



Approved July 2017

PROGRAMME SPECIFICATION

1. General information

| | |
|--|---|
| Awarding body / institution | Leeds Trinity University |
| Teaching institution | Askham Bryan College |
| 'Parent' School (<i>ICE / SAC / SSHS</i>) | SSHS |
| Professional accreditation body (if applicable) | n/a |
| Final award (<i>eg. BA Hons</i>) | FdSc |
| Title of programme(s) | Sport (Adventure and Outdoor Education) |
| Subsidiary award(s) (<i>if any</i>) | Certificate of Higher Education |
| Honours type (<i>Single / Joint / Combined</i>) | n/a |
| Duration and mode(s) of study | 2 years Full Time 3 years Part Time |
| Start date (this version) (<i>month and year</i>) | September 2017 |
| Periodic review next due (<i>acad. year</i>) | |
| JACS subject code(s) (<i>Level 3</i>) (Please refer to HESA listing on AQO website) | C690 |
| UCAS course code & code name | C6T6 |
| SITS codes (<i>Course / Pathway / Route</i>) | TBC |
| Delivery venue(s) | Askham Bryan College |

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 overarching aim of this programme is to provide students with the necessary skills to operate in the adventure and outdoor education sector.

The specific aims of the Sport Adventure and Outdoor Education Foundation Degree are to:

1. Enable students to acquire the critical understanding, knowledge and practical experience of the fundamental concepts, theories, principles and cultural contexts of sport, adventure and outdoor Education.
2. Develop the ability to apply knowledge, and skills of adventure and outdoor education in an employment context.

3. Understand and critically evaluate the central methods of investigation and analysis within Adventure and Outdoor Education and the appropriateness of their application in the work context.

General aims are for the programme which are aligned with the QAA benchmarks are to:

1. Develop students' critical thought, intellectual reasoning and practical precision for application to diverse settings.
2. Prepare students for employment or honours study by equipping them with a diverse range of skills.
3. Enable students to become increasingly independent and reflective critical thinkers in their learning, personal development and career planning

The HE sports team maintain and intend to exploit a number of industry links which will allow students access to multiple sporting contexts:

Industry links that support the coaching and fitness across the course specification include:

- The Depot Climbing Centre, Leeds
- Peat Rigg Outdoor Centre, Pickering
- Bradley Wood Scout Activity Centre
- Tadcaster Albion FC
- Fitness First, York
- Local Primary schools

Links have been established with the above workplaces from industry, discussions surrounding the design and direction of the course is continually ongoing. Students will be given the opportunity through the Industry skills and Professional Development modules to carry out work duties (This is a vital link and allows students the industry experience required to engage knowledge embedded on the course.

In the 2014 Higher Education Review undertaken by the QAA the following features of good practice were identified at the College:

- The significant involvement of employers in curriculum design, development and approval processes (Expectations A4, B1, B8).
- The effective use of bridging programmes to facilitate student progression from level 5 to 6 (Expectation B4, Enhancement).
- The range of specialist student support and expertise provided by the College from application through to graduation (Expectation B4).
- The integration of academic and pastoral support for students provided by course managers and support staff, and aided by specialist software (Expectation B4).
- The extensive mechanisms to engage and respond to the student voice at all levels (Expectation B5, Enhancement).
- The proactive and systematic approach of staff across the College to the enhancement of student learning opportunities (Enhancement).

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*

Knowledge and Understanding

- K1 **coherent and detailed subject and/or professional knowledge** - coherent and detailed subject and/or professional knowledge and understanding, including reference to recent scholarly resources and evidence and the accurate use of scholarly conventions in so doing
- K2 **evidence based practice approach** - an evidence based practice approach in adventurous activity, outdoor education and sporting performance
- K3 **adventure leadership practice** - development in own adventure leadership practice incorporating an evidence based approach within relevant legal and ethical frameworks

Intellectual / cognitive / 'thinking' skills

- I1 **analytical techniques** - secure use of analytical techniques appropriate to the discipline;
- I2 **critical evaluation** - critical evaluation of approaches to solving problems in a disciplinary context;
- I3 **effective and sustained communication** - effective and sustained communication of results and arguments;
- I4 **understanding limits of their knowledge** - an understanding of the limits of their knowledge and the consequent influence on their analysis;

