Foundation Degree in Sports Coaching

2023-2025
(2023-2027 PT)

Programme Handbook

Programme Leader:

Jack Warren

Telephone: 01388 443000 (ext: 2312)

1. Welcome and introduction

Welcome from your programme tutors:

Welcome to Bishop Auckland College. Your course of study has been designed with you in mind and we want you to have a valuable learning experience during your time with us. This handbook is designed to provide you with relevant information for your programme of study. It can enable you to better understand what you will be doing, where you will be doing it, when you will be doing it and the roles and responsibilities of key people, including yourself.

It is divided into sections which cover details of your programme of study; information which you need to know about both Bishop Auckland College and the Open University, who validate your award, as well as general information about being a student.

If you find that you have a query that the handbook does not cover, please ask. The most likely persons to be able to help you will be your Tutor or the Programme Leader.

This handbook should be read in conjunction with the Bishop Auckland College programme specification, available separately. Please see your Programme Leader for details or visit the programme page on Moodle.

As an Open University student you will also be issued with module guides for each module of the programme. These guides will be available from your Module Tutor within the College.

We hope you enjoy your time with us at Bishop Auckland College and we wish you well on this programme of study.

Sports Coaching Programme Team – September 2023

Programme Team

Contact details can be found below for the Programme Leader, Module Leaders and Head of School.

Name and Role	Email	Telephone
Programme Leader, Module Leader and Personal Tutor **Jack Warren**	Jack.Warren@bacoll.ac.uk	01388 443000 (ext: 2312)
Module Leader & Personal Tutor **Andrew Dixon**	Andrew.Dixon@bacoll.ac.uk	01388 443065
Module Leader & Personal Tutor **Adam Mitchell**	Adam.Mitchell@bacoll.ac.uk	01388 443000 (ext: 2312)
Head of School – Sport and Initial Teacher Training **Andrew Dixon**	Andrew.Dixon@bacoll.ac.uk	01388 443065

Additional teaching and tutorial support

Where changes to personnel in the team occur, the college will make appropriate temporary or permanent appointments to ensure teaching and curriculum requirements are met. Where this occurs, relevant biographical information will be made available to trainees.

Communication

The college expects you to use your college email address and check regularly for messages from staff. If you send us email messages from other addresses they risk being filtered out as potential spam and discarded unread. The course team will normally communicate with students via the email system. Other means employed are also phone, post, VLE and student notice-boards. Students can normally expect to receive a reply to their emails within a **reasonable period.**

Support staff

HE Student Liaison Mentor: Luke Smith	Finance: Lisa Robson
Telephone *Direct Line:* 01388 443014	**Telephone** *Direct Line:* 01388 443113
01388 443000 (ext: 3321)	
E-mail luke.smith@bacoll.ac.uk	**E-mail** lisa.robson@bacoll.ac.uk

External examiner

The College has appointed an External examiner to this programme who helps to ensure that the standards of your course are comparable to those provided at other higher education institutions in the UK. The name of this person, their position and home institution can be found below. If you wish to make contact with your External examiner, you should do this through your Programme leader and not directly. External examiner reports will be made available to you electronically. The programme team will regularly send a sample of student coursework to the external examiner(s) for external moderation purposes, once it has been marked and internally moderated by the course tutors. The sample will include work awarded high, middle and low marks.

External Examiner details:

Denis Pressler

University of Central Lancashire

DPressler@uclan.ac.uk

Introduction to the programme

Welcome to the FD in Sports Coaching Programme (2023 – 2025 or 2027 Part Time). The FD in Sports Coaching programme offered at Bishop Auckland College and validated by the Open University is designed for people who wish to pursue a career in Sports Coaching or who wish to enhance their coaching ability for use within their existing or future employment. The two/four-year programme is designed and incorporates the framework of The International Council for Coaching Excellence (2016). The FD in Sports Coaching enables students to become reflective practitioners within a creative and innovative approach underpinned by research.

The FD Sports Coaching Programme aims and objectives to;

- Provide students with the opportunity to apply their knowledge, understanding and practical expertise in a variety of contexts.
- Provide opportunities for students to experiment with the research process of data collection through consideration of a range of research methods through secondary research.

- Develop the ability to evaluate and analyse new knowledge and experiences by drawing upon theories, principles and concepts to inform understanding and practice.
- Encourage students to become more independent within their own learning and professional development, supporting students' preparedness for further academic study.
- Equip students with a multidisciplinary skills base that can be applied in an interdisciplinary context.
- Create a strong foundation for lifelong learning and continuing professional and personal development.
- Encourage students to implement theory at the correct time withint their practical coaching practice.

