

PROGRAMME SPECIFICATION

1. General information

Awarding body / institution	Leeds Trinity University
Teaching institution	Barnsley College
'Parent' School (<i>ICE / SAC / SSHS</i>)	SHSS
Professional accreditation body (<i>if applicable</i>)	n/a
Final award (<i>eg. BA Hons</i>)	Foundation Degree of Sciences
Title of programme(s)	Physical Activity, Health and Exercise
Subsidiary award(s) (<i>if any</i>)	Certificate of Higher Education in Physical Activity, Health and Exercise
Honours type (<i>Single / Joint / Combined</i>)	n/a
Duration and mode(s) of study	2 years full-time, 4 years part-time
Start date (<i>this version</i>) (<i>month and year</i>)	September 2018
Periodic review next due (<i>acad. year</i>)	June 2021
JACS subject code(s) (<i>Level 3</i>) (Please refer to HESA listing on AQO website)	C600 (35%) C640 (20%) L431 (20%) X210 (15%) X220 (10%)
UCAS course code & code name	C6K9
SITS codes (<i>Course / Pathway / Route</i>)	XBCFDPAH/XBCFPAH/XBCFPAH
Delivery venue(s)	University Campus Barnsley and Honeywell Sports Centre

2. Aims of the programme

Rationale and general aims, including what is special about this programme (from the student's and a marketing perspective)

The Foundation Degree in Physical Activity, Health and Exercise is designed to maximise development opportunities for a range of potential students looking to gain a deeper academic and practical understanding of the changing world of physical activity, health and exercise. This programme is designed for aspiring graduates who are seeking careers in health promotion, exercise instruction, health and wellbeing and physical activity. The programme will enable graduates to apply appropriate theories and knowledge in order to develop a wider understanding of practical application(s) and employment opportunities. It is designed to enable progression to Level 6 for those students aspiring to achieve full undergraduate honours or into the physical

activity, health and exercise and sport sectors. Alternatively students may wish to pursue professional updating in areas of specific interest and these opportunities are a key feature of the design of the programme.

The aims of the programme are as follows:

- To engage students in a contemporary and contextualised study programme that relates to the changing and interrelated world of physical activity, health and exercise.
- To provide students with the opportunities to develop holistically by developing their knowledge and skills to support effective learning in physical activity, health and exercise.
- To enable students to progress successfully to study at Level 6 and beyond by supporting their academic skills development.

3. Student learning outcomes of the programme

Learning outcomes in terms of:

- **knowledge and understanding (K)**
- **intellectual / cognitive / 'thinking' skills (I)**
- **practical 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.

On successful completion of the programme students will have demonstrated

- K1 Evaluate policies and practice(s) within the context of physical activity, health and exercise
- K2 Demonstrate knowledge and understanding of environmental and lifestyle factors that impact on health
- K3 Demonstrate knowledge and understanding of key sociological, psychological and environmental concepts that impact upon issues relating to physical activity, health and exercise
- I1 Apply knowledge, understanding and problem solving skills within an academic, professional or employment context
- I2 Interpret and analyse research evidence in physical activity, health and exercise
- I3 Develop coherent, reasoned arguments based upon evidence, analysis and reflection
- P1 Apply understanding of research methods and processes to the context of physical activity, health and exercise
- P2 Design and deliver practical lifestyle interventions in relevant contexts
- P3 Undertake work-related, employability and entrepreneurial activity in physical activity, health and exercise contexts

Employability skills

- E1 **Self-management** – the ability to plan and manage time, workloads and tasks or activities; the ability and readiness to accept self-responsibility and improve their own performance based on feedback/reflective learning; the ability to take initiative and be proactive, flexible and resilient;
- E2 **Teamworking** – the ability to co-operate with others on a shared task and to recognise and take on appropriate team roles; leading, contributing to discussions and negotiating; contributing to discussions; awareness of interdependence with others; the ability to prioritise and organise activities and to work with stakeholders and partners;

