

## PROGRAMME SPECIFICATION – Undergraduate COURSES

<b>1. Awarding institution/body</b>	University of Worcester
<b>2. Teaching institution</b>	University of Worcester
<b>3. Programme accredited by</b>	N/A
<b>4. Final award</b>	BSc Hons
<b>5. Programme titles</b>	Sports Coaching Science and Sports Coaching Science with Disability Sport
<b>6. Pathways available</b>	Single, Major, Joint, Minor for Sports Coaching Science and Single honours only for Sports Coaching Science with Disability Sport
<b>7. Mode and/or site of delivery</b>	University of Worcester
<b>8. Mode of attendance</b>	Full Time / Part Time
<b>9. UCAS Code</b>	C601 and C694
<b>10. Subject Benchmark statement and/or professional body statement</b>	Hospitality, Leisure, Sport & Tourism
<b>11. Date of Programme Specification preparation/revision</b>	July 2008 amended August 2011/ September 2011/ February 2012 / April 2012 <b>to include Disability Sport</b>

### 12. Educational aims of the programme

The educational aims provide the over-arching structure to the course, establish its key philosophical underpinnings and also include qualities and transferable skills necessary for employment as recommended by FHEQ.

The course aims to:

- A. Develop a depth of integrated knowledge, critical perspectives and skills (including research skills) which characterise sports coaching science;
- B. Apply appropriate athlete-centred sports coaching concepts, models, science and practices to a range of theoretical and real situations;
- C. Recognise, exercise and develop key skills (including personal responsibility and decision making in complex situations), safety and ethical awareness to help prepare students for a career in sports coaching;
- D. Develop autonomy, independent learning and an innovative culture which can be used to inspire and lead change within all sectors engaged in sports coaching;
- E. Critically evaluate and conceptualise information and evidence from a range of sources to solve problems, create strategies and predict future directions in sports coaching.

It should be noted that these aims are crucial in providing the over-arching structure of the programme and setting the general tone, or philosophy. This means that these aims can be both *explicitly* dealt with in modules, whilst at other times they are *implicitly* referred to in the modules.

BSc (Hons) Sports Coaching Science

BSc (Hons) Sports Coaching Science with Disability Sport

## Educational Aims' of the Programme Developed by Module

Module Code	Module Title	A	B	C	D	E
<b>LEVEL 4</b>						
SPRT1001	Foundations of Sport (Practical Kinesiology)	✓				
SPRT1002	Foundations of Sport (Psychology)	✓			✓	
SPRT1003	Foundations of Sport (Physiology)	✓				
SPRT1004	Introduction to Socio-Cultural Issues in Sport	✓		✓		
SPRT1006	Principles of Sports Coaching	✓✓	✓	✓✓	✓	✓
SPRT1008	Partnerships & Sports Coaching	✓✓	✓✓	✓	✓	✓
<b>LEVEL 5</b>						
SPRT2001	Research Methods	✓	✓			
SPRT2007	Effective Coaching	✓	✓✓	✓✓	✓	✓
SPRT2008	Scientific Approaches to Sports Coaching	✓	✓	✓		
SPRT2009	Performance Analysis	✓	✓	✓	✓	✓
*SPRT2027	Sport and Disability		✓	✓✓	✓	
*SPRT2028	Performance Analysis (Disability Sport)	✓	✓	✓	✓	✓
<b>LEVEL 6</b>						
SPRT3001/2	Independent Study	✓	✓		✓✓	✓
SPRT3010	Work Based Learning (Coaching Placement)	✓✓	✓✓	✓	✓	✓
SPRT3012	Coaching for the Future	✓	✓	✓✓	✓	✓✓
*SPRT3030	Applied Sport & Disability	✓✓	✓	✓✓	✓	✓✓
*SPRT3031	Work-Based Coaching Placement (Disability Sport)	✓	✓✓	✓✓	✓✓	✓

\*BSc (Hons) Sports Coaching Science with Disability Sport only.