The development of knowledge, cognitive and practical skills that are transferable across a range of contexts and domains including employment and further study in accordance with QAA Benchmark statements for Hospitality, Leisure, Sport and Tourism.
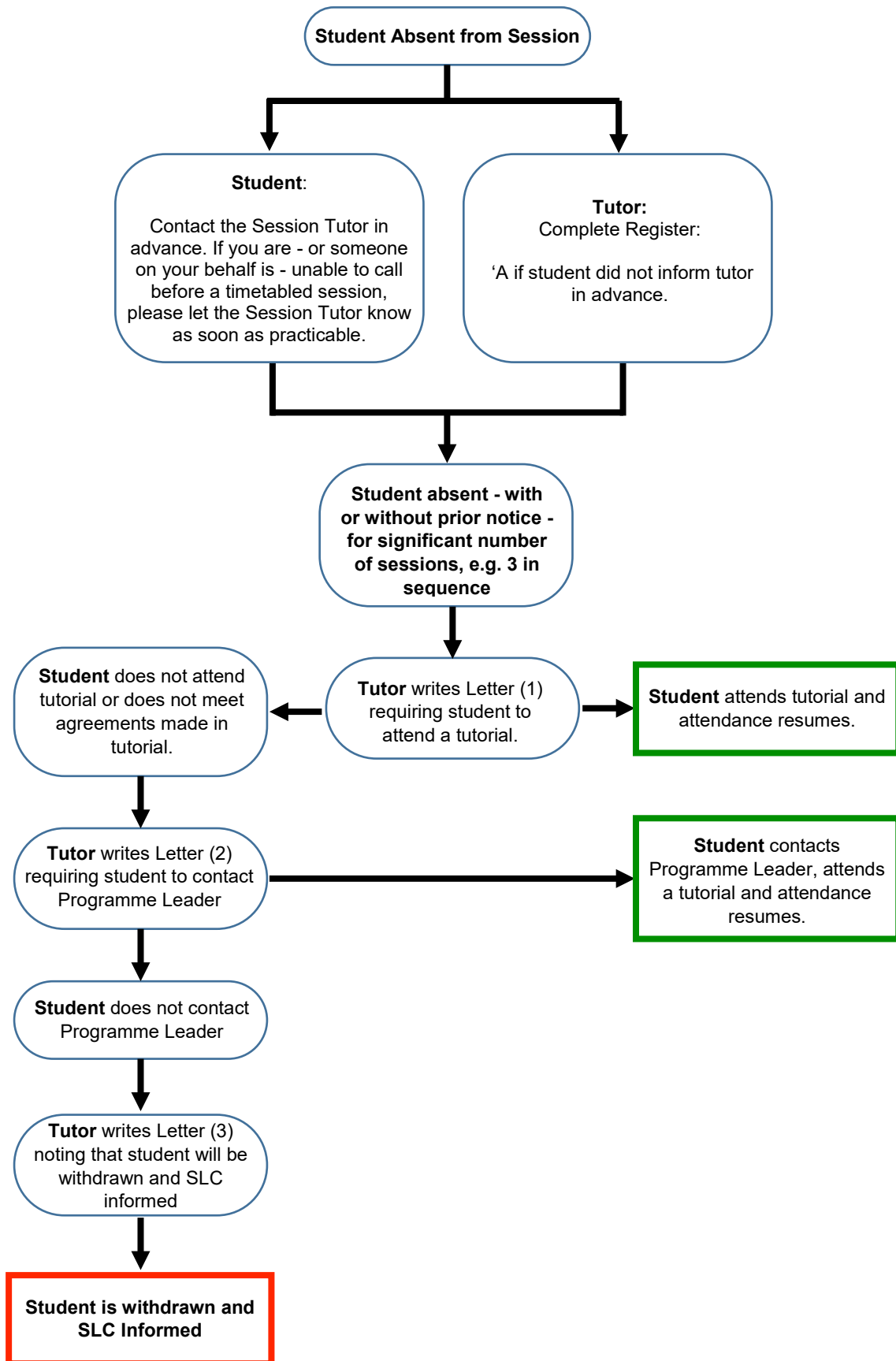
Attendance

Attendance Requirements

Regular and full attendance on the programme is a very important component of higher education study. We expect that students will commit themselves to 100% attendance on all aspects of the programme (as far as is possible).

Any student who does not meet these requirements will be at risk of failing the programme. If students do miss sessions they will be expected to provide evidence of the work they have undertaken in their absence to ensure they do not fall behind. In the event of extenuating circumstances that affect attendance then students will be required to follow the extenuating circumstances procedure and any application will be reviewed by the panel on an individual basis.

All classes will start promptly therefore any student arriving late will be expected to show consideration and sensitivity to what is going on in the room on arrival. It is the student's responsibility to notify Tutors that they will be late. Continual lateness will affect attendance records.

The process for repeated absence is outlined on the following page:

Repeated Absence – Process Flowchart

Student Absent from Session

Student:

Contact the Session Tutor in advance. If you are - or someone on your behalf is - unable to call before a timetabled session, please let the Session Tutor know as soon as practicable.

Tutor:
Complete Register:

'A if student did not inform tutor in advance.

Student absent - with or without prior notice - for significant number of sessions, e.g. 3 in sequence

Student does not attend tutorial or does not meet agreements made in tutorial.

Tutor writes Letter (1) requiring student to attend a tutorial.

Student attends tutorial and attendance resumes.

Tutor writes Letter (2) requiring student to contact Programme Leader

Student contacts Programme Leader, attends a tutorial and attendance resumes.

Student does not contact Programme Leader

Tutor writes Letter (3) noting that student will be withdrawn and SLC informed

Student is withdrawn and SLC Informed

A professional attitude

This is an higher education programme of study, and students are expected to behave accordingly, adopting a self-disciplined approach to all aspects of the programme, including, a mature attitude to private study and self-reliance when using all college systems, including information retrieval of handbook information, on-line resources as well as assignment preparation, etc. Students are to ensure that they comprehensively familiarise themselves with this handbook. When on placements or during coaching practice, students are expected to fulfil all aspects of placement requirements in a professional manner.

Progression on course

Students are expected to pass all year one modules before progressing onto year two, however if year one modules are not fully met before the commencement of year two students are expected to complete any outstanding modules as soon as possible*. If a student leaves the programme at the end of the first year and they have successfully passed all of the modules, they will receive the exit award: Certificate in Higher Education in Sports Coaching.

Students are expected to pass all year two modules before progressing onto year three, however if year two modules are not fully met before the commencement of year three students are expected to complete any outstanding modules as soon as possible*. If a student leaves the programme at the end of the second year and they have successfully passed all of the modules, they will receive the exit award: Diploma in Higher Education in Sports Coaching.

