Programme Specification for BSc (Hons) Sport and Exercise Science

This document applies to Academic Year 2024/25 onwards

Table 1 programme specification for BSc (Hons) Sport and Exercise Science

1.	**Awarding institution/body**	University of Worcester
2.	**Teaching institution**	University of Worcester
3.	**Programme accredited by**	N/A
4.	**Final award or awards**	BSc Hons
5.	**Programme title**	Sport and Exercise Science
6.	**Pathways available**	Single Honours
7.	**Mode and/or site of delivery**	University of Worcester
8.	**Mode of attendance and duration**	Full Time / Part Time (3 years full time)
9.	**UCAS Code**	C600
10.	**Subject Benchmark statement and/or professional body statement**	Events, Hospitality, Leisure, Sport and Tourism November 2019
11.	**Date of Programme Specification preparation/ revision**	March 2019 (Re-approval 27.03.19) (Approved ASQEC June 2019) August 2019, AQU amendments to Section 19; August 2020 – AQU amendments to Section 19, benchmark update and corrections. May 2021 – AQU amendment to award map re project type. July 2021 RP/JJ updates August 2021 – AQU amendments July 2022 (RP removed UWIC reference) August 2022 – AQU amendments July 2023 – annual updates February 2024 Extraordinary CMAS – removal of pre-requisite for SPRT2060, S1 delivery of SPRT1022

12. Educational aims of the programme

The rationale for the programme aims relates to the required skills of Sport and Exercise Science graduates on entering employment or progressing to further study.

In recent years, there has been a realization that the solely discipline-based focus of many Sport and Exercise Science degree programmes has reduced the professional effectiveness of graduates. Therefore, in order to improve the academic preparation of Sport and Exercise Science graduates there needs to be greater balance and integration of the academic sub disciplines (Kretchmer 2014; Knudson 2016; Wagner et al. 2011). The QAA subject benchmark statements also recognise that degree programmes in the area that implement an inter- or multi-disciplinary approach have intrinsic intellectual value, thereby enhancing students' employability and career preparation.

It is therefore essential that the BSc Sport and Exercise Science degree reflects these developments in the subject area. The new course will blend discipline-specific modules, particularly at level 4, with multidisciplinary and interdisciplinary modules at level 5 and 6. This allows greater utilisation of applied case study approaches to learning and teaching, provides the opportunity for high levels of practical activity, and emphasises the inter/multidisciplinary nature of the scientific study of sport and exercise after building a solid foundation of knowledge at level 4. The development of key research skills is embedded within core modules, thereby allowing greater contextualisation of the material.

The course design also reflects the requirements of the British Association of Sport and Exercise Sciences (BASES) undergraduate endorsement scheme, which is the professionally recognised standard for all undergraduate degree programmes within the discipline.

Recent unpublished research by Dr Jaime Pringle (formerly Team GB; BASES; Performance Science Distillery) in conjunction with Loughborough University suggests that there is a disconnect between what industry/employers and Universities feel are the professional skills and characteristics valued in graduates in order for them to be prepared for and thrive within employment. In direct response to this, the course has introduced professional and industry skills modules at level 4 and 5 to join the work-based learning module at level 6 to better prepare our students for graduate employment in the field. These modules have been designed based on Industry feedback.

The educational aims provide the over-arching structure to the course, as well as establishing its key philosophical underpinnings.

The course aims to:

A. Develop a depth of integrated knowledge, critical perspectives and skills (including research skills), which characterise the study of sport and exercise;
B. Apply theory in a range of practical contexts in sport and exercise science;
C. Develop and employ key skills, safety and ethical awareness;
D. Establish autonomy and independence in learning.

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.

References:

Knudson, D. (2016). Future Trends in the Kinesiology Sciences, Quest, 68:3, 348-360, doiI: 10.1080/00336297.2016.1184171

Kretchmar, S. (2014). Complementary kinesiology: Why it is not wise to choose sides or work alone. Quest, 66, 249–262. doi:10.1080/00336297.2014.918893

Wagner, C. S., Roessner, J. D., Bobb, K., Klein, J. T., Boyak, K. W., Keyton, J., … Borner, K. (2011). Approaches to understanding and measuring interdisciplinary scientific research (IDR): A review of the literature. Journal of Informetrics, 5, 14–26. doi:10.1016/j.joi.2010.06.004

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 and adapted according to the needs of this particular course.

