Programme Specification for BSc (Hons) Sports Coaching with Disability Sport

This document applies to Academic Year 2022/23 onwards

Table 1 programme specification for BSc (Hons) Sports Coaching with Disability Sport

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	Sports Coaching with Disability Sport
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	C694
10.	Subject Benchmark statement and/or professional body statement	Events, Hospitality, Leisure, Sport and Tourism November 2019
11.	Date of Programme Specification preparation/ revision	Approved July 2019 August 2019, AQU amendments to Section 19 August 2020 – AQU amendments to Section 19, benchmark update and corrections, July 2021 August 2021 – AQU amendments October 2021 (APPG) Change to course title – removing 'Science' July 2022 (RP removed UWIC reference) August 2022 – AQU amendments

12. **Educational aims of the programme**

The programme aims to equip students with the necessary and desirable skills with which to attain graduate employment in the field of sports coaching, with a specialist focus on disability sport or broader associated fields of sport related employment e.g. Sport & Exercise Science, Special and mainstream education, Sport development, Coaching. These associated academic fields and their key disciplines could potentially allow students to work with a range of impairment groups in these main employment sectors: Sport, Education, Management, Hospitality, Recreation, Tourism and Leisure. Specifically, there are opportunities for students to specialise in developing a variety of skills including their coaching, pedagogical and practical skills throughout the course. Distinctive features of the course include that this is the first of its type in the UK to offer students the chance to develop their knowledge within disability sport, whilst also giving them the tools to work inclusively. This course is closely aligned to the BSc Sports Coaching degree pathway but allows students to have more of a focus on some specific aspects of working alongside and coaching individuals with a disability. In order to offer our students additional value to their degree programmes, a variety of NGB awards are embedded within the course and students are also given a plethora of opportunities to gain additional awards that align with course content. Additionally, students have a degree of flexibility when it comes to their learning which allows them to shape their degree pathway and module selection based on their area of interests and career aspirations in both disability sport and able bodied sport. The educational aims provide the over-arching structure to the course, establish its key philosophical underpinnings and also include qualities and transferable skills necessary for employment as recommended by FHEQ.

The course aims to:

A. Develop an appreciation of the multifaceted nature of sports coaching and disability sport;

B.   Apply appropriate sports coaching concepts, models, science and practices to a range of theoretical and practical situations including those involving individuals with a disability;
C.   Recognise, develop and apply key skills including personal responsibility and decision making in complex situations;
D.   Promote and demonstrate safe and ethical practices to help prepare students for a career in sports coaching and disability sport;
E.   Develop autonomy, independent learning and transferable skills which can be used to inspire and lead change within all sectors engaged in disability sport;
F.   Critically evaluate and conceptualise information and evidence from a range of sources to solve problems, create strategies and identify possible future directions in sports coaching and disability sport;
G.   Develop employability skills and vocational competencies relevant to various sports coaching roles, disability and related disciplines;
H.   Develop reflective skills that enable graduates to critically reflect on coaching practice in disability sport, published coaching literature and their own professional development;
I.   Develop knowledge and understanding of international perspectives in sports coaching and disability sport, including knowledge of the government structures and policies that shape sport, sports coaching and disability sport in the UK.

It should be noted that these aims are crucial in providing the over-arching structure of the programme and setting the general tone, or philosophy. This means that these aims can be both *explicitly* dealt with in modules, whilst at other times they are *implicitly* referred to in the modules.

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.

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, explain and analyse key concepts, disciplines and principles in the theoretical underpinnings of sports coaching with a focus on disability sport.	SPRT2037 SPRT3041
2.	Demonstrate an understanding of the need for both a multi-disciplinary and inter- disciplinary approach to the study and practice of sports coaching	SPRT2058 SPRT3041
3.	Recognise and apply the key processes underpinning the concept of inclusive coaching.	SPRT2034 SPRT3050
4.	Identify, analyse and solve problems in sports coaching through the utilisation of a wide range of observational and scientific approaches.	SPRT2034 SPRT2065 SPRT3068
5.	Demonstrate an understanding of sports coaching through both academic and professional reflective practice.	SPRT2034

