

Course Information Form (CIF)

The CIF provides core information to students, staff teams and others on a particular course of study.

Section 1 - General Course Information	
Course Title	Sports Science (Personal Training)
Qualification	FdSc
Intermediate Qualification(s)	Not applicable
Awarding Institution	University of Bedfordshire
Location of Delivery	FB
Mode(s) of Study and Duration	Full time over 2 years Part-time pathway typically over 4 years
Core Teaching Pattern	Core teaching pattern 1
FHEQ Level	Level 5
Professional, Statutory or Regulatory Body (PSRB) accreditation or endorsement	Not applicable
PSRB Renewal Date	Not applicable
University of Bedfordshire Employability accreditation	
Route Code (SITS)	FT- FDSPTFBF PT -FDSPTFBP
Subject Community	Sport Science and Physical Activity
UCAS Course Code	Sports Science (Personal Training) – C613
Relevant External Benchmarking	<p>QAA Quality Code Part A: QAA Foundation Degree Characteristics Statement (2015) http://www.qaa.ac.uk/en/Publications/Documents/Foundation-Degree-Characteristics-15.pdf</p> <p>QAA Subject Benchmark Statements for Hospitality, Leisure, Sport and Tourism (2008) http://www.qaa.ac.uk/en/Publications/Documents/Subject-benchmark-statement-Hospitality-leisure-sport-tourism-2008.pdf</p> <p>QAA level descriptors 'The framework for Higher Education</p>

Qualifications in England, Wales and Northern Ireland' (2014)
<http://www.qaa.ac.uk/en/Publications/Documents/qualifications-frameworks.pdf>

QAA Quality Code Part B:Chapter B3 and B10

QAA Section 9: Work-based and placement learning

National Occupational standards for exercise and fitness and sport and exercise science (Skills Active) <http://www.skillsactive.com/standards-quals/sports-coaching>

Section 2 - Published Information

Material in this section will be used on the course web site to promote the course to potential students. The text should be written with this potential audience in mind.

Course Structure

The Units which make up the course are:

Unit Code	Level	Credits	Unit Name	Core or option
SPO055-1	4	30	Employment in the Sports Industry	Core
SPO058-1	4	30	The fundamentals of Sport and Exercise Psychology	Core
SPO057-1	4	30	Functional Anatomy and Physiology	Core
SPO056-1	4	30	Exercise Principles and Instruction	Core
SPO070-2	5	30	Management and supervision in the Sports Industry	Core
SPO071-2	5	30	Psychology of Sport, Exercise and Health	Core
SPO069-2	5	30	Exercise Physiology	Core
SPO068-2	5	30	Advanced Exercise Principles and Personal Training	Core

Why study this course

With the promotion of physical activity and exercise a core part of the governments strategies to improve the health of the nation (Ellison, 2015) there can be no more appropriate time to begin a career in Personal Training.

Our bespoke course in Sports Science (Personal Training) develops an underpinning knowledge of Sport Psychology and Anatomy and physiology alongside vocational specific units that actively prepare you for a career in the fitness industry. The course offers a mixture of practical, scientific, technical and business principles of learning to underpin a career in the fitness industry by combining theory and practice together with the necessary skills required to be successful in the workplace. By applying such principles in a vocational context and understanding the appropriate methods of enquiry for this subject area you will gain a thorough understanding of the field and will enhance your employability skills. Alongside the formal qualification, you will be given the opportunity to gain the Level 2 Fitness Instructor qualification at level 4 and Level 3 Personal Trainer qualification and Level 3 Sports Conditioning qualification at Level 5 as part of your personal training units. You will also be given the opportunity to obtain extra qualifications in additional, optional sessions and pay a registration fee if you wish to complete these as additional industry qualifications. These include the YMCA Level 2 Award in Instructing Circuit Training Sessions, First Aid Qualification, Level 2 Award in Coaching Studies and Level 3 Award in Sports Conditioning. During Level 4 study there will also be an opportunity to complete an additional, optional full price 12 week teaching qualification in the evenings: City and Guilds Level 3 Award in Education and Training (formerly PTLLS). During level 5 study there will be an opportunity to complete an additional, optional full price 30 week teaching qualification in the evenings: Level 4 Certificate in Teaching in the Lifelong Learning Sector (CTLTS).

Course Summary – Educational Aims

The aim of this Foundation Degree in Sports Science (Personal Training) is to provide you with a vocationally relevant Higher Education qualification that is achieved within a supportive yet challenging teaching and learning environment. This environment aims to fully enhance your knowledge, professional skills and employability within the multi-disciplinary area of sport and fitness. The content of which reflects the knowledge, skills and competencies expected by the current and/or prospective employers.

Specifically, these include:-

- The operational and management requirements of the sports industry.
- The psychology of sport and exercise and the impact this can have on an individual's psychological well-being and participation in sport or exercise.
- The physiology of sport and exercise and its function in sport and exercise participation.
- The employability skills and knowledge necessary to work effectively as a Personal Trainer.