Practical skills specific to the subject

- P1 **application of a wide range of techniques** - the ability to operate ethically, legally and with reference to relevant environmental considerations in situations of varying complexity and predictability requiring the application of a wide range of techniques
- P2 **increased autonomy** - the ability to act with increasing autonomy, with reduced need for supervision and direction, within defined guidelines
- P3 **application of skills** - the ability to manage and apply a range of practical, academic and professional skills in the adventure and outdoor education industry

Employability skills

- E1 **Self-management** – the ability to plan and manage time; readiness to accept 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;
- 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 generate ideas and to identify and take opportunities;

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.

Foundation Degree qualification benchmark. 2010. The Quality Assurance Agency for Higher Education. ISBN 978 1 84979 111 3

Hospitality, leisure, sport and tourism. 2008. The Quality Assurance Agency for Higher Education. ISBN 978 1 84482 826 5

Benchmarks: 2.4, 3.21 to 3.26, 4.1 to 4.4, 6.16 to 6.21

General aims are for the programme which are aligned with the QAA benchmarks are to :

1. Develop students' critical thought, intellectual reasoning and practical precision for application to diverse settings.
2. Prepare students for employment or honours study by equipping them with a diverse range of skills.
3. Enable students to become increasingly independent and reflective critical thinkers in their learning, personal development and career planning.

4. Learning outcomes for subsidiary awards

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

5. Content

| |
|---|
| <p>Summary of content by theme (providing a 'vertical' view through the programme)</p> |
| <p>Industry skills and Professional Development, Anatomy and Physiology for Sport, and Personal Research Project modules will be taught across both semesters and the majority of other modules will be taught in a single semester. This mode of study is used for the majority of HE programmes at Askham Bryan College and student focus groups have confirmed that it is a model which is liked by students as it enables focussed knowledge and skill development.</p> <p>Module content is structured to ensure that skills acquisition is matched to student needs at any point in the programme. The delivery of the Level 4 Academic skills module ensures that core skills are taught early in the programme to help underpin all modules. All of the modules will link to Industry skills where students will be able to understand where theoretical concepts fit into the workplace and how work based practice can inform and enhance theoretical/practical components.</p> |

At Level 5 the emphasis is on developing academic research skills, and the application of core principles, concepts and skills. In Outdoor Coaching and Leadership module the emphasis moves focus from personal skills to leadership and coaching skills. Professional development involves reflection of the business model roles and personal performance, Applied Expedition Skills, Environmental Education and Outdoor Coaching and Leadership Skills modules further develops the interaction between the core theoretical concepts and models with practical application.

6. Structure

FdSC Sport (Adventure and Outdoor Education)

Duration: 2 years full-time / 3 years part-time
Total credit rating: 240

Full Time Study

Level 4 – with effect from September 2017

Core: Students are required to take:

| | | | |
|---------|--|---------|------------|
| FSP4002 | Academic Skills | Sem 1 | 20 Credits |
| FSP4012 | Principles and Practices of Land Based Activities | Sem 1 | 20 Credits |
| FSP4022 | Principles and Practices of Water Based Activities | Sem 2 | 20 Credits |
| FSP4032 | Sport as a Business | Sem 2 | 20 Credits |
| FSP4062 | Industry Skills | Sem 1&2 | 20 Credits |
| FSP4072 | Human Science in Sport | Sem 1&2 | 20 Credits |

Programme-level assessment: This takes place throughout the year.

Level 5 – with effect from September 2018
 Progression requirements: 120 credits from level 4.