The learning outcomes for the Sport and Exercise Science degree course are as follows: Mandatory modules are in **BOLD** text

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 the key concepts, disciplines and principles in the theoretical underpinnings of sport and exercise science	**SPRT2031 SPRT2032 SPRT2069**
2.	Gather, interpret and apply through intervention the key concepts of the study of sport and exercise science in selected practical situations	SPRT3014 SPRT3015 SPRT3056 SPRT3064 **SPRT3062**
3.	Utilise and critically evaluate the effectiveness of a multi-disciplinary approach to the study of sport and exercise science	**SPRT2031 SPRT2032 SPRT2069 SPRT2070**
4.	Demonstrate a critical understanding of the philosophical basis of scientific paradigms	**SPRT3062**

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.	Demonstrate a critical awareness of the application of appropriate theory to selected contexts	SPRT3014 SPRT3015 SPRT3043 SPRT3056 SPRT3064 **SPRT3062**
6.	Identify, critically analyse and solve problems in sport and exercise science through the utilization of a wide range of observational and scientific approaches	SPRT3014 SPRT3015 SPRT3056 SPRT3043 SPRT3064 **SPRT3062**
7.	Develop the ability to critically interpret data and text	SPRT3014 SPRT3015 SPRT3043 SPRT3056 SPRT3064 **SPRT3062**
8.	Establish an independent approach to learning	**SPRT3062**

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**
9.	Demonstrate safety and ethical awareness in the performance, supervision and development of sport and exercise science skills	**SPRT3062**

10.	Plan, design, manage and execute practical activities using appropriate techniques and procedures	SPRT3014 SPRT3015 SPRT3043 **SPRT3062**

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**
11.	Communicate and present information effectively in a variety of forms	**SPRT3062**
12.	Develop the ability to self-appraise and reflect on practice	**SPRT3016** **SPRT3062**
13.	Employ interactive, group and problem-solving skills	SPRT3014 SPRT3015 SPRT3043 SPRT3056 SPRT3064 **SPRT3062**
14.	Exhibit the ability to plan and manage their learning	**SPRT3016** **SPRT3062**
15.	Apply numerical and C & IT skills where appropriate	SPRT3014 SPRT3015 SPRT3043 SPRT3056 SPRT3064 **SPRT3062**

Learning, teaching and assessment

Teaching

The learning environment will include a full range of practical work, lectures, seminars, workshops and independent and group study tasks, with students gradually required to take control of their learning in a more independent manner as they progress towards and through the final year. A particular feature of this course is the extensive utilisation of a Problem Based Learning (PBL) and case study approach to the delivery of a range of models across all levels. This approach is utilised 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. The course culminates with an honours level, independent research project during the final year of study along with a period of work-based learning whereby students are required to apply their knowledge and skills to a Sport or Exercise setting.

- 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 practical session in the laboratory or a seminar session in a smaller group. These 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. 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 practical's are focused on developing subject specific skills and applied individual and group project work.

- A feature of the Sport and Exercise Science course is a strong emphasis on the use of Problem Based Learning (PBL) scenarios to develop students' ability to contextualise the theoretical material and emphasise the multidisciplinary nature of the subject. In several modules a 'theme' based approach is utilised whereby students will be asked to draw on their knowledge of the underpinning scientific disciplines to explain real world phenomena in differing sport and exercise environments. Knowledge and understanding is assessed through a range of different methods in each module.
- Every module 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 several modules students will generate various kinds of data which are subsequently analysed and interpreted in the light of information currently existing in the scientific literature. Students will be expected to develop logical arguments and debate issues and ideas from their evolving knowledge base. Students will be expected to construct reasoned arguments in a written and oral form, or as an ICT or multimedia presentation.
- Modules at all levels will provide students with the opportunity to develop their practical competencies in several laboratory and field-based environments. Students will also have the opportunity to acquire a number of professional qualifications and NGB coaching awards. Various opportunities also exist for students to participate in relevant 'Earn As You Learn' or 'Volunteer As You Learn' schemes alongside their academic modules.
- In addition, meetings with Personal Academic Tutors are scheduled on at least four occasions in the first year and three occasions in each of the other years of a course. The University places emphasis on enabling students to develop the independent learning capabilities that will equip them for lifelong learning and future employment, as well as academic achievement. A mixture of independent study, teaching and academic support from Student Services and Library Services, and also the Personal Academic Tutoring system enables students to reflect on progress and build up a profile of skills, achievements and experiences that will help them to flourish and be successful.
- Towards the end of the course an intensive work placement module is completed and can involve working within either a performance sport or a health-based exercise setting. During the course of this placement students are expected to use the theoretical knowledge developed within their course to inform their own practice. This experience will be assessed through reflective and evaluative journals and logs along with peer and mentor feedback.
- 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 may 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.
- We aim to provide a learning context that will explore the full potential of all participants and encourage excellence in both theory and practice. Students will also gain a thorough grounding in the investigative and research techniques required in order to work effectively in this field.

