

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

**This document applies to academic year 2023/24 onwards**

*Table 1 programme specification for BSc (Hons) Physical Education and Sports Coaching*

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 Sports Coaching
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 June 2023 July 2023 – annual updates January 2024 - CMAS (correction to asterisks on award map)

## 12. Educational aims of the programme

Physical Education and Sports Coaching provides the opportunity to study both subjects across three years to prepare students for a career in either subject. The innovative and flexible approach to the curriculum design enables students to explore a range of different subjects throughout the degree which have been specifically designed to meet the changing needs of the Physical Education and sport coaching professions and has a broad range of modules that will prepare students for a career in teaching or supporting the delivery of Physical Education and extra-curricular activities and within the coaching industry.

During the first year (level 4) students will study fundamental modules common across PE, coaching and development. The broad-based start to the degree provides opportunity for students to be confident in their choice as they gain more knowledge and learn about the degree subject. The course design however facilitates the flexibility for students to progress onto one of the related degrees at the end of the first year.

The course is delivered by a large team of highly experienced and enthusiastic Physical Education and Coaching practitioners, committed to ensuring a quality experience that will provide students with the tools to become an effective and employable graduate. Throughout the course, students will take part in lectures, seminars, practical workshops and work placements, gaining valuable experience in primary and secondary schools and other community settings.

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 and sports coaching programme;
- b. Develop a critical appreciation of the multifaceted nature of sports coaching.
- c. Apply and critique appropriate teaching and learning theories, sports coaching concepts, models, and practices to a range of theoretical and practical situations
- 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;

It should 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 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&SC 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&SC 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.

Upon completion of their studies, many PE&SC graduates will progress into careers in sports education such as gaining Qualified Teacher Status (QTS), in order to fulfil ambitions of becoming a teacher. PE&SC 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&SC 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&SC 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:

*Table 2 knowledge and understanding outcomes for module code/s*

<b>Knowledge and Understanding</b>		
<b>LO no.</b>	On successful completion of the named award, students will be able to:	<b>Module Code/s</b>
1.	Critically evaluate key physical skills and concepts in the application of academic and professional practice in Physical Education and Sports Coaching.	SPRT3019 SPRT3050 SPRT3066
2.	Critically appraise and challenge the moral, ethical and safety issues in sports education.	SPRT3050 SPRT3009
3	Critically evaluate legislation and professional codes of conduct. for the effective management of sports education practices.	SPRT3066 SPRT3059 SPRT3058 SPRT3050
4.	Critically reflect on learning processes and individual performance in order to effectively plan, design, lead and manage practical activities	SPRT3059 SPRT3058
5	Recognise and apply the key processes underpinning the concept of inclusive coaching and physical education teaching	SPRT3077 SPRT3066

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

<b>Cognitive and Intellectual skills</b>		
<b>LO no.</b>	On successful completion of the named award, students will be able to:	<b>Module Code/s</b>
6.	Discuss approaches to their own learning and continuing professional development showing independence, creativity and originality of thought	SPRT3050 SPRT3058 SPRT3059 SPRT3067 SPRT3068
7.	Analyse subject matter, scientific and pedagogical content, and curricula knowledge in PE and Sports Coaching	SPRT3019 SPRT3057 SPRT3009
8.	Solve problems and synthesise information in a critically evaluative manner, utilising appropriate research methods and interpretive analysis based in professional practice	SPRT3067 SPRT3068
9.	Apply emotional intelligence and sensitivity in the application of inclusion and diversity	SPRT3077 SPRT3057 SPRT3059 SPRT3066
10	Take responsibility for own learning and continuing professional development (CPD).	SPRT3059 SPRT3058

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

<b>Skills and capabilities related to employability</b>		
<b>LO no.</b>	On successful completion of the named award, students will be able to:	<b>Module Code/s</b>

11	Critically evaluate safety and ethical issues awareness in the performance, teaching and planning of practical activities in PE and coaching	SPRT3019 SPRT3050 SPRT3057 SPRT3058 SPRT3059
12	Display a critical insight with the ability to link their practice with into the changing nature of policy, organisation and practice in sports education	SPRT3019 SPRT3026 SPRT3057 SPRT3066
13	Critically review and evaluate moral, ethical, safety and legal issues and the related legislation to the practice of sports education	SPRT3057 SPRT3019 SPRT3063 SPRT3066

