

Programme Specification for FdA Sport and Community

This document applies to Academic Year 2019/20 onwards

1.	Awarding institution/body	University of Worcester
2.	Teaching institution	Herefordshire, Ludlow and North Shropshire College and University of Worcester
3.	Programme accredited by	N/A
4.	Final award or awards	FdA
5.	Programme title	Sport and Community
6.	Pathways available and/or Linked Honours Degree progression route/s	BA(Hons) Sport Development and Coaching
7.	Mode and/or site of delivery	Standard Taught course HLC 75% (12 modules) UW 25% (4 modules)
8.	Mode of attendance and duration	Full-time 2 years Part-time 4 years
9.	UCAS Code	C6L5
10.	Subject Benchmark statement and/or professional body statement	Events, Hospitality, Leisure, Sport and Tourism (2016)
11.	Date of Programme Specification preparation/ revision	March 2019 (Approved ASQEC June 2019) August 2019, AQU amendments to Section 19

12. Educational aims of the programme

This course provides a contemporary range of modules for students interested in working in sport and community related industries and organisations, or further study in this area at HE level. It will provide opportunities for students who have a preference for a vocationally focused course by offering an opportunity to study at Foundation Degree level with identified progression pathways to full honours degree. The knowledge and skills which are recognised within the sport industry, will be delivered through the course and align with emerging economic and sport agendas. The incorporation of the work placement model will become a key feature in terms of progression and will facilitate employability of students. The subject is multidisciplinary in that it draws on several related disciplines and interdisciplinary in that these areas are integrated into the framework of practical and applied study in several areas. All modules have an emphasis on applied learning through seminar tasks, directed learning, guest lectures and opportunities to engage in fieldwork in the community, to ensure a clear vocational orientation. Specifically, there are opportunities for students to specialise in developing a variety of skills including their coaching, pedagogical and practical skills throughout the course. This approach together with the Work-Based Learning modules ensure that there is a strong vocational focus throughout the programme enabling students to perform effectively in their chosen field.

In order to equip students with the necessary and desirable skills with which to attain employment in the sport and community field, or onto appropriate degree related disciplines, the overarching aims of the programme are to develop students who:

- Develop a depth of integrated knowledge, understanding, critical perspectives and skills (including research skills), which characterise sport development, coaching and socio-cultural context.
- Identify, analyse and apply fundamental concepts, and the theoretical underpinnings of sport, exercise and physical activity.

- Apply underpinning concepts and principles (coaching concepts, sport development theoretical models) in a variety of practical and theoretical situations and employment context.
- Demonstrate knowledge of the main methods of enquiry appropriate and the ability to critically evaluate the appropriateness of different approaches to problem solving in this field of study
- Use a range of established techniques to initiate and undertake analysis of information
- Apply appropriate sport development and management models and practices to a range of theoretical and real situations
- Develop employability skills and vocational competencies (including problem solving and communication skills), relevant to the sports industry to help prepare students for a career working in the sports community and related disciplines.
- Effectively communicate information a variety of ways appropriate to the audience, demonstrating emotional intelligence and sensitivity in the context of diversity and inclusive sports coaching.
- Widen autonomy and independence in learning to lead and inspire change in the sports sector.
- Engage effectively in analysis, critical reflection and evaluation understanding the limits of their knowledge and how it influences analysis and interpretations of their work.

13. Intended learning outcomes and learning, teaching and assessment methods

Knowledge and Understanding

LO no.	On successful completion of the named award, students will be able to:	Module Code/s
1.	Develop a depth of integrated knowledge, understanding, critical perspectives and skills (including research skills), which characterise sport development, coaching and socio-cultural context.	SPSC2002 SPSC2003 SPSC2007
2.	Make effective use of the fundamental concepts, disciplines and training principles in the theoretical underpinnings of sport and exercise science	SPSC2001
3.	Utilise sports coaching concepts, pedagogical models and practices within a variety of practical and theoretical situations.	SPSC2001 SPSC2002
4.	Gain insights into the nature and culture of sport development and coaching services in the community	SPSC2002 SPSC2006 SPSC2007

Cognitive and Intellectual skills

5.	Apply appropriate sport development and management models and practices to a range of theoretical and real situations	SPSC2002 SPSC2004 SPSC2006
6.	Demonstrate fundamental research skills (interpret information, critique and evaluate literature) to plan and conduct an investigative study	SPSC2003 SPSC2005
7.	Engage effectively in analysis, critical reflection and evaluation understanding the limits of their knowledge and how it influences analysis and interpretations of their work.	SPSC2004 SPSC2006

