

Programme Specification for BSc (Hons) Exercise and Wellness Management Top-Up

This document applies to Academic Year 2022/23 onwards

Table 1 programme specification for BSc (Hons) Exercise and Wellness Management Top-Up

1.	Awarding institution/body	University of Worcester
2.	Teaching institution	University of Worcester
3.	Programme accredited by	NA
4.	Final award or awards	BSc (Hons) Top Up (Level 6 only)
5.	Programme title	Exercise and Wellness Management
6.	Pathways available	Single Honours
7.	Mode and/or site of delivery	Standard Taught Programme
8.	Mode of attendance and duration	1 year Full-time 2 year Part-time
9.	UCAS Code	C604
10.	Subject Benchmark statement and/or professional body statement	Subject Benchmark Statement Events, Hospitality, Leisure, Sport and Tourism November 2019
11.	Date of Programme Specification preparation/ revision	Approved at ASQEC June 2021 August 2021 – AQU amendments August 2022 – AQU amendments

12. Educational aims of the programme

The BSc (Hons) Exercise and Wellness Management is a level 6 Top-up degree which builds on level 5 or equivalent qualifications in the field of sport and exercise science, fitness and health. It is ideal for students wishing to pursue careers in the diverse health and fitness related sector.

The emphasis is upon exercise science to promote wellness reflecting the current landscape for health and wellness practices within the sector. The philosophy behind this top-up degree is to utilise an applied approach which draws together a number of core knowledge elements from exercise science, wellness, management and business skills. The course design provides an equal balance of exercise science and sport management content allowing for the development of knowledge and skills essential for working in this dynamic and entrepreneurial industry. Distinctive features embedded in the course structure include; applied learning through practical work; the development and application of research skills through an Independent Project and Work Based learning, for example: through event project management.

Students graduating with a degree in Exercise and Wellness Management will be well placed to enter graduate level roles within this growing industry

The course aims to enable students to:

- a. Develop a depth of integrated knowledge, critical perspectives and skills (including research skills) relevant to exercise and wellness management, sport and exercise science and managing organisations and businesses;
- b. Apply appropriate sport and exercise and wellness science and sport business concepts, models and practices to meet a range of theoretical and real situations, in order to make appropriate scientific, operational and strategic decisions;
- c. Recognise the principles of sustainability, social, health and safety, ethical and corporate responsibility via the application of key skills in an exercise and wellness industry setting;
- d. Establish autonomy and independence in learning to develop key skills to prepare students for a career in the dynamic global exercise and wellness industry.

13. Intended learning outcomes and learning, teaching and assessment methods

Table 2 knowledge and understanding outcomes for module code/s

Knowledge and Understanding		
LO no.	On successful completion of the named award, students will be able to:	Module Code/s
1.	Identify, critically analyse, and make effective use of scientific theory from an exercise psychology perspective to inform practice	SPRT3064
2,	Demonstrate a critical understanding of how scientific/ physiological evidence and theory can be applied to exercise intervention design.	SPRT3056
3.	Recognise and apply key business management principles and their underpinning concepts to develop entrepreneurial ideas and solutions	SPRT3006
4.	Critically evaluate and apply key concepts and theories in exercise, health and wellness to real-world problems	SPRT3054 SPRT3073 SPRT3056

Table 3 cognitive and intellectual skills outcomes for module code/s

Cognitive and Intellectual skills		
LO no.	On successful completion of the named award, students will be able to:	Module Code/s
5.	Use a range of communication strategies to present a reasoned argument, assessing the merits of contrasting theories, explanations and instructional models relevant to sport, exercise and wellness management	SPRT3072
6.	Apply logic, initiative, and personal responsibility to manage complexity, uncertainty and ambiguity in fluid and unpredictable contexts whilst maintaining equality and diversity	SPRT3054 SPRT3073

Table 4 skills and capabilities related to employment outcomes for module code/s

Skills and capabilities related to employability		
LO no.	On successful completion of the named award, students will be able to:	Module Code/s
7.	Plan, design, undertake and present a sustained piece of independent research relevant to stakeholders in the exercise and wellness management sector	SPRT3072
8.	Monitor and evaluate sport and leisure activities in field settings drawing on their business skills and knowledge	SPRT3006
9.	Demonstrate data collection, analysis and data handling skills to problem solve, engage in critical analysis and reflection in order to, identify, understand, and address problems relevant to sport managers or clients	SPRT3056 SPRT3064

