

Programme Specification for BA (Hons) Sport Development and Coaching

This document applies to students who commence the programme in or after September 2017

1.	Awarding institution/body	University of Worcester
2.	Teaching institution	University of Worcester
3.	Programme accredited by	N/A
4.	Final award or awards	BA Hons
5.	Programme title	Sport Development and Coaching
6.	Pathways available	Single
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	C602
10.	Subject Benchmark statement and/or professional body statement	Events, Hospitality, Leisure, Sport and Tourism (2016) http://www.qaa.ac.uk/en/Publications/Documents/SBS-Events-Hospitality-Leisure-Sport-Tourism-16.pdf
11.	Date of Programme Specification preparation/ revision	January 2013; September 2013; August 2014 (regulations); March 2015 (Award Map); 20.04.15 – (removed exclusion SPRT2040 for SPRT2034) June 2015 correction + clarification of academic tutor allocation / July 2015 (PAT) / Aug 2016 (Award Map); March 2017 correction to regulations / May 2017 (Award map=removal of electives) / Approved IQC Jun 2017 for Sep 2017 / July 2017 updates / August 2017 – AQU amendments

12. Educational aims of the programme

Over the past three decades the sport development sector has grown rapidly, becoming a key area of employment for sport graduates. At its most basic level, sport development relates to encouraging people to take an interest or participate in sport or active recreation, whatever their age or capability, in order to allow them to continue to improve and excel. Yet this simple definition does not begin to convey the numerous variations in sport development jobs and the many exciting opportunities which now exist not only in the UK, but also internationally. The course develops a mix of coaching and management skills which are vital ingredients in the delivery of high quality sport development services and programmes. There is a strong vocational focus, letting students experience work-based learning, real case study scenario exercises and various practical activities, with many opportunities to gain additional qualifications. Underpinning all these elements is the development of a greater understanding of the economic and political environment in which sport operates in and how this constantly creates both threats and opportunities for sport development programmes.

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 a depth of integrated knowledge, critical perspectives and skills (including research skills) which characterise sports development and coaching science.

- B. Apply 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.
- C. Recognise the principles of sustainability, social and corporate responsibility and their importance to help guide future sport development and coaching policies and initiatives.
- D. Nurture autonomy and a risk, safety and entrepreneurial practitioner culture which can be used to lead innovation and change in relation to sport development and coaching in a complex political, social and economic environment
- E. Develop employability skills and vocational competencies relevant to various sports development and coaching roles and related disciplines.
- F. Widen a student's horizons to the international and global opportunities of sport development and coaching.

These course aims are embedded in both mandatory and optional 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 outcomes are developed throughout the different levels, whereby students are initially introduced to key concepts and theory at level 4, given more focus on operational issues and application at level 5, then focusing more on complex decision making, resource management and strategic planning at level 6. The levelness of the outcomes is also developed in relation to the amount of independence given to students to manage assessments, vocational practices and independent projects. There are twenty outcomes, organised around four categories. These outcomes and categories are outlined as follows.

Knowledge and Understanding

LO no.	On successful completion of the named award, students will be able to:	Module Code/s	Award <i>Non-Honours or BA/BSc Honours</i>
1.	Identify, explain and analyse key concepts, disciplines and principles in the theoretical underpinnings of sports development and coaching	SPRT2039 SPRT2034	H/NH
2.	Demonstrate an understanding of multi and inter-disciplinary approaches needed for the study and practice of sports development and coaching	SPRT2039 SPRT2034	H/NH
3.	Define the nature of sport development and coaching services and critically analyse how they developed historically and meet the needs, wants, economic goals and social objectives both domestically and internationally	SPRT2039	H/NH
4.	Apply the key strands of sport development, coaching and management to gain insights into the nature and culture of sport development and coaching services	SPRT2039 SPRT2034 SPRT2015 SPRT3010 SPRT3028 SPRT3029 SPRT3050	H/NH