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**
6.	Develop fundamental research skills which will enable students to critically reflect upon literature and coaching practice.	SPRT2065 SPRT2058
7.	Demonstrate the ability to critically analyse, assess and evaluate a range of evidence for the construction of reasoned arguments, problem solving, decision making and strategic planning.	SPRT3068
8.	Synthesise and interpret data to demonstrate a capacity for creative and original insight into the issues relevant to the coaching context	SPRT3068 SPRT3058
9.	Take responsibility for own learning and continuing professional development (CPD).	SPRT2056
10.	Demonstrate an ability and understanding to the requirements of coaching a diverse audience	SPRT2037

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**
11.	Plan, design, manage and evaluate practical activities using appropriate data, techniques and procedures	SPRT2037 SPRT3041
12.	Undertake work based learning fieldwork with due respect for safety, risk assessment and other factors for consideration when working in a disability specific coaching related environment	SPRT3058
13.	Demonstrate an understanding of the moral, ethical, safety and legal issues and the. related legislation to coaching practice and working with disabled performers	SPRT3058
14.	Display a critical insight into the changing nature of inclusive sport coaching and the organisations and partnerships directly or indirectly involved.	SPRT3041
15.	Plan, design, execute and communicate a sustained piece of independent intellectual work using appropriate processes, media and reflective practice.	SPRT3068
16.	Select modules that meet individual, educational needs, vocational aspirations and career development within the framework of modules available for the course.	SPRT2056

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**
17.	Develop the ability to plan, organise and manage academic and applied learning	SPRT2034 SPRT2037
18.	Develop the ability to self-appraise and reflect on practice	SPRT3041
19.	Engage effectively in team based problem solving activities and exhibit inclusive leadership qualities in the achievement of specified outcomes	SPRT2034 SPRT2056
20.	Communicate information effectively utilising oral, written and visual forms	SPRT2065 SPRT3050
21.	Develop numeracy, quantitative and ICT skills	SPRT2065 SPRT2058

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. 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. Students will develop their knowledge and understanding of the Sports Coaching curriculum, values and beliefs, scientific disciplines, specific pedagogy and a range of generic learning and coaching principles. Students will be challenged to self-reflect on previous practice and future aspirations. Knowledge and understanding are assessed through a range of different assessment opportunities in each module.

Every module provides opportunities for students to develop their thinking skills and intellectual ability, such as examining personal values and beliefs and the impact these have on coaching. Students will question their own journey so far in coaching as well as how it has developed over the duration of the course whilst enhancing their skills of enquiry in order to challenge their own and other coaches' motivation to remain as a coach. 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, oral or as an ICT or multimedia presentation.

At each level students have different opportunities to develop their coaching skills in a practical setting, ranging from small group sessions with their peers and to involve after school and Club settings. Students will engage and have the opportunity to achieve a UK recognised coaching awards throughout the duration of the course, some of which is embedded into the course itself.

Towards the end of the course an intensive work placement module is completed and can consist of coaching over a season, including coaching players with a disability or other coaching related work, including working within an NGB or from the organisational aspect of a club. These experiences will be assessed through reflective and evaluative journals and logs along with peer and mentor feedback. There will be cross sport analysis which should stimulate debate and critical reflection. In all practical modules, students engage in tasks which help them to develop their coaching skills. This will enable students to become more competent and confident coaches and will enable them to work with people who have a range of needs.

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, etc.

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 Clubs and team coaching staff. Students will develop skills of camera technology and various ICT software packages to allow them to contribute to the coaching process and appreciate what is required when working in a coaching environment.

Teaching
Students are taught through a combination of interactive workshops, lectures, seminars and practicals. Interactive workshops take a variety of formats and are intended to enable the application of learning through discussion and small group activities, often with a guest speaker or elite level Paralympian athletes. Seminars enable the discussion and development of understanding of topics covered in lectures, and the coaching practicals are focused on developing subject specific skills and the application of key theories and concepts in regard to working ethically effectively in a range of disability sporting environments.

In addition, meetings with Personal Academic Tutors are scheduled on at least 4 occasions in the first year and three occasions in each of the other years of a course, however, meetings can occur at any time under the discretion of the Tutor.

Students have an opportunity to undertake a semester long placement in the second year of the course, supervised for agreed projects by a work-based mentor and a University tutor.

Students will be involved in a range of practical problem based scenarios, which will include coaching peers, external clients, SEND children and adults and grassroots to elite level pan disability sports players. There is also a chance to undertake a work placement with a provider of students' choice too.

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.