Table 5 transferable/key skills outcomes for module code/s

Transferable/key skills		
LO no.	On successful completion of the named award, students will be able to:	Module Code/s
10.	Demonstrate management skills including communication, team building, leadership and motivational strategies	SPRT3054 SPRT3073

Transferable/key skills		
11.	Communicate effectively and network, listen, negotiate, persuade, present arguments and develop contacts	SPRT3008 SPRT3073 SPRT3054
12.	Solve problems in a work related context demonstrating autonomy and independence in learning, and the ability to take personal responsibility whilst make decisions and judgements.	ALL

Learning, teaching and assessment

The learning environment will include a full range of practical and applied work including lectures, seminars, workshops and independent and group study tasks, with students taking control of their learning in a more independent manner as they progress through the Top up degree year. Learning and teaching methods are utilised in order to emphasise the multi-disciplinary nature of the course and enhance students' employability & career preparation through the development of a range of key transferable skills. This includes the use of Problem Based Learning, scenario and case study approaches, interactive lectures and seminars, guest speakers, engagement through presentation and discussion and interaction with colleagues and community. The course culminates with an, independent research project whereby students are required to apply their knowledge and skills to an exercise and wellness management setting.

Teaching

- Students will engage in a series of taught sessions which are delivered in an interactive manner. Many of these sessions will be tutor led in a lecture room and could be followed by a practical session in the laboratory or a seminar session in a smaller group. These sessions are undertaken in small groups and at times students will have been asked to complete a reading, practical or research task that will inform the forthcoming session. Lectures will provide students with the fundamental knowledge and key concepts required for the degree. Seminars enable the discussion and development of understanding of topics covered in lectures, and laboratory practicals are focused on developing subject specific skills.
- Students will develop key business skills through interactive lecture and seminar sessions and summative assessments. Use of guest speakers to help add depth and 'real' world insights. Visits to organisations and events to appreciate operational and strategic processes.
- Research is a key element of the course as this will provide students with the opportunity to develop knowledge of research skills and methodologies to investigate and study areas of interest within the exercise and wellness management field, and also to develop knowledge, understanding and expertise in new and emerging areas of this sector.
- Students will develop their communication and presentation skills using a range of assessment methods. This will be achieved through the sharing of ideas, providing peer feedback, formal presentation of ideas, work placement and research tasks.
- Students will develop the ability to self-appraise and reflect on their own strengths and weaknesses using tools such as video, tutor and peer feedback. Summative feedback will be provided in written and/or tutorial feedback. Students will develop the ability to plan and manage learning in areas such as meeting deadlines for assessments, using tutorial support and liaising with external bodies. Students will develop skills in using laboratory equipment and various ICT software packages to allow them to contribute to their work in the field of Sport and Exercise Science and appreciate what is required when working in this environment.
- Students will have regular meetings with Personal Academic Tutors, these are scheduled on at least four occasions during the Top up year.

Work-based Learning

Work-based learning is provided through either SPRT3073 - Work-Based Learning (Exercise and Wellness Management Placement) or SPRT3054 - Event Project Management.

Work-based learning is an important part of the Course and it provides students with the opportunity to integrate knowledge and skills that they have developed during their studies and apply them to the practical delivery of exercise science support services. In addition, students should develop an awareness and understanding of professional practice and the practical environment in which exercise science and wellness operates.

The Work-based learning modules aim to develop the student's ability to critically reflect on their own personal and professional development; students will be expected to use the theoretical knowledge developed within their course to inform their own practice.

Students will be supported whilst undertaking work-based/placement based learning through individual tutorials and email correspondence.

Contact time

In a typical week, students will have around 12 contact hours, including seminar, tutorial and small group activities. Typically class contact time will be structured around 3-4 hours of interactive lecture/seminar or practical sessions dependent on module. Supervision for the student's Independent Research Project (IRP) is separate and this important supervisory relationship is established early in the academic year. Students are encouraged to meet regularly for IRP supervision and it is usual for the supervisor / supervisee relationship to be maintained for the duration of the study.

