

Programme Specification

HND Sport & Exercise Sciences



Programme Specification

Title of Programme: HND Sport & Exercise Science

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.

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|---|---|
| 1. Awarding Body | Pearson BTEC |
| 2. Teaching location | Blossomfield Campus, Solihull College and University Centre |
| 3. Accreditation details | N/A |
| 4. Final award | Higher National Diploma |
| 5. Name of award | Higher National Diploma in Sport & Exercise Sciences |
| 6. Codes | 603/2277/9 |
| a. UCAS code | 006C |
| b. Solihull Qualification Code | SPQAA081BCF1 |
| c. Pearson Programme Code (& approval dates) | MN947 (31/08/18 – 31/08/23) |
| 7. QAA Subject Benchmark or other external reference such as published by Pearson if the course is a Higher National | Hospitality, leisure, sport and tourism (2008)
http://www.qaa.ac.uk/en/Publications/Documents/Subject-benchmark-statement-Hospitality-leisure-sport-tourism-2008.pdf |
| 8. Date this specification applies from | 31/08/2018 |

Approved

Philip Trilloe

Head of School – Sport & Public Services

1. Programming purpose and objectives

1.1. Educational Aims of the Programme

Objectives of the BTEC Higher Nationals in Sport & Exercise Science:

- To equip students with Sport & Exercise Science skills, knowledge and the understanding necessary to achieve high performance in the global Sport & Exercise Science environment.
- To provide education and training for a range of careers in Sport & Exercise Science, including Exercise Referral Instructor, Advanced Coach, Sports Performance Assistant.
- To provide insight and understanding into the diversity of roles within Sport & Exercise Science, recognising the importance of collaboration at all levels.
- To equip students with knowledge and understanding of culturally diverse organisations, cross-cultural issues, diversity and values.
- To provide opportunities for students to enter or progress in employment in Sport & Exercise Science, or progress to higher education qualifications such as an Honours degree in Sport & Exercise Science or a related area.
- To provide opportunities for students to develop the skills, techniques and personal attributes essential for successful working lives.
- To support students to understand the local, regional and global context of Sport & Exercise Science and, for those students with a global outlook, to aspire to international career pathways.
- To provide students with opportunities to address contemporary issues facing the industry, and society at large; with particular emphasis on sustainability and the environment, recognising the role that Sport & Exercise Science plays in addressing these issues.
- To provide opportunities for students to achieve a nationally-recognised professional qualification within their chosen area of specialisation.
- To provide opportunities for students to achieve vendor accredited certifications.
- To offer students the chance of career progression in their chosen field, with particular emphasis on achieving management-level positions, professional recognition and beyond.
- To allow flexibility of study and to meet local or specialist needs.
- To offer a balance between employability skills and the knowledge essential for students with entrepreneurial, employment or academic aspirations.
- To provide students with opportunities to engage in an industry-recognised apprenticeship scheme that aligns with their employer's needs and their own career aspirations.
- To provide students with the context in which to consider professional ethics and their relation to personal, professional and statutory responsibilities within the industry.

1.2. How we meet the objectives of the programme

We meet these objectives by:

- Providing a thorough grounding in Sport & Exercise Science principles at Level 4 that leads the student to a range of specialist progression pathways at Level 5 relating to individual professions within the Sport & Exercise Science sector
- Equipping individuals with commercial acumen, understanding and Sport & Exercise Science skills for success in a range of roles in Sport & Exercise Science
- Enabling progression to a university degree by supporting the development of appropriate academic study skills

- Enabling progression to further professional qualifications in specific Sport & Exercise Science areas by mapping to units in a range of professional Sport & Exercise Science qualifications.

1.3. Aims of the Level 4 Higher National Certificate in Sport & Exercise Science

The Level 4 Higher National Certificate in Sport & Exercise Science offers students an introduction to the subject area via a mandatory core of learning, while allowing for the acquisition of skills and experience through the selection of optional units across a range of occupational sectors at Level 4. This effectively builds underpinning core skills while preparing the student for subject specialisation at Level 5. Students will gain a wide range of sector knowledge tied to practical skills gained in research, self-study, directed study and workplace scenarios. General Sport & Exercise Science' pathway, allows students to complete a Level 4 Higher National Certificate without committing to a particular professional specialism.

1.4. Aims of the Level 5 Higher National Diploma in Sport & Exercise Science

Holders of the Level 5 Higher National Diploma will have developed a sound understanding of the principles in their field of study and will have learned to apply those principles more widely. They will have learned to evaluate the appropriateness of different approaches to solving problems. They will be able to perform effectively in their chosen field and will have the qualities necessary for employment in situations requiring the exercise of personal responsibility and decision-making.