The course provides a broad-base of knowledge that underpins the role of a Personal Trainer and provides

opportunity to apply this knowledge within work-based experience. The course provides opportunities for candidates to gain additional vocationally recognised qualifications alongside their foundation degree.

As a successful graduate you will have the knowledge, skills and confidence to work independently or collaboratively as part of a group to make evidence based decisions about appropriate instruction within sport and exercise. In addition to this you will be able to select appropriate training principles to maximise motivation and participation in exercise settings. Successful graduates will therefore have the skills necessary to fulfil a career in the fitness industry.

This foundation degree is therefore based around a framework of core sport science topics, ensuring that graduates have a firm understanding of sport psychology and anatomy and physiology, together with a series of complimentary employment, management and vocationally specific units. Together, these provide the course with its bespoke pathway.

Entry requirements

120 UCAS tariff points or
BTEC Level 3 Diploma or Extended Diploma in Sport grade PPP or
Equivalent Level 3 qualification including A-Levels.
GCSE grade C or above in Maths and English

We also welcome students with relevant work experience.

Students from the European Union - <http://www.beds.ac.uk/howtoapply/eu/guides>

International students - <http://www.beds.ac.uk/howtoapply/international/apply>

PSRB details

Not applicable

Graduate Impact Statements

The course has been designed to develop graduates who are able to:

- Demonstrate knowledge and critical understanding of the established principles of Personal Training that are aimed at making a positive impact upon individual and community well-being within diverse cultural contexts.
- Apply the underlying concepts and principles of Personal Training in an employment context by working independently using their own initiative and collaboratively as part of a team to coordinate and tactically deliver a wide range of fitness programmes.
- Use knowledge of the main methods of enquiry in sport science to critically evaluate the appropriateness of different approaches used to solve problems and improve exercise participation.

Higher Education Achievement Report - Additional Information

Learning and Teaching

Throughout the course, a learning approach is taken that uses a range of experiences and opportunities for you to gain the knowledge and skills you need to succeed on this programme. The teaching and learning experiences which you will confront during your study can be broadly identified as scheduled, guided, independent and autonomous learning. The teaching/learning methods employed are however tailored to the content and requirements of each unit.

A broad range of teaching methods are used including lectures, seminars, visiting speakers, one-to-one and small group tutorial sessions, workshops, group activities, case studies, laboratory/practical sessions, role-play and discussion. Where appropriate there may also be off-campus visits, led by a member of staff, to support your work in the college and in the work-placement. Scheduled learning encompasses your timetabled contact hours and will include lectures, seminars, workshops, tutorials and where relevant laboratory based sessions. Lecture based sessions will provide the fundamental knowledge relevant to the specific unit content followed by seminars which focus on the application of theory to practice (praxis). Learning is seen as a collaborative enterprise and therefore students will be encouraged to participate fully

in both lectures and seminars. Where appropriate, workshop or tutorial based sessions will also be scheduled to provide 1-1 and group study skill support. Some of these tutorials will be scheduled at the University of Bedfordshire Polhill campus library where you will get access to resources for your studies.

Throughout the completion of this course you will develop into an independent and autonomous learner. Guided learning will take the form of directed reading with the lecturer providing the references but the work is completed by you at a time that suits you. These guided tasks will enable you to develop into an independent learner where you will undertake unguided reading from a broad reading list and develop a portfolio of reading material within specific units. As well as reading unguided material, you will also be encouraged to develop curiosity within your studies and therefore seek to satisfy your curiosity by reading material from a wide range of reading and information sources that have not been provided by the unit tutor.

Underpinning the teaching strategy is the learner-centred approach adopted by the College, which enables you to actively relate your academic studies to your work-based experiences, and to develop independent styles of learning which best suit you.

The Course includes a work-based investigative project giving you the opportunity for more in-depth and exploratory study, which is designed to let you further explore the links between learning and practice, and to develop and demonstrate your research skills. A group based research project will also be completed within the unit Exercise Physiology.

Technology is used throughout the course to enhance the learning experience. Specifically the learning activities are supported by the College's online interactive tools available through 'BREO'. These systems are used across the curriculum and contain a variety of information such as lecture notes, presentations, student workbooks, guidebooks, reference lists, podcasts and blogs which allow you to use social networking tools to develop your own learning. All work will be handed in electronically via the VLE and both qualitative (comments) and quantitative (marks) feedback will be available electronically.

Developing your employability

Alongside the provision of a variety of teaching and learning activities, a dedicated focus on developing your employability skills is integral to this foundation degree and will be embedded within the Employment in the Sports Industry unit at level 4 and the Management and Supervision in the Sports Industry unit at level 5. This will also be an integral part of Exercise Principles and Instruction at level 4 and Advanced Exercise Principles and Personal Training at level 5 which are units that are vocationally relevant to Personal Training. A period of work placement is a compulsory part of these units and will be a fundamental requirement necessary to meet the unit specific learning outcomes.