Modules can only be trailed between progression from Level 4 – Level 5 and Level 5 - Level 6, depending on Open University Regulations, found here.

Structure of Programme & Progression

Level 4 (Year One) 120 credits					
Compulsory modules	**Module code**	**Assignment**	**Credit points**	**Is module compensatable?**	**Semester runs in**
Academic and Professional Skills	SC101	Individual Presentation (40%) Annotated Bibliography (30%) Action Plan (30%)	30	No	1 and 2
Introduction to Community Health and Social issues	SC102	Individual Presentation (60%) Rationale (40%)	20	Yes	1
Introduction to Coaching Science	SC103	Patchwork Assessment (100%)	20	Yes	2
Introduction to Coaching Practice	SC104	Session Plans and Reflection (50%) Paired Coaching Delivery (50%)	30	No	1 and 2
Introduction to Coaching Theory	SC105	Essay (60%) Poster Presentation (40%)	20	Yes	1
Exit Award: Certificate in Higher Education in Sports Coaching					
*In order to progress onto Level 5 (Year Two) all the above modules need to be completed successfully**					

Level 5 (Year Two) 120 credits					
Compulsory modules	Module code	Assignment	Credit points	Is module compensatable?	Semester runs in
Community Coaching Practice	SC201	Coaching Delivery and Reflections (80%) Action Plan (20%)	30	No	1 and 2
Contemporary Understandings of Sports Coaching	SC202	Critical Summary (50%) VIVA (50%)	20	No	1
Skill Acquisition	SC203	Session Plan & Critical Summary (40%) Practical Coaching Session & VIVA & Reflection (60%)	20	Yes	1
Research Methods	SC204	Research Portfolio (100%)	30	No	1 and 2
Coaching Science in Practice	SC205	Case Study (50%) Group presentation (50%)	20	No	2
Full Academic Award: Foundation Degree (FD) in Sports Coaching					

Part-time Pathway

	Credit value	Semester	Suggested Year of programme
LEVEL 4			
Academic and Professional Skills	30	1 and 2	1
Introduction to Community Health and Social issues	20	1	1
Introduction to Coaching Science	20	2	1
Introduction to Coaching Practice	30	1 and 2	2
Introduction to Coaching Theory	20	1	2
LEVEL 5			
Community Coaching Practice	30	1 and 2	3
Contemporary Understandings of Sports Coaching	20	1	3
Community Interventions for Health and Social Issues (Optional)	20	2	3
Skill Acquisition (Optional)	20	1	3
Research Methods	30	1 and 2	4
Coaching Science in Practice	20	2	4

Part time students

Within the part-time pathway the modules in each level are split over a two year period (see table above) therefore progression occurs in the same sequence as in the full-time pathway except each level will take two years to complete rather than one.

All regulations and support structures remain unchanged across Full Time and Part Time provision, the only difference is the timing of modules and the overall programme time (4 years)

Notional hours

Within each module guide you will be given a specific breakdown of the study hours required for that module this will include taught and self-study time. As a rule, 1 credit the equivalent to 10 hours, e.g. 20 credits equates to 200 notional hours. Of this 200 hours, you will have around 45 hours of contact delivery with the remaining hours being made up of reading, independent study and working and study for assessment.

Weekly timetable

A copy of your weekly timetable will be given to you during induction. The timetable is also available on Moodle. You will have a minimum of one taught session per week for each of the modules across the programme.

Expected hours of study

The normal amount of work involved in achieving a successful outcome to your studies is to study for 10 hours per week per credit you need to achieve – this includes attendance at college and time spent in private study, e.g. Introduction to Coaching Practice is 30 credits and therefore, requires commitment of on or around 300 hours.

Programme specification – for details please see separate Programme Specification Document

Module specifications – for details please see separate individual Module Specifications.

Assignment schedule:

	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Week	8-10	11-13	15-18	19-21	24-27	28-31	32-36	39-40	41-43	45-47
L4										
SC101 - APS		A1-12				A2-28				A3-45
SC102 -ICHSI		A1-14		A2-18						
SC104 - ICP						A1-30			A2-41	
SC105 - ICT				A1-19	A2-24					

SC103 - ICS					F1-26	F2-31	F3-35		A1/F4-39	
Level 5										
SC204 - RM			F1-16	F2-19					A1-41	
SC201 - CCP				F1-19	F2-27		A1-34	A2-39		
SC202 -CUSC			A1-17		A2-24					
SC205 - CSP							A1-33		A2-43	
SC206 -CIHSI										
SC203 - SA		A1-12		A2-20	A3-25					

See the part time pathway table (above) to cross reference assessment schedule across the 4 year programme.

Student support, guidance and advice

What support can the college offer you?

Support for a student can take various forms. If you feel you need support to help with your academic work and completion of the programme talk please talk to your tutor.

It is advisable that at the earliest opportunity you tell someone within the college about your needs: Write it on your application form. Talk to someone at interview. Ask at Student Services. Talk to your tutor at induction. Talk to your tutor during tutorial. Obviously, the sooner you tell us, the sooner we can help.

If you want to communicate with the module tutors, remember that they teach on other modules and programmes, visit students on placements and attend a wide range of meetings and are practicing therapists; they may not therefore be available immediately. It's always best to contact them and make an appointment in advance if you can. Tutors will answer emails as quickly as possible but the duties described above may mean that they cannot access their computers every day; you can expect a reply to an email in 2-3 working days**.**

Induction

Induction will occur in the first week of a programme of study. Induction will be facilitated by the course team but will also involve meeting support staff and other college personnel. During the induction students will receive an introduction to and overview of their programme of study, a tour of the college including the learning zone, bespoke facilities and amenities, introduction to college systems such as: Moodle and the Student Portal, made aware of relevant and necessary policies and procedures such as: Health & Safety, Equality & Diversity, GDPR as well as important issues such as attendance, support and communication.

