



## Programme Specification Definitive Document

### 1. Basic Information

<b>1.1 Awarding Institution:</b>	Plymouth Marjon University
<b>1.2 Teaching Institution:</b>	Plymouth Marjon University
<b>1.3 Locus of Delivery:</b>	Plymouth Marjon University
<b>1.4 Final Award Title:</b>	Certificate of Higher Education (Cert HE)
<b>1.5 FHEQ Level:</b>	4
<b>1.6 Programme Title:</b>	Sports Performance
<b>1.7 Mode and Duration of Study:</b>	Full Time – 1 year Part Time – 2 years
<b>1.8 School:</b>	Sport, Exercise & Rehabilitation
<b>1.9 HECos Code:</b>	100998 (sports studies)
<b>1.10 Collaborative Provision Arrangement:</b>	N/A
<b>1.11 UCAS Code(s):</b>	CSP1
<b>1.12 Admission Criteria:</b>	Normal University entrance criteria apply (please refer to the website for further details). International students will be expected to meet the English language requirements of IELTS 6.0 or equivalent.
<b>1.13 Accrediting Professional Body/PSRB:</b>	N/A
<b>1.14 QAA Subject Benchmarking Group(s):</b>	Events, Hospitality, Leisure, Sport and Tourism (2019); Business and Management (2019); Communication, Media, Film and Cultural Studies (2019)
<b>1.15 Other External Points of Reference:</b>	QAA The Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies, 2015; QAA UK Quality Code for Higher Education; SkillsActive Endorsement English
<b>1.16 Language of Study (for learning, teaching and assessment):</b>	English
<b>1.17 Work-Based Learning Arrangements:</b>	N/A
<b>1.18 Foundation Degree Progression Routes:</b>	N/A
<b>1.19 Arrangements for Distance Learning:</b>	A
<b>1.20 Original Date of Production:</b>	January 2024
<b>1.21 Date of Commencement:</b>	September 2024
<b>1.22 Review Date:</b>	By September 2030

## 2. Programme Outline

Introducing a Certificate of Higher Education (Cert HE) programme in sports performance provides a myriad of advantages for both learners and sports community. This programme serves as a pivotal entryway for individuals aspiring to forge a career in sports performance, whether as athletes or as part of the future practitioner workforce. It delves into fundamental principles, techniques, and theories within specific sporting domains.

Unlike most full-time undergraduate programmes that demand a rigorous three-year commitment, the Cert HE in sports performance caters to the unique needs of individuals entrenched in regular competitive sports. Recognising the challenge of balancing intense training schedules with academic pursuits, this programme offers condensed and blocked delivery, allowing learners to acquire a qualification of 120 level 4 credits, equivalent to the first year of an undergraduate degree. Additionally, this course will be attractive to those interested in performance sport who are not yet ready or in a position to commit to a year 3 undergraduate (UG) degree thus allowing them to gain a qualification that could lead to a progression onto an appropriate UG programme in the future.

Beyond the immediate accessibility, this programme is designed to instil a culture of continuous learning and professional development. By imparting specialised knowledge and practical skills, it empowers participants to excel in diverse roles, such as sports coaching, sports science, and athletic training. The overarching goal is not just to enhance individual career prospects but to foster the holistic development of athletes, coaches, and sports professionals.

In essence, the Cert HE Sports performance programme is a catalyst for driving excellence and innovation in the dynamic realm of sports performance. It is a transformative opportunity that goes beyond conventional academic pursuits, shaping individuals into well-rounded contributors to the ever-evolving landscape of sports.

### 2.1 Integrating Sustainability into the Curriculum

Sustainability is the careful balance between the environment, equity and economy. The most widely accepted definition of sustainability comes from the UN World Commission on Environment and Development, where sustainable development is defined as “the development that meets the needs of the present without compromising the ability of future generations to meet their own needs”.

Promoting the amalgamation of environmental health, social equity, and economic vitality is crucial for the creation of thriving, healthy, diverse, and resilient communities, not only for the present but for future generations. The essence of sustainability lies in understanding the intricate connections among these factors, necessitating a systems approach with acknowledgment of complexity.