- E3 **Business and sector awareness** – an understanding of the key drivers for business success, including the importance of customer/client satisfaction and innovation; understanding of the market/sector in which an organisation operates; the ability to recognise the external context and pressures on an organisation, including concepts such as value for money, profitability and sustainability;
- E4 **Problem-solving** – a capacity for critical reasoning, analysis and synthesis; a capacity for applying knowledge in practice; an ability to retrieve, analyse and evaluate information from different sources;
- E5 **Communication** – the ability to present information clearly and appropriately, both orally and in writing, and to tailor messages to specific audiences and purposes;
- E6 **Application of numeracy** – a general awareness of mathematics and its application in practical contexts; the ability to carry out arithmetic operations and understand data, to read and interpret graphs and tables and to manage a budget;
- E7 **Application of information technology** – the ability to identify the appropriate IT package for a given task; familiarity with word-processing, spreadsheets and file management; the ability to use the internet and email effectively.
- E8 **Entrepreneurship/enterprise** – the ability to demonstrate an innovative approach and creativity to work, to generate ideas and to identify and take opportunities; to build the capacity for self-employment and entrepreneurial activity; to apply creativity to problems and issues in order to overcome barriers
- E9 **Social, cultural & civic awareness** – embracement of an ethos of community and civic responsibility; an appreciation of diversity and ethical issues; an understanding of cultures and customs in the wider community.

See also the learning outcomes for subsidiary awards set out in section 4 below.

3a External benchmarks

Statement of congruence with the relevant published subject benchmark statements

(including appropriate references to the FHEQ and any PSRB, employer or legislative requirements)

All new programme submissions should be accompanied by copies of external advisory and regulatory documents relevant to the programme.

In line with the QAA subject benchmark statement (QAASBS) for Sport, the current programme has been designed with a view to ensuring that significant attention has been paid to the 'experience economy' (p.6). The QAASBS discusses the 'multidisciplinary nature' of the subject grouping, something that is incorporated in this programme, for example, inactivity, health promotion and exercise feature as key strands with themes related to business and management, nutrition, instruction, sociology and psychology are all incorporated throughout. It is also suggested in the QAASBS, in section 3.18 that programmes should consider wider "social, cultural, scientific and management aspects of sport" (p.11). Therefore, this programme takes a 'multidisciplinary' approach to programme delivery, as in accordance with section 3.20 (QAASBS). The programme will mostly cover the following areas identified within the QAASBS for Sport:

- human responses and adaptations to sport and exercise
- the performance of sport and exercise and its enhancement, monitoring and analysis
- health-related and disease management aspects of exercise and physical activity

- historical, social, political, economic and cultural diffusion, distribution and impact of sport
- policy, planning, management and delivery of sporting [and exercise] opportunities.

Curriculum content will focus upon physical activity, health and fitness, human anatomy and physiology, exercise physiology, training theory, sport [and exercise] for different populations, sport nutrition, sport psychology, sport sociology and social and cultural issues, in line with content stipulations in section 3.21 of the QAASBS.

4. Learning outcomes for subsidiary awards

Guidance	
The assessment strategy is designed so that each of these outcomes is addressed by more than one module at Level 4.	<p>Generic Learning outcomes for the award of <u>Certificate of Higher Education</u>:</p> <p>On successful completion of 120 credits at Level 4, students will have demonstrated an ability to:</p> <ul style="list-style-type: none"> i) interpret and evaluate data appropriate to physical activity, health and exercise; ii) make sound judgements in accordance with basic inter-related disciplinary theories and concepts within physical activity, health and exercise; iii) evaluate the appropriateness of different approaches to solving problems within physical activity, lifestyle and well-being; iv) communicate the results and findings of their work coherently; v) display transferable skills in relation to physical activity, health and exercise.

