

PROGRAMME SPECIFICATION – Undergraduate COURSES

1	Awarding institution/body	University of Worcester
2	Teaching institution	University of Worcester
3	Programme accredited by	N/A
4	Final award	BA (Hons)
5	Programme title	Sport Development
6	Pathways available	Joint and Minor
7	Mode and/or site of delivery	University of Worcester
8	Mode of attendance	Full Time / Part Time
9	UCAS Code	C602
10	Subject Benchmark statement and/or professional body statement	Hospitality, Leisure, Sport and Tourism (2008)
11	Date of Programme Specification preparation/revision	April 2010/updated Sept 2010

12 Educational aims of the programme

The contemporary field of sport development is very eclectic in terms of the work, titles and area of focus. For example, Pitchford and Collins (2010, pp-260-262) identified over thirty different job titles, whose job function varied considerably, with the areas of practical coaching and leadership, acting as a facilitator or coordinator, and managing and planning resources being of particular importance. Hence, one can find the governing bodies of sport employing development officers whose role may be to strengthen grass roots interest in their relevant sport (for both participation and future elite athlete identification); or, alternatively, there are developments officers whose role it is to target a specific group (e.g. the elderly, the young, women etc.), or to encourage active recreation as another way of supporting welfare programmes. To this diversity, it is also possible to identify an increase in international sport development projects, which complement more traditional aid related development work, particular in former failed states, or those countries recovering from natural disasters. Clearly the work of an SDO overlaps with areas of coaching and management, but it has many of its own unique features hence its development as a distinct programme.

The overall aim of the BA (Hons) Sport Development course is to produce a balanced, broadly based, intellectually challenging and coherent set of modules with a focus on the of development of sport and individuals. The course includes academic, practical and vocational elements and seeks to prepare students for a wide range of graduate careers.

The development of the course has evolved in the context of changes taking place in higher education, nationally, the University of Worcester (UW) and within the field of sport. In addition to these trends, one should also note how the introduction of the national qualifications framework, subject benchmarking, changes in approaches to learning and teaching and the significance of student qualities profiles, have continued to inform the development of this course. The CIHE Guide on Student Employability (2006), with its specific section on sport employability, continued to reinforce the importance of integrating certain key skills in the course which can be easily identified and mapped out, particularly if portfolios of evidence need to be collected, such as with the Degree + initiative.

In terms of some of the broad philosophical underpinnings, there are a number of important strands which help define the unique, special features of the course, which are:

- Recognising how sport can be used as a tool to develop people, communities and society.
- To be able to understand and formulate arguments for **and** against the benefits of sport in the development of robust strategies and arguments that can be exposed to both the local and national political scrutiny.

- To appreciate the international and global scope of sport development work as a tool for improving quality of life and, where appropriate, aid in state rebuilding projects.

These strands have in turn further helped refine and shape both the educational aims and outcomes of the course.

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

- develop a depth of integrated knowledge, critical perspectives and skills (including research skills) relevant to sport development;
- utilise appropriate sport development, coaching and management models and practices to a range of theoretical and real situations, in order to make appropriate operational and strategic decisions;
- recognise the principles of sustainability, social and corporate responsibility and their importance to help guide future sport development policies and initiatives;
- nurture both a risk and entrepreneurial culture which can be used to lead innovation and change in relation to sport development in a complex political, social and economic environment;
- recognise and develop both key and vocational relevant skills, which help prepare students for a career in the dynamic sport development sector;
- widen a students horizons to the international and global opportunities of sport development and coaching.

Further details of the educational aims and how they are embedded in the programme can be seen below.