Personal tutor

All students will be assigned a personal tutor at the beginning of their academic study. Personal tutors will provide support to students on all aspects of their learning as well as any personal matters that might arise. Personal tutors will undertake regular tutorials with students and record a summary of these meetings on Etrackr, as well as providing a weekly scheduled drop-in time that students can access without an appointment.

Study skills

The learning zone staff offer support and help with certain areas of study skills such as assignment structure, referencing, journals searches and accessing the VLE (Moodle).

Careers advice

Regular industrial updating, career information and enhancement opportunities are provided to students on their programme of learning by the course team and personal tutors. Alternative career advice can be sought from the college's Student Progression Team.

Counselling & student welfare

Students whose learning is being negatively affected by personal difficulties can seek support from student progress mentors within student support or alternatively can access the colleges counselling service. Students can self-refer or ask their personal tutor to make a referral on their behalf. Referral forms are available from room 265. The counselling service co-ordinator is Lindsey Moses (Lindsey.Moses@bacoll.ac.uk).

Support for students with disabilities

Students who require support with disabilities should inform the course team at interview of their disabilities. The course team will seek through conversation with the student to understand their particular needs and what reasonable adjustments need to be put into place to ensure the student has fair access to their programme of learning. With the students' permission the course team may need to get other college personnel, such as the Health & Safety Officer involved to make adequate arrangements.

Financial advice and support

Students can access financial advice and support in Student Services.

Moodle

Moodle is part of the college's Management Information Systems (MIS) and Virtual Learning Environment (VLE). You can access Moodle whilst on the College site by logging onto your college network account and opening the student intranet home page. You will need to enter your College network ID and password. Alternatively, you can also access the College's Moodle from outside College by going to https://moodle.bacoll.ac.uk/moodle/ and entering your network ID and password.

Moodle is a great place to look for information to help you with your course. There are useful links to key resources and websites. You can also access **calendars** which show upcoming events as well as **forums**.

Moodle enables you to keep in contact with tutors and friends if you are on **Instant Messaging** and the many **forums** that have been established to support you. These communication tools are particularly useful if you are out of the College. Moodle is available 24 hours a day, 365 days per year and from anywhere in the world.

Moodle is used extensively as a tool to support learning; providing a wide range of learning resources, they might provide access to resources such as teaching notes, PowerPoint presentations or, in some cases, multimedia scenarios and video lectures. Other resources may include access to module guides, assignments and links to other websites to help with your studies including study skills support.

Moodle is also used to submit some assessments; this is particularly useful when assessments include video footage. It can be used for confidential discussions with tutors and for wider discussions via online forums. Moodle is also an important tool for personal development planning.

Moodle is accessible both within the college and externally via the college's website.

All policies and procedures relating to your programme of study area available on the student portal, they are linked in this handbook and the college website under higher education.

Opportunities for personal development planning

Each student will have access to Personal Development Planning on Moodle and be supported to do this by their personal tutor.

Facilities and services

Library/e-learning resources & computing facilities

Staff in the Learning Zone aim to provide a high-quality service based upon a range of print and electronic resources and other learning materials to support you in your studies. We offer an environment that is safe and welcoming for both learners and staff to study. Services we provide includes not only access to a wide collection of books, but also help with how to access and use your computer, Moodle (VLE) and Webmail accounts. Other services include Study Skills Workshops, 1-2-1 sessions, Study Skills Guides, Assignment hand-in and more. If you have any suggestions for the Learning Zone, then please either approach a member of staff or fill in a suggestion form that can be found next to the seating/quiet area. If you need help with anything at all, please do not hesitate to ask. We are here to help.

If you need to contact the Learning Centre, please telephone 01388 443018 or email them using email address: learningcentre@bacoll.ac.uk

Learning Zone Co-ordinator	**e-Learning Facilitator**
Alison Kelsey	David Brown
Telephone *Direct Line:* 01388 443068 *Extension:* 2264	**Telephone** *Direct Line:* 01388 443106 *Extension:* 2356
E-mail alison.kelsey@bacoll.ac.uk	**E-mail** david.brown@bacoll.ac.uk

Technical support and helpdesk

For technical support access the 'Student Help' page on the student portal, where you will find helpful information relating to Moodle, how to connect to the College Wi-Fi, how to use the College printers and more. If the information you require is not shown on this page, please contact your personal tutor, a member of the course team, a member of the Learning Zone team or IT Support.

Catering services

Aramark Catering is the contract caterer that provide all the food on offer at Bishop Auckland College Campus.

The Meeting Place is the cafeteria at Bishop Auckland Campus

Workshop, laboratory, studio or study areas and other specialist accommodation available to support the programme

Equipment required to be provided by the student/Fees payable by student

All students who enrol on the FD programme will receive a £500 cashback payment per academic year.

An additional £500 per student will also be placed into a separate budget in order to fund extra-curricular educational visits. If students are to incur any additional costs for these trips or visits, this information will be provided in advance.