Knowledge and skills relevant to employability will be introduced at various points during the course with the intention that they are contextualised and practiced when out in the workplace/placement. Within lectures the opportunity to discuss situations that arise in the workplace will be provided and allow you to explore these from a theoretical and applied perspective.

In year 1 (Level 4) and year 2 (Level 5) of this course you will be expected to complete a minimum of 70 hours of work experience that is vocationally relevant to the Sport and Fitness Industry. Your industry placement is a fundamental component of this course and will enable you to learn how organisations operate to achieve government driven targets, enhance your current transferable skills such as team work, communication and problem solving and enable you to make new contacts that will benefit you when gaining employment into the industry. It will be your responsibility to source all work placements relevant to this Foundation Degree. Support will be provided by the relevant unit tutor if required.

In year 1 a number of industry partners from sport and exercise companies including local sports clubs and fitness centres will be invited to an employability fair and will enable you to gain an appreciation of the scope and opportunities for employment within the sports coaching and fitness industry. Industry experts and placement providers will therefore advise and guide the course team. This will ensure that the course team are aware of current trends and requirements in terms of the sector.

Opportunities will be given to gain various industry relevant fitness qualifications and you will be encouraged to do as many as you can. These will include the Level 2 Fitness Instructor qualification and Level 2 Circuit Training Certificate at level 4 and Level 3 Personal Trainer qualification and Level 3 Sports Conditioning qualification at Level 5

Department (s)
Sport Science and Physical Activity
Assessment
<p>The foundation degree in Sports Science (Personal Training) has been designed to cater for the diverse student group that it recruits with an overall aim to prepare students to work in a range of cultural settings in relevant to exercise and fitness.</p> <p>Each unit on the course contains a minimum of two assessments that take place/or are submitted at different points throughout the year. The assessments used are informed by the learning outcomes for each unit and will take a variety of different approaches. The range of assessment methods used will include essays, written reports, portfolios, case studies, oral presentations, phase tests and research projects. The assessments are deliberately diverse to reflect the individual needs of our students and in some instances may require you to access real life sport and exercise settings and conduct data collection. The range of assessment methods used allow you to present concepts and ideas in different formats and by doing so will develop a range of transferable communication skills which will be of great value in enhancing your eventual employability. As you progress to year 2, the assessment methods used will allow greater opportunities to demonstrate a depth of research and knowledge, this is particularly relevant within the Level 5 Psychology of Sport, Exercise and Health unit where you will be required to apply current knowledge to a vocationally relevant case study and in the Level 5 unit Exercise Physiology where you will complete a project that allows you to undertake research in areas that interest you.</p> <p>Assessment is an essential component of the Foundation Degree in Sports Science (Personal Training) and is used to:</p> <ul style="list-style-type: none"> • Identify and evaluate your progress • Provide a means of delivering feedback to you • Enable you to demonstrate achievement • Enable measurement of your achievement • Enable staff to identify excellence in teaching • Contribute to quality assurance procedures across the college and university <p>All assessments will be undertaken as described in each unit's learning outcomes and will be both formative (e.g. computer based exercises, non-assessed presentations and class exercises) and summative (e.g. unseen and seen examinations, computer-based assessments, essays, practical reports, presentations and project reports).</p> <p>Staff will provide you with qualitative and quantitative feedback on the work that you do that will be constructive and identify areas for improved performance and development.</p>
After Graduation
<p><u>Career:</u></p> <p>This Foundation Degree could lead to employment as a Personal Trainer. There may also be opportunities to work within local councils and with a range of other agencies/bodies and commercial sector employers.</p> <p><u>Further study:</u></p> <p>Completion of the Foundation Degree will enable you to progress onto higher qualifications, such as the bespoke top up BSc at the University of Bedfordshire aimed at providing a progression from a foundation degree on to a level 6 course at University. Successful graduates will also be able to progress on to the BSc(Hons) Sport Science & Personal Training at the University of Bedfordshire. Support for transitioning to the BSc top up degree will be provided with dissertation preparation and research skills alongside arrangements for a personal tutor and additional student support. Students may also progress on to alternative establishments identified in the Lifelong Learning Network or those offering additional credits of study relevant to this programme.</p>
Student Support during the course

Induction

A full Induction programme is provided by staff at Bedford College where you will be given information about the running of the course and procedures. The induction will provide you with a full introduction to the contents of the course as well as the facilities within which you will learn. These will include the learning resources centre, HE space designated to Level 4 and above learners, the fitness suite, sports hall and the HE teaching room for Sport. In addition to this a full Induction will be provided by staff at the University of Bedfordshire for new students, during which you will be introduced to relevant academic and administrative staff within the Department of Sport Science and Physical Activity. You will also be provided with introductions to the learning resources centre and how to search and find useful material within the library.