Educational Aims of the Programme Developed by Mandatory Modules

Module Code	Module Title	A	B	C	D	E	F
LEVEL 4							
SPRT1004	Intro to Socio-Cultural Issues in Sport	✓	✓				
SPRT1010	Sport Risk Management		✓	✓✓	✓	✓	
SPRT1018	Foundations in Sport Development	✓	✓				✓
LEVEL 5							
SPRT2001	Research Methods	✓	✓	✓	✓	✓	
SPRT2015	Sponsorship and Fundraising	✓		✓	✓	✓	✓
SPRT2021	Operational Sport Development	✓		✓	✓	✓	✓
LEVEL 6							
SPRT3001/2	Independent Study	✓			✓		
SPRT3008	Sport Strategy in Action	✓	✓	✓		✓	
SPRT3028	International Sport Development						✓✓
SPRT3029	Sport Development Project (Optional)	✓	✓		✓		

Note: A double ✓✓ indicates a particularly strong emphasis/focus on the aim

These aims can be both *explicitly* dealt with in modules (as mapped out in Table 1) whilst at other times they are often *implicitly* referred to in the modules, particularly in relation to the many option modules which can be selected.

13 Intended learning outcomes and learning, teaching and assessment methods

The course provides opportunities for you 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 Sport Development degree course are as follows:

<p>Knowledge and understanding:</p> <ol style="list-style-type: none"> 1. Identify and explain the past, present and future developments of key sport organisations at a national, regional and global level. 2. Define the nature of sport services and goods and analyse how they meet individual wants, economic goals and social objectives. 3. Explain how political, economic, social, technological, legal and ecological forces have created and shaped the provision and consumption of sport at a local, national and global level. 4. Recognise the key business management disciplines (e.g. HRM, Marketing and Financial management) and their key underpinning concepts 5. Apply the key business management disciplines to gain insights into the nature and culture of sport businesses and organisations. 6. Critically evaluate how the changing internal/external business environment impacts upon and creates change for sport organisations and businesses 	<p>Examples of learning, teaching and assessment methods used:</p> <ul style="list-style-type: none"> • Structured lectures, seminars and live projects. • Use of case study approach in a number of key modules (e.g. SPRT 1010 or SPRT 2014) to contextualise theory and practice. • Use of scenario based case studies and assignments. • Use of guest speakers to help add depth and 'real' world insights. • Essays and multi-choice exams to develop foundation concepts (e.g. SPRT 1011 and SPRT 1012) • SPRT 3008 and SPRT 3020 pick up on some of these key elements at a higher level. <p>Key business skills developed in BUSM 1301, 1401 and 1501.</p>
<p>Cognitive and intellectual skills:</p> <ol style="list-style-type: none"> 7. Demonstrate the ability to research or collect a range of data, facts, theories, paradigms, principles and concepts. 8. 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. 9. Present persuasive and logical arguments that display independence of thought, synthesis, originality and critical reflection. 10. Take responsibility for own learning and continuing 	<p>Examples of learning, teaching and assessment methods used:</p> <ul style="list-style-type: none"> • As students progress through the levels, the range of materials required to complete assignments will vary, from using journal databases (SPRT 1010), data on populations, markets and segments (e.g. SPRT 2014, SPRT 2015, SPRT 3006, SPRT 3020) to collecting their own primary data (e.g. SPOR 3001/2, SPRT 3020). • Most assignments will require the presentation of a logical, linked argument or discussion, whether this is for an essay, report or presentation. • Group work and the requirement to reflect on the experience and results are important mechanisms for developing the emotional intelligence. • All modules encourage student discussion and engagement.

