Programme Specification

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1	**KEY INFORMATION**	
2	Awarding Body	Askham Bryan College
3	Programme Title	FdSc Adventure Sport
4	Programme code/s	C5T5Y
5	Award Level	Foundation Degree in Science
6	6a) HECoS code	100098 (Sports Studies) 90% 100499 (Sport and Exercise Psychology) 10%
	6b) UCAS Code	C5T5
7	Mode(s) of study	Full Time/ Part Time
8	Credits Studied each Year	Full-time students will normally study at least 120 credits (equivalent to 1200 study hours) per year from a combination of core (compulsory) modules. Students intending to top-up to a BSc/BSc Honours programme should discuss their elective choice with their Course Manager. The part-time programme will be completed in four years and typically be no less than 50% of the standard module diet of the full-time version of the award.
9	Length of programme	The full-time programme will be completed in two years. The part-time programme will be completed in four years.
10	Maximum Duration of Study	The maximum duration of study for full-time and part-time students (including up to one year postponement of studies) will be four years and six years respectively.
11	Where will the teaching take place?	Askham Bryan College (York)
12	Professional, Statutory and Regulatory Bodies (PSRB) Accredited	None
13	USP & Programme Context	Askham Bryan College will become the only college provider in the North-East of England for an Outdoor Adventure Sport Level 4 and 5 qualifications with recognised industry accredited qualifications embedded within the programme. This design will ensure graduates have highly skilled practical qualifications to enable them to progress immediately into the workforce and/or continue their academic journey within the broader field of outdoor and adventure. This is to help fulfil the demand of the local industry that struggles to employ candidates with a high-level of leadership skills, practical experience, and relevant qualifications.
14	Aims of the programme	The FdSc in Adventure Sport is designed to develop skilled, reflective, and adaptable professionals equipped to lead and innovate across diverse adventure and event environments. Through an integrated curriculum—including units such as

		Fundamental Skills for Rock, Mountain and Complex Environments, Leading Water-Based Activities, Sustainable Expeditions, and Psychology of Leadership—students gain practical expertise and theoretical insight into the physical, psychological, and sociocultural dimensions of adventure sport. Complementary modules in Sociology, Environmental Education, and Strength and Conditioning deepen understanding of human performance and environmental stewardship. The programme also embeds professional competencies in event planning, entrepreneurship, and research, culminating in a year-long industry-focused module, Launching your Adventure Sport Career. Graduates will be able to critically analyse and apply event and leadership theories, manage complex logistical and ethical challenges, and design inclusive, sustainable experiences that meet the evolving needs of clients, communities, and the wider adventure sport sector.
REFERENCE POINTS AND HOW THESE HAVE INFORMED THE PROGRAMME		
15a	QAA subject benchmark statements	Events, Hospitality, Leisure, Sport and Tourism (2019) https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/subject-benchmark-statement-events-leisure-sport-tourism.pdf?sfvrsn=c339c881_11
15b	QAA Frameworks for Higher Education Qualifications	The most up-to-date version is the October 2014 The Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (qaa.ac.uk)
15c	Requirements of any Professional, Statutory and Regulatory Bodies (PSRB)	None
16	Inclusivity, access and student support	We are committed to ensuring that our programmes and modules are inclusive of all students including international, part-time, mature, those from different socio-economic backgrounds (class) and those with protected characteristics according to the Equality Act 2010 (age, disability, gender reassignment, marriage/civil partnership, race, religion or belief, sex, sexual orientation). All programmes therefore seek to promote equality of opportunity through ensuring they pose no barriers to applications, access or progression for any student who meets the admissions criteria. All students across this programme, regardless of race, religion, background, sex, sexual orientation, disability or age, will be treated equally and provided with the same opportunities throughout the course. Those with additional needs or requiring extra support will be provided with the means, resources and guidance to assist in their success.
17a	Link to The Digital Vision	The programme will be predominantly face-to-face teaching as required for a practical skills-based degree. Lectures and practicals will provide opportunities to embed technology as

		appropriate. For example, providing students the opportunity to be immersed in a variety of environments, which could usually be inaccessible, and being able to apply their knowledge and understanding of risk and risk management. As well as bringing to like the human body and its response to various activities, particularly in strength and conditioning, through Virtual Reality. Some of the more theory-based modules may take on a blended approach to teaching and feature more diverse online arrangements such as the use of Microsoft Teams in teaching and the use of online activities.
17b	Link to the Education for Sustainability goals	Refer to the individual module descriptors for module specific links to the Education for Sustainability Goals.
18	Regulatory exemptions	N/A
19	Are students subject to Fitness to Practise Regulations?	No

