

## Programme Specification for BSc (Hons) Sports Studies

This document applies to students who commence the programme in or after September 2018

1.	<b>Awarding institution/body</b>	University of Worcester
2.	<b>Teaching institution</b>	Institute of Sport and Exercise Science
3.	<b>Programme accredited by</b>	N/A
4.	<b>Final award or awards</b>	BSc (Hons)
5.	<b>Programme title</b>	Sports Studies
6.	<b>Pathways available</b>	Single, major, joint, minor
7.	<b>Mode and/or site of delivery</b>	Standard taught programme
8.	<b>Mode of attendance and duration</b>	Full time/Part <i>time</i> - 3 years full-time, 4-6 years part-time
9.	<b>UCAS Code</b>	C6X3
10.	<b>Subject Benchmark statement and/or professional body statement</b>	Hospitality Sport, Leisure and Tourism (2008)
11.	<b>Date of Programme Specification preparation/ revision</b>	January 2013 / (4.6.13) / July 2013 Amendment for Joint Hons April 2014 / May 2014 / August 2014 (regulations) / December 2014 (Award Map corrections) / March 2015 (Award Map) / May 2015 correction / June 2015 (clarification of academic tutor allocation) / July 2015 (PAT) / Nov 2015 (Award map)/ January 2017 (Award Map); March 2017 correction to regulations / May 2017 (typo on award map) / July 2017 updates / August 2017 – AQU amendments / March 2018 (updated) / July 2019 (Award map) / January 2020 – change to IS title

### 12. Educational aims of the programme

The Sports Studies degree programme follows a broad and diverse syllabus which is multi-disciplinary in nature, developing an integrated knowledge of the scope and breadth of the subject. The programme aims to offer a learning experience in the full breadth of the areas outlined by the QAA 2008 benchmark statements including competitive sport, physical activity/exercise and health, and the social, cultural, scientific and management aspects of sport independently or in combination. The eclectic qualities of this programme are particularly grounded from a historical and sociological perspective.

The programme is designed to enable students to study a broad range of topics at level four and then to create a bespoke programme for themselves with more focussed choices from the designated subject strands (sport science, exercise science, sport management and development, physical education, sport coaching) at levels five and six. These strands exist alongside a core of mandatory modules that include sport and exercise science and historical/sociocultural studies with an embedded programme of researching and study skills. Uniquely among our Sport related degree programmes, this programme gives students the flexibility to study any combination of these topics considered relevant to their career aspirations. The degree is also uniquely positioned in its ability to provide tailored and complementary joint honours programmes of study. An example of this would be the sociocultural study of sport and exercise in combination with journalism or history.

More specifically the Sports Studies programme aims to:

- a. Develop a broad and progressive level of knowledge, critical perspectives and skills (including research skills), which characterise the study of sport.
- b. Utilise and apply concepts, models and practices to a range of theoretical and real situations, to facilitate experience and understanding across a range of sport and exercise environments.
- c. Develop independent learning with a view to lifelong learning and career development.
- d. Develop key and vocational skills, which help prepare students for a career in the dynamic sport and exercise industry.

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

### 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 and adapted according to the needs of this particular course.

The learning outcomes for the Sport Studies course are as follows:

<b>Knowledge and Understanding</b>			
<b>LO no.</b>	<b>On successful completion of the named award, students will be able to:</b>	<b>Module Code/s</b>	<b>Award</b>
1.	Identify, critically analyse and make effective use of knowledge and understanding of the underpinning human structure and function involved in sport performance.	ALL	<i>Non-Honours and BSc Honours</i>
2.	Critically analyse research findings and current government/international policy on disease prevention and the relevance of exercise	SPRT2032 SPRT3004 SPRT3024	<i>Non-Honours and BSc Honours</i>
3.	Demonstrate a critical appreciation of the relationship between sport and exercise activity and intervention in a variety of participant groups.	SPRT2045 SPRT2032 SPRT2037 SPRT3024	<i>Non-Honours and BSc Honours</i>
4.	Critically analyse the impact of historical, social, political, economic and cultural factors on regional, national and international sport and exercise	SPRT2045 SPRT3021 SPRT3004 SPRT3024 SPRT3041	<i>Non-Honours and BSc Honours</i>
5.	Critically apply the theories, concepts and principles of practice from the generic management areas of operations, finance, human resources, economics and marketing to sports facilities and events	ALL	<i>Non-Honours and BSc Honours</i>
6.	Display a critical appreciation of the integration of the variables involved in the delivery (teaching, instructing and coaching) of enhanced sport performance	SPRT2032 SPRT2038 SPRT2020 SPRT2037 SPRT3009 SPRT3024	<i>Non-Honours and BSc Honours</i>

