

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 Sport & Exercise Science
6. Pathways available Single Honours
7. Mode and/or site of delivery University of Worcester
8. Mode of attendance Full Time / Part Time
9. UCAS Code 3X6C
10. Subject Benchmark statement and/or professional body statement Hospitality, Leisure, Sport & Tourism (2000)
11. Date of Programme Specification preparation/revision May 2008/Amended Aug 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 aims to:

- A.** Develop a depth of integrated knowledge, critical perspectives and skills (including research skills), which characterise the study of sport;
- B.** Apply theory in a range of practical contexts in sport and exercise science;
- C.** Develop key skills, safety and ethical awareness;
- D.** Develop autonomy and independence in learning.

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.

BSc Sport & Exercise Science

Educational Aims' of the Programme Developed by Module

Module Code	Module Title	A	B	C	D
LEVEL 4					
SPRT1007	Introduction to the Scientific Study of Sport	✓	✓	✓	✓
SPRT1002	Foundations of Sport (Psychology)	✓	✓		
SPRT1001	Foundations of Sport (Kinesiology)	✓	✓		
SPRT1003	Foundations of Sport (Physiology)	✓	✓		
SPRT1005	Introduction to Motor Learning & Skill Acquisition	✓	✓		
SPRT1013	Physical Activity, Exercise & Health	✓	✓	✓	✓
SPRT1014	Personal Growth & Team Building Through Outdoor Adventurous Activity		✓	✓	
SPRT1008	Partnerships & Sports Coaching	✓	✓		
SPRT1012	Foundations of Sports Management	✓	✓		
LEVEL 5					
SPRT2001	Research Methods	✓	✓	✓	✓
SPRT2006	Contemporary Investigations in Sport & Exercise Science	✓	✓	✓	✓
SPRT2003	The Physiology of Sport & Exercise	✓	✓	✓	
SPRT2005	The Biomechanics of Sport & Exercise	✓	✓		
SPRT2004	The Psychology of Sport & Exercise	✓	✓		
SPRT2017	Health Based Fitness Testing & Exercise	✓	✓	✓	

	Prescription				
SPRT2023	Scientific Analysis of Sport Performance	✓	✓	✓	✓
SPRT2022	Sports Nutrition	✓	✓		
SPRT2020	Motor Skill Progression	✓	✓		
LEVEL 6					
SPRT3001/2	Independent Study	✓	✓	✓	✓
SPRT3016	Enhancing Performance	✓	✓	✓	✓
SPRT3005	Strength, Power & Speed	✓	✓	✓	
SPRT3014	Biomechanical Analysis of Sport Techniques	✓	✓	✓	
SPRT3013	Consultancy in Applied Sport & Exercise Psychology	✓	✓	✓	
SPRT3007	Limits to Human Performance	✓	✓		
SPRT3015	Physiological Support of the Elite Athlete	✓	✓	✓	

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 Sport & Exercise Science degree course are as follows:

<p>Knowledge and understanding:</p> <ol style="list-style-type: none"> 1. Identify, critically analyse and make effective use of the key concepts, disciplines and principles in the theoretical underpinnings of sport and exercise science. 2. Gather, interpret and apply through intervention the key concepts of the study of sport and exercise science in selected practical situations. 3. Utilise and critically evaluate the effectiveness of a multi-disciplinary approach to the study of sport and exercise science. 4. Demonstrate a critical understanding of the philosophical basis of scientific paradigms. 	<p><i>Examples of learning, teaching and assessment methods used:</i></p> <p>Lectures, seminars, practical work, independent and group study tasks.</p> <p>Assessments involve examinations, laboratory reports, essays, and presentations.</p>
<p>Cognitive and intellectual skills:</p> <ol style="list-style-type: none"> 5. Demonstrate a critical awareness of the application of appropriate theory to selected contexts 6. Identify, critically analyse and solve problems in sport and exercise science through the utilization of a wide range of observational and scientific approaches. 7. Develop the ability to critically interpret data and text. 8. Develop an independent approach to learning. 	<p><i>Examples of learning, teaching and assessment methods used:</i></p> <p>Problem-based learning, seminars, practical work, independent and group study tasks.</p> <p>Assessments involve examinations, laboratory reports, essays, reflective logs, and presentations.</p>
<p>Practical skills relevant to employment:</p> <ol style="list-style-type: none"> 9. Demonstrate safety and ethical awareness in the performance, 	<p><i>Examples of learning, teaching and assessment methods used:</i></p>