<p>professional development (CPD).</p> <p>11. Utilise problem solving and decision making skills to design/formulate and justify solutions to environmental/organisational change and challenges.</p> <p>12. Demonstrate emotional intelligence and sensitivity to diverse people, cultures and key client groups and staff.</p>	<ul style="list-style-type: none"> - Students meeting assignment deadlines. - Self assessment tutorial record sheets and Degree +. - Case studies based on real operational/strategic scenarios (e.g. SPRT 2013, 2014 or SPRT 3008) which encourage the development of solutions based on the collection, analysis and evaluation of data.
<p>Practical skills relevant to employment:</p> <p>13. Demonstrate safety and ethical awareness in the performance, supervision and development of sport services and goods. (D)</p> <p>14. Evaluate the risks of changing social attitudes and values towards business and organisational practices in order to make appropriate, realistic decisions and plans. (C, D)</p> <p>15. To recognise and assess the economic, moral and environmental benefits for sport organisations to operate in sustainable ways. (C)</p> <p>16. Recognise the central role new risk paradigms play in operational and strategic decision making and planning. (D)</p> <p>17. Display a critical insight into the changing nature of sport businesses and organisations. (C)</p> <p>18. Display the ability to develop innovative solutions to problems, or develop new services/goods to meeting changing market segments/target groups needs, for either commercial gain or social good. (C)</p> <p>19. Select modules, which meet individual, educational needs, vocational aspirations and career development within the</p>	<p>Examples of learning, teaching and assessment methods used:</p> <ul style="list-style-type: none"> • Assignments which have a 'live' element to them and are grounded in real communities (e.g SPRT 2016, SPRT 2013 or SPRT 3020) are important for helping to further contextualise the programme. • Practical teaching sessions and work experience modules. • Research/issue based modules encourage examination of particular subject areas in more depth, which help students gain the skills for examining other areas, particularly in relation to sport markets and the external business environment. SPRT 3004 is also very relevant to this area, as students need to select and research an appropriate topic. • The assessments vary in their range of communications methods, which can include formal/informal presentations, reports, essays, exams, seminar led discussions and poster presentations. • Also a variety of software is utilised as a matter of course, which can range, for example, from the use of Word, Excel to the more complex SPSS, Project Management and the basic Endnotes referencing/search software. • Students are advised in tutorials and additional supporting information on module choice selection. • The development of their skills portfolios. • The use of logs and reflective diaries to help make it more explicit the variety of skills which have been developed both within the actual studied programme, work placements and extra-curricula activities (e.g SPRT 2016) <p>Requirement for a variety of source materials to be used in data collection (e.g SPRT 2001)</p>

framework of modules available for the programme. (D)	
<p>Transferable/key skills:</p> <p>20. Engage effectively in team based activities/projects and exhibit leadership qualities in the achievement of specified outcomes.</p> <p>21. Communicate information effectively utilising oral, written and visual forms</p> <p>22. Develop numeracy, quantitative and ICT skills</p> <p>23. Develop self – reflection through engagement with PDP and core modules.</p>	<p>Examples of learning, teaching and assessment methods used:</p> <p>The variety of assessments used (See above). The responsibility given for managing their own time to hand-in assignments, which is complemented by a variety of support systems which exist outside of the programme (e.g. study support) and within the programme (e.g. the use of Project Management Software in SPRT 2013 to understand the principles of scheduling, resource management milestones).</p>

BA (Hons) Sport Development and Coaching Learning Outcomes Mandatory Module Matrix

Module	1	2	3	4	5	6	7	8	9	10	11	12	13	14 *	15	16 *	17	18 =	19	20 *
SPRT1004	✓	✓				✓			✓			✓					✓			✓
SPRT1010				✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			✓	✓	✓	
SPRT1018	✓	✓	✓						✓		✓	✓								
SPRT2001	✓					✓	✓	✓	✓	✓	✓		✓	✓				✓	✓	
SPRT2015			✓		✓	✓	✓	✓	✓	✓	✓	✓			✓	✓	✓	✓	✓	
SPRT2021		✓	✓	✓		✓		✓				✓				✓			✓	✓
SPRT3001 /2						✓	✓	✓	✓	✓			✓					✓	✓	✓
SPRT3004	✓		✓		✓	✓	✓	✓	✓	✓		✓						✓	✓	
SPOR3008	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓		✓	✓		
SPRT3028	✓		✓		✓	✓	✓	✓	✓	✓	✓		✓					✓	✓	
SPRT3029						✓	✓	✓	✓	✓		✓	✓		✓			✓	✓	✓

14 Assessment Strategy

The Learning and Teaching strategies used in the Sport Development course are in accordance with the UW Learning, Teaching and Assessment Strategy and with the Institute 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. 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. Furthermore, the course will operate within the URF for assessment, marking and re-assessment.