Core: Students are required to take:

| | | | |
|---------|---------------------------------|---------|------------|
| FSP5002 | Applied Human Science | Sem 1 | 20 Credits |
| FSP5012 | Environmental Education | Sem 1 | 20 Credits |
| FSP5022 | Applied Expedition Skills | Sem 2 | 20 Credits |
| FSP5032 | Outdoor Coaching and Leadership | Sem 2 | 20 Credits |
| FSP5042 | Professional Development | Sem 1&2 | 20 Credits |
| FSP5052 | Personal Research Project | Sem 1&2 | 20 Credits |

Part Time Study

Year 1

| | | | |
|---------|--|---------|------------|
| FSP4002 | Academic Skills | Sem 1 | 20 Credits |
| FSP4022 | Principles and Practices of Water Based Activities | Sem 2 | 20 Credits |
| FSP4072 | Human Science in Sport | Sem 1&2 | 20 Credits |
| FSP4062 | Industry Skills | Sem 1&2 | 20 Credits |

Year 2

| | | | |
|---------|---|-------|------------|
| FSP4012 | Principles and Practices of Land Based Activities | Sem 1 | 20 Credits |
| FSP4032 | Sport as a Business | Sem 2 | 20 Credits |
| FSP5002 | Applied Human Science | Sem 1 | 20 Credits |
| FSP5022 | Applied Expedition Skills | Sem 2 | 20 Credits |

Year 3

| | | | |
|---------|---------------------------------|---------|------------|
| FSP5012 | Environmental Education | Sem 1 | 20 Credits |
| FSP5032 | Outdoor Coaching and Leadership | Sem 2 | 20 Credits |
| FSP5042 | Professional Development | Sem 1&2 | 20 Credits |
| FSP5052 | Personal Research Project | Sem 1&2 | 20 Credit |

7. Learning, teaching and assessment

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

Reference should be made to the LTA Strategy 2015-19 and an explanation be included of the form that programme-level assessment (PLA) takes on the programme.

The Foundation Degree Sport (Adventure and Outdoor Education) programme will use a range of learning and teaching strategies. It has a practice based focus underpinned by academic knowledge and understanding. Teaching and learning methods are used to engage students in the learning process and to support student achievement of the programme aims.

A mixture of lectures, tutorials, seminars and practical elements will be used. The lecture programme will impart the necessary principles and concepts and will be supported by appropriate handouts and supporting material (e-resources, audio, video etc.) on the College's VLE: Moodle. For example in Anatomy and Physiology for Sport lectures will develop the theoretical understanding of the body's systems and the effects of exercise. Seminars will be used to support lectures through working on; examples, case studies, contemporary theories, work related evidence, discussion groups and reporting sessions. Laboratory based practical sessions will be embed theoretical scientific concepts developed during lecture sessions, for example in Anatomy and Physiology for Sport practical sessions will be used to develop practical laboratory skills including microscopy and dissections which will provide students with a physical understanding of anatomical features. In the Principles and practices modules seminars and discussion groups will develop core concepts from lecture programme through using relevant case studies, practical examples derived from experience and industry skills, and discuss contemporary issues such as changes in legislation, research, good practice, health and safety, and environmental issues and skill related practical sessions will focus on developing land and water based skills in outdoor activities in a range of environments, each session will conclude with an opportunity to reflect on performance and future development. At level 5 the focus will be on applying skills to expedition situations, coaching and leadership and environmental education. These modules will also include evaluations of personal practice, which is underpinned by reflection. Within the Industry Skills and Professional Development modules at level 4 and Level 5, students are encouraged to critically reflect on their performance within the workplace and reflective journals will be maintained relating to vocational skills development, and business understanding.

Employability will be explored through practical elements of the course, through tutorials, seminars, visits and guest speakers from local professionals as well as active use of professional partner sports environments and visits to specialist facilities such as local high ropes courses, white water courses, outdoor centres etc. will ensure students can ground theoretical learning in industry practice.

The underpinning principle of delivery will be to encourage the development of independent, employable learners. To achieve this, a variety of experiential learning strategies will be used, with the emphasis being on active participation by students. This may include (but is not limited to) problem solving, peer to peer observation and feedback on practical activities, on-line self-directed learning activities (encouraging the use of new technologies and platforms), work based tasks and practical sessions where students plan and deliver their own activities. Students will be expected to apply theory into practice through work based learning and then share those experiences in the classroom environment.

Tutorials will provide individual support and feedback for the student individually and in groups and will be led by both the tutor and students.

All of the above is underpinned by staff training and development which encourages subject expertise, relevant vocational experience and subject-specific pedagogy.