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

<b>Transferable/key skills</b>		
<b>LO no.</b>	<b>On successful completion of the named award, students will be able to:</b>	<b>Module Code/s</b>
14	Demonstrate the ability to work independently and autonomously, with innovation, adaptability and creativity to creatively plan, organise and manage academic learning.	SPRT3067 SPRT3068 SPRT3059 SPRT3058 SPRT3063
15.	Demonstrate the ability to communicate information effectively, utilising oral, written and visual forms	SPRT3067 SPRT3068 SPRT3019 SPRT3059 SPRT3063
16.	Demonstrate competency in literacy, numeracy and ICT skills, appropriate to a range of situations	SPRT3067 SPRT3068 SPRT3059 SPRT3019 SPRT3057
17.	Demonstrate effective interpersonal and intra-personal skills for learning	SPRT3059
18.	Develop self-reflection, personal confidence and personal critical analysis	SPRT3058 SPRT3059

### **Learning, teaching and assessment**

The Physical Education and Sports Coaching programme places student-led learning at the centre of taught sessions. Within the modules students' learning is scaffolded to equip them with knowledge in preparation for assessments. A range of assessment are applied across the various modules including written and oral presentations, posters and reports as well as practical assessment in selected PE and coaching modules. Students will develop their communication and presentation skills through the sharing of ideas, providing peer feedback, work placement and research tasks.

Students will develop their knowledge and understanding of the Physical Education and Sports Coaching, 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.

Modules provide 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.

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.

### **Teaching**

Students are taught through a combination of lectures, seminars and coaching practicals. Authentic learning activities will take a variety of formats and are intended to enable the application of learning through discussion and small group activities. Seminars enable the discussion and development of understanding of topics covered in lectures, and coaching practicals are focused on developing subject specific skills and applied individual and group project work.

There is an opportunity to undertake a 100-hour placement in the third year of the course, with agreed placement supervised by a work-based mentor and a university supervisor. Students are also required to complete an Independent Research Project (IRP) normally in the third year of the course.

### **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. Teaching is informed by the research, and the team includes senior academics, and professional practitioners with industry experience. The majority have a higher education teaching qualification or are Fellows of the Higher Education Academy. More information regarding the staff can be found by reviewing staff profiles -

<https://www.worcester.ac.uk/discover/sport-meet-our-experts.html>.

### **Assessment**

Knowledge and understanding is assessed through a range of different assessment opportunities in every module. For example, students may apply biomechanical principles to athletic activities, through such tasks as video analysis and practical performance observations. Students may be required to provide an oral defence of a self-designed curriculum within the field of physical education. Also, students may create a professional portfolio relating to appropriate professional codes of conduct during a related work-based learning experience.

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 Essay/Written assessment

4 Presentations

1 Practical Delivery

1 Portfolio

#### **Year 2**

3 x practical assessments

4 x individual or group presentations

4 essays / written tasks

1 reflective coaching journal

#### **Year 3**

Major Independent Research Study 4000-6000 words

2-3 Individual or group presentations/delivery

3-4 Written assessments

3 x reflective and skills portfolio/viva

#### **14. Assessment strategy**

The learning, teaching and assessment strategies utilised within the PE&SC 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&SC 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&SC course, focuses upon the use of a range of formative assessments, which are utilised within all PE&SC 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&SC modules.

All formative and summative assessment tasks utilised within the PE&SC course, are designed to enhance student learning and achievement, both across all PE&SC 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.

### **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&SC 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&SC course are based on a number of principles:

- that a variety and range of assessment types are utilised across all levels of the PE&SC 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&SC 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&SC award map identifies the modules available (code and title), credit values for modules, and module status (e.g. mandatory or optional).

