

## Programme Specification for BSc (Hons) Physical Education and Sports Coaching Science

<b>This document applies to academic year 2020/21 onwards</b>
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1.	<b>Awarding institution/body</b>	University of Worcester
2.	<b>Teaching institution</b>	University of Worcester
3.	<b>Programme accredited by</b>	N/A
4.	<b>Final award or awards</b>	BSc Hons
5.	<b>Programme title</b>	Physical Education and Sport Coaching Science
6.	<b>Pathways available</b>	Single
7.	<b>Mode and/or site of delivery</b>	University of Worcester
8.	<b>Mode of attendance and duration</b>	Full time / Part time (3 years full time).
9.	<b>UCAS Code</b>	C690
10.	<b>Subject Benchmark statement and/or professional body statement</b>	<a href="#">Events, Hospitality, Leisure, Sport and Tourism November 2019</a>
11.	<b>Date of Programme Specification preparation/ revision</b>	Approved July 2019 August 2019, AQU amendments to Section 19 August 2020 – AQU amendments to Section 19, benchmark update and corrections

### 12. Educational aims of the programme

The educational aims provide the over-arching structure to the course, together with also establishing its key philosophical underpinning.

The course enables students to:

- a. Develop a depth of integrated knowledge, critical perspectives, and skills (including research skills and research that informs practice), which characterise the physical education programme;
- b. Develop an appreciation of the multifaceted nature of sports coaching science
- c. Utilise appropriate teaching and learning theories, sports coaching concepts, models, science and practices in a range of theoretical practical contexts;
- d. Engage effectively in a range of learning and teaching, and coaching contexts, critical analysis, reflection and evaluation;
- e. Develop students who: can practice independently, can draw on relevant knowledge, have skills and attributes to perform effectively in the domain of Physical Education and/or coaching science, demonstrate safety and ethical awareness, can undertake a range of leadership and management roles;
- f. Facilitate the development of transferable and graduate skills to enable students to engage effectively in lifelong learning and continuing professional development.
- g. Develop reflective skills that enable graduates to critically reflect on practice, published pedagogical literature and their own professional development;
- h. Develop knowledge and understanding of international perspectives in sports education including knowledge of the government structures and policies that shape sport and sports education in the UK

It should also be noted that because these aims are the guiding statements structuring the course they can be both explicitly dealt with in modules, whilst in other instances they are more implicitly referred to.

A Physical Education and Sports Coaching Science (PE&SCS) graduate will have experienced a curriculum that has blended the critical aspects coaching and physical education. Graduates will have developed an understanding of a complex body of

knowledge, which will be at the current boundaries of the academic discipline of sport and exercise science.

The PE&SCS graduate will be confident; articulate; with a sound understanding of teaching and coaching pedagogy; able to evaluate evidence, arguments and assumptions in order to reach sound judgements; to communicate effectively and can deliver effective teaching and coaching programmes. In this respect, the content of the PE&SCS undergraduate programme is designed to help students build a clear and strong, inclusive personal philosophy regarding the nature and purposes of sports education in order to underpin their future professional practice.

The SCS side of the programme considers the principles set out by the Active Endorsement Scheme for Higher Education which is administered by SkillsActive in conjunction with the Chartered Institute for Management of Sports and Physical Activity (now CIMPSA). Furthermore, the course is aligned with the latest HEI endorsement criteria as suggested by Sportscoach UK. It should be noted that the programme content is also guided by the International Council for Coaching Excellence (ICCE) Standards for Higher Education: Sport Coaching Bachelor Degrees (2016). These considerations, along with the eight skills identified by the Active Endorsement Scheme, ensure relevance in the current employment sector.

The PE programme aims to develop students' subject knowledge in PE, from a theoretical perspective (e.g. physiological, psychological, sociological, philosophical knowledge). Such a focus provides theoretical knowledge that underpins practical and teaching performance and the delivery of accredited courses in the 14-19 PE and Sport. Furthermore, the PE programme also aims to develop students' subject knowledge in PE, from a practical perspective. This will involve the exploration of practical activities evident in National Curriculum PE (e.g. gym, dance, games, athletics, outdoor and adventurous activities and swimming).