5.	Critically evaluate how the changing internal/external business environment impacts upon and creates change for sport organisations, sport development officers (SDOs) and coaching services	SPRT2015 SPRT3008	H/NH
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Cognitive and Intellectual skills

6.	Develop fundamental research skills which will enable students to critically reflect upon literature and coaching practice	SPRT2035 SPRT3001 / 3002 SPRT3029	H/NH
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.	SPRT2039 SPRT2015 SPRT3010 SPRT3008 SPRT3028	H/NH
8.	Present persuasive and logical arguments that display independence of thought, synthesis, originality and critical reflection	SPRT2015 SPRT2039 SPRT3028 SPRT3029 SPRT3001 / 3002 SPRT3008	H/NH
9.	Utilise problem solving and decision making skills to design/formulate and justify solutions to environmental/organisational change and challenges	SPRT3008 SPRT2015 SPRT2039 SPRT3028 SPRT3010	H/NH
10.	Take responsibility for own learning and continuing professional development (CPD)	SPRT3001 / 3002 SPRT3010 SPRT3029 SPRT3050	H/NH

Skills and capabilities related to employability

11.	Plan, design, manage and evaluate practical activities using appropriate data, techniques and procedures	SPRT2034 SPRT3001/ 3002 SPRT3029 SPRT3050	H/NH
12.	Undertake work based learning fieldwork with due respect for safety, risk assessment and other factors for consideration when working in a development or coaching related environment	SPRT3010 SPRT3001/ 3002 SPRT3029	H/NH
13.	Demonstrate an understanding of the moral, ethical, safety and legal issues and the related legislation to sport development, coaching and management	SPRT2034 SPRT2039	H/NH
14.	Display a critical insight into the changing nature of inclusive sport coaching and the organisations and partnerships directly or indirectly involved	SPRT2034 SPRT2039	H/NH
15.	Display the ability to develop innovative solutions to problems, or develop new services to meet changing	SPRT2039 SPRT2015 SPRT3029	H/NH

	market segments/target groups' needs, for personal growth, sport strengthening or commercial gain	SPRT3028	
16.	Recognise the variety of funding streams that can be accessed and secured to make sport development and coaching projects viable	SPRT2015	H/NH

Transferable/key skills

17.	Develop the ability to plan, organise and manage academic and applied learning	SPRT3001 / 3002 SPRT2015 SPRT2039 SPRT3029	H/NH
18.	Develop the ability to self-appraise and reflect on practice	SPRT2034 SPRT2039 SPRT3010 SPRT3050	H/NH
19.	Engage effectively in team based problem solving activities and exhibit inclusive leadership qualities in the achievement of specified outcomes	SPRT2015 SPRT2039 SPRT3008	H/NH
20.	Communicate information effectively utilising oral, written and visual forms	All modules	H/NH

Learning, teaching and assessment

Many of these sessions will be tutor led in a lecture room and could be followed by smaller seminar or practical sessions. These sessions will at times require students to complete a reading, practical or research task that will inform the forthcoming session. Students will be challenged to self-reflect on previous practice and future aspirations. Knowledge and understanding is assessed through a range of different assessment opportunities in each module.

Every module provides opportunities for students to develop their thinking skills and intellectual ability, such as examining their own personal values and beliefs and the impact these have on development and coaching. Students will question their own learning journey, as well as how it has developed over the duration of the course. 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 development, management or coaching skills in a practical setting, ranging from small group sessions with their peers, to a variety of community related settings. Students will engage and have the opportunity to achieve 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 a work placement module is completed and can consist of sport development delivery, or 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

14. **Assessment strategy**

An integral part of the teaching and assessment strategy is the use of case studies, problem solving, formative assessments and practical coaching activities. The nature of the case studies and problem solving exercises will vary over the different levels of study. At level 4 the approach primarily focuses on examining management case studies in order to explain and apply a range of concepts to better understand the nature of the problems or issues. At level 5 these themes continue, but there is a much stronger focus on developing practical operational decisions and solutions. Finally, at level 6, the nature of the cases and problems become more complex and strategic in their focus, with an emphasis on developing medium to long term strategic actions. The use of cases in both teaching and assessment also has a strong formative element, whereby they are utilised in lectures and seminar discussions, or preliminary assessments, which can give feedback to a final, summative assignment at the end. Each assessment item has published specific marking criteria contained in the module booklet given to students at the beginning of the module

15. **Programme structures and requirements**

Award Map

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.

