



Section 1: BASIC INFORMATION

1.1	Awarding Institution:	University of St Mark & St John
1.2	Teaching Institution:	University of St Mark & St John
1.3	Locus of Delivery:	University of St Mark & St John
1.4	Final Award Title:	Foundation Degree in Science
1.5	FHEQ Level:	4 and 5
1.6	Programme Title:	Sport, Fitness and Health Science
1.7	Mode and Duration of Study:	Part time – four years
1.8	UCAS Code(s):	N/A
1.9	Admission Criteria:	<p>Applicants must have been selected and be concurrently undertaking the: Royal Army Physical Training Corps Class One Instructor Programme</p> <p>Admission to the RAPTC Class One Course requires:</p> <ul style="list-style-type: none"> • Numeracy and Literacy at Level 2 • Completion of the All Arms Physical Training Instructors Course • PTI Experience • Completion of the RAPTC Class One selection course
1.10	Accrediting Professional Body/ PSRB:	None
1.11	QAA Subject Benchmarking Group(s):	Benchmark Statement Unit 25: Hospitality, Leisure, Sport and Tourism (2008)
1.12	Other External Points of Reference:	<p>QAA: The framework for higher education qualifications in England, Wales and Northern Ireland (2008)</p> <p>QAA Foundation Degree Qualification Benchmark (2010)</p> <p>Skills Active: Foundation Degree Sector Framework for the Active Leisure and Learning Sector (2006)</p>
1.13	Language of Study (for learning, teaching and assessment):	English
1.14	Work-Based Learning Arrangements:	Work-based learning is embedded throughout the programme. Module SPOD01 is a specific placement/work based learning module for the programme.

1.15	Foundation Degree Progression Routes:	N/A
1.16	Arrangements for Distance Learning:	Each module on the programme will reside within LearningSpace (Virtual Learning Environment (VLE)) providing a central repository and familiar interface to access all learning materials
1.17	Original Date of Production:	
1.18	Date of Commencement:	1 st September 2013
1.19	Review Date:	By 31 st August 2019
1.20	Date(s) and Nature of Revision(s) to this Programme:	01/09/16: ASPD01 change to assessment and assessment weightings.

2. Programme Outline

The FdSc in Sport, Fitness and Health Science is a bespoke programme designed for the Royal Army School of Physical Training (RASPT) Class One Instructors (PT). The overarching aim of the programme is to establish a framework of academic study that underpins the knowledge and practical application skills gained throughout the extensive in-service PT Course and to provide a consolidating civilian qualification that reflects academic understanding and professional responsibilities in sport, fitness and health. The FdSc has been designed to help learners develop a critical understanding of the concepts, theories and principles pertaining to the safe and effective delivery of sport, fitness and health programmes. The FdSc aims to integrate academic and work-based learning through close collaboration with the RAPTC.

As the programme is designed for personnel already engaged in work based learning and training, a key aim is to enhance learners' opportunities for continuing professional development via the provision of pathways for lifelong learning and an opportunity to progress to further academic qualifications. FdSc students will embark upon a programme of learning that will cover academic, personal and professional development. Key modules will focus on developing the academic skills required to understand, interpret and critically evaluate contemporary issues in sport, fitness and health.

The FdSc aims will integrate the academic and work-based learning through close collaboration with the RAPTC. The RASPT typically provides educational programmes that cover a wide variety of both academic and practical subjects. Students entering onto the FdSc programme will have previously learnt instructional techniques and the practical aspects of taking PT classes and have studied anatomy and physiology, fitness, diet & nutrition, circuit and weight training, sports injuries, fitness testing, sports administration, basic coaching and officiating in sports. The University of St Mark & St John will deliver a series of modules that will provide the academic underpinning for these studies. Students who gain the award of FdSc Sport, Fitness and Health Science will have demonstrated core academic skills, intellectual ability and key transferable skills which are informed by the QAA Benchmarks for Foundation Degrees.