The work-based learning elements of the programme have been designed to provide students with real-world experiences that provide an insight into the subject in schools or sports clubs and institutions. Such experiences also allow students to develop networks of contacts, which will have a positive impact on future employment opportunities.

Upon completion of their studies, many PE&SCS graduates will progress into careers in sports education such as gaining Qualified Teacher Status (QTS), in order to fulfil ambitions of becoming a teacher or as a qualified coach. However, PE&SCS graduates are also able to enter many different career pathways as they will have developed analytical techniques and problem-solving skills that can be applied in many types of employment. A PE&SCS graduate will be well prepared for employment in situations requiring the exercise of personal responsibility, and decision-making in complex and unpredictable circumstances. Also, within the PE&SCS programme there is a clear focus on the development of 'personal learning and thinking skills', meaning that students become team workers, self-managers, creative thinkers, effective participants, independent enquirers, critically reflective practitioners, who are ICT literate. These may be attributes which all employers seek.

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

The course provides opportunities for students to develop and demonstrate knowledge, understanding, skills, qualities and other relevant attributes.

The following learning outcomes have been informed by the Benchmark statements (see section 16) and adapted according to the needs of this particular course.

The learning outcomes for the Physical Education degree course are as follows:

<b>Knowledge and Understanding</b>
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<b>LO no.</b>	On successful completion of the named award, students will be able to:	<b>Module Code/s</b>
1.	Demonstrate critical evaluation of key physical skills and key concepts when applied to the academic and professional practice of sports education, including the application of appropriate underpinning scientific knowledge	SPRT3019 SPRT3050 SPRT3066
2.	Demonstrate capacity for independent, creative and original thought and an autonomous approach to their own learning and continuing professional development through a multi-disciplinary and interdisciplinary approach	SPRT3050 SPRT3058 SPRT3059 SPRT3067 SPRT3068
3.	Critically appraise and challenge the moral, ethical and safety issues in sports education, and critically evaluate processes for their effective management in response to legislation and professional codes of conduct.	SPRT3050 SPRT3009 SPRT3041
4.	Critically reflect on learning processes and individual performance in order to effectively plan, design, lead and manage practical activities	SPRT3059
5	Recognise and apply the key processes underpinning the concept of inclusive coaching and physical education teaching	SPRT3041 SPRT3066

<b>Cognitive and Intellectual skills</b>
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6.	Analyse subject matter, scientific and pedagogical content, and curricula knowledge in PE and Sports Coaching Science	SPRT3019 SPRT3057 SPRT3009
7.	Demonstrate their problem-solving skills and ability to synthesise information in a critically evaluative manner, using appropriate research methods and interpretive analysis based in professional practice	SPRT3067 SPRT3068
8.	Demonstrate emotional intelligence and sensitivity in the context of inclusion and diversity	SPRT3041 SPRT3057 SPRT3059 SPRT3066
9	Take responsibility for own learning and continuing professional development (CPD).	SPRT3059 SPRT3058

<b>Skills and capabilities related to employability</b>
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10	Demonstrate depth and breadth of subject knowledge, safety awareness and ethical awareness in the performance,	SPRT3019 SPRT3050 SPRT3057
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	teaching and planning of practical activities in PE and coaching	SPRT3058 SPRT3059
11	Demonstrate the ability to link their practice with the changing nature of policy, organisation and practice in sports education	SPRT3019 SPRT3041 SPRT3057 SPRT3066
12	Demonstrate an understanding of the moral, ethical, safety and legal issues and the related legislation to the practice of sports education	SPRT3057 SPRT3019 SPRT3041 SPRT3066

<b>Transferable/key skills</b>
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12	Demonstrate the ability to work independently and autonomously, whilst displaying innovation, adaptability and creativity	SPRT3067 SPRT3068 SPRT3059 SPRT3058 SPRT3063
13.	Demonstrate the ability to communicate information effectively, utilising oral, written and visual forms	SPRT3067 SPRT3068 SPRT3019 SPRT3059 SPRT3063
14.	Demonstrate competency in literacy, numeracy and ICT skills, appropriate to a range of situations	SPRT3067 SPRT3068 SPRT3059 SPRT3019 SPRT3057
15.	Demonstrate effective interpersonal and intra-personal skills for learning	SPRT3059
16.	Develop self-reflection, personal confidence and personal critical analysis	SPRT3058 SPRT3059

