



## PROGRAMME SPECIFICATION

### 1. General information

<b>Awarding body / institution</b>	Leeds Trinity University
<b>Teaching institution</b>	Leeds Trinity University
<b>Professional accreditation body</b> <i>(if applicable)</i>	n/a
<b>Final award</b> <i>(eg. BA Hons)</i>	FdA/Higher Education Certificate
<b>Title of programme(s)</b>	Foundation Degree: Supporting Learning: Sport, PE and Health Certificate of Higher Education in PE
<b>Subsidiary award(s)</b> <i>(if any)</i>	
<b>In the case of a Scheme of Study, the other Scheme(s) with which it may be combined</b>	BA Hons Top up Sport PE and Health (2yrs PT) BA Professional Practice
<b>Duration and mode(s) of study</b>	Cert HE – 1 Year Full Time FD – 2 Years FT Time
<b>Start date</b> <i>(this version) (month and year)</i>	Feb 2014
<b>Periodic review next due</b> <i>(acad. year)</i>	
<b>UCAS course code &amp; code name</b>	
<b>Delivery venue(s)</b>	Leeds Trinity University

### 2. Aims of the programme

Rationale and general aims
<ol style="list-style-type: none"> <li>1. For students to engage in a contextualized programme of study guided by employer engagement.</li> <li>2. To equip students with knowledge and skills to support curriculum P.E. and PHSE and in planning, delivery and evaluation of extended school physical activity and health programmes.</li> <li>3. To ensure students have a sound understanding of educational theories and practices relevant to their roles and institutions and to be able to engage in reflective practice demonstrating appropriate professional values.</li> <li>4. For students to adopt an ethical approach to study and research and to become critically aware of issues of individuals' rights.</li> </ol>

### 3. Student learning outcomes of the programme

#### Learning outcomes in terms of:

- knowledge and understanding (K)
- intellectual / cognitive / 'thinking' skills (I)
- physical skills specific to the subject (P)
- employability skills (E)

The 'K1', etc codes are used in section 7c) and module descriptors to refer to each of these learning outcomes.

#### Knowledge and understanding

- K1 demonstrate knowledge and understanding of the National Key Skills Framework including the demands of academic study [Key Skills Level 5];
- K2 demonstrate knowledge and understanding of a range of key principles, concepts and theories within the area of supporting learning and the way in which these have been developed;
- K3 demonstrate successful application in the workplace of the range of knowledge and skills learnt throughout the programme;
- K4 demonstrate knowledge and understanding of the ways in which adults can support learning and how to apply these principles in the workplace;
- K5 demonstrate knowledge of the main methods of enquiry into policies and practices in educational environments [including exploring values and assumptions] and be able to evaluate critically the appropriateness of different approaches to solving problems in this field of study and apply these in a work context;
- K6 demonstrate an understanding of the limits of their knowledge, and how this influences their work;
- K7 demonstrate an understanding of physical activity, physical education and health.

#### Intellectual / cognitive / 'thinking' skills

- I1: evaluate key documents related to sport, physical activity and health, education, learning and development, including government papers, legislation, policy and research, and take a reflective and critical approach to the study of development and learning of children and young people;
- I2: reflect on their reading and research in light of their professional experiences;
- I3: engage in critical review of assessment materials and data and how these support the development of learning in children and young people;
- I4: engage in intellectual debate orally and in writing regarding key principles and theories related to sport, physical education and health, child development, diversity and learning.