<p>supervision and development of sport and exercise science skills.</p> <p>10. Plan, design, manage and execute practical activities using appropriate techniques and procedures.</p>	<p>Work-based learning and problem-based learning.</p> <p>Assessments include written and oral presentations, laboratory reports, independent study and reflective logs.</p>
<p>Transferable/key skills:</p> <p>11. Communicate and present information effectively in a variety of forms.</p> <p>12. Develop the ability to self appraise and reflect on practice.</p> <p>13. Develop interactive, group and problem solving skills.</p> <p>14. Develop the ability to plan and manage their learning.</p> <p>15. Apply numerical and C & IT skills where appropriate.</p>	<p><i>Examples of learning, teaching and assessment methods used:</i></p> <p>Problem-based learning, independent and group study tasks, e-learning, presentations, and work-based learning.</p>

Learning Outcomes Developed and Assessed by each Module

Module	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
SPRT1001	✓	✓			✓	✓	✓			✓	✓	✓			✓
SPRT1002	✓				✓	✓	✓		✓	✓		✓		✓	
SPRT1003	✓				✓	✓	✓		✓	✓	✓				✓
SPRT1005	✓	✓			✓	✓	✓		✓	✓	✓	✓	✓	✓	
SPRT1007	✓		✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓

SPRT1008	✓										✓				
SPRT1012	✓				✓						✓				
SPRT1013	✓	✓			✓	✓	✓				✓				✓
SPRT1014	✓				✓		✓			✓	✓	✓	✓		✓
SPRT2001	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
SPRT2003	✓	✓				✓	✓		✓	✓	✓		✓		✓
SPRT2004	✓	✓				✓	✓		✓	✓	✓		✓	✓	
SPRT2005	✓	✓				✓	✓		✓	✓	✓		✓		✓
SPRT2006	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓		✓	✓	✓
SPRT2017	✓	✓			✓	✓	✓		✓	✓	✓		✓		✓
SPRT2020	✓	✓			✓	✓	✓			✓	✓	✓	✓		
SPRT2022	✓	✓			✓	✓	✓		✓		✓		✓		✓
SPRT2023	✓	✓	✓		✓	✓	✓		✓	✓	✓	✓	✓	✓	✓
SPRT3001/ 2	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
SPRT3005	✓	✓	✓		✓	✓	✓			✓	✓		✓		✓
SPRT3007	✓		✓		✓	✓	✓				✓		✓		✓
SPRT3013	✓	✓	✓		✓				✓		✓		✓		
SPRT3014	✓	✓			✓	✓	✓		✓	✓	✓		✓		✓
SPRT3015	✓	✓			✓	✓	✓		✓	✓	✓		✓		✓
SPRT3016	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
SPRT3024	✓				✓	✓	✓		✓		✓		✓		

14. Assessment Strategy

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
SPRT1001			50%	50%
SPRT1002	50%			50%
SPRT1003			60%	40%
SPRT1005		60%		40%
SPRT1007	40% + 40%	20%		
SPRT1008	50% + 50%			
SPRT1012	50%			50%
SPRT1013	60%	40%		
SPRT1014	100%			
SPRT2001	50%			50%
SPRT2003			50%	50%
SPRT2004	50%	50%		

SPRT2005			50%	50%
SPRT2006	50%	50%		
SPRT2017	40% + 60%			
SPRT2020		50%	50%	
SPRT2022	60%		40%	
SPRT2023	40%		60%	
SPRT3002	100%			
SPRT3005	50% + 50%			
SPRT3007	60%	40%		
SPRT3013	60%	40%		
SPRT3014	50%	50%		
SPRT3015	100%			
SPRT3016	60% + 40%			
SPRT3024	80%	20%		

NB Module Leaders review the pattern and range of assessment on an annual basis. Any proposed changes have to be presented at IQC. If they are approved the matrix above will be updated as these changes occur.