		SPRT3026 SPRT3041	
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### Cognitive and Intellectual skills

7.	Demonstrate a critical awareness of the application of appropriate theory to selected contexts	ALL	<i>Non-Honours and BSc Honours</i>
8.	Identify, critically analyse and solve problems in a range of sports studies through the utilization of a wide range of observational and scientific approaches	ALL	<i>Non-Honours and BSc Honours</i>
9.	Develop the ability to critically interpret data and text	ALL	<i>Non-Honours and BSc Honours</i>
10.	Develop an independent approach to learning	ALL	<i>Non-Honours and BSc Honours</i>

### Skills and capabilities related to employability

11.	Demonstrate safe and ethical practice in the design, implementation and evaluation of sport performance and health related exercise interventions with a range of participants	SPRT2032 SPRT2020 SPRT2037	<i>Non-Honours and BSc Honours</i>
12.	Employ social, economic and political theory to explain the development and differentiation of sport throughout society and apply social and cultural meaning to sport	SPRT2045 SPRT2037 SPRT3021 SPRT3004 SPRT3041	<i>Non-Honours and BSc Honours</i>
13.	Utilise strategic and development planning skills to analyse and address the development needs and intentions of sport organisations and communities	SPRT2038 SPRT2013 SPRT3021 SPRT3004 SPRT3006 SPRT3008 SPRT3041	<i>Non-Honours and BSc Honours</i>
14.	Monitor, analyse, diagnose and prescribe action to enhance the learning and performance of the component elements of sport	SPRT2020 SPRT2037 SPRT3009 SPRT3024 SPRT3026 SPRT3041	<i>Non-Honours and BSc Honours</i>

### Transferable/key skills

15.	Communicate and present information effectively in a variety of forms	ALL	<i>Non-Honours and BSc Honours</i>
16.	Develop the ability to self appraise and reflect on practice	ALL	<i>Non-Honours and BSc Honours</i>
17.	Develop interactive, group and problem solving skills	ALL	<i>Non-Honours and BSc Honours</i>
18.	Develop the ability to plan and manage their learning	ALL	<i>Non-Honours and BSc Honours</i>

19.	Apply numerical and C & IT skills where appropriate	ALL	<i>Non-Honours and BSc Honours</i>
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**Learning outcomes and combined subject degrees (joint, major and minor pathways):**

- **Joint Pathway**  
Students following a joint pathway will have met the majority of the learning outcomes for the subject, although the range of knowledge and discipline specific understanding in terms of options or specialisms will be more restricted than for a single or major Honours student.
- **Major Pathway**  
Students following a major pathway will have met the learning outcomes for the subject but will have focused their studies in relation to subject options or specialisms.
- **Minor Pathway**  
Students following a minor pathway will have met some of the learning outcomes for the subject (as indicated by the modules studied), and will have focused the development of their knowledge, understanding and subject specific skills in particular aspects of the discipline.

**Learning, teaching and assessment**

Knowledge and understanding will be developed through teaching and learning activities appropriate to the concepts and content studied. It should be remembered that the Sports Studies programme includes a diverse range of potential study areas and there will therefore be a range of learning and teaching activities. These will broadly include lectures and seminars, workshops and laboratories, practical performance and teaching/coaching scenarios. This will be supplemented by directed study tasks such as book chapter and journal article reviews, literature searches and reviews.

