

PROGRAMME SPECIFICATION – FD/HND COURSES

1	Awarding institution/body University of Worcester
2	Teaching institution University of Worcester, Telford College of Arts and Technology
3	Programme accredited by N/A
4	Final award HND
5	Programme title Sports Performance and Coaching
6	Pathways available None
7	Mode and/or site of delivery University of Worcester/ Telford College of Arts and Technology
8	Mode of attendance Full Time
9	UCAS Code 26NCS
10	Subject Benchmark statement and/or professional body statement Hospitality, Leisure, Sport and Tourism 2008
11	Date of Programme Specification preparation/revision March 2009/ Amended August 2011

12 Educational aims of the programme

The course aims to:

- Develop a depth of integrated knowledge, critical perspectives and skills (including research skills), which characterise sports performance and coaching.
- Apply theory in a range of practical contexts in sports performance and coaching.
- Develop common skills, safety and ethical awareness
- Develop autonomy and independence in learning

The subject is multidisciplinary in that it draws on several related disciplines and interdisciplinary in that these areas are integrated into the framework of practical and applied study in several areas. The subject is controlled by the relationship between aims, outcomes, content and the organisation of the modules within the framework established by the HND Scheme. The team has organised the curriculum to allow the development of progressive intellectual challenge within sport performance and coaching.

During the development of sports courses, the staff team has pursued an increasing focus towards the applied study of sports performance and coaching. The modules designed for the HND in Sports Performance and Coaching have been specifically designed to incorporate an academic and vocational element. All delivery will take place on the Telford College of Arts and Technology campus.

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:-

<p>Knowledge and understanding:</p> <ul style="list-style-type: none"> • Use a coherent range of knowledge and skills required for future employment in their chosen industry and/or to facilitate progression onto degree programmes. • Gather, interpret and apply through intervention the key concepts of the study of sports performance and coaching in selected practical situations. • Utilise and critically evaluate the effectiveness of a multi-disciplinary and interdisciplinary approach to the study of sports performance and coaching. • Demonstrate a vocational understanding of the philosophical basis of scientific paradigms. 	<p>Examples of learning, teaching and assessment methods used:</p> <ul style="list-style-type: none"> • Practical experience of coaching to underpin coaching theory occurs in many modules. • Intervention based approach used specifically in module HSPC1007. • Range of assessments methods across modules to include; presentations, essays, practical observation, reflective accounts, research proposal and training programmes. • Knowledge will link between modules to provide a holistic approach to Sports Performance and Coaching.
<p>Cognitive and intellectual skills:</p> <ul style="list-style-type: none"> • Demonstrate a critical awareness of the application of appropriate theory to selected contexts. • Identify and solve problems in sports performance and coaching through the utilisation of a wide range of learning approaches. • Develop the ability to critically interpret data and text. • Develop an independent approach to learning. 	<p>Examples of learning, teaching and assessment methods used:</p> <ul style="list-style-type: none"> • A range of learning material will be used across modules, typically journals, ebooks and video feedback. • Modules HSPC 1004, 2001 address data collection and/ or presentation of data. • Other modules deal with theory, evidence and peer reviewed articles. <p>Some assessments allow for group collaboration and as such develop group cohesion and team working/ communication skills.</p>
<p>Practical skills relevant to employment:</p> <ul style="list-style-type: none"> • Develop the ability to plan and manage their learning and progression. • Develop interactive, group and problem solving skills. • Communicate and present information effectively in a variety of forms. • Apply numerical and C & IT skills where appropriate. 	<p>Examples of learning, teaching and assessment methods used:</p> <ul style="list-style-type: none"> • Time management skills are addressed through submission dates and learner responsibility for attendance and self directed study. • Contemporary ICT programmes will be utilised and experience gained of real life work situations (eg game analysis). • Assessment methods reflect opportunity to collect, communicate and present information in a variety of ways. • Scientific measurements will be undertaken (including; lactate samples, resting and active metabolic calculation and heart rate

	analysis).	
<p>Transferable/key skills:</p> <ul style="list-style-type: none"> • Demonstrate competence in interactive and group skills. • Exercise communication and presentation skills, numeracy and ICT skills. • Plan and manage own development of learning. Use reflective practice to develop knowledge and skills for work-based learning 	<p>Examples of learning, teaching and assessment methods used:</p> <ul style="list-style-type: none"> • Modules involve significant student interaction which includes reliance on discussion/ idea sharing, effective communication and group collaboration. • Presentation and communication skills are formatively and summatively assessed in most modules. • Students will be expected to conduct further research reading around module delivery in order to demonstrate knowledge and understanding. <p>Self evaluation and reflective practice is integrated into coaching modules and peer observation and feedback is also used to supplement students own views.</p>	

14 Assessment Strategy

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](#).

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.

Table 2 Assessment Methods Map – HND Sports Performance and Coaching (subject to change)

Module code	Practical	Reports	End of module test/ Exam	Presenta tion	Essay	Research design task	Case Studies	Log book	Media File	Portfolio	Practical Worksheet	Project
HSPC1001			50%	50%								
HSPC1002		60%	40%									
HSPC1003	40%									60%		
HSPC1004		30%										70%
HSPC1005			50%								50%	
HSPC1006				40%					60%			
HSPC1007				40%	60%							
HSPC1008					50%		50%					
HSPC2001			40%			60%						
HSPC2002				30%			70%					
HSPC2003		25%										75%
HSPC2004					60%		40%					
HSPC2005				25%				75%				
HSPC2006		50%			50%							
HSPC2007		65%						35%				
HSPC2008		60%			40%							

Figures indicated are assessment weighting percentages.