### Learning, teaching and assessment

- Students will engage in a series of taught sessions that will be delivered in an interactive manner. Many of these sessions will be tutor led in a lecture room and could be followed by a seminar session in a smaller group.
- Many sessions will be 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.
- Students will develop their knowledge and understanding of the Physical Education and Sports Coaching Science curriculum, values and beliefs, scientific disciplines, specific pedagogy and a range of generic principles to which a sports educator must adhere.
- Students will be challenged to self-reflect on previous practice and future aspirations. Knowledge and understanding is assessed through a range of different assessment opportunities in each module.
- Students will develop their knowledge and understanding of: the PE curriculum; their values and beliefs; specific PE pedagogy and more generic learning and teaching principles.
- Students will develop their knowledge and understanding of: coaching practice; their values and beliefs; specific coaching pedagogy and more generic leading and group development principles.

- Students will explore and critically evaluate the application of theoretical concepts to various practical settings.
- Knowledge and understanding is assessed through a range of different assessment opportunities in every module. For example, students will apply biomechanical principles to athletic activities, through such tasks as video analysis and practical performance observations. Students will be required to provide an oral defence of a self-designed curriculum within the field of physical education. Also, students will create a professional portfolio relating to appropriate professional codes of conduct during a related work-based learning experience.
- Pebblepad is used on selected modules and serves as a good vehicle for learners to record and store a range of work in relation to their coach development and undergraduate learning.
- Every module provides opportunities for students to develop their thinking skills and intellectual ability. For example, examining values and beliefs and the impact these have on learning and teaching in PE. Also, peer teaching and coaching activities and opportunities to teach or coach pupils and participants and reflect on the process
- Students will engage with the research process, by exploring a variety of research methods, in the creation of a research project.
- Students will have the opportunity to work in groups, in a variety of situations, and work with individuals and groups with different learning needs.
- At every level, students have different opportunities to develop their teaching skills in a practical setting, ranging from small group teaching sessions over a few weeks involving pupils from local schools, to more intensive work placement modules.
- In all practical modules, students are engaged in tasks and where appropriate assessments, which help them to develop their performance skills, enabling them to be more competent and confident across a range of activities.
- The development of transferable/key skills will be evident via the use of a range of different assessment opportunities. For example, students will develop their communication and presentation skills through the sharing of ideas, providing peer feedback and through the formal presentation of ideas and research.
- Students will be provided with numerous opportunities to develop interactive and group skills, through such experiences as: collaborative work in groups such as micro-teaching episodes; and taking on different roles and responsibilities in order to support their own and others development.

### **Contact time**

In a typical week, students will have around 12-16 contact hours of teaching. The precise contact hours will depend on the optional modules selected and in the final year there is normally slightly less contact time in order to do more independent study.

Typically, class contact time will be structured around:

- Practical Sessions
- Theoretical lectures
- Seminars (in small study groups)
- Module specific tutorials

### **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/or group projects, undertaking research, preparing for assignments/assessments.

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, professional practitioners with industry experience, demonstrators and technical officers.

Teaching is informed by research and consultancy, and the majority of lecturers on the course have a higher education teaching qualification or are Fellows of the Higher Education Academy.

### **Assessment**

The course provides opportunities to test understanding and learning informally through the completion of practice or 'formative' assignments.

Each module has one or more formal or 'summative' assessments which are graded and count towards the overall module grade. Assessment methods include written examinations and a range of coursework assessments such as essays, reports, portfolios, performance, presentations and a final year independent studies project.