Skills and capabilities related to employability

8.	Develop employability skills and vocational competencies relevant to the sports industry, including the ability to solve problems	SPSC1006 SPSC2004
9.	Widen autonomy and independence in learning to lead and inspire change in the sports sector.	SPSC2002 SPSC2006
10.	Prepare for and complete work-based learning ensuring due consideration for safety, risk assessment and other factors that may impact on the work environment	SPSC1006 SPSC2004
11.	Demonstrate emotional intelligence and sensitivity in the context of inclusion and diversity.	SPSC1004 SPSC2004 SPSC2007

Transferable/key skills

12.	Develop the ability to plan, organise and manage academic and applied learning	SPSC2007
13.	Demonstrate effective interpersonal and intra-personal skills for learning and the ability to self-appraise and reflect on practice.	SPSC1006 SPSC2006 SPSC2004
14.	Communicate information effectively, utilising oral, written, ICT skills and visual forms.	SPSC2003 SPSC2006 SPSC2007

Learning, teaching and assessment

The key approaches to learning, teaching and assessment that students will experience include lectures, seminars, workshops, practical sessions, work-based learning, problem-based learning and case studies. In keeping with the vocational orientation of the course there will be a strong emphasis on applied active learning, group work, observation (peer and professional based practice). Teaching and assessment methods employed within these approaches will enable students to achieve and demonstrate the learning outcomes through relevant and appropriate tasks and assignments which reflect the nature of the industry.

Work Based learning forms an integral part of the course with 30 credit modules (100 hours) in each year. Students will be assisted by the Module Leader to obtain appropriate placements that will also need to align to the exact learning outcomes from each of the WBL modules and their identified focus. Herefordshire, Ludlow and North Shropshire College already have strong links with a number of regional employers for Work Based learning opportunities across the sector for Sport and Community. The students will be encouraged to adopt a consistent approach to the hours assigned to this module on a weekly basis (minimum of 4 per week), however due the nature and type of each placement there will need to be a degree of flexibility to the way in which hours are allocated (e.g. preparation and delivery of a specific event may involve a more sporadic and intense pattern). The Module Tutor will follow the UW WBL policy and documentation which includes information and guidance for a work-based mentor. Each module has a portfolio-based assessment with specific sections identified with submission dates that help to form a progressive approach to the assessment pattern. A Work Based Learning Mentor Report will form part of this Portfolio.

[Policy on the Management of Placement and Work-based Learning](#)

Teaching

Students are taught through a combination of interactive workshops, lectures, seminars, laboratory practical sessions, fieldwork/industry visits, practical activities, podcasts, interaction with Guest Lecturers from industry etc. Interactive workshops take a variety of formats and are intended to enable the application of learning through discussion and small group activities and observation and reflection on practice. Seminars enable the discussion and development of understanding of topics covered in lectures, and laboratory practical sessions are focused on developing subject specific skills and applied individual and group project work. Work Based learning forms an integral part of this course with two 30 credit modules dedicated to specific industry areas to ensure a broad and relevant experience. The Work based learning modules are mapped in a progressive way to nurture development and give breadth of experience with a focus on developing intra and inter personal skills and range of different populations. Additional experiential work-based learning opportunities will also be embedded in the modules to ensure a mix of theoretical and applied learning.

Students will be encouraged to develop both academic and vocational skills through learning tasks which require them to work either independently or in small groups, plan and evaluate practical work, communicate in writing and orally, debate and present coherent arguments, manage and present numerical and other forms of data, and recognise and solve problems.

In addition, meetings with Personal Academic Tutors are scheduled on at least four occasions in the first year and four occasions in the second year of the course.

The University places emphasis on enabling students to develop the independent learning capabilities that will equip them for lifelong learning and future employment, as well as academic achievement. A mixture of independent study, teaching and academic support from Student Services and Library Services (UW); Learner Services at HLC <https://www.hlcollege.ac.uk/student-services/580f5361d3cc9/Learner-Services> and also the Personal Academic Tutoring system enables students to reflect on progress and build up a profile of skills, achievements and experiences that will help them to flourish and be successful.

