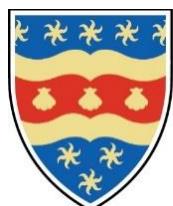




Plymouth University
Academic Partnerships
CORNWALL COLLEGE, Camborne
Programme Quality Handbook
FdSc Sport Health & Fitness
Academic Year 2019-2020



**UNIVERSITY OF
PLYMOUTH**

If you require any part of this Handbook in larger print, or an alternative format, please contact:

HE Operations

Tel: (01209 616256)

E-mail: (cornwallhea@cornwall.ac.uk)

Please note:

All the information in this Handbook is correct at the time of printing.

The Cornwall College Group is proud of its teaching and research and it undertakes all reasonable steps to provide educational services in the manner set out in this Handbook and in any documents referred to within it. It does not, however, guarantee the provision of such services. Should industrial action or circumstances beyond the control of the College interfere with its ability to provide educational services, the University undertakes to use all reasonable steps to minimise the resultant disruption to those services.

PROGRAMME SPECIFICATION

PARTNERSHIP
WITH
PLYMOUTH
UNIVERSITY

Programme Title: FdSc Sport, Health and Fitness

Internal Programme Code: FT 4227 PT 5117

Partner Delivering Institution: Cornwall College, Camborne

State Date: September 2019-20

First Award Date: FT – July 2021-22 PT – July 2022-23

Date(s) of Revision(s) to this Document: 30th January 2019

This programme specification template aligns with recommendations within the UK Quality Code for Higher Education. The information provided, by the programme proposer, in each section is definitively agreed between the delivering institution and Plymouth University at approval. Therefore any requests for changes to content (post the conditions set at approval) must follow Plymouth University's procedures for making changes to partnership programmes.

Contents

PS1. Programme Details	4
PS2. Brief Description of the Programme.....	4
PS3. Details of Accreditation by a Professional/Statutory Body (If Appropriate).....	4
PS4. Exceptions to Plymouth University Regulations	4
PS5. Programme Aims	5
PS6. Programme Intended Learning Outcomes (ILO).....	5
PS7. Distinctive Features	6
PS8. Student Numbers.....	6
PS9. Progression Route(s)	7
PS10. Admissions Criteria	8
PS11. Academic Standards and Quality Enhancement.....	9
PS12. Programme Structure	10
PS13. Explanation and Mapping of Learning Outcomes, Teaching & Learning and Assessment	12
PS14. Work Based/ Related Learning	18

PS1. Programme Details

Awarding Institution:	University of Plymouth
Partner Institution and delivery site (s):	Cornwall College, Camborne
Accrediting Body:	N/A
Language of Study:	English
Mode of Study:	Full time (2 years)
Final Award:	FdSc Sport Health and Fitness
Intermediate Award:	
Programme Title:	FdSc Sport Health and Fitness
UCAS Code:	CB69
HECoS Code:	100433, 100459, 100095, 100096, 100264, 100350, 100262, 101294, 100893, 100097
Benchmarks:	Informed by the Foundation degree benchmark and the relevant section at intermediate level of the Hospitality, Leisure, Sport and Tourism benchmark.
Date of Programme Approval:	14 th May 2010 (30 Jan 2019)

PS2. Brief Description of the Programme

This text is definitively approved at programme approval and therefore may be directly used for promotion of the programme without the need for further confirmation (Approx. 200-250 words)

The programme of study contains 120 credits in years 1 and 2, and includes a broad range of modules in the academic area of Sport and Exercise Sciences and health and fitness. Students' employability skills and research skills will also be developed on the programme, and there will be opportunities to participate in realistic work based learning as part of certain modules on the programme.

PS3. Details of Accreditation by a Professional/Statutory Body (If Appropriate)

N/A

PS4. Exceptions to Plymouth University Regulations

*(Note: Plymouth University's Academic Regulations are available internally on the intranet:
<https://staff.plymouth.ac.uk//extexam/academicregs/intranet.htm>)*

None

PS5. Programme Aims

This programme will deliver:

1. Produce learners who can critically, systematically and reflectively analyse issues surrounding:
 - Sport and Exercise Science
 - Health and Fitness
2. Develop learners who are able to design, administer and evaluate sport related strategies at a variety of levels.
3. Produce learners who can demonstrate a range of academic and vocational skills to a level that will enable them to support progression to a one-year Level 6 Honours degree in appropriately specified articulations
4. Develop learners who can demonstrate a wide range of personal, practical, vocational and transferable skills which will enable them to be effective in relevant employment.