The precise assessment requirements for an individual student in an academic year will vary according to the mandatory and optional modules taken, but a typical formal summative assessment pattern for each year of the course is:

#### **Year 1**

- 4 x essays
- 4 x practical reports
- 5 x practical assessments
- 3 x individual or group presentations

#### **Year 2**

- 3 x reflective and skills portfolio
- 5 x essays
- 3 x practical reports
- 1 x formal examinations of 2 hours duration
- 4 x individual or group presentations

#### **Year 3**

- Major independent study project of approx 10,000 words
- 4 x essays
- 3 x practical reports
- 3 x individual presentations
- 3 x reflective and skills portfolio

## **14. Assessment strategy**

The learning, teaching and assessment strategies utilised within the PE&SCS course ensure that students will develop their knowledge, skills and understanding relevant to sports education, but also relevant to wider career options involving working with young people in a physical / sports-based environment (e.g. sport development, leading physical activity, etc). Through the PE&SCS course, students will experience a range

of assessment types within the modules that they complete. This is to ensure that students will not only develop subject specific knowledge and skills, but also develop a range of transferable skills such as team-working, communications skills and problem solving. It is also intended that by utilised such approaches to learning, teaching and assessment, students will increase their levels of employability.

Another element of the learning, teaching and assessment strategies utilised within the PE&SCS course, focuses upon the use of a range of formative assessments, which are utilised within all PE&SCS 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. Such formative assessments take the form of a wide variety of tasks and activities such as; student presentations, discussion activities, group work tasks and independent directed study tasks. These formative assessments are designed, and implemented, in order to assist and guide students in preparation for their summative assessments across all PE&SCS modules.

All formative and summative assessment tasks utilised within the PE&SCS course, are designed to enhance student learning and achievement, both across all PE&SCS modules completed and across their degree programme as a whole, therefore allowing students the opportunity to realise their maximum academic potential through their degree course.

Blackboard collaborate and Pebblepad are used widely throughout the PE&SCS course.

### **Regulation of assessment**

The course operates under the [Taught Courses Regulatory Framework](#) which sets out the full regulations for passing modules, grading of modules, retrieving failed modules, progression from one academic level to the next, requirements for awards, and how the degree is classified.

The assessment strategy within the PE&SCS 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 contexts and future employment opportunities.

Approaches to assessment within the PE&SCS course are based on a number of principles:

- that a variety and range of assessment types are utilised across all levels of the PE&SCS course
- that a progressive approach is used in order to develop the student's abilities across a range of assessment types across all levels of the course, whilst also providing opportunities to practise and develop their competence of specific assessment skills / types across all levels of the course
- that assessment opportunities be used to facilitate the sharing of good practice between students and staff
- that both summative and formative assessment approaches be valued and incorporated into the assessment regime within the PE&SCS course
- that there is a focus 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

## 15. Programme structures and requirements

Award maps are designed to show which modules must be taken in order to gain different awards. It is likely that certain modules will have to be taken as pre-requisites for further study in any given area. In this respect, Course Leaders or members of the course teaching team will advise students on these choices.

The PE&SCS award map identifies the modules available (code and title), credit values for modules, and module status (e.g. mandatory or optional).

<b>Course Title: BSc Physical Education &amp; Sports Coaching Science</b>
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Level 4					
Module Code	Module Title	Credits (Number)	Status (Mandatory (M), Optional (O))	Pre-requisites (Code of Module required)	Co-requisites/ exclusions and other notes*
			Single Hons		
SPRT1030	Introduction to Physical Education	30	M	None	None
SPRT1024	Principles of Inclusive Sports Coaching	30	M	None	None
SPRT1041	Scientific Principles in Teaching and Coaching	30	M	None	None
SPRT1039	Dance and Gymnastics in Primary Schools	15	O	None	None
SPRT1027	Adapted Physical Activity, Sport and Disability	15	O	None	None
LANGXXX	Optional modules offered by the Language Centre	15 / 30	O	N/A	N/A

### Single Honours Requirements at Level 4

Single Honours students must take 120 credits in total drawn from the table above to include 90 credits from all of the mandatory modules SPRT1030 Introduction to Physical Education, SPRT1024 Principles of Inclusive Sports Coaching, and SPRT1041 Scientific Principles in Teaching and Coaching and optional modules - which can include up to 15/30 credits drawn from a range of Language Centre modules in: Academic English for native and non-native speakers of English; Modern Foreign Languages; and Teaching English as a Foreign Language (TEFL). Details of the available Language Centre modules can be found on the Language Centre website: <http://www.worcester.ac.uk/your-home/language-centre-module-options.html>.