Independent self-study

In addition to the contact time, students are expected to undertake around 24-28 hours of personal self-study per week. Typically, this will involve completing online activities, reading journal articles and books, working on individual and group projects, undertaking research in the library and online, preparing coursework assignments and presentations, and preparing for examinations.

Independent learning is supported by a range of excellent learning facilities, including the Hive and library resources, the virtual learning environment, and extensive electronic learning resources.

Teaching staff

Students will be taught by a teaching team whose expertise and knowledge are closely matched to the content of the modules on the course. The team includes senior academics with research and consultancy experience, postgraduate students, laboratory technical staff and demonstrators. In addition, you can expect to receive sessions with guest lecturers who have industry relevant expertise.

Teaching is informed by research and consultancy, and all lecturers on the course have a higher education teaching qualification or are Fellows of the Higher Education Academy. You can learn more about the staff by visiting our staff profiles. <https://www.worcester.ac.uk/discover/sport-meet-our-experts.html>.

Assessment

The course provides opportunities to test understanding and learning informally through the completion of practice or 'formative' assignments, which do not contribute towards the final grade. This approach prepares students for the formal 'summative' assessments, which contribute towards the overall grade achieved for that module.

To enhance the employability of our graduates there is a focus on authentic coursework that is directly related to real-world situations; we use a wide range of assessment types.

The precise assessment requirements for an individual student in an academic year will vary according to the optional modules taken, but a typical summative assessment pattern is as follows:

- Reports x 6
- Poster x1
- Presentation x5
- Portfolio x1
- Written assessment x4

Knowledge and understanding is assessed through a range of different methods in each module. Case studies based on real operational/ strategic scenarios, which encourage the development of solutions, based on the collection, analysis and evaluation of data. A small number assignments have a 'live' element to them and are grounded in real communities. This helps students to understand the specific needs of a variety of community and business groups.

Every module provides small group teaching which provides opportunities for students to develop their thinking skills and intellectual ability e.g. through critical analysis of a body of literature, or through a series of small research projects on a prescribed topic. In a number of modules, the exploration of case studies and real world projects supports students to generate different kinds of data, which are subsequently analysed and interpreted in the light of information currently existing in the scientific literature. Problem-based learning supports students to develop logical arguments and debate issues and ideas from their evolving knowledge base.

14. Assessment strategy

The assessment strategy within the Exercise and Wellness Management course is structured in such a way to provide a progressive approach to assessment tasks that develop skills applicable to future practice in both an academic context and future employment opportunities. An integral part of the teaching and assessment strategy is problem solving and formative assessments. The nature of the case studies and problem solving exercises will vary over the different modules. The assessment strategies used are based on a number of principles:

- that a variety and range of assessment types are utilised (e.g. essays, presentations, project work, portfolio case studies, written reflections, reports)
- that a progressive approach is used in order to develop the student's abilities across a range of assessment types across the course, whilst also providing opportunities to practise and develop their competence of specific assessment skills
- that assessment opportunities be used to facilitate the sharing of good practice between students and staff;
- that there is a focus upon the use of a range of formative assessments, which are utilised within modules. Such formative assessment tasks are designed to provide students with the opportunity to use detailed feedback to inform subsequent summative assessment work and develop their competency in completing a range of different modes of assessment. Examples of such tasks are student presentations, discussion activities, group work tasks and independent directed study tasks.
- that there is an emphasis on the quantity and quality of assessment feedback provided by staff to students, in order to facilitate and enhance assessment as a learning process, and thus to inform students' future practice in academic contexts and employment opportunities.
- Each assessment item has published specific marking criteria contained in the module outline given to students at the beginning of the module.