PS6. Programme Intended Learning Outcomes (ILO)

By the end of this programme the student will be able to:

Through the study of human responses to sport and exercise:

- LO1: make effective use of knowledge and understanding of the disciplines underpinning human structure and function.
- LO2: appraise and evaluate the effects of sport and exercise intervention on the participant.
- LO3: show evidence of the skills required to monitor and evaluate human responses to sport and/or exercise
- LO4: provide a critical appreciation of the relationship between sport and exercise activity and intervention in a variety of participant groups; this could include special populations such as senior citizens, disabled people and children.
- LO5: monitor, analyse, diagnose and prescribe action to enhance the learning and performance of the component elements of sport
- LO6: show evidence of the skills required to monitor and evaluate sports performance in laboratories and/or field settings
- LO7: display a critical appreciation of the integration of the variables involved in the delivery (teaching, instructing and coaching) of enhanced sport performance.

- LO8: display an awareness of current government policy on disease prevention and the relevance of exercise
- LO9: show evidence of an ability to monitor health through exercise and prescribe appropriate interventions
- LO10: display 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.

PS7. Distinctive Features

This text is definitively approved at programme approval and therefore may be directly used for promotion of the programme without the need for further confirmation:

1. Explores the wider social and environmental implications of area(s) of study and is able to debate issues in relation to more general ethical perspectives.
2. Focusses on recent developments in sports sciences, reflecting the multi-disciplinary nature of sports leadership.
3. Highlights a range of sporting environments applying relevant advanced techniques.
4. Explores a range of appropriate field and laboratory techniques.
5. Endeavours to meet the needs of employers within the sports industry sector.
6. Encourages key teaching, learning and communication skills relevant to employment within the field of sport.

PS8. Student Numbers

The following provides information that should be considered nominal, and therefore not absolutely rigid, but is of value to guide assurance of the quality of the student experience, functional issues around enabling progression opportunities to occur and staffing and resource planning:

Minimum student numbers per stage = 10

Target student numbers per stage =15

Maximum student numbers per stage =20

PS9. Progression Route(s)

Approved “progression route(s)” are those where successful achievement in this programme enables direct alignment to join a stage of another programme. This is an approach employed primarily for Foundation Degree students to “top-up” to complete a Bachelor degree, but may be employed for other award types.

This is in part an automated admissions criterion and therefore progression may be impacted on by availability of a position on the progression award; however progression opportunity, if not available in the first year of application, is guaranteed within 3 years.

Progression arrangements with institutions other than Plymouth University carry an increased element of risk. It is necessary for the delivering partner institution to obtain formal agreement from that institution to guarantee progression for existing students on the programme. For progression to Plymouth University, should there be the need to withdraw the progression route programme(s) then either this will be delayed to provide progression or appropriate solutions will be found. This arrangement is guaranteed for existing students that complete their programme of study with no suspensions or repeat years and who wish to progress immediately to the University.

The contribution of marks from prior levels of study to the progression award is governed by University regulations.

Completing this course enables you to progress onto these related courses and programmes with the University of Plymouth /Cornwall College at level 5 or level 6, as specifically defined by this programme's progression agreement.

- BSc (Hons) Health and Fitness
- BSc (Hons) Sport, Health and Exercise Science
- BSc (Hons) Sports Performance and Coaching

PS10. Admissions Criteria

Qualification(s) Required for Entry to this Programme:	Details:
Level 2: <ul style="list-style-type: none"> - Key Skills requirement / Higher Level Diploma: and/or - GCSEs required at Grade C or above: 	Level 2 numeracy & literacy. 40 points may count towards entry. Supporting passes usually in English and Maths.
Level 3: at least one of the following: <ul style="list-style-type: none"> - AS/A Levels - Advanced Level Diploma: - BTEC National Certificate/Diploma: - VDA: AGNVQ, AVCE, AVS: - Access to HE or Year 0 provision: - International Baccalaureate: - Irish / Scottish Highers / Advanced Highers: 	At least one A2 level pass with supporting GCSEs to reach UCAS tariff 48 points (max. of 40 points key skills). pass National Certificate at MP National Diploma at PPP Sport, Science, Health Merit Sport, Science, Health Pass Awarded a diploma 24 points Grades sufficient to reach UCAS tariff 48 – 2 D level passes
Work Experience:	Cornwall College reserves the right to interview any applicant.
Other HE qualifications / non-standard awards or experiences:	Cornwall College reserves the right to interview any applicant.
APEL / APCL¹ possibilities:	The University regulations will be adhered to.
Interview / Portfolio requirements:	Cornwall College reserves the right to interview any applicant.
Independent Safeguarding Agency (ISA) / Disclosure and Barring Service (DBS) clearance required:	Yes