Academic

As new entrants to a level 4 university programme, you will be given considerable support to ensure you are performing to the best of your ability, and that you are appropriately developing your academic skills. Support will include dedicated seminar sessions on research and study skills (from academic and learning resources staff), academic writing and exam preparation techniques with the opportunities to receive formative feedback (which does not count towards your marks) on samples of work before official assignments are marked. Tutorial and workshop based sessions will also provide opportunity for support with your professional and academic development.

The college uses the University virtual learning environment (BREQ) which is available to staff and students and is used to provide support and supplementary material such as lecture notes and additional background information on all units. In some cases there are discussion boards and you can contact lecturers and tutors via e-mail. BREQ can also provide revision material and formative assessments as well as containing all the administrative material you need for each unit such as the unit handbook. Announcements are also routinely made using BREQ. Lecturers will refer students to the on-line resources available on the VLE that are able to support your learning or the material that can be found in the Learning Resources Centre and on the Learning Resources website. Extensive use is made of BREQ to provide supporting materials for each unit that you study and to deliver interactive learning experiences.

You will have a personal tutor throughout your course who arranges regular meeting with their tutees. Personal Tutors can be contacted by e-mail or in person to discuss issues of concern; contact will be made, especially if there appears to be unauthorised absences or problems with studies. The tutor will provide individual academic guidance throughout your time at the College and will be able to act as a referee, writing references for voluntary or paid positions that you apply for during and at the end of your course. Meetings in small groups or one to one will take place each academic year to review your academic progress, career intentions and suggest actions that you can take to improve your learning.

Throughout the duration of this course, your main contact in terms of academic advice is the Unit tutor or HE course manager. You may also contact your Personal Tutor for support and guidance with your academic writing skills. For more serious issues that remain unresolved you can book an appointment to see the Assistant Director. Appointments can also be made with the learning resource's team for help with finding appropriate learning resources or referencing.

Accessibility and Key Features

Students with a wide range of disabilities or health conditions can achieve the required standards of knowledge and skills to enable them to gain this Foundation Degree in Sports Science (Personal Training), but it needs to be recognised that each case is different and has to be viewed on its merits. The safety of students, lecturers, employers, the public and other colleagues must therefore always take priority.

Appropriate individual arrangements will be made for students with disabilities to enable their full participation in practical activities, field trips and laboratory work and other activities associated with the course. Discussions with employers /host organisations will include the provision for students with disabilities during work based learning (WBL) periods.

Learners with specific disabilities, which cannot be safely and adequately accommodated within this learning environment, may be excluded from studying this course.

Dyslexia:

Staff at the college have experience of supporting learners with dyslexia and many students cope well with the amount of reading/writing required for Foundation Degrees. Additional time can be given, for example, in written examinations.

Sensory Impairments

Impaired vision: Although students with colour blindness and monocular vision should be able to cope with the demands of the course, those with severe visual impairment are unlikely to be able to access all of the information required to pass this degree program.

Hearing Impairments: As long as the individual has developed appropriate coping strategies and makes use of appropriate aids they should be able to study on this programme. However, the HE course manager will need to consider the individuals' ability to communicate with others, as well as their ability to cope in a range of contexts so as not to be a danger to themselves and others.

Physical Disabilities

Absence or partial loss of a limb: On its own, this would not necessarily stop an individual joining this course. However, the individual's ability to handle specific equipment will need to be considered.

Wheelchair users: An individual who is *permanently* based in a wheelchair may have difficulty accessing the full range of equipment for some practical elements of this course and therefore access to the course will need to be considered on a case-by-case basis.

Asthma and other allergies: In the interests of the individual's safety, self-disclosure of such conditions is important at the point of entry to the course. Generally, such conditions are controllable and students can cope well. In some severe cases, however, an allergy may prove to be uncontrollable and life threatening and thus could be grounds for non-admission.

Further guidance is available from the University's current Disability policy at <http://www.beds.ac.uk/studentlife/current/disabilities>

Assessment Map

Unit Code	C/O	Weeks																											
		6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30			
Employment in the Sports Industry		WR-OT			F						CW-Ess			F													CW-ePort		
The Fundamentals of Sport and Exercise Psychology								CW-RW			F									CW-Port			F						
Functional Anatomy and Physiology						Ex-PT			F													WR-I			F				
Exercise principles and instruction										PR-Perf			F							CW-CS			F	CW-RW		F			
Management and Supervision in the Sports Industry						CW-Ess			F																	PJ-Proj			
Psychology of Sport, Exercise and Health		WR-OT			F			PR-Oral			F										CW-CS			F					
Exercise Physiology							CW-CS			F											PR-oral			F					
Advanced exercise principles and personal training									CW-CS			F											CW-port			F			