The assessment of knowledge and understanding will take place through unseen examinations, essays, presentations, case studies and other creative assessment tools.

Assessment items are purposefully designed to variously develop students' conceptual, theoretical, analytical and applied skill sets in keeping with relevant disciplinary knowledge and practice.

Intellectual skills such as analysis, synthesis, evaluation and problem solving will be developed incrementally throughout the programme and these are evident in learning outcomes for specific modules. Students will develop such skills through assignments, applied seminar and group tasks such as article reviews, case studies on patients in exercise settings, laboratory investigations and business or sociocultural seminar tasks.

Assessment of the achievement of these skills will include problem-based exercises such as case studies, laboratory investigations, applied theory exercises, development of marketing materials and culminating in final year Dissertation work in their chosen discipline

Dependent on modules/pathways chosen, practical skills will be developed through activities such as laboratory practicals for sport science, patient/client centred interventions for health related exercise science, socio-cultural analyses of international sport, sport organisation work placements and work based learning modules in schools, coaching and exercise settings. The programme is also informed by NGB and professional body awards with sport science modules being part of a British Association for Sport and Exercise Science (BASES) endorsed programme and health related

exercise science modules being informed by American College of Sports Medicine (ACSM) and British Association for Cardiac Prevention and Rehabilitation (BACPR) methods and materials. Teaching/Coaching pathways are similarly informed by things such as Skills Active Higher Education Endorsement guidelines and NGB coaching award competencies. Students will develop appropriate and transferable research, evaluation, management and critical thinking skills that will be advantageous in sport-related and other industry professions.

Assessment of these practical skills will be through activities such as case studies, written reports where practical skills for data collection have been necessary, reports on real student interventions and demonstration of practical skills in laboratory, sports science and exercise settings such as health screening and risk stratification, VO<sub>2</sub> max determination and assessed practical coaching/teaching scenarios.

A range of transferable/key skills are developed throughout the programme and each module explicitly identifies those most appropriately developed through the learning activities and assessments in that module. Oral communication skills are developed and assessed through presentation and practical teaching/coaching sessions, written skills through essays, laboratory reports and independent research projects. Teamwork and communication are further developed through group work in taught modules and mandatory work based learning placements.

### **Teaching**

You are taught through a combination of lectures, workshops, seminars and practical activities.

In addition, meetings with personal academic tutors are scheduled on at least 4 occasions in the first year and three occasions in each of the other years of a course.

You have an opportunity to undertake a semester long placement in the final year of the course, supervised for agreed projects by a work-based mentor and a University tutor.

### **Contact time**

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

Typically class contact time will be structured around:

- 3 hours of interactive workshops
- 3 hours of (large group) lectures
- 3 hours of seminars in groups of around 30 students
- 3 hours of practical activities

### **Independent self-study**

In addition to the contact time, you are expected to undertake around 24-48 hours of personal self-study per week. Typically, this will involve completing online activities, reading journal articles and books, working on individual and group projects, undertaking research in the library and online, preparing coursework assignments and presentations, and preparing for examinations.

Independent learning is supported by a range of excellent learning facilities, including the Hive and library resources, the virtual learning environment, and extensive electronic learning resources.

### **Teaching staff**

You will be taught by a teaching team whose expertise and knowledge are closely matched to the content of the modules on the course. The team includes senior academics and professional practitioners.

Teaching is informed by the research and consultancy, and majority of course lecturers have a higher education teaching qualification or are Fellows of the Higher Education Academy. You can learn more about the staff by visiting our staff profiles <https://www.worcester.ac.uk/discover/sport-meet-our-experts.html>.

### **Assessment**

The course provides opportunities to test understanding and learning informally through the completion of practice or 'formative' assignments.

Each module has one or more formal or 'summative' assessments which are graded and count towards the overall module grade. Assessment methods include written examinations and a range of coursework assessments such as essays, reports, portfolios, performance, presentations and a final year Dissertation.