Policies

All policies and procedures relating to your programme can be found here. This includes;

Academic appeals

- Student overview of the academic appeals process
- Academic appeals procedure
- Appeals flowchart
- Academic appeal form

- Access and participation
- Academic misconduct regulations
- Admissions policy
- Admission appeals procedure
- Attendance policy
- AMBeR plagiarism tariff
- Extenuating circumstances policy
- HE assessment and feedback policy
- HE student transfer policy
- Research ethics policy
- Recognition of prior learning policy
- Registration of students
- Regulations for validated awards of the Open University
- Student guide to recognition of prior learning
- Terms of reference for Higher Education module assessment/progression and award boards

Assessment and progression regulations

Identification of all elements of assessment, including type, volume weighting and timings of assessment

Please refer to Module guides and assignment briefs for specific information on each assessment.

Minimum pass marks for modules

To obtain an Open University award, students are required to complete all parts of the programme's approved assessment and comply with all regulations relating to their programme of study.

The minimum aggregate pass marks for the Open University validated awards are:

40% for undergraduate programmes

These minima may apply to assessment elements as stated in the wording of the module specifications, but will apply to modules, stages and qualifications.

Rules governing extension to submission deadlines

Student requests for extensions to assessment deadlines will not be approved unless made in accordance with published partner institution guidelines as approved by the Open University.

Process for requesting deferral of modules

To request a module be deferred an application for this should be made initially to the Extenuating Circumstances Committee, which will be reported to the relevant Module Assessment/Progression and Awards Boards.

Assessment of community coaching placement

Details on the assessment of community coaching can be found in the Community Coaching Handbook and in the Module Specification.

Assessment of presentations and performance

Where formative assessment is required on presentations and/or performance this will be offered verbally and may be supported by unstructured notes. Where summative assessment is required for presentations and/or performance specific criteria will be given to students to meet and the assessment will be formed against these criteria.

Definitions and consequences of academic misconduct, including plagiarism

Academic misconduct is defined by the college as any activity or attempted activity which gives an unfair advantage to one or more students over their peers.

Plagiarism is defined by the college as the practice of taking someone else's work or ideas and passing them off as one's own. The college requires all students to use the plagiarism checking tool Turn It In, which is available on Moodle via the assignment hand in service. All assessment will indicate the process for submission, including the use of Turn It In. For more advice and information on plagiarism click here.

Please refer to the Higher Education Academic Misconduct Regulations for further details, found here.

Mechanisms for provision of feedback to students on performance, and the role of formative and summative assessment.

Throughout their study programme students will be offered both formative and summative assessment on their performance. Formative assessment will be mostly verbal feedback given by both tutors and peers, whereas summative feedback will always be given as a written assessment.

Acceptable forms of academic referencing and citation

As a student, it is important that you identify in your assessment when you are using the words or ideas of another author. The most accepted way of acknowledging the work of another author is to use a referencing system. Failure to properly reference using the Harvard system may make the reader think that you are cheating by claiming someone else's work as your own. In the academic environment, we call this plagiarism and it is seen as a very serious offence. Please remember that plagiarism is not just when you directly copy words from another student's or expert's work. Plagiarism also occurs when a student

re-words someone else's ideas in your own work and you do not give credit to the original source.

It is extremely important that students correctly reference all paraphrasing and direct quotations. While there are many referencing rules and conventions under the Harvard system, in most cases it is generally important in the text of an assignment to show the reader the author's name, date of publication and page numbers of the original source. In the reference list, it is important that the author's name, the year of publication, relevant titles, and other access information is faithfully reproduced. At first, the referencing system may seem time-consuming and fussy but it will soon become second nature to you and will become part of the long list of skills you will have gained as a university student.

You will be provided with a copy of the textbook, 'Cite Them Right; The essential referencing guide (Palgrave Study Skills).'

Progression regulations

In order to complete and pass a stage of a programme, a student must normally acquire the total number of credits set out in the programme specification at the approved qualification level for the award. Exceptions are restricted to those detailed in paragraph 17.5.3 of the OU Regulations for Validated awards (available on the student portal) below or have been exempted through advanced standing, or through the implementation of the processes covering extenuating circumstances

Unless otherwise stated in the approved programme specification, compensation will be applied at stage level and agreed during an examination board when the following conditions are met:

(a) No more than 20 credits whichever is greater, can be compensated in any one stage of an undergraduate or postgraduate programme.
(b) Compensation is not permitted for modules within awards of less than 120 credits in total.
(c) Progression/Module Award Boards should assure themselves that learning outcomes of the qualification level have been satisfied. The process for evaluating cases will be identified in the programme specification.
(d) A minimum mark of no more than 5 percentage points below the module pass mark has been achieved in the module to be compensated.
(e) Taking the module mark to be compensated into account, an aggregate mark of 40% has been achieved for the qualification level of the undergraduate programme
(f) No compensation shall be permitted for any core project/dissertation/capstone module, as defined in the programme specification.
(g) PSRB requirements may exempt certain modules from compensation – this will be articulated in the programme specifications.

Reassessment and re-sits

The board of examiners may, at its discretion, make such special arrangements as it deems appropriate in cases where it is not practicable for students to be reassessed in the same elements and by the same methods as at the first attempt. However, where a validated programme is discontinued, provision has to be made to ensure fair assessment opportunities for all students who have been enrolled.

17.3.1 Resit provision is subject to all the following conditions:

(a) A student may resit the failed assessment components of a module only once. Where there are extenuating circumstances, the Progression/Module Award Board has discretion to decide whether a further assessment opportunity shall be permitted, unless explicitly prohibited in the rules for the programme, as approved in the validation process and programme specification.

(b) A student who does not complete the resit by the date specified shall not progress the programme, except in cases where the process for allowing extenuating circumstances has been followed.

(c) Resits can only take place after the meeting of the Progression/Module Award Board or following agreement by the Chair and the External Examiner of the Board.