1.5. Where can the qualifications lead to?

On successful completion of the Level 5 Higher National Diploma, students can develop their careers in the Sport & Exercise Science sector through:

- Entering employment
- Continuing existing employment
- Linking with the appropriate Professional Body
- Linking with the appropriate certificates
- Committing to Continuing Professional Development (CPD)
- Progressing to university: BSc (Hons) Sport and Exercise Science; BSc (Hons) Sports Studies

2. Programme structure

2.1. Course structure

Year 1	Level	Credits	Year 2	Level	Credits
Nutrition*	4	15	Research Project*	5	30
Fundamentals of Sport & Exercise psychology*	4	15	Performance Analysis	5	15
Anatomy & Physiology*	4	15	Physical Education & School Sport/Teaching Practice	5	15
Professional skills*	4	15	Work Experience	5	15
Training, Fitness, Testing	4	15	Exercise Physiology	5	15
Biomechanics	4	15	Entrepreneurism in Sport	5	15
Injury prevention	4	15	Psychology for performance	5	15
Community coaching	4	10		Total	120
*Core modules	Total	120	Course total 240 credits		

2.2. Units, Credits, Total Qualification Time (TQT) and Guided Learning (GL)

2.2.1. Each 15 credit unit approximates to a TQT of 150 hours and 60 hours of GL.
Examples of activities that contribute to TQT include:

- Independent and unsupervised research/learning
- Unsupervised compilation of a portfolio of work experience
- Unsupervised coursework
- Pre session reading
- Unsupervised work-based learning

2.2.2. Pearson BTEC Level 4 HNC in Sport and Exercise Sciences

- Qualification credit value: a minimum of 120 credits
 - Mandatory core unit credit: 60 credits
 - Specialist unit credit: 60 credits
 - All 8 units must be attempted
 - You must achieved at least a pass in 105 credits (7/8 units)

2.2.3. Pearson BTEC Level 5 HND in Sport and Exercise Sciences

- Qualification credit value: a minimum of 240 credits
 - Mandatory core unit credit: 30 credits.
 - Specialist unit credit: 90 credits
 - Completed/attempted 240 credits, achieved at least a pass in 105 credits at level 4 and 105 at level 5 (7/8 units)

2.3. Calculation of the final qualification grade

Learners will be awarded a pass, merit or distinction qualification grade by the aggregation of points gained through the successful achievement of individual units. **The graded section of both qualifications is based on the learner's performance in all level 5 units (all 120 credits are counted).** The number of points available is dependent on the unit grade achieved and the credit size of the unit.

Units that have been attempted but not achieved, and subsequently granted compensation, will appear as 'Unclassified'; i.e. a 'U' grade, on the student's Notification of Performance, that is issued with the student certificate.

Points available per credit at specified unit grades

Points per Credit		
Pass	Merit	Distinction
4	6	8

Qualification grades Pearson BTEC Level 5

Points Range	Grade	
420-599	Pass	P
600-839	Merit	M
840+	Distinction	D

2.4. Compensation Provisions for the HND

You can still be awarded an HND if you have attempted but not achieved a Pass in one of the 15 credit units completed at level 4 and similarly if you have attempted but not achieved a Pass in one of the 15 credit units at level 5..

3. Module information

3.1.1. Year one learning outcomes

Unit 1: Nutrition

By the end of this unit students will be able to: 1. Identify the main components of nutrition for optimal health and sports performance 2. Explain the main components of the digestive system and the factors that affect optimal function 3. Investigate the connection between food consumption and disease 4. Explore a range of specific diets, with particular focus on their dietary principles

Unit 2: Fundamentals of Sport & Exercise Psychology

By the end of this unit students will be able to: 1. Identify appropriate theories and principles relevant to motivation and the impact they have on sport and exercise participation 2. Describe the effects of self-efficacy on sport and exercise participation and performance 3. Recognise the impact of group processes, cohesion and leadership on successful participation in sport and exercise 4. Analyse the impact of sport and exercise participation on psychological wellbeing.

Unit 3: Anatomy & Physiology

By the end of this unit students will be able to: 1. Identify the key structures of the skeletal system 2. Describe the structure and function of muscles 3. Explore the structure and function of the cardiovascular system 4. Discuss the structure and function of the respiratory system.

