

Programme Specification for BSc (Hons) Physical Education and Outdoor Education

This document applies to Academic Year 2019/20 onwards

1.	Awarding institution/body	University of Worcester
2.	Teaching institution	University of Worcester with Herefordshire and Ludlow College
3.	Programme accredited by	N/A
4.	Final award or awards	BSc Hons
5.	Programme title	Physical Education and Outdoor Education
6.	Pathways available	Single honours
7.	Mode and/or site of delivery	University of Worcester and Hereford and Ludlow College
8.	Mode of attendance and duration	Full time / Part time (3 years full time)
9.	UCAS Code	CX63
10.	Subject Benchmark statement and/or professional body statement	Events, Hospitality, Leisure, Sport and Tourism (2016)
11.	Date of Programme Specification preparation/ revision	Approved July 2019 August 2019, AQU amendments to Section 19

12. Educational aims of the programme

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

The course enables students to:

- a. develop a depth of integrated knowledge, critical perspectives, and skills (including research skills and research that informs practice), which characterise the Physical Education and Outdoor Education (PE and Outdoor Education) programme;
- b. utilise appropriate teaching and learning theories, models and practices in a range of practical contexts;
- c. engage effectively in a range of learning and teaching contexts, critical analysis, reflection and evaluation;
- d. practice independently, draw on relevant knowledge, have skills and attributes to perform effectively in the domain of PE and Outdoor Education, demonstrate safety and ethical awareness, and undertake a range of leadership and management roles;
- e. facilitate the development of transferable and graduate skills to engage effectively in lifelong learning and continuing professional development.

It should also be noted that because these aims are the guiding statements structuring the course they can be both explicitly dealt with in modules, whilst in other instances they are more implicitly referred to.

A PE and Outdoor Education graduate will have developed an understanding of a complex body of knowledge, which will be at the current boundaries of the academic discipline of sport and exercise science. The PE and Outdoor Education graduate will be confident; articulate; with a sound understanding of pedagogy; able to evaluate evidence, arguments and assumptions in order to reach sound judgements; to communicate effectively and have the ability to deliver a contemporary and relevant curriculum. In this respect, the content of the PE and Outdoor Education undergraduate programme is designed to help students build a clear and strong personal philosophy regarding the nature and purposes of these subjects in schools and wider settings, in order to underpin their future professional practice.

The programme aims to develop students' subject knowledge in PE and Outdoor Education, from a theoretical perspective (e.g. physiological, psychological, sociological, philosophical knowledge). Such a focus provides theoretical knowledge that underpins coaching, teaching and leadership performance. Moreover, such knowledge will prove to be most necessary for those wishing to follow a future pathway as secondary school PE teachers who will engage in the delivery of examination and vocational qualifications in PE/Sport and/or those involved with the delivery of educational experiences in a variety of settings (e.g. schools, outdoor centres, etc).

The PE and Outdoor Education programme also aims to develop students' subject knowledge from a practical perspective. For example, this will involve the exploration of practical PE activities evident in National Curriculum PE (e.g. gym, dance, games, outdoor and adventurous activities and swimming).

The work-based learning elements of the programme have been designed to provide students with real-world experiences that provide an insight into either PE in schools, or various Outdoor Education contexts. Such experiences also allow students to develop networks of contacts, which will have a positive impact on future employment opportunities.

Upon completion of their studies, PE and Outdoor Education graduates may be able to progress onto routes leading to Qualified Teacher Status (QTS), which is required in order to become a school teacher. Moreover, graduates will be able to contribute to learning in schools within an outdoor environment (e.g. Forest School activities). However, PE and Outdoor Education graduates are also able to enter many different career pathways as they will have developed analytical techniques and problem-solving skills that can be applied in many types of employment. A PE and Outdoor Education graduate will be well prepared for employment in situations requiring the exercise of personal responsibility, and decision-making in complex and unpredictable circumstances. Also, within the degree programme there is a clear focus on the development of 'personal learning and thinking skills', meaning that students become team workers, self-managers, creative thinkers, effective participants, independent enquirers, critically reflective practitioners, who are ICT literate. These may be seen as attributes which all employers seek.

13. Intended learning outcomes and learning, teaching and assessment methods

The course provides opportunities for students to develop and demonstrate knowledge, understanding, skills, qualities and other relevant attributes.

The following learning outcomes have been informed by the Benchmark statements (see section 16) and adapted according to the needs of this particular course.

