

University of Plymouth
Academic Partnerships
CORNWALL COLLEGE

Programme Specification

**BSc (Hons) Sport, Health and Exercise
Science (Top up)**

Academic Year 2022-2023



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

HE Operations

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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

Programme Title: BSc (Hons) Sport, Health & Exercise Science (Top up)

Internal Programme Code: 5378 (Full Time), 5379 (Part Time)

Partner Delivering Institution: Cornwall College, Camborne

State Date: September 2022

First Award Date: (Full Time) – July 2023, (Part Time) – July 2024

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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 and Part Time
Final Award:	BSc (Hons) Sport, Health and Exercise Science
Intermediate Award:	N/A
Programme Title:	Sport, Health & Exercise Science (Top up)
UCAS Code:	ADT5
HECOS Code:	100433
Benchmarks:	The standards referred to for the development of this award are the QAA subject benchmarking document for Events, Hospitality, Leisure, Sport and Tourism (2019). The management and delivery of the programme is in accordance with the precepts of the QAA Code of Practice
Date of Programme Approval:	06 May 2015

PS2. Brief Description of the Programme

The BSc (Hons) Sport, Health and Exercise Science (Level 6 top-up) programme is a fantastic new option for students aspiring to work in the following industries; health referral, teaching, leisure industry, sports performance. The programme will also allow learners to gain transferable skills to support their application to wider employment opportunities.

This course is focussed on the practical application of theoretical constructs in an industry relevant manner with the vision to enhance both employability and entrepreneurial acumen. Students will get the opportunity to apply theory to practice across the provision including laboratory and field-based testing. Learners will carry out primary and secondary research throughout the programme; including the honours dissertation where graduates chose topics of interest aligned with their subject specialisms. Work-based practices will be mandatory in the Sport, Health and Exercise Sciences core module with the option to carry out physical education or health promotion placements; this will be supported with coaching placements in the Applied Coaching optional module.

The new programme will include the following mandatory modules; Honours Dissertation (40 credit) Lifelong Health (20 credits) and Sport, Health and Exercise Sciences (20 credit). The rest of the programme will consist of a choice of four optional modules learners can pick a choice of two from up to four optional modules including: Application of Sport Psychology, Sport and Exercise Physiology, Principles of Nutrition, Applied Coaching. The number of options being offered will depend on recruitment to the programme. In the event of low student recruitment two compulsory modules will be offered.

The programme aims to deliver a broader understanding of both scientific underpinnings in light of health-related promotion, sport development and coaching. This innovative approach will better align students with the demands of a continually evolving sport and health related industry in a sustainable manner.

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

None

PS4. Exceptions to Plymouth University Regulations

(Note: Plymouth University's Academic Regulations are available internally on the intranet: [Student regulations, policies and procedures - University of Plymouth](#))

None

PS5. Programme Aims

This programme will deliver:

- A1. Critically synthesise key concepts in human exercise science, coaching, leisure, health and wellbeing in a sport participation context.
- A2. Encourage critical appraisal and challenge of empirically derived evidence (primary and secondary data), and the ability to creatively synthesise.
- A3. Develop social and leadership skills recognising the complexity of participant interaction with exercise activity and intervention with an emphasis on reflection.
- A4. Cultivate the skills and acumen to enable students to manage themselves, others and associated resources in the context of employment in the sport, health, education and leisure sector.
- A5. Improve communication skills through delivery of materials and information and practical skills to a wide range of audiences using a variety of media.

PS6. Programme Intended Learning Outcomes (ILO)

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

- LO1. Critically review knowledge in the field of human exercise sciences and sport performance, utilising appropriate techniques of investigation and analysis.

- LO2. Analyse logical ideas and apply detailed knowledge and comprehension of key course concepts in the development of exercise activity, participation and intervention.
- LO3. Develop key graduate skills and knowledge in specialist contexts to investigate and resolve issues applicable to aspirational career pathways.
- LO4. Critically evaluate and present conceptually sound knowledge gained through the course in relation to National and International policies in human exercise science, education, leisure, and health and wellbeing contexts.
- LO5. Creatively demonstrate theory driven practice with an innovative approach.