Level 5					
Module Code	Module Title	Credits (Number)	Status (Mandatory (M) or Optional (O))	Pre-requisites (Code of Module required)	Co-requisites/ exclusions and other notes*
SPRT2061	Learning and Teaching through Games	30	M	SPRT1030	None
SPRT2034	Coaching Pedagogy and Practice	30	M	SPRT1024	None

SPRT2063	Advanced Scientific Principles in Teaching and Coaching	30	M	SPRT1041	None
SPRT2065	Creating Successful Research	15	M	None	None
SPRT2042	Teaching Special Education Needs and Disability PE in Schools	15	O*		Cannot be taken with SPRT2037
SPRT2037	Sport and Disability	15	O*	SPRT1027	Cannot be taken with SPRT2042
SPRT2057	Contemporary Issues in Sport	15	O	None	None
SPRT2064	Swimming, Lifesaving and Risk	15	O	None	None
LANGXXX	Optional modules offered by the Language Centre	15 / 30	O	N/A	N/A

### Single Honours Requirements at Level 5

Single Honours students must take 120 credits in total drawn from the table above to include 105 credits from all mandatory modules SPRT2061 Learning and Teaching through Games, SPRT2034 Coaching Pedagogy and Practice, SPRT2063 Advanced Scientific Principles in Teaching and Coaching, SPRT2065 Creating Successful Research and optional modules - which can include up to 15/30 credits drawn from a range of Language Centre modules in: Academic English for native and non-native speakers of English; Modern Foreign Languages; and Teaching English as a Foreign Language (TEFL). Details of the available Language Centre modules can be found on the Language Centre website: <http://www.worcester.ac.uk/your-home/language-centre-module-options.html>.

Level 6					
Module Code	Module Title	Credits (Number)	Status (Mandatory (M) or Optional (O))	Pre-requisites (Code of Module required)	Co-requisites/exclusions and other notes*
SPRT3067	Independent Research Project in PE	30	O*	SPRT2065	Cannot be taken with SPRT3068
SPRT3068	Independent Research Project in Sports Coaching	30	O*	SPRT2065	Cannot be taken with SPRT3067
SPRT3059	School Based Placement	30	O**	SPRT2061	Cannot be taken with SPRT3058
SPRT3058	Professional Placement	30	O**	None	Cannot be taken with SPRT3059
SPRT3050	Advanced Coaching Pedagogy and Practice	15	O	SPRT2034	None
SPRT3026	The Developing Child in Sport	15	O	None	None
SPRT3019	14-19 PE and Sport	15	O	None	None
SPRT3057	Leading and Developing PE in Primary School	15	O	None	None
SPRT3041	Contemporary Issues in Disability Sports Coaching and PE	15	O	SPRT2042 or SPRT2037	None
SPRT3063	Analysing Social Issues in Sport	15	O	SPRT2057	None

SPRT3009	Group Dynamics in Sport	15	O	None	None
SPRT3066	Engaging Young People in Physical Activity	15	O	None	None
SPRT3006	The Sport Entrepreneur	15	O	None	None

### Single Honours Requirements at Level 6

Single Honours students must take 120 credits in total drawn from the table above to include 60 credits from all mandatory modules either SPRT3067 Independent Research Project in PE or SPRT3068 Independent Research Project in Sports Coaching, and then must select either SPRT3059 School Based Placement OR SPRT3058 Professional Placement.

### 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. The 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.
5. Policy, 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.

In the context of the Physical Education and Sport Coaching Science course all the previously mentioned study areas can be found in the course.

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.

It should also be noted that the programme content is guided by the International Council for Coaching Excellence (ICCE) Standards for Higher Education, the Department for Education (DfE) Teachers Standards, Association for Physical Education (afPE), and the QAA Foundation Degree Characteristics Statement (FHEQ). This ensures the course design and curriculum is contemporary and meets the requirements of Higher Education and the employment sector.

This award is located at level 6 of the FHEQ.

### 17. Support for students

Providing high quality support for all PE&SCS students is a major focus for the teaching team. In this regard, the students are offered PAT tutorial meetings with both Level 4 and Level 5 students, to discuss their module selections.