Assessment is linked where appropriate to vocational/employable skills from within the adventure and outdoor education industry, with the overarching aim of using assessment to both measure student achievement and to promote student learning and engagement. The assessment methods are varied to support and enhance the module design and structure. The tasks and assessment criteria are clearly outlined to the students in the module handbooks, with tutors fully explaining the outcomes and methods to the students for clarity. Formative assessment feedback is integral to the teaching, learning and assessment strategy of the programme

Assessment methods used in the course are:

- Portfolios
- Written reports
- Essays
- Case studies
- Observation of practical performance and leadership
- Reflective development plans
- Literature reviews
- Presentations
- Data handling
- Examinations

At level 4 the assessment strategy aims to develop students' research skills and for them to be able to use this information to develop their knowledge and understanding of the well-established principles of adventure and outdoor education and be able to communicate these effectively. For example in Principles and practices of land-based activities module students must complete a literature review which summarises key influences that underpin adventure and outdoor education. In Anatomy and physiology for Sport the students have to undertake an examination to provide the opportunity for a final review of all topics covered and demonstrate their knowledge and understanding. The reflective logbooks used for Industry Skills and the practical elements allow students to track their progress with work and professional skills, and to reflect on current status and plan future progress.

At level 5 the assessment strategy aims to develop knowledge and a critical understanding of the well-established principles of adventure and outdoor education and be able to apply these effectively out of the field of context and in a work place environment. Students will critically analyse information, arguments, analysis and effectively communicate information. In Applied Expedition Skills students have to critically appraise key aspects of case study expeditions and have to produce an evaluation of personal performance and an evaluation of the application of core concepts of outdoor education to their expedition. Students are required to analyse data as part of Personal Research Project and effectively communicate this information.

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7b) Programme learning outcomes covered

| LEVEL 4 | Assessed learning outcomes of the programme | | | | | | | | | |
|--|--|---|--|------------------------------|----------------------------|--|--|--|---------------------------|------------------------------|
| <i>Adjust LO codes as necessary. ↓</i> | K1 | K2 | K3 | I1 | I2 | I3 | I4 | P1 | P2 | P3 |
| Lighter or hatched shading indicates modules that are not core, ie. not all students on this programme will undertake these. | coherent and detailed subject and/or professional knowledge | evidence based practice approach | coaching and performance management | analytical techniques | critical evaluation | effective and sustained communication | understanding limits of their knowledge | application of a wide range of techniques | increased autonomy | application of skills |
| Academic Skills | | | | X | X | X | | | X | X |
| Industry Skills | X | | X | | | | | X | X | X |
| Sport as a Business | | | X | X | X | X | X | | | |
| Human Science Sport | X | X | | | | | X | X | | |
| Principles and Practices of Water Based activities | X | X | X | | | X | X | X | X | X |
| Principles and Practices of Land Based Activities | X | X | X | | | X | X | X | X | X |

| Skills development | | | | | | | | |
|---|----|----|----|----|----|----|----|----|
| E1 | E2 | E3 | E4 | E5 | E6 | E7 | E8 | E9 |
| Self-management | | | | | | | | |
| Teamworking | | | | | | | | |
| Business & sector awareness | | | | | | | | |
| Problem-solving | | | | | | | | |
| Communication | | | | | | | | |
| Application of numeracy | | | | | | | | |
| Application of IT | | | | | | | | |
| Entrepreneurship / enterprise | | | | | | | | |
| Social, cultural & civic awareness | | | | | | | | |
| X | | | X | | | X | | |
| X | X | X | X | X | X | X | X | X |
| X | X | X | | X | X | X | X | X |
| X | | | X | X | X | X | | |
| X | X | X | X | X | | | | X |
| X | X | X | X | X | | | | X |