The precise assessment requirements for an individual student in an academic year will vary according to the mandatory and optional modules taken, but a typical formal summative assessment pattern for each year of the course is:

#### Year 1

- 1-2 formal examinations of 2 hours duration
- 1-3 essays
- 2-4 practical reports
- 4 individual or group presentations

#### Year 2

- 1-2 formal examinations of 2 hours duration
- 1-2 reflective and skills portfolio relating to work placement
- 3 essays
- 4 practical reports
- 4 individual or group presentations

#### Year 3

- Major Dissertation of approx. 8,000-10,000 words
- 1 formal examinations of 2 hours duration
- 3 essays
- 4 practical reports
- 4 individual or group presentations

### **14. Assessment strategy**

The Sports Studies programme utilises a range of assessment modes to develop and enhance subject specific knowledge and understanding alongside intellectual, practical and transferable skills. The programme aims to utilise standard and innovative assessment types as vehicles for developing student learning. Level 4 assessment is characterised by tasks aimed at the development of key academic skills, core subject knowledge and understanding, and confidence in a wide range of assessment types. As students progress through to higher levels of their degree they can then enjoy learning through more complex/applied scenarios and independent, research based assignments. In all levels, students are supported by staff provision of sessions designed to help them in the successful preparation of their assessments. This formative support before they hand in assignments is a critical part of our learning, teaching and assessment strategy as staff assist students in the creation of their work. Students are encouraged to come to assignment focussed workshops, seminars and tutorials where they can develop their work and receive feedback on structure, content and style before submission. Assessment modes include presentations, essays, examinations, practical

assessments, case studies and a number of innovative assessment activities such as T-shirt and museum piece design in socio-cultural modules.

A variety of assessment modes is ensured through regular programme team meetings together with external examiner input and the appropriateness of assessment design and the alignment of assessment to learning outcomes are ensured through validation, external examiner monitoring and the Institute Quality Committee (IQC). Hand-in dates are also monitored through the course teaching team to try and alleviate bunching of assignment deadlines.

Each assessment task publishes a detailed assignment brief and specific marking criteria for students at the beginning of each module. These are based on the generic assessment criteria in the Undergraduate Regulatory Framework grade descriptors document. Students receive electronic feedback on marking criteria sheets and annotated comments on written scripts. Assessment decisions are subject to a system of moderation and/or double-marking and standards are monitored by an external examiner.

A grid showing assessment methods and weightings mapped to modules at each level, together with a calendar of assessment submission dates is included in the course handbook.

## 15. Programme structures and requirements

### Award Map:

Award maps are designed to show which modules must be taken in order to gain different awards. It is likely that certain modules will have to be taken as pre-requisites for further study in any given area. In this respect, Course Leaders or members of the course teaching team will advise students on these choices.

<b>Course Title: BSc Sports Studies</b>						
<b>Level 4</b>						
<b>Module Code</b>	<b>Module Title</b>	<b>Credits (Number )</b>	<b>Status (Mandatory (M) **Designated (D) or Optional (O))</b>		<b>Pre-requisites (Code of Module required)</b>	<b>Co-requisites/ exclusions and other notes*</b>
			<b>Single Hons</b>	<b>Joint Hons</b>		
SPRT1025	Fundamentals of Sport and Exercise	30	M	O*		Exclusion: SPRT1031
SPRT1026	Sociocultural Studies in Sport, Physical Activity and Exercise	30	M	O*		Exclusion: SPRT1004
SPRT1028	Foundations of Sport Management	30	O	O		Exclusion: SPRT1029
SPRT1005	Introduction to Motor Learning and Skill Acquisition	15	O	O		
SPRT1023	Exercise Training and Prescription	15	O	O		
SPRT1027	Adapted Physical Activity, Sport and Disability	15	O	O		
SPRT1032	Sport Tourism and Event Management	15	O	O		
LANG	Optional modules offered by the Language Centre	15/30	O	N/A		

## Single Honours Requirements at Level 4

Single Honours students must take 120 credits in total drawn from the table above to include all mandatory modules SPRT1025 and SPRT1026 and optional modules - which can include up to 15/30 credits drawn from a range of Language Centre modules in: Academic English for native and non-native speakers of English; Modern Foreign Languages; and Teaching English as a Foreign Language (TEFL). Details of the available Language Centre modules can be found on the Language Centre website: <http://www.worcester.ac.uk/your-home/language-centre-module-options.html>.