3. Programme Aims

The overarching aim of the programme is to enable students from non-traditional backgrounds to have the opportunity to fulfil their academic potential and gain a level 5 Higher Education civilian qualification that reflects their knowledge, skills and critical understanding of sport, fitness and health.

The general aims of the programme are to:

- Develop students' critical thought, intellectual reasoning and practical skills for application to diverse settings.
- Help students from varied cultural and social backgrounds to fulfil their potential in both intellectual and practical domains.
- Provide a stimulating and caring learning environment in which students feel secure and motivated to learn.
- Prepare students for employment or postgraduate study by equipping them with a diverse range of skills.

The specific aims of the programme are to:

- Provide students with a comprehensive knowledge and critical understanding of the underlying concepts, theories and principles in the context of sport, fitness and health.
- Develop a critical understanding of human response and adaptations to fitness from both a sports and a health perspective.
- Allow students to interpret, design, implement and evaluate training modalities and health strategies that are transferable and not limited to a military population.
- Allow students to develop and apply their research skills within sport, fitness and health with an appreciation of moral, ethical, education and legal issues.

The FdSc in Sport, Fitness and Health Science is guided by the Quality Assurance Agency (QAA) Subject Benchmark Statement (2008) for "Hospitality, Leisure, Sport and Tourism (HLST)". Whilst subject benchmark statements primarily designed to inform the development of Bachelor's degree with honours programmes they are also considered valuable for groups preparing Foundation Degree programmes which are designed to provide progression routes to Bachelor's degrees. The benchmarks reflect current thinking and practice in learning, teaching and curricula which have been identified within the subject communities by their subject bodies, supported by the Higher Education Authority (HEA) HLST Network. The QAA benchmark statements subscribe to the Council of Europe's (2001) definition of sport which states that:

"sport means all forms of physical activity, which through casual or organised participation aim at expressing or improving physical fitness and mental well-being, forming social relationships or obtaining results in competition at all levels."

Furthermore, modern programmes which study sport are likely to include health, physical activity and exercise and could cover the social and scientific elements and therefore encompass a wide range of concepts. This is consistent with the aims of the FdSC programme.

The FdSc programme is science oriented programme and typically incorporates:

- The study of human responses to sport and exercise
- The study of the performance of sport and its enhancement, monitoring and analysis
- The study of the historical, social, political, economic and cultural diffusion, distribution and impact of sport.

4. Programme Learning Outcomes

The programme outcomes emphasise the range and level of capabilities which all FdSc Sport, Fitness and Health Science students should have achieved upon completion of the programme. These outcomes will be promoted and developed throughout the programme. The modules have been designed to ensure that the students have the opportunity to be assessed in a variety of skills throughout the programme. Specific information about the learning outcomes for each module is provided within the module descriptors.

Knowledge & Understanding

By the end of this programme FdSc Sport, Fitness and Health Science students should be able to demonstrate:

1. A solid foundation of knowledge that supports a critical understanding of the academic process and the disciplines associated with their field of study and the way in which those principles have developed.
2. A comprehensive understanding of the theory underpinning human structure, function and performance.
3. A critical understanding of how physical activity and exercise interventions can affect occupational health and performance.
4. An understanding of the moral, ethical and legal issues which underpin professional practice.
5. Ability to apply the concepts and theories associated with sport, fitness and health through a range of work and leisure contexts.

Intellectual Skills

By the end of this programme FdSc Sport, Fitness and Health Science students should be able to demonstrate:

6. A capability of employing independent thinking and research skills to critically assess and evaluate contemporary literature and evidence to develop a reasoned and informed argument.
7. The ability to describe, analyse, interpret and present data using a variety of appropriate techniques.
8. The ability to use and interpret knowledge and information to solve problems in theoretical and practical contexts.
9. The ability to research and critically evaluate theories, principles and concepts in Sport, Fitness and Health with minimal supervision.
10. The ability to apply existing theories, concepts and techniques to solve new problems.