Unit 4: Professional Skills

By the end of this unit students will be able to: 1. Discuss the skill requirements of a sport scientist 2. Explore the research process within Sport and Exercise Science 3. Examine quantitative research methods within Sport and Exercise Science 4. Review literature relevant to Sport and Exercise Science.

Unit 6: Training, Fitness, Testing

By the end of this unit students will be able to: 1. Explain the principles of training for sport and exercise 2. Assess the fitness levels of different sport and exercise participants 3. Plan safe and effective fitness training programmes for sport and exercise participants 4. Carry out safe and effective fitness training programmes for sport and exercise participants

Unit 9: Biomechanics

By the end of this unit students will be able to: 1. Describe biomechanical principles in sporting contexts 2. Develop biomechanical techniques to record sport performances 3. Carry out notational analysis of performance 4. Explore sport performances against biomechanical models.

Unit 11: Injury Prevention

By the end of this unit students will be able to: 1. Investigate the theory of the pain gate cycle and link to injury identification 2. Explain the benefits of different types of injury prevention and relevant holistic approaches 3. Identify the professionals involved in injury prevention and their specific roles 4. Design an injury prevention programme for a specific sport scenario.

Unit 12: Community Coaching

By the end of this unit students will be able to: 1. Describe a range of community sport initiatives and policies, both contemporary and historic, which have shaped coaching practice 2. Plan an effective coaching session, underpinned by relevant theoretical concepts, aimed at a specific population group or community context 3. Deliver an effective practical coaching session that addresses the needs of a specific population group or community context 4. Discuss the potential for sport to be used as a tool for addressing wider societal issues.

3.1.2. Year two learning outcomes

Unit 14: Research Project

By the end of this unit students will be able to: 1. Examine appropriate research methodologies and approaches as part of the research process 2. Conduct and analyse research relevant to a Sport research project 3. Communicate the outcomes of a research project to identified stakeholders 4. Reflect on the application of research methodologies and concepts.

Unit 16: Performance Analysis

By the end of this unit students will be able to: 1. Evaluate the methods used to analyse sports performance 2. Create a performance profiling system to indicate the key requirements of a selected sport 3. Analyse the sports performance of individuals 4. Carry out a post-event analysis to provide feedback to aid the development of sports performance.

Unit 22: Physical Education & School Sport

By the end of this unit students will be able to: 1. Examine the expectations, principles and practice of Physical Education curriculums and school sport 2. Review the role of Physical Education and school sport in contributing to the growing child 3. Plan a practical activity for a selected age group 4. Evaluate a practical activity for a selected age group

Unit 25: Work Experience

By the end of this unit students will be able to: 1. Investigate different work experience opportunities within the sport industry 2. Develop a work experience placement 3. Undertake a work experience placement 4. Evaluate the work experience placement.

Unit 26: Exercise Physiology

By the end of this unit students will be able to: 1. Communicate the physiological basis of exercise 2. Discuss the acute changes and chronic adaptations as a result of aerobic and anaerobic exercise 3. Investigate factors that can impact upon acute and chronic adaptations to exercise and training 4. Examine the physiological demands of specific sport and exercise activities.

Unit 29: Teaching Practice

By the end of this unit students will be able to: 1. Explore a range of techniques for teaching physical education 2. Plan a sequence of lessons for an area of physical education 3. Undertake a sequence of lessons in an educational setting 4. Examine the effectiveness of chosen teaching approaches.

Unit 30: Entrepreneurism in Sport

By the end of this unit students will be able to: 1. Explore the key characteristics and skills of entrepreneurs 2. Examine the factors that have contributed to the growth and development of entrepreneurships 3. Investigate the development of a business idea suitable for the sports

industry 4. Produce a business start-up plan, suitable for a new entrepreneurship within the sports industry

Unit 32: Psychology for Performance

By the end of this unit students will be able to: 1. Examine the role of sport psychology in performance development 2. Explore the psychological state of different athletes 3. Plan psychological skills training programmes to improve sports performance 4. Implement psychological skills training programmes to improve sports performance.

4. Teaching, learning and assessment

4.1. Teaching and Learning Methods

Learners will have 480 global teaching hours on the programme each year (including tutorial activities).

Modules tutors will use a variety of delivery techniques teaching, these may include:

- Lectures and seminars- focus is on sharing knowledge through the use of presentations and discussions
- Workshops- used to build on knowledge shared via tutors and seminars (can be both theoretical or practical)
- Tutorials- focused one-to-one support, involves setting and reviewing targets
- Group tutorials- bring together research skills, study and time management skills
- Blended learning- A combination of face-to-face learning and online learning to enable students to gain personalised support, instruction and guidance while completing assigned activities and tasks remotely.