## Joint Honours Requirements at Level 4

\* Joint Honours students must take 60 credits from the table above to include at least one module from either SPRT1025 OR SPRT1026.

If students are Joint with PE, they are required to select **either** SPRT1031 (from the PE Award Map) and SPRT1026 **or** SPRT1025.

Level 5								
Module Code	Module Title	Credits (Number)	Status (Mandatory (M) or Optional (O))				Pre-requisites (Code of Module required)	Co-requisites/ exclusions and other notes*
			SH	Maj	JH	Min		
SPRT2035	The Research Process	15	M	M	O*	N/A		Exclusion BUSM2029
SPRT2045	Historical and Sociological Perspectives in Sport and Exercise	30	M	M	O**	O		
SPRT2032	Scientific Underpinnings of Physical Activity, Exercise and Health	30	M	M	O**	O		
SPRT2038	Sport Operational Management	30	O	N/A	O	O		Exclusion SPRT2039 BUSM2819 BUSM2319
SPRT2013	Sport Event Operations	15	O	O	O	O		
SPRT2020	Motor Skill Progression	15	O	O	O	O		
SPRT2037	Sport and Disability	15	O	O	O	O	SPRT1027	Exclusion SPRT2042
JOUR2005	Sports Journalism	15	O	O	O	N/A		
LANG	Optional modules offered by the Language Centre	15/30	O	N/A	N/A	N/A		

## Single Honours Requirements at Level 5

Single Honours students must take 120 credits in total drawn from the table above to include all mandatory modules SPRT2035, SPRT2045 and SPRT 2032 and optional modules - which can include up to 15/30 credits drawn from a range of Language Centre modules in: Academic English for native and non-native speakers of English; Modern Foreign Languages; and Teaching English as a Foreign Language (TEFL). Details of the available Language Centre modules can be found on the Language Centre website: <http://www.worcester.ac.uk/your-home/language-centre-module-options.html>.

## Joint, Major and Minor Honours Requirements at Level 5

Students following Joint Honours pathways can adjust their studies at level 5 to take more modules in one subject or can maintain an equally balanced programme of modules in each subject. The precise award title (Joint Hons or Major/Minor Hons) depends on the total number of credit achieved in each subject at levels 5 and 6 – for further information see the table at the end of this document.

## Major Pathway Requirements at Level 5



Major pathway students must take at least 75 and no more than 90 credits from the table above to include SPRT2035, SPRT2045 and SPRT2032.

#### Joint Pathway Requirements at Level 5

\*\* Joint pathway students must take at least 45 credits and no more than 75 credits from the table above to include at least 30 credits from SPRT2032 OR SPRT2045.

\* Students intending to complete their Dissertation in this subject must also take SPRT2035.

#### Minor Pathway Requirements at Level 5

Minor Pathway students must take at least 30 credits and no more than 60 credits from the table above.

Level 6								
Module Code	Module Title	Credits (Number)	Status (Mandatory (M) or Optional (O))				Pre-requisites (Code of Module required)	Co-requisites/exclusions and other notes*
			SH	Maj	JH	Min		
SPRT3002	Dissertation	30	M	M	O*	N/A	SPRT2035 or SPRT2030	Exclusion: SPRT3029
SPRT3021	Socio-cultural Critique of Global and Olympic Sports	15	M	M	O	O	SPRT2045 or SPRT1004	
SPRT3003	Work Based Learning	15	M	M	O	N/A		Exclusion: SPRT2011
SPRT3004	Contemporary Issues In Sport	15	O	O	O	O		Exclusion: SPRT3035 & OALM3055
SPRT3006	The Sports Entrepreneur	15	O	O	O	O		
SPRT3008	Sport Strategy in Action	15	O	O	O	O		
SPRT3009	Group Dynamics in Sport	15	O	O	O	O		
SPRT3024	Physical Activity in the Prevention and Treatment of Disease	15	O	O	O	O		
SPRT3026	The Developing Child in Sport	15	O	O	O	O		Exclusion: SPRT3023
SPRT3041	Contemporary Issues in Disability Sports Coaching and PE	15	O	O	O	O	SPRT2037 or SPRT2042	