Knowledge and Understanding		
LO no.	On successful completion of the named award, students will be able to:	Module Code/s
1.	Critically evaluate key physical skills and key concepts when applied to the academic and professional practice of PE and Outdoor Education, including the application of appropriate underpinning scientific knowledge	SPRT3058 SPRT3059 OALM3059
2.	Critically appraise and challenge the moral, ethical and safety issues, diversity and equality issues in PE and Outdoor Education, and critically evaluate processes for their effective management in response to legislation and professional codes of conduct	SPRT3058 SPRT3059 OALM3061

3.	Critically reflect on learning processes and individual performance in order to effectively plan, design, lead and manage practical activities	SPRT3059 OALM3059
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Cognitive and Intellectual skills

4.	Analyse subject matter, scientific and pedagogical content, and curricula knowledge in PE and Outdoor Education	SPRT3019 SPRT3057 OALM3059
5.	Apply their problem-solving skills and ability to synthesise information in a critically evaluative manner, using appropriate research methods and interpretive analysis based in professional practice	SPRT3067 OALM3062
6.	Demonstrate emotional intelligence and sensitivity in respect of inclusion, diversity and equality within PE and Outdoor Education settings	SPRT3058 SRPT3059 OALM3061

Skills and capabilities related to employability

7.	Demonstrate and apply in a practical setting, depth and breadth of subject knowledge in relation to PE pedagogy and Outdoor Education physical competences, equality, safety awareness and ethical awareness in the performance, teaching and planning of practical activities in PE and Outdoor Education	SPRT3058 SPRT3059
8.	Link their practice with the changing nature of PE, sport and Outdoor Education policy / organisation and practice	SPRT3019 SPRT3057 OALM3061

Transferable/key skills

9.	Work independently and autonomously, whilst displaying innovation, adaptability and creativity	SPRT3058 SPRT3059
10.	Communicate information effectively, utilising oral, written and visual forms	SPRT3058 SPRT3059
11.	Apply competent literacy, numeracy and ICT skills, appropriate to a range of situations	SPRT3057 SPRT3019
12.	Demonstrate effective interpersonal and intra-personal skills for learning	SPRT3059 OALM3062 OALM3059
13.	Develop self-reflection, personal confidence and personal critical analysis	SPRT3067 SPRT3059 OALM3059

Learning, teaching and assessment

- Students will develop their knowledge and understanding of: the PE curriculum; Outdoor Education; their values and beliefs; specific PE and Outdoor Education pedagogy and more generic learning and teaching principles. This knowledge and understanding will be developed both through university-based work and work-based learning opportunities.
- Students will explore and critically evaluate the application of theoretical concepts to various practical settings, from both PE and Outdoor Education perspectives.
- Knowledge and understanding is assessed through a range of different assessment opportunities in every module. For example, students will apply multi-disciplinary

subject knowledge in the creation of video presentations. Students will also be required to provide an oral defence of a self-designed curriculum within the field of physical education and provide an oral presentation relating to a contemporary issue within the field of Outdoor Education. Furthermore, students will create a professional portfolio relating to appropriate professional codes of conduct during a related work-based learning experience in either a school or outdoor industry setting.

- Every module provides opportunities for students to develop their thinking skills and intellectual ability. For example, examining values and beliefs and the impact these have on learning and teaching in both PE and Outdoor Education. Also, peer teaching activities and opportunities to teach pupils and reflect on the process
- Students will engage with the research process, by exploring a variety of research methods, in the creation of a research project.
- Students will have the opportunity to work in groups, in a variety of situations, and work with individuals and groups with different learning needs.
- At every level, students have different opportunities to develop their teaching skills in a practical setting, ranging from small group teaching sessions over a few weeks involving pupils from local schools, to more intensive work placement modules.
- In all practical modules, students are engaged in tasks and where appropriate assessments, which help them to develop their performance skills, enabling them to be more competent and confident across a range of activities. Guidance and support is provided to enable students to undertake relevant Outdoor Activity focussed national governing body awards.
- The development of transferable/key skills will be evident via the use of a range of different assessment opportunities. For example, students will develop their communication and presentation skills through the sharing of ideas, providing peer feedback and through the formal presentation of ideas and research.
- Students will be provided with numerous opportunities to develop interactive and group skills, through such experiences as: collaborative work in groups such as micro-teaching episodes; and taking on different roles and responsibilities in order to support their own and others development

Teaching

Students are taught through a combination of lectures, seminars, practical activities, etc. Seminars enable the discussion and development of understanding of topics covered in lectures, and laboratory practical sessions are focused on developing subject specific skills and applied individual and group project work.