#### Physical skills specific to the subject

- P1: use subject-specific equipment safely and effectively;
- P2: demonstrate effective planning, teaching and evaluation of physical activities;

<b>Employability skills</b>	
E1	Self-management – ability to manage themselves and their development - readiness to accept responsibility, proactivity, flexibility, resilience, appropriate assertiveness, time management, readiness to improve own performance based on feedback/reflective learning.
E2	Teamworking – respecting others, co-operating, negotiating/persuading, contributing to discussions, and awareness of interdependence with others.
E3	Problem solving – analysing facts and situations and applying creative thinking to develop appropriate solutions.
E4	Communication and literacy – application of literacy, ability to produce clear, structured written work and oral literacy – including listening and questioning.
E5	Application of numeracy – manipulation of numbers, general mathematical awareness and its application in practical contexts (e.g. measuring, weighing, estimating and applying formulae).
E6	Application of information technology – basic IT skills, including familiarity with word processing, spreadsheets, file management and use of internet search engines.
E7	Entrepreneurship/enterprise - broadly, an ability to demonstrate an innovative approach, creativity, collaboration and risk taking. An individual with these attributes can make a huge difference to any business.
E8	World of work /business/customer awareness – demonstrate an awareness of an industry, sector or business. Understanding the environment in which the business/organisations operate and the need to provide customer satisfaction and build customer loyalty.
See also the generic objectives set out in section 4 below.	

<b>Statement of congruence with the relevant published subject benchmark statements</b> <i>(including appropriate references to the FHEQ and any PSRB, employer or legislative requirements)</i>
<i>All new programme submissions should be accompanied by copies of external advisory and regulatory documents relevant to the programme.</i>
This programme is congruent with the Common Core of skills and knowledge for the children’s workforce (HM Govt. 2005) and the QAA Foundation Degree qualification benchmark October 2004. Consideration has been given to the Integrated Qualifications Framework and the National Occupational Standards.

**4. Learning outcomes for subsidiary awards**

*This section should be retained verbatim in all honours degree programme specifications. Sets of standard wording for programme specifications for foundation degrees are available from AQSO.*

<b>Guidance</b>	<b>Generic learning outcomes for the award of <u>Certificate of Higher Education</u>:</b>
The assessment strategy is designed so that each of these outcomes is addressed by more than one module at Level 4.	On successful completion of 120 credits at Level 4, students will have demonstrated an ability to: i) interpret and evaluate data appropriate to the discipline;

<p>The assessment strategy is designed so that each of these outcomes is addressed by more than one module over Levels 4 &amp; 5.</p> <p>The assessment strategy is designed so that each of these outcomes is addressed by more than one module over Levels 4, 5 &amp; 6.</p>	<ul style="list-style-type: none"> <li>ii) make sound judgements in accordance with basic disciplinary theories and concepts;</li> <li>iii) evaluate the appropriateness of different approaches to solving problems within the discipline;</li> <li>iv) communicate the results of their work coherently;</li> </ul> <p>and will have had specific opportunities to display transferable skills relevant to employment related to the discipline.</p> <p><b>Generic learning outcomes for the award of <u>Diploma of Higher Education</u>:</b></p> <p>On successful completion of 240 credits, including 120 at Level 5, students will have demonstrated, <b>in addition to the outcomes for a Certificate:</b></p> <ul style="list-style-type: none"> <li>i) critical understanding of disciplinary principles;</li> <li>ii) application of concepts outside their initial context;</li> <li>iii) use of a range disciplinary techniques;</li> <li>iv) proficient communication of the results of their work;</li> </ul> <p>and will have had the opportunity to develop transferable skills relevant to employment related to the discipline including successful completion of at least one professional placement or school based training component.</p> <p><b>Generic learning outcomes for the award of an <u>Ordinary Degree</u>:</b></p> <p>On successful completion of 300 credits, including 60 at Level 6, students will have demonstrated, <b>in addition to the outcomes for a Diploma:</b></p> <ul style="list-style-type: none"> <li>i) an ability to make flexible use of disciplinary concepts and techniques;</li> <li>ii) critical evaluation of approaches to solving problems in a disciplinary context;</li> <li>iii) an ability to work autonomously within a structured learning experience;</li> <li>iv) effective communication of the results of their work in a variety of forms;</li> </ul> <p>and will have had the opportunity to develop transferable skills relevant to employment related to the discipline including successful completion of two professional placements or school-based training placements.</p>
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## 5. Content