5. Content

<p>Summary of content by theme (providing a 'vertical' view through the programme)</p>
<p>The Foundation Degree enables students to develop discipline-specific skills, in addition to the development of study skills, research skills and wider intellectual skills. More specifically, the programme develops students' understanding and practical application of scientific, social scientific and cultural perspectives of sport, physical education, the coaching process and sports development. It is hoped that this will show students how an interdisciplinary approach to these areas of study can address wider inter-related issues.</p> <p>There are six key themes of the programme. These are listed below:</p> <p style="padding-left: 40px;">Sport and Exercise for Different Populations</p> <ul style="list-style-type: none"> • L4 FSP4082 <i>Introduction to Health Promotion</i> • L4 FSP4092 <i>Inactivity Across the Lifespan</i> • L4 FSP4102 <i>Foundations of Anatomy and Physiology for Exercise</i> • L5 FSP5092 <i>Healthy Lifestyles and Wellbeing</i> <p style="padding-left: 40px;">Health Promotion and Wellbeing</p>

- L4 FSP4082 *Introduction to Health Promotion*
- L5 FSP5092 *Healthy Lifestyles and Wellbeing*
- L5 FSP5102 *Healthy Weight Management*
- L5 FSP5122 *Healthy Environments*

Tackling Inactivity

- L4 FSP4082 *Introduction to Health Promotion*
- L4 FSP4092 *Inactivity Across the Lifespan*
- L4 FSP4112 *Psychology of Physical Activity*
- L5 FSP5092 *Healthy Lifestyles and Wellbeing*
- L5 FSP5102 *Healthy Weight Management*

Social / Cultural Issues

- L4 FSP4082 *Introduction to Health Promotion*
- L4 FSP4092 *Inactivity Across the Lifespan*
- L5 FSP5092 *Healthy Lifestyles and Wellbeing*
- L5 FSP5122 *Healthy Environments*

Professional Practice

- L4 FSP4092 *Inactivity Across the Lifespan*
- L4 FSP4112 *Psychology of Physical Activity*
- L4 FSP4132 *Principles and Practice of Self-development*
- L5 FSP5092 *Healthy Lifestyles and Wellbeing*
- L5 FSP5122 *Healthy Environments*
- L5 FSP5142 *Employability, Entrepreneurship and Creativity*

Research Methods and Practice

- L4 FSP4122 *Introduction to Academic Research Skills*
- L5 FSP5132 *Advanced Academic and Research Skills.*

Wider study and academic skills are key themes of the course. Further to the above, these will be integrated and supported both formally and informally through modules and the tutorial and pastoral process. Students will be encouraged to develop criticality and research skills throughout the programme rather than simply in pure isolated modules. Research Methods as a term has been avoided to overcome student negativity towards such topics; instead, modules have been titled as the following: *Introduction to Academic Research Skills (Level 4)* and *Advanced Academic & Research Skills (Level 5)* and will follow a linear process. Whilst these core modules at each level focus upon the development of research skills, they will be underpinned by a range of teaching approaches and formative activities across the programme which will further enhance this, for example, those related to the collection and interpretation of data and approaches to the evaluation of experience in modules and subject areas.

Professional development is a key focus of this programme. Students need to recognise that personal and professional development, alongside academic development, is the key to a successful and rewarding career and positive personal progression. At level 4, students will study the 'Principles and Practice of Self-development' module which is focussed on ensuring that students understand the importance of developing themselves holistically whilst studying in higher education in order to improve themselves as future employees and as independent and successful students. There is a focus in three key areas; academic skills, professional skills (including qualifications and CPD) and personal skills and qualities.

Students will then build upon this at level 5, studying the 'Employability, Entrepreneurship and Creativity' module. In this, their focus will be upon the application of skills learnt at level 4 and undertaking relevant personal and professional development in a field of their choice, linked to their preferred and potential career outcomes and progression choices. UCB will facilitate

opportunities both inside and outside of the programme whereby students can gain additional, work-ready qualifications that support their academic development and broaden their horizons.