Contact time

In a typical week you will have around 12 -16 contact hours of teaching. Typically, contact time will be structured around:

- 8 x hours of seminars interactive workshops
- 4 x hours of practical work (lab work, physical activities, practice-based observation, coaching group work tutorials, enrichment and enhancement)
- 4 x hours Work Based Learning

Independent self-study

In addition to the contact time, students are expected to undertake around 22 -24 hours of personal self-study per week. Typically, this will involve:

- Completing specific module directed study tasks;
- with online activities;
- Topic reading and research;
- Work Based learning preparation;
- and group projects;
- Preparing for assignments and learning experiences;
- Reflection and evaluation;
- Revision of class notes and engaging with blackboard.

Teaching staff

Students will be taught by a teaching team whose expertise and knowledge are closely matched to the content of the modules on the course. The team includes Staff

from both Herefordshire, Ludlow and North Shropshire College (HLC) and the University of Worcester

Teaching is informed by research and consultancy, and lecturers on the course have a further or higher education teaching qualification or are Fellows of the Higher Education Academy (now Advance HE)

Assessment

The course provides opportunities to test understanding and learning informally through the completion of practice or 'formative' assignments. Each module has one or more formal or 'summative' assessment, which is graded, and counts towards the overall module grade. Assessment methods include a range of coursework assessments such as Reflective writing, essays, planning documents reports, portfolios, presentations, practical coaching Case Studies. At level 5 assessment builds on the skills and knowledge of level 4 with a more autonomous and independent focus. They will demonstrate fundamental research skills (interpret information, critique and evaluate literature) to plan and conduct an investigative study Applied Research Project. There will be a greater emphasis on engaging effectively in analysis, critical reflection and evaluation and applying planning and delivering of coaching and project work into work focused situations.

The precise assessment requirements for an individual student will vary according to the nature of each module assessment but a typical formal summative assessment pattern for each year of the course would be:

Year 1:

- 1 x Essay
- 2 x Practical delivery and reflection
- 3 x Presentation
- 2 x Poster
- 1 x Written Task (Observation Task, planning)
- 2 x Case Study
- 1 x Creative Task
- 1 x Portfolio (Learning Plan and Critical Reflection Tasks)

Year 2:

- 1 x Essay
- 3 x Written Task (reports, Review of Literature; Ethics Document)
- 1 x Creative Task
- 2 x Presentation (Research Proposal; WBL)
- 3 x Planning (Training Plan, Funding Bid, and Debate)
- 1 x Practical and evaluation
- 1 x Independent research Project
- 1 x Portfolio (Planning, Poster, Critical Reflection)

14. Assessment strategy

The assessment for this course has been considered holistically and adheres to the principles set out in the [University's Assessment Policy](#). It is integral to the course design and ensures the relationship between the course and module learning outcomes, content. The range of assessment methods and tasks ensure a balanced, authentic and progressive assessment approach to evaluate student learning. Assessments at level 4 will include essays and reports that reflect knowledge and understanding, concepts and issues, problem-based learning tasks, planning, delivering and critically reflecting on practice; at level 5 a more independent approach with an emphasis on researching, developing and applying knowledge in different contexts; analysis of case studies; project work and work-based learning. There is also a strong formative element, or preliminary assessments, which can give feedback to a final, summative assignment at the end for each module. Each assessment item has published specific marking and grade criteria contained in the

Module Booklet given to students. Detailed Assignment Briefs and diagnostic feedback are also integral to the assessment approach.

A grid showing assessment methods and weightings mapped to modules at each level, together with an assessment calendar of submission dates must be included in the Course Handbook.

15. Programme structures and requirements

Award Map for a Foundation Degree

The programme learning outcomes shown in Section 13 describe the knowledge, understanding and skills that students will have demonstrated on achievement of their intended qualification award. Students who do not complete their full programme of study may qualify for an alternative award and the approved exit awards for this programme are listed in section 20 of this Programme Specification. For a Foundation Degree, exit awards are available at Level 4 (Certificate of Higher Education).

All modules are mandatory at both level 4 and level 5 and are 15 credits apart from SPSC1006 and SPSC2004 Work Based Learning, which are 30 credit and taught across semester 1 and 2.

Of the 16 modules listed below 12 are taught at Herefordshire, Ludlow and North Shropshire College (and 4 taught at UW (SPSC1001 Fundamentals of Sport and Exercise; SPSC1007 Socio-Cultural Studies in Exercise; SPSC2003 Investigative/enquiry-based Research Skills in Sport; SPSC2007 Sociological Perspectives in Sport and Exercise), one module each semester is taught at University of Worcester (UW).