Assessment type	Sub-categories
Invigilated exam	Unseen examination (Ex), Case study examination (Ex-CS), Computer-based examination (Ex-CB), Summative in-class test or phase test (Ex-PT), Other form of examination e.g. open book, seen exam (Ex-OT)
Written assignment	Essay (CW-Ess), Case study (CW-CS), Literature review (CW-LR), Reflective writing (CW-RW), Data exercise (CW-Data)
Portfolio	Portfolio (CW-Port), e-portfolio (CW-ePort) , Journal (CW-Jour)
Report	Individual report (WR-I), Business report (WR-Bus), Group report (WR-Gr), Laboratory report (WR-Lab), Poster (WR-Post), Problem-based report (WR-Prob), Field work (WR-Field), Work-based report (WR-WB)
Project	Project report (PJ-Proj), Dissertation report (PJ-Diss), Exhibition (PJ-Exhib), Artefact (PJ-Art), Collaborative activity such as a wiki (PJ-Coll)
Oral	Oral presentation (PR-Oral), Viva (PR-viva)
Practical skills assessment	Laboratory-based (PR-Lab), OSCE (PR-OSCE), Performance (PR-Perf), Placement - where work-based skills are assessed (PR-Plac), Practical skills assessment – not included elsewhere (PR-OT)

Section 3 - Academic Information

This section will be used as part of the approval and review process and **peer academics** are the target audience.

Course Learning Outcomes

Drawing on the generic employability competencies, student employability profiles (Hospitality, Leisure, Sport and Tourism Subject Centre, Unit 25) and the benchmark statements for 'sport courses' (QAA, 2008), upon successful completion of this FdSc Sports Science (Personal Training), graduates in this subject domain are able to achieve the appropriate learning outcomes identified below:

CLO1 – Monitor physiological responses and adaptations to sport and exercise, demonstrating knowledge of the structure and function of the human body and how to apply this knowledge to exercise.

CLO2 – Demonstrate the ability to evaluate psychological determinants and responses to sport, physical activity and exercise.

CLO3 – Understand and apply the theories, concepts and principles of practice from the generic management areas of operation, finance, human resources and marketing to sport and/or fitness organisations.

CLO4 – Demonstrate competence in written, oral and ICT communication skills to present information effectively and justify its content through academic and professional reflective practice and by working independently and collaboratively with others.

CLO5 – Demonstrate a critical understanding of the structure of organisations responsible for fitness and exercise.

CLO6 – Apply relevant principles to the planning, design and execution of instruction in Personal Training.

Course-specific regulations

None

Teaching, Learning and Assessment

No additional information

Additional Academic Information

Peer-assisted learning (PAL) - N/A

Initial Assessment

At Level 4 (year 1) you will write a Personal Statement in week 6 that will account for 20% of the grade for the following unit:

SPOXXX Employment in the Sports Industry

At Level 5 (year 2) you will be required to write a journal patch in week 6 that will account for 20% of the grade for the following unit:

SPOXXX Psychology of Sport, Exercise and Health

Improving students' learning

A fundamental aspect of this course is independent learning. It is an expectation that you will attend and fully participate in lectures to gain the primary explanation of theoretical concepts. You will also be expected to make your own comprehensive notes and conduct further reading around the subject from the recommended textbooks provided for each unit.

You will receive tutor-supported seminars and practical activities to reinforce and apply your subject understanding. Under a Blended Learning approach lectures and seminars may include the use of videos or websites, practice assessments, or interactive sessions designed to support your learning. You should also search for and identify your own learning resources as appropriate.

Training in academic study skills will be embedded throughout the course with particular emphasis made within Fundamentals of Sport and Exercise Psychology and Functional Anatomy and Physiology at level 4 and Exercise Physiology at level 5. The use of formative assessment and feedback as well as peer collaboration and group work in other units will further underpin development. The guided learning contained in the units takes a 'scaffolding' approach over the course of the two years with a gradual reduction in the amount of guidance given in order to promote independence.

Academic Integrity

Students are formally introduced to referencing and the issue of plagiarism during the induction week. Written guidance will also be available through BREO VLE. Further support about assessment requirements will be provided within individual units and in the assignment briefs provided for each assessment. Students will also be introduced to the importance of ethical considerations when undertaking research within Functional Anatomy and Physiology at level 4 and Exercise Physiology at level 5.

HEAR implementation**Internationalisation**

The importance of sport and its popularity globally means that the resources used in the delivery of the subject content as well as those accessed by students for their assignments and further reading include examples from other countries. Where applicable this will enable students to draw comparisons between different cultures.

Furthermore, the approaches used in the research of Sport Science are broadly similar in countries across the globe. Therefore the fundamental basis of this foundation degree course is inherently internationalised.

Sustainability

Section 4 - Administrative Information

This section will be used as part of the approval and review process and peer academics are the target audience.