6. Structure

FdSc in Physical Activity, Health and Exercise

Duration: 2 years full-time / 4 years part-time

Total credit rating: 240 (120 ECTS)

Level 4 (with effect from September 2018)

Core: Students are required to take:

FSP4082	Introduction to Health Promotion	Sem 1 & 2	20 credits
FSP4092	Inactivity across the Lifespan	Sem 1 & 2	20 credits
FSP4102	Foundations of Anatomy and Physiology for Exercise	Sem 1 & 2	20 credits
FSP4112	Psychology of Physical Activity	Sem 1 & 2	20 credits
FSP4122	Introduction to Academic Research Skills	Sem 1 & 2	20 credits
FSP4132	Principles & Practices of Self-development	Sem 1 & 2	20 credits

Level 5 (with effect from September 2019)

Core: Students are required to take:

FSP5092	Healthy Lifestyles and Wellbeing	Sem 1	20 credits
FSP5102	Healthy Weight Management	Sem 1	20 credits
FSP5112	Leadership and instruction in Exercise	Sem 2	20 credits
FSP5122	Healthy Environments	Sem 2	20 credits
FSP5132	Advanced Academic & Research Skills	Sem 1 & 2	20 credits
FSP5142	Employability, Entrepreneurship and Creativity	Sem 1 & 2	20 credits

Part-time route

Year 1 - Level 4 (with effect from September 2018)

Core: Students are required to take:

FSP4122	Introduction to Academic Research Skills	Sem 1 & 2	20 credits
FSP4082	Introduction to Health Promotion	Sem 1 & 2	20 credits
FSP4092	Inactivity Across the Lifespan	Sem 1 & 2	20 credits

Year 2 - Level 4 (with effect from September 2019)

Core: Students are required to take:

FSP4132	Principles and Practice of Self-development	Sem 1 & 2	20 credits
FSP4112	Psychology of Physical Activity	Sem 1 & 2	20 credits
FSP4102	Foundations of Anatomy and Physiology for Exercise	Sem 1 & 2	20 credits

Year 3 - Level 5 (with effect from September 2020)

Core: Students are required to take:

FSP5142	Employability, Entrepreneurship and Creativity	Sem 1 & 2	20 credits
FSP5102	Healthy Weight Management	Sem 1	20 credits
FSP5112	Leadership and Instruction in Exercise	Sem 2	20 credits

Year 4 - Level 5 (with effect from September 2021)

Core: Students are required to take:

FSP5132	Advanced Academic and Research Skills	Sem 1 & 2	20 credits
FSP5092	Healthy Lifestyles and Wellbeing	Sem 1	20 credits
FSP5122	Healthy Environments	Sem 2	20 credits

7. Learning, teaching and assessment

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

Learning, teaching and assessment for the programme incorporates a range of key drivers from LTU's LTA Strategy (2015-19). The university vision sets out a desired aim to be 'renowned for developing socially impactful, highly employable individuals through pioneering, research-led learning and teaching who are supported and underpinned by high quality learning, teaching and assessment with a focus on advanced practice'. To this end, the programme supports the vision and strategy in several ways, including supporting the stated key goals of being applied, collaborative and engaged (ACE).

The programme retains a key focus in delivering learning, teaching and assessment that is applied. Learning takes place in a range of contexts including formal classroom delivery and the use of more traditional methods, but also through placements and volunteering, the provision of additional opportunities and qualifications and/or experiences; all of which aim to develop a range of employability skills and grow student professionalism and confidence in themselves and their understanding.

Whilst there is no formal work-placement module, students will be required to engage in activity that supports and boosts employability and that develops them holistically in order to be successful across the programme. For example, in Principles and Practice of Self-development at Level 4, it is a requirement that they undertake a Self-development Review Meeting as part of their final assessment. In this, they are required to 'demonstrate their progress of self-development across a range of areas be they academic, personal and/or professional. Students must be able to articulate their own self-development by highlighting the tasks and activities they have undertaken and how this has supported their self-development'. Additionally, in modules such as Inactivity Across the Lifespan, students will plan to deliver activity interventions for specific populations in an employment context.