20	**PROGRAMME OUTCOMES**		
	Knowledge and Understanding		
	Students are expected to,	Which will be gained through the following teaching and learning methods,	and assessed using the following methods,
KU1(4)	Have broad understanding of well-established theories, ideas and terminology associated with the adventure sport discipline	Lectures, Seminars, Practical Activity, Independent Research.	Practical Assessments, Case Studies and Oral Presentations
KU2(4)	Identify strengths and weaknesses of the theories, ideas and terminology associated with the adventure sport discipline	Lectures, Seminars, Independent Research.	Oral and Video Presentations, and Written Reports
CIT1(4)	Identify and communicate principles and concepts in adventure sport, recognising competing perspectives.	Lectures, Seminars, Practical Activity, Independent Research.	Oral Presentations, Practical Assessments and Written Reports
CIT2(4)	Undertake investigative strategies within a limited and defined range of methods.	Lectures, Seminars, Independent Research.	Oral and Video Presentations and Written Reports
CIT3(4)	Judge the reliability of data collected, recognising the limitations of the enquiry.	Lectures, Seminars, Practical Activity, Independent Research.	Oral Presentation, Poster Presentation and Written Reports
CIT4(4)	Collect information to inform a choice of solutions to standard problems in familiar context	Lectures, Seminars, Independent Research.	Presentations and Written Reports
CIT5(4)	Describe a range of information, identifying alternative methods and techniques.	Lectures, Seminars, Practical Activity, Independent Research.	Oral Presentations, Poster Presentation and Written Reports
CIT6(4)	Demonstrate emerging independence, initiative and engagement with the wider learning community	Lectures, Seminars, Practical Activity, Independent Research.	Practical Assessments, Presentations and Written Reports
PP1(4)	Develop own role in relation to specified and externally defined parameters	Lectures, Seminars, Practical Activity, Independent Research.	Practical Assessments, Poster Presentation and Written Reports
PP2(4)	Undertake performance tasks in the adventure sport discipline that may be complex and non-routine, engaging in self-reflection	Lectures, Seminars, Practical Activity, Independent Research.	Practical Assessments, Presentations and Written Reports
PP3(4)	Work effectively with others and recognise the factors that affect team performance.	Lectures, Seminars, Practical Activity, Independent Research.	Practical Assessments, Presentations and Written Reports
PP4(4)	Demonstrate awareness of ethical issues in the adventure sport discipline discuss these in relation to personal beliefs and values.	Lectures, Seminars, Independent Research.	Written Reports and Professional Discussion

E1(4)	Demonstrate emerging ability to plan and manage time effectively and accept responsibility to improve own performance based on feedback/reflective learning	Lectures, Seminars, Practical Activity, Independent Research.	Practical Assessments and Training Plan
E2(4)	Undertake a role within a team, contributing information and ideas	Lectures, Seminars, Practical Activity, Independent Research.	Group Presentations and Practical Assessments
E3(4)	Use appropriate literacy, numeracy, information and digital technologies to demonstrate competency associated with the adventure sport discipline	Lectures, Seminars	Presentations and Written Reports
E4(4)	Use interpersonal and communication skills to clarify tasks, identifying and rectifying issues in a range of contexts.	Practical Activity, Independent Research.	Practical Assessments and Reflective Essays
E5(4)	Explain the key drivers for business success adventure sport the external context and pressures on an organisation	Lectures, Seminars, Practical Activity, Independent Research.	Oral Presentations and Written Reports
E6(4)	Demonstrate a creative and innovative approach in professional and academic contexts	Practical Activity, Independent Research.	Video Presentation and Written Reports
E7(4)	Demonstrate an understanding of community and civic responsibility, diversity and inclusivity	Lectures, Seminars, Practical Activity, Independent Research.	Written Reports and Reflective Essays