The Learning and Teaching strategies used in the Sport and Exercise Science course are in accordance with the UW Learning, Teaching and Assessment Strategy and with the School response to that document. Hence the course is in line with the University learning paradigm which develops learning in terms of students working towards learning outcomes

and the alignment of teaching and assessment to achieve those learning outcomes. Each module has identified and validated learning outcomes and the achievement of those outcomes is monitored through a robust system of quality management including internal mechanisms supported by External Examiners.

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:
- 1-2 hours of lead lectures
- 2-3 hours of laboratory practicals or seminars

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 are currently engaged in Sport and Exercise science activities outside of the university.

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. 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. Each module has one or more formal or ‘summative’ assessment which is graded and counts towards the overall module grade.

Assessment methods include written examinations and a range of coursework assessments such as written essays and reports, written, oral and practical exams, oral and poster 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 exams
- 3 Poster/Oral presentations
- 6 Written assignments

Year 2
- 2 exams
- 2 Practical exams
- 3 Poster/Oral presentations
- 7 Written assignments

Year 3
- 1 Practical exam
- 7 Poster/Oral presentations
- 5 Written assignments
- 1 Independent Research Project of 4000-6000 words

14. Assessment strategy

The assessment strategy within the Sport and Exercise Science 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. The assessment strategies used are based on a number of principles:

- that a variety and range of assessment types are utilised across all levels of the course (e.g. essays, presentations, project work, practical assessments);
- 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 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.

Another feature of the learning, teaching and assessment strategies utilised within the course, focuses upon the use of a range of formative assessments, which are utilised within all 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.

How student work is assessed

Each assessment item has published specific marking criteria contained in the module outline given to students at the beginning of the module. A full range of assessment types are utilised within the course modules, such as: written tasks in the form of essays or projects; presentations (either presented in person or video recorded); practical assessments; examinations; and reflective assessment tasks such as learning journals

15. Programme structures and requirements

Table 6 heading for course title

ourse Title: BSc Sport and Exercise Science

Level 4

Table 7 award map for level 4 BSc (Hons) Sport and Exercise Science

Module Code	Module Title	Credits (Number)	Status (Mandatory (M) or Optional (O))	Pre-requisites (Code of Module required)	Co-requisites/ exclusions and other notes*
SPRT1037	Introduction to the Scientific Study of Sport, Exercise & Physical Activity	30	M	N/A	N/A
SPRT1022	Foundations of Human Movement	30	M	N/A	*Delivered in S1
SPRT1044	Psychology of Sport, Exercise & Physical Activity	15	M	N/A	N/A
SPRT1045	Physiology of Sport, Exercise & Physical Activity	15	M	N/A	N/A
SPRT1023	Exercise Training and Prescription	15	O	N/A	N/A
SPRT1046	Professional Skills for Sport & Exercise Scientists	15	O	N/A	N/A
CODE xxxx	Optional modules offered by the Centre for Academic English and Skills/Institute of Education	15/30	O	N/A	N/A

Requirements at Level 4

Single Honours students must take 120 credits in total drawn from the table above to include all mandatory modules SPRT1037: Introduction to the Scientific Study of Sport, Exercise & Physical Activity SPRT1022: Foundations of Human Movement, SPRT1044: Psychology of Sport ,Exercise & Physical Activity, SPRT1045: Physiology of Sport ,Exercise & Physical Activity and optional modules - which can include up to 15/30 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) Sport and Exercise Science

Module Code	**Module Title**	**Credits** (Number)	**Status** (Mandatory (M) or Optional (O))	**Pre-requisites** (Code of Module required)	**Co-requisites/ exclusions and other notes***
SPRT2069	Creating Successful Research in Sport & Exercise Science	15	M	SPRT1037	N/A
SPRT2031	Scientific Underpinnings of Sport Performance	30	M	SPRT1022SPRT1044 SPRT1045	N/A
SPRT2032	Scientific Underpinnings of Physical Activity, Exercise and Health	30	M	None	N/A
SPRT2070	Industry Skills for Sport & Exercise Scientists	15	M	None	N/A
SPRT2059	Nutrition for Sport & Exercise	15	O	None	N/A
SPRT2060	Introduction to Strength and Conditioning	15	O	None	N/A
SPRT2058	Performance Analysis	15	O	None	N/A
CODE xxxx	Optional modules offered by the Centre for Academic English and Skills/Institute of Education	15/30	O	N/A	N/A