At Level 5 in their Employability, Entrepreneurship and Creativity module, students will participate in an 'Employment Conference' as well as demonstrate their own professional readiness against a range of employment opportunities. It is envisaged that some students will actively utilise this module to develop their own ideas and businesses, supporting entrepreneurial activity and understanding. Students will have the support of a range of University support services including the Enterprise Team, Student Services and the Students' Union. Furthermore, at Level 5, students will be engaged in context during modular delivery when working to deliver and adapt sessions across a range of modules including Healthy Environments and Leadership & Instruction in Exercise. Here, students will deliver sessions, undertake a policy literature review and present findings whilst proposing recommendations for future practice.

Directed activities will also be used in part as an opportunity to boost knowledge and understanding in terms of employment readiness (see below). UCB has strong links with a range of local and regional employers including Yorkshire Sport Foundation, Public Health Barnsley, the NHS, Team Activ and several local gyms and health clubs. These will be actively involved in supporting students to gain the skills and experience required to be successful employees in the future. Further to this, students will be afforded the opportunity to undertake a range of additional, developmental qualifications and experiences via the Sports Participation & Physical Activity Coordinator and Sports Hub Apprentices. These roles entail working collaboratively with a range of organisations including NGBs, employers and Barnsley College to develop access and opportunities for students, including CPD and updating, volunteering and work experience, placements and internships and/or secondments. Typically, students may undertake qualifications

in areas such as Fitness Instructing, Personal Training, Emergency First Aid and Sports Massage alongside any sports-specific coaching and leadership awards.

The application of knowledge and the development of skills is a key focus for the programme and students will engage from the outset in setting clear academic and personal development targets. Students will develop the reflective capacity to challenge and change themselves and shape their own future and will be supported in doing so by a focused and committed staff team including a personal tutor who will support personal and professional development.

A key driver for the programme is to adopt a pedagogical approach that emphasises active enquiry and collaboration and this should enable students both to shape and be responsible for their learning. This approach will support holistic development and support the improvement of graduate-level and employability skills for all students on the programme. A key focus is to ensure that we provide an educational experience that is student-centred and responsive to the needs and attributes of individuals, whilst being consistent and congruent with the needs of higher level study.

The programme has been designed incorporating a range of assessments, for example, oral presentations, essays, reports, motivational interviews, employment interviews, practical case studies, projects, exams and conference-style presentations. In terms of student-centred educational experience, assessment has been created in line with practice at LTU; careful attention has been paid towards directed activities (constituting 10% of the grade of each Year one module) and creating opportunities for students to shape their curriculum, for example, through 'negotiated' assessment. The Foundation Degree will operate a fixed curriculum; all modules will be initially core (due to projected student numbers), however, we are currently working with counterparts at LTU to create further opportunities for students to shape their curriculum at Level 6 through introducing optional modules to enhance our existing franchised provision. The assessment strategy and methods are designed to reflect the nature of the work place and develop practical understanding and skills.

The college will provide and support relevant technologies and learning spaces that give opportunities for flexible approaches to provision. The programme will integrate a range of information and learning technologies (ILT), supported by an Advanced Teacher for ILT. This will improve students' engagement with and use of technology and help to enable students to develop their skills. This technology will also help students to manage their learning.

Research-driven enquiry and engagement with research will inform teaching and support learning, helping students to develop their own research skills as well as support the development of criticality and analysis. Students will be able to use data to support their ideas and opinions. An understanding of the ethical issues that impact upon professional practice is a key feature of the programme with students exploring a range of topics that highlight the importance of ethical practice. Students will gain an appreciation of this through modular content, for example, ethics of health promotion, instructing exercise and physical activity sessions, working with communities, psychological considerations in terms of ethics and values and during personal development modules, to name a few. Sustainability will be an important feature across modules where students will explore sustainability as a concept in relation to a range of subjects including exercise across the lifespan and healthy environments.