4.2. Assessment methods

Throughout the course learners will be assessed using varied forms of evidence; some of the main types of assessment used are:

- Written reports
- essays
- In-class tests
- Examinations
- Work-based projects
- Academic posters
- Presentations
- Recordings of interviews/role plays
- Working logbooks/reflective journals
- Time-constrained assessment

4.2.1. Summative assessment methods include:

- Each module will include a variety of methods from the list above. Each assessment covers a number of learning outcomes to enhance the links students make and to reduce the amount of assessment.
- Individual written/oral feedback is provided within 3 working weeks of the submission date.

4.2.2. Formative assessment for learning and feedback includes:

- Interactive lectures and question & answer sessions can be used to examine student understanding and identify any additional guidance required.
- Group activities involve students actively contributing to, leading and participating in discussions and debates on a wide range of subject areas, undertaking games or group activities allowing immediate assessment and feedback.
- Subject related tutorials are led by the course tutor and aim to address a particular module or assignment. These tutorials can be linked to workshop sessions where necessary.
- Workshops are for students to develop skills in self-directed study with the support of tutors. These sessions will be supported by staff but not staff led. There will also be self-

directed time for students to further develop these skills and spend time reading around topics using a variety of recommended sources.

- Extension activities/quizzes/Discussion forums on Moodle.
- Practical coaching and gym based sessions will give the students opportunity to develop practical coaching and gym instructor skills, developing team-working, interpersonal, people management and problem solving skills.
- Presentations are used to support research skills, organisation, time-management skill and are also a confidence-building tool.
- The need for IT support in general will be identified and where necessary, IT workshops will be organised.
- Diagnostic testing identifying Maths and English support where necessary.

5. Support for Students and Their Learning

Student progression on course is supported both by subject tutors and central University services and includes:

- An induction programme introducing new students to the subject of study, higher level skills that need to be developed, and the college facilities (including the library, IT facilities, staff and other students).
- College and course handbooks available in print and electronic format on Moodle and on USB sticks.
- Personal and academic support is integrated in teaching provided by supportive and accessible tutors and identified 1:1 support sessions are also available throughout the academic year.
- A modern well-equipped library and up-to-date ICT equipment is supported by the introduction of industry specific software.
- Study skills sessions integrated in programme.
- Personal development planning sessions integrated into programme via specific Personal Development Plan sessions and a Personal Skills Development module.
- Access to counsellors and support for students with additional needs.
- Written assignment / assessment feedback (normally provided with 3 weeks of assessment submission).
- Regular 1:1 and group tutorial support
- Access to regularly updated course section and college wide sections on the college's intranet Moodle.
- Dedicated HE area for taught sessions
- Human Performance Lab with up to date equipment.
- Sports hall, Gym, Dance Studio and 3G AstroTurf is available for practical sessions.
- Range of specialist sports analysis software.

6. Employability

6.1. Transferable employability and academic study skills

Students need both relevant qualifications and employability skills to enhance their career prospects and contribute to their personal development. A range of employability skills are embed throughout the programme in preparation for employment:

- Cognitive and problem-solving skills: critical thinking, approaching no routine problems by applying expert and creative solutions, use of systems and digital technology, generating and communicating ideas creatively.
- Intra-personal skills: self-management, adaptability and resilience, self-monitoring and self-development, self-analysis and reflection, planning and prioritising.
- Interpersonal skills: effective communication and articulation of information, working collaboratively, negotiating and influencing, self-presentation.
- Commercial skills: sector awareness; sales; marketing/promotion; budget management/monitoring;
- Business skills: awareness of types of companies, company formation, invoicing, calculating fees, business management

6.2. The University commitment to student employability

This programme is part of Solihull College's commitment to meeting the needs of local, national and international employers by delivering a diverse range of educational models including part-time and work-based study for learners drawn from non-traditional backgrounds in addition to internal progressions from FE vocational programmes.