	Students are expected to have attained the following **skills and other attributes**:	Which will be gained through the following teaching and learning methods,	and assessed using the following methods,
KU1(5)	Have detailed knowledge of well-established theories, ideas and terminology associated with the adventure sport discipline	Lectures, Seminars, Independent Research.	Oral and Poster Presentations and Written Reports
KU2(5)	Interpret and explain major aspects of the theories, ideas and terminology associated with the adventure sport discipline	Lectures, Seminars, Independent Research.	Oral Presentations and Written Reports
KU3(5)	Demonstrates an awareness of different ideas, contexts and frameworks within the adventure sport discipline and recognises those areas where the knowledge base is most/least secure.	Lectures, Seminars, Practical Activity, Independent Research.	Presentations, Practical Assessments and Written Reports
CIT1(5)	Analyses, synthesises and summarises principles and concepts, recognising competing perspectives within the adventure sport discipline	Lectures, Seminars, Independent Research.	Oral Presentations and Written Reports
CIT2(5)	Undertakes research to provide new information and/or explores new or existing data to identify patterns and relationships.	Lectures, Seminars, Practical Activity, Independent Research.	Oral Presentations and Written Reports
CIT3(5)	Uses appropriate theoretical models to judge the significance of the data collected, recognising the limitations of the enquiry.	Lectures, Seminars, Independent Research.	Presentations, and Written Reports
CIT4(5)	Collects and synthesises information to inform a choice of solutions to problems in unfamiliar contexts.	Lectures, Seminars, Independent Research.	Oral Presentations and Written Reports
CIT5(5)	Analyses a range of information, comparing alternative methods and techniques.	Lectures, Seminars, Practical Activity, Independent Research.	Practical Assessments, Professional Discussion and Written Reports
CIT6(5)	Selects appropriate techniques/criteria for evaluation and discriminates between the relative relevance and significance of data/evidence collected.	Lectures, Seminars, Independent Research.	Written Reports
CIT7(5)	Demonstrate independence, initiative and engagement with the wider learning community	Lectures, Seminars, Practical Activity, Independent Research.	Oral Presentations Professional Discussion and Written Reports
PP1(5)	Identifies external expectations and adapt own performance accordingly.	Lectures, Seminars, Practical Activity, Independent Research.	Practical Assessments and Written Reports
PP2(5)	Undertake complex and non-routine performance tasks.	Lectures, Seminars, Practical Activity, Independent Research.	Oral Presentations and Practical Assessments
PP3(5)	Analyse performance of self, and others, and suggests improvements.	Lectures, Seminars, Practical Activity, Independent Research.	Professional Discussion and Written Reports

PP4(5)	Recognise situations or issues likely to lead to conflict and suggest appropriate actions to minimise these.	Lectures, Seminars, Practical Activity, Independent Research.	Practical Assessments and Written Reports
PP5(5)	Recognise ethical challenges associated with the adventure sport discipline, personal responsibility and professional codes of conduct.	Lectures, Seminars, Practical Activity, Independent Research.	Practical Assessments, Professional Discussion and Written Reports
E1(5)	Proactively plan and manage time effectively and accept responsibility to improve own academic and practical performance based on feedback/reflective learning	Lectures, Seminars, Practical Activity, Independent Research.	Oral and Video Presentations, Practical Assessments Written Reports
E2(5)	Interact effectively within a team, giving and receiving information and ideas and modifying responses where appropriate.	Lectures, Seminars, Practical Activity, Independent Research.	Practical Assessments, Professional Discussion and Written Reports
E3(5)	Use advanced literacy, numeracy, information and digital technologies to demonstrate competency associated with the discipline and audiences	Lectures, Seminars, Independent Research.	Poster Presentations and Written Reports
E4(5)	Adapts interpersonal and communication skills to a range of situations, audiences and degrees of complexity	Lectures, Seminars, Practical Activity, Independent Research.	Oral Presentations, Practical Assessments, Professional Discussion and Written Reports
E5(5)	Demonstrate an understanding of the key drivers for business success and the external context and pressures on an organisation within the adventure sport sector	Lectures, Seminars, Practical Activity, Independent Research.	Group Presentations, Professional Discussion and Written Reports
E6(5)	Demonstrate an innovative approach and creativity, generating ideas that maximise opportunities	Lectures, Seminars, Practical Activity, Independent Research.	Oral Presentations, Professional Discussion and Written Reports
E7(5)	Demonstrate critical reasoning, analysis and synthesis and applying knowledge in practice	Lectures, Seminars, Practical Activity, Independent Research.	Poster Presentations and Written Reports
E8(5)	Demonstrate ethos of community and civic responsibility, showing an appreciation of diversity and inclusivity	Lectures, Seminars, Practical Activity, Independent Research.	Practical Assessments, Professional Discussion and Written Reports