Faculty	Education and Sport
Portfolio	Undergraduate Sport Science and Physical Activity
Department/School/Division	Sport Science and Physical Activity
Course Coordinator	Phil Newman
Version Number	1/16
Approved by (cf Quality Handbook ch.2)	University Approval
Date of approval (dd/mm/yyyy)	23/03/2016
Implementation start-date of this version (plus any identified end-date)	2016-2017

Form completed by:

Name: Clare Dunn..... **Date:** 5th January 2016.....

Authorisation on behalf of the Faculty Teaching Quality and Standards Committee (FTQSC)

Chair: **Date:**

Course Updates		
Date (dd/mm/yyyy)	Nature of Update	FTQSC Minute Ref:

Annexes to the Course Information Form

*These annexes will be used as part of the approval and review process and **peer academics** are the target audience.*

General course information

Course Title	Sports Science (Personal Training)
Qualification	FdSc
Route Code (SITS)	
Faculty	<i>As stated in the administrative section of the associated CIF</i>
Department/School/Division	<i>As stated in the administrative section of the associated CIF</i>
Version Number	<i>This should be the same as that stated in the administrative section of the associated CIF</i>

Annex A: Course mapping of unit learning outcomes to course learning outcomes

Unit code	Employment in the Sports Industry	The Fundamentals of Sport and Exercise Psychology	Functional Anatomy and Physiology	Exercise Principles and Instruction	Management and supervision in the Sports Industry	Psychology of Sport, Exercise and Health	Exercise Physiology	Advanced Exercise Principles and Personal Training
Level	4	4	4	4	5	5	5	5
Credits	30	30	30	30	30	30	30	30
Core or option	Core	Core	Core	Core	Core	Core	Core	Core
Course Learning Outcome (number)								
CLO1			LO1	LO1			LO1 LO2	LO1
CLO2		LO1 LO2				LO1		
CLO3					LO2	LO2		
CLO4	LO2	LO2	LO2				LO2	
CLO5	LO1				LO1			
CLO6				LO1 LO2				LO1 LO2

Annex C: Course mapping to FHEQ level descriptor, subject benchmark(s) and professional body or other external reference points

One set of mapping tables to be produced for the course and each named intermediate qualification

Course (or intermediate) qualification and title		Sport Science and Personal Training					
FHEQ Descriptor for a higher education qualification	Level 5	Course Learning Outcome(s)					
		1	2	3	4	5	6
knowledge and critical understanding of the well-established principles of their area(s) of study, and of the way in which those principles have developed		x	x	x		x	
ability to apply underlying concepts and principles outside the context in which they were first studied, including, where appropriate, the application of those principles in an employment context				x			x
knowledge of the main methods of enquiry in the subject(s) relevant to the named award, and ability to evaluate critically the appropriateness of different approaches to solving problems in the field of study		x	x		x		x
an understanding of the limits of their knowledge, and how this influences analyses and interpretations based on that knowledge.		x	x		x		x
Typically, holders of the qualification will be able to:							
use a range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis		x	x		x	x	x
effectively communicate information, arguments and analysis in a variety of forms to specialist and non-specialist audiences and deploy key techniques of the discipline effectively		x	x	x	x		x
undertake further training, develop existing skills and acquire new competences that will enable them to assume significant responsibility within organisations.				x			x
And have the qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and decision-making				x	x		x

Subject Benchmark Statement(s)	QAA Subject Benchmarks for hospitality, leisure, sport and tourism	Evidence and/or Course Learning Outcome(s) <i>How the course takes account of relevant subject benchmark statements</i>
6.17 The study of human responses to sport and exercise including:		
-making effective use of knowledge and understanding of the disciplines underpinning human structure and function		Functional Anatomy and Physiology (Level 4) Exercise Physiology (Level 5) Exercise Principles and Instruction (Level 4) Advanced Exercise Principles and Instruction (Level 5)
Appraising and evaluating the effects of sport and exercise intervention on the participant		Fundamentals of Sport and Exercise Psychology (Level 4) Exercise Principles and Instruction (Level 4) Advanced Exercise Principles and Instruction (Level 5) Psychology of Sport, Exercise and Health (Level 5)
Showing evidence of the skills required to monitor and evaluate human responses to sport and/ or exercise		Psychology of Sport, Exercise and Health (Level 5) Advanced Exercise Principles and Instruction (Level 5) Exercise Principles and Instruction (Level 4)
Providing a critical appreciation of the relationship between sport and exercise activity and intervention in a variety of participation groups; this could include special populations such as senior citizens, disabled people and children.		Advanced Exercise Principles and Instruction (Level 5)
6.18 The Study of the Performance of Sport and its Enhancement, Monitoring and Analysis, including:		
Monitoring, analysing, diagnosing and prescribing action to enhance the learning and performance of the component elements of sport		Exercise Principles and Instruction (Level 4) Functional Anatomy and Physiology (Level 4) Advanced Exercise Principles and Instruction (Level 5) Psychology of Sport, Exercise and Health (Level 5) Exercise Physiology (Level 5)
Showing evidence of the skills required to monitor and evaluate sports performance in the laboratories and/or field settings		Functional Anatomy and Physiology (Level 4) Exercise Principles and Instruction (Level 4) Advanced Exercise Principles and Instruction (Level 5)
Display a critical appreciation of the integration of the variables involved in the delivery of enhanced sport performance		Management and supervision in the Sports Industry (Level 5) Advanced Exercise Principles and Instruction (Level 5) Exercise Physiology (Level 5)