Course Title: BA Sport Development and Coaching
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Level 4					
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		
SPRT1029	Sport Development Foundation and the Sport Experience	30	M		Exclusion SPRT1028
SPRT1004	Introduction to Socio-Cultural Issues in Sport	15	M		Exclusion SPRT1026
SPRT1010	Sport Risk Management	15	M		

SPRT1005	Introduction to Motor Learning and Skill Acquisition	15	O		
SPRT1014	Personal Growth and Team Building through Outdoor Adventurous Activity	15	O		
SPRT1027	Adapted Physical Activity, Sport and Disability	15	O		
SPRT1032	Sport Tourism and Event Management	15	O		
LANG	Optional modules offered by the Language Centre	15/30	O		

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 SPRT1029, SPRT1004, SPRT1010 and SPRT1024 and optional modules - which can include up to 15/30 credits drawn from a range of Language Centre modules in: Academic English for native and non-native speakers of English; Modern Foreign Languages; and Teaching English as a Foreign Language (TEFL). Details of the available Language Centre modules can be found on the Language Centre website: <http://www.worcester.ac.uk/your-home/language-centre-module-options.html>.

Level 5					
Module Code	Module Title	Credits (Number)	Status (Mandatory (M) or Optional (O))	Pre-requisites (Code of Module required)	Co-requisites/exclusions and other notes*
SPRT2034	Coaching Pedagogy and Practice	30	M	SPRT1033 Or SPRT1024	
SPRT2039	Sport Operational Development	30	M		Exclusion SPRT2038
SPRT2015	Sponsorship and Fundraising	15	M		
SPRT2035	The Research Process	15	M		Exclusion BUSM2029
SPRT2049	Scientific Analysis of Sports Coaching	30	O		Exclusions SPRT2048 & SPRT2050
SPRT2013	Sport Event Operations	15	O		
SPRT2033	Strength, Power and Speed	15	O		
SPRT2037	Sport and Disability	15	O	SPRT1027	Exclusion SPRT2042
SPRT2057	Contemporary Issues in Sports Coaching	15	O	SPRT1024	
SPRT2058	Performance Analysis	15	O		
LANG	Optional modules offered by the Language Centre	15/30	O		

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 SPRT2039, SPRT2035, SPRT2034 and SPRT 2015 and optional modules - which can include up to 15/30 credits drawn from a range of Language Centre modules in: Academic English for native and non-native speakers of English; Modern Foreign Languages; and Teaching English as a Foreign Language (TEFL). Details of the available Language Centre modules can be found on the Language Centre website: <http://www.worcester.ac.uk/your-home/language-centre-module-options.html>.

Level 6					
Module Code	Module Title	Credits (Number)	Status (Mandatory (M) or Optional (O))	Pre-requisites (Code of Module required)	Co-requisites/ exclusions and other notes*
SPRT3001/3002	Independent Study	30	O*	SPRT2035 or SPRT2030	Note: Exclusion + alternative is SPRT3029 Sport Development Project
SPRT3029	Sport Development Project	30	O*	SPRT2039	Note: Exclusion + alternative is SPRT3001/3002 Independent Study
SPRT3008	Sport Strategy in Action	15	M		
SPRT3010	Work-Based Learning (Coaching Placement)	15	M	SPRT2034	Exclusions: SPRT2011; SPRT3039
SPRT3028	International Sport Development and Volunteering	15	M		
SPRT3050	Advanced Coaching Pedagogy and Practice	15	M	SPRT2034	
SPRT3006	The Sports Entrepreneur	15	O		
SPRT3009	Group Dynamics in Sport	15	O		
SPRT3011	Applied Performance Analysis	15	O	SPRT2049	Exclusions SPRT3033 SPRT3046
SPRT3021	Socio-cultural Critique of Global and Olympic Sports	15	O	SPRT2045 or SPRT1004	
SPRT3026	The Developing Child in Sport	15	O		Exclusion SPRT3023
SPRT3036	Sport Event Marketing	15	O	SPRT2013	BUSM3619
SPRT3041	Advanced Sport and Disability	15	O	SPRT2037 or SPRT2042	