21	**PROGRAMME REQUIREMENTS**				
	Module Title	Credits,	Level	Module Code	Effective from 2026/27
	Level 4 COMPULSORY MODULES:				
	Fundamental Skills for Rock, Mountain and Complex Environments	40	4	SP4001	01/09/2026
	Leading Water-Based Activities	20	4	SP4002	01/09/2026
	Strength and Conditioning	20	4	SP4003	01/09/2026
	Sociology for Adventure Sport	20	4	SP4004	01/09/2026
	Environmental Education	20	4	SP4005	01/09/2026
	Sum of credits available at this level	120 Credits			
	Qualification/s available upon completion of the modules above	Certificate in Higher Education in Adventure Sport			
	Module Title	Credits,	Level	Module Code	Effective from 2027/28
	Level 5 COMPULSORY MODULES:				
	Leading Rock and Mountainous Terrains	40	5	SP5001	01/09/2027
	Psychology of Adventure Sport	20	5	SP5002	01/09/2027
	Sustainable Expeditions	20	5	SP5003	01/09/2027
	Independent Research Project	20	5	XC5201	01/09/2027
	Launching your Adventure Sport Career	20	5	SP5004	01/09/2027
	Sum of credits available at this level	120 Credits			
	Qualification/s available upon completion of the modules above	Foundation Degree Adventure Sport			
	Module Compensation Exclusions The following modules are not eligible for compensation within the FdSc Adventure Sport programme:	Part One Modules: None Part Two Modules: Independent Research Project			

22			**LEARNING, TEACHING AND ASSESSMENT DATA** for programme factsheet **(N.B Undergraduate programmes only)**									
	Assessment Method (% split)						Learning and Teaching (% split)			Delivery Method (% split)		
	Programme year	Coursework	Practical	TCA's	Oral	Other	Scheduled	Independent	Placement	Face to Face	Online	
	1st year	*36%*	*36%*	*0%*	*28%*	*0%*	*40%*	*50%*	*10%*	*100%*	*0%*	
	2nd year	*36%*	*16%*	*10%*	*38%*	0%	*30%*	*60%*	*10%*	*100%*	*0%*	

PROGRAMME STRUCTURE 2026-27 — Entry Cohort

Year 1		Year 2	
Semester 1	Semester 2	Semester 1	Semester 2
Fundamental Skills for Rock, Mountain and Complex Environments SP4001 40 credits		Leading Rock and Mountainous Terrains SP5001 40 credits	
Strength and Conditioning SP4003 20 credits	Leading Water-Based Activities SP4002 20 credits	Independent Research Project XC5201 20 credits	
Sociology for Adventure Sport SP4004 20 credits	Environmental Education SP4005 20 credits	Psychology of Adventure Sport SP5002 20 credits	Launching your Adventure Sport Career SP5004 20 credits
			Sustainable Expeditions SP5003 20 credits