¹ Accredited Prior Experiential Learning and Accredited Prior Certificated Learning

PS11. Academic Standards and Quality Enhancement

The Programme Leader/Manager (or the descriptor) leads the Programme Committee in the Plymouth University's annual programme monitoring process (APM), as titled at the time of approval. APM culminates in the production, maintenance and employment of a programme level Action Plan, which evidences appropriate management of the programme in terms of quality and standards. Any formally agreed changes to this process will continue to be followed by the Programme Leader/Manager (or other descriptor) and their Programme Committee.

Elements of this process include engaging with stakeholders. For this definitive document it is important to define:

Subject External Examiner(s):

An Interim visit by External Examiner (EE) (usually between January and February) will review work that has been marked, consult students and feed back to the programme manager and module leaders and course team.

Subject Assessment Panel (SAP) reviews the assessment marking and is scrutinised by the subject EE. Representatives of the team review and present their module marks for each student on the programme.

The annual Award Assessment Board (AAB) takes place with Programme Manager, the awarding body's partnership member and the External to receive the students work and confer progression or award.

Additional stakeholders specific to this programme:

Students have the opportunity to discuss the programme independently, twice a year in the Student Review. This forms part of the discussion for the annual programme monitoring in the autumn and spring of each academic year.

The Student Perception Questionnaire (SPQ) is administered during the year and feeds into the programme review.

Students Representatives attend Annual Programme Monitoring (APM) to contribute student views alongside Module Leaders, the Programme Manager and the Assistant Registrar to monitor module delivery and the course provision.

Curriculum meetings take place once a month to review progression, department provision, resources and staffing.

PS12. Programme Structure

College:	Cornwall College Camborne	Programme Title:	FdSc Sport, Health and Fitness
Academic Year:	2019-2020	Mode of Attendance	Full Time Over 2 Years
Plymouth Programme Code:	4227	Total Credits:	120 Credits At Level 4 120 Credits At Level 5

FHEQ level: 4 for FdSc Sport Health and Fitness (Full Time 4227)				
F/T Route Year	When in Year? (i.e. Autumn, Spring etc.)	Core or Option Module	Credits	Module
1	AY	Core	20	CORC1013 Personal and Employability Skills
1	AY	Core	20	CORC1025 Sport and Fitness Coaching
1	AY	Core	20	CORC1026 Health and Fitness Applications
1	AY	Core	10	CORC1027 Sports Development
1	AY	Core	10	CORC1147 Biomechanics
1	AY	Core	20	CORC1149 Exercise Physiology 1
1	AY	Core	20	CORC1201 Applied Anatomy and Physiology
FHEQ level: 5 for FdSc Sport Health and Fitness				
2	AY	Core	10	CORC282 Psychology of Sport and Exercise
2	AY	Core	10	CORC283 Exercise Physiology 2
2	AY	Core	20	CORC2005 Sports Injuries and Therapies
2	AY	Core	10	CORC2120 Research Methods
2	AY	Core	20	CORC2122 Nutrition
2	AY	Core	20	TFD203 Special Study
2	AY	Core	20	CORC2244 Strength, condition and evaluation
2	AY	Core	10	CORC2245 Sport as a business

College:	Cornwall College Camborne	Programme Title:	FdSc Sport, Health and Fitness
Academic Year:	2019-2020	Mode of Attendance	Part Time Over 3 Years
Plymouth Programme Code:	5117	Total Credits:	