Sustainable practices underpin ecological, human, and economic well-being. The fundamental belief is that resources are limited and should be utilised judiciously, considering long-term priorities and consequences. In its simplest terms, sustainability revolves around the well-being of our descendants, emphasising the responsible stewardship of resources to leave a positive and enduring impact.

Integrating sustainability into a one-year degree programme exploring sports performance requires a holistic approach that infuses sustainable principles across each module of the curriculum. The curriculum has been designed so that each module addresses elements of sustainability in an applied manner. For example, consideration of sustainable narratives that can be woven into media, alongside critical analysis of the role sport can play in combatting climate change, will be explored in SPPC01. SPPC02 will consider the role of leaders in responsible decision-making and sustainable coaching methodologies with ethical practice. SPPC03 explores sustainable training practices and the use of minimalist training spaces to increase accessibility whilst reducing environmental impact, the use of eco-friendly equipment and apparel, and the emphasis of long-term athlete development. The final project (SPPC04) aims to immerse students in collaborative projects in which real-life sustainability practice will be encountered.

The programme is founded on our commitment to nurture student well-being, fostering resilience within themselves and among their peers. The programme team will prioritise a culture in which students are encouraged to ask thought-provoking questions through critical inquiry and examination of the global community. This approach serves to empower students to refine their personal values and actively contribute to the cultivation of a sustainable future.

“Sport is also an important enabler of sustainable development. We recognize the growing contribution of sport to the realization of development and peace in its promotion of tolerance and respect and the contributions it makes to the empowerment of women and of young people, individuals and communities as well as to health, education and social inclusion objectives”, Lemke (Special Adviser to the United Nations Secretary General Secretary).

The career opportunities available to sport practitioners are expanding all the time and this growth appears likely to continue for the foreseeable future. Most sports and parasports now recognise practitioners as an integral part of their development and success, and most athletes now consider the application of sport practitioner mentoring and support as an essential part of their training and competition. Many sporting organisations are now appointing specialist personnel within their set up to increase the standards and quality of provision provided.

Input and feedback from practitioners working within applied sport settings was sought to inform the design of this programme. To reflect the growing need for practitioners who can integrate the various academic sub-disciplines into a holistic approach to their work, all taught modules emphasise the multi and interdisciplinary nature of working in the sector. Upon successful completion of the Cert HE Programme, there may be opportunities for students to gain first employment, promotion within their own organisation, gain international employment or move to a senior sports position in other sporting and disability organisations. The programme also provides a platform to other research/higher degrees in sport and promotion in other professional organisations. For example, obtaining 120 credits will provide a platform to access other UG programmes as direct entrants into Year 2. The completion of the course may also provide students with the ability to enhance their current working practices.

Careers can be forged across a range of sports performance settings (e.g. performance and data analysis), managing and leading sport development, coach education and sport science provision.

#### **The Cert HE programme:**

- Considers the Higher Education Academy framework (2015) to embed employability in Higher education. Specifically, the Sports curriculum recognises the principles underpinning the employability framework:
- Inclusion: all Cert HE students will have equitable access to opportunities to enhance their employability during the programme.
- Collaboration: Collaboration between the University and employer-partners will provide further real-life opportunities during the curriculum.
- Engagement: Students will be encouraged to engage pro-actively in seeking to develop as individuals in their specialist area of employability.

### **3. Distinctive Features**

#### **Flexible block scheduling**

This programme features block delivery which can offer several advantages for the learner. The concentrated period of study is beneficial for dual career athletes to help balance training, competition and study. In addition, focused delivery with less context switching, reduces cognitive load and can lead to better student engagement and attainment through immersed study.

#### **Partnerships**

The special feature of the programme and unique selling point is the extensive network of community and elite professional sport partners, which students will have access to throughout the duration of the programme.

### **Cross-subject learning**

This one-year programme is unique in how it exposes students to a variety of subject disciplines within the sports industry. This comprehensive skill set will provide students with industry-relevant insights to understand current applied scientific trends in sport, how behaviours and underlying philosophies can support the creation of high performing cultures and the role multimedia and enterprising mindsets can have.

### **Exceptional facilities**

Students will experience taught sessions in the BASES accredited lab, which demonstrates commitment to high standards in personnel, equipment, research, ethics, and contributions to the field of sport and exercise sciences. This recognition signifies that the lab is at the forefront of scientific advancements in sports science and is dedicated to maintaining excellence in its operations.