11. The ability to take responsibility for their learning and continuing professional development and display evidence of the ability to engage in reflective practice, personal development planning and professional development.

Transferable/Key Skills

By the end of this programme FdSc Sport, Fitness and Health Science students should be able to demonstrate:

12. The ability to utilise effective written and verbal communication skills to convey ideas, principles, theories and arguments effectively in a variety of forms.
13. The ability to critically reflect and evaluate personal strengths and weaknesses.
14. The ability to work individually and as part of a team member and to take responsibility for leadership where appropriate.
15. The ability to select and manage information using appropriate ICT, including the internet, word processing, spreadsheets and statistical software packages.
16. The ability to select and use appropriate quantitative and qualitative techniques for data collection, presentation, analysis and problem solving.
17. The confidence to challenge received opinion and debate in a professional manner.

Practical Skills

By the end of this programme FdSc Sport, Fitness and Health Science students should be able to demonstrate:

18. A proficiency in applying their knowledge of sport, fitness and health within practical settings within, but not exclusive too, the workplace.
19. Safe and effective field based practice; to include risk assessment and the identification of emergency procedures.
20. The ability to undertake appropriate needs analysis to inform progressive training design for athletic performance in different populations.
21. The ability to select and employ a range of practical techniques to facilitate exercise adherence and programme adherence.
22. The capacity to demonstrate practical and organisational skills through planning and delivery of sport, fitness and health related programmes and events.

An overview of the learning outcomes mapped against the FdSc modules is presented in Appendix 1.

5. Learning and Teaching Methods

The FdSc Sport, Fitness and Health Science programme offers learners access to higher education ensuring equality of opportunity and widening participation through a range of learning and teaching strategies. As a complement to the extensive practical focus undertaken by Class One PTs the FdSc aims to underpin the learner's academic knowledge and understanding.

Following successful award of credit via accreditation of prior and concurrent learning students will embark on the programme of study which includes 60 credits across three modules.

A range of learning and teaching approaches are utilised to enable flexible, student-centred learning. The strategies used aim to develop student approaches to learning which will facilitate reflection and analysis, aid application of theory to practice and develop critical awareness. It will employ a variety of approaches including laboratory practicals, lead lecturers, seminars, focus groups and on-line e-learning delivery. An outline of the University's resources for delivering distance learning programmes is presented in the appendix 2.

Teaching and learning methods used to engage students in the learning process and to support student achievement of the programme aims include:

- Case Studies:** A group of people, or an individual, engaged in study or work, based on a 'real life' situation in a practical field.
- Computer Based Learning /E-Learning** Computer and network enabled transfer of skills and knowledge, using electronic applications and processes to learn.
- Directed Study and reading:** Time set aside by the teacher for learners to study a particular subject.
- Group lectures:** Subject introduced and delivered by the teacher in a specific time which transmits information
- Independent learning:** Activities where an individual learner conducts research, or carries out a learning activity, independently of others.
- Practical sessions:** Student activity, e.g. learning a skill or group work. This can also include laboratory sessions and conditioning sessions in the fitness suite.
- Peer group study:** A learning event in which one learner, or a small group of learners, helps other learners with a particular subject.
- Presentations:** Typically refers to when a learner, guest speaker, explains or shows some content to a learning audience; similar to a lecture.
- Seminar groups:** A small group of individuals who meet collectively to discuss topics previously introduced on the course. Seminars typically entail some preparation (e.g. reading of an essay or paper) followed by discussion.
- Tutorials:** One-to-one teaching (learner to teacher) usually for counselling purposes based on the learners work. Given the distance learning element of the programme these may be conducted over the telephone or via tele-conference.
- Virtual Learning Environment:** A software system designed to support coaching and learning in an educational setting. A variety of innovative reusable and blended learning and assessment materials can be utilised through this medium.