7b) Programme learning outcomes covered

Adjust LO codes as necessary. ↓	Assessed learning outcomes of the programme									Skills development								
	K1	K2	K3	I1	I2	I3	P1	P2	P3	E1	E2	E3	E4	E5	E6	E7	E8	E9
Lighter or hatched shading indicates modules that are not core, ie. not all students on this programme will undertake these.	Policies and practices	Knowledge and understanding	Key concepts and issues	Problem solving	Interpretation and analysis of research	Coherent and reasoned argument formulation	Application of research skills/processes	Design and deliver interventions	Employability and entrepreneurial activity	Self-management	Teamworking	Business & sector awareness	Problem-solving	Communication	Application of numeracy	Application of IT	Entrepreneurship / enterprise	Social, cultural & civic awareness
FSP4082 – Introduction to Health Promotion																		
FSP4092 – Inactivity across the Lifespan																		
FSP4102 – Foundations of Anatomy and Physiology for Exercise																		
FSP4112 – Psychology of Physical Activity																		
FSP4122 – Introduction to Academic Research Skills																		
FSP4132 - Principles & Practices of Self-development																		
FSP5092 – Healthy Lifestyles and Wellbeing																		
FSP5102 – Healthy Weight Management																		
FSP5112 – Leadership and Instruction in Exercise																		
FSP5122 – Healthy Environments																		
FSP5132 – Advanced Academic and Research Skills																		
FSP5142 – Employability, Entrepreneurship and Creativity																		

8. Entry requirements

Foundation degree programmes

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.

Students wishing to enter the Programme at Level 4 must demonstrate their ability to matriculate. All students require GCSE English Language at grade C/grade 4 (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. Applicants should be 18 or over.

For students whose first language is not English, a pass in an approved test in English is needed, e.g. the International English Language Testing Service (IELTS) or equivalent test.

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 Recognition of Prior Learning. 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.

Applicants without formal qualifications at Level 3 will be expected to have prior experience of working in either a paid or voluntary capacity. The context of their working role should include experience of work-relating to sport, physical activity, coaching and leadership, health and fitness and/or supporting children and/or young people's learning. Students wishing to combine study with employment (for example by studying part-time) must be working in an environment that enables them to engage fully in any work-related application of the learning and skills acquisition. They should also be able to participate in any formal learning sessions as required. Part-time study routes are outlined in Section 6.

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 DBS check) 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 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.

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)

Standard University undergraduate regulations apply.

10. Prerequisites

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

FSP4122 Introduction to Academic Research Skills is a pre-requisite for FSP5132 Advanced Academic and Research Skills.

Academic research skills and understanding the research process is critical for success at Undergraduate level. As such, we feel it necessary that each module becomes a requisite pass at Level 4. Further to this, external examination reports at Level 6 cite research and critical skills as our area for developing future practice. This also reflects the additional 'time' added to these modules. This also prepares students for SHN6164 (Dissertation) at Level 6.

FSP4132 Principles and Practice of Self-development is a pre-requisite for FSP5142 Employability, Entrepreneurship and Creativity.

The nature of Foundation Degrees typically emphasises 'experience' gained by the students in vocational settings. Further to this, the QAASBS discusses the importance of 'experience economy' (p.6). As such, it is felt that students must pass this module to demonstrate engagement with practical experience as well as personal and professional development. By undertaking this at Level 4, it prepares students well for FSP5142 and Level 6 SHN6192 (Professional Learning through Work).

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; any PSRB requirements)

Extended appointment of existing examiners and examination arrangements. Currently there is a Level 6 examiner and for purposes of consistency and clarity this extended arrangement is most suitable. This will also assist in the longer-term development of provision at Barnsley College.

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, constraints on out-of-programme optional module choices)

N/A

13. Additional support needs

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

Students with disabilities or other support needs are welcome and are expected to be able to participate fully in this programme. Arrangements will be made, via the normal University support systems, to accommodate students with additional support needs wherever possible, with reasonable adjustments made to accommodate individual needs.