<p><b>Summary of content by theme</b> (providing a 'vertical' view through the programme)</p>
<p><b>Level 4</b> Students are introduced to study skills and reflective practice through on-going research tasks embedded in modules. Knowledge and skills of planning, delivery and evaluating physical activity; P.E. and health promotion activities are developed through practical and theoretical modules relating to curricular time and out of hours learning through the extended curriculum. All National Curriculum practicals are included in the Level 4 Certificate of Higher Education in PE.</p> <p><b>Level 5</b> Becoming a Reflective Practitioner and Research: Informed Practice in Educational Settings aims to develop the students' professional practice and personal development skills as well as prepare them, through a small scale research project, for higher level study. In addition students can choose one of three option modules; HLTA Preparation, Developing Social and Emotional Resilience and Understanding Children's Behaviour.</p> <p>All modules and assignments are designed to balance intellectual and practical skills, and to enable students to relate their developing understanding of subject knowledge to context-specific situations.</p>

## 6. Structure

### Supporting Learning: Sport, PE and Health

SLSPEFD

#### **CertHE PE**

**Duration:** 1 Years full time/2 years part time

**Total credit rating:** 120

#### **Level 4**

Please refer to the Prospectus for entry requirements.

**Core:** Candidates are required to take:

FSL 4422	Healthy Children / Healthy Schools	Block 1	20 credits
FSL 4522	Teaching Outdoor and Adventurous Activities	Block 2	20 credits
FSL 4402	Children, Physical Activity and Health	Block 3	20 credits
FSL 4502	Teaching Gymnastics and Dance	Block 4	20 credits
FSL 4512	Teaching Swimming	Block 5	20 credits
FSL 4412	Teaching Games and Athletics	Block 6	20 credits

### **FdA Supporting Learning: Sport, PE & Health**

**(Level 5 Top-up)**

**Duration:** 1 year full-time, 1-2 years part-time

**Total credit rating:** 120

Entry requirements: Cert HE PE, a minimum of 120 credits from Level 4

**Core:** Candidates are required to take:

FDA 5012	Becoming a Reflective Practitioner	Block 6	20 credits
FDA 5122	Research-Informed Practice in Educational Settings	Block 5	20 credits
FSL 5412	Organising and Managing Sport and Physical Activity	Block 1	20 credits
FSL 5422	Promoting Health	Block 2	20 credits
FDA 5042	Leading and Managing	Block 4	20 credits

**Option:** Candidates are required to choose one of:

FDA 5092	HLTA Preparation Level 5	Block 3	20 credits
FDA 5022	Developing Social and Emotional Resilience	Block 3	20 credits
FDA 5032	Understanding Children's Behaviour	Block 3	20 credits

#### **Progression and Award requirements**

A minimum of 120 credits is required to progress from Level 4 to Level 5. Candidates are afforded two re-sit opportunities.

A minimum of 120 credits from Level 5 is required to progress to a Level 6 programme.

A minimum of 240 credits, including a minimum of 120 credits at Level 5 is required in order to be eligible for the award of FDa. Classifications of FDa award are Distinction, Merit, Pass.

Students who choose to complete this degree over three or four years must complete a minimum of two core modules in the first year of each level of the programme.

## **7. Learning, teaching and assessment**

### **7a) Statement of the strategy for learning, teaching and assessment for the programme**

Admissions Statement:

The Foundation Degree in Supporting Learning: Sport, P.E. and Health will operate an enabling access policy with regards to age, gender and disability. It is anticipated that, due to the vocational nature of the programme, students enrolling will come from diverse educational backgrounds. Some might have limited formal qualifications and others could possess first degrees or even postgraduate awards.

Students wishing to enrol for the Programme at Level 4 must demonstrate their ability to matriculate. All students will require a pass in English Language GCSE at grade C or above, or equivalent qualification, In addition students will normally have:

One A Level or its equivalent or an appropriate professional qualification deemed by the College to be equivalent to the above.