#### Single Honours Requirements at Level 6

Single Honours students must take 120 credits from the table above to include SPRT3002 Dissertation, SPRT3003 Work Based Learning and SPRT3021 Socio-cultural Critique of Global and Olympic Sports

#### Joint, Major and Minor Honours Requirements at Level 6

Students following pathways in two subjects can adjust their studies at level 6 to take more modules in one subject or can maintain an equally balanced programme of modules in each subject. The precise award title (Joint Hons or Major/Minor Hons) depends on the total number of credit achieved in each subject at levels 5 and 6 – for further information see table at the end of this document.

#### Major Pathway Requirements at Level 6

Major Pathway students must take either 75 or 90 credits from the table above to include SPRT/3002 Dissertation, SPRT3003 Work Based Learning and SPRT3021 Socio-cultural Critique of Global and Olympic Sports.

### Joint Pathway Requirements at Level 6

Joint pathway students must take 45, 60 or 75 credits (to make at least 105 credits over levels 5 and 6 in the subject, and no more than 135 credits over levels 5 and 6 in the subject), from the table above.

Joint pathway students who choose to take their Dissertation (equivalent) in this subject including all students who are joint with Physical Education must take SPRT3002

Joint pathway students must take one Dissertation (or equivalent Project), either in this subject, in their other joint subject, or take JOIN3002 where a Dissertation covers both joint subjects.

### Minor Pathway Requirements at Level 6

Minor pathway students must take either 30 or 45 credits from the table above.

### Credit requirements for awards involving two subjects

In determining whether an award derived from two subjects is Joint Honours (subject 1 **and** subject 2) or Major/Minor Honours (subject 1 **with** subject 2) credits taken in each subject at levels 5 and 6 will count as follows:

Subject 1	Subject 2	Award
120	120	Joint Hons
135	105	Joint Hons
150	90	Major/minor Hons
165	75	Major/minor Hons
180	60	Major/minor Hons

## 16. QAA and professional academic standards and quality

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

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

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

The Sport Benchmark statements include five subject areas which are stated as being 'typically involved in the study of sport'. These areas relate to the:

- 1) human responses and adaptations to sport and exercise
- 2) performance of sport and exercise and its enhancement, monitoring and analysis
- 3) health-related and disease management aspects of exercise and physical activity
- 4) historical, social, political, economic and cultural diffusion, distribution and impact of sport
- 5) policy, planning, management and delivery of sporting opportunities.

These sport benchmark areas demonstrate the breadth of coverage within sport degrees. The guidance within these benchmark statements suggests that there is a degree of flexibility and interpretation when developing sport programmes. It is

recommended that Sports Studies should “normally” embrace two or more of the previously noted sport benchmark subject areas.

In the context of the Sports Studies programme at University of Worcester, elements of all the previously mentioned study areas can be found in the programme. This key feature of the programme is the ability of students to choose a combination of those areas that best suit their aptitudes, interests and career aspirations. This flexibility also enables suitable bespoke programmes to be created for students entering levels 5 and 6 with previous qualifications. The sports graduate at University of Worcester is expected to have knowledge of various physical activities for which human responses and adaptation to sport and exercise is fundamental. Hence the mandatory modules at level 4 which cover the major sport and exercise science disciplines and the opportunity to specialise more narrowly across these major disciplines at level 5. At level 6 this knowledge is tested in an applied and vocational context.

This Sports Studies programme also recognises the importance of studying the sports phenomenon grounded from a sociological perspective commensurate with benchmark statement 4. Historical/socio-cultural modules are available for all students at all levels but are mandatory at all levels for single honours students and at levels 4 and 6 (level 4 and 6) for major and level 6 for joint honours students.