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 students will normally have slightly less contact time in order to do more independent study. Typically contact time will be structured around:
- 4 hours of interactive workshops
- 4 hours of (large group) lectures
- 4 hours of seminars (in small study groups)
- 4 hours of practical coaching scenarios

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. Also it is hoped students can Earn as you Learn (EAYL) in an area of their desire and it is recommended students join the coaching database at the University, which will hold all information and qualifications to enable employment in a school or sports club. (More information will be given on this topic in Induction Week 1). There are also a wide range of additional NGB and micro-workshop related opportunities to undertake during Progress Weeks and these can be used to obtain the additional Worcester Award which has a gold, silver and bronze achievement level. (More information will be given on this in Induction Week 1). 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 applied 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
2 practical coaching reports
2 individual or group presentations
2 practical live presentations
2 Case Study Reports
4 Written Essays
1 Reflective Portfolio of Information
Year 2
1 formal examinations of 2 hours duration
1 reflective and skills portfolio relating to work placement
4 written essays
2 practical coaching reports
4 individual or group presentations
Year 3
Major research study project of approx. 4,000-6,000 words
1 formal examinations of 2 hours duration
4 written essays
2 practical reports
4 individual or group presentations
1 reflective and skills portfolio relating to work placement
2 practical assessments

14. **Assessment strategy**
The assessment strategy is characterised by a heavy emphasis on formative assessment in the first year of study in order to provide students with the opportunity to use detailed

feedback to inform subsequent work and develop competency in completing a range of different modes of summative assessment. The nature of the summative work also changes as students continue their studies. At Level 4 summative assessment will emphasis provision of knowledge and understanding which is then applied to a range of sports coaching disability scenarios at Level 5 and 6 in order to develop a range of transferable employability related skills. Students will also be guided to develop their practical coaching skills in sport disability to enable them to experience coaching their peers at Level 4, through to small groups at Level 5 and then working with teams and other external participants from outside the University environment at Level 6.

15. **Programme structures and requirements**

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

Table 6 heading for course title

Course Title: BSc Sports Coaching with Disability Sport

Level 4

Table 7 award map for level 4 BSc (Hons) BSc Sports Coaching with Disability Sport

Module Code	Module Title	Credits (Number)	Status (Mandatory (M) or Optional (O)	Pre-requisites (Code of Module required)	Co-requisites/ exclusions and other notes*
SPRT1024	Principles of Inclusive Sports Coaching	30	M	None	None
SPRT1041	Scientific Principles in Teaching and Coaching	30	M	None	None
SPRT1027	Adapted Physical Activity, Sport and Disability	15	M	None	None
SPRT1036	Sports Coaching Intrapersonal Skills	15	M	None	None
SEND1004	Special Learning Difficulties: Overcoming Barriers	15	O	None	None
SEND1005	Exploring Mental Health in Childhood and Adolescence	15	O	None	None
LANG xxxx	Optional modules offered by the Language Centre/School of Education (codes LANG or UGTU)	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 all mandatory modules SPRT1024: Principles of Inclusive Sports Coaching, SPRT1041: Scientific Principles in Teaching and Coaching, SPRT1027: Adapted Physical Activity, Sport and Disability, SPRT1036: Sports Coaching Intrapersonal Skills 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) and modules in Tutoring. Details of the available modules can be found here https://www.worcester.ac.uk/life/help-and-support/language-centre/optional-modules.aspx

Level 5

Module Code	Module Title	Credits (Number)	Status (Mandatory (M) or Optional (O)	Pre-requisites	Co-requisites/ exclusions and other notes*
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
SPRT2037	Sport and Disability	15	O*	None	Exclusion SPRT2042
SPRT2042	Teaching Special Educational Needs and Disability PE in Schools	15	O*	None	Exclusion SPRT2037
SPRT2056	Sports Coaching Interpersonal Skills	15	O	SPRT1036	None
SPRT2058	Performance Analysis	15	O	None	None
SEND2002	Global Perspectives and Special Education Needs and Disabilities	15	O	None	None
SEND2003	Understanding Complex Conditions	15	O	SEND1004	None
LANG xxxx	Optional modules offered by the Language Centre/School of Education (codes LANG or UGTU)	15/30	O	N/A	N/A

* All students must choose one from either:
   SPRT2037: Sport and Disability OR SPRT2042: Teaching Special Educational needs and disability PE in schools