Requirements at Level 5

Single Honours students must take 120 credits in total drawn from the table above to include all mandatory modules SPRT2069: Creating Successful Research in Sport & Exercise Science, SPRT2031: Scientific Underpinnings of Sport Performance, SPRT2032: Scientific Underpinnings of Physical Activity, Exercise and Health, SPRT2070: Industry Skills for Sport & Exercise Scientists and optional modules - which can include up to 15/30 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 6

Table 9 award map for level 5 BSc (Hons) Sport and Exercise Science

Module Code	**Module Title**	**Credits** (Number)	**Status** (Mandatory (M) or Optional (O))	**Pre-requisites** (Code of Module required)	**Co-requisites/exclusions and other notes***
SPRT3062	Sport & Exercise Science Independent Research Project	30	M	SPRT2069	N/A
SPRT3016	Work-Based Learning (Sport and Exercise Science Placement)	15	M	None	N/A

SPRT3064	Psychological Considerations for Sport, Exercise & Health	15	O	None	N/A
SPRT3014	Biomechanical Analysis of Sports Techniques	15	O	SPRT2031	N/A
SPRT3015	Physiological Support of the Elite Athlete	15	O	None	N/A
SPRT3056	Clinical Exercise Physiology	15	O	None	N/A
SPRT3043	Advanced Sports Nutrition	15	O	SPRT2059	N/A
SPRT3065	Advanced Training & Conditioning	15	O	SPRT2060	N/A
SPRT3006	The Sport Entrepreneur	15	O	None	N/A
SPRT3011	Applied Performance Analysis	15	O	SPRT2058	N/A

Requirements at Level 6
Single Honours students must take 120 credits from the table above to include all mandatory modules SPRT3062 Sport & Exercise Science Independent Research Project and SPRT3016: Work-Based Learning (Sport and Exercise Science Placement).

16. QAA and professional academic standards and quality

This award is located at Level 6 of the OfS sector recognised standards and 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 Sport and Exercise Science course subject areas 1-3 provide the main focus for the course.

17. Support for students

Personal Academic Tutor System

On arrival at the University of Worcester students will immediately become part of a vibrant academic community, and a comprehensive induction process is utilised to ease the transition from school or college to university level study. Within the dedicated induction sessions, and the modules themselves, students will be equipped with the knowledge and skills that will allow them to more successfully tackle degree level work.

Each student will be allocated a personal academic tutor (whenever possible from within the Course Team). They will be given an opportunity to meet with their tutor during the 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 own strengths and weaknesses
- A clear vision of what can be achieved through HE study
- Greater understanding of how study in the discipline area at the University can help progression towards goals
- Responsibility for 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 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://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/

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
Enhanced disclosure may be required for some aspects of the 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 (course code **C600**)
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. 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 from their application.

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 in Sport and Exercise Science	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 in Sport and Exercise Science	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 and Level 6 of the award (not the Independent Study/Project 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 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

The career opportunities available to sport and exercise scientists are expanding, and the expansion appears set to continue into the foreseeable future (BASES 2004). Many athletes consider the application of sport science as an important component of everyday training and competition, and most governing bodies of sports recognise sports science as an integral part of their sports development and success.

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 the BSc Sport and Exercise Science degree have an excellent record of finding employment. Students have recently progressed into careers as sport scientists and strength and conditioning coaches with elite sport clubs, and into work with the NHS in the field of both clinical exercise science and physiotherapy. Others have progressed to further postgraduate study towards MSc / PhD qualifications in the general subject area. In addition to those working in the sport and exercise industry graduates have been successful in gaining QTS on PGCE programmes and joining the armed forces both with and without a commission

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.
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 throughout all levels of study and the level 6 WBL module builds on the level 4 module SPRT1046 Professional Skills for Sport and Exercise Scientists and the level 5 module SPRT2070 Industry Skills for Sport and Exercise Scientists.

In order to progress to eventual employment as a Sport and Exercise Scientist, accreditation by BASES is usually required by potential employers. Although no undergraduate programme can lead directly to accreditation, endorsement by BASES demonstrates that the course develops the appropriate knowledge and skill base and considerably eases the path of students who do apply for accreditation in future.

Students who do not wish to progress all the way towards BASES accreditation are still typically required to have relevant NGB qualifications and work experience in addition to their academic qualifications. A wide range of different NGB awards are offered on site to SSES students, and uptake of these opportunities is high amongst students. 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.

Each year the School sends a number of final year students to the BASES annual student conference in order to present their independent study work to a national audience. This conference provides the opportunity to attend number of workshops related to the requirements of careers and further study in the subject, and students who attend universally report that they return feeling inspired to develop their careers within the sport and exercise sciences.

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 to being BASES endorsed, 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 Worcester Warriors Rugby Club, Worcestershire CCC, Worcester RC, and 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.

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.