15. Programme structures and requirements

Table 6 BSc (Hons) Exercise and Wellness Management Top-Up Award Map

Module Code	Module Title	Credits (Number)	Status (Mandatory (M) or Optional (O))
SPRT3072	Exercise and Wellness Management Independent Research Project	30	M
SPRT3008	Sport Strategy in Action	15	M
SPRT3056	Clinical Exercise Physiology	15	M
SPRT3006	The Sports Entrepreneur	15	M
SPRT3064	Psychological Considerations for Sport, Exercise & Health	15	M
SPRT3073	Work Based Learning (Exercise and Wellness Management Placement)	30	O
SPRT3054	Event Project Management	30	O

Single Honours Requirement at Level 6

Students must take 120 credits in total which must be drawn from the table above to include either SPRT3073 Work Based Learning (Sport and Exercise Placement) or SPRT3054 Event Project Management

16. QAA and professional academic standards and quality

The course has been designed to take account of the Events, Hospitality, Leisure, Sport and Tourism November 2019

The Sport Benchmark statements include five subject areas which are stated as being 'broadly concerned with sport'. These areas relate to the:

1. human responses and adaptations to sport and exercise;
2. performance of sport and exercise and its enhancement, monitoring and analysis;
3. health-related and disease management aspects of exercise and physical activity;
4. historical, social, political, economic and cultural diffusion, distribution and impact of sport policy;
5. the study of planning, management and delivery of sporting opportunities.

These five sport benchmark areas vary in relation to their relevancy to three key types of sport related degrees, which are *sport science*, *sport studies* and *sport management*. These diverse degree pathways should "normally" embrace at least one or two of the previously noted sport benchmark subject areas.

Common to all modules is the opportunity to learn through the integration of theory with practice. Although students are expected to engage with a challenging and suitable range of theories, concepts and principles, the applied context within which a student learns is a driver for our degree. In the context of the Exercise and Wellness Management course subject areas 1,2,3 and 5 provide the main focus for the course.

This award is located at level 6 of the FHEQ.

17. Support for students

Each student will be allocated a Personal Academic Tutor (from within the Course Team wherever possible). Students will be given an opportunity to meet with their Personal Academic Tutor during the planned induction and transition sessions at the beginning of the semester. The intention behind the system is that the student and tutors will develop a close working relationship, so a clear picture of the student's progress is developed throughout the course. The Personal Academic Tutor will be able to offer both academic and pastoral advice

and should be the main contact throughout the course. Students will meet with their Personal Academic Tutor at least twice each semester.

The Personal Academic Tutor will encourage the student to take responsibility for their own personal and professional development planning. Structured face-to-face and on-line support typically covers the following:

- Awareness of personal strengths and weaknesses;
- A clear vision of what the student wants to achieve through HE study;
- Greater understanding of how study in the discipline area at the University can help towards student goals;
- Responsibility for personal choices in modules, work and social life;
- A reflective approach to all the feedback received on work;
- A sense and a record of progression and achievement in the development of subject and generic skills and attributes (qualities);
- An ability to use this greater awareness to articulate the benefits of the HE experience to others including employers.

The Personal Academic Tutor will also:

- Respond to the student's requests for support and help with problems which affect academic work either at subject level or by referral to other University support services;
- Provide information for and assist in the drafting of the University reference.
- Students should meet their Personal Academic Tutor four times in the academic year, although students may also need to contact their tutor at other times, particularly if the student is experiencing problems.

Firstpoint, Student Services and the Disability and Dyslexia Service provide guidance and support on student life:-

<https://www.worc.ac.uk/life/help-and-support/services-for-students/home.aspx>

<https://www2.worc.ac.uk/disabilityanddyslexia/>

18. Admissions

Admissions policy for the Course

The University aims to provide fair and equal access to a university education to all those who have the potential to succeed or benefit from it through a policy of equal opportunity regardless of race, gender, disability, sexual orientation, religious belief or age.

The University of Worcester seeks to admit students who have the capacity to benefit from study at higher education level, and Admissions Tutors seek to identify applicants who can demonstrate their potential to succeed at this level.

The admission of students is based on the reasonable expectation that the applicant will be able to fulfil the objectives and achieve the standard required for the award for which they are registered.

For full time applicants, admission to the BSc (Hons) Exercise and Wellness Management Top-up is via UCAS. Application for part time students is via the University of Worcester web pages; however international students can access further support with application and visa requirements through the International Office. Students may download application forms from the University of Worcester website or by contacting Registry Services 01905 855111.