For the student with no formal qualifications, matriculation can be achieved through: successful completion of the College's mature matriculation paper or enrolment on one Level 4 core module from the Programme as an Associate Student. Upon successful completion of the module, the student will formally progress to the full programme transferring the 20 credits

Students considering undertaking the HLTA module will be required to have Numeracy/Mathematics at or beyond NQF Level 2, in addition to Literacy/English at or beyond NQF Level 2 by the time of the assessment. Students wishing to progress to take QTS will also require a Science GCSE at grade C or above.

Applicants should be 18 or over and will have significant prior experience of working with children or young people. The context of their working role must involve supporting children and/or young people's learning. They must be working in an environment that enables them to engage fully in the work-related application of the learning and skills acquisition, for 50% of the time for the duration of the programme. This can be in a paid or voluntary capacity.

Confirmation from the applicant's employer or supervisor supporting the application will normally be required. This will need to confirm the applicant's suitability (e.g. appropriate CRB check) and involvement with children or young people, and must confirm that they are able to meet the requirements of the work-based tasks. Self-employed applicants must state in writing that they are able to meet the requirements of work-based tasks. They will be required to provide a reference from a professional person who has known the applicant for a minimum of two years and can confirm the applicant's suitability and involvement with children and young people in a work context.

In order to promote the active involvement of employers it is expected that a mentor will be identified by the employer to support work-based tasks and learning. This ensures compliance with the design of Foundation Degrees described in the QAA Foundation Degree benchmark document (2004) and the QAA Code of Practice on Placement Learning (2001).

This Programme operates from key principles outlined in the 'Fair Enough?'(2003) national report undertaken by Universities UK which explores good practice mechanisms for wider access into higher education. Potential applicants will receive information about the course and recruitment processes prior to application. Open days are held regularly and dates published in the college prospectus. College personnel are available to advise on such aspects as finance, mature student support and disability.

The foundation degree applies the theory of development and support to the work based environment. Students will gain basic skills: communication, numeracy, ICT, teamwork, developing own learning, problem solving; as well as academic skills relevant to researching, reflecting and evaluating a range of sources.

At both levels, modules will include a personal development element with students creating personal development plans and setting targets.

Students would normally be expected to identify a workplace mentor, who provides opportunities for them to fulfil the work based element of the programme. Workplace mentors are not involved in assessing the student's work, nor are they expected to report on their colleague's progress. However, it is expected that they be kept informed by the student as to the expectations of the course and be included in the reflective practice element of the course, supporting the student in engaging with target setting and self-evaluation. Opportunities will exist for employers to engage with the employers' steering group that will be involved in course development, reflection and quality enhancement for all Centre courses.

Teaching strategies will encourage interactive learning with discussion and debate as well as practical sessions to develop appropriate skills. Sessions will include role play, practical sessions, group tasks and sessions devoted to reading and evaluating data. Teaching strategies include lectures, seminars, group discussion, individual and group tutorials, independent study, work based observation and research, group and individual presentations, visiting speakers, work based learning, use of audio visual material and VLE. Students will receive individual tutorial support within each module in order to ensure confidence and competence with the subject material. Within Level 5, students will prepare themselves for study at level 6 through the Becoming a Research Informed Practitioner module which involves a small scale research project.

Personal Development Log: students will establish a personal development log (PDL) in the first module of the course which will outline their experiences to date, their targets for their academic, key skills and employment progression. Following the first module, they would be expected to reflect on their progress from module to module and in terms of professional development and record their reflections in the PDL. The PDL will form the basis of discussion at progress tutor meetings which will take place at least twice per year. The PDL is not formally assessed, although elements of assessment within modules which require a reflection on practice will be included in the PDL file and students would be expected to comment on these as they reflect on their progress. In the core module at Level 5 related to reflective practice, students would be expected to draw on the evidence from their PDL for the progress they have made and to reflect on future targets beyond the Foundation Degree programme.