In addition, meetings with Personal Academic Tutors are scheduled on at least four occasions in the first year and three occasions in each of the other years of a course.

The University places emphasis on enabling students to develop the independent learning capabilities that will equip them for lifelong learning and future employment, as well as academic achievement. A mixture of independent study, teaching and academic support from Student Services and Library Services, and also the Personal Academic Tutoring system enables students to reflect on progress and build up a profile of skills, achievements and experiences that will help them to flourish and be successful.

Contact time

In a typical week students will have around 12-16 hours contact hours of teaching. The precise contact hours will depend on the optional modules selected and in the final year there is normally slightly less contact time in order to do more independent study.

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 reading, planning and writing.

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 staff who have previously taught in schools.

Teaching is informed by research and consultancy, and most 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 practice or 'formative' assignments. Each module has one or more formal or 'summative' assessment which is graded and counts towards the overall module grade.

Assessment methods include presentations, practical assessments, essays, resource cards etc.

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: Presentations, practical assessments, essays, exam

Year 2: Teaching episode, practical assessments, presentations, essays

Year 3: Presentations, essays, placement content.

14. Assessment strategy

The assessment strategy within the PE and Outdoor Education course is structured in such a way to provide a progressive approach to assessment tasks that develop skills applicable to future practice in both an academic contexts and future employment opportunities. The assessment strategies used are based on a number of principles:

- that a variety and range of assessment types are utilised across all levels of the course (e.g. essays, presentations, project work, practical assessments);
- that a progressive approach is used in order to develop the student's abilities across a range of assessment types across all levels of the course, whilst also providing opportunities to practise and develop their competence of specific assessment skills / types across all levels of the course;
- that assessment opportunities be used to facilitate the sharing of good practice between students and staff;
- that both summative and formative assessment approaches be valued and incorporated into the assessment regime within the course;
- that there is a focus on the quantity and quality of assessment feedback provided by staff to students, in order to facilitate and enhance assessment as a learning process, and thus to inform students' future practice in academic contexts and employment opportunities.

Another feature of the learning, teaching and assessment strategies utilised within the course, focuses upon the use of a range of formative assessments, which are utilised within all modules. Such formative assessment tasks are designed to provide students

with the opportunity to use detailed feedback to inform subsequent summative assessment work and develop their competency in completing a range of different modes of assessment. Such formative assessments take the form of a wide variety of tasks and activities such as; student presentations, discussion activities, group work tasks and independent directed study tasks.

These formative assessments are designed, and implemented, in order to assist and guide students in preparation for their summative assessments across all modules. All formative and summative assessment tasks utilised within the course, are designed to enhance student learning and achievement, across their degree programme as a whole, therefore allowing students the opportunity to realise their maximum academic potential through their degree course.

15. Programme structures and requirements

Course Title: BSc Physical Education and Outdoor Education Single Honours
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Module Code	Module Title	Credits (Number)	Status (Mandatory (M) or Optional (O))	Pre-requisites (Code of Module required)	Co-requisites/exclusions and other notes*
SPRT1030	Introduction to Physical Education	30	M	None	None
OALM1013	Land-Based Personal Skills	30	M	None	None
SPRT1041	Scientific Principles in Teaching and Coaching	30	M	None	None
OALM1012	Foundations of Outdoor Learning	15	O	None	None
OALM1014	Safety Management	15	O	None	None
LANG xxxx	Optional modules offered by the Language Centre	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 SPRT1030: Introduction to Physical Education, OALM1013: Land-Based Personal Skills, SPRT1041: Scientific Principles in Teaching and Coaching 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>.