6. Assessment

Assessment within the modules follows University regulations. The assessment strategy of the FdSc programme uses a holistic approach incorporating formative (e.g. SPOC01) and summative achievement of Learning Outcomes. The underpinning philosophy of assessment for the programme enables students to develop their academic skills in a progressive and logical manner, and to indicate to both staff and students the level of skill, knowledge and understanding that each individual has attained. This approach provides students with opportunities for feedback on progress and development. Module Learning Outcomes are explicitly stated in module teaching programmes and incorporated into assignment marking criteria to guide the student.

A broad range of assessment strategies will be used in the programme to support the development of knowledge and understanding, as well as providing opportunities to foster key and transferable skills. Throughout the taught modules formative assessment will be employed to support students in their learning and development. This will be conducted in a supportive environment in both staff-led and student-led situations. This will support an objective approach to assessment against the academic criteria. Summative assessment will be via coursework and/or examination. By the end of the course students will have experienced a range of assessment methods, which should indicate the capacity to synthesise the different elements of the foundation degree route. Assessment methods will include:-

Case study:	An analysis of a real-life example within the field of sport, fitness and health.
Electronic Assessment:	Online assessment incorporating ICT to demonstrate knowledge of sport, fitness and health in topics.
Essay:	A written academic response to a question pertaining to sport, fitness and health requiring the synthesis and analysis of subject information and the development and construction of a sound rational and or reasoned argument.
Extended Essay:	An extended essay which enables students to demonstrate an understanding of a particular element of the course in detail. The essay will provide an opportunity for student to display the skills of analysis, investigation and evaluation and dissemination of a topic.
Formal examination:	Usually takes the form of essay questions, but also other forms, such as seen/unseen exams, multiple choice questions, short answer questions, or any combination, which are taken under examination conditions.
Oral Presentation:	A talk illustrated/supported by a variety of audio-visual aids, which demonstrates knowledge and understanding of a topic.
Portfolio/E-portfolio/ Resource File:	A resource folder containing a collection of evidence associated with the learning outcomes of a module. This usually requires several different formats and may typically include essays, reports and presentations. A compilation of weekly tasks or learning outcomes achieved by the student is

	presented as evidence.
Poster Presentation:	Presentation of data/information/critical analysis in a visual 'poster' format to include brief verbal delivery and defence of questions posed on the topic specific to the information contained within the poster. Assesses knowledge of the selected topic and effective communication skills
Research proposal/ Literature Review:	A brief written plan which indicates clearly and succinctly a proposal or literature review.
Reflective journal:	An evaluative or critically reflective piece of writing that identifies key issues, challenges, and 'learning' that is the relevant to the students' experiences. Similar to a Report, but less prescribed in its format.
Report:	A written response structured in an agreed format, based on individual research of a selected topic. This may include practical research.

7. Programme Specific Regulations

The FdSc programme is studied over the 6 month period of the Class One Instructor Course. The FdSc is divided into units called modules that typically have a credit of 20 CATS points. To achieve the level required for the FdSc, students are required to complete the equivalent of twelve 20 credit modules (240 CATS points).

The following modules are non-condonable and must be completed by all students:
SPOD03, SPOD01, ASPD01

In order to be considered for the award of the FdSc, students must be successful in completion of the RAPTCL.

8. Work-Based Learning/Placement Learning

The programme is designed as programme for personnel already engaged in work based learning and training. As such a considerable proportion of the content will address occupational needs and requirements. For example, when undertaking academic skills modules such as SPOD03 the content of written essays will reflect the work based practices of the students. The FdSc degree has one compulsory work-based element through the module SPOD01 (Placement Learning: Integrating Theory with Practice 1) that runs throughout the programme.