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.

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

At the beginning of each semester students are given the opportunity to collect their work from the previous 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.

Staff should ensure that both scripts and item report forms/grading templates show evidence that the assignment has been marked by at least one other member of staff

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. No grades are altered after moderation has been completed. 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. Variation occurs due to:

Modules being taught by several tutors as a team

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 them module team;

In instances where modules are taught by a single tutor, the sample selected for moderation must be double marked by another tutor

Moderated by an External Examiner after grades have been entered through the ETM

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.

The following represent grounds for the submission of a claim:

Serious illness

Serious illness of partner, relative or friend

Bereavement

Excessive employment demands which were substantial and temporary (part-time students only)

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 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. The University provides information on how to avoid [plagiarism](#).

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](#) (.pdf). You will find details here of how to challenge a decision.

The [Complaints procedure](#) (.pdf) 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.

Award Map

LEVEL 4

Module Code	Module Title	Credits	Single Hons: Module Status	Prerequisites
SPRT1007	Introduction to the Scientific Study of Sport	30	Mandatory	None
SPRT1001	Foundations of Sport (Practical Kinesiology)	15	Mandatory	None
SPRT1002	Foundations of Sport (Psychology)	15	Mandatory	None
SPRT1003	Foundations of Sport (Physiological)	15	Mandatory	None
SPRT1005	Introduction to Motor Learning & Skill Acquisition	15	Mandatory	None
Optional Sport module choice				
SPRT1013	Physical Activity Exercise & Health	15	Optional	None
SPRT1012	Foundations of Sport Management	15	Optional	None
SPRT1014	Personal Growth & Team Building Through Outdoor Adventurous Activity	15	Optional	None
SPRT1008	Partnerships & Sports Coaching	15	Optional	None

Single Honours Requirements at Level 4

Single Honours students must take the five Mandatory modules SPRT1007 (double module) SPRT1001, SPRT1002, SPRT1003, SPRT1005

In addition:

All Single Honours Students are permitted to choose two Free Choice modules at Level 4 from the optional sport module choices, or elsewhere within the Undergraduate Regulatory Framework.

LEVEL 5				
Module Code	Module Title	Credits	Single Hons: Module Status	Prerequisites
SPRT2006	Contemporary Investigations in Sport & Exercise Science	15	Mandatory	None
SPRT2001	Research Methods	15	Mandatory	None
SPRT2003	The Physiology of Sport & Exercise Science	15	Mandatory	None
SPRT2004	The Psychology of Sport & Exercise	15	Mandatory	SPRT1002
SPRT2005	The Biomechanics of Sport & Exercise Science	15	Mandatory	None
Optional Sport module choice				
SPRT2023	Scientific Analysis of Sport Performance	15	Optional	None
SPRT2017	Health Based Fitness Testing & Exercise Prescription	15	Optional	None
SPRT2022	Sports Nutrition	15	Optional	None

SPRT2020	Motor Skill Progression	15	Optional	None
----------	-------------------------	----	----------	------

Single Honours Requirements at Level 5

*Students must take the five Mandatory modules SPRT2001, SPRT2006, SPRT2003, SPRT2004 and, SPRT2005 **plus** up to three optional modules from the portfolio choice highlighted above.*

In addition:

All Single Honours Students are permitted to choose one Free Choice module at Level 5 from other Open modules within the Undergraduate Regulatory Framework (subject to availability).

LEVEL 6				
Module Code	Module Title	Credits	Single Hons: Module Status	Prerequisites
SPRT3002	Independent Study	30	Mandatory	SPRT2001
SPRT3007	Limits to Human Performance	15	Mandatory	None
SPRT3015	Physiological support of the elite athlete	15	Mandatory	None
SPRT3016	Enhancing Performance	15	Mandatory	None
Mandatory module choice				
SPRT3005	Strength, Power & Speed	15	Optional	None

SPRT3013	Consultancy in Applied Sport & Exercise Psychology	15	Optional	None
SPRT3014	Biomechanical Analysis of Sports Techniques	15	Optional	SPRT2005
SPRT3024	Physical Activity in the Prevention of Disease	15	Optional	None

Single Honours Requirements at Level 6

*Single Honours students must take the double mandatory Independent Study module (SPRT3002) over two semesters **and** three mandatory modules SPRT3007, SPRT3015, SPRT3016, plus three modules from the portfolio choice highlighted 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 (2007) Hospitality, Leisure, Sport and Tourism Network (HLSTN) general benchmark statements.