Entry Requirements

Students should have a Foundation Degree, DipHE, HND or equivalent qualification in sport, exercise, wellness or related subject. A supportive academic reference is also required.

Applications from candidates who can provide evidence of their ability to work at Level 6 with substantial experience of working within sport, exercise, and wellness are also encouraged. Please see the University's Admissions Policy for other acceptable qualifications.

The current entry requirements for the BSc (Hons) Exercise and Wellness Management Top-up Degree are published on the University website and in the prospectus. <https://www.worc.ac.uk/journey/a-z-of-courses.html>

See [Admissions Policy](#) for other acceptable qualifications.

Disclosure and Barring Service (DBS) requirements

Enhanced disclosure will be required for some aspects of the course, and for the work-based module.

Recognition of Prior Learning

Details of acceptable Level 5 qualifications, policy in relation to mature students or applicants with few or no formal qualifications can be found in the prospectus or on the University webpages. Information on eligibility for recognition of prior learning for the purposes of entry or advanced standing is also available from the University webpages or from the Registry Admissions Office (01905 855111).

Further information on Recognition of Prior Learning can be found at <http://www.worcester.ac.uk/registryservices/941.htm>

Admissions procedures

Full-time applicants apply through UCAS C604

Part-time applicants apply directly to University of Worcester (UW)

Admissions/selection criteria

Prospective students should apply through UCAS and all applications will be considered by the Course Leader/Admissions tutor. The decision to offer a place will be based on a candidate's ability to demonstrate enthusiasm for the subject, commitment to study and the academic capability to succeed on the Course.

19. Regulation of assessment

The course operates under the University's [Taught Courses Regulatory Framework](#)

Requirements to pass modules

- Modules are assessed using a variety of assessment activities which are detailed in module specifications.
- The minimum pass mark is D- for each module.
- A student is required to submit all items of assessment in order to pass a module, and in some modules, a pass mark in each item of assessment may be required.
- Full details of the assessment requirements for a module, including the assessment criteria, are published in the module outline.

Submission of assessment items

- A student who submits course work late but within 7 days (one week) of the due date will have work marked, but the grade will be capped at D- unless an application for mitigating circumstances is accepted.
- A student who submits work later than 7 days (one week) will not have work marked unless they have submitted a valid claim of mitigating circumstances.
- For full details of submission regulations please see the Taught Courses Regulatory Framework.

Retrieval of failure

- A student is entitled to resit failed assessment items for any module that is awarded a fail grade.
- Reassessment items that are passed are capped at D-.

- If a student is unsuccessful in the reassessment, they have the right to retake the module (or, in some circumstances, take an alternative module); the module grade for a re-taken module is capped at D-.
- A student will be notified of the reassessment opportunities in the results notification issued via the secure student portal (SOLE). It is the student's responsibility to be aware of and comply with any reassessments.

Requirements for Progression

- A student who, by the time of the reassessment Board of Examiners, has failed 90 credits or more (after exhausting all reassessment opportunities) during the academic year, will have their registration with the University terminated
- If a student has not passed at least 90 credits by the reassessment Board of Examiners, the student will be required to either complete outstanding reassessment or retake the failed modules the following academic year. Students will be able to carry forward any passed modules.

Requirements for Awards

Degree (non-honours) BSc Exercise and Wellness Management	Passed a minimum of 60 credits at Level 6 including 30 credits from the following mandatory modules (15 credits from either SPRT3008 Sport Strategy in Action <u>or</u> SPRT3006 The Sports Entrepreneur and 15 credits from either SPRT3056 Clinical Exercise Physiology <u>or</u> SPRT3064 Psychological Considerations in Exercise and Health) and 30 credits from SPRT3073 Work Based Learning (Sport and Exercise Placement) <u>or</u> SPRT3054 Event Project Management
Degree with honours BSc (Hons) Exercise and Wellness Management	Passed a minimum of 120 credits at Level 6, as specified on the award map, to include either SPRT3073 Work Based Learning (Sport and Exercise Placement) <u>or</u> SPRT3054 Event Project Management

Classification

Classification determined on the profile of the 120 credits attained at Level 6 only.