In addition, students will enjoy multimedia subject content at The Workshop, located on the site of the former BBC studios in Plymouth and next to the current BBC Southwest Broadcasting House.

## **4. Programme Aims**

The overarching purpose of the programme is to expose students to contemporary training methodologies in the applied sciences to understand the high-performance sport landscape. In addition, students will be equipped with several lifelong skills to navigate the digital world they are confronted with to embed wellbeing and resilience. The students will understand the high-performance landscape through exposure to inter and multi-disciplinary team approaches.

More specifically the programme aims to:

- To explore applied sport and exercise science discipline-based approaches to implement training methodologies to optimise performance, support injury prevention and rehabilitation and to enhance lifestyle and wellbeing.
- To gain critical insight of the creation of digital content to enhance media relations, revenue generation, personal brand building, sponsorship opportunities, legacy building and community impact.
- To explore the links between coach behaviours, coach-athlete relationships, leadership styles and organisational culture in fostering the creation of high performing environments.
- To allow the development of personal growth, confidence, resilience and application of knowledge to real life and high-performance sport encounters.

## 5. Programme Learning Outcomes

### **Knowledge & understanding:**

By the end of this programme students should be able to demonstrate:

1. An understanding of key scientific principles to aid sports performance.
2. Effective development of sports performance cultures through the analysis of coaching theories, psychological strategies and ethical considerations.
3. A proficiency in media and communication skills specific to the sports industry inclusive of digital media production.
4. Entrepreneurial thinking and practical business skills relevant to real-life applied sporting contexts.

### **Intellectual skills:**

By the end of this programme students should be able to demonstrate:

5. The ability to review, synthesise and evaluate relevant and appropriate academic and industry literature in the context of sport.
6. The ability to assess and evaluate evidence to develop reasoned and informed argument.
7. An ability to use and interpret knowledge and information to solve problems in theoretical and practical sport contexts.
8. An ability to analyse data and research methodologies within different sports performance contexts.

### **Practical skills:**

By the end of this programme students should be able to demonstrate:

9. An ability to design, implement and evaluate sport-specific assessment, interventions and monitoring approaches to aid sports performance.
10. The creation of high-quality and engaging digital media content with applied entrepreneurial principles to manage digital ventures.
11. An ability to communicate, motivate and offer constructive feedback through the adaption of behaviours and interactions based upon individual and situational needs.
12. Applied skills to plan, execute and evaluate an applied project within a real-life sport setting, integrating theoretical knowledge alongside applied practice.

### **Transferable / key skills:**

By the end of this programme students should be able to demonstrate:

13. Aptitude in selecting and using a range of creative problem-solving skills in a professional context, applied to individual and group working situations.
14. A reflective and time managed approach to self-directed learning and the ability to take responsibility for continuous professional development.
15. Effective communication along with the confidence to challenge received opinion and to debate within a sports performance context.
16. Proficiency in the identification, evaluation and implementation of emerging digital and technological approaches to the sport performance context.
17. The ability to organise and communicate information, using established criteria evidencing appropriate proficiency in English language, to audiences in familiar contexts both verbally and in writing.

## 6. Learning and Teaching Methods

The University is known for its commitment to providing a student-centred and supportive learning environment. The teaching and learning strategy emphasises an interactive and engaging approach. The strong emphasis on small class sizes allows for personalised attention and the creation of a sense of belonging and community among students. The teaching methods include a blend of lectures, seminars, practical sessions and real-world experiences, ensuring that students gain both theoretical knowledge and practical skills. The University prides itself on its student success, incorporating innovative assessment methods, the provision of robust support services, that all serve to enhance the learning experience.