Full copies of the above documents can be found by visiting the AQU website:

<http://www2.worc.ac.uk/aqu/>, 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.

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

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

The Framework for HE Qualifications

The programme is fully compliant with the framework for HE Qualifications 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: <http://www2.worc.ac.uk/aqu/>

17. Support for students

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.

The [Disability and Dyslexia Service](#) within Student Services provides specialist support on a one to one basis.

Academic (Personal) Tutors

The academic tutor (personal tutor) is your regular point of contact within the University. Normally your academic tutor (personal tutor) will remain with you throughout your time at the University. The main focus of the Academic Tutor role is to support students in relation to their course and studies as follows:

- Support all students in becoming a member of the University and making the transition to studying in higher education
- Help students to understand the requirements of their course in terms of knowledge and understanding, skills development and assessment requirements
- Support students to take responsibility for their own learning through helping them to reflect on their progress, identify their learning needs and develop appropriate strategies to achieve them
- Help students to make the most of the learning resources and other forms of learning support available to them
- Support students in academic, professional and career related planning and development, and the appropriate recording of this
- Advise and guide students on issues or problems arising whilst they are at the University and, where appropriate, direct them to the broader range of services provided by the University
- Support students for whom there may be particular challenges when entering higher education (eg students with disabilities, students leaving care, black and ethnic minority students)
- Academic Tutors will normally be subject specialists and link with a named student throughout their undergraduate studies. Academic Tutors will make students aware of when they are available and how they prefer to be contacted

NB for second and third years your personal tutor will now be known as your academic tutor.

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 (PDP)

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

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

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

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

Opportunity to build a record of their learning achievements

Opportunity to discuss their PDP with a tutor or advisor

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/>

18. Admissions policy, criteria and procedures

Admissions Policy for the course

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

Entry requirements

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

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

Admissions procedures

Full-time applicants apply through UCAS (*course code 3X6C*)

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 students over the age of 21 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 Staff/Student Consultative Committees will be constituted by all active teaching team and 2 Course Representatives 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 Team Meetings) will apply to this course.

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

20. Regulation of assessment

Requirements to pass modules

Modules are assessed using a variety of assessment activities which are detailed in the module specifications.

The minimum pass mark is D- for each module.

Students are required to submit all items of assessment in order to pass a module, and in some modules, a pass mark in each item of assessment may be required.

Some modules have attendance requirements (delete if this does not apply).

Full details of the assessment requirements for a module, including the assessment criteria, are published in the module outline.

Submission of assessment items

Students who submit course work late but within 5 days of the due date will have work marked, but the grade will be capped at D- unless an application for mitigating circumstances is accepted.

Students who submit work later than 5 days but within 14 days of the due date will not have work marked unless they have submitted a valid claim of mitigating circumstances.

Students who fail to submit an item of assessment lose their right to reassessment in that module, and will be required to retake the module.

For full details of submission regulations see URF.

Retrieval of failure

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

Reassessment items that are passed are graded at D-.

If a student is unsuccessful in the reassessment, they have the right to retake the module (or, in some circumstances, take an alternative module).

Requirements for Progression

Students at Level 4 may be permitted to progress to Level 5 when they have passed at least 90 credits at Level 4.

Students at Level 5 may be permitted to progress to Level 6 when they have passed at least 90 credits at Level 5.

A student who fails 90 credits or more due to non-submission will be required to withdraw from the University.

Students who pass less than 90 credits but have submitted all items of assessment will be required to retake modules.

Requirements for Awards

Award	Requirement
CertHE	Passed 120 credits at Level 4 or higher

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

Classification

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

Classification determined on the profile of the best 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.

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

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.

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.