In addition to these core strategies it is important to highlight a number of unique pedagogical features of the sport development programme, which also helps to identify what is unique and distinctive about this programme in comparison with other sport development programmes. These unique aspects can be illustrated by reflecting back to the programme aims and outcomes, which relate to the themes of risk, entrepreneurship, problem solving and critical reflection are important themes which are given more elaboration here:

- Risk is taught as a discrete module at level five (SPRT1010), but with the knowledge learnt being utilised in many other modules over the different levels (e.g. SPRT2021, 2015, 3006 and 3008). Risk as it is taught on this programme is not restricted to simple health and safety operational risk assessments, but is extended to the notion of a working cultures, where new risk paradigms can be adopted which help shape and inform both operational and strategic decision making. A core feature is to show how risk is not just about dealing with dangers, but how it also creates opportunities, together with showing how it is a vital ingredient of sports activities, yet must also be viewed as being embedded in complex systems.
- Entrepreneurship is taught as a discrete module at level 6, whereby students are encouraged to adopt entrepreneurial approaches in all areas of sport development, whether this is in the public, private or voluntary sector. A key feature is to challenge the simplistic notion that entrepreneurial activity or approaches is just restricted to notions of profit, whereby you are encouraged to also use the approaches for social orientated, non-profit activities and projects. As part of your development for this final year module, the key strands of knowledge and skills are developed in earlier modules, such as in SPRT1004 whereby a deeper understanding of sporting needs and wants are developed, together with how the wider business environment creates many opportunistic and threatening risks. Modules such as SPRT2021, 2015 and 3008 further develop the more practical management skills in terms of writing and producing reports and plans. Finally, in all modules students are encouraged to try and be as creative and innovative as possible, particularly when problem solving approaches are used in the teaching. At a more general level, the University has a strong commitment to encouraging and supporting entrepreneurial activity, and offers a number of enterprise prizes which students can compete for.
- A particular feature of this course is the extensive utilisation of a Problem Based Learning (PBL) approach to the delivery of a range of models across all levels, in particular modules SPRT1010, 2015, 2021 and 3008. This approach is utilised not only to emphasise the multi-disciplinary nature of the course and but also encourage the development of creative and innovative solutions to the problems raised in either the tasks, or the case study scenarios set, which are based on real situations. This capacity to deal with problems and arrive at solutions, which draws on a variety knowledge and skills drawn from many modules will all enhance students' employability & career preparation through the

development of a range of key transferable skills.

- The final key feature of the programme is the encouragement for critical analysis and reflection. It is regarded that the ability to reflect on both past and current activities in a critical way is vital for good decision making. To help in this process, it is however vital that an understanding of how and why things work, or events happen, hence the stress placed on critical analysis. The opportunities for critical reflection and analysis are a particularly important part of any group work (see Table 7 for the assessment pattern), problem based case studies, or modules which involve a practical placement.

The course culminates with an honours level, project during the final year. This can be either based around a more traditional research based project, or undertaken as a practical sport development project which is actually planned and delivered, and which is then critically reflected upon. The details of the live project can be seen in the module specification SPRT3029.

15 Programme structures and requirements

Award maps are designed to show you which modules must be taken in order to gain different awards. For example, if you are planning to achieve a Single Honours degree in a subject, it is likely that you will have to take certain modules as prerequisites for further study in any given area. Your course leader, members of the course team or personal tutor will advise you on these choices.

Level 4				
Module Code	Module Title	Credit	Joint	Pre requisites
SPRT1004	Introduction to Socio-Cultural Issues in Sport	15	M	None
SPRT1005	Introduction to Motor Learning & Skill Acquisition	15	O	None
SRRT1010	Risk Management	15	M	None
SPRT1013	Physical Activity Exercise & Health	15	O	None
SPRT1014	Personal Growth & Team Building through Outdoor and Adventurous Activity	15	O	None
SPRT1018	Foundations in Sport Development	15	M	None

Joint Development Pathway Requirements at Level 4

All Joint students must take the three mandatory modules: SPRT1004, SPRT1010 and SPRT1018. They must also choose three mandatory modules from their joint field. All students are permitted to choose two free choice modules at Level 4 from other Open modules within the Undergraduate Regulatory Framework including those listed above as optional (subject to availability).