Historically sports studies programmes have also been contextualised through a sports management perspective. Aspects of the sport management benchmark statement concerned with management and delivery of sporting opportunities remain important for this Sports Studies programme. Optional modules in sports management across levels 4, 5 and 6 demonstrate the commitment to maintaining this approach.

Additionally, students wishing to study towards the performance of sport enhancement benchmark statement are catered for through optional coaching and pedagogy modules at all levels.

This award is located at level 6 of the FHEQ.

## **17. Support for students**

A comprehensive induction programme initiates students to the University and aims to equip them with all necessary information to start life at University. Course leaders and course teams are introduced and a variety of sessions/workshops support students as they locate services such as library and study support and decide on their study pathways. This induction continues throughout the year as students get immersed in modules, sporting and social clubs, course meetings, group and personal tutorials and develop their sense of belonging here at the University. Regular meetings with personal academic tutors help students keep check on their progress and set personal development goals.

A specialist work placement mentor is available within the Institute of Sport and Exercise Science to facilitate and support students through mandatory work placement modules and gain valuable industry experience.

### **Personal Academic Tutor System**

Each student will be allocated a Personal Academic Tutor (from within the Course Team wherever possible). Students will be given an opportunity to meet with their Personal Academic Tutor during the induction sessions. The intention behind the system is that the student and tutor will develop a close working relationship, so a clear picture of the student’s progress is developed throughout the course. The Personal Academic Tutor will be able to offer both academic and pastoral advice and should be the main contact throughout the course.

The Personal Academic Tutor will encourage the student to take responsibility for their own personal and professional development planning. Structured face-to-face and on-line support typically covers the following:

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

The Personal Academic Tutor will also:

- Respond to the student's requests for support and help with problems which affect academic work either at subject level or by referral to other University support services;
- Provide information for and assist in the drafting of the University reference.

Students should meet their Personal Academic Tutor four times a year for first year tutees and three times for other years, although students may also need to contact their tutor at other times, particularly if the student is experiencing problems.

The following guidance and support structure is in place for students to answer all queries related to student life, including the Disability and Dyslexia Service:-

<http://www.worcester.ac.uk/student-services/index.htm>

<http://www.worcester.ac.uk/student-services/disability-and-dyslexia.htm>

## 18. Admissions

### **Admissions policy**

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

### **Entry requirements**

The normal minimum entry requirement for undergraduate degree courses is the possession of 4 GCSEs (Grade C/4 or above) and a minimum of 2 A Levels (or equivalent Level 3 qualifications).

The current UCAS Tariff requirements for entry to this course are published in the prospectus and on the UW website <https://www.worc.ac.uk/journey/a-z-of-courses.html>

See [Admissions Policy](#) for other acceptable qualifications.

### **Disclosure and Barring Service (DBS) requirements**

Enhanced disclosure will be required for some aspects of the course, and for the work-based module.

### **Recognition of Prior Learning**

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

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

### **Admissions procedures**

Full-time applicants apply through UCAS (Course code C6X3)

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

### **Admissions/selection criteria**

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

## **19. Methods for evaluating and improving the quality and standards of teaching and learning**

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

The UW External Examiner and post Exam Board module investigation system (through Course Management Committees) will apply to this course.

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

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

## **20. Regulation of assessment**

### **The course operates under the University's Taught Courses Regulatory Framework**

#### **Requirements to pass modules**

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

#### **Submission of assessment items**

- Students who submit course work late but within 5 days of the due date will have work marked, but the grade will be capped at D- unless an application for mitigating circumstances is accepted.
- Students who submit work later than 5 days but within 14 days of the due date will not have work marked unless they have submitted a valid claim of mitigating circumstances.
- For full details of submission regulations please see the Taught Courses Regulatory Framework.

#### **Retrieval of failure**

- Students are entitled to resit failed assessment items for any module that is awarded a fail grade.
- Reassessment items that are passed are capped at D-.

- If a student is unsuccessful in the reassessment, they have the right to retake the module (or, in some circumstances, take an alternative module); the module grade for a re-taken module is capped at D-.