'On-track' presentations are also provided for PE&SCS students within Level 5 and Level 6 of their degree course. These sessions are designed to inform the students of

what is required of them in order to successfully complete their modules. Feedback received from both staff and students relating to these sessions is very positive.

In order to support students in finding employment upon completion of their degree course, employability workshops are conducted with Level 6 students. These workshops focus on providing guidance and advice for students seeking employment in teaching (e.g. focusing on the application and interview process for the PGCE course) and also other sports-related career options.

### **Personal Academic Tutor System**

Each student will be allocated a Personal Academic Tutor (whenever possible from within the Course Team). Students will be given an opportunity to meet with their tutor during their induction sessions and the intention behind the system is that students will develop a close working relationship, so that the tutor builds up a clear picture of their progress 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.

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

The Personal Academic Tutor will also:-

- Respond to student requests for support and help with problems which affect academic work either at subject level or by referral to other University facilities;
- Provide information for and assist in the drafting of the University reference.

Students should meet their Personal Academic Tutor four times a year for first year tutees and three times for other years, although occasionally students may also need to contact their tutor at other times, particularly if the student is experiencing problems.

The following guidance and support structure is in place for students to answer all queries related to student life, including the Disability and Dyslexia Service:-

<https://www.worc.ac.uk/life/help-and-support/services-for-students/home.aspx>  
<https://www2.worc.ac.uk/disabilityanddyslexia/>

## **18. Admissions**

### **Admissions policy**

Our policy is to offer a place to any student that we deem to be capable of success and who is likely to substantially benefit from the programme. We support the University's mission statement of *increasing access, widening participation, equality, diversity, inclusion and to assisting students to achieve their potential.*

### **Entry requirements**

The normal minimum entry requirement for undergraduate degree courses is the possession of 4 GCSEs (Grade C/4 or above to include Maths and English) and a minimum of 2 A Levels (or equivalent Level 3 qualifications).

The current UCAS Tariff requirements for entry to this course are published in the prospectus and on the UW website <https://www.worc.ac.uk/journey/a-z-of-courses.html>

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

International students may apply for this course through the University of Worcester International College (UWIC) programme. Students who successfully complete UWIC Stage 1 will progress to UWIC Stage 2 Integrated Level 4 Programme which involves completing 120 credits of University of Worcester modules as set out in the award map in section 15, plus a year-long study skills programme with UWIC. Students will be required to successfully complete the UWIC study skills programme in addition to meeting the University requirements for progression to Level 5.

### **Disclosure and Barring Service (DBS) requirements**

An enhanced disclosure is required for this course.

### **Recognition of Prior Learning**

Details of acceptable level 3 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 (*Joint course code- specific codes available on UCAS website*).

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 the module specifications.
- The minimum pass mark is D- for each module.

- Students are 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**

- Students who submit 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.
- Students who submit 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**

- Students are 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 will be permitted to progress from Level 4 to Level 5 if, by the time of the reassessment Board of Examiners, they have passed at least 90 credits at Level 4. Outstanding Level 4 credits must normally be studied in the following academic year.
- A student will be permitted to progress from Level 5 to Level 6 if, by the time of the reassessment Board of Examiners, they have passed at least 210 credits, including 90 credits at Level 5. Outstanding Level 5 credits must normally be studied in the following academic year.
- 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 is not permitted to progress to the next level and 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.
- For students following the UWIC pathway see section 18 above.

#### **Requirements for Awards**

<b>Award</b>	<b>Requirement</b>
Certificate of Higher Education Cert HE [ <i>Physical Education</i> ]	In order to be eligible for the exit award of Certificate in Higher Education in the named subject/area of study, a student must have passed at least 120 credits in total including the mandatory modules for level 4 of the award as specified on the award map.

Diploma of Higher Education DipHE <i>[Physical Education]</i>	In order to be eligible for the exit award of Diploma in Higher Education in the named subject/area of study, a student must have passed at least 240 credits in total including the mandatory modules for level 4 and level 5 of the award as specified on the award map.
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Degree (non-honours)	Passed a minimum of 300 credits with at least 90 credits at Level 5 or higher and a minimum of 60 credits at Level 6, including the mandatory modules for Level 5 and Level 6 of the award (not the Independent Study module) as specified on the award map.
Degree with honours	Passed a minimum of 360 credits with at least 90 credits at Level 5 or higher and a minimum of 120 credits at Level 6, as specified on the award map.