Level 5					
Module Code	Module Title	Credit	Joint Hons	Minor Hons	Pre requisites
SPRT2001	Research Methods	15	M/O	O	None
SPRT2002	Sociology of Sport	15	O	O	None
SPRT2013	Sport Event Project Management	15	O	O	None
SPRT2015	Sponsorship and Fundraising	15	M	O	None
SPRT2017	Health Based Exercise Testing &	15	O	O	None

	Prescription				
SPRT2020	Motor Skill Progression	15	O	O	None
SPRT2021	Operational Sport Development	15	M	O	None

Joint Honours Requirements at Level 5

Joint Honours students must take SPRT2015, SPRT2021 and will only have to take SPRT2001 if they are not taking Research Methods in their joint subject. All students are permitted to choose a further two free choice modules at Level 5 from other Open modules within the Undergraduate Regulatory Framework including those listed above as optional (subject to availability). Students are strongly advised to select SPRT2002 as a free choice module.

Minor Honours Requirements at Level 5

Minor students must choose 2 modules from the list of optional modules listed above.

Level 6					
Module Code	Module Title	Credit	Joint Hons	Minor Hons	Pre requisites
SPRT3001/2	Independent Study	30	M/O*	N/A	SPRT2001
SPRT3004	Socio-Cultural Issues in Sport	15	O	O	None
SPRT3006	Sports Entrepreneur	15	O	O	None
SPRT3008	Strategy in Action	15	M	O	None
SPRT3020	Organic Sport Event Management	15	O	O	None
SPRT3024	Physical Activity and Disease Prevention	15	O	O	None
SPRT3026	Developing Child in Sport	15	O	O	None
SPRT3028	International Sport Development	15	M	O	None
SPRT3029	Sport Development Project	30	M/O*	N/A	None

Joint Development Pathway Requirements at Level 6

All Joint students must take the two mandatory modules: SPRT 3008 and SPRT 3028.

* If intending to complete an Independent Study in Sports Development students must choose either SPRT3001/2 (double module) or SPRT3029 (double module).

If Students have selected to undertake the Independent Study in their Joint subject, they are strongly advised to select SPRT3006 as a free choice module.

Minor Honours Requirements

Minor students must choose 2 modules from the list of optional modules listed above.

16 QAA Academic Infrastructure

The Framework for HE Qualifications

The programme is fully compliant with the Framework for HE Qualifications (FHEQ) **ensuring that the qualification represents appropriately the level of achievement and reflects accurately the field of study.**

Benchmark Statements

The subject benchmark statements provide a means for the academic community to describe the nature and characteristics of courses in a specific subject. This course makes reference to two sets of benchmark statements: the Unit 25 Hospitality, Leisure, Sport and Tourism Network (HLSTN) which were revised in 2008.

The Sport Benchmark statements include four 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) historical, social, political, economic and cultural diffusion, distribution and impact of sport policy,
- 4) the study of planning, management and delivery of sporting opportunities.

These four sport benchmark areas vary in relation to their relevancy to the types of sport related degrees, such as those which focus on *sport science*, *sport studies*, *sport coaching* and *sport management*. These diverse degree pathways should “normally” embrace at least one or two of the previously noted sport benchmark subject areas.

In the context of the Sport Development course, whilst elements of all the previously mentioned study areas can be found in the course, primary focus is given to the subject benchmark areas of 3 and 4. These benchmark statements are mapped out in Table 6 in relation to the key modules where they are embedded (which can relate to both the module learning outcomes and the indicative content).