Assessment modes vary, but will include a work based element/ reflection. For most modules there will be two assessment points – one related to theory, literature review or more academic elements of the module, the other relating this understanding to a work based task. Through this format, students will engage in applying theory and drawing deeper understanding from the events, structures and relationships within their work place. This also prepares them for further academic study.

## 7b) Module details

Module number and name	Learning and teaching methods	Assessment				Teaching staff	Venue
		Component form	Magnitude	Weighting and/or Pass/Fail	Timing		
Children, Physical Activity And Health FSL4402	Lectures, seminars, work-based tasks	Essay	2,000 words	50%	End of module	<b>J McDonald</b>	
		School case study	2,000 word	50%	End of module		
Teaching Games and Athletics FSL4412	Lectures, teaching workshops, tutorials and work-based tasks	Practical teaching and written report	20mins + 750 words	50%	During module	<b>G Turner</b>	
		Project	2000 words	50%	End of module		
Teaching Gymnastics & Dance FSL 4502	Lectures, teaching workshops, work-based tasks	Practical Teaching and written report	20 mins – 750 words	50%	During module	<b>S Rushton</b>	
		Project	2000 words	50%	End of module		
Teaching Swimming FSL4512	Lectures, teaching workshops, work-based tasks	Planning File	2000 words	50%	During module	<b>G Turner</b>	
		Project	2000 words	50%	End of module		
Teaching Outdoor and Adventurous Activities FSL 4522	Lectures, teaching workshops, work-based tasks	Planning File	2000 words	50%	During module	<b>K Grace</b>	
		Project	2000 words	50%	End of module		
Healthy Children/Healthy Schools FSL4422	Lectures, seminars, work-based tasks	Case Study	2000 words	50%	End of module	<b>N Quinlan</b>	
		Presentation	20 mins. And written support materials	50%	During module		
FDA5012 Becoming a Relective Practioner	Lectures, seminars, learning activities, workshops and tutorials, e-engagement, work based tasks	Portfolio	4000 words	100%	1 <sup>st</sup> week of following module	<b>A Pelleschi</b>	



Module number and name	Learning and teaching methods	Assessment				Teaching staff	Venue
		Component form	Magnitude	Weighting and/or Pass/Fail	Timing		
FDA5122 Research-Informed Practice in Educational Settings	Lectures, seminars, learning activities, workshops and tutorials, e-engagement, work based tasks	Research Appraisal	4000 words	100%	1 <sup>st</sup> week of following module	<b>C Lau Clayton</b>	
FSL5412 Organising and Managing Sport and Physical Activity	Lectures, group discussions and tutorials	Report Oral Presentation	1000 words 20 mins.	50%	End of module	<b>J McDonald</b>	
		Evaluative report	2000 words	50%	End of Module		
FSL5422 Promoting Health	Lectures, tutorials, work-based tasks	Oral presentation and written plan	20 mins. 750 words	50%	End of module	<b>J McDonald</b>	
		Report	2000 words	50%	End of Module		
FDA5042 Leading and Managing	Lectures, seminars, learning activities, workshops and tutorials, e-engagement, work based tasks	Evaluation Essay	1500 words equivalent 2500 words equivalent	50% 50% <b>MUST PASS</b>	1 <sup>st</sup> week of following module 1 <sup>st</sup> week of following module	<b>M Price</b>	
FDA5092 HLTA Preparation Level 5	Lectures, seminars, learning activities, workshops and tutorials, e-engagement, work based tasks	Portfolio	3000 word equivalent	0% P/F	Deadline dates agreed with regional provider of assessment	<b>L Priestley</b>	
		Essay	1000 words	100%			
FDA5022 Developing Social and Emotional Resilience	Lectures, seminars, learning activities, workshops and tutorials, e-engagement, work based tasks	Portfolio Workplace Report	2000 words 2000 words	50% 50% <b>MUST PASS</b>	1 <sup>st</sup> week of following module 1 <sup>st</sup> week of following module	<b>A Pelleschi</b>	
FDA5032 Understanding Childrens Behaviour	Lectures, seminars, learning activities, workshops and tutorials, e-engagement, work based tasks	Portfolio Workplace Report	2000 words 2000 words	50% 50% <b>MUST PASS</b>	1 <sup>st</sup> week of following module 1 <sup>st</sup> week of following module	<b>A Pelleschi</b>	