Method	Description
<b>Blended learning</b>	Learning which is blended between face-to-face classroom delivery, and which takes place online through the VLE, or online teaching session (lectures or seminars) or through independent study.
<b>(Lead) Lectures</b>	(Lead) Lectures Subject introduced and delivered by the lecturer in a specific time which transmits information. These can be face-to-face, online, or pre-recorded.
<b>Independent learning / study</b>	Activities where an individual learner conducts research or carries out a learning activity on their own. Students work independently drawing upon resources provided by the teaching staff such as specific reading or reading lists or and virtual learning environment materials. A virtual forum on the virtual learning environment, accessible to all students and the tutors, will be used to stimulate discussion and debate outside of scheduled teaching time.
<b>Group work</b>	Focussed group work to discuss opinions and gauge their responses to specific stimuli. These can take place internally and externally with local industry experts and within and beyond formal classes.
<b>Practicals</b>	Student activity, e.g. learning a skill or group work. This can also include laboratory sessions, coaching sessions in the sports hall and conditioning sessions in the fitness suite.
<b>Tutorials</b>	A tutorial is a small class of one, or only a few students, in which the tutor, a lecturer, or other academic staff member, gives individual attention to the students. More interactive and specific than a book or a lecture, a tutorial seeks to teach by example and supply the information to complete a certain task.

<b>Video viewing and analysis</b>	Students view instructional/educational videos for academic content.
<b>Seminars</b>	A seminar is a form of academic instruction which has the function of bringing together small groups for recurring meetings, focusing each time on some particular subject, in which everyone present is requested to participate. This is often accomplished through an ongoing Socratic dialogue with a seminar leader or instructor, or through a more formal presentation of research. It is essentially a place where assigned readings are discussed, questions can be raised, and debates can be conducted.
<b>Workshops</b>	A training workshop is a type of interactive training where participants carry out a number of training activities rather than passively listen to a lecture or presentation. Broadly, two types of workshops exist: a general workshop is put on for a mixed audience, and a closed workshop is tailored towards meeting the training needs of a specific group
<b>Practical projects</b>	Student activity e.g. learning a skill or group work. This can also project delivery or events in the local community or with local sports organisations.
<b>Field work</b>	Students engage with an off-site visit and experiences through field work.
<b>Field trips</b>	Learning undertaken in an alternative context, location or environment from the regular learning environment that may be for an extended period and may require transport and accommodation.
<b>Guest speakers</b>	Using specialists from the football industry or wider sports sectors to present information to students. Typically refers to when a guest speaker explains or shows some content to a specific learning audience.

## 6.1 Learning Enhancement

An enhanced approach to teaching and learning is achieved through the combination of effective pedagogy, integration of technology and digital approaches and active student engagement. Diverse and interactive research-informed teaching methods are employed to cater to various learning styles, exposing students to contemporary developments in the respective field. This may include dynamic lectures, applied case studies and collaborative discussion, in which learners help co-create a stimulating learning environment.



The integration of technology is imperative to enhance learning in the digital age. Utilising data analysis tools and multimedia resources will provide students with hands-on experiences and real-world applications, bridging the gap between theory and practice in sport performance. Regular formative assessments and feedback mechanisms are undertaken to track individual progress and to allow the programme team to address learning gaps promptly. This facilitates a personalised accessible learning experience, allowing students to focus on areas requiring improvement.

Incorporating practical sessions, field experiences and guest lectures from industry professionals enriches the curriculum, offering insight into the practical aspects of sport performance. Students will also be encouraged to engage in self-directed learning and to participate in extracurricular activities or research projects to further expand their experiential learning opportunities.

Finally, fostering a collaborative and inclusive learning environment promotes peer-to-peer learning and the exchange of diverse perspectives. By continually adapting teaching methods, embracing technology, providing personalised feedback and incorporating practical experiences, the programme delivery team will ensure a comprehensive and enhanced learning journey for students.

## **6.2 e-Learning**

Members of the subject team all utilise the Marjon VLE as a mechanism to provide a variety of e-learning opportunities to students. This includes online-team sessions through MS Teams, lecture capture, lecture and seminar materials, e-journals, e-books and access to news forums. Teaching examples include the use of MS Teams, online assessments, and the provision of podcasts, discussion forums and reusable learning objects.

An e-Learning platform Abintegro Career Centre – branded at Marjon as ‘Futures Career and Employability’ is embedded into the programme and offers students lots of opportunities to engage with web-based digital information, advice and guidance to support the work of the Futures team and wider Marjon community. Futures online provides key tools such CV 360, Interview 360 and Job Tracker, practice digital interviews, and undertake a plethora of online employment related diagnostic and development activities.