Course Title: Sport and Community
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LEVEL 4				
Module Code	Module Title	Credits (Number)	Status Mandatory (M) or Optional (O)	Prerequisites (Code of Module required)
SPSC1001 (taught at UW)	Fundamentals of Sport & Exercise Science	15	M	NA
SPSC1002	Sport in the Community	15	M	NA
SPSC1003	Principles of Sport Pedagogy (Coaching and Teaching)	15	M	NA
SPSC1004	Disability and Inclusive Sport	15	M	NA
SPSC1005	Physical Activity and Health	15	M	NA
SPSC1006	Work-based learning Preparing for the Sports Industry; Developing Intra-Personal & Practice Based Skills	30	M	NA
SPSC1007 (taught at UW)	Socio-Cultural Studies in Sport and Physical Activity	15	M	N/A

Requirements at Level 4

Students must successfully complete 120 credits in total at Level 4.

LEVEL 5				
Module Code	Module Title	Credits (Number)	Status Mandatory (M) or Optional (O)	Prerequisites (Code of Module required)
SPSC2001	Training Principles for Sport Coaching	15	M	N/A
SPSC2002	Sport Development in Practice	15	M	N/A
SPSC2003 (taught at UW)	Investigative/enquiry-based Research Skills in Sport	15	M	N/A
SPSC2004	Work-Based Learning-Diversity, Inclusion & Interpersonal Skills	30	M	N/A
SPSC2005	Applied Research Skills	15	M	N/A
SPSC2006	Sport Leadership and Management	15	M	N/A
SPSC2007 (taught at UW)	Sociological Perspectives in Sport and Exercise	15	M	N/A

Requirements at Level 5

Students must successfully complete 120 credits in total at Level 5.

16. QAA and professional academic standards and quality

The subject specific benchmark statement from the QAA can be found at [Subject benchmark 2016](#)

The Sport Benchmark statements include five subject areas which are stated as being 'typically involved in the study of sport'.

These areas relate to the:

- 1) Human responses and adaptations to sport and exercise
- 2) Performance of sport and exercise and its enhancement, monitoring and analysis
- 3) Health-related and disease management aspects of exercise and physical activity
- 4) Historical, social, political, economic and cultural diffusion, distribution and impact of sport
- 5) Policy, planning, management and delivery of sporting opportunities.

These sport benchmark areas demonstrate the breadth of coverage within sport qualifications. The FdA in Sport and Community course covers elements of all subject areas. The course is closely aligned to the [QAA Foundation Degree Characteristics Statement](#) 'with an integrated approach of academic and work-based learning where academic skills and understanding integrate with and support the development of, vocational skills and competency, taking account for the need of academic rigour'(p4)

Reference points used in this programme are the [Framework for Higher Qualifications in England](#) and [Foundation Degree Characteristics Statement](#) In this context the qualification meets in full the descriptor for Level 5 of the FHEQ.

Consideration of the following standards have also taken place when developing the programme: [Skills Active](#), and CIMSPA. These industry standards have been embedded into the curriculum design of the course to ensure integrity and professionalism and maximise the learning opportunities for students in these areas.

This award is located at level 5 of the FHEQ.

17. **Support for students**

The following support for students is provided for students on the course:

- Induction programme including information delivery from HLC Student Services as well as course staff.
- Course handbook, work-based learning handbook and module outlines.
- A Personal Academic Tutor will be allocated to each student at the beginning of the course. Personal Academic Tutor meetings are scheduled on at least four occasions in an academic year and will provide support at both an academic and pastoral level
- Support from HLC Learner Services and UW Student Services, Library Services staff during induction and subsequently at both HLC and UW
- Representation on Student committee to address course-wide issues and offer feedback.
- Workplace Mentor /Academic Supervisor support within work-based framework.
- Progression opportunities are discussed at appropriate points within the programme to enable students to make informed choices as to how to proceed after completion of their studies.
- Support provided for assessments in the form of subject group and individual tutorials
- Study skills workshops to develop referencing (via Library Services)
- Library induction and information skills packages.
- Study skills provided within the subject and IT skills embedded within modules.
- Students who are at risk – Course Leader identifies those students who may be at risk of failing.
- Herefordshire, Ludlow and North Shropshire College (College and the University's Careers Service provide training opportunities for career planning.
- Student Services provide advice and support for students who have mental health difficulties, dyslexia, sensory or physical impairments and other difficulties:
- There are specific arrangements to support students' transition to level 6 Top Up through the sessions delivered at UW as part of the Enhancement and Enrichment programme (please refer to Section 20: Graduate destinations, employability and links with employers)

