

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	BSc Hons
5. Programme title	Physical Education (Non QTS)
6. Pathways available	Major, Joint & Minor
7. Mode and/or site of delivery	University of Worcester
8. Mode of attendance	Full Time / Part Time
9. UCAS Code	Joint Only
10. Subject Benchmark statement and/or professional body statement	Hospitality, Leisure, Sport & Tourism (2008)
11. Date of Programme Specification preparation/revision	July 2008 (IQC Jan 2011) Amended August 2011 Amended September 2011

12. Educational aims of the programme

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

The course enables students to:

- Develop a depth of integrated knowledge, critical perspectives, and skills (including research skills and research that informs practice), which characterise the physical education programme;
- Utilise appropriate teaching and learning theories, models and practices to a range of practical contexts;
- Engage effectively in critical analysis, reflection and evaluation;
- Develop students who: can practice independently, can draw on relevant knowledge, have skills and attributes to perform effectively in the domain of Physical Education, demonstrate safety and ethical awareness, can undertake a range of leadership and management roles;
- Facilitate the development of transferable and graduate skills to enable students 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 Physical Education graduate will have developed an understanding of a complex body of knowledge, elements/aspects of which are at the current boundaries of the academic discipline of sport and exercise science. Through this, the Physical Education graduate will have developed analytical techniques and problem-solving skills that can be applied in many types of employment. The Physical Education graduate will be able to evaluate evidence, arguments and assumptions, to reach sound judgements, and to communicate effectively.

A Physical Education graduate should have the qualities needed for employment in situations requiring the exercise of personal responsibility, and decision-making in complex and unpredictable circumstances.

BSc (Hons) Physical Education (Non QTS)

Educational Aims' of the Programme Developed by Module

Module Code	Module Title	A	B	C	D	E
LEVEL 4						
SPRT1001	Foundations of Sport (Practical Kinesiology)	✓	✓	✓	✓	✓
SPRT1002	Foundations of Sport (Psychology)	✓✓	✓✓	✓	✓✓	✓
SPRT1003	Foundations of Sport (Physiology)	✓	✓	✓	✓	✓
SPRT1004	Introduction to Socio-Cultural Issues in Sport	✓✓	✓	✓	✓	✓
SPRT1005	Introduction to Motor Learning and Skill Acquisition	✓	✓✓	✓	✓	✓
SPRT1009	Dance and Gymnastics 1	✓	✓	✓✓	✓	✓
SPRT1015	PE: Context and Issues	✓	✓	✓	✓	
SPRT1016	Teaching Games in Primary School		✓	✓	✓	✓
SPRT1017	Fundamentals of Athletics		✓	✓✓	✓	✓
LEVEL 5						
SPRT2001	Research Methods	✓	✓	✓	✓	✓
SPRT2002	Sociology of Sport	✓✓	✓	✓	✓	✓
SPRT2003	The Physiology of Sport and Exercise	✓	✓	✓	✓	✓
SPRT2004	The Psychology of Sport and Exercise	✓✓	✓✓	✓	✓✓	✓
SPRT2010	Mind and Body: Critical Enquiry in PE	✓✓	✓	✓		
SPRT2011	Vocational Placement	✓	✓	✓	✓	✓
SPRT2012	Swimming and Outdoor Adventurous Activities		✓	✓✓	✓	
SPRT2025	Aesthetic Activities: Dance and Gymnastics 2	✓	✓	✓	✓	✓
SPRT2026	Teaching Games in Secondary Schools	✓	✓✓	✓	✓	✓
LEVEL 6						
SPRT3001/2	Independent Study	✓✓	✓	✓	✓	✓
SPRT3017	Pedagogy and Performance – Participatory Action Research	✓✓		✓		✓✓
SPRT3018	Application of Learning Theory	✓	✓✓	✓	✓	✓✓
SPRT3019	Teaching the 14-19 Pathway	✓	✓	✓	✓	✓
SPRT3021	Global and Olympic Sport	✓	✓	✓	✓	✓
SPRT3022	Sport and Disability	✓	✓	✓	✓	✓
SPRT3026	The Developing Child in Sport	✓		✓	✓	

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.