Mapping Unit 25 Sport Benchmark Statements in the Sport Development Pathway **Modules**

Benchmark Statement	Unit 25 Elaboration/Sample	Benchmark Marking Criteria	Core modules where benchmarks are embedded		
“The historical, social, political, economic and cultural diffusion, distribution and impact of sport policy. “(Sport related).	Display a critical insight into the organisation and structures responsible for sport, and the political ramifications arising from these. Employ social, economic and political theory to explain the development and differentiation of sport throughout society. Demonstrate the application of the social and cultural meanings attached to sport and their impact on participation		Level 4 SPRT1018	Level 5 SPRT2021 SPRT2015	Level 6 SPRT3004 SPRT3008
“The study of planning, management and delivery of sporting opportunities.” (Sport related).	Understand and apply the theories, concepts and principles of practice from the generic management area of operations, finance, human resources, economics and marketing to sport facilities and events. Employ strategic planning and development planning skills in analysing, understanding and addressing the development needs and intentions of sport organisations and communities. Demonstrate a critical appreciation of sport development and facilitation principles in at least one vocational context		Level 4 SPRT1010 SPRT1018	Level 5 SPRT2021 SPRT2015	Level 6 SPRT3004 SPRT3008 SPRT3028

17 Support for students

Personal Tutors

The focus of the Personal Tutor is to encourage your personal development planning (PDP) so that you receive structured support to develop:

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

experience to others including employers

The personal tutor will also:-

- Respond to your 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

The personal tutor is your regular point of contact within the University. Normally your personal tutor will remain with you throughout your time at the University.

How often should I meet my Personal Tutor?

You ought to meet your personal tutors four times a year, although occasionally you may also need to contact your tutor at other times, particularly if you are experiencing problems.

Personal Development Planning (PDP)

At the start of your programme, through your personal tutorial meetings you will have:

- An introduction to the opportunities provided by the programme for PDP

Throughout your programme there will be:

- Opportunity to engage in PDP across a range of learning contexts

For example, in theory and practice, regarding work-based, social or formal learning, experiential or information based SU activity or study abroad etc.

- Accessible support mechanisms for engagement in PDP across the range of learning contexts

For example, dedicated documentation for work placement or practice based learning, general PDP tools, student handbook advice, web material, structured exercises and tutor support.

- Opportunity to build a record of their learning achievements
- Opportunity to discuss their PDP with a tutor or advisor

18 Admissions policy, criteria and procedures

Admissions Policy for the course

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 University's standard entry requirements apply: 4 GCSEs at Grade C or above, of which two must be Maths and English, plus a minimum of 2 and maximum of 3½ A Levels or equivalent Level 3 qualifications. The current UCAS Tariff requirements for entry to the course are published in the prospectus

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 web pages. Information on eligibility for accreditation of prior learning for the

purposes of entry or advanced standing is also available from the University web pages or from the Registry Admissions Office (01905 855111).

Admissions procedures

Full-time applicants apply through UCAS (*course code C602*)

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. All successful applicants will be required to attend an interview at the University. 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.

Mature Students

UW values diversity in its student body and applications from mature students are very welcome. If you fulfil the standard entry requirements as detailed above, please apply through UCAS.

Students with few or no formal qualifications should contact the Registry Admissions Office (01905 855111) with details of their age, any work undertaken, including caring or organised voluntary work, and any other relevant experience gained since leaving school.

Accreditation of Prior Learning.

Students with relevant previous study at HND or degree level or extensive experience may be considered eligible for accreditation of prior learning. Entry may be possible to level 4 or level 5 of the course dependent upon qualifications or experience gained. Credit can also be given for individual modules.

Please contact the Registry Admissions Office for further information or guidance on 01905 855111.

19 Methods for evaluating and improving the quality and standards of teaching and learning

All grades will be processed through the Institute UMS Board of Examiners. All active teaching staff will be required to attend, present grades and resubmission details. Each module is fully compliant with the UW Assessment Policy (see Section 20 of the Programme Specification). Semesterly Course Management Committees will be constituted by all active teaching team and 2 Course Representatives (StARs) from each year.

The Course Leader will submit for agreement, to the UW Institute of Sport & Exercise Science Principal Lecturer (PL) for Quality, Learning & Teaching, the student handbook and an annual evaluation report, structured in accordance with the quality assurance hand book, to be considered by Head of Institute and IQC for onward transmission, in accordance with UW guidelines.