(d) A student who successfully completes any required resits within a module shall be awarded the credit for the module and the result for the individual assessment component capped at the minimum pass mark for the module.

(e) A student shall not be permitted to be reassessed by resit in any module that has received a pass mark, or in a component that has received a mark of 40% or above at UG level.

(f) The resit will normally be carried out by the same combination of written examination, coursework etc. as in the first attempt.

Work Based Learning (WBL)/Coaching Placement Guidance

Documentation relating to your Coaching Placement can be found in your Negotiated Learning Agreement and WBL/P Handbook. The Handbook includes several key documents and guidance on the importance of your placement and formalising agreements between you (the student), the placement provider and the college.

Suitability of placement

Not all placements will provide you with the experience required while studying for a foundation degree. It is important that you engage in professional discussion with the Module Leader in order to fully assess the suitability of your community coaching placement. Only following this assessment and final confirmation from the Module Leader, can your mentor sign their agreement contract and begin completing your coaching hours.

Support and actions

The module tutor may provide a contact list of local clubs including contact details and support you to ensure you maximise the experience and learning during your placement. Prior to commencing your placement there are a number of actions for you to complete.

You will be expected to complete a Health Questionnaire and supply a copy to your placement and Module Tutor. Your mentor needs to sign their contract agreeing to mentor you for the duration of your placement. Finally, you will be responsible for monitoring your log of hours and experiences during the placement and having a copy of your log, authenticated by the placement provider.

Extenuating circumstances

The Extenuating Circumstances Policy including a copy of the Extenuating Circumstances form (Appendix 3) is available on the student portal here.

Assessment Appeals Procedure

College staff will follow the appeals guidance issued by the college (BAC-C-07 – Appeals Procedure) which is available on the student portal here.

Research Methods

Supporting arrangements

Students will receive taught sessions on research methods: lectures and workshops, prior to completing their own individual secondary research and independent learning.

Students will have the continued support of their module tutor.

The Research Ethics Policy is available on the student portal and can be found here.

Determination of results

Assessment weightings for the overall scheme and within specific modules.

The Foundation Degree programme is made up of 240 credits, 120 credits per level/year. Modules range in size from 20 to 30 credits with assessment tasks reflecting the credit weighting attributed to the module.

How results are communicated

Unratified results are communicated to students via assignment assessment feedback 20 working days after submission. The Progression/Module Assessment Board meets tri-annually and ratifies these results, following which students receive formal confirmation of their marks.

Rules for determining the award of distinction, and merit, in Foundation Degrees

Calculation of a Foundation Degree will be based on the average mark across all modules within Stage 2 (Credit Level 5) and Stage 1 (Credit level 4).

Where the final result of the award calculation creates a mark of 0.5% or greater this will be rounded up to the next full percentage point (e.g. 69.5% is rounded to 70%; 59.5% to 60%; and so on). Where the calculation creates a mark below 0.5% this will be rounded down to the next full percentage point (e.g. 69.4% is rounded to 69%; 59.4% to 59%; and so on). For the purposes of rounding up or down, only the first decimal place is used.

Foundation Degrees are awarded as follows:

Distinction   Aggregate mark of 70% or above

Merit   Aggregate mark between 60% and 69%

Pass   Aggregate mark between 40% and 59%

Role of assessment boards, external examiners and MRAQCP

This programme has robust, appropriate procedures, systems and standards in place to assess, ensure and maintain the quality of the learning and assessment and uphold the validity of the award.

Other institutional policies and regulations

Disability statement

If you have a physical disability, learning difficulty or mental health condition that you require support with, please inform your personal tutor, a member of the course team or a member of staff in student services as soon as possible to ensure that the right arrangements and support can be put in place.

Safeguarding [+Prevent]

The college is committed to keeping all learners safe from harm which is what safeguarding means and includes abuse and injury.

If you have a concern about yourself or someone else, please talk to your tutor or your Student Progress Mentor whoever you feel more comfortable talking to. If at any time you feel worried or uncomfortable, please tell someone as staff are here to help.

The designated lead for safeguarding is Clare Groves, Director of Service Standards.

The College Governor with Safeguarding responsibility is Christopher Hutchinson who can be contacted via the Principal's office.

British Values

We all live in Britain and we are all different. We should understand that while different people may hold different views about what is right and wrong, we are all subject to British law. British Values are about: **Democracy, The rule of law, Individual liberty, Mutual respect.**

Further information regarding Safeguarding and Equality or Diversity related queries, please click here.

Grounds and procedures for appeals

Grounds for appeal

There are specific grounds under which an academic appeal can be submitted. These are set out in the Student Academic Appeal Policy and Procedures, found here.

In summary, an academic appeal may be made where there is evidence to show one or more of the following:

- Your performance was affected by special circumstances that you could not report at the time for valid reasons and these special circumstances have not been taken into account when the relevant academic decision was made or before the relevant Board of Examiners made their deliberations.
- Staff or bodies have not followed approved regulations and procedures.
- There has been a material lack of clarity on the part of the college which has affected your performance.
- Staff or bodies have not acted fairly towards you by showing bias in the way they have made an academic decision.
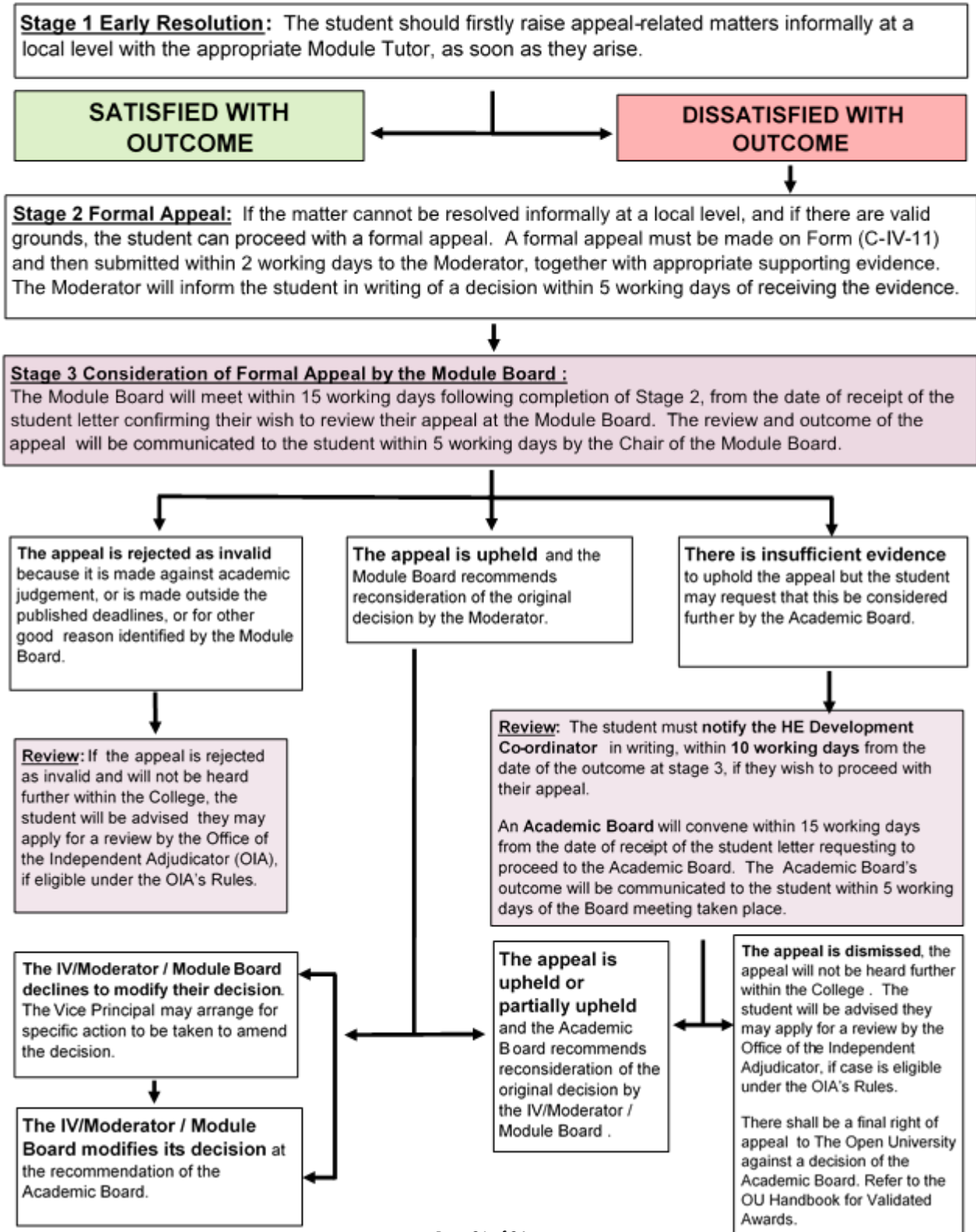
An overview of the Academic Appeals procedure can be found on the next page.

Student Academic Appeals Procedure (The Open University)

The College is committed to dealing with appeals as quickly as possible, and to complete the processing of a formal appeal and any associated review within 90 calendar days wherever possible.

Procedure

Appeals are only considered if they are based on the grounds detailed in the **Academic Appeals Procedure (BAC-C-07)**

Stage 1 Early Resolution: The student should firstly raise appeal-related matters informally at a local level with the appropriate Module Tutor, as soon as they arise.

SATISFIED WITH OUTCOME	DISSATISFIED WITH OUTCOME

Stage 2 Formal Appeal: If the matter cannot be resolved informally at a local level, and if there are valid grounds, the student can proceed with a formal appeal. A formal appeal must be made on Form (C-IV-11) and then submitted within 2 working days to the Moderator, together with appropriate supporting evidence. The Moderator will inform the student in writing of a decision within 5 working days of receiving the evidence.

Stage 3 Consideration of Formal Appeal by the Module Board :
The Module Board will meet within 15 working days following completion of Stage 2, from the date of receipt of the student letter confirming their wish to review their appeal at the Module Board. The review and outcome of the appeal will be communicated to the student within 5 working days by the Chair of the Module Board.

The appeal is rejected as invalid because it is made against academic judgement, or is made outside the published deadlines, or for other good reason identified by the Module Board.

The appeal is upheld and the Module Board recommends reconsideration of the original decision by the Moderator.

There is insufficient evidence to uphold the appeal but the student may request that this be considered further by the Academic Board.

Review: If the appeal is rejected as invalid and will not be heard further within the College, the student will be advised they may apply for a review by the Office of the Independent Adjudicator (OIA), if eligible under the OIA's Rules.

Review: The student must **notify the HE Development Co-ordinator** in writing, within **10 working days** from the date of the outcome at stage 3, if they wish to proceed with their appeal.

An **Academic Board** will convene within 15 working days from the date of receipt of the student letter requesting to proceed to the Academic Board. The Academic Board's outcome will be communicated to the student within 5 working days of the Board meeting taken place.

The IV/Moderator / Module Board declines to modify their decision. The Vice Principal may arrange for specific action to be taken to amend the decision.

The IV/Moderator / Module Board modifies its decision at the recommendation of the Academic Board.