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

### 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 Sports Coaching Science degree course are as follows:

<p><b>Knowledge and understanding:</b></p> <ol style="list-style-type: none"> <li>1. Identify, explain and analyse key concepts, disciplines and principles in the theoretical underpinnings of sports coaching science.</li> <li>2. Demonstrate an understanding of the need</li> </ol>	<p><b>Examples of learning, teaching and assessment methods used:</b></p> <p>Students will engage in a series of taught sessions that will be delivered in an interactive manner. Many of these sessions will be tutor led in a lecture room and could be followed by a seminar session in a smaller group. At times students will have been asked to complete</p>
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<p>for both a multi-disciplinary and inter-disciplinary approach to the study and practice of sports coaching</p> <ol style="list-style-type: none"> <li>3. Recognise and apply the key processes and ethical issues underpinning the concept of inclusive, athlete-centred coaching.</li> <li>4. Identify, analyse and solve problems in sports coaching through the utilisation of a wide range of observational and scientific approaches.</li> <li>5. Demonstrate an understanding of sports coaching through both academic and professional reflective practice</li> </ol>	<p>a reading or research task that will inform the forthcoming session.</p> <p>Students will develop their knowledge and understanding of the Sports Coaching Science curriculum, values and beliefs, specific pedagogy and a range of generic learning and coaching principles.</p> <p>Students will be challenged to self-reflect on previous practice and future aspirations. Knowledge and understanding is assessed through a range of different assessment opportunities in every module.</p>
<p><b><i>Cognitive and intellectual skills:</i></b></p> <ol style="list-style-type: none"> <li>6. Demonstrate the ability to research or collect a range of data, facts, theories, paradigms, principles and concepts.</li> <li>7. Demonstrate the ability to critically analyse, assess and evaluate a range of evidence for the construction of reasoned arguments, problem solving, decision making and strategic planning.</li> <li>8. Synthesise and interpret data to demonstrate a capacity for creative and original insight into the issues relevant to the professional context.</li> <li>9. Take responsibility for own learning and continuing professional development (CPD).</li> <li>10. Demonstrate emotional intelligence and sensitivity to diverse people.</li> </ol>	<p><b><i>Examples of learning, teaching and assessment methods used:</i></b></p> <p>Every module provides opportunities for students to develop their thinking skills and intellectual ability e.g. examining personal values and beliefs and the impact these have on coaching. Students will question their own journey so far in coaching and develop skills of enquiry in order to challenge their own and other coaches' motivation to remain as a coach.</p> <p>Students will be expected to develop logical arguments and debate issues and ideas from their evolving knowledge base. Students will be expected to construct reasoned arguments in a written, oral or as an ICT presentation.</p>
<p><b><i>Practical skills relevant to employment:</i></b></p> <ol style="list-style-type: none"> <li>11. Plan, design, manage and evaluate practical activities using appropriate data, techniques and procedures.</li> </ol>	<p><b><i>Examples of learning, teaching and assessment methods used:</i></b></p> <p>At every level students have different opportunities to develop their coaching skills in a practical setting, ranging from small group sessions with their peers</p>

<p>12. Undertake work based learning fieldwork with due respect for safety and risk assessment</p> <p>13. Recognise and respond to moral, ethical and safety issues which directly relate to sports coaching and be aware of relevant legislation and professional codes of conduct</p> <p>14. Display a critical insight into the changing nature of inclusive sport coaching and the organisations and partnerships directly or indirectly involved.</p> <p>15. Plan, design, execute and communicate a sustained piece of independent intellectual work using appropriate processes, media and reflective practice.</p> <p>16. Select modules that meet individual, educational needs, vocational aspirations and career development within the framework of modules available for the course.</p>	<p>and to involve local children in after school and Club settings. Towards the end of the course an intensive work placement module is followed consisting of coaching over a season and can include to coaching players with a disability. These experiences will be assessed through reflective and evaluative journals and logs along with peer and mentor feedback. There will be cross sport analysis which should stimulate debate and critical reflection.</p> <p>In all practical modules, students are also engaged in tasks which help them to develop their coaching skills, enabling them to be more competent and confident coaches across a range of age and interest groups in sports of their choice.</p>
<p><b>Transferable/key skills:</b></p> <p>17. Develop the ability to plan, organise and manage academic and applied learning Develop the ability to self appraise and reflect on practice.</p> <p>18. Engage effectively in team based problem solving activities and exhibit inclusive leadership qualities in the achievement of specified outcomes.</p> <p>19. Develop the ability to self-appraise and reflect on practice</p> <p>20. Communicate information effectively utilising oral, written and visual forms.</p> <p>21. Develop numeracy, quantitative and ICT skills</p>	<p><b>Examples of learning, teaching and assessment methods used:</b></p> <p>Students will develop their communication and presentation skills. This will be achieved through the sharing of ideas, providing peer feedback, formal presentation of ideas and research, etc.</p> <p>Students will develop the ability to self-appraise and reflect on own strengths and weaknesses using tools such as video and peer feedback. Formal feedback will be given via written tasks and tutor feedback.</p> <p>Students will develop the ability to plan and manage learning in areas such as meeting deadlines for assessments, using tutorial support and liaising with Clubs and team coaching staff.</p> <p>Students will develop skills of camera technology and various software packages to allow them to contribute to the coaching process</p>

