

## PROGRAMME SPECIFICATION

1	<b>Awarding institution/body</b>	University of Worcester
2	<b>Teaching institution</b>	Worcester College of Technology
3	<b>Programme accredited by</b>	NA
4	<b>Final award</b>	Foundation Degree
5	<b>Programme title</b>	Foundation Degree in Fitness Training & Healthy Lifestyles
6	<b>Pathways available</b>	None
7	<b>Mode and/or site of delivery</b>	Worcester College of Technology
8	<b>Mode of attendance</b>	Full Time and Part time
9	<b>UCAS Code</b>	C 600
10	<b>Subject Benchmark Statement</b>	Hospitality, Leisure, Sport and Tourism 2008
11	<b>Date of Preparation</b>	May 2009/updated Sept 2010

### 12. Educational aims of the programme

The educational aims of the programme give the structure and characteristics to the course together with the qualification of Foundation Degree which relate to the vocational aspects and the world of work. The profession of Fitness Training and Healthy Lifestyles relates to the knowledge, values and lifestyle and how these influence the client and their choices.

The Course aims:

- Develop students' knowledge, skills and understanding required for employment within the Fitness Training and Healthy Lifestyles.
- To improve their current level of competence in the work place with an emphasis on integrating and aligning the learning with industry and the real world.
- To provide opportunities for development of the key skills, problem solving, learning and performance, working with others, information technology, communication and application of number.
- To provide students with an intellectual challenge.
- Induct them fully into academic norms and procedures so that they can progress further into Higher Education.
- To integrate work- based skills and academic learning so that students develop their career and learning potential through a mutual reinforcement of academic knowledge and vocational focus.
- Ensure skills and knowledge are transferable.

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

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills, qualities and other attributes in the following areas:

By the end of the course students will be able to:-

#### **Knowledge and understanding**

- Make effective use of their acquired skills and knowledge to develop accurate assessment of current health status and physical activity in the real world.
- Deploy the necessary skills and knowledge to confidently tackle problems in a range of working environments in the sector using alternative treatments.

- Evidence the skills and data required to monitor and evaluate fitness and health related activities.
- Self – evaluate and be reflective; act upon own strengths and weaknesses in this vocational context and develop a commitment to continuing learning.

**Intellectual skills:**

- Demonstrate a critical awareness of theories, concepts, models and methodologies appropriate to the Fitness Training and healthy Lifestyles.
- Identify and critically evaluate a range of issues/ problems in the Fitness Training and Healthy Lifestyles.
- Develop the ability to critically interpret, text and the skills of analysis to evaluate with validity.
- Develop an independent and interdependent approach to encourage further learning.

**Key Transferable Skills**

- Build upon and extend current skills and expertise
- Plan and manage own development of learning.
- Develop skills that are transferable, up- to- date, and required by employers.
- Draw directly upon the skills knowledge and expertise developed through the application of theory into the world of work through work- based application and activity related to the learning.
- Understand (via the key skills framework) the close relationship between academic learning and vocational practice.
- Engage in personal development planning and a commitment to lifelong skills building.

**Subject Specific**

- Understand and apply the theories, concepts and principle practice from the generic business of management operations, economics and marketing of the Fitness Training and healthy Lifestyles.
- Exhibit the skills required to monitor and evaluate data from health and fitness, related testing.
- Collect data, analyse, diagnose and prescribe action to enhance the learning and performance from the elements of fitness training and healthy lifestyles.
- Employ tools and methodologies to explain the changes within the business environment marketing and customer care.

A student who successfully completes a module is deemed to have met the requirements for key skills.