### 7c) Programme learning outcomes covered

	Assessed learning outcomes of the programme													Skills development										
	K1	K2	K3	K4	K5	K6	K7	I1	I2	I3	I4	P1	P2		E1	E2	E3	E4	E5	E6	E7	E8		
<i>Adjust LO codes as necessary. → These must match module descriptors.</i>																								
Lighter or hatched shading indicates modules that are not core, ie. not all students on this programme will undertake these.	National Key Skills Framework	Principles of supporting learning	Application in the workplace	Adult support learning in the workplace	Policies and practices in education environments	Limits of knowledge	Physical Activity, physical education & health	Evaluate key documents	Reflect on reading and research	Critical review of assessment materials	Debate and writing regarding key principles & theories	Use subject specific equipment	Demonstrate planning, teaching & evaluation		Self-management	Teamworking	Problem-solving	Communication	Application of numeracy	Application of IT	Entrepreneurship/enterprise	World of work/business/customer awareness		
FSL4402 Children, Physical Activity And Health																								
FSL4412 Teaching Games and Athletics																								
FSL 4502 Teaching Gymnastics & Dance																								
FSL4512 Teaching Swimming																								
FSL 4522 Teaching Outdoor and Adventurous Activities																								
FSL4422 Healthy Children/Healthy Schools																								
FDA5012 Becoming a Relective Practioner																								
	Assessed learning outcomes of the programme													Skills development										



## 8. Entry requirements

A strong rationale must be provided for any deviation from the following norms; as a minimum, the "Other non-certificated requirements..." section must be completed:

<b>Honours degree programmes</b>
<p>Applicants should normally have achieved the following prior to registration for the programme:</p> <p>5 academic or vocational qualifications, of which at least 2 should be GCE 'A' levels (or equivalent at level 3) (<i>including X</i>) and one (<i>two/three</i>) should be GCSE English Language (<i>and X</i>) at grade C (or equivalent).</p> <p>Some equivalent qualifications and the current typical offer conditions in terms of UCAS Tariff points are detailed in the undergraduate prospectus. For students whose first language is not English a pass in an approved test in English is needed, eg. the International English Language Testing Service (IELTS) and the Test of English as a Foreign Language (TOEFL).</p> <p><i>Other non-certificated requirements...</i></p> <p>Applications are welcome from those with few or no formal qualifications. Any previous relevant work experience and learning will be assessed and, where appropriate, accredited as part of the application process. Please see Leeds Trinity's Principles and Guidelines for the Accreditation of Prior Learning.</p>

OR:

<b>Foundation degree programmes</b>
<p>An enabling access policy operates with regard to age, gender and disability. It is anticipated that, due to the vocational nature of the programme, applicants will come from diverse educational backgrounds. Some might have limited formal qualifications and others could possess first degrees or even postgraduate awards.</p> <p>Students wishing to enter the Programme at Level 4 must demonstrate their ability to matriculate. All students require GCSE English Language at grade C (or equivalent), for example Level 2 literacy basic skills. In addition students will normally have one GCE or VCE 'A' Level (or equivalent at level 3) or an appropriate professional or vocational qualification deemed by Leeds Trinity to be equivalent.</p> <p>For students whose first language is not English a pass in an approved test in English is needed, eg. the International English Language Testing Service (IELTS) and the Test of English as a Foreign Language (TOEFL).</p> <p>Applications are welcome from those with few or no formal qualifications. Any previous relevant work experience and learning will be assessed and, where appropriate, accredited as part of the application process. Please see Leeds Trinity's Assessment of Prior Learning (APL) procedures. For students to whom this does not apply, matriculation can be achieved through successful completion of Leeds Trinity's mature matriculation paper or enrolment on one Level 4 core module from the programme as an Associate Student. Upon successful completion of the module, the student will formally progress to the full programme, transferring the 20 credits.</p> <p><i>Other certificated and non-certificated requirements...</i></p> <p>Applicants should be 18 or over and will normally have significant prior experience of working .... The context of their working role must involve supporting children and/or young people's learning. They must be working in an environment that enables them to engage fully in the work-related application of the learning and skills acquisition, for 50% of the time for the duration of the programme. This can be in a paid or voluntary capacity.</p> <p>Confirmation from the applicant's employer or supervisor supporting the application will normally be required. This will need to confirm the applicant's suitability (eg. appropriate CRB check) and</p>