Table 6 heading for course title

<b>Course Title: BSc Physical Education &amp; Sports Coaching</b>
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#### Level 4

Table 7 award map for level 4 BSc (Hons) Physical Education and Sports Coaching

<b>Module Code</b>	<b>Module Title</b>	<b>Credits (Number)</b>	<b>Status (Mandatory (M) or Optional (O))</b>
SPRT1051	Principles of Sports Coaching and PE	30	M
SPRT1052	Physical Activity, Health, Wellbeing	30	M
SPRT1027	Adapted Physical Activity, Sport and Disability	15	M
SPRT1054	Scientific Principles in Teaching and Coaching	15	M
SPRT1053	Introduction to the Sporting Landscape	15	O
SPRT1055	Learning to be a Sports Professional	15	O
CODEXXXX	Optional modules offered by the Centre for Academic English and Skills/Institute of Education	15/30	O

Single Honours students must take 120 credits in total drawn from the table above to include 90 credits from mandatory modules SPRT1027: Adapted Physical Activity, Sport and Disability, SPRT1051: Principles of Sports Coaching and PE, SPRT1052: Physical Activity, Health, Wellbeing and Games, SPRT1054: Scientific Principles in Teaching . Single Honours students can also take up to 30 credits drawn from a range of modules in: Teaching English as a Foreign Language (TEFL); Academic English for native and non-native speakers of English and modules in Tutoring. Details of the available modules can be found here <https://www.worcester.ac.uk/life/help-and-support/centre-for-academic-english-and-skills/optional-modules.aspx>

#### Level 5

Table 8 award map for level 5 BSc (Hons) Physical Education and Sports Coaching

<b>Module Code</b>	<b>Module Title</b>	<b>Credits (Number)</b>	<b>Status (Mandatory (M) or Optional (O))</b>	<b>Pre-requisites (Code of Module required)</b>	<b>Co-requisites/ exclusions and other notes*</b>
SPRT2034	Coaching Pedagogy and Practice	30	O*	None	Cannot be taken with SPRT2061
SPRT2061	Learning and Teaching through Games	30	O*	None	Cannot be taken with SPRT2034

SPRT2063	Advanced Scientific Principles in Teaching and Coaching	30	M	None	None
SPRT2065	Creating Successful Research	15	M	None	None
SPRT2037	Sport and Disability	15	O ***	None	Cannot be taken with SPRT2042
SPRT2042	Teaching Special Education Needs and Disability PE in Schools	15	O **	None	Cannot be taken with SPRT2037
SPRT2057	Contemporary Issues in Sport	15	O ***	None	None
SPRT2058	Performance Analysis	15	O ***	None	None
SPRT2074	Teaching and Coaching Athletics	15	O ** O ***	None	None
SPRT2075	Outdoor and Adventurous Activities in the Curriculum	15	O **	None	None
SPRT2078	Teaching Swimming in School	15	O **	None	None
CODEXXXX	Optional modules offered by the Centre for Academic English and Skills/Institute of Education	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 75 credits of mandatory modules \*either SPRT2034: Coaching Pedagogy and Practice or SPRT2061: Learning and Teaching through Games, SPRT2063: Advanced Scientific Principles in Teaching and Coaching, SPRT2065: Creating Successful Research and 45 credits of optional modules - which can include up to 30 credits drawn from a range of modules in: Teaching English as a Foreign Language (TEFL); Academic English for native and non-native speakers of English and modules in Tutoring. Details of the available modules can be found here <https://www.worcester.ac.uk/life/help-and-support/centre-for-academic-english-and-skills/optional-modules.aspx>

To retain distinctiveness students must choose the following: 2 modules \*\* and 1 module \*\*\* or choose 1 modules \*\* and 2 module \*\*\* as follows

#### 2 modules from:

\*\*SPRT2042: Teaching Special Education Needs and Disability PE in Schools, \*\*SPRT2074: Teaching and Coaching Athletics, \*\*SPRT2075: Outdoor and Adventurous Activities in the Curriculum, \*\*SPRT2078: Teaching Swimming in School

**AND 1 module from:** \*\*\*SPRT2037: Sport and Disability, \*\*\*SPRT2057: Contemporary Issues in Sport, \*\*\*SPRT2058: Performance Analysis, \*\*\*SPRT2074: Teaching and Coaching Athletics

#### OR

#### 2 modules from:

\*\*\*SPRT2037: Sport and Disability, \*\*\*SPRT2057: Contemporary Issues in Sport, \*\*\*SPRT2058: Performance Analysis, \*\*\*SPRT2074: Teaching and Coaching Athletics