<b><i>Learning outcomes</i></b>	<b><i>Module(s) in which these are assessed</i></b>
<b>Knowledge and understanding:</b> <ul style="list-style-type: none"> <li>• Acquired skills and Knowledge</li> <li>• Problem solving in a working environment</li> <li>• Evaluate Health and Fitness related to work activities</li> <li>• Self evaluative and</li> </ul>	<b>Examples of learning, teaching and assessment methods used:</b> FSPO 1009 Case Study; presentation FSPO 1011 Report; Presentation FSPO 1013 Reflective diary FSPO 2001 Research proposal, Data collecting FSPO2002 Portfolio; Work-based project

reflective	FSPO 2011
<b>Cognitive and intellectual skills:</b> <ul style="list-style-type: none"> <li>• Awareness of theories concepts models and methodologies</li> <li>• Critically evaluate a range of issues/ problems</li> <li>• critically interpret, text and the skills of analysis to evaluate with validity</li> <li>• Independent and interdependent approach to learning</li> </ul>	<b>Examples of learning, teaching and assessment methods used:</b> FSPO 1001 Research design; data collecting FSPO 1012; Investigation ;Presentation; FSPO 1013 Reflective diary FSPO 2001 Research proposal, Data collecting FSPO 2008 Essay; Group diary FSPO 2012 Practical assessment; presentation
<b>Practical skills relevant to employment:</b> <ul style="list-style-type: none"> <li>• Apply the theories, concepts and principle practice</li> <li>• Exhibit the skills required to monitor and evaluate data</li> <li>• Collect data, analyse, diagnose and prescribe action to enhance the learning and performance</li> <li>• Employ tools and methodologies to explain the changes</li> </ul>	<b>Examples of learning, teaching and assessment methods used:</b> FSPO 1001 Research design; data collecting FSPO 1009 Case Study; presentation FSPO 1012 Investigation ;presentation; FSPO 2001 Research proposal, data collecting FSPO 2002 Portfolio; work-based project FSPO 2009 FSPO 2010 Report; presentation
<b>Transferable/key skills:</b> <ul style="list-style-type: none"> <li>• Extend current skills and expertise within own development of learning</li> <li>• Develop current skills</li> <li>• Application of theory into the world of work</li> <li>• close relationship between academic learning and vocational practice.</li> <li>• development planning and a commitment to lifelong skills building</li> </ul>	<b>Examples of learning, teaching and assessment methods used:</b> FSPO 1014 Investigation; presentation FSPO 1015 Investigation; Group activity FSPO 2010 Report; presentation FSPO 2011 Data collecting and report; case study

#### 14. Assessment Strategy

The course operates under the [Undergraduate Regulatory Framework](#) which sets out the full regulations for passing modules, grading of modules, retrieving failed modules, Students at Level 4 may be permitted to progress to Level 5 when they have passed all 8 modules. At the Exam Board students will be given a date to hand in assignments (this is before the new year commences) to retrieve their failed module.

The course is in line with the Institute’s Strategy for Assessment where all learning outcomes are assessed through a maximum of two assessment items for any module. A range of formative and summative assessment modes are utilised by the course teaching team in order to provide feedback on student learning and ensure the development of a range of key discipline specific (e.g. laboratory) and more general transferable skills (e.g. communication & presentation, interactive, group and problem solving skills). The appropriateness of assessment design and the alignment of assessment to learning outcomes are ensured through validation, external examiner monitoring and minor modifications at the IQC. Each assessment task has published specific marking criteria contained in the module outline given to students at the beginning of the module.

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

## 15. Programme Structures & Requirements

The FD in Fitness Training and Healthy Lifestyles has been designed to give opportunities for investigation and research. There is practical experience of the wide variety of fitness and health available in Level 4 modules relating to the effects of the fitness industry. The mandatory modules at Level 4 introduce students to a broad base of relevant academic and vocational aspects of Fitness Training and Healthy Lifestyles. All students must take these mandatory level 4 modules to provide a basis for further study. This strategy together with differentiated teaching provides higher national diploma level foundation knowledge and understanding for all students regardless of entry qualifications. The students may choose to undertake additional qualifications alongside the FD in Fitness Training and Healthy Lifestyles.