must confirm that they are able to meet the requirements of the work-based tasks. Self-employed applicants must state in writing that they are able to meet the requirements of work-based tasks. They will be required to provide a reference from a professional person who has known the applicant for a minimum of two years and can confirm the applicant's suitability and work experience.

In order to promote the active involvement of employers it is expected that a mentor will be identified by the employer to support work-based tasks and learning. This ensures compliance with the design of Foundation Degrees described in the QAA Foundation Degree benchmark document (2010) and with the UK Quality Code for HE chapter B3: *Learning and Teaching*.

OR:

### Postgraduate programmes

Applicants should normally have achieved the following prior to registration for the programme:

A good honours degree in a relevant subject (or equivalent).

*For PG ITT:* GCSE English Language and Mathematics at grade C (or equivalent).

For students whose first language is not English a pass in an approved test in English is needed, eg. the International English Language Testing Service (IELTS) and the Test of English as a Foreign Language (TOEFL).

*Other non-certificated requirements...*

Applications are welcome from those with few or no formal qualifications. Any previous relevant work experience and learning will be assessed and, where appropriate, accredited as part of the application process. Please see Leeds Trinity's Principles and Guidelines for the Accreditation of Prior Learning.

## 9. Progression, classification and award requirements

Details of requirements for student progression between levels and receipt of the award(s)

(A certain level of attainment which must be achieved in a specific module; any modules exempted from condonement, any deviation from the standard institutional stipulations for award classification, eg. exclusion of Level 4 module marks from Foundation Degree classification)

### Progression and Award requirements

A minimum of 120 credits is needed to progress from Level 4 to Level 5. Candidates are afforded two resit opportunities.

A minimum of 120 credits from Level 5 is needed to progress to a Level 6 programme.

A minimum of 240 credits, including a minimum of 120 credits at Level 5, is required in order to be eligible for award of FdA. Classifications of FdA award are distinction, merit and pass

Students who choose to complete this degree over three or four years must complete a minimum of two core modules in the first year of each level of the programme.

## 10. Prerequisites

Details of modules which must be passed before enrolment on a module at a higher level

*Include the rationale which justifies imposition of the prerequisite(s) and the mark/grade required.*

## 11. External examining arrangements

### External examining arrangements

(eg. joint with another programme – extended duties for someone already in post – or separate, single/multiple examiners; if multiple examiners, which subjects / types of module are to be allocated to each)

One External Examiner responsible for the Supporting Learning FdA.

One external Examiner responsible for the Higher Education Certificate in PE

## 12. Additional information

Details regarding arrangements in respect of any special features of the programme/scheme, (eg. a non-standard delivery pattern, study abroad, a field course, specific work placement, opportunities for onward progression from foundation degrees)

## 13. Additional support needs

Arrangements made to accommodate students with additional support needs and any unavoidable restrictions on their participation in the programme/scheme

(Key aspects of the Equality Impact Assessment for the Department – see Internal Audit Form NP2G for further details)

Due to the physical nature of some of the modules there may be restrictions for practical elements of the course.