<http://www.worcester.ac.uk/student-services/index.htm>

<https://www2.worc.ac.uk/disabilityanddyslexia/>

18. **Admissions**

Admissions policy

Our policy is to offer a place to any student that we deem to be capable of success and who is likely to substantially benefit from the programme. We support the University's mission statement of increasing access, widening participation and assisting students to achieve their potential

Entry requirements

The normal minimum entry requirement for Foundation Degree courses is the possession of 4 GCSEs (Grade C/4 or above including English and Maths) and 1 A Level (or equivalent Level 3 qualification).

The current UCAS Tariff requirements for entry to this course are published in the prospectus and on the UW website <https://www.worc.ac.uk/journey/a-z-of-courses.html>

See [Admissions Policy](#) for other acceptable qualifications.

Disclosure and Barring Service (DBS) requirements

Enhanced disclosure will be required for some aspects of the course, and for the work-based modules

Recognition of Prior Learning

Details of acceptable Level 3 qualifications, policy in relation to mature students or applicants with few or no formal qualifications can be found in the prospectus or on the University webpages. Information on eligibility for recognition of prior learning for the purposes of entry or advanced standing is also available from the University webpages or from the Registry Admissions Office (01905 855111).

Further information on Recognition of Prior Learning can be found at <http://www.worcester.ac.uk/registryservices/941.htm>

Admissions procedures

Full-time applicants apply through UCAS (C6L5)

Part-time applicants apply directly to University of Worcester (UW)

Admissions/selection criteria

Prospective students should apply through UCAS and all applications will be considered by the Course Leader/ Admissions tutor. The decision to offer a place will be based on a candidate's ability to demonstrate enthusiasm for the subject, commitment to study and the academic capability to succeed on the Course.

See Section 19 of the Programme Specification for information regarding the admissions arrangements for progression to the linked Honours Degree(s)/Top-Up Degree(s).

19. Regulation of assessment

The course operates under the University's [Taught Courses Regulatory Framework](#)

Requirements to pass modules

- Modules are assessed using a variety of assessment activities which are detailed in module specifications.
- The minimum pass mark is D- for each module.
- Students are required to submit all items of assessment in order to pass a module, and in some modules, a pass mark in each item of assessment may be required.
- Full details of the assessment requirements for a module, including the assessment criteria, are published in the module outline.

Submission of assessment items

- Students who submit course work late but within 7 days (one week) of the due date will have work marked, but the grade will be capped at D- unless an application for mitigating circumstances is accepted.
- Students who submit work later than 7 days (one week) of the due date will not have work marked unless they have submitted a valid claim of mitigating circumstances.
- For full details of submission regulations please see the Taught Courses Regulatory Framework.

Retrieval of failure

- Students are entitled to re-sit failed assessment items for any module that is awarded a fail grade.
- Reassessment items that are passed are capped at D-.
- If a student is unsuccessful in the reassessment, they have the right to retake the module (or, in some circumstances, take an alternative module); the module grade for a re-taken module is capped at D-.
- A student will be notified of the reassessment opportunities in the results notification issued via the secure student portal (SOLE). It is the student's responsibility to be aware of and comply with any reassessments.

Requirements for Progression

- A student will be permitted to progress from Level 4 to Level 5 if, by the time of the reassessment Board of Examiners, they have passed at least 90 credits at Level 4. Outstanding Level 4 credits must normally be studied in the following academic year.
- A student who, by the time of the reassessment Board of Examiners, has failed 90 credits or more during the academic year as a consequence of non-submission, will be required to withdraw from the University
- If a student has not passed 90 credits by the reassessment Board of Examiners, and is not withdrawn due to non-submission, they will be required to retake failed modules in the following academic year. Any passed modules will be carried forward.

Requirements for Awards

Award	Requirement
Cert HE	In order to be eligible for the exit award of Certificate in Higher Education in the named subject/area of study, a student must have passed at least 120 credits in total including the mandatory modules for level 4 of the award as specified on the award map.
Foundation Degree FdA/FdSc	120 credits at Level 4 and 120 credits at Level 5 as specified on the award map.