The learning outcomes for the Physical Education degree course are as follows:

<p><i>Knowledge and understanding:</i></p> <ol style="list-style-type: none"> 1. Demonstrate critical evaluation of key physical skills and key concepts when applied to the academic and professional practice of physical education, in particular the scientific knowledge underpinning movement efficiency. 2. Demonstrate capacity for independent, creative and original thought and an autonomous approach to their own learning and continuing professional development. 3. Critically appraise and challenge the moral, ethical and safety issues in physical education and critically evaluate processes for their effective management in response to legislation and professional codes of conduct. 4. Critically reflect on the learning process and individual performance in order to effectively plan, design and manage practical activities. 	<p><i>Examples of learning, teaching and assessment methods used:</i></p> <p>Students will develop their knowledge and understanding of the Physical Education curriculum, values and beliefs, specific Physical Education pedagogy and more generic learning and teaching principles e.g. how to write units of work and plan lessons, understanding of risk assessment and safety considerations, strategies to ensure that they are able to meet the needs of all pupils, etc. Knowledge and understanding is assessed through a range of different assessment opportunities in every module.</p>
<p><i>Cognitive and intellectual skills:</i></p> <ol style="list-style-type: none"> 5. Critically evaluate and challenge the development of subject matter, scientific and pedagogical content, and curricula knowledge in physical education, demonstrating a critical awareness of an inter- 	<p><i>Examples of learning, teaching and assessment methods used:</i></p> <p>Every module provides opportunities for students to develop their thinking skills and intellectual ability e.g. examining values and beliefs and the impact these have on learning and teaching in Physical Education, developing questioning skills in order to challenge all pupils and ensure that they make appropriate</p>

<p>disciplinary approach to their own and children's learning.</p> <p>6. Demonstrate their problem-solving skills and ability to synthesise information in a critically evaluative way using appropriate research methods and interpretive analysis based in professional practice.</p> <p>7. Demonstrate emotional intelligence and sensitivity in the context of inclusion and diversity</p>	<p>progress, the ability to form a logical argument and debate issues and ideas from a sound knowledge base. Some of the examples listed above are also assessed formally e.g. oral defence.</p>
<p><i>Practical skills relevant to employment:</i></p> <p>8. Demonstrate safety and ethical awareness in the performance, teaching and planning of practical activities in physical education</p> <p>9. Display a critical insight into the changing nature of physical education and sport policy/organisation and practice.</p> <p>10. Select modules that meet individual, educational needs, vocational aspirations and career development within the framework of modules available for the course.</p>	<p><i>Examples of learning, teaching and assessment methods used:</i></p> <p>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. A number of these experiences are also assessed e.g. planned units of work, production of resources, reflective and evaluative writing etc.</p> <p>In all practical modules, students are also engaged in tasks and where appropriate assessments which help them to develop their performance skills, enabling them to be more competent and confident teachers across a range of subject specific activities, such as dance, gymnastics, athletics etc.</p>
<p><i>Transferable/key skills:</i></p> <p>11. Communicate information effectively utilising oral, written and visual forms</p> <p>12. Demonstrate competency in numeracy and ICT skills appropriate to the situation.</p> <p>13. Demonstrate effective inter and intra-personal skills for learning.</p> <p>14. Develop self-reflection through the completion of the PDP and core modules</p>	<p><i>Examples of learning, teaching and assessment methods used:</i></p> <p>All of the modules contain numerous transferable skills and many of these are also included in a range of different assessments opportunities, these include:</p> <p>Communication and presentation skills – through the sharing of ideas, providing peer feedback, formal presentation of ideas and research, etc.</p> <p>Interactive and group skills – numerous opportunities to work as a group, taking on different roles and responsibilities in order to support own and other s development.</p> <p>Problem solving skills- every lecture will engage</p>

the students in problem solving in some respect, e.g. linking two ideas together to create a gymnastic sequence; adapting an idea to simplify or make it more challenging; how to present findings in the most appropriate way to demonstrate understanding, etc.