Single Honours Requirements at Level 5 -
Single Honours students must take 120 credits in total drawn from the table above to include all mandatory modules SPRT2034: Coaching Pedagogy and Practice, SPRT2063 Advanced Scientific Principles in Teaching and Coaching ,SPRT2065: Creating Successful Research, and either SPRT2037: Sport and Disability or SPRT2042: Teaching Special Educational Needs and Disability PE in Schools 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, and Teaching English as a Foreign Language (TEFL), Modern Foreign Languages; and modules in Tutoring. Details of the available modules can be found here https://www.worcester.ac.uk/life/help-and-support/language-centre/optional-modules.aspx
NB FOR ALL STUDENTS – There are a number of modules at Level 5 that are considered pre-requisites for Level 6, so students should ensure that they make careful decisions on Level 5 module selection based on what modules they might want to select next year at Level 6.

Level 6
Table 9 award map for level 4 BSc (Hons) BSc Sports Coaching with Disability Sport

Module Code	Module Title	Credits (Number)	Status (Mandatory (M) or Optional (O)	Pre-requisites (Code of Module required)	Co-requisites/ exclusions and other notes*

SPRT3068	Independent Research Project in Sports Coaching	30	M	SPRT2065	None
SPRT3041	Contemporary Issues in Disability Sports Coaching and PE	15	M	SPRT2037 or SPRT2042	None
SPRT3050	Advanced Coaching Pedagogy and Practice	15	M	SPRT2034	None
SPRT3058	Professional Placement	30	M	None	None
SPRT3026	The Developing Child in Sport	15	O	None	None
SPRT3028	International Sport Development and Volunteering	15	O	None	None
SEND3003	Professional Roles and Contexts in SEND and Inclusion	30	O	None	None
SEND3004	Identity, Inclusion and Social Justice	15	O	None	None
SEND3005	Assistive Technologies in Practice	15	O	None	None

Single Honours Requirements at Level 6

Single Honours students must take 120 credits from the table above to include all mandatory modules SPRT3068: Independent Research Project in Sports Coaching, SPRT3041: Contemporary Issues in Disability Sports Coaching and PE, SPRT3050: Advanced Coaching Pedagogy and Practice, 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.

While, to some extent, students could be exposed to all areas during the completion of their studies, in the context of the Sports Coaching course the primary focus is given to the subject benchmark areas of 1, 2 and 5.

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.

This award is located at Level 6 of the FHEQ.

17.   Support for students

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 personal academic tutor during the induction sessions. The intention behind the system is that the student and tutor will develop a close working relationship, so a clear picture of the

student's progress is developed throughout the course. The personal academic tutor will be able to offer both academic and pastoral advice and should be the main contact throughout the course.

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

The personal academic tutor will also:
- Respond to the student's requests for support and help with problems which affect academic work either at subject level or by referral to other University 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 and 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 *(C601)*
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) of the due date 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 *Sports Coaching with Disability Sport*	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 *Sports Coaching with Disability Sport*	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

Employability outcomes are high for the course at 100% (2018/19) reflected in the graduates types and levels of employment as the 2019 cohort of students are now fulfilling careers in areas such as:

- SEN teaching and assisting,
- Disability Sport Worcester Sports Coach
- Worcestershire and Surrey County FA Disability Development Officers
- Sports Development Officer Roles, Working for National Governing Sports Bodies such as Goalball UK and Boccia UK,
- Disability Sports Coach for The Albion Foundation,
- Sports Development Officer at Stoke Mandeville Spinal Unit, which is the home of the Paralympics and Wheel Power UK.

Student employability

The School has developed a good reputation with employers and 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)' & '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: uweayl)

2. National Governing Body Awards
   At Level 4 the students have the opportunity to complete the UKCC generic Level 2 Principles of Coaching Award within SPRT1024. They also have the opportunity to register for the UKCC Level 2 Multi-skills award.

   The students also have the opportunity to register and engage with a range of NGB Level 2 sports specific awards.

   - No other University offers this stand-alone BSc. Disability Sport study pathway in UK or Europe, which helps students 'stand out' with a bespoke BSc. named degree title.
   - Offers future employability options across; leisure, sport, tourism, recreation, hospitality, education and coaching sectors

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 teaching staff meet with employers within the industry, and 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.

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.