FHEQ level: 4 (Yr. 1) for FdSc Sport Health and Fitness (Part Time 5117)				
P/T Route Year	When in Year? (I.e. Autumn, Spring etc.)	Core or Option Module	Credits	Module
1		Core	20	CORC1025 Sport and Fitness Coaching
1		Core	20	CORC1013 Personal and Employability Skills
1		Core	20	CORC1149 Exercise Physiology 1
1		Core	20	CORC1201 Applied Anatomy and Physiology
FHEQ level: 4 / 5 (Yr. 2) for FdSc Sport Health and Fitness				
2		Core	20	CORC1026 Health and Fitness Applications
2		Core	10	CORC1027 Sports Development
2		Core	10	CORC1147 Biomechanics
2		Core	20	CORC2122 Nutrition
2		Core	20	CORC2244 Strength, condition and evaluation
FHEQ level: 5 (Yr. 3) for FdSc Sport Health and Fitness				
3		Core	20	TFD203 Special Study
3		Core	10	CORC2120 Research Methods
3		Core	10	CORC283 Exercise Physiology 2
3		Core	10	CORC282 Psychology of Sport and Exercise
3		Core	20	CORC2005 Sports Injuries and Therapies
3		Core	10	CORC2245 Sport as a business

PS13. Explanation and Mapping of Learning Outcomes, Teaching & Learning and Assessment

Developing graduate attributed and skills, at any level of HE, is dependent on the clarity of strategies and methods for identifying the attributes and skills relevant to the programme and where and how these are operationalised. The interrelated factors of Teaching, Learning and Assessment and how these are inclusive in nature, are fundamentally significant to these strategies and methods, as are where and how these are specifically distributed within the programme.

Ordered by graduate attributes and skills, the following table provides a map of the above, plus an exposition to describe and explain the ideas and strategy of each. Therefore, subsequent to the initial completion for approval, maintenance of this table as and when programme structure changes occur is also important:

FHEQ level: 4 & 5					
Definitions of Graduate Attributes and Skills Relevant to this Programme	Teaching and Learning Strategy / Methods	Prog Aims	Prog intended Learning Outcomes	Range of Assessments	Related Core Modules
Knowledge / Understanding: Hospitality, Leisure, Tourism & Sport 6.17, 6.18 & 6.19 By the end of this level of this programme the students will be able to demonstrate for a threshold pass: <ul style="list-style-type: none"> • The major theories of sport, health and fitness and an awareness of a variety of ideas, contexts and frameworks • The wider social and environmental implications of area(s) of study and is able to debate issues in relation to more general ethical perspectives • Making effective use of knowledge and understanding of the disciplines underpinning human structure and function 	Primary: <ul style="list-style-type: none"> • Lectures and tutorials • Directed independent study • Learning from work experience Secondary/Supplementary: <ul style="list-style-type: none"> • Case studies • Problem-solving exercises • Report writing • On line WebCT materials • UoP student portal 	All	6.17, 6.18,.6.19	Key knowledge and understanding is assessed via a combination of multiple choice tests, examinations, essays, presentations and seminar performances.	CORC1025; CORC1026 CORC1027; CORC1149 CORC2244 CORC2245

<ul style="list-style-type: none"> Monitoring, analysing, diagnosing and prescribing action to enhance the learning and performance of the component elements of sport Displaying an awareness of current government policy on disease prevention and the relevance of exercise Showing evidence of an ability to monitor health through exercise and prescribe appropriate interventions 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. 				
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An explanation for embedding Knowledge and Understanding through Teaching & Learning and Assessment at this level of the programme:

At Level 5 students will be expected to assimilate facts and theories and use an enquiring mind to critically evaluate these in context. They are expected to become autonomous learners and actively seek knowledge through reading, research, personal communication and reflection. They will be assessed through a variety of modes including essays, tests, exams, presentations, reports, viva and case studies as appropriate to the subject with advice from Industry and the External Examiner. Students will have the opportunity to apply co-constructing assessment to ensure engagement and motivation. Students will be encouraged to become independent and creative thinkers to interpret and respond to assessment using their initiative.