Ability to self-appraise and reflect on own strengths and weaknesses – informally via opportunities to feedback on particular aspects of performance; formally via written reflective assessment tasks, etc.

Ability to plan and manage learning – meeting deadlines for directed study tasks and assessments, using tutorial support, etc.

ICT skills- use of camera technology to identify how to improve work, creation of resources such as DVD's to support learning and demonstrate knowledge and understanding, etc.

Research skills – using journals to support thinking and develop understanding, observing practice of others, using questionnaires or interviews to find out information about a particular aspect of practice, etc.

Learning Outcomes Developed and Assessed by each Module

<i>Module</i>	1	2	3	4	5	6	7	8	9	10	11	12	13	14
SPRT1001	✓	✓		✓		✓				✓	✓	✓	✓	✓
SPRT1002	✓	✓				✓					✓	✓	✓	✓
SPRT1003		✓				✓					✓	✓	✓	✓
SPRT1004		✓				✓			✓		✓	✓	✓	✓
SPRT 1005	✓				✓						✓	✓	✓	
SPRT1009	✓	✓		✓	✓			✓		✓	✓		✓	✓
SPRT 1015		✓			✓	✓	✓		✓		✓	✓	✓	
SPRT1016			✓			✓	✓	✓	✓	✓	✓			
SPRT1017	✓		✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓
SPRT2001		✓				✓								
SPRT2002		✓	✓		✓	✓					✓	✓	✓	
SPRT2003	✓	✓				✓					✓	✓	✓	
SPRT2004	✓	✓			✓	✓					✓	✓	✓	
SPRT2010			✓	✓	✓	✓	✓		✓	✓	✓			
SPRT2011		✓ ✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
SPRT2012	✓		✓	✓	✓			✓	✓	✓	✓	✓	✓	✓

								✓						
SPRT2025	✓ ✓	✓ ✓	✓	✓ ✓	✓ ✓		✓	✓ ✓		✓	✓	✓	✓	✓
SPRT2026	✓		✓ ✓	✓ ✓	✓ ✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
SPRT3001/2		✓ ✓				✓ ✓						✓	✓	✓
SPRT3017	✓ ✓	✓ ✓	✓	✓ ✓	✓	✓ ✓	✓	✓	✓	✓	✓	✓	✓	✓
SPRT3018		✓ ✓		✓ ✓	✓ ✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
SPRT3019	✓	✓	✓	✓	✓ ✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
SPRT3021		✓	✓ ✓		✓	✓			✓ ✓		✓			✓
SPRT3022		✓	✓ ✓	✓	✓	✓	✓	✓ ✓	✓				✓	✓
SPRT3026	✓	✓		✓	✓	✓	✓	✓			✓		✓	

14. Assessment Strategy

Regulation of assessment

The course operates under the [Undergraduate Regulatory Framework \(URF\)](#) which sets out the full regulations for passing modules, grading of modules, retrieving failed modules, progression from one academic level to the next, requirements for awards, and how the degree is classified.

The course is fully compliant with UW regulations for assessment, mitigation, appeals and complaints. For further details on any of these areas please follow this link to the [Registry website](#) or see the [UW Student Handbook](#).

How your work is assessed

Each assessment item has published specific marking criteria contained in the module outline given to students at the beginning of the module. These are based on the generic assessment criteria contained within the [UW Student Handbook](#).

The table below shows the full range of assessment items used within the subject, by module and also shows the relative weightings of each item.