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:

Location:

Cornwall College Camborne is located in the West of Cornwall situated 2 miles from the north coast and eight miles from the south. A variety of coastal environments and related businesses are in close proximity which enables access to industry experts and practical work to be easily integrated into the programme. On site Cornwall College Camborne has a sports science facility with state of art watt bike and ergometers for cycling, treadmill and kayaking. The department also has a sports facility allowing learners to carry out all invasion sports, fitness testing, fitness classes and gym-based training.

Industry links:

Good relationships are in place with settings and employers in the locality to provide students with opportunity to experience a range of settings and guest speakers. These include close links with Pool, Camborne, Redruth, Brannel and Polkyth secondary schools; Treleigh, Kehelland, and Rosemellin primary schools. The department also have links with Health Promotion Cornwall and Sport Maker Development allowing students to support and lead lifelong health programmes. Working alongside the Sport Maker allows students the opportunity to gain varied coaching practices and support adding national governing body qualifications to their CV. We also have co-operative link with independent training providers including Lifestyle Fitness Solutions Studio.

Learning and teaching resources:

The Learning Centres are well stocked with a wide range of texts, journals via Plymouth University portal and digital media holding around 47,000 stock items locally excluding print journals. Around 120,000 items are available across all sites. The College has invested in a range of on-line databases and e-books for HE students to access. There are links between Cornwall College learning services across all sites of the College to enable students to access a county wide resource base.

A designated member of Learning Centre staff works in close collaboration with the Programme Leaders to ensue new resource needs are speedily identified and purchased. As

a result, the SPQ results for question 16. The library resources and services are good enough for my needs consistently come out as 100% agree.

Teaching and Learning

- This programme will deliver detailed theoretical knowledge and practical expertise in Lifelong Health and Sport and Exercise Sciences. The exclusive content will be delivered by our strong academic team and supported with education and industry experts.
- Students are expected to complete a 30+ hours of WBL to enhance their CVs and build employability skills in the chosen Health, Education, Coaching or Sport Development route.
- Students will have opportunities to be involved in co-construction content, to style of delivery and assessment method. Learner Led Project Based Problem-Solving real-life tasks and scenarios will be incorporated at every opportunity.
- There is strong pastoral support. Students are allocated a personal tutor and will have regular meetings with them to check progress, develop academic skills and professional development.
- The small size of the campus promotes a friendly and supportive environment; no-one is lost in the crowd!

Assessment and Feedback

- Assessment schedule and module handbooks will be distributed during the induction process and will also be made available on Moodle.
- Assessment workshops held two weeks prior to submission deadlines to provide final clarification of module assessment.
- Assessment feedback will be distributed via Moodle within the 20-day turnaround and the next available lecture will be scheduled for feedback.

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 = 30

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.

There are no articulated progression routes for this programme. However, students will be made aware of opportunities within their subject and within the region.

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

PS10. Admissions Criteria

Entry Criteria (Qualifications)	Details
Functional Skills	L2 Literacy and L2 Numeracy
GCSE (or equivalent)	Minimum of Grade C/grade 4 in Maths, English Language and Science (if science-based programme)
AS/A Levels	BSc (science based) - 80 UCAS tariff points to include at least 56 points from A2 level in appropriate subjects
BTEC National Diploma/Extended Diploma	BSc (science based) – 80 UCAS tariff points – MMP grades in an appropriate subject
BTEC L3 Diploma	BSc (science based) – 80 UCAS tariff points – DM grades in an appropriate subject
BTEC 90 Credit Diploma/Subsidiary Diploma	BSc (science based) – 80 UCAS tariff points – in an appropriate subject and considered only with combination of other relevant level 3 qualifications
City & Guilds (land based) L3 Diploma	BSc (science based) – 80 UCAS tariff points – D grades in an appropriate subject *Usually accepted in combination with other relevant L3 qualifications
City & Guilds (land based) Extended Diploma	BSc (science based) – 80 UCAS tariff points – M grades in an appropriate subject
City & Guilds (land based) Advanced Technical Extended Diploma	BSc (science based) – 80 UCAS tariff points – MMP grades in an appropriate subject
City & Guilds (land based) Subsidiary Diploma	BSc (science based) – 80 UCAS tariff points – accepted in combination with other relevant L3 qualifications
City & Guilds (land based) 90 Credit Diploma	BSc (science based) – 80 UCAS tariff points – D* grades in an appropriate subject
Access to HE Diploma	Successful completion of Access to HE Diploma with at least 45 credits at level 3 in an appropriate subject
International Baccalaureate	24 points
Irish/Scottish Highers	BSc (science based) - 80 UCAS tariff points to include at least 56 points from Scottish Advanced Highers/Irish Highers
Other Level 3 qualifications	Will be taken into consideration and dependent upon subject area and number of units studied