Single Honours Requirements at Level 6

Single Honours students must take 120 credits in total to include * either SPRT3001/3002 Independent Study or SPRT3029 Sport Development Project, plus the 4 Mandatory modules SPRT3050 Advanced Coaching Pedagogy and Practice, SPRT3008 Sport Strategy in Action, SPRT3028 International Sport Development and Volunteering and SPRT3010 Work-Based Learning (Coaching Placement), and 2 Optional modules from the table above.

16. QAA and professional academic standards and quality

Like all Higher Education courses in the UK, this award is designed with reference to the UK Quality Code and Framework for HE Qualifications (2008), a means of describing academic standards in terms of the academic level students are expected to achieve and, in broader terms, the content that will be covered. Further details of quality and academic standards can be found here:

<http://www.qaa.ac.uk/AssuringStandardsAndQuality/quality-code/Pages/default.aspx>

This course makes reference to the QAA (2008) Hospitality, Leisure, Sport and Tourism Network (HLSTN) [subject benchmark statements](#).

Full copies of the above documents can be found by visiting the [AQU website](#) or use the direct link to the QAA website:

<http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/HLST08.pdf>

The Sport Benchmark statements include five subject areas which are stated as being 'broadly concerned with sport'. These areas relate to the following, with the key mandatory modules where they are embedded placed in the brackets:

1. The human responses and adaptations to sport and exercise (SPRT 1024, 1029, 2034, 2039);
2. The performance of sport and exercise and its enhancement, monitoring and analysis (SPRT 1024 & 1029);
3. The health-related and disease management aspects of exercise and physical activity (SPRT 1029, 2039 or specialism developed through option selection);
4. The historical, social, political, economic and cultural diffusion, distribution and impact of sport policy (SPRT 1029, 2039, 3008 and 3028);
5. The study of planning, management and delivery of sporting opportunities (SPRT 1029, 2015, 2039, 3008, 3050 and 3028).

These five sport benchmark areas vary in relation to their relevancy to three key types of sport related degrees, which are *sport science*, *sport studies* and *sport management*. These diverse degree pathways should "normally" embrace at least one or two of the previously noted sport benchmark subject areas. In relation to the Sport Development and Coaching course, all of the benchmarks are addressed in a variety of modules, with the benchmarks of 2, 3 and 5 being given particularly attention.

This award is located at level 6 of the FHEQ.

17. Support for students

Personal Academic Tutor System

Each student will be allocated a Personal academic tutor (whenever possible from within the Course Team). Students will be given an opportunity to meet with their 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 towards student goals
- Responsibility for student 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 of student 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 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.

Study Skills

Effective study skills are a vital element in achieving academic success on the course. During the students time at the University they will be judged on performance in coursework and exams, and will need to develop successful study, revision and exam techniques in order to do well.

The Study Skills Advice Sheets (available from the link below) have been developed in order to help students to plan and carry out their coursework and assessments, making the most of the time available and helping students to achieve their potential.
<http://www.worcester.ac.uk/studyskills/>

The [Disability and Dyslexia Service](#) within Student Services provides specialist support on a one to one basis. The University has an Equal Opportunities Policy, together with equality schemes and action plans promoting equality in relation to race, disability, gender, age and sexual orientation. Progress in implementation is monitored by the Equality and Diversity Committee.