For further information on honours degree classification, see the [Taught Courses Regulatory Framework](#).

20. Graduate destinations, employability and links with employers

Graduate destinations

The exercise and wellness sector is one of the largest and most diverse in terms of employment in the United Kingdom. The range of areas is extensive with jobs in sectors such as health and fitness, wellness lifestyle and coaching, wellness tourism, fitness mind and body, preventive health and wellbeing and workplace wellness.

In respect to exercise, many hospitals and Primary Care Trusts are appointing specialists with exercise backgrounds to work in areas such as cardiac rehabilitation and health promotion. The NHS Long Term Plan (2019) has outlined the importance of improving upstream prevention of avoidable illness and its exacerbations through its healthy living programmes for patients struggling with ill health. Incorporating physical activity within its national service frameworks highlights the increasingly important role of exercise in maintaining the nation's health and the increased availability of exercise related job opportunities.

Students who have completed Exercise Science degrees have excellent records of finding employment. Students have recently progressed into careers with the NHS in the field of clinical

exercise science; worked within the fitness and leisure industry with national businesses such as David Lloyd Leisure and Nuffield Health; developed their own exercise businesses as Personal Trainers and Lifestyle Management Consultants as well working as sport scientists and strength and conditioning coaches with elite sport clubs, Others have progressed to further postgraduate study towards MSc / PhD qualifications in the general subject area.

References:

NHS England (2019) The NHS Long Term Plan. Available from <https://www.longtermplan.nhs.uk/publication/nhs-long-term-plan/>

Student employability

The School has a number of initiatives in place in order to develop the employability of the SSES students:

1. School of Sport & Exercise Science 'Earn As You Learn (EAYL)' scheme –opportunities for sport students to engage in meaningful employment during their time of study at the University of Worcester is promoted, marketed and coordinated by the Institute of Sport & Exercise Science. A designated EAYL coordinator has the responsibility of managing this activity and publicising using a variety of social media (Facebook - Earn As You Learn in Sport at UW; Twitter - #EarnAsYouLearn1; LinkedIn - Earn As You Learn in Sport at the University of Worcester; Website: <http://www.worc.ac.uk/discover/sportemployability.html>). The development of a central database has ensured that students are able to input their various industry relevant qualifications/experience and subsequently benefit from the various opportunities afforded.
2. Sport Student Recruitment Ambassadors – Students are trained to provide support for various events including Open Days, Applicant days, and School taster days. This employment gives students the opportunity to engage in meaningful work which enhances their communication skills as well as their competencies in several lab based procedures which they are trained to administer.

In order to prepare students for employment, a Work Based Learning (WBL) module including a placement takes place in Level 6. This module requires students to apply theoretical material developed in their various modules to their work with clients in a sport and / or exercise environment. An employability focus is embedded in the degree through the modules studied at level 6.

The School has employed a Strength and Conditioning Mentor, whose role is to assist students in gaining strength and conditioning qualifications and aid in the provision of suitable and relevant work placement opportunities. Additionally, each year the Motion and Performance Centre offers a number of paid Sport Science Internship positions which offer students the opportunity to work alongside staff in a variety of sport and exercise science related roles. The University also offers a range of additional qualifications such as level 2 Fitness, Level 3 Personal Trainer, Level 3 Exercise Referral.

Links with employers

Links with employers have been further developed and strengthened by the School, particularly with the arrangement of discipline specific 'Sport Employers Advice panels' that are held annually. Here careful consideration is given to how the School can improve the programmes in the future and better serve SSES graduates and the industry that many of them aspire to join. The meetings are also excellent opportunities to improve connections and ensure mutually beneficial working practices.

In addition, the course has links with a number of employers who are able to assist in both the provision of suitable work -based learning opportunities and input into the teaching of relevant modules. We currently have strong links with the NHS who use the University of Worcester Well-Being facility at the McClelland Centre in the delivery of a number of clinical exercise interventions, David Lloyd, Fitness First and other local Gyms and leisure providers along with professional

sports clubs in the area; Worcester Warriors Rugby Club, Worcestershire CCC, Worcester RC, Severn Stars VNSL

Please note: This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found in associated course documentation e.g. course handbooks, module outlines and module specifications.