Entry Criteria (Qualifications)	Details
Mature Applicants (over 21)	Mature applicants with relevant experience but without the stated entry qualifications will be considered individually at interview
Accreditation of Prior Learning	www.plymouth.ac.uk
Independent Safeguarding Agency (ISA)/Disclosure and Barring Service (DBS) clearance required	Yes – Students will be required to apply for DBS clearance during the induction process. Students will be expected to cover the cost of this check.
Capability statement	All students would have to demonstrate at interview the necessary motivation, potential, experience and/or knowledge. Disabilities – the course welcomes applications from students with disabilities and is committed to its inclusive policy. In order to be more learner centred, the College requests that all applications be considered individually and in consultation with the Course Manager.

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. The sport department meet once a term and are used to update industry relevance of the course. The team is composed of industry representatives, student representatives and staff. This feeds back into Curriculum meetings for the delivery team. Curriculum meetings take place once a month to review progression, department provision, resources and staffing.

PS12. Programme Structure

College:	Cornwall College Camborne	Programme Title:	BSc (Hons) Sport, Health & Exercise Science (Top Up)
Academic Year:	2022-2023	Mode of Attendance Course Duration:	Full Time Over 1 Year
Plymouth Programme Code:	5378	Total Credits:	120 Credits For Full Time

FHEQ level: 6 for BSc(Hons) Sport, Health and Exercise Science For: Full Time (5378)				
F/T Route Year	When in Year? (I.e. Autumn, Spring etc.)	Core or Option Module	Credits	Module
1	All Year	Core	40	CORC356 –Honours Dissertation
1	All Year	Core	20	CORC357- Lifelong Health
1	All Year	Core	20	CORC358- Sport, Health and Exercise Science in Practice (Work-based)
Students must also choose two of the following modules				
1	All Year	Optional	20	CORC359- Application of Sport Psychology
1	All Year	Optional	20	CORC360- Sport and Exercise Physiology
1	All Year	Optional	20	CORC361 - Principles of Nutrition
1	All Year	Optional	20	CORC362- Applied Coaching

*Students must choose two of the optional modules

College:	Cornwall College Camborne	Programme Title:	BSc (Hons) Sport, Health & Exercise Science (Top Up)
Academic Year:	2022-2023	Mode of Attendance Course Duration:	Part Time Over 2 Years
Plymouth Programme Code:	5379	Total Credits:	120 Credits For Part Time

FHEQ level: 6 for BSc(Hons) Sport, Health and Exercise Science For: Part Time (5379)				
P/T Route Year	When in Year? (i.e. Autumn, Spring etc.)	Core or Option Module	Credits	Module
1	All Year	Core	20	CORC357- Lifelong Health
1	All Year	Optional	20	CORC359- Application of Sport Psychology
1	All Year	Optional	20	CORC360- Sport and Exercise Physiology
1	All Year	Optional	20	CORC361 - Principles of Nutrition
1	All Year	Optional	20	CORC362- Applied Coaching
2	All Year	Core	40	CORC356 -Honours Dissertation
2	All Year	Core	20	CORC358- Sport, Health and Exercise Science in Practice (Work-based)

***Students must choose two of the optional modules**

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:

BSc (Hons) Sport, Health & Exercise Science					
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 <u>Core</u> Modules
<p>For this Honours Degree programme the following has been informed by the QAA Subject benchmarking documents. Statements in the left-hand column (Attributes & Skills) have the source benchmark document denoted in parentheses using the abbreviations below:</p> <p>Hospitality, Leisure, Sport and Tourism (2008).....(HLST) Health Studies (2008) (HS)</p> <p>Knowledge / Understanding: Demonstrate evidence of competence in the scientific methods of enquiry, interpretation and critical analysis of relevant data within regional, national and international contexts</p>	<p>Primary: Practical Fieldwork, Sport & Exercise Physiology Laboratory Testing, ICT based data analysis; data handling workshops; learner-led teaching</p> <p>Secondary:</p>	<p>A1, A2, A3, A4</p>	<p>LO1, LO2, LO3, LO4, LO5</p>	<p>Reports, essays, presentations, vivas, case studies, portfolios, exams.</p>	<p>CORC356 CORC357 CORC358</p>