Assessment Methods used per Module

Module	Written	Presentation	Practical	Exam
SPRT1009	40%		60%	
SPRT1015	70%	30%		
SPRT1016	70% 30%			
SPRT1017	40%			

	60%			
SPRT2010		50%		50%
SPRT2011	70% 30%			
SPRT2012	50% 50%			
SPRT2025	50%		50%	
SPRT2026	50%		50%	
SPRT3017	75% 25%			
SPRT3018	100%			
SPRT3019	60%	40%		

NB Module Leaders review the pattern and range of assessment on an annual basis. Any proposed amendments are presented at the Institute Quality Committee. If they are approved the matrix above will updated to reflect the amendments.

Word limits

All coursework items are set a maximum word length, and you should indicate the number of words you have used at the bottom of each piece of coursework (word processors will count words for you).

Submission of coursework

Submission dates are indicated in each module outline published at the start of each semester. Module tutors will set deadlines for the submission of work. Module tutors are not permitted to grant extensions for the late submission of assessment items. They must be adhered to since degree level work involves learning how to organise your own work satisfactorily. You should include an item report form and an assessment tracking sheet when submitting assessment items in order to receive feedback and an electronic receipt.

All course work due in during normal teaching weeks must be placed in the collection box located at the Sport & Exercise Science Reception located in the corridor near the Yelland and Urwin Lecture Theatres by 3pm on the due date. Some modules will require you to submit your work via SOLE, where this is the case, you will be informed in the module outline.

Late Submissions

Students who submit coursework late but within five days of the published due date will have the work marked and the actual grade obtained will be communicated to the student for feedback on his/her performance but the grade awarded will be capped at the minimum pass grade, unless a claim of mitigating circumstances is made and upheld. The grade "L1" will be used to indicate that the grade has been capped due to late submission.

Students who submit coursework later than five days but within two weeks of the published due date will not have the work marked. A grade of "L2" will be used to indicate that work had been submitted. Students who have a claim of mitigating circumstances upheld and have submitted the assessment item within two weeks of the due date, the original assessment item will be marked. In all other cases the student will be required to complete a new assessment item.

Students who submit coursework after the due date that is marked on a Pass/Fail basis or submitted for reassessment and subject to being capped at the minimum pass mark will not have the work marked. A grade of "L2" will be used to indicate that work had been submitted. Students who have a claim of mitigating circumstances upheld and have submitted the assessment item within two weeks of the deadline, the original assessment item will be marked. In all other cases the student will be required to complete a new assessment item.

Non-submissions

When an assessment item is not submitted within two weeks of the due date, it will be counted as an attempt and marked as 0 with a grade of NS. This will result in the overall module being failed, regardless of any apparent overall pass grade. The student will not be permitted a reassessment opportunity and will be required to retake the module.

Where a student is unable to submit an assessment item by the due date because of illness or other valid reasons ("Mitigating Circumstances") a student may submit an application to the Mitigations Committee.

You must keep an electronic copy of your work in the unlikely event of your original work being mislaid.

Coursework with a hand in date outside normal teaching weeks, for example in January, may be posted in the collection box in the collection point indicated above or alternatively may be submitted by post as long as the following guidelines are met: the assessment item must be sent by recorded or special delivery it must be posted (franked) by Royal Mail no later than the assessment due date it should be addressed to:

Assignment Administrator
Institute of Sport & Exercise Science
University of Worcester
Henwick Grove
Worcester
WR2 6AJ

Return and Collection of Marked Work

Where work has not been returned via SOLE, students will be given the opportunity to collect their work at the beginning of each semester. This process is managed by the Institute's Administration Office. Students should be aware that marked work is only retained for a period of twelve months before it is destroyed. Students should also note that a sample of work is always sent to the external examiner for scrutiny. This is always returned to the University, but students may have to wait a little longer for their work to

be returned if it is included in the sample. In the case of failed work students will be able to access this directly from the Institute's Administration Office once they have been informed by Registry that they are required to resubmit work for reassessment

A transcript of results will be available on-line via your [SOLE page](#) once marks have been agreed. To view your results click on the 'My Results' Tab when using your [SOLE page](#).