Module Code	Module Title	Credits (Number)	Status (Mandatory (M) or Optional (O))	Pre-requisites (Code of Module required)	Co-requisites/exclusions and other notes*
SPRT2061	Learning and Teaching through Games	30	M	SPRT1030	None
OALM2013	Water-Based Personal Skills	30	M	None	None
SPRT2065	Creating Successful Research	15	M	None	None
OALM2014	Facilitation and Reviewing	15	M	None	None
SPRT2063	Advanced Scientific Principles in Teaching and Coaching	30	O	SPRT1041	None
SPRT2057	Contemporary Issues in Sport	15	O	None	None
SPRT2042	Teaching Special Education Needs and Disability PE in Schools	15	O	None	None
SPRT2062	Teaching gymnastics in Secondary schools	15	O	None	None
SPRT2064	Swimming, Lifesaving and Risk	15	O	None	None
LANG xxxx	Optional modules offered by the Language Centre	15/30	O	N/A	N/A

Single Honours Requirements at Level 5

Single Honours students must take 120 credits in total drawn from the table above to include all mandatory modules SPRT2061: Learning and Teaching through Games, OALM2013: Water-Based Personal Skills, SPRT2065: Creating Successful Research, OALM2014: Facilitation and Reviewing 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>.

Module Code	Module Title	Credits (Number)	Status (Mandatory (M) or Optional (O))	Pre-requisites (Code of Module required)	Co-requisites/exclusions and other notes*
SPRT3067	Independent Research Project in PE (exact title tbc)	30	M	SPRT2065	None
SPRT3058	Professional Placement	30	O*	None	Cannot be taken with SPRT3059
SPRT3059	School based Placement	30	O*	SPRT2061	Cannot be taken with SPRT3058
OALM3059	Outdoor Activities and the Natural Environment	15	M	None	None
OALM3061	Contemporary Issues in Outdoor Education	15	M	None	None
OALM3062	Residential Experience	15	M	None	None

SPRT3057	Leading and Developing PE in Primary School	15	O	None	None
SPRT3019	14-19 PE and Sport	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 SPRT3067 Independent Research Project in PE, SPRT3058 Professional Placement or SPRT3059 School Based Placement, OALM3059 Outdoor Activities and the Natural Environment, OALM3061 Contemporary Issues in Outdoor Education and OALM3062 Residential Experience.

16. QAA and professional academic standards and quality

The course has been designed to take account of the Events, Hospitality, Leisure, Sport and Tourism (2016) [Subject benchmark 2016](#)

The Sport Benchmark statements include five subject areas which are stated as being 'broadly concerned with sport'. These areas relate to the:

- Human responses and adaptations to sport and exercise
- The performance of sport and exercise and its enhancement, monitoring and analysis.
- Health-related and disease management aspects of exercise and physical activity
- Historical, social, political, economic and cultural diffusion, distribution and impact of sport.
- 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.

In the context of the PE and Outdoor Education course all the previously mentioned study areas can be found in the course.

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.

It should also be noted that the programme content is guided by the Department for Education (DfE) Teachers Standards, Association for Physical Education (afPE), and the QAA Foundation Degree Characteristics Statement (FHEQ). This ensures the course design and curriculum is contemporary and meets the requirements of Higher Education and the employment sector.

This award is located at level 6 of the FHEQ.

17. Support for students

Providing high quality support for all PE and Outdoor Education students is a major focus for the teaching team. In this context, the PE team offer Physical Education Achievement and Progression (PEAP) tutorial meetings with both Level 4 and Level 5 students, to discuss their module selections.

'On-track' presentations are also provided for PE and Outdoor Education students within Level 5 and Level 6 of their degree course. These sessions are designed to inform the

students of what is required of them in order to successfully complete their modules. Feedback received from both staff and students relating to these sessions is very positive.

In order to support students in finding employment upon completion of their degree course, employability workshops will be conducted with Level 6 students. These workshops focus on providing guidance and advice for students seeking employment in teaching (e.g. focusing on the application and interview process for the PGCE course) and also other sports and outdoor-related career options.

The BSc Physical Education and Outdoor Education is a collaborative programme that further develops the successful partnership between University of Worcester and Hereford and Ludlow College (HLC). The programme follows the approach taken by the BSc Outdoor Adventure Leadership and Management, which is a partnership of expertise, with PE staff being drawn from the UW PE team and Outdoor Education staff being from the HCT team. 50% of the modules will be delivered by UW staff and 50% by HCT staff. The Course Leader will be from the UW PE team and will work closely with the HCT staff. All teaching will take place at UW with the exception of the practical delivery which will utilise a range of local venues. Students will be supported equally by both the UW and HCT teams.

Personal Academic Tutor System

Each student will be allocated a Personal Academic Tutor (whenever possible from within the Course Team). Students will be given an opportunity to meet with their tutor during their induction sessions and the intention behind the system is that students will develop a close working relationship, so that the tutor builds up a clear picture of their progress throughout the course.