9. Programme Structure

The FdSc course is a bespoke programme designed to be delivered concurrent with the 30 week intensive RASPT Class One Instructor programme. In recognition of the knowledge, skills and understanding gained via certificated, non-certificated and experiential learning undertaken on the PT programme 120 CATS points will be awarded at Level 4 via accreditation of prior learning. 60 CATS points will be awarded at Level 5 via accreditation

for concurrent learning taking place during the 30 week RAPTC Class One Course. Identification of the timing of Accreditation of Prior Learning, within RAPTC Physical Instructor Training and work experiences, is presented in Appendix 3. The remaining 60 CATS points will be achieved via the completion of 3 x 20 Credit modules. These are:
 SPOD03: Professional Development and Academic Skills
 SPOD01: Placement Learning: Integrating Theory with Practice
 ASPD01: Research and analysis in Sport Health Science and Coaching
 An overview of all FdSc programme modules is presented in table 1.

Table 1: Overview of modules required for the fulfilment of the FdSc in Sport, Fitness and Health

Certificate Level (Level 4)		
Module Code	Module Title	Credit
HEPC04	Introduction to Exercise Programming	20
HEPC01	Sport & Exercise Physiology and Anatomy	20
HEPC03h	The Fitness Professional	10
OAEC02	Outdoor Adventure Lands Skills	20
SPOC02	Foundations of coaching, teaching, instructing and communication	20
SPOC03	Applied Health Fitness and Nutrition	20
SPOC04h	Health and Safety in Recreational and Physical Training	10
Diploma Level (Level 5)		
ASPD01	Research and analysis in Sport Health Science and Coaching	20
COADO4	Coaching Theory and Practice	20
HEPD03	Exercise Programming	20
HEPD05	Health and Training Fitness Principles	20
SPOD03	Professional Development and Academic Skills	20
SPOD01	Placement Learning: Integrating Theory with Practice 1	20

*All delivered modules are non-condonable modules and are highlighted in bold.

As schematic for the awarding of module credits is presented in figure 1 (overleaf).

10. Career Progression and Employability

On completion of the six month programme RAPTCI hold the rank of Sergeant or Warrant Officer. Career progression exists within the Army structure for individuals who have demonstrated aptitude, knowledge and drive. On leaving the Armed Services there are a range of career progression and employability opportunities available for FdSc graduates. Immediate employability opportunities include the health and fitness industry as personal trainers, coaches, fitness professionals etc working independently or in the public and/or private sector. With the FdSc the wider employment market becomes available. The practical application of sport, fitness and health established on the Class One Instructor