The Course Leader will submit for agreement, to the UW Institute of Sport & Exercise Science PL for Planning & Resources details of any staffing, physical resources and, timetabling requirements.

The UW External Examiner and post exam board module investigation system (through

Course Team Meetings) will apply to this course.

The team will seek feedback from students each time a module is run. The feedback, and module team response will be included in the quality management file for that module, thus enabling scrutiny by the UW Institute of Sport & Exercise Science PL for Quality, Learning & Teaching and any subsequent amendments/major actions should be reported to IQC and included in the annual evaluation report

20 Regulation of assessment

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.
- Some modules have attendance requirements (delete if this does not apply).
- 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 5 days 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 5 days but within 14 days of the due date will not have work marked unless they have submitted a valid claim of mitigating circumstances.
- Students who fail to submit an item of assessment lose their right to reassessment in that module, and will be required to retake the module.
- For full details of submission regulations see URF.

Retrieval of failure

- Students are entitled to resit failed assessment items for any module that is awarded a fail grade, unless the failure was due to non-attendance or non-submission.
- Reassessment items that are passed are graded 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).

Requirements for Progression

- Students at Level 4 may be permitted to progress to Level 5 when they have passed at least 90 credits at Level 4.
- Students at Level 5 may be permitted to progress to Level 6 when they have passed at least 90 credits at Level 5.
- A student who fails 90 credits or more due to non-submission will be required to withdraw from the University.
- Students who pass less than 90 credits but have submitted all items of assessment will be required to retake modules.

Requirements for Awards

Award	Requirement
CertHE	Passed 120 credits at Level 4 or higher

DipHE	Passed a minimum of 240 credits with at least 105 credits at Level 5 or higher
Degree (non-honours)	Passed a minimum of 300 credits with at least 105 credits at Level 5 or higher and a minimum of 60 credits at Level 6
Degree with honours	Passed a minimum of 360 credits with at least 105 credits at Level 5 or higher and a minimum of 120 credits at Level 6

Classification

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

- classification determined on the profile of the best 3 module (45 credits) grades attained at Level 5 and the best 8 module (120 credits) at Level 6 or
- classification determined on the best 8 module (120 credits) grades attained at Level 6 only

Institute-level Assessment Boards review and confirm results for modules, and the Board of Examiners considers students' mark profiles to make decisions about progression, awards and degree classifications as appropriate.

21 Indicators of quality and standards

Each course receives an annual external examiner's report and these reports serve as confirmation that academic standards are being upheld and appropriate actions are put in place to enhance student learning and raise student levels of achievement.

Final year students report high levels of satisfaction with their courses through the National Student Survey (NSS). Students scored their own personal development at Worcester very highly (4.2 out of 5). A score of 4.1 was recorded for overall satisfaction. (2009)

At the recent OFSTED inspection (2010) of the PGCE programmes at UW, of which the PGCE Secondary Physical Education course is one, a rating of 1 was achieved, the highest possible award for an institute

In November 2005, the University was audited by the Quality Assurance Agency. The audit confirmed confidence in the University's management of the quality of its academic programmes and the standards of its awards. The QAA particularly commended the University's supportive ethos and range of departmental and central services provided to students and staff in support of its mission to deliver an excellent inclusive higher education. **The University will be audited next in 2011.**

22 Employability and graduate destinations

Each course receives an annual external examiner's report and these reports serve as confirmation that academic standards are being upheld and appropriate actions are put in place to enhance student learning and raise student levels of achievement.

Final year students report high levels of satisfaction with their courses through the National Student Survey (NSS). Students scored their own personal development at Worcester very highly (4.2 out of 5). A score of 4.1 was recorded for overall satisfaction.

(2009)

At the recent OFSTED inspection (2010) of the PGCE programmes at UW, of which the PGCE Secondary Physical Education course is one, a rating of 1 was achieved, the highest possible award for an institute

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 the module outlines and Section 3 of the course handbook. The accuracy of the information contained in this document is reviewed by the University and may be checked by the Quality Assurance Agency for Higher Education.

References

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