Approved and ratified: HEAB 11.02.2026

19/02/2026

PROGRAMME OUTCOME MAPPING

L4		PROGRAMME OUTCOMES	Fundamental Skills for Rock, Mountain and Complex Environment	Leading in Water-Based Activities	Environmental Education	Strength and Conditioning	Sociology for Adventure Sport
Knowledge and Understanding			C	C	C	C	C
	KU1(4)	Have broad understanding of well-established theories, ideas and terminology associated with the adventure sport discipline	X	X			X
	KU2(4)	Identify strengths and weaknesses of the theories, ideas and terminology associated with the adventure sport discipline			X		X
Cognitive, Intellectual and Thinking	CIT1(4)	Identify and communicate principles and concepts in adventure sport, recognising competing perspectives.	X				X
	CIT2(4)	Undertake investigative strategies within a limited and defined range of methods.			X		X
	CIT3(4)	Judge the reliability of data collected, recognising the limitations of the enquiry.				X	X
	CIT4(4)	Collect information to inform a choice of solutions to standard problems in familiar context			X		X
	CIT5(4)	Describe a range of information, identifying alternative methods and techniques.				X	X
	CIT6(4)	Demonstrate emerging independence, initiative and engagement with the wider learning community	X		X		
Practical and Professional	PP1(4)	Develop own role in relation to specified and externally defined parameters	X	X		X	
	PP2(4)	Undertake performance tasks in the adventure sport discipline that may be complex and non-routine, engaging in self-reflection		X		X	
	PP3(4)	Work effectively with others and recognise the factors that affect team performance.	X	X		X	
	PP4(4)	Demonstrate awareness of ethical issues in the adventure sport discipline discuss these in relation to personal beliefs and values.	X		X		X
Employability	E1(4)	Demonstrate emerging ability to plan and manage time effectively and accept responsibility to improve own performance based on feedback/reflective learning		X		X	
	E2(4)	Undertake a role within a team, contributing information and ideas	X	X		X	
	E3(4)	Use appropriate literacy, numeracy, information and digital technologies to demonstrate competency associated with the adventure sport discipline			X	X	
	E4(4)	Use interpersonal and communication skills to clarify tasks, identifying and rectifying issues in a range of contexts.	X	X			
	E5(4)	Explain the key drivers for business success adventure sport the external context and pressures on an organisation			X	X	
	E6(4)	Demonstrate a creative and innovative approach in professional and academic contexts	X		X		
	E7(4)	Demonstrate an understanding of community and civic responsibility, diversity and inclusivity			X		X

L5	PROGRAMME OUTCOMES		Leading Rock and Mountainous Terrains	Psychology of Adventure Sport	Independent Research Project	Launching your Adventure Sport Career	Sustainable Expeditions
			C	C	C	C	C
Knowledge and Understanding	KU1(5)	Have detailed knowledge of well-established theories, ideas and terminology associated with the adventure sport discipline		X	X		
	KU2(5)	Interpret and explain major aspects of the theories, ideas and terminology associated with the adventure sport discipline		X	X		
	KU3(5)	Demonstrates an awareness of different ideas, contexts and frameworks within the adventure sport discipline and recognises those areas where the knowledge base is most/least secure.	X		X		X
Cognitive, Intellectual and Thinking	CIT1(5)	Analyses, synthesises and summarises principles and concepts, recognising competing perspectives within the adventure sport discipline		X		X	
	CIT2(5)	Undertakes research to provide new information and/or explores new or existing data to identify patterns and relationships.		X	X		X
	CIT3(5)	Uses appropriate theoretical models to judge the significance of the data collected, recognising the limitations of the enquiry.		X	X		
	CIT4(5)	Collects and synthesises information to inform a choice of solutions to problems in unfamiliar contexts.			X	X	
	CIT5(5)	Analyses a range of information, comparing alternative methods and techniques.	X			X	
	CIT6(5)	Selects appropriate techniques/criteria for evaluation and discriminates between the relative relevance and significance of data/evidence collected.		X	X		
	CIT7(5)	Demonstrate independence, initiative and engagement with the wider learning community	X				X
Practical and Professional	PP1(5)	Identifies external expectations and adapt own performance accordingly.	X			X	
	PP2(5)	Undertake complex and non-routine performance tasks.	X				X
	PP3(5)	Analyse performance of self, and others, and suggests improvements.	X				X
	PP4(5)	Recognise situations or issues likely to lead to conflict and suggest appropriate actions to minimise these.		X	x		X
	PP5(5)	Recognise ethical challenges associated with the adventure sport discipline, personal responsibility and professional codes of conduct.		X		X	X
Employability	E1(5)	Proactively plan and manage time effectively and accept responsibility to improve own academic and practical performance based on feedback/reflective learning	X		X		
	E2(5)	Interact effectively within a team, giving and receiving information and ideas and modifying responses where appropriate.	X				X
	E3(5)	Use advanced literacy, numeracy, information and digital technologies to demonstrate competency associated with the discipline and audiences		X	X	X	
	E4(5)	Adapts interpersonal and communication skills to a range of situations, audiences and degrees of complexity	X		X		X
	E5(5)	Demonstrate an understanding of the key drivers for business success and the external context and pressures on an organisation within the adventure sport sector		X		X	X
	E6(5)	Demonstrate an innovative approach and creativity, generating ideas that maximise opportunities			X	X	X
	E7(5)	Demonstrate critical reasoning, analysis and synthesis and applying knowledge in practice	X		X		X
	E8(5)	Demonstrate ethos of community and civic responsibility, showing an appreciation of diversity and inclusivity		X			X