*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	15	16*	17	18	19	20	21
SPRT1001	✓			✓		✓		✓			✓									✓	
SPRT1002	✓		✓	✓		✓	✓	✓	✓		✓						✓			✓	
SPRT1003	✓			✓		✓					✓									✓	✓
SPRT1004	✓	✓	✓			✓	✓	✓		✓			✓	✓			✓			✓	
SPRT1006	✓	✓	✓	✓		✓	✓		✓		✓		✓				✓	✓	✓	✓	
SPRT1008	✓	✓				✓		✓		✓				✓			✓			✓	
SPRT2001						✓	✓	✓							✓		✓			✓	✓
SPRT2007	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓		✓				✓	✓	✓	✓	✓
SPRT2008	✓	✓	✓			✓	✓	✓									✓				
SPRT2009	✓			✓		✓	✓	✓			✓						✓	✓		✓	✓
**SPRT2027	✓		✓				✓			✓			✓	✓						✓	
**SPRT2028				✓		✓		✓		✓				✓						✓	
SPRT3001 /2							✓								✓	✓				✓	✓
SPRT3010	✓	✓	✓	✓	✓	✓	✓	✓				✓	✓	✓			✓		✓		
SPRT3012	✓	✓			✓	✓	✓	✓		✓			✓	✓			✓		✓	✓	
**SPRT3030	✓	✓	✓	✓	✓	✓	✓			✓			✓	✓	✓		✓			✓	
**SPRT3031		✓	✓	✓	✓	✓			✓	✓		✓	✓	✓			✓		✓	✓	

\* Learning outcome 16 primarily relates to module selection therefore it is not mapped here.

\*\* BSc (Hons) Sports Coaching Science with Disability Sport only

## 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 Matrix*

Module	Written	Presentation	Practical	Exam
SPRT1001			50%	50%
SPRT1002	50%			50%
SPRT1003			60%	40%
SPRT1004	60%	40%		
SPRT1006	30% / 60%	10%		
SPRT1008	50% / 50%			
SPRT 1005		60%		40%
SPRT 1012	50%			50%
SPRT 1013	60%	40%		
SPRT 1014	100%			
SPRT 1016	30% / 70%			
SPRT2001	50%			50%
SPRT2007	40% / 60%			
SPRT2008	60%	40%		
SPRT2009	60%	40%		
SPRT 2013	50% / 50%			
SPRT 2017	40% / 60%			
SPRT 2018	75%	25%		
SPRT 2019	75%	25%		
SPRT 2020	50%	50%		
SPRT 2021	50% / 50%			
SPRT 2022	40% / 60%			

*SPRT 2027	70%	30%		
*SPRT2028	60%	40%		
SPRT3001/2	100%			
SPRT3010	100%			
SPRT3012	60%	40%		
SPRT 3004	100%			
SPRT 3005	50% / 50%			
SPRT 3006	60%	40%		
SPRT 3007	60%	40%		
SPRT 3009	100%			
SPRT 3011	75%	25%		
SPRT 3021	60%	40%		
SPRT 3023	50%	50%		
SPRT 3026	50%	50%		
*SPRT3030	100%			
*SPRT3031	100%			

\*BSc (Hons) Sports Coaching Science with Disability Sport

Figures indicated are assessment weighting percentages.

Note: Modules tend to consist of two pieces of assessed work. However the reason why more than two ticks can be given is because the Matrix relates to both the format and type of work.

Note 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.

### 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 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

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.