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| LEVEL 5 | Assessed learning outcomes of the programme | | | | | | | | | |
|--|--|---|--|------------------------------|----------------------------|--|--|--|---------------------------|------------------------------|
| <i>Adjust LO codes as necessary. ↓</i> | K1 | K2 | K3 | I1 | I2 | I3 | I4 | P1 | P2 | P3 |
| Lighter or hatched shading indicates modules that are not core, ie. not all students on this programme will undertake these. | coherent and detailed subject and/or professional knowledge | evidence based practice approach | coaching and performance management | analytical techniques | critical evaluation | effective and sustained communication | understanding limits of their knowledge | application of a wide range of techniques | increased autonomy | application of skills |
| Personal Research Project | X | X | | X | X | X | X | X | X | X |
| Professional Development | X | | X | X | X | | X | X | X | X |
| Outdoor coaching and leadership | X | X | X | X | X | X | X | X | X | X |
| Sports Psychology | X | X | | X | X | X | X | X | X | X |
| Applied Expedition Skills | X | X | X | | X | X | X | X | X | X |
| Environmental Education | X | X | X | | X | X | X | X | X | X |

| Skills development | | | | | | | | |
|---|----|----|----|----|----|----|----|----|
| E1 | E2 | E3 | E4 | E5 | E6 | E7 | E8 | E9 |
| Self-management | | | | | | | | |
| Teamworking | | | | | | | | |
| Business & sector awareness | | | | | | | | |
| Problem-solving | | | | | | | | |
| Communication | | | | | | | | |
| Application of numeracy | | | | | | | | |
| Application of IT | | | | | | | | |
| Entrepreneurship / enterprise | | | | | | | | |
| Social, cultural & civic awareness | | | | | | | | |
| X | | | X | X | X | X | X | X |
| X | X | X | X | X | X | X | X | X |
| X | X | X | X | X | X | X | X | X |

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 5 GCSE's at grade C (or equivalent) including English and Maths. 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 /Askham Bryan College to be equivalent.

Applicants will normally be expected to enter the programme with a minimum of 48 UCAS points.

For students whose first language is not English, a pass in an approved test in English is needed, eg. the International English Language Testing Service (IELTS) 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 should be 18 or over and will normally have significant prior experience of working The context of their working role must involve supporting children and/or young people's learning. They must be working in an environment that enables them to engage fully in the work-related application of the learning and skills acquisition, for 50% of the time for the duration of the programme. This can be in a paid or voluntary capacity.

Confirmation from the applicant's employer or supervisor supporting the application will normally be required. This will need to confirm the applicant's suitability (e.g. appropriate CRB check) and 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)

Leeds Trinity Academic Regulations will apply to all progression, classification and award requirements

10. Prerequisites

Details of modules which must be passed before enrolment on a module at a higher level
Include the rationale which justifies imposition of the prerequisite(s) and the mark/grade required.

n/a

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)

The College will be proposing the following External Examiner:
The external examiner (EE) will be Rob Gale of Craven College across both FdSc Sport (coaching and fitness) and FdSc sport (Adventure and outdoor education).
The EE will look at all examinations and assignments/module handbooks prior to the start of the academic year.
EE will do focus groups and an audit of marked work periodically throughout the year.

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

At Askham Bryan we work with students at an early stage of the programme/module, to identify differences in their previous educational experience, their individual learning approaches and needs. This support begins at the application stage where on HE Open days members of the Student Support Services team are available to offer support and guidance to any prospective student who wishes to understand more fully the support which is available to them. Once they are enrolled on programme further advice and guidance is available for students with recognised learning needs and where necessary students will be supported in applying for available grants to provide equipment/services to support these needs.

In addition to the formal processes operated by Student Support Services there are many less formal ways in which students are supported in their learning. The following list is not exhaustive, but gives a flavour of the many ways in which students may receive informal support:

- a) The Level 4 Module 'Academic and Professional Development' is designed not only to develop the necessary skills which underpin study at Higher Education, but also to identify areas where students may need further support.

- b) Teaching formats such as discussion groups encourage the participation of all students and help identify areas where students are having difficulties.
- c) Learning materials can be supplied in different formats (written, online, audio, video podcast etc) to support key concepts/knowledge. This is particularly important at the start of a programme/module where providing online or hard copy notes before classes can aid comprehension and accessibility at a time when students may be struggling with the new demands of HE study.

In addition to the above all students are allocated a personal tutor whose role is to support the student both academically and pastorally with a clear programme including personal development, monitoring of progress etc. Careers guidance is given by the College's dedicated Careers and Progression Advisor. Staff at Askham Bryan operates an 'open door' policy and the level of tutor support both at programme and module level has been praised by students, both in the recent student submission to QAA as part of the HER of the College in 2014 and in student focus groups.