Students within the Sports performance programme are encouraged to produce, share and utilise a range of e-learning resources as part of their learning experience. Additionally, the programme team will expose learners to the use of Artificial Intelligence (AI) to support e-learning in the programme to enhance accessibility, personalisation, and efficiency. It is widely recognised that AI-powered platforms can tailor content to individual learning styles, provide real-time feedback, facilitate interactive experiences as well as support assessments.

## 7. Modes of Assessment

The assessment strategy is designed to holistically evaluate students' theoretical understanding, practical skills, and real-world application to the sport performance context. The progression is carefully sequenced within modules, to scaffold learning ensuring the progression from foundational skills to real-world application.

Initially, the assessment strategy incorporates portfolio written tasks that focus on theoretical underpinning and interrogation of literature pertinent to the applied sciences. This cultivates strong academic skills, laying the groundwork for subsequent assessment. The subsequent portfolio compiled throughout SPCC01 provides a platform for students to document and reflect on their evolving understanding of academic concepts, fostering a sense of continuous learning.

As students advance, practical assessments and presentations are introduced, merging theoretical knowledge with applied skills. This stage demands the synthesis of academic insight into practical scenarios, testing the students' ability to translate theory into action. Emphasis is placed on effective communication and presentation skills, mirroring the demands of the professional sports industry.

The culmination of the assessment journey involves a real-life project where students tackle complex issues in a collaborative sports performance context with our professional partners. This hands-on experience challenges them to integrate academic knowledge, practical skills, and teamwork, and insight of reflective skills. The sequential embedding and progression of academic skills within modules ensure a cohesive and thorough development of students throughout the programme.

Method	Description
<b>Portfolio: SPPC01</b>	The portfolio will consist of the contents and branding of a curated social media account, and a separate digital showreel following in-class exercises based in Marjon's Workshop broadcast studios, comprising audio and video interviews conducted by the student, and interview responses based on media training techniques.
<b>Portfolio: SPPC03</b>	The portfolio will contain elements inclusive of performance analysis profiling, multidisciplinary data collection and analysis and intervention design pertinent to sport.
<b>Pitch</b>	An individual and/or group presentation, pitching ideas to class to persuade observers that their ideas for journalistic outputs are well researched, of relevance, interesting, and/or suitable for targeted audiences.
<b>Essay</b>	A written response to a question based on synthesis and analysis. These may be negotiated with an academic tutor
<b>Project plan (proposal)</b>	A summary of a project, including detailed information and research on what is needed/required for it to be undertaken successfully.
<b>Applied Presentation</b>	Planning, delivery and evaluation of observed coaching deliveries. Practical performance measured against set criteria using recognised guidelines or national awards. Applied presentation takes account of clients' delivery in context to their environment.
<b>Presentation</b>	A talk illustrated/supported by a variety of audio-visual aids, which demonstrates knowledge and understanding of a selected topic in sport business management either as an individual or in small groups.

## **8. Exemptions to University Regulations**

This programme framework will adhere to all sections of the University assessment policy and procedures. The areas of exception are as follows:

Non-anonymised marking due to the nature of the submissions, which are largely portfolio based, and/or underpinned by individual practical performance in a variety of specific settings.

## **9. Work-Based Learning/Placement Learning**

n/a

## 10. Programme Structure

### Full Time - Level 4

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non- Condonable
<a href="#">SPPC01</a>	Brand You	30	80% Coursework 20% Practical	Semester A	Compulsory	Condonable
<a href="#">SPPC02</a>	Creating winning cultures: nurturing high-performing sport environments	30	100% Coursework	Semester A	Compulsory	Condonable
<a href="#">SPPC03</a>	Unlocking athletic potential: science meets training	30	100% Coursework	Semester B	Compulsory	Condonable
<a href="#">SPPC04</a>	Where knowledge meets action: applied project	30	50% Coursework 50% Practical	Semester B	Compulsory	Non- Condonable

## Part Time

### Level 4 – Year 1

<b>Module Code</b>	<b>Module Title</b>	<b>Credits</b>	<b>Assessment</b>	<b>Semester/ Term</b>	<b>Compulsory/ Optional</b>	<b>Condonable/ Non- Condonable</b>
SPPC01	Brand You	30	80% Coursework 20% Practical	Semester A	Compulsory	Condonable
SPPC03	Unlocking athletic potential: science meets training	30	100% Coursework	Semester B	Compulsory	Condonable