### 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](#)

## 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) 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.

### **LEVEL 4**

<b>Module Code</b>	<b>Module Title</b>	<b>Credit</b>	<b>Single Hons</b>	<b>Joint Hons</b>	<b>Prerequisites</b>
SPRT1001	Foundations of Sport (Practical Kinesiology)	15	M	O	None
SPRT1002	Foundations of Sport (Psychology)	15	M	M	None
SPRT1003	Foundations of Sport (Physiology)	15	M	O	None
SPRT1004	Introduction to Socio-Cultural Issues in Sport	15	M	O	None
SPRT1006	Principles of Sports Coaching	15	M	M	None
SPRT1008	Partnerships & Sports Coaching	15	M	M	None
SPRT1005	Introduction to Motor Learning & Skill Acquisition	15	O	O	None
SPRT1012	Foundations of Sport Management	15	O	O	None
SPRT1013	Physical Activity Exercise & Health	15	O	O	None
SPRT1014	Personal Growth & Team Building through Outdoor Adventurous Activity.	15	O	O	None
SPRT1016	Teaching Games in Primary School	15	O	O	None

### **Single Honours at Level 4**

All Single Honours students must take the six Mandatory modules: SPRT1001, SPRT1002, SPRT1003, SPRT1004, SPRT1006 and SPRT1008. All students are permitted to choose two free choice modules at Level 4 from other Open modules within the Undergraduate Regulatory Framework including those listed above as optional (subject to availability).

### **Joint Pathway Requirements at Level 4**

All Major and Joint students must take the three mandatory modules: SPRT1002, SPRT1006 and SPRT1008. All students are permitted to choose two free choice modules at Level 4 from other Open modules within the Undergraduate Regulatory Framework including those listed above as optional (subject to availability). Students are strongly advised to take one from SPRT1001, SPRT1003 and, SPRT1004 as one of these free choice modules.

LEVEL 5								
Module Code	Module Title	Credit	Status (Mandatory (M) or Optional(O))					Pre-requisites
			Single Hons	Major Hons	Joint Hons	Minor Hons	Single Hons (Disability Sport)	
SPRT2001	Research Methods	15	M	M	M/O**	O	M	None
SPRT2007	Effective Coaching	15	M	M	O	O	M	SPRT1006
SPRT2008	Scientific Approaches to Sports Coaching	15	M	M	M	O	M	None
SPRT2009	Performance Analysis	15	M	M	M	O	N/A	None
SPRT2013	Sport Event Project Management	15	O	O	O	O	O	None
SPRT2017	Health Based Exercise Testing & Prescription	15	O	O	O	O	O	None
SPRT2018*	Invasion Sports*	15	O	O	O	O	O	None
SPRT2019*	Non-Invasion Sports*	15	O	O	O	O	O	None
SPRT2020	Motor Skill Progression	15	O	O	O	O	O	None
SPRT2021	Operational Sport Development	15	O	O	O	O	O	None
SPRT2022	Sports Nutrition	15	O	O	O	O	O	None
SPRT2027	Sport & Disability	15	O	O	O	O	M	None
SPRT2028	Performance Analysis (Disability Sport)	15	N/A	N/A	N/A	N/A	M	None

**\* All Students may only choose one from:**

SPRT2018 Invasion Sports  
 SPRT2019 Non-invasion Sports

**Students on joint/major/minor pathways with PE may not choose SPRT2018\* and SPRT2026 (Games 2)**

**Single Honours Requirements at Level 5**

Single Honours students must take the four Mandatory modules: SPRT2001, SPRT2007, SPRT2008 and SPRT2009. In addition Single Honours students are required to take a further two modules from the optional modules listed above. All students are permitted to choose a further two free choice modules at Level 5 from other Open modules within the Undergraduate Regulatory Framework including those listed above as optional (subject to availability).

**Single Honours students (Disability Sport)**

All students must take five Mandatory modules: SPRT2001, SPRT2007, SPRT2008, SPRT2027 and SPRT2028. In addition Single Honours students are required to take a further one or two modules from the optional modules listed above. All students are permitted to choose a further one or two free choice modules at Level 5 from other Open modules within the Undergraduate Regulatory Framework including those listed above as optional (subject to availability).

**Major Honours Requirements at Level 5**

Major Honours students must take the four Mandatory modules: SPRT2001, SPRT2007, SPRT2008 and SPRT2009. Students must also choose two modules from their minor field. All students are permitted to choose a further two free choice modules at Level 5 from other Open modules within the Undergraduate Regulatory Framework including those listed above as optional (subject to availability).

**Joint Honours Requirements at Level 5**

Joint Honours students must take the two Mandatory modules: SPRT2008 and SPRT2009. Students must also choose 3 modules from their other [joint] field. All students are permitted to choose a further two free choice modules at Level 5 from other Open modules within the Undergraduate Regulatory Framework including those listed above as optional (subject to availability). For students joint with Physical Education and considering applying for P.G.C.E. course you are strongly advised to select SPRT 2011 Vocational placement rather than SPRT 3010 Work based coaching placement.