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) 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 will be required for some aspects of the course, and for the work-based module (SPRT3010).

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 (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/ 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. Methods for evaluating and improving the quality and standards of teaching and learning

Semesterly Course Management Committees will be constituted by all active teaching team and 2 Course Representatives (StARs) from each year.

The UW External Examiner and post Exam Board module investigation system (through Course Management Committees) 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 Principal Lecturer for Quality, Learning & Teaching and any subsequent amendments/major actions should be reported to IQC and included in the annual evaluation report.

The Institute has a dedicated Learning and Teaching Sub-Committee which adopts an evaluative, evidence based approach to the implementation of new, innovative learning and teaching methods.

20. 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 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.
- 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-.

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

Classification

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

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

For further information on honours degree classification, see the Taught Courses Regulatory Framework.

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 rated their own personal development at Worcester very highly, (4.2 out of 5). A score of 4.1 was recorded for quality of teaching and 4.0 for overall satisfaction.

The Sport Development and Coaching course began in 2010/11 so there have been no students who have graduated to-date. However the course has strong retention and progression figures to date.

22. Graduate destinations, employability and links with employers

The Institute of Sport and Exercise Science (ISES) approach to developing employability is aligned to the University 'Student Employability Supporting Statement for the Learning, Teaching and Assessment Strategy'. The University of Worcester has adopted the following definition of employability as:

"A set of achievements – skills, understandings and personal attributes – that makes graduates more likely to gain employment and be successful in their chosen occupation, which benefits themselves, the workforce, the community and the economy", (Yorke, 2006)

Graduate destinations

At the University of Worcester (in 2010/11) our overall level of employment for graduates has increased from 67% to 72%.

The jobs available in sport development are numerous and varied, dealing with both operational delivery and strategic planning. Examples of sport development jobs can range from the various governing bodies of sport appointing sport development officers (SDOs) to promote and develop their particular sport; local authorities having officers who are there to develop active recreation in the local population; charities appointing officers who target a specific target group; schools establishing officers to coordinate and develop excellence in a variety of sports; and international organisations, such as UNICEF having people who help coordinate the work of governments and partners to help develop sport and play programmes for children, around the world.

The mix between coaching and development means that students will develop a range of skills, which will allow them to make direct operational contributions to coaching programmes; alternatively, the development of management skills, can allow students to help plan, co-ordinate and secure resources for new sport projects.

Student employability

The Institute has a number of initiatives in place in order to develop the employability of the ISES students:

1. Institute 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 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; Website: <http://www.worc.ac.uk/discover/sportemployability.html>). The development of a central database has ensured that students are able to input their various industry relevant qualifications/experience and subsequently benefit from the various opportunities afforded.

2. The Institute hosts an 'Annual Careers in Sport & Exercise & Employability' conference.

The course has a strong vocational underpinning, which is developed through a mixture Modules, placements and practitioner based case studies. In addition, students can also participate in a variety of additional opportunities created by the University, or those requested by the community, to do additional volunteering work.

The cases used for teaching and assessment in the modules SPRT1010, SPRT1029, SPRT2039, SPRT2015, SPRT3008 and SPRT3028 are all ground in real sport development situations. They are designed for students to develop their problem solving skills, utilising a variety of theories, concepts and disciplines in an inter-disciplinary way. They involve both they critical analysis of situations and the development of practical solutions.

Links with employers

Links with employers have been further developed and strengthened by the Institute, particularly with the arrangement of discipline specific 'Sport Employers Advice panels' (2012) that are held once a Semester. Here careful consideration is given to how the Institute can improve the programmes in the future and better serve ISES 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.

A variety of employers have played a role in terms of shaping the curriculum and advising on industry updates. There are links with the Chartered Institute for the Management of Sport and Physical Activity (CIMSPA), in order to help students to do additional vocational qualifications and gain course recognition as to the vocational relevancy of the programme.

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.