Level 5 provides the opportunity to address the wider aspects of the industry through the study of Socio Cultural Aspects of Health, Enterprise for the Health and Fitness, Working with Target groups and work–related project. The programme has aspects of vocational study and is characterised by the opportunity and encouragement for students to gain valuable work experience within the Fitness industry.

- The course has a unit structure and consists of 16 core units. To gain the full FD students must complete and pass a total of 16 units.
- Assessment decisions are subject to a system of cross-institutional moderation and double marking.
- Examination Boards meet at the end of each year.

### FD in Fitness Training and Healthy Lifestyles: Award Map

LEVEL 4				
Module Code	Module Title	Credits	Module Status	Prerequisites
FSPO1001	Investigative techniques 1	15	Mandatory	None
FSPO1009	Anatomy & Health	15	Mandatory	None
FSPO1010	Health and Fitness Evaluation	15	Mandatory	None
FSPO1011	Elementary Health & Fitness	15	Mandatory	None
FSPO1012	The Operational Environment in Health & Fitness	15	Mandatory	None
FSPO1013	Work Related Activities	15	Mandatory	None
FSPO1014	Marketing and Customer care for the Health & Fitness Industry	15	Mandatory	None

	Fitness Industry			
FSPO1015	- Based Activity	15	Mandatory	None

#### Level 4

All 8 modules in the Foundation Degree year 1 establish a base line for further study in Level 5. Each module is concerned with clarifying terminology and concepts, and establishing a technical framework for a coherent and comprehensive study of Fitness & Health. It is the aim throughout the FD to look at Fitness and Health from a wider perspective to ensure all target markets are included so each module attempts to integrate theory and practice in relevant areas

LEVEL 5				
Module Code	Module Title	Credits	Module Status	Prerequisites
FSPO2001	Investigative Techniques 2	15	Mandatory	None
FSPO2002	Work- related project (Double Module)	30	Mandatory	None
FSPO2008	Nutrition for the Health & Fitness	15	Mandatory	None
FSPO2009	Socio Cultural Aspects on the Health Industry	15	Mandatory	None
FSPO2010	Enterprise for the Health and Fitness industry	15	Mandatory	None
FSPO2011	Working with Target Groups in Health & Fitness	15	Mandatory	None
FSPO2012	Assessment & Prescription of Healthy Lifestyles	15	Mandatory	None

#### Level 5

The mandatory modules at level 4 introduce students to a broad base of relevant, underpinning academic and vocational topics. Progression onto level 5 relies on the successful completion of all level 4 modules. The Fitness Training and Healthy Lifestyles subject area sets out the regulations in Table 1 above, which shows the number of modules required for an FD in Fitness Training and Healthy Lifestyles.

### **16. Academic Infrastructure**

The subject benchmark statements provide a means for the academic community to describe the nature and characteristics of programmes in a specific subject. The Healthy Lifestyle & Fitness programme is embraced within subject 25, Hospitality, Leisure, Sport and Tourism. Subject 25 includes four subject areas, the Foundation Degree in Fitness Training and Healthy Lifestyle follows the guidelines as set out in 'programmes broadly concerned with fitness & lifestyle. The breadth of coverage however will amount to 2/3rds of a total degree programme due to the fact Foundation Degrees are a two year programme.

The benchmark statement from the Quality Assurance Agency (QAA) can be found at: <http://www.qaa.ac.uk/crntwork/benchmark/hospitality.pdf>

The Foundation Degree in Fitness Training and Healthy Lifestyles has been written in light of the benchmarking statement: Sport  
Where the words 'sport and exercise' is written, the words 'healthy lifestyle and fitness' has been used to align with the programmes title.

- Human responses and adaptations to healthy lifestyle & fitness
- The performance of healthy lifestyle and fitness and its enhancement, monitoring and analysis.

### Knowledge and skills

The intellectual skills and the key skills identified also feature in the Foundation Degree to the level required by the programme. The skills specific to Unit 25 will be developed in various ways, depending upon the subject context in which the student is studying.