\*For joint students who are joint with another subject area please note that you will be required to take SPRT 3010 (Work-based Learning (Coaching Placement) and this has a pre-requisite of SPRT2007 (optional for joint coaching students)

**M/O\*\* If intending to complete an Independent Study in Sports Coaching Science this should be SPRT2001**

**Minor Honours Requirements at Level 5**

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

LEVEL 6								
Module Code	Module Title	Credit	Status (Mandatory (M) or Optional(O))					Pre-requisites
			Single Hons	Major Hons	Joint Hons	Minor Hons	Single Hons (Disability Sport)	
SPRT3001 /2	Independent Study	30	M	M	M/O	NA	M	SPRT2001
SPRT3010	Work-based Learning (Coaching Placement)	15	M	M	M/O***	O	N/A	SPRT2007
SPRT3011	Applied Performance Analysis	15	O	O	O	O	O	SPRT2009 or SPRT2028
SPRT3012	Coaching for the Future	15	M	M	O	O	M	SPRT2007
SPRT3004	Contemporary Issues in Sport	15	O	O	O	O	O	None
SPRT3005	Strength Power & Speed	15	O	O	O	O	O	None
SPRT3006	The Sports Entrepreneur	15	O	O	O	O	O	None
SPRT3007	Limits to Human Performance	15	O	O	O	O	O	None
SPRT3009	Group Dynamics in Sport	15	O	O	O	O	O	None
SPRT3021	Global and Olympic Sport	15	O	O	O	O	O	None
SPRT3023 *	Learning & Performance of Sport Skills*	15	O	O	O	O	O	None
SPRT3026 *	The Developing Child in Sport*	15	O	O	O	O	O	None
SPRT3030	Applied Sport & Disability	15	O	O	O	O	M	SPRT2027
SPRT3031	Work-Based Coaching Placement (Disability Sport)	15	N/A	N/A	N/A	N/A	M	SPRT2007

**\* All students may only choose one from:**  
 SPRT3023 Learning & Performance of Sport Skills  
 SPRT3026 Developing Child in Sport

### **Single Honours Requirements at Level 6**

All Single Honours students must take the double mandatory Independent Study module (SPRT3001/02) over one or two semesters **and** the two mandatory modules: SPRT3010, and SPRT3012, plus three optional modules from those listed above. SPRT3010 can be taken in the summer break before semester one or during semester one.

### **Single Honours students (Disability Sport)**

All students must ensure that the double mandatory Independent Study module (SPRT3001/02) has a disability focus **and** the three mandatory modules: SPRT3012, SPRT3030 and SPRT3031, plus two optional modules from those listed above. SPRT3031 can be taken in the summer break before semester one or during semester one.

### **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 SPRT3010, SPRT3012, plus one other optional module from those listed above (subject to availability). SPRT3010 can be taken in the summer break before semester one or during semester one. Students must also choose 2 modules from their minor field

### **Joint Honours Requirements at Level 6**

Students may complete an Independent Study in Sports Coaching Science or their other subject area. Students who are not joint with Physical Education will be required to take SPRT3010.

### **For Students on Joint pathway with Physical Education**

M/O\*\*\* students may only take 1 work placement module throughout their degree. Therefore, if on a Joint honours award with PE students will have already taken SPRT2011 (Vocational Placement) so may not choose SPRT3010 (Work Based Coaching Placement) **unless:-**

a student no longer wants to pursue a career in teaching physical education and therefore needs to experience a work based coaching placement. Students wishing to do this must first speak to the Coaching Course Leader before making their module choices.

### **Minor Honours Requirements Level 6**

Minor students must choose 2 modules from the list of 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 (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 Sports Coaching Science course the primary focus is given to the subject benchmark areas of 1, 2 and 4.

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:

<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.

### **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 C601*)  
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). The Course Leader will submit for agreement, to the UW Institute of Sport & Exercise Science Principal Lecturer (PL) for Quality, Learning & Teaching, the student handbook and an Annual Evaluation Report ), structured in accordance with the quality assurance hand book, to be considered by Head of Institute and IQC for onward transmission, in accordance with UW guidelines.

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

The UW External Examiner and post exam board module investigation system (through Course Management meetings) will apply to this course.

The Course 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.

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**

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.