### Level 4 – Year 2

<b>Module Code</b>	<b>Module Title</b>	<b>Credits</b>	<b>Assessment</b>	<b>Semester/ Term</b>	<b>Compulsory/ Optional</b>	<b>Condonable/ Non- Condonable</b>
SPPC02	Creating winning cultures: nurturing high-performing sport environments	30	100% Coursework	Semester A	Compulsory	Condonable
SPPC04	Where knowledge meets action: applied project	30	50% Coursework 50% Practical	Semester B	Compulsory	Non- Condonable

The table below shows the various ‘threads’ through the programme. These ‘threads’ provide cohesion and coherence to the programme, so that learning can be developed and built upon in a robust way that makes sense to the students. Links will be forged during learning sessions with content from previous modules, as well as indication of learning on up-coming modules. The ‘threads’ act as a mechanism for students to see how the learning links together in meaningful way and will be made explicit to students throughout the programme.

#### Threads Level 4

Module Code	Module Title	Thread
SPPC01	Brand You	1,2, 3, 5,7
SPPC02	Creating winning cultures: nurturing high-performing sport environments	2, 3, 4, 5
SPPC03	Unlocking athletic potential: science meets training	1,3, 5
SPPC04	Where knowledge meets action: applied project	1,3, 5, 6, 7

1. Research and enquiry (development of research skills inclusive of the formulation of research questions, the design of robust methodologies, collection and analysis of data from which to draw conclusions).
2. Global citizenship (develop intercultural competence through understanding diverse perspectives and foster a sense of social responsibility and understanding of global issues).
3. Data literacy (acquire proficiency in collecting, processing and analysing data with relevant tools and methodologies; develop data-drive decision making).
4. Leadership & influence (cultivate leadership skills, effective communication in a strategic thinking and in an ethical manner)
5. Creative & critical thinking (develop creative problem-solving skills, encouraging innovative approaches to address complex challenges).
6. Professional development, employability and practice.
7. Application of technical skills to harmonise applied practical and theoretical content in the realms of sport performance.

### 11. Accrediting Professional Body/Professional Regulatory and Statutory Body (PSRB)

n/a

### 12. Professional Advisory Group

The Cert HE Professional Advisory Group (PAG) is comprised of industry experts, representatives from the University’s professional partners and alumni from other relevant sport programmes.

### 13. Academic Progression Opportunities

The degree is a springboard to allow students to continue their athletic careers and embark on level 5 studies, for appropriately mapped, sport-based degree programmes at Plymouth Marjon University and other higher education institutions. Students already in employment may opt to undertake stand-alone modules to continue their professional development.

### 14. Employability and Career Progression Opportunities

The career opportunities available to sport practitioners are expanding all the time and this growth appears likely to continue for the foreseeable future. Most sports and parasports now recognise practitioners as an integral part of their development and success, and most athletes now consider the application of sport practitioner mentoring and support as an essential part of their training and competition. Many sporting organisations are now appointing specialist personnel within their set up to increase the standards and quality of provision provided.

Students on the programme will have opportunities to engage with CPD work to enhance their career trajectory. For example, students may wish to operate as part of the sport science support team and received certificated CPD qualifications that demonstrate practical lab proficiency in several areas. Students may also wish to operate within the sport media team and gain valuable experience of producing digital content for high performing partner teams.

On successful completion of the Cert HE programme, learners can expect to explore career or further educational pathways in:

- Performance sports coach
- Sport science officer
- Sport journalist
- Sports coach
- Higher Education progression year 2

Employability skills may include:

- **Analytical thinking and innovation** – students are able to identify and define problems, extract key information from data and develop workable solutions for the problems identified to test and verify the cause of the problem and develop solutions to resolve the problems identified.
- **Active learning and reflective practice** – students are in charge of their own learning through meaningful activities. They think about and apply what they are learning and are able to reflect in order to improve future performance.
- **Creativity, originality and initiative** – students are able to perceive the world in new ways, to find hidden patterns and to generate new solutions. Students develop the ability to assess situations and initiate solutions independently.
- **Critical thinking and analysis** - students have the ability to actively conceptualise, analyse and synthesise information objectively and make a reasoned judgment to reach an answer or conclusion