6.19 The study of health-related and disease management aspects of exercise and physical activity, including:	
Displaying an awareness of current government policy on disease prevention and the relevance of exercise	Advanced Exercise Principles and Instruction (Level 5)
Showing evidence of an ability to monitor health through exercise and prescribe appropriate interventions	Exercise Principles and Instruction (Level 4) Advanced Exercise Principles and Instruction (Level 5)
Displaying a broad range of skills, including awareness of health and safety, ethical considerations, exercise prescription, population differences and the role of education, health and sports bodies in improving the health of the nation.	Exercise Principles and Instruction (Level 4) Advanced Exercise Principles and Instruction (Level 5)
6.21 The study of the policy, planning, management and delivery of sporting opportunities, including:	
Understanding and applying the theories, concepts and principles of practice from the generic management areas of operations, finance, human resources, economics and marketing to sports facilities and events	Employment in the Sports Industry (Level 4) Management and supervision in the Sports Industry (Level 5)
Employing strategic planning and development planning skills in analysing, understanding and addressing the development needs and intentions of sport organisations and communities	Management and supervision in the Sports Industry (Level 5)
Demonstrating a critical appreciation of sport development and facilitation principles in at least one vocational context.	Management and supervision in the Sports Industry (Level 5)

Note. The subject benchmarks are for degree level 6 in the Tourism, sport and leisure industry. The successful completion of each unit that has been mapped to the relevant benchmark statements will allow the students to progress towards full completion of these statements. It was felt that this reference of quality assurance was important to acknowledge.

National Occupational Standards	Skills Active: Sport and Exercise Science	Evidence and/or Course Learning Outcome(s) <i>How the course takes account of relevant subject benchmark statements</i>
SKAA339 Contribute to own professional development as a sport and exercise scientist		<p>Level 4 Functional Anatomy and Physiology Level 4 Fundamentals of Sport and Exercise Psychology Level 5 Exercise Physiology Level 5 Psychology of Sport, Exercise and Health</p>
SKAD17 Establish, develop and maintain professional relationships with clients		<p>Exercise Principles and Instruction (Level 4) Advanced Exercise Principles and Instruction (Level 5)</p>
SKAD18 Establish, develop and maintain working relationships with other professionals		<p>Level 4 Employment in the Sports Industry Level 5 Management and Supervision in the Sports Industry</p>
SKAD478 Provide feedback to clients		<p>Exercise Principles and Instruction (Level 4) Advanced Exercise Principles and Instruction (Level 5) Level 5 Psychology of Sport, Exercise and Health Level 4 Functional Anatomy and Physiology</p>
SKAB110 Communicate sport and exercise science principles, practices, services and benefits		<p>Employment in the Sports Industry (Level 4) Management and supervision in the Sports Industry (Level 5) Exercise Principles and Instruction (Level 4) Advanced Exercise Principles and Instruction (Level 5)</p>
National Occupational Standards	Skills Active: Exercise and Fitness	Evidence and/or Course Learning Outcome(s) <i>How the course takes account of relevant subject benchmark statements</i>
SKAEF2 Assist participants to develop and maintain the motivation to adhere to exercise and physical activity		<p>Exercise Principles and Instruction (Level 4) Advanced Exercise Principles and Instruction (Level 5)</p>
SKAEF14 Evaluate exercise and physical activity programmes		<p>Exercise Principles and Instruction (Level 4) Advanced Exercise Principles and Instruction (Level 5)</p>
SKAEF13 Assist participants to maintain long term adherence to exercise and physical activity		<p>Exercise Principles and Instruction (Level 4) Advanced Exercise Principles and Instruction (Level 5)</p>
SKAEF17 Apply the principles of nutrition to support participant goals as part of an exercise and physical activity programme		<p>Advanced Exercise Principles and Instruction (Level 5)</p>
SKAEF2 Assist participants to develop and maintain the motivation to adhere to exercise and physical activity		<p>Exercise Principles and Instruction (Level 4) Advanced Exercise Principles and Instruction (Level 5)</p>

SKAEF16 Deliver exercise and physical activity as part of a personal training programme	Exercise Principles and Instruction (Level 4) Advanced Exercise Principles and Instruction (Level 5)
SKAEF3 Plan and prepare gym-based exercise	Exercise Principles and Instruction (Level 4) Advanced Exercise Principles and Instruction (Level 5)
SKAA355 Reflect on and develop own practice in providing exercise and physical activity	Exercise Principles and Instruction (Level 4) Advanced Exercise Principles and Instruction (Level 5)
SKAD459 Evaluate exercise and physical activity programmes	Exercise Principles and Instruction (Level 4) Advanced Exercise Principles and Instruction (Level 5)
SKAEF1 Health, safety and welfare promotion in active leisure and recreation	Exercise Principles and Instruction (Level 4) Advanced Exercise Principles and Instruction (Level 5)