The appeal is upheld or partially upheld and the Academic Board recommends reconsideration of the original decision by the IV/Moderator / Module Board .

The appeal is dismissed, the appeal will not be heard further within the College . The student will be advised they may apply for a review by the Office of the Independent Adjudicator, if case is eligible under the OIA's Rules.

There shall be a final right of appeal to The Open University against a decision of the Academic Board. Refer to the OU Handbook for Validated Awards.

Equal opportunities statement

At Bishop Auckland College we pride ourselves in promoting diversity and equality of opportunity and are fully committed to the principle of equality for all. Every student has the right to be treated fairly and with respect by all students and staff.

The college actively works towards offering equality of opportunity to all learners and staff irrespective of gender, marital status, family responsibilities, caring status, sexual orientation, nationality, religious belief, ethnic origin, disability, age or social background.

If you feel that you or anyone else has been unfairly treated, tell your Personal Tutor, a member of the course team or any member of staff in Student Services.

Data protection

The General Data Protection Regulation (EU) 2016/679 (GDPR) and the Data Protection Act 2018 requires the College to inform you why we collect personal data about you, how we use it, the conditions under which we may disclose it to others and how we keep it secure.

Bishop Auckland College collects information about all its students for various administrative, academic and health and safety reasons. The College will have issued you a Privacy Notice when you enrolled.

For more information or to view our Data Protection policy please click here.

Health and Safety issues.

Good health and safety practice is the responsibility of everyone, whether you are at college or on a work placement, reasonable care should be taken for your own health and safety and that of others who may be affected by what you do or do not do. This is written in law! (Health and Safety at work act 1974, section 7).

Further information regarding health and safety is available in the overall Bishop Auckland College Student Handbook.

Student voice: arrangements for student feedback and participation in evaluation:

Quality and standards are at the forefront of our commitment to ensuring that the student journey is an excellent one. Therefore, student feedback in considered very important, to review and subsequently improve the college, and its facilities, the programme structure, including module content. Throughout the academic year student feedback is sought, using a range of different methods and approaches.

Student Surveys

Online induction, mid-year and end of programme surveys are undertaken with all students anonymously via their student email accounts, and this is facilitated by an external user views organisation.

Students in the final year of study also participate in the NSS (National Student Survey).

Student Forums

The principal facilitates a termly 'focus group' where students representing all higher education programmes can provide valuable feedback, worries and concerns, as well as suggestions as to how quality and standards can be improved.

The HE Student Liaison Mentor will hold adhoc student forums at programme / subject level, based on informal feedback, suggestions and where deemed appropriate in responses to concerns and complaints.

Tutorial Support

Individual feedback on all aspects of the student's learning experience is recorded on the college learner management system during one to one tutorials. This information is used to support the student appropriately in their studies.

Module evaluation

Feedback is also collected by the programme team at the end of each module to evaluate the students learning experience on each aspect of the programme.

Student representatives

At the beginning of the year, each group elects a representative, and someone to replace them when they are absent. The role of the student representative is to take the views of their peers, both positive and negative to various committees and forums. The students will be told about the meetings in plenty of time using various methods (social media pages, letter, text etc.) and must attend every meeting unless excused for authorised reasons.

Student representation on committees

Student representatives will have the opportunity to participate within the governance structure, by representing the programme on forums and committees, such as the HE Quality and Standards Committee, Marketing Committees, HE Focus Groups and Programme Team Meetings.

Students Union

The Student Union here at Bishop Auckland College, allows you the opportunity to have your say on what happens in your College. We continuously strive to provide you with the best experiences possible during your time here, however we also value your opinions and ideas on how we can improve. Becoming part of the BAC SU, gives you the chance to shape your learning experience and positively affect the college as a whole.

The Union consists of a President, a student elected Vice President, 2 Senior reps (Student Leadership Team) and members of the student council. The student council is composed of class representatives from each subject both full time and part time.

Cards can be purchased through the BAC SU for a one-off payment of £12.00 which entitles you to student discount at various retail outlets, cinemas and other leisure activity centres. If you have any questions about the BAC Student Union contact The HE Student Liaison Mentor: Luke Smith via email: luke.smith@bacoll.ac.uk.

Monitoring quality standards

All student feedback obtained from the various methods above will be recorded and where actions required these are monitored too. Feedback to all student voice activities is collated and recorded by the quality administration team. Once collated it is shared with the appropriate programme leader and departmental manager. Where student feedback and, or responses / comments fail to meet the required standards the programme team, led by the programme leader must identify specific actions to make the necessary developments and improvements.

Further action forms

These are recorded onto at further action form (FAF), and these must be checked and signed off by the departmental manager. This document is submitted back to the quality team, who will monitor that these actions have been completed and implemented.

Student Views Page

The quality team administer a 'student views' page on the student portal. This will include summaries of survey responses, examples of comments and suggestions and the actions that have been successfully taken to respond to student views and improve quality and standards.

You said we did

The programme team are responsible for sharing student responses and where required associated planned actions to be taken with individual student groups during a learning session / workshop and also via e-learning platform 'Moodle'

Annual Monitoring

All of the feedback and Information obtained from student voice is used to inform that colleges annual programme, and subsequently college level self-evaluation document (SED). This is shared with senior leaders and the board of governors. Where key areas for development are identified these inform a quality improvement action plan (QIAP) that is monitored by the Head of Quality and Higher Education. In addition the programme team engage with the Individual Programme Monitoring process with OUVP where student views and student voice is a very important part of the review process for the programme.

General reading list
Subject specific books and e-books on all aspects of the FD Sports Coaching programme are available in the learning zone