### **Classification**

The honours classification will be determined by whichever of the following two methods results in the higher classification.

- Classification determined on the profile of the best grades from 60 credits attained at Level 5 and the best grades from 120 credits at Level 6. Level 5 and Level 6 grades count equally in the profile.
- Classification determined on the profile of the best grades from 120 credits attained at Level 6 only

## **20. Graduate destinations, employability and links with employers**

### **Graduate destinations**

On completion of the BSc Physical Education and Sport Coaching Science degree, inevitably a large number of PE graduates will progress onto teaching PE in secondary schools and colleges. This is achieved by gaining their Qualified Teachers Status (QTS) usually in the secondary education sector, though on occasions in primary or FE. Other popular destinations include various coaching and high performance sports industries such as West Bromwich Albion FC, Wolverhampton Wanderers FC, Kings School, Worcester Wolves Basketball, Severn Stars Netball, Worcester Cricket Club, Worcester County Sports Partnership

Students are able to develop specific areas of interest and experience new areas of study. Therefore, previous PE&SCS graduates have found employment in a variety of areas including: public services, the armed services, activity co-ordinators, sales, sports development managers, leisure and recreation management, health promotion, corporate fitness, sports marketing and event management.

### **Student employability**

School of Sport & Exercise Science 'Earn As You Learn (EAYL)' & 'Learn As You Volunteer (LAYV)' schemes - 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 School of Sport & Exercise Science. A designated EAYL coordinator has the responsibility of managing this activity and publicising using a variety of social media (Twitter: @EAYLatUW; Facebook: EAYL at UW; Instagram: uw\_eayl)

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.

<http://www.worc.ac.uk/discover/sportemployability.html>.

Sports Coaching graduates have gone on to gain employment in the following areas: Sport Community coaching (including disability coaching career opportunities); Sport performance coaching; Sport Development officers; Sports Marketing; Performance Analysis; PE teaching; Armed forces & Police; Coaching business start-up; Graduate level employment in the Private, public and voluntary sectors.

Throughout the PE&SCS course, in respect of the modules offered, students are able to develop a wide range of skills and attributes, such as personal learning and thinking skills, meaning that PE&SCS students become team workers, self-managers, creative thinkers, effective participants, independent enquirers and reflective learners. These are attributes which are attractive to all employers. In order to further prepare and support students' employability a WBL module including a placement takes place at Level 5, with the focus being on the student gaining relevant experience in either a sports educational environment.

In the field of sports education gaining employment in schools and colleges is dependent on a number of variables, one of which being the holding of National Governing Body (NGB) Awards such as Level 1 coaching and teaching awards and a relevant first aid certificate. These awards do not form part of the programme of study but are offered as optional additionality. PE&SCS students are actively encouraged to complete such courses, as feedback from employers shows that such additional experiences greatly enhances the employability of PE&SCS students. Moreover, access to NGB awards has been highlighted by students and External Examiners as playing a vital role in developing their employability and adding value to their university experience.

Students are able to spend the second semester of their second year studying at one of the Universities International Partner Institutions. Furthermore, national governing body award courses are advertised on the sports hall notice boards at a subsidised cost. Where specific sports have not been covered the student can enquire about either running the course or finding a local course to attend.

### **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 once a Semester. Here careful consideration is given to how the Institute 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.

The course team maintains active links with a number of relevant employers, especially with both Primary and Secondary schools. Such links have had a direct impact on the PE course, in that students have the opportunity to work with both Primary and Secondary school aged pupils, either at the university or in the school setting. It is felt that such experiences greatly enhance the employability of PE students.

Employer engagement meetings take place on a regular basis to ensure the course content and ethos is fit for purpose in the eyes of the employers via SEAP (Sports Employers Advisory Group – Physical Education). Feedback from this advisory group has been very positive in respect of the PE degree curriculum offered to PE students

**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.