Qualification Characteristic	Foundation Degree Characteristics (QAA, 2015)	Evidence <i>How the course takes account of relevant qualification characteristics documents</i>
Integrated authentic work-based learning		The units Exercise Principles and Instruction (Level 4), Advanced Exercise Principles and Instruction (Level 5) and Employment in the Sports Industry (Level 4) and Management and Supervision in the Sports Industry (Level 6) have integrated work-based learning components.
Employer involvement in design and delivery		A variety of industry experts have been consulted in the process of developing this course.
Widen access and offer the opportunity to 'earn and learn'		This course has the unique opportunity to complete 100 hours of work based learning over the 2 years of study. Individuals who have paid jobs are encouraged to use this as part of their work-based learning.
Recognises learners' prior experience through robust RPL procedures		The University of Bedfordshire has RPL and RPEL processes and procedures in place. The College will forward any applications or potential applicants to the link co-ordinator for consideration in the usual way following the University of Bedfordshire's policy through this link: https://in.beds.ac.uk/data/assets/pdf_file/0018/206055/UoB-RPL-Policy-December14.pdf
Offers a range of progression routes		Progression from this course may lead to a 'top up' to level 6 in a bespoke level 6 course at the University of Bedfordshire. Progression may also include completion of industry qualifications and employment into the sport and health sector as a personal trainer.
Offers flexibility in relation to study patterns, admissions, employment where required		There is a part time offer available for this course.
Where the course is delivered in partnership the responsibilities of each partner are clearly defined and standards monitored		The Units will be run and assessed at Bedford College with individual tutors responsible for the teaching and primary marking on these units. The standards of these assessments will be verified with an academic member of staff in the Department of Sport Science and Physical Activity at the University of Bedfordshire. Moderation of marks for each unit will also be completed by a unit leader that has expertise in the particular area of sports science, sport management, personal training or coaching. There is a link tutor who will coordinate the moderation procedures and will visit the college(s) at least each term and meet with staff and students.
All work based learning is evaluated and opportunities for employer and learner feedback are integrated into this		As the work based learning is integrated in to 2 separate units for the individual student, it is embedded in to the assessment of each unit. The correct amount of hours completed in the placement is vital for progression through the unit. Learner feedback is integrated in to reflective portfolios as part of the individual assessment and employer feedback is provided though questionnaires / discussions with the unit tutor throughout the process.

Annex D: Equality Impact Assessments of Courses and Units

Introduction

As a widening participation institution, equality and diversity considerations are important in all aspects of our approach to teaching and learning. They are a theme within CRe8, embedded in our approach to teaching (in the minimum teaching expectations) and feature in staff induction and development. This annex sets out expectations in relation to the approval of courses and units and the need to undertake appropriate Equality Impact Assessments (EIA).

Equality Impact Assessments

The following apply.

- All courses and all units should have an associated EIA (see forms below).
- EIAs may cover multiple courses but individual EIAs are required for each unit.
- EIAs will be undertaken as courses come forward for approval or review (there is no requirement to go back and undertake more detailed EIAs, in line with this policy, than was previously required).

Further guidance

Guidance from the Equalities Challenge Unit (ECU) available at <http://www.ecu.ac.uk/publications/disability-legislation-practical-guidance-for-academic-staff-revised/>
Equality and Human Rights Commission: Guidance for providers of further and higher education www.equalityhumanrights.com/advice-and-guidance/further-and-higher-educationproviders-guidance
Equality Challenge Unit (2010) Disability legislation: practical guidance for academic staff (revised) www.ecu.ac.uk/publications/disability-legislation-practical-guidancefor-academic-staff-revised
Higher Education Academy (2010) Inclusive Learning and Teaching in Higher Education www.heacademy.ac.uk/resources/detail/inclusion/LTsummit_final_report
Higher Education Academy and Equality Challenge Unit: Ethnicity, Gender and Degree Attainment www.heacademy.ac.uk/resources/detail/inclusion/Ethnicity/ethnicity
Higher Education Academy and UK Council for International Student Affairs: Inclusive assessment in Higher Education a Resource for change available at <http://www1.plymouth.ac.uk/disability/Documents/Space%20toolkit.pdf>
JISC TechDis: Teaching Inclusively Using Technology www.jisctechdis.ac.uk/pages/detail/online_resources/Teaching_Inclusively_Using_Technology
Teachability project: Creating accessible information about courses or programmes of study for disabled students www.teachability.strath.ac.uk/chapter_1/tableofcontents1.html
Teaching International Students Project www.heacademy.ac.uk/teaching-international-students