**AND 1 module from:** \*\*SPRT2042: Teaching Special Education Needs and Disability PE in Schools, \*\*SPRT2074: Teaching and Coaching Athletics, \*\*SPRT2075: Outdoor and Adventurous Activities in the Curriculum, \*\*SPRT2078: Teaching Swimming in School

## Level 6

Table 9 award map for level 5 BSc (Hons) Physical Education and Sports Coaching

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 Physical Education	30	O*	SPRT2065	Cannot be taken with SPRT3068
SPRT3068	Independent Research Project in Sports Coaching	30	O*	SPRT2065	Cannot be taken with SPRT3067
SPRT3058	Professional Placement	30	O**	None	Cannot be taken with SPRT3059
SPRT3059	School Based Placement	30	O**	SPRT2061	Cannot be taken with SPRT3058
SPRT3006	The Sports Entrepreneur	15	O	None	None
SPRT3009	Group Dynamics in Sport	15	O****	None	None
SPRT3011	Applied Performance Analysis	15	O****	SPRT2058	None
SPRT3019	14-19 PE and Sport	15	O***	None	None
SPRT3026	The Developing Child in Sport	15	O	None	None
SPRT3077	Contemporary Issues in Disability PE	15	O***	<del>SPRT2042</del>	None
SPRT3078	Disability Sports Coaching and Performance	15	O****	SPRT2037	None
SPRT3050	Advanced Coaching Pedagogy and Practice	15	O****	SPRT2034	None
SPRT3057	Leading and Developing PE in Primary School	15	O***	None	None
SPRT3063	Analysing Social Issues in Sport	15	O****	None	None
SPRT3066	Engaging Young People in Physical Activity	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.

To retain distinctiveness students must choose the following: 30 credits of optional modules with \*\*\* and 30 credits of optional modules with \*\*\*\*.

\*\*\*30 credits from: SPRT3019: 14-19 PE and Sport, SPRT3026: The Developing Child in Sport, SPRT3077: Contemporary Issues in Disability PE, SPRT3057: Leading and Developing PE in Primary School, SPRT3066: Engaging Young People in Physical Activity

**AND**

\*\*\*\*30 credits from: SPRT3006: The Sports Entrepreneur, SPRT3009: Group Dynamics in Sport, SPRT3011: Applied Performance Analysis, SPRT3063: Analysing Social Issues in Sport, SPRT3078: Disability Sports Coaching and Performance, SPRT3050: Advanced Coaching Pedagogy and Practice

**16. QAA and professional academic standards and quality**

The course aligns with the [Events, Hospitality, Leisure, Sport and Tourism November 2019](#) subject benchmark statements.

This award is located at Level 6 of the [OfS sector recognised standards](#).

**17. Support for students**

Providing high quality support for all PE&SC 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.

**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.

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://www2.worc.ac.uk/firstpoint/>

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

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

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.

**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.

### **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.

### Requirements for Awards

Award	Requirement
Certificate of Higher Education Cert HE <i>[Physical Education and Sports Coaching]</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 and Sports Coaching]</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.
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. At level 6 this must include either SPRT 3058 or 3059 plus 15 credits of optional modules in Physical Education and 15

	credits of optional modules in Sports Coaching 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 120 credits attained at Level 5 and 120 credits at Level 6. Level 5 and Level 6 grades are weighted on a ratio of 1:2. OR
- Classification determined on the profile of the 120 credits attained at Level 6 only.
- Classification will be based on the weighted average grade together with a requirement for at least half of the Level 6 grades to be in the higher class.

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

Note that the above methods apply to students entering Level 4 of three or four year degree programmes who commence Level 4 from September 2022 onwards.

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

### Graduate destinations

On completion of the BSc Physical Education and Sport Coaching 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 can develop specific areas of interest and experience new areas of study. Therefore, previous PE&SC 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.

PE and 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&SC 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&SC 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 6, with the focus being on the student gaining relevant experience in 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&SC students are actively encouraged to complete such courses, as feedback from employers shows that such additional experiences greatly enhances the employability of PE&SC 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. 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 and accredited CPD opportunities are provided at subsidised costs. These courses are primarily focused in the Universities progression weeks.

### **Links with employers**

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 several relevant employers, especially with both Primary and Secondary schools. Such links have had a direct impact on the PE Sports Coaching course, in that students can 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 Sports Coaching 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.