Sustainable Education Mapping

	Fundamental Skills for Rock, Mountain and	Leading in Water-Based Activities	Environmental Education	Strength and Conditioning	Sociology for Adventure Sport	Leading Rock and Mountainous Terrains	Psychology of Adventure Sport	Independent Research Project	Launching your Adventure Sport Career	Sustainable Expeditions
No Poverty										
Zero Hunger										
Good Health and Wellbeing	x	x		x			x			x
Quality Education	x	x	x	x	x	x	x	x	x	x
Gender Equality	x	x	x	x	x	x				x
Clean Water and Sanitation		x								x
Affordable and Clean Energy										
Decent Work and Economic Growth									x	
Industry Innovation and Infrastructure	x	x		x	x				x	x
Reduced Inequalities	x	x		x	x					
Sustainable Cities and Communities										
Responsible Consumption and Production										
Climate Action			x							x
Life below Water		x	x							
Life on Land	x		x			x				
Peace Justice and Strong Institutions										
Partnerships for the Goals										

ENTRY AND PROGRESSION

ENTRY REQUIREMENTS

For admission to all courses, students must have achieved passes (Grade 4 or above, or equivalence) in a minimum of five GCSE subjects including English, Mathematics and Science or have passed a Level 2 Diploma

In addition, for admission onto FdSc programmes, students must have achieved a pass grade in a minimum of one 'A2' level subject (or equivalent) or have successfully completed an Extended/ National Diploma or 'T' Level in a relevant subject area. Using the UCAS tariff system, a typical offer for admission to the FdSc would be in the range of 64 points. UK based students may be invited to attend an interview at Askham Bryan College and places will be subject to a satisfactory reference and may also require satisfactory completion of an assessment.

Equivalent qualifications may be considered.

Applications will be welcomed via one of the formalised pathways outlined in signed progression accords with other institutions.

Applications from mature students are welcomed. Applicants will be assessed on individual experience.

Progression

Students progressing to the second year must have satisfied the requirements for progression in line with Askham Bryan College academic regulations.

Graduates of the FdSc in Adventure Sport can progress to a relevant top-up degree, such as a BA/BSc (Hons) in Adventure Education, Outdoor Leadership, or Events Management. The course also prepares students for a wide range of careers in the adventure sport, outdoor education, and events sectors. With strong practical skills, leadership experience, and industry insight, graduates are equipped to work both in the UK and internationally. Career paths may include outdoor instruction, expedition planning, environmental education, and adventure tourism.

Transfer

Students transferring to the second year must have satisfied the requirements for transfer in line with Askham Bryan College academic regulations. Unless otherwise indicated in the programme specification, students can transfer all core module credits between programmes.

Entry with Advanced Standing

The maximum credit that can normally be advanced for students wishing to enter with advanced standing from an Askham Bryan College award, or an award from another institution. Askham Bryan College awards which qualify for the maximum volume of advanced standing into this programme are listed as follows:

- Entry with Accreditation of Prior Learning (APL)/ Accreditation of Prior Experiential Learning (APEL) will be accepted in accordance with the Askham Bryan College academic regulations. No more than ⅔ credit for the award may be derived from APL. Within this limit, no more than half of the total credit value of the award may be derived from APEL.

Interim awards which qualify for a lower level of advanced standing, including Askham Bryan College awards, into this programme are listed below:

- Holders of a matching Certificate of Higher Education/HNC/FdSc may apply to be admitted to part two of this programme, subject to satisfaction of the admitting Course Manager of their suitability for study on the programme. Students would normally have to achieve the minimum credit requirements for the award specified.

The course structure diagram(s) identify the specific study programme(s) for candidates entering with advanced standing.