Personal Academic Tutors will be able to offer both academic and pastoral advice and should be the person that students contact if they have to deal with personal problems during the course.

The Personal Academic Tutor will encourage 'personal development planning' and offer advice regarding 'continuing professional development', so that students receive structured face-to-face and online support to develop:

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

The Personal Academic Tutor will also:-

- Respond to student 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 Academic Tutor is a regular point of contact within the University. Normally the Personal Academic Tutor will remain with students throughout their time at the University.

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:-

<http://www.worcester.ac.uk/student-services/index.htm>
<https://www2.worc.ac.uk/disabilityanddyslexia/>

It should be noted that students on the PE and Outdoor Education programme will have access to study skills provision, offered through student support services, at sites located within both the University of Worcester and Hereford and Ludlow College.

18. Admissions

Admissions policy

Our policy is to offer a place to any student that we deem to be capable of success and who is likely to substantially benefit from the programme. We support the University's mission statement of *increasing access, widening participation, equality, diversity, inclusion and to assisting students to achieve their potential*.

Entry requirements

The normal minimum entry requirement for undergraduate degree courses is the possession of 4 GCSEs (Grade C/4 or above) 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.

International students may apply for this course through the University of Worcester International College (UWIC) programme. Students who successfully complete UWIC Stage 1 will progress to UWIC Stage 2 Integrated Level 4 Programme which involves completing 120 credits of University of Worcester modules as set out in the award map in section 15, plus a year-long study skills programme with UWIC. Students will be required to successfully complete the UWIC study skills programme in addition to meeting the University requirements for progression to Level 5.

Disclosure and Barring Service (DBS) requirements

Enhanced disclosure may be required for some aspects of the course.

Recognition of Prior Learning

Details of acceptable level 3 qualifications, policy in relation to mature students or applicants with few or no formal qualifications can be found in the prospectus or on the University webpages. Information on eligibility for recognition of prior learning for the purposes of entry or advanced standing is also available from the University webpages or from the Registry Admissions Office (01905 855111).

Further information on Recognition of Prior Learning can be found at <http://www.worcester.ac.uk/registryservices/941.htm>

Admissions procedures

Full-time applicants apply through UCAS (CX63)

Part-time applicants apply directly to University of Worcester (UW)

Admissions/selection criteria

Prospective students should apply through UCAS and all applications will be considered by the Course Leader/Admissions Tutor. The decision to offer a place will be based on a candidate's ability to demonstrate enthusiasm for the subject, commitment to study and the academic capability to succeed on the Course

19. Regulation of assessment

The course operates under the University's [Taught Courses Regulatory Framework](#)

Requirements to pass modules

- Modules are assessed using a variety of assessment activities which are detailed in the module specifications.
- The minimum pass mark is D- for each module.
- Students are required to submit all items of assessment in order to pass a module, and in some modules, a pass mark in each item of assessment may be required.
- Full details of the assessment requirements for a module, including the assessment criteria, are published in the module outline.

Submission of assessment items

- Students who submit course work late but within 7 days (one week) of the due date will have work marked, but the grade will be capped at D- unless an application for mitigating circumstances is accepted.
- Students who submit work later than 7 days (one week) will not have work marked unless they have submitted a valid claim of mitigating circumstances.
- For full details of submission regulations please see the Taught Courses Regulatory Framework.

Retrieval of failure

- Students are entitled to resit failed assessment items for any module that is awarded a fail grade.
- Reassessment items that are passed are capped at D-.
- If a student is unsuccessful in the reassessment, they have the right to retake the module (or, in some circumstances, take an alternative module); the module grade for a re-taken module is capped at D-.
- A student will be notified of the reassessment opportunities in the results notification issued via the secure student portal (SOLE). It is the student's responsibility to be aware of and comply with any reassessments.

Requirements for Progression

- A student will be permitted to progress from Level 4 to Level 5 if, by the time of the reassessment Board of Examiners, they have passed at least 90 credits at Level 4. Outstanding Level 4 credits must normally be studied in the following academic year.
- A student will be permitted to progress from Level 5 to Level 6 if, by the time of the reassessment Board of Examiners, they have passed at least 210 credits, including 90 credits at Level 5. Outstanding Level 5 credits must normally be studied in the following academic year.
- A student who, by the time of the reassessment Board of Examiners, has failed 90 credits or more during the academic year as a consequence of non-submission, will be required to withdraw from the University
- If a student has not passed 90 credits by the reassessment Board of Examiners, and is not withdrawn due to non-submission, they will be required to retake failed modules in the following academic year. Any passed modules will be carried forward.
- For students following the UWIC pathway see section 18 above.