<p>Cognitive and Intellectual Skills:</p> <p>Hospitality, Leisure, Tourism & Sport 6.17, 6.18</p> <p>By the end of this level of this programme the students will be able to demonstrate for a threshold pass:</p> <ul style="list-style-type: none"> Critique rival theories and frameworks Analyse and synthesise Intelligently apply appropriate principles in assessing policy or practice 	<p>Primary:</p> <ul style="list-style-type: none"> Class exercises Tutorial/seminar discussions Feedback via coursework assessment process (essays etc.) 	All	6.17,6.18 & 6.19	<ul style="list-style-type: none"> Assessed discussions Essays/projects/dissertations Examinations/tests Coursework/group work on practical application questions 	CORC 1013 CORC1025 CORC1026; CORC1027 CORC1149 CORC1147
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<ul style="list-style-type: none"> Demonstrate problem solving and research skills Appraising and evaluating the effects of sport and exercise intervention on the participant Showing evidence of the skills required to monitor and evaluate human responses to sport and/or exercise Providing a critical appreciation of the relationship between sport and exercise activity and intervention in a variety of participant groups; this could include special populations such as senior citizens, disabled people and children. 	<ul style="list-style-type: none"> Analysis of primary and secondary data <p>Secondary/Supplementary:</p> <ul style="list-style-type: none"> Policy and practice analysis in surgeries Computer-based practicals on data and measurement problems 				CORC2244 CORC2245
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An explanation for embedding Cognitive and Intellectual Skills through Teaching & Learning and Assessment at this level of the programme:

At Levels 4 and 5 students will be encouraged to take a leading role in the teaching and learning through active participation in sessions such as leading and significant contribution to work placements, seminars, workshops and practicals. Students will be encouraged to consider and potentially challenge institutional thinking and practice. Assessments will be diverse and challenging, encouraging students to use their cognitive and intellectual capacities to the full. They are expected to take part in active research and work independently with support but minimal guidance.

<p>Key Transferable Skills:</p> <p>Hospitality, Leisure, Tourism & Sport 5.2 & 5.4</p> <p>By the end of this level of this programme the students will be able to demonstrate for a threshold pass:</p> <ul style="list-style-type: none"> Interact effectively within a team / learning group, Manage learning using resources for the discipline Communicate effectively in a manner appropriate to the discipline (in standard English oral, written, using ICT) Take responsibility for own learning with minimum direction 	<p>Primary:</p> <p>Library and other research exercises</p> <p>Group work awareness and practice</p> <p>Computer-based learning and assessment</p> <p>Secondary/Supplementary:</p> <p>Class and seminar interactions and feedback</p>	All	5.2	<ul style="list-style-type: none"> Coursework of all types Examination preparation and completion Assessed discussions Group work assessments 	CORC1013 CORC1025 CORC1026 CORC1149 TFD203, CORC2244 CORC2245
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- Manage information with the ability to select appropriate data from a range of sources and develop appropriate research strategies
- Research and assess paradigms, theories, principles, concepts and factual information, and apply such skills in explaining and solving problems
- Critically assess and evaluate evidence in the context of research methodologies and data sources
- Critically interpret data of different kinds and appraise the strengths and weaknesses of approaches adopted
- Describe, synthesise, interpret, analyse and evaluate information and data relevant to a professional or vocational context
- Plan, design, execute and communicate a sustained piece of independent intellectual work (at level 5) which provides evidence of critical engagement with, and interpretation of, appropriate data
- Apply knowledge to the solution of familiar and unfamiliar problems
- Develop a sustained reasoned argument, perhaps challenging previously held assumptions
- Demonstrate effective communication and presentation skills
- Work effectively independently and with others
- Take and demonstrate responsibility for their own learning and continuing personal and professional development
- Self-appraise and reflect on practice
- Plan, design, manage and execute practical activities using appropriate techniques and

<p>procedures whilst demonstrating high levels of relevant skills</p> <ul style="list-style-type: none"> • 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 • Undertake fieldwork with continuous regard for safety and risk assessment. • Demonstrate an understanding of the philosophical basis of scientific paradigms • Demonstrate evidence of competence in the scientific methods of enquiry, interpretation and analysis of relevant data and appropriate technologies. 				
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An explanation for embedding Key Transferable Skills through Teaching & Learning and Assessment at this level of the programme:

At Levels 4 and 5 students are expected to develop and exercise initiative and personal responsibility in their teaching, learning and work experience. All modules require independent thinking in order to make decisions in complex and unpredictable contexts, students will be required in workshops and seminars to challenge past and current information and theories relating to the subject and consider alternatives and potential solutions. Students will have to use a range of media in formative and summative assessments to communicate effective messages to a variety of audiences. Assessment is designed to foster application of social and emotional awareness in a range of contexts.