These awards are not classified.

20. Graduate destinations, employability and links with employers

Graduate destinations

The Sport and Physical Activity Sector is an ever growing and changing landscape and is one of the largest and most diverse in terms of employment in the United Kingdom (UK). Opportunities to work in the recreation and Leisure industry include roles such as Leisure Facility Manager, Community Sport, health and fitness instructors. Within the more focused area of sport there are careers in Sport Development, Community and disability sport coaching, sport administration and marketing with a range of employers from National Governing Bodies of sport to local authorities and County Sports Partnerships, national agencies such as Sport England and UK Sport as well as the private sector.

The link to the Indeed Recruitment website below provides further evidence of the wealth of career opportunities within sport:

<https://www.indeed.co.uk/jobs?q=Sport+Development&l=Hereford+and+Worcester&radius=50&start=10>

Progression to Linked Honours Degree(s)/Top-Up Degree(s)

- Students who successfully pass the FdA programme are eligible to progress to the final (top-up) year of BA (Hons) Sport Development and Coaching (which can be taken in both Full-time and Part-time modes), at the University of Worcester.

- Progression opportunities are discussed at appropriate points within the programme to enable students to make informed choices as to how to proceed after completion of their studies.
- Students wishing to progress to the level 6 Top up course will attend a bespoke Induction / Bridging Programme delivered at University of Worcester prior to course commencement
- As part of the teaching delivered at University of Worcester campus students will engage at both level 4 and 5 with a specific session to support transition to the linked Honours Degree/Top-Up route – an Enhancement and Progression Programme. These sessions will include study skills development, presentations from staff and students from the Honours degree programme, preparation and advice for choice of progression route and subsequent module choices, Independent Study preparation and specific induction arrangements for the Honours/Top-Up degree (more detail should be provided in the course handbook). The course will be delivered at University of Worcester and scheduled on a weekly basis to coincide with eth module delivered by UW each semester

It may also be possible to progress onto level 5 (Year 2) of other undergraduate courses within the School of Sport and Exercise Science at the University of Worcester.

NB. Applications must be made via UCAS

Student employability

At Herefordshire, Ludlow and North Shropshire College we have several college wide opportunities for students to develop their employability. This includes a Learning progress advisor who provides support with developing CV's, completing job applications, Interview techniques and career guidance. The college uses KUDOS AD toolkit for career management, to identify and provide the essential support students need to develop their employability.

Within the Sports Departments, staff work with students and local providers to develop employability skills such as supporting local community sports events including School Games and Primary /Secondary School Festivals. Staff will look to run courses and workshops with local providers to up-skill students, examples include First-Aid, Safeguarding and Sports Leaders Qualifications.

Employability, skills, and attributes form an integral part of this course. Modules have an applied context with opportunities to explore and engage in relevant learning and assessment, which reflect the nature of the industries the course, is aligned to. Work Based learning is a key element of the course design with a module in each semester of the two-year course. It will be delivered in a progressive and strategic way (each WBL has a specific focus) which will culminate with careers and progression advice and preparation. Modules will also include an element of business/industry awareness such as enterprise and entrepreneurship SPSC2006; SPSC2002. Within many of the modules, students have the chance to develop their employability skills through activities and assessment such as practical delivery, fieldwork visit and case studies of projects.

Links with employers

Key Strategic partners of HLC who have been involved initially in the design and development of this course include: Premier League Learning, Aspire Sports, Sports Plus Scheme, English College Football Association, NHS trust and 2Gether Trust, Community Partnership – County Sports Partnership, Warriors Community Education, Primary PPA Cover Ltd, professional Sports Clubs e.g. Hereford United. The External Adviser 3 (Employer) has contributed to development and scrutiny of the documentation ensuring a sector/industry from an employability perspective. The Sports Department within the Faculty of Community Studies has strong links with local providers from Primary and Secondary Schools, Leisure Providers such as Halo and the Point 4 to Private Fitness companies, sports and activities clubs/centres such as

Taste for Adventure, School Sport provider PBES who delivers high quality physical activity and sports opportunities within Herefordshire.

Links with employers are currently being developed through our Further Education course where they are required to undertake Work Experience. Staff support students to find appropriate work placements. Staff engage with the employers to ensure they have meaningful experience within the sports industry.

Please note: This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found in associated course documentation e.g. course handbooks, module outlines and module specifications.