How your work is marked

The Marking and Moderation Policy:

All assessed, written student work is subject to a rigorous process of within module moderation:

- All work is subject to a process of moderation to ensure that marking for the module is consistent. This process takes place as soon as possible following the submission deadline and is the responsibility of the module leader. The module leader will identify a blind sample of work (15%) and ensure that the sample is cross-marked by all members of the module team (usually no later than 72 hours after the work has been received). All members of the team will then meet to confirm that all work in the sample has been marked according to the prescribed grading criteria;
- If the original sample of work selected for moderation is particularly narrow in range the module leader will select a number of additional assignments for marking at the moderation meeting;
- The Institute's 'Assessment Moderation Form' is completed by the module leader. This form will record the discussions/issues raised at the meeting. A copy of this form is included in the sample of work sent to external examiners. This is also evidenced by detailed commentary on the item report form or grading template and will reflect agreement of the final grade between all module tutors. In instances where two markers cannot agree a grade, the work is passed to a third marker. The decision of the third marker is final;
- Once the process of moderation has been completed the rest of the work can be marked by individual tutors. Tutors are then required to return all marked work to the module leader at least 48 hours before marks the ETM deadline
- A sample of work (15%) from modules within the Course is sent to UW approved External Examiners for further scrutiny and comment. The sample will include a full range of the grades awarded for the module as well as some of those included in the sample for moderation

NB. All grades awarded are provisional until confirmed at the Exam Board

The module leader will normally be the person to establish the best pattern to ensure the policy is followed. If this is not the case then the Course Leader will assume responsibility.

In any instances where modules are taught by a single tutor, the Course Leader will ensure a second tutor from within the Course team is appointed to act as second marker for purposes of moderation. This will be decided at the Course team meeting at the beginning of the semester.

The essential feature is that the module leader must ensure and demonstrate through

the completion of the Assessment Moderation Form that a sample of all work has been: Moderated by all members of the module team. In instances where modules are taught by a single tutor, the sample selected for moderation must be double marked by another tutor.

A module is selected by the Course team after the Exam Board for further scrutiny. This decision should be based on analysis of statistics.

Sampling and Guidance Notes

- Sampling at 15% is the norm depending on type of module, the larger the group the smaller the percentage);
- Moderation details must be recorded by the module leader on the assessment moderation form;
- Double marking must be recorded with appropriate comments and signature on the Item Report Form or grading template;
- All fails are double marked.

NB The one exception to this process is the independent study, where all submissions are double marked

Feedback on your work

Feedback in the academic realm can take many forms, but each can be used to improve your performance. Some of the different types of feedback include:

- Written comments from your tutor, usually attached to your assignments;
- Verbal comments from your tutor associated with your work;
- Generic feedback from tutors covering particular strengths/weaknesses found in the work of a particular student group;
- Comments from other students about your work (peer feedback);
- Your own comments and reflections on your work (self-assessment & feedback).

Please see the [Study Skills](#) page on the Student Services website for information on how to use feedback to improve your work.

Study Skills

[Study Skills Advice Sheets](#) have been developed in order to help you to plan and carry out your coursework and assessments, making the most of the time available and helping you to achieve your potential.

The induction programme at the start of the course includes PDP and study skills which are also embedded throughout the course.

Mitigating Circumstances

These are defined as exceptional circumstances, outside of your control, that have affected your academic performance. If a student believes that their performance, absence or non-submission of work in an item of assessed work was due to illness or other valid reasons, the student may submit a claim under procedures approved by Academic Board. [See Procedure for Dealing with claims of Exceptional Mitigating Circumstances.](#)

Claims of exceptional mitigating circumstances should be submitted on the mitigating

circumstances form before results are considered by the Board of Examiners and before the published deadline.