(HLST 5.2, HLST 5.4 & HS 4.2)	Analysing published research Work related learning				
Understanding and applying the theories, concepts and principles of practice from the generic management areas of operations, human resources, economics and marketing to sports facilities and the context within which they operate (HLST 6.21)	<p>Primary: Practical Fieldwork, ICT based data analysis; data handling workshops; learner-led teaching</p> <p>Secondary: Analysing market research, work-based learning</p>			Reports, essays, presentations, case studies, portfolios, practicals, exams.	CORC357 CORC358
Employing strategic planning and development planning skills in analysing, understanding and addressing the development needs of clients and broader community (HLST 6.21).	<p>Primary: Practical Fieldwork, ICT based data analysis; data handling workshops; learner-led teaching</p> <p>Secondary: Analysing market research, work-based learning</p>			Exams, reports, case studies, ICT, presentations	CORC357 CORC358
Understanding of anatomy and physiology; monitor, evaluate and analyse effects of sport and exercise across society including specialist and professional provision. Using research and governmental guidelines & policies to diagnose needs, prescribe and monitor appropriate exercise and sport-related activities upon health and well-being. (HLST6.17, HLST6.18, HLST 6.19 & HS 3.1)	<p>Primary: Lectures, seminars, workshops, learner led teaching sessions</p> <p>Secondary: Industry visits, guest speakers, work-based learning</p>			Presentations, reports, practicals, portfolios, case studies, exams	CORC356 CORC357 CORC358

<p>Demonstrate a critical awareness of the health and safety, ethical considerations, exercise prescription, population differences and the role of health promotion in improving the health and wellbeing of participants and the wider population (HLST 6.19 & HLST 4.5).</p>	<p>Primary: Lectures, seminars, workshops, learner led teaching sessions</p> <p>Secondary: Industry visits, guest speakers, work-based learning</p>			<p>Presentations, case studies, reports, exam</p>	<p>CORC356 CORC357 CORC358</p>
<p>Be able to monitor, analyse, diagnose and prescribe methods to enhance the performance of the diverse determinants of sport, health and well-being. Showing evidence of the skills required to monitor and evaluate principles and knowledge for sports performance in laboratories and/or field settings (HLST 6.18, & HS 3.1)</p>	<p>Primary: Lectures, seminars, workshops, learner led teaching sessions</p> <p>Secondary: Guests speakers, work-based learning</p>			<p>Presentation, reports, practicals</p>	<p>CORC356 CORC357 CORC358</p>
<p>Displaying a critical appreciation in regards to the effects of culture, societal, political, historical and economic contexts on learning, including education policies, moral, religious and philosophical underpinnings in the delivery (teaching, instructing and coaching) of enhanced sport & lifestyle performance (HLST 6.18 & HS 3.1).</p>	<p>Primary: Lectures, seminars, workshops, learner led teaching sessions</p> <p>Secondary: Guests speakers, work-based learning</p>			<p>Reports, essays, presentations, posters, case studies, portfolios.</p>	<p>CORC357 CORC358</p>
<p>Making effective use of knowledge and understanding of the disciplines underpinning human structure and function appraising and evaluating the effects of sport and exercise intervention on the participant (HLST 6.18).</p>	<p>Primary: Lectures, seminars, workshops, learner led teaching sessions</p> <p>Secondary: Guests speakers, work-based learning</p>			<p>Reports, essays, presentations, posters, case studies.</p>	<p>CORC356 CORC358</p>