As part of this commitment, the HND Sports & Exercise Science will:

1. Support students by providing professional, impartial advice and guidance to enable students to make considered career decisions before and during their studies to enable them to be prepared for their future employment and development by:
 - identifying the skills needed for progression into employment,
 - enhancing their existing employment prospects.
2. Provide subject-related resources and information on local, national and international labour markets;
3. Be responsive to the needs of employers in order to maximise students' employability and career progression prospects;
4. Include study skills which will improve students' academic writing and research capabilities to enable further study and facilitate career progression;
5. Support equality and diversity, and minimise barriers to learning, as described in the college's Equality Policy which can be found on the website under Mission and Policies.
6. Ensure that employers play a key part in module content, course design and assessment criteria by formally seeking their views through employer forums, staff liaison visits, work experience coordinators, meetings with industry groups, and the use

of a specialist employer service researcher to help to ensure that the course content meets industry expectations and requirements;

7. Include professional qualifications such as a coaching qualifications and first aid qualifications thus leading to recognition by professional bodies such as REPs.
8. Provide students with assistance in finding work placements which provide appropriate developmental opportunities and relate to current or intended career interests. Historically placements have included local schools, NHS Physiotherapy departments, Professional Sports Clubs and Leisure Providers.
9. Utilise the expertise, resources and facilities of other staff members with industry experience to ensure that students have the greatest opportunities to progress into employment.
10. Attendance at graduate and career events held across the country with the opportunity to network with potential employers.

7. Progression

Progression

After successful completion of the HNC in year 1, learners are invited back to completed the full HND in year 2.

After successful completion of the HND in Sport & Exercise Science the students have the option of completing a top up degree in a relevant subject or joining an Honours Degree Programme at year 2 or 3. Solihull College offer a degree in BSc (Hons) Applied Sport & Exercise Sciences (Top Up), validated by Oxford Brookes. Students can apply for this course but will have to satisfy any entry requirements that the course may have. These can be academic requirements and also non-academic requirements such as completing an interview or having a placement secured.

Alternatively, students can go on to pursue employment in a wide array of workplaces.

8. Evaluating the Quality of Teaching and Learning

Methods for evaluating and improving the standard of teaching and learning:

- Student feedback questionnaires(First Impressions and Spring Survey)
- Students Course review and module review at the end of each module
- Student input to the Programme Quality Board held twice a year.
- Student representations made through the HE Student Council.
- Action areas fed by the above to the course based Annual Monitoring report.
- Findings of the teaching observation scheme and recommendations for improvement that are made
- Sampling of assessed work by External Examiner
- Annual Monitoring Report and Quality Improvement Plan
- Internal Verification process within teaching team
- Fortnightly team meetings.

9. Regulation of Assessment

An Annual Monitoring Report (AMR) is completed every year, the last section of which is a Quality Improvement Plan (QIP), written by the course leader with help and input from the teaching and tutoring team. This is passed to the Head of School of School for Sport & Public Services for audit and from there to the HE Quality and Standards Board.

Assessment and assessment briefs are regulated by the internal verification system for the programme.

External examination of assessment and of the provision and standards of teaching are regulated by Pearson BTEC. The programme is periodically revalidated by Pearson BTEC. Pearson BTEC appoints the External Examiner who visits annually and submits a report. The External Examiner works with the programme manager to consider and review the quality of the assessment planning, the validity of assessment decisions and the consistency of the assessment process.

The programme is also subject to periodic review by QAA (IQER).

10. Enhancement

Actions identified in the evaluation process are developed into the enhancement plan for the improvement of teaching and learning across the whole programme. A Quality Improvement Plan (QIP) is produced which feeds into the Faculty Higher Education (HE) SAR, which is then reported at the HE Quality and Standards Board.

Good practice in Teaching and Learning is developed through regular staff development and staff meetings at programme and school level. Lecturers take part in Internal Verification of fellow lecturer's assignments and assignment briefs.

Development and enhancement of individual lecturers knowledge of up to date business practices and of modern teaching practices is ensured through the annual appraisal scheme. Lecturers are encouraged to identify their own needs and to make their own arrangements with suitable companies to update their skills and knowledge. Lecturers can undertake further qualifications, attend external conferences and briefing sessions, and undertake online training as appropriate.

Enhancement of the student learning experience takes place via the arrangements of visits both academic and social, the introduction of speakers from outside the College, usually from a related background. Use is also made of the skills and knowledge of the specialist administrators within the College. All this increases the experience of the student and also adds to their knowledge and understanding on a more practical level.

11. Programme Resources

- Dedicated Higher Education teaching area.
- Dedicated Higher Education computing area.
- Vocationally relevant equipment
- Student resource facility for the loan of specialist equipment (e.g. lap top computers, digital cameras, video cameras etc.)
- Human Performance Lab
- Gym, Dance Studio, Sports hall
- 3G Astroturf
- Well stocked library with frequent review and update of books.
- E-library resources.
- College laboratory facilities equipped for practical experiments.
- A wide range of external links with industry for student trips or external specialist speakers.

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 can be found in the programme handbook.

Document History

1. 01/09/10
2. Amendments made 14/02/11
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