Information on how to submit a claim of [Mitigating circumstances](#) can be found via your [SOLE page](#) in the “My Course Details” tab. Full procedures and regulations regarding mitigation can be found on the [Registry Services website](#).

Cheating

Cheating is defined by the University as any attempt to gain an unfair advantage in an assessment or assisting another student to gain an unfair advantage in an assessment. [See Procedures for investigation of cases of alleged cheating.](#)

Cheating is a serious offence and takes many forms including:

Plagiarism – passing off the work of someone else as if it is your own.

Collusion – working closely with someone else to produce an assignment that is meant to be the work of an individual.

The Internet is frequently used to download material to use in assignments. The University deals severely with students who cheat and penalties extend to suspension and withdrawal for a second (or particularly serious first) offence.

In order to avoid an allegation of cheating make sure that you follow guidance on conventions for referencing and for use of quotations. If you are in any doubt, check with your tutors who will be happy to advise you.

Guidance on Presentation of Assessed Work

It is of particular importance that your handwriting is legible. If your work is difficult to read you cannot expect to get as good a mark as the same work if presented neatly. In extreme cases illegible work will not be read at all and will receive a mark of zero. You will need to be able to write speedily and legibly in tests or exams. By the end of the first year of your course you will be expected to submit your work word-processed; you are strongly advised to become familiar with this technology at the earliest opportunity.

Word processed documents should:

- Include complete title of the assessment item and module code;
- Use the Arial font 12 point size;
- Use one and a half or double spacing;
- Use margins of at least 2.5cm;
- Include Page Numbers.

If the work is marked anonymously you should not include your name on any page.

Use of English Language

As will be seen in the assessment criteria, quality of language use, including spelling, grammar, syntax and overall structure, is taken into account in awarding a grade. It is essential that language is used correctly if ideas and arguments are to be communicated effectively. The Level Four module UMSC1420 Academic English and Study Skills is designed to assist International Students.

You should ensure that you always spell-check and proof-read your work (the

spellcheckers in word processors do not pick up all errors). It is a good idea to leave a piece of work for a day or so if possible, and then revisit it as if you were going to mark it yourself - you may be surprised at how many errors and unclear sentences you find when you do this. Careful proof-reading usually pays dividends.

Bibliographies and referencing

The use of references in the text fulfils a number of purposes:

- it enables you to provide supportive evidence to illustrate a point you are making
- it provides evidence to the reader that you have reviewed the literature in a specific Course of study and you are able to introduce theories and/or perspectives that are presented within the literature which support and link to your own ideas
- it enables the reader to identify the source of the literature you have reviewed, so they can make use of the literature themselves (adapted from Continuing Professional Development, Faculty of Education and Psychology, 1999).
- You will be expected to cite references to your sources of information within your text by quoting the author's name and the date of publication immediately following the information. There are a number of accepted ways of presenting the references. You must use the Harvard Referencing System (detailed instruction in this method can be found via the following link): [Harvard](#)

[Study Skills Advice Sheets](#) have been developed in order to help you to plan and carry out your coursework and assessments, making the most of the time available and helping you to achieve your potential.

Appeals and Complaints

Sometimes things do go wrong. In most cases matters can be resolved quickly and informally at a local level. However, if you continue to be dissatisfied with the response then you should make an academic appeal or a complaint.

If you are appealing against an academic decision, you should follow the [Appeals procedure](#). You will find details here of how to challenge a decision.

The [Complaints procedure](#) is designed to complement the appeals process and will consider any other subject relating to the student experience.

15. Programme structures and requirements

Award map

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 academic (personal) tutor or members of the course team will advise you on these choices.