Requirements for Awards

Award	Requirement
Certificate of Higher Education Cert HE [Physical Education and Outdoor Education]	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 [Physical Education and Outdoor Education]	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 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](#).

20. Graduate destinations, employability and links with employers

Graduate destinations

By following a course in PE and Outdoor Education, students will be able to follow a variety of career pathways upon completion of their studies. Due to the nature of the course, students are able to develop specific areas of interest and experience new areas of study. Graduates may subsequently, therefore, find employment in a variety of areas including: public services, the armed services, coaching, activity co-ordinators, sales, sports development managers, leisure and recreation management, health promotion, corporate fitness, sports marketing and event management.

Students progressing to work in the outdoor industry upon graduation are currently working in private and local authority outdoor education centres, independent schools, and expedition companies based in the UK. Further afield there are graduates working in the outdoor industry in Japan, Dubai, New Zealand and USA.

Also, on completion of the PE and Outdoor Education degree, graduates could progress into teaching PE and Outdoor Education in schools and colleges. This could be achieved by gaining Qualified Teachers Status (QTS) via a number of different routes such as the Post Graduate Certificate of Education (PGCE) or the Schools Direct programme. Some PE and Outdoor Education graduates could also apply for a place on a Primary PGCE course in order to become a Primary school teacher.

So far, the majority of students went onto further training. Predominately, this has been PGCE in either primary or secondary and at a range of Universities. Additionally, those who decided to go into the outdoor industry are working in National Trust as a Visitor Experience Assistant or working as a lift operator within a ski resort. Students have been successful in gaining a place on PGCE or equivalent course at Worcester and other providers nationally.

Student employability

The School has a number of initiatives in place in order to develop the employability of the SSES students:

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: uw_eayl)

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.

<http://www.worc.ac.uk/discover/sportemployability.html>.

Throughout the course, in respect of the modules offered, students are able to develop a wide range of skills and attributes, such as personal learning and thinking skills, meaning that PE and Outdoor Education students can become team workers, self-managers, creative thinkers, effective participants, independent enquirers and reflective learners. These are attributes which are attractive to all employers. In order to further prepare and support students' employability a Work-Based Learning (WBL) module including a placement takes place at Level 5, with the focus being on the student gaining relevant experience in either a Primary or Secondary school environment.

In the field of PE and Outdoor Education gaining employment in schools, colleges and outdoor centres is dependent on a number of variables, one of which being the holding of National Governing Body (NGB) Awards such as Level 1 coaching, teaching and leadership awards and a relevant first aid certificate. From an Outdoor Education perspective awards such as the Mountain Leader Award, British Canoe Union Coaching qualifications, MTE Climbing wall award or Single Pitch award and a relevant outdoor focused first aid certificate are considered essential. These awards do not form part of the programme of study but are offered as optional additionality. PE and Outdoor Education students are actively encouraged to complete such courses, as feedback from employers shows that such additional experiences greatly enhances the employability of students. Moreover, access to NGB awards has been highlighted by students and External Examiners as playing a vital role in developing their employability and adding value to their University experience. National governing body award courses are advertised on the sports hall notice boards at a subsidised cost. Where specific sports have not been covered the student can enquire about either running the course or finding a local course to attend.

Links with employers

Links with employers have been developed and strengthened by the Institute, particularly with the arrangement of discipline specific Sport Employers Advice Panels (SEAPs) 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 SSES graduates and the industry that many of them aspire to join. The meetings are also excellent opportunities to improve connections and ensure mutually beneficial working practices.

The course team maintains active links with a number of relevant employers, especially with both Primary and Secondary schools and outdoor centres. Such links will have a direct impact on the course, in that for example, students will have the opportunity to work with both Primary and Secondary school aged pupils, either at the university or in the school setting. It is felt that such experiences greatly enhance the employability of PE students.

Employer engagement meetings take place on a regular basis to ensure the course content and ethos is fit for purpose in the eyes of the employers via two Sport Employers Advisory Panels (SEAP) – Physical Education SEAP and OALM SEAP. Interaction with employers through the SEAP has been a feature of the development of this course -indeed feedback from these advisory groups has been highly positive in respect of the degree curriculum offered to PE and Outdoor Education students – and such processes will be continued in the future.

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 specification