<p>Plan and effectively carry out the monitoring and evaluation of human responses to sport and/or exercise (HLST 6.18)</p>	<p>Primary: Workshops, learner led teaching sessions</p> <p>Secondary: Work based learning</p>			<p>Reports, essays, presentations, posters, case studies.</p>	<p>CORC356 CORC358</p>
<p>An exposition for embedding Knowledge and Understanding through Teaching & Learning and Assessment at this level of the programme: At Level 6 students will be expected to assimilate facts and theories and use an enquiring mind to critically evaluate these in context. They are expected to be 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>					
<p>Cognitive & Intellectual Skills Plan, design, execute and communicate a sustained piece of intellectual work which provides evidence of critical engagement with an analysis and justification of, appropriate data in a suitable context (HLST 5.2 & HS 4.4)</p> <p>Effective problem solving and decision making using appropriate quantitative and qualitative skills from a range of evidence and experience to both familiar and unfamiliar problems (HLST 5.2 & HS 4.4)</p>	<p>Primary: Lectures, independent guided study, practical workshops, group seminars, tutorials</p> <p>Secondary: Additional information and tasks available on VLE- Moodle</p>	<p>A1, A2, A3, A4 & A5</p>	<p>LO1, LO2, LO3, LO4, LO5</p>	<p>ICT, reports, essays, lit review, exams, case study.</p>	<p>CORC356 CORC357 CORC358</p>

<p>Critical awareness of the application of delivery strategies with integration of the variables utilising wider transferable skills with delivery that is participant related (teaching, instructing and coaching) in sport, health and well-being settings (HLST 6.8 & HS 5.3)</p>	<p>Primary: Lectures, independent guided study, practical workshops, group seminars, tutorials</p> <p>Secondary: Additional information and tasks available on VLE- Moodle</p>			<p>Exam, essay, report, presentations.</p>	<p>CORC357 CORC358</p>
<p>An exposition for embedding Cognitive and Intellectual Skills through Teaching & Learning and Assessment at this level of the programme: At Level 6 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>					
<p>Key Transferable Skills: Effective enterprising performance as both a team member and as an individual using time, personnel & project management techniques, demonstrating effective communication using a range of techniques and media in inter-and intra-team scenarios. Self-appraise and reflect on practice, and develop, social, emotional intelligence and develop an understanding of the worth of lifelong learning (HLST 5.2 & HS 4.4)</p>	<p>Primary: Tutorials, group seminars, embedded in all aspects of student contact, lectures, workshops etc.</p> <p>Secondary: Guest speakers and industry visits, additional research, VLE and Moodle, conferences,</p>	<p>A3, A4, A5</p>	<p>LO2, LO3, LO4, LO5</p>	<p>Essay, literature review, presentation, ICT, portfolio, exam.</p>	<p>CORC357 CORC358</p>

An exposition for embedding Key Transferable Skills through Teaching & Learning and Assessment at this level of the programme:

At Level 6 students are expected to 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: Demonstrate vocationally relevant managerial skills and knowledge by exposure to professional practice including operations, strategy, human and physical resources, and finance. Work independently and as an effective team member in an adaptable, flexible, goal-orientated, safe and ethical manner. Ability to create, evaluate, and assess a range of options and capacity to apply ideas and knowledge to them (HLST 5.3, HLST 5.2)</p>	<p>Primary: Tutorials, group seminars, embedded in all aspects of student contact, lectures, workshops, work-based learning</p> <p>Secondary: Guest speakers and industry visits, additional research, VLE and Moodle, conferences,</p>	<p>A1, A2, A3, A4, A5</p>	<p>LO1, LO2, LO3, LO4, LO5</p>	<p>Viva, exam, essay, report, portfolio, presentation, portfolio</p>	<p>CORC357 CORC358</p>
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An exposition for embedding Employment Related Skills through Teaching & Learning and Assessment at this level of the programme:

At Level 6 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>Practical Skills: Show evidence of generic research skills required across the various themes of the course including: the ability to monitor prescribe and evaluate sports performance safely, work in workshops, laboratories or field</p>	<p>Primary: Lectures, independent guided study, practical workshops, research tutorials</p> <p>Secondary/Supplementary: Industry expert sessions, guest</p>	<p>A1, A2, A3, A4, A5</p>	<p>LO1, LO2, LO3, LO4, LO5</p>	<p>Reports, presentations, observation, case study, essay</p>	<p>CORC356 CORC357 CORC358</p>
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<p>settings and interpret and extrapolate data. (HLST 6.18, HLST 6.19, HLST 5.2 & HLST 4.5)</p> <p>Carry out a range of delivery methods applied to accurately support participant learning interrelated with the application of benchmarked standards (HS 5.3)</p>	<p>sessions, trips and visits, independent study, additional lecture information available on VLE- Moodle</p>				
<p>An exposition for embedding Practical Skills through Teaching & Learning and Assessment at this level of the programme: 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:

BSc (Hons) Sport, Health and Exercise Science					
WBL/WRL Activity:	Logistics	Prog Aim	Prog Intended LO	Range of Assessments	Related <u>Core</u> 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.	A1, A2, A3, A5	LO1, LO2, LO3, LO4, LO5	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.	A2, A3, A4, A5	LO3, LO4, LO5	Exam, case studies, reflective diary, viva	Lifelong Health Sport Health & Exercise Science in Practice
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.	A1, A2, A3, A4, A5	LO1, LO2, LO3, LO4, LO5	Practical, essay, reports, case studies	Lifelong Health Sport Health & Exercise Science in Practice
Industry visits and guest speakers	Camborne, Redruth, Pool, Brannel, Poltair, Penrice Secondary schools. Health Promotions Cornwall Athletics Club Camborne Cricket Club St Michaels Hotel Ocean Sports Carbis Bay, NGB's, CSP, SDO's, International Athletes'	A1, A4	LO1, LO3, LO4	Practical, essay, reports, case studies	All core modules
Fieldtrips	Camborne, Redruth, Pool, Brannel, Poltair, Penrice Secondary schools. Health Promotions	A1, A2, A3, A5,	LO1, LO2, LO3, LO4	Report, essays, exam	Lifelong Health Sport Health &

	Cornwall Athletics Club Camborne Cricket Club St Michaels Hotel Ocean Sports Carbis Bay, GB Canoeing Sport Science Support,				Exercise Science in Practice
<p>An exposition to explain this map:</p> <p>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.</p>					

PS15. Appendix – Module Details

Module Code	Module Title	Assessment Mode	Short Module Descriptor
CORC356	Honours Dissertation	80% (CW) 20% (Presentation)	Students will independently carry out a detailed piece of research in a specific area of interest agreed by both supervisors and the ethics committee. They will use primary literature relating to the chosen subject area combined with critical analysis and application of research findings. The student will demonstrate appropriate synthesis of secondary data, analysis of collected data and presentation skills.
CORC357	Lifelong Health	60% (CW) 40% (Exam)	A personal understanding of health, well-being, and physical activity is essential to any practitioner in the fields of sport and exercise. This module is designed to give concepts of health and physical activity across the lifespan. The student will examine their own health behaviours in relation to key concepts to gain a critical awareness of the behaviours impact on long term health.
CORC358	Sport, Health and Exercise Science in Practice (Work-based)	50% (CW) 50% (Practical)	Learners will be able to carry out work-based experience to develop pedagogical awareness in sport, physical education, coaching, sports development and health placements.
CORC359	Application of sport Psychology	50% (CW) 50% (exam)	Students will develop a broader appreciation of psychological factors which contribute to sport, exercise, health, wellbeing and sporting excellence. They will build upon more traditional mainstream approaches to incorporate alternative perspectives in sport psychology. They will cultivate academic skills to critically evaluate an issue of their choice and determine informed bespoke holistic development strategies.
CORC360	Sport and Exercise Physiology	70% (CW) 30% (Practical)	This module will allow integration of current knowledge and synthesis of physical and biochemical processes in relation to physical activity - ranging from special populations in sport and exercise, health related concepts to more performance orientated physiological demands.
CORC361	Principles of Nutrition	50% (CW) 50% (Exam)	Students will apply food and nutrition knowledge and skills to plan and develop nutritional interventions for health promotion in accordance with current nutritional policies and recommendations. Students will develop a client's diet plan, promoting a healthy diet and aiding performance. A practical project will reflect the role of industry or community nutritionists in developing and

			promoting a healthy diet.
CORC362	Applied Coaching	50% (CW) 50% (Practical)	To produce quality coaches with minimum operating standards, for employment. This module will give practical experience and theoretical knowledge allowing students to develop coaching skills in line with the government's move to professionalise coaching (This model will be monitored and updated in line with national legislation through Sports coach UK (ScUK)).