To meet the requirements of the bench marking statements the Foundation Degree in Healthy Lifestyle and Fitness enables students to:

- Critique the contributions of a range of academic disciplines that have informed the developments of the subject as a field of study
- Demonstrate an appropriate degree of progression within specialist fields
- Display an integrated knowledge of the scope and breadth of the subject domain

### Performance indicators

The performance indicators have been used to inform programme specifications; to enable the course team to map programmes in development against the benchmark; and to inform the preparation of learning outcomes and assessment criteria.

### Key Skills

The subject benchmarking statement highlights specific key skills that should feature in undergraduate programmes. These skills have been embedded throughout the Foundation Degree in Fitness Training & Healthy Lifestyle and can be seen on each of the Module Specification.

These benchmark statements are mapped out in a matrix (Appendix 005), in relation to the key modules where they are embedded (which can relate to both the module learning outcomes and the indicative content).

### Updates on Employability Profiles

The Higher Education Academy and Council for Industry and Higher Education (CIHE) has continued to highlight the importance of developing student employability skills in the 2006 guide book. An examination of these skills reveals a great deal of similarities with the QAA Benchmark skill statements. These statements can be examined in Appendix 007 in order to further gauge how the course has considered these statements.

### The Framework for HE Qualifications

The course is fully compliant with the framework for HE Qualifications ensuring that the qualification

represents appropriately the level of achievement and reflects accurately the field of study.

Appendix 008 illustrates where module learning outcomes are indicative of FHEQ qualification descriptors.

### QAA Code of Practice for Placement Learning

WCT has adapted its policies and procedures to align with the QAA Codes of Practice

Placement learning at Worcester College of Technology relates to the following areas:-

Paid work experience (Foundation Degree programmes)

Professional Placements for FE programmes

WCT recognises the importance of work experience records in the organisation and maintains a database for staff and students. Additionally, it will maintain a record of completed pre-placements ( Health and Safety) questionnaires from organisations identified .WCT will expect that the relevant precepts in the QAA Code of Practice will be adhered to across all placements learning provision. The relevant department is responsible for providing assurance that the precepts of the code are being implemented. Guidelines for students and employers to align with have been produced. The department also employs a full-time work – based assessor that work closely with industry and ensures guidelines are closely adhered to. Please refer to Appendix for details on QAA learning code of practice within UW

#### Other QAA Codes of Practice

This course 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 at UW provides specialist support on a one to one basis “

The following guidance and support structure is in place for students participating in this HND course:

- FD Sports (Tourism) coaching and development students experience a wide variety of teaching and learning e.g. lectures, seminar, group work, practical activities and the use of e-learning.
- Support provided for assessments in the form of subject group tutorials and one to ones.
- Extra workshops to develop referencing and study skills
- Initial Induction course at Worcester College of Technology, which involves a visit to Worcester University (summer Institute available at Worcester University for mature, direct entry students and late entry clearing) and spiral induction procedure throughout the academic year, as appropriate.
- Student Handbook (published on an annual basis).
- All students will have a personal tutor who guides the process of Personal Development Planning (PDP) and offers general support and one-to-one support.
- Library induction and information skills packages.
- Study skills provided within the subject and IT skills embedded within modules.
- Students who are at risk – profile of students grades are kept at Worcester College of Technology and the course manager identifies those students who may be at risk of failing. Course manager will keep in close contact with link tutor at Worcester. Students will be offered one to one support at both institutions to try and get back on track.
- Students supported by Information learning Services (Library, IT, Media and Print).
- Worcester College and the University’s Careers Service provide training opportunities for career planning.
- Designated Tutor who monitors individual student progress.

[Study Skills Advice Sheets](#) (at UW and WCT) 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.