AWARDS

The requirements for interim awards associated with final awards are as follows:

Certificate of Higher Education in Adventure Sport

To qualify for the interim award of **Certificate of Higher Education in Adventure Sport** students are required to achieve the Level 4 outcomes as stated in programme outcomes above.

Students will have obtained a minimum of 120 credits for award of Certificate of Higher Education

COURSE STRUCTURE, LEVELS AND CREDIT REQUIREMENTS FOR INTERIM AND FINAL AWARDS

Askham Bryan College programmes are based on a credit-accumulation system where 1 credit represents 10 notional hours of student study time. Modules are normally 20 credits or multiples thereof. Modules are also at different levels from Levels 3 – 7, according to their intellectual challenge. Courses leading to specific awards include **core modules and optional modules** from which students must select choices up to the number of credits required. in

The minimum credit requirements needed to progress to interim and final awards are

Award Certificate in Higher Education	120 Credits
Award Foundation Degree	240 Credits

PROFESSIONAL ACCREDITATION ARRANGEMENTS

There are no professional accreditation arrangements for the FdSc Adventure Sport programme.

COURSE DESIGN, LEARNING, TEACHING AND ASSESSMENT METHODS

Curriculum design

The early stages of the course involve study of current principles which not only provide the tools for critical analysis of existing practices but also ensure that students have an appropriate background for the work experience period. The work experience period is considered to be a key element of the Askham Bryan College curriculum as the principles learned in the early stages of the course and the experience acquired in the placement period are applied to the solution of real and complex problems in the final stages. Students will normally undertake a work placement alongside full time study, i.e. one day per week at each level, although arrangements can be made for alternative models.

The curriculum has been designed to be relevant and stimulating to meet the needs of both students and employers in the industry. Technical Advisory Groups, student focus groups and course team reports have been consulted during review and revision of the existing curriculum.

Learning and teaching methods

Teaching and learning methods used to deliver this curriculum are designed to provide experience, and, through reflection upon it, develop concepts which can then be explored through testing and experimentation. Methods vary according to the nature of each module's subject matter but include a wide diversity from more formal lectures to student centred activities including assignments, seminars, field trips, guest lectures and case studies. Practical skills will be developed during sessions using the facilities within the sports department, on field trips and external partners.

All students carry out an element of research in the final year. The curriculum is delivered in such a way that there is a reducing reliance on tutor-directed study as students' progress through their programme. Students will be supported with their study via the college's Virtual Learning Environment (VLE) which will prepare them for the autonomy expected of HE students and for Continuing Professional Development studies, post-graduation.

Transferable skills

Modules are designed to develop the skills required to succeed on college courses, to obtain employment, to manage careers and to develop the scholarship required in a learning society. The programme includes activities to develop core skills of communication, numeracy, IT and personal development planning. Students are required to undertake 300 hours of work placement over the two-year duration of the course. Although the placement can start at Level 4, hours will be accredited to the level 5 Launching your Adventure Sport Career module.
The work placement will help to develop the skills and attributes required in the world of work. Higher level modules are designed to develop teamwork, independent learning, problem solving and research.

Assessment

Assessment is considered an important part of the learning process. Typically, modules are assessed by two pieces of assessment, although this may vary. The first will normally provide formative in-course feedback and the second normally provides a summative end-of module assessment; each contributing 50% to the weighted mean module work unless otherwise stated. Unless otherwise specified in module descriptors the overall mark is derived from a weighted mean, with no threshold requirement in any assessment component. Formative assessment methods are diverse and include literature review-based essays, problem-based assignments, oral presentations, business written reports, individual and team scenario exercises, experimental work and placement assignments. Time constrained assessment includes closed and open book assessment, with both seen and unseen questions and tasks set.

A range of subject specific assessment methodologies will be included to develop practical and technical skills. These will include professional discussion, peer observation, case studies and practical assessments.

To introduce Level 4 students to HE assessment processes, some semester 1 modules have early assessment submissions with pre-holiday feedback. Modules with exams that are running in the first semester have a late exam at the end of Semester 1.

DOCUMENT MANAGEMENT To be completed by UCAB Academic Services			
	Date completed/revised		
	Approval Dates	HE Academic Board	Date: 11.02.2026
	Final check Sign Off	Head of Academic Services and Quality Assurance	Date: 19.02.2026