- **Complex problem-solving** – students are able to identify complex problems and review related information in order to develop and evaluate options and implement solutions in real-world settings.
- **Leadership and social influence** - students are able to motivate others to act towards achieving a common goal
- **Emotional intelligence** – students are able to recognise and manage their emotions, and the emotions of others, both individually and in groups.
- **Reasoning, problem-solving and ideation** – students are able to consider issues and situations in a sensible way using logic and imagination and have the capacity to form intelligent solutions
- **Systems analysis and evaluation** – students are able to study a process or situation in order to identify its goals and purposes and create systems and procedures that will achieve them in an efficient way

### Digital Skills:

- ICT Proficiency and Productivity – students are able to use devices (such as laptops, smartphones and touch screens), and identify and use applications, software and systems that are relevant and most suited to different tasks (e.g. text editing, presentations, spreadsheets and basic screen recording software)
- Digital Collaboration, Participation, Communication – students are able to communicate effectively and appropriately using a variety of digital media such as text-based forums, online video and audio, email, blog posts and social media. They can also participate in digital teams and collaborate with others in digital spaces (e.g. using Google docs, group forums, social media, file sharing applications, Hub).
- Finding Digital Information and Data Management – students have an understanding of different data storage systems and file types (e.g. using network drives, cloud storage and external storage devices). They are able to identify and use appropriate digital productivity tools to find information (e.g. using Marjon Mobile app, advanced online searches, Mendeley, Discovery). They are also able to manage, organise and analyse data or information (e.g. folder and file organisation, use of analytical tools within Spreadsheets and Databases).
- Digital Learning and Teaching – students are able to identify and use digital learning resources, apps and services (e.g. LearningSpace, Panopto Replay, podcasts, online tutorials). They are also able to participate in digital assessment such as online quizzes and exams and receive and reflect on digital feedback (e.g. Turnitin).
- Digital Problem Solving, Creation & Development – students are able to identify and use digital tools to solve problems and answer questions (e.g. Microsoft Office help, Digital Skills Help, TelKit, online surveys). They are also able to create new digital artefacts and materials such as digital writing, digital imaging, audio and video and creating and modifying webpages (e.g., Poster creation, use of digital cameras and scanners, creating recorded presentations, creating an Edublog).
- Digital Security, Well-being and Identity – students understand how to act safely and responsibly in digital environments and can identify potential risks and consequences (e.g. security settings on social media, netiquette, keeping personal data secure). They are able to look after their personal health, safety, relationships and work-life balance in digital settings and are able to develop and project a positive digital identity across a range of platforms (e.g. LinkedIn, Twitter).



## **15. Support for Students and for Student Learning**

The University recognises the value of the whole student experience within Higher Education and students have full access to the University's 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
- Accommodation
- Disability and Inclusion Advice Service
- Employability and Careers Development
- Finance and Welfare
- Health
- Student Counselling and Well-being
- Student Volunteering

Student support and guidance is further promoted by the following:

- Personal Development Tutor 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
- The Chaplaincy Centre which is at the heart of the University and is used for social gathering, quiet reflection and prayer
- On-campus Nursery provision

## **16. Student Feedback Mechanisms**

The programme team seeks to develop positive relationships with students through ongoing and continuous dialogue and regular communication.

Feedback at programme level will be achieved through programme and module evaluations, mid module evaluations, end of semester evaluations and the Programme Voice Panel.

## **17. Other Stakeholder Feedback**

Industry stakeholder feedback and insight from current and former sport students has been integral in offering invaluable perspectives on industry trends, emerging practice and the skills required. Collaboration with existing professional partners has ensured the curriculum aligns with current industry needs, allowing the programme to develop sought-after relevant skills.

Furthermore, sporting professional partners have welcomed a flexible learning environment to accommodate the demands of intense athlete training and competition schedules. The programme has been praised with how it aims to support dual career athletes in the pursuit of academic and athletic excellence.

## **18. Quality and Enhancement Mechanisms**

The quality of the student experience and the standards of the awards are managed and quality assured through the University's regulations policies and procedures. 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 at both modular and the programme level reported formally through the University's annual monitoring and reporting cycle.