## **18. Admissions Policy, Criteria & procedures**

### Admissions Policy for the course

The University aims to be accessible. It is committed to widening participation and encouraging diversity in the student population. The Institute of Sport and Exercise Science works closely with central student support services including the Admissions Office, the Disability & Dyslexia service and the International Centre to support students from a variety of different backgrounds. The Corporation and staff of Worcester College of Technology have an absolute commitment to promote equality and fairness in all College operations and their values of diversity of its staff and student populations and to prevent unlawful discriminations. We actively encourage and welcome people from the widest range of economic and cultural backgrounds and value the contribution of mature learners.

Application forms are available from and should be returned to Team B, Admissions Department, Registry, University of Worcester, Henwick Grove, Worcester, WR2 6AJ by 30th April.

Students from institutions other than those partnered with University of Worcester are encouraged to apply and will be considered on the above criteria, however, individual students also contact the Course Manager to discuss their application in person.

#### Entry requirements

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

#### Admissions procedures

Full-time applicants apply through UCAS (course code C 600)  
Part-time applicants apply directly to University of Worcester (UW)

#### Accreditation of Prior Learning

Students with relevant previous study at HND, Foundation Degree 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. Because of the infusion of theory and practice which underpins this qualification, it is unlikely however that an applicant can be accredited with a full module only for some parts.

For further information, please contact: your course tutor for guidance

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

- The FD will sit within the UW quality assurance procedures. Chiefly:
- Annual Review / Monitoring Report
- External Examiners' Reports
- Link Tutors report
- Each module provides mid-module and end of module student evaluations
- Course Committee (with student and staff representation) formally considers student feedback and sets out action plans
- Departmental Staff Student Consultative Committee identifies and addresses generic issues
- Board of Examiners' Moderation Group
- Widening participation WCT have access into UWs Learning and Teaching Centre that
- promotes learning and teaching across the institutions.
- New Staff mentoring system
- Staff observed by Programme Managers.
- Personal tutor feedback
- National Student Survey
- Staff mentoring system within the college
- Employers feedback and assessments through work-based activities
- Induction surveys
- Systems are in place in both institutions and application of these systems will be shared appropriately

## **20. Regulation of Assessment**

Assessment is the process by which the University is able to confirm that a student has achieved the learning outcomes for a module. Assessment is work, such as an examination, essay, report, test, portfolio, practical or project undertaken by a student; there may be one or more items of work which make up the components of assessment; the grade (which may include pass or fail) contributes to the evaluation of the student's performance and the determination of his or her entitlement to proceed with the course or eligibility for an award.

### **Requirements to pass modules**

- Modules are assessed using a variety of assessment activities which are detailed in 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 fail to submit an item of assessment lose their right to reassessment in that module, and will be required to retake the module.
- 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 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
FdA/FdS certificate	120 credits at Level 4 and at least 30 credits at Level 5
FdA/FdS	120 credits at Level 4 and 120 credits at Level 5

These awards are not classified.

Institute Examination Boards review and confirm results for modules, and the Scheme Examination Board considers candidates' mark profiles to make decisions about progression, awards and degree classifications as appropriate.

The University requires Institutes and/or course teams to have a formally stated policy for internal and external verification and moderation of marking which meets the requirements of the University's Assessment Policy (<http://www2.worc.ac.uk/registry/pdf/AssessmentPolicy.pdf>).

The aim of the programme is to broaden and deepen students' understanding of sport through academic study. It is the academic content allied to vocational orientations, which provide the knowledge, skills, understanding and experience. Initially this is through a common foundation course and through optional pathways, which would give students the opportunity to follow different vocational outlets.