Module Code	Module Title	Credit	Joint Hons	Prerequisites
SPRT1001	Foundations of Sport (Practical Kinesiology)	15	O	None
SPRT1002	Foundations of Sport (Psychology)	15	O	None

SPRT1003	Foundations of Sport (Physiology)	15	M	None
SPRT1004	Introduction to Socio-Cultural issues	15	O	None
SPRT1005	Introduction to Motor Learning & Skill Acquisition	15	O	None
SPRT1009	Dance & Gymnastics 1	15	M	None
SPRT1015	PE: Context & Issues	15	O	None
SPRT1016	Teaching Games in Primary Schools	15	O	None
SPRT1017	Fundamentals of Athletics	15	O	None

Joint Pathway Requirements at Level 4

All Joint Students must take, SPRT1003 and, SPRT1009. In addition, all students who are intending to progress onto a PGCE PE course are strongly advised to take at least two from SPRT1015, SPRT1016 and, SPRT1017 as free choice modules. All Honours 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	Major Hons	Joint Hons	Minor Hons	Pre-requisites
SPRT2001	Research Methods	15	M	M/O*	NA	None
SPRT2002	Sociology of Sport	15	O	O	O	None
SPRT2003	The Physiology of Sport and Exercise	15	O	O	O	None
SPRT2004	The Psychology of Sport and Exercise	15	O	O	O	SPRT1002
SPRT2010	Mind & Body: Critical Enquiry in PE	15	M	M	O	None
SPRT2011	Vocational Placement	15	M	M	O	None
SPRT2012	Swimming & Outdoor Adventurous Activities	15	O	O	O	None
SPRT2025	Aesthetic Activities: Dance & Gym 2	15	O	O	O	SPRT1009 or other relevant experience
SPRT2026*	Teaching Games in Secondary Schools	15	O	O	O	None

SPRT2026* Students on joint/major/minor pathways with Sports Studies or Sports Coaching Science may not choose SPRT2026 AND SPRT2018 (Invasion games)

Major Pathway Requirements at Level 5

All Major Students must take SPRT2001, SPRT2010 and, SPRT2011 plus at least one optional module listed from those above. Students must also choose 2 modules from their minor pathway. In addition, students are permitted to choose two free choice modules at Level 5 from others listed above as optional or from Open modules within the Undergraduate Regulatory Framework including those (subject to availability).

Joint Pathway Requirements at Level 5

All Joint Students must take SPRT2010 and, SPRT2011 plus at least one optional module from either SPRT2012, SPRT2025 AND SPRT2026. Students must also choose 3 modules from their other joint pathway. In addition, students are permitted to choose two free choice modules at Level 5 from others listed above as optional, or from Open modules within the Undergraduate Regulatory Framework (subject to availability).

Minor Honours Requirements at Level 5

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

In addition:

Students who are intending to progress onto a PGCE PE course are strongly advised to take at least two from SPR2012, SPRT2025 and SPRT2026 as free choice modules.

LEVEL 6

Module Code	Module Title	Credit	Major Hons	Joint Hons	Minor Hons	Prerequisites
SPOR3001/2	Independent Study	30	M	M/O	NA	SPOR2001
SPRT3017	Pedagogy and Performance – Participatory Action Research	15	M	M	O	None
SPRT3018	Application of Learning Theory	15	M	M	O	SPRT2011 SPRT 2010
SPRT3019	The 14 – 19 Curriculum	15	O	O	O	None
SPRT3021	Global and Olympic Sport	15	O	O	O	None
SPRT3022	Sport & Disability	15	O	O	O	None
SPRT3026	The Developing Child in Sport	15	O	O	O	None

Major Honours Requirements at Level 6

All Major students must take the double mandatory Independent Study module (SPRT3001/02) over one or two semesters and three mandatory modules SPRT3017 SPRT3018, SPRT3019, plus one other optional module from those listed above (subject to availability).

Joint Honours Requirements at Level 6

If intending to complete an Independent Study in Physical Education students must choose SPRT3001/2 (double module) and SPRT3017 and SPRT3018. If the independent study is completed in another subject area students will be required to take SPRT3017, SPRT3018, plus two optional modules listed from those above (subject to availability).

