personal tutor will provide pastoral support and refer students to other sources as needed, such as, counselling, finance, housing and welfare support or careers information and guidance. Student can access additional support specifically focussed on study skills and academic writing. The subject area's dedicated librarian will enable students to gain access to the library and on-line resources, referencing guidelines and developing research skills. IT support and laptops are available through Central Media Services. The College's central Student Services supports students with a wide range of individual needs who have claimed, or will be advised to claim, Disabled Student Allowance.

### **Methods for evaluating and enhancing the quality of learning opportunities**

- Student representatives
- Programme Committee Meetings and Faculty Student Councils
- Student Module Evaluations
- College focused student surveys (induction & end of year)
- Student Experience Surveys
- Annual quality monitoring and action planning through:  
Module reviews, Programme Annual Monitoring reports (AMR) School and Faculty action plans.
- Peer Reviews
- Scholarly Activity and Research programme for HE academics
- External Examiner reports.

### **Other sources of information**

<b>Document control</b>	
<b>Author(s)</b>	Kirstin Sawyer and Jessica Fielding
<b>Approved by:</b>	
<b>Date approved:</b>	
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<b>Document History:</b>	



## Learning Outcomes Map (D – Developed; T – Taught; A – Assessed)

Module title	Module Code	Status C/O	K1	K2	K3	K4	C1	C2	C3	P1	P2	P3	P4	T1	T2	T3	T4
<b>Level 4 Modules</b>																	
L4 - Introduction to Academic Studies	TBC	<b>Core</b>	TD	T	TDA			TD	TD		TD		TD	T	TD	TD	
L4 - Learning through Work in Sport and Physical Activity	TBC	<b>Core</b>	TD	T	TD	TD	TDA	TD	TD	TDA	TDA	TD	TDA	TDA	TDA	TD	TD
L4 – Nutrition for Health and Exercise	TBC	<b>Core</b>	TDA	TD	TD		TDA	TD	T		T	TD	T			TDA	TD
L4 - Human Movement	TBC	<b>Core</b>	TDA	TD	TD		T	TDA	TD		T	T	TD		T	TD	TDA
L4 - Applied Exercise Teaching (Gym)	TBC	<b>Core</b>	TDA	TD	TDA		TD	TD	TD	T	TD	TDA	TD	TDA		TDA	
L4 - Applied Exercise Teaching (Group)	TBC	<b>Core</b>	TDA	TD	TDA		TD	TD	TD	T	TDA	TDA	TD	TDA	TD	TDA	
<b>Level 5 Modules</b>																	
L5 - Developing Professional Practice	TBC	<b>Core</b>	TD	TDA	TD	TDA	TDA	TD	TDA	TDA	TDA	TD	TDA	TDA	TD	TD	TD
L5 - Applied Practice in Community or Educational Settings	TBC	<b>Core</b>	TD	TD	TD	TDA	TD	TD	TDA	TD	T	TD	TDA		TDA	TDA	
L5 - Psychology of physical activity and sport coaching	TBC	<b>Core</b>	TDA	TD	TDA		TD	TDA		T		TDA	TDA		TDA	TDA	TD
L5 - Research methods in sport and physical activity	TBC	<b>Core</b>		TDA		TDA	TDA	TDA					TD	TD		TDA	TDA
L5 - Evaluation of Fitness in Health and Disease	TBC	<b>Core</b>	TDA	TD	TDA		TDA	TDA	TDA	TD	TD	TDA	TDA	TD		TD	T
L5 - Nutrition in Health and Disease	TBC	<b>Core</b>	TDA	TD	TDA		TDA	TD	T	T	T	TDA	TDA	TD		TD	TD

K. Knowledge and understanding P. Practical, professional and subject specific skills C. Cognitive, Intellectual and thinking skills T. Transferable, key or personal skills

## Module Listing and Assessments Map

Module title	Module Code	New? ✓	Level	Credits	Type	Core/Option/Elective C/O/E	Pre-requisite Module	Assessment 1			Assessment 2		
								Assessment type	Assessment %	Add Y if final item	Assessment type	Assessment %	Add Y if final item
Introduction to Academic Studies	TBC	✓	4	20		Core	No	Portfolio	50	N	Presentation (5 - 10 minutes per student)	50	Y
Learning through Work in Sport and Physical Activity	TBC	✓	4	20		Core	No	Observation (40-60 minutes)	40	N	Portfolio	60	Y
Nutrition for Health and Exercise	TBC	✓	4	20		Core	No	Written assignment (2000 words)	50	N	Case Study (2000 words equivalent)	50	Y
Human Movement	TBC	✓	4	20		Core	No	phase test (60-75 minutes)	50	N	Case Study (2000 words equivalent)	50	Y
Applied Exercise Teaching (Gym)	TBC	✓	4	20		Core	No	planning task (2000 word equivalent)	50	N	Practical (40-60 minutes)	50	Y

Applied Exercise Teaching (Group)	TBC	✓	4	20		Core	No	Planning task (2000 word equivalent)	50	N	Practical (40-60 minutes)	50	Y
Applied Practice in Community or Educational Settings	TBC	✓	5	20		Core	No	Presentation (5-10 minutes per student)	30	N	Project proposal (3,000 words)	70	Y
Developing professional practice	TBC	✓	5	20		Core	No	Portfolio	60	N	observation (40-60 minutes)	40	Y
Psychology of physical activity and sport Coaching	TBC	✓	5	20		Core	No	Written assignment (2500 words)	60	N	Presentation (5-10 minutes per student)	40	Y
Research methods in sport and physical activity	TBC	✓	5	20		Core	No	Written assignment (3000 words)	60	N	Poster Presentation (5-10 minutes per student)	40	Y
Evaluation of Fitness in Health and Disease	TBC	✓	5	20		Core	No	Practical (40 - 60 minutes)	50	N	Written assignment (2500 words)	50	Y
Nutrition in Health and Disease	TBC	✓	5	20		Core	No	Practical (4,500 words equivalent)	100	Y			