### Requirements for Progression

- Students at Level 4 may be permitted to progress to Level 5 when they have passed at least 90 credits at Level 4.
- Students at Level 5 may be permitted to progress to Level 6 when they have passed at least 90 credits at Level 5.
- A student who fails 90 credits or more due to non-submission will be required to withdraw from the University.
- Students who pass less than 90 credits but have submitted all items of assessment will be required to retake modules.

### Requirements for Awards

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

### Classification

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

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

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

## 21. Indicators of quality and standards

Each course receives an annual external examiner's report and these reports serve as confirmation that academic standards are being upheld and appropriate actions are put in place to enhance student learning and raise student levels of achievement.

There are a number of highlights from the 2016/2017 National Student Survey (NSS). These include 88% satisfaction on Learning resources and 79% on having a good learning community. Overall satisfaction was 65%.

## **22. Graduate destinations, employability and links with employers**

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

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

### **Graduate destinations**

The broad and diverse nature of the Sports Studies degree programme is in line with the diverse nature of what could broadly be termed the Sport and Exercise industry. Students often start University life with a number of potential career ideas in their minds. These are often to become a physical education teacher or a professional sports coach, to work in personal training or fitness centre environment, or maybe to work in sport development, promotion or management. This uncertainty at entry to higher education is embraced within the sports studies course. We facilitate the development of student knowledge, understanding and skills in all of these areas and as they work through the programme they can specialise as their career goals develop and crystalize.

Previous destinations data for single and joint honours Sports Studies students in the 2011/12 graduating cohort revealed 92% to be in paid employment, further study or self-employed. Graduates have typically moved on to sport, physical activity and health promotion roles, athlete support roles, disability sport roles, management of sport and exercise facility posts, armed forces and police, developing their own businesses, other related professions and further study such as Masters and Doctoral programmes.

### **Student employability**

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

1. Institute of Sport & Exercise Science 'Earn As You Learn (EAYL)' & 'Learn As You Volunteer (LAYV)' schemes - Opportunities for sport students to engage in meaningful employment during their time of study at the University of Worcester is promoted, marketed and coordinated by the Institute of Sport & Exercise Science. A designated EAYL coordinator has the responsibility of managing this activity and publicising using a variety of social media (Facebook - Earn As You Learn in Sport at UW; Twitter - #EarnAsYouLearn1; LinkedIn - Earn As You Learn in Sport at the University of Worcester; Website: <http://www.worc.ac.uk/discover/sportemployability.html>) . The development of a central database has ensured that students are able to input their various industry relevant qualifications/experience and subsequently benefit from the various opportunities afforded.
2. The Institute hosts an 'Annual Careers in Sport & Exercise & Employability' conference.

We have a clear responsibility to develop student employability and this is achieved through a number of initiatives. Many modules engage with professional body competencies. For example, students interested in careers in exercise for health develop and demonstrate industry recognised professional skills and competencies such as pre-participation health screening, blood pressure monitoring, exercise prescription and monitoring in level 5 followed by the refinement of these skills for clinical populations in level 6. This module based employability development is similar across all pathways in the degree and is further supplemented by mandatory but bespoke work based learning modules that place students in the workplace of their chosen career. Similarly, the University and Institute has embraced the notion of 'Earn As You Learn' and 'Volunteer As You Learn' closely and enjoys a dedicated member of staff to co-ordinate student opportunities for paid and unpaid work relevant to their future careers.

Links with the university careers unit are maintained by the institute careers co-ordinator and have recently included a 'Careers in Sport and Exercise Science' fair at UW and a number of careers related activities during induction.

### **Links with employers**

Links with employers have been further developed and strengthened by the Institute, particularly with the arrangement of discipline specific 'Sport Employers Advice panels' that are held once a Semester. Here careful consideration is given to how the Institute can improve the programmes in the future and better serve ISES graduates and the industry that many of them aspire to join. The meetings are also excellent opportunities to improve connections and ensure mutually beneficial working practices.

**Please note:** This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found in associated course documentation e.g. course handbooks, module outlines and module specifications.