Minor Honours Requirements at Level 6

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

16. QAA Academic Infrastructure

Like all Higher Education courses in the UK, this award is designed with reference to the [Academic Infrastructure](#), a means of describing academic standards in terms of the [academic level](#) you are expected to achieve and, in broader terms, the [content](#) that will be covered.

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

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

<http://www.hlst.heacademy.ac.uk/events/seminars2000/benchmarks.html>

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

- Human responses and adaptations to sport and exercise;
- Performance of sport and exercise and its enhancement, monitoring and analysis;
- Historical, social, political, economic and cultural diffusion, distribution and impact of sport policy,
- The study of planning, management and delivery of sporting opportunities.

These four 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 Physical Education course all the previously mentioned study areas can be found in the course. These benchmark statements are mapped out in a matrix in relation to the key modules where they are embedded (which can relate to both the module learning outcomes and the indicative content).

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.

The course is fully compliant with the University's [Curriculum Design Policy](#)

The Framework for HE Qualifications (FHEQ)

The programme is fully compliant with the FHEQ ensuring that the qualification represents appropriately the level of achievement and reflects accurately the field of study.

QAA Code of Practice for Placement Learning

The Institute has responded to the QAA Code of Practice by the development of two separate Placement Guides; one for students and one for employers, which respond to each of the precepts in the code.

Other QAA Codes of Practice

This programme proposal is developed in full congruence with the UW response to QAA Codes of Assessment, Careers Guidance, Collaboration and Student Disabilities. Full copies of the above documents can be found by visiting the [AQU website](#).

17. Support for students

Academic (Personal) Tutor System

Each student, where possible, will be allocated an academic (personal) tutor from within the Course Team. You will be given an opportunity to meet with your tutor during your induction sessions and the intention behind the system is that you will develop a close working relationship, so that the tutor builds up a clear picture of your progress throughout your course. He/She will be able to offer you both academic and pastoral advice and should be the person you contact if you have to deal with personal problems during your course.

The Academic (Personal) Tutor will encourage your personal development planning (PDP) and offer advice regarding your continuing professional development (CPD) so that you receive structured face-to-face and online 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 academic (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 academic (personal) tutor is your regular point of contact within the University. Normally your academic (personal) tutor will remain with you throughout your time at the University.

How often should I meet my Academic (Personal) Tutor?

You ought to meet your academic (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

At the start of your programme, through your academic (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, e.g. in theory and practice, regarding work-based, social or formal learning, experiential or information-based, Students Union activity or study abroad etc;
- Accessible support mechanisms for engagement in PDP across the range of learning contexts, e.g. 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 PDP with a tutor or advisor.

Study Skills

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

The Study Skills Advice Sheets below available from the link below have been developed in order to help you to plan and carry out your coursework and assessments, making the most of the time available and helping you to achieve your potential.

<http://www2.worc.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 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).

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 accreditation 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).

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 (formerly annual monitoring 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 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 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

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 grades from 45 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.

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

The University underwent a QAA Institutional Audit in March 2011. The audit confirmed that confidence can be placed in the soundness of the institution's current and likely future management of the academic standards of its awards and the quality of the learning opportunities available to students. The audit team highlighted several aspects of good practice, including the student academic representative (StARs) initiative, the proactive approach which supports the student experience for disabled students, the comprehensiveness of the student online environment (SOLE), the wide range of opportunities afforded to students to enhance their employability, the institution's commitment to enhancement, and the inclusive approach to working with its collaborative partners.

22. Employability and graduate destinations

Career Opportunities & Links with Employers

Within the Institute of Sport and Exercise Science there is a designated academic member of staff who is a Careers Coordinator. That member of staff liaises very closely with the Careers Unit within Student Services. There is a Careers notice board where opportunities are regularly posted and more recently a blackboard based careers board.

Opportunities for further study

Students are able to spend the second semester of their second year studying at one of the Universities International Partner Institutions. Furthermore, 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.

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.