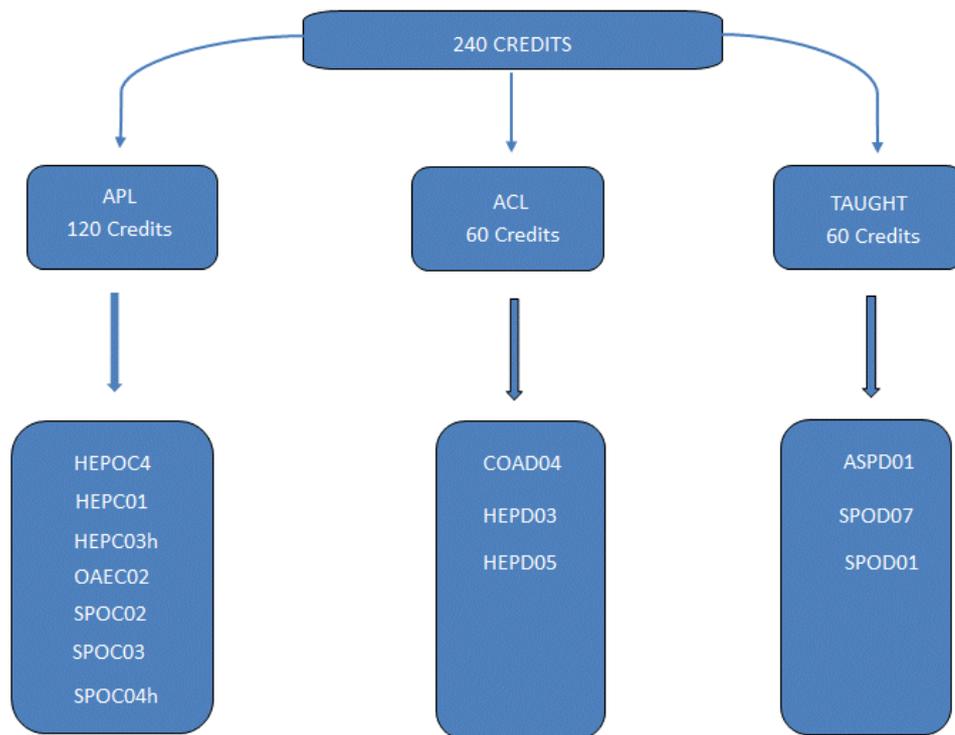


Figure 1. Schematic representing the awarding of module credits via CATS points, bridging work and taught modules required for the fulfilment of the FdSc Sport, Fitness and Health Science

programme combined with the academic skills developed through completion of the FdSC prepare the graduate to compete more widely for employment across the fitness, sport and leisure sector. It will also provide a solid foundation from which to explore other careers. The programme permits progression onto top-up degree programmes with the potential to continue onto postgraduate study.

The University of St Mark & St John currently delivers a BSc (Hons) in Strength and Conditioning which has been tailored to meet the requirements of Armed Forces students. This affords foundation degree students the opportunity to complete a level 6 qualification and apply their learning to wider sporting contexts.

11. Quality and Standards

The quality of the student experience and the standards of the awards are managed and quality assured through the normal University regulations and procedures. The FdSc Sport Fitness and Health programme pays due regard to the University-wide Quality Assurance Frameworks. Student achievement and progression is managed through the Module Assessment Boards (MABs) and the Progression and Award Boards (PABs). Programmes are reviewed annually through University annual monitoring processes, including external examiner contributions, and incorporate student feedback mechanisms.

13. Student Support and Guidance Support for students and student learning

The University recognises the value of the whole student experience within Higher Education and students have full access to University facilities for academic and pastoral support and guidance. The Student Support team offers a confidential and comprehensive service to guide and support students through their studies in the following areas:

- Academic Advice
- Academic Skills
- Disability and Inclusion Advice Service
- Employability and Careers Development
- Health
- Student Counselling and Well-being

Student support and guidance is further promoted by the following:

- Personal tutors for every student in the University
- Academic tutorial staff, including programme leaders, module leaders and tutors
- Extensive library, and other learning resources, and facilities
- Library and study skills guidance material
- Programme handbooks, and module guides.

Appendix 1: Learning outcomes mapped against the FdSc Sport, Fitness and Health Science modules

Programme Learning Outcomes (PLOs) mapped against Modules																								
	Module	Knowledge and Understanding					Intellectual Skills					Transferable/Key Skills							Practical Skills					
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	
Level 4	HEPC04		✓	✓	✓	✓					✓	✓	✓		✓	✓	✓		✓	✓	✓	✓	✓	
	SPOC02	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓		✓	
	SPOC03			✓			✓			✓		✓	✓		✓	✓				✓				
	HEPC01		✓					✓		✓	✓	✓	✓			✓	✓			✓				
	HEPC03h				✓	✓			✓		✓	✓	✓			✓			✓				✓	
	OAEC02					✓									✓				✓	✓	✓		✓	
	SPOC04h			✓		✓					✓				✓			✓	✓	✓			✓	
Level 5	COAD04				✓	✓						✓	✓	✓	✓			✓	✓			✓		
	HEPD03			✓	✓	✓		✓	✓	✓	✓	✓	✓	✓		✓	✓		✓		✓	✓		
	HEPD05			✓	✓			✓	✓		✓	✓	✓	✓	✓		✓		✓		✓	✓		
	SPOD01	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			
	ASPD01					✓			✓	✓		✓	✓		✓	✓	✓	✓		✓				
	SPOD03	✓	✓		✓	✓	✓		✓	✓	✓	✓	✓	✓		✓	✓		✓		✓			

Module codes presented in bold represent taught modules.