## **21. Indicators of Quality & Standards**

WCT follow the quality management and enhancement mechanisms adopted by The Institute of Sport :

Internal Annual Course Monitoring reports

Annual External Examiners reports – Excellent EE reports given

Good retention

QAA institutional Audit

Student progression on to top up degrees in Universities

Periodic Review

Investors in People- UW and WCT have achieved 'Investors in People' award

National Student Survey results

## **22. Career Opportunities & Links with Employers**

The career opportunities in sport and fitness are large and eclectic and are forecast to rapidly increase. The London Olympics 2012 together with increases in participation rates<sup>1</sup> promise rich rewards for sports graduates. Public policy is increasingly focusing attention on delivering a consistent increase in sport participation. In the last year the sport market grew by 3% in real terms, reaching £20.45 billion in value. It is predicted that this will increase by 3.1% reaching a market value of £21.2 billion. For example, the Health and Fitness sector increased by 3.4% reaching £1.9 billion in value as the provision for women increased, while it is forecast that the sports goods sector will increase by 5.4% in 2008 alone. If sport participation increases by 4% in the next four years to the London Olympic Games the market will expand strongly.

Opportunities will arise over the next four years to the London Olympic Games giving an increase in a variety of jobs being available. The Health and Fitness sector increased by 3.4% reaching a market value of £ 1.9 billion as the provision for women increased. Students have opportunities in working in the commercial sector, public sector or the voluntary sector however most of the jobs are found in the commercial area of the industry.

In addition to the more obvious jobs such as fitness instructors, fitness centre managers, health and nutrition instructor, there are opportunities related to marketing, small business development in the forms of alternative therapy and be able to develop business plans for this. As the students career develops they will have opportunities of moving away from operational based posts and move into more strategic roles within a business to ensure the organisation is managed both efficiently and effectively.

At a regional level, 87,000 people are employed in sports related activities. 605,000, people participate regularly in sport in organised clubs and are supported by 25,000 volunteers. Sport produces £3 billion a year turnover and £593 million in household incomes each year with sporting events attracting 600,000 visitors generating £19 million for the region. There are around 4,000 businesses in the sports sector in the West Midlands employing around 60,000.

Throughout the programme students will continually align with industry making visits and personal contact with other organisations. This will broaden their experience and knowledge and have further opportunities of making them known to prospective employers.

<sup>1</sup> The figures are based on Sport England (2008) "Sport Market Forecasts 2007-2001"

<sup>1</sup> These are a reflection of recent figures available from Sport England

### Opportunities for Further Study

Progression opportunities for Foundation Degree students exist whereby they will be able to top up to a full degree. This is dependent upon grades received throughout 2 year study period plus; the interview with the University chosen. The experience to date from other students' is that students can be offered a 2 year degree programme or a 1 year top up. The choice of subject area for the degree has either been a BA in Management to widen knowledge into further areas of business or a BSc in Sports Studies where this will expand more into the sports industry. Other options are available, if students are willing to move out of the Worcester area

### Progression to UW Institute of Sport & Exercise Science

Progression from the FD to the Degree programmes is open to students who have successfully completed their FD. There are two possible entry levels available to you: Level 5 (year 2) or Level 6 (year 3).

### What do I Need in Order to Progress to Level 5 of the Degree?

Students are typically required to meet all of the following criteria:

- A 'B' grade profile across the two years of the FD
- Evidence of a strong commitment to academic study
- A supporting reference from the Course Manager/Course Leader
- A complete set of course work submitted over the two-year period.

Students will be required to attend an interview

### What do I Need in Order to Progress to Level 6 of the Degree?

- An 'A' profile across the two years of the FD
- Evidence of a strong commitment to academic study
- A supporting reference from the Course Manager/Course Leader
- A complete set of course work submitted over the two-year period.

Students will be required to attend an interview

Please refer to the table below to see which programmes you can apply for and at which entry level

<b>PROGRAMME</b>	<b>LEVEL 5</b>	<b>LEVEL 6</b>	<b>PATHWAY</b>
SPORTS STUDIES	Yes	Yes	Single, Joint,
SPORT AND EXERCISE SCIENCE	Yes	No	Single only

Application forms are available from and should be returned to Team B, Admissions Department, Registry, University of Worcester, Henwick Grove, Worcester, WR2 6AJ by 30th April.

**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 study guides and course student 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.