<p>Employment Related Skills:</p> <p>Hospitality, Leisure, Tourism & Sport</p> <p>By the end of this level of this programme the students will be able to demonstrate for a threshold pass:</p> <ul style="list-style-type: none"> • Plan, design and execute practical activities using appropriate techniques and procedures • Undertake fieldwork with due regard for safety and risk assessment • Plan, design, execute and communicate a sustained piece of independent intellectual work using appropriate media 	<p>Primary:</p> <ul style="list-style-type: none"> • Practical work • Projects • Designated tasks • Lectures and tutorials • Learning from work • Work placement • Practical/Events 	All	5.2	CORC1025, CORC1026 CORC1149 TFD203
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<ul style="list-style-type: none"> Recognise and respond to moral, ethical and safety issues which directly pertain to the subject domain including relevant legislation and professional codes of conduct. 	<p>Secondary/Supplementary: None</p>				
<p>An explanation for embedding Employment Related Skills through Teaching & Learning and Assessment at this level of the programme:</p> <p>At Levels 4 and 5 the student has demonstrated an understanding of organisational and work based practices; they have put theory in to practice by applying and developing discipline related skills, and knowledge and understanding through workshops and assessed real-life problem solving scenarios. They will have to work with stakeholders in a meaningful way both in sessions and independently with positive targets and outcomes. Develop vocationally relevant managerial skills demonstrated through reflection and projection forward</p>					
<p>Practical Skills:</p> <p>Hospitality, Leisure, Tourism & Sport 6.17, 6.18 & 6.19</p> <p>By the end of this level of this programme the students will be able to demonstrate for a threshold pass:</p> <ul style="list-style-type: none"> Specific computer and information technology skills Observational techniques Plan, design and execute practical activities using appropriate techniques and procedures Administer appropriate methodologies 	<p>Primary:</p> <ul style="list-style-type: none"> Practical work Projects Designated tasks Lectures and tutorials Learning from work Work placement Practical/Events <p>Secondary/Supplementary: None</p>	All	5.2	<ul style="list-style-type: none"> Project work Competence in a range of business-related communication techniques Practical/Placements 	CORC1025 CORC1026 TFD203
<p>An explanation for embedding Practical Skills through Teaching & Learning and Assessment at this level of the programme:</p> <p>Students will engage with specialist and general populations to understand needs, limitations and potential. Students will independently design and implement strategies resulting in data for analysis and discussion. Students will have to practically communicate findings to a variety of audiences through a range of media and assessment types.</p>					

PS14. Work Based/ Related Learning

WBL is an essential element of Foundation Degrees and therefore needs to be detailed here. However, for all types of HE Programmes there should be an element of employability focus through, at least, Work Related Learning, and therefore the following is applicable for all:

FHEQ level: 4 & 5					
WBL/WRL Activity:	Logistics	Prog Aim	Prog Intended LO	Range of Assessments	Related Core Module(s)
Identification skills, research skills, analysis	Placement in relevant industry setting (Health Promotions and local schools) to be jointly arranged by the Module Leader and student during the induction period. DBS Clearance may be required.	All	All	ICT, case studies, reports	All core modules
Develop department projects	Developmental work with outside organisations (Health Promotions, local schools and local sports clubs) DBS Clearance may be required.	All	All	Exam, case studies, reflective diary, viva	All core modules
Practical delivery of physical education, coaching and lifelong fitness.	NGB and other sector specific qualifications, Developmental work with outside organisations (Health Promotions, local schools and local sports clubs) DBS Clearance may be required.	All	All	Practical, essay, reports, case studies	All core modules
Industry visits and guest speakers	Camborne, Redruth, Pool, Brannel, Poltair, Penrice Secondary schools. Health Promotions Cornwall Athletics Club Camborne Cricket Club	All	All	Practical, essay, reports, case studies	All core modules

	St Michaels Hotel Ocean Sports Carbis Bay, NGB's, CSP, SDO's, International Athletes'				
Fieldtrips	Camborne, Redruth, Pool, Brannel, Poltair, Penrice Secondary schools. Health Promotions Cornwall Athletics Club Camborne Cricket Club St Michaels Hotel Ocean Sports Carbis Bay, GB Canoeing Sport Science Support,	All	All	Report, essays, exam	All core modules
An exposition to explain this map: This is not designed to be a definitive or comprehensive list but to showcase the potential for industry involvement, work based and experiential learning. It is expected that all module leaders will make every effort to engage with relevant employers and organisations throughout all levels of the course to ensure that students have optimal opportunities to network with potential employers and stakeholders. The industry engagement and the experience and networking that this provides is considered to be integral to the success of graduates in gaining employment and as such is it considered a fundamental of the course.					