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

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15 Programme structures and requirements

The HND in Sports Performance and Coaching has been designed with a foundation in the study of Sports Performance and Coaching at level 4. The mandatory modules at Level 4 introduce students to a broad base of relevant, underpinning academic and vocational aspects of Sports Performance and Coaching.

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 coaching qualifications alongside the HND Sports Performance and Coaching if they wish.

Level 5 provides the opportunity for more vocational study and is characterised by the opportunity for students to gain valuable work experience within the sports performance and coaching industries.

- The course has a unit structure and consists of 16 core units. To gain the full HND 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.

Table 1: HND Sports Performance and Coaching Award Map

LEVEL 4				
Module Code	Module Title	Credits	Module Status	Prerequisites
HSPC1001	Foundations of Sport (Psycho-Social)	15	Mandatory	None
HSPC1002	Foundations of Sport (Physiology)	15	Mandatory	None
HSPC1003	Introduction to the Principles of Sports Coaching	15	Mandatory	None
HSPC1004	Training for Sport	15	Mandatory	None
HSPC1005	Foundations of Sport (Practical Kinesiology)	15	Mandatory	None
HSPC1006	Introduction to Motor Learning & Skill Acquisition	15	Mandatory	None
HSPC1007	Physical Activity, Exercise & Health	15	Mandatory	None
HSPC1008	Partnerships & Sports Coaching Placements	15	Mandatory	None

In cases where a student fails a Level 4 module and is required to retake the module (with attendance), one of the following 3 courses of action shall apply:

1. Where possible the student will re-take the module with attendance, alongside their Level 5 modules.
OR
2. Where there is a timetable clash the student will be offered (subject to availability) the opportunity to attend a comparable UMS module at Level 4. Attendance will be monitored by the UMS module leader. However the student will register for the failed HND module and complete the assessment for that module. The HND module leader of the failed module will mark the work and enter the grade at the Exam Board. The UMS tutor will confirm that the student has met the attendance requirement
OR
3. The student may choose to return the following year to attend the HND module and complete the assessment

In cases where a student fails 2 Level 4 modules and is required to retake the modules (with

attendance), please note the following 3 possible courses of action:

1. Where possible the student will re-take ONE module with attendance, alongside their second year studies
2. Where there is a timetable clash the student will be offered (subject to availability) the opportunity to attend a comparable UMS module at Level 4. Attendance will be monitored by the UMS module leader. However the student will register for the failed HND module and complete the assessment for that module. The HND module leader of the failed module will mark the work and enter the grade at the Exam Board. The UMS tutor will confirm that the student has met the attendance requirement.
3. **The student may not retake 2 modules (with attendance) in the same academic year**, so will have to extend their studies by a semester in order to complete the additional failed module.

LEVEL 5				
Module Code	Module Title	Credits	Module Status	Prerequisites
HSPC2001	Research Methods	15	Mandatory	None
HSPC2002	Scientific Approaches to Sports Coaching	15	Mandatory	None
HSPC2003	Sports Nutrition	15	Mandatory	None
HSPC2004	Health Based Exercise Testing & Prescription	15	Mandatory	None
HSPC2005	Invasion Sports	15	Mandatory	None
HSPC2006	Sport Event Project Management	15	Mandatory	None
HSPC2007	Effective Coaching	15	Mandatory	None
HSPC2008	Sports Performance Analysis	15	Mandatory	None

Level 4

All 8 modules in the Foundation Year establish a baseline 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 sport. It is the aim throughout the HND to look at sport from a multi-disciplinary perspective, and so each module attempts to integrate theory and practice using the experience gained from sports.

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 Sport performance and Coaching subject area sets out the regulations in Table 1 above, which shows the number of modules required for an HND in Sports Performance and Coaching.

16 QAA Academic Infrastructure

Benchmark Statements

The subject benchmark statements provide a means for the academic community to describe the nature and characteristics of courses in a specific subject. The course is embraced within Unit 25, Hospitality, Leisure, Sport and Tourism. (see appendix for mapping matrix of modules against benchmark statements).

The Framework for HE Qualifications (FHEQ)

The course is fully compliant with the Framework for HE Qualifications (FHEQ) ensuring that the qualification appropriately represents the level of achievement and is reflected accurately in the course

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. This responds to each of the precepts in the code.

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:

- **HND Sports Performance and Coaching** 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
- Induction course at Telford College of Arts and Technology, which involves a visit to Worcester University (summer school available at Worcester University for mature, direct

entry students and late entry clearing).

- 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 Telford College of Arts and 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.
- Opportunities to study abroad (optional) – Year 2; Semester 2)
- Students supported by Information learning Services (Library, IT, Media and Print).
- The University's Careers Service provides training opportunities for career planning.
- Designated Tutor who monitors individual student progress.

Telford College library has the following open times

Standard hours		
Monday to Thursday	08:30	21:00
Friday	08:30	16:30
Saturday to Sunday	CLOSED	
Vacation Hours		
Monday to Thursday	08:30	17:00
Friday	08:30	16.30
Saturday to Sunday	CLOSED	

A range of learning materials can be found here which include key texts which have been identified in each module outline.

Library account and information enquiries	01952 642282	
Subject-related enquiries	01952 642282	Email: rosemary.burgess@tcat.ac.uk
Library IT Support	01952 642280	Log IT, ResNet and Wireless problems at http://eris.worc.ac.uk/studentpages/
E-Learning Support (incl. Blackboard)		Email: eos@worc.ac.uk
Computer Services- Technical IT Support	01952 642284	

Information and Learning Services (ILS) at UW

The Department of Information and Learning Services (ILS) supports students and staff using

library and ICT services. ILS provides books, e-books, journals, online resources, IT and study spaces. UW students automatically become members of the library. Further information on ILS, including up-to-date opening times, can be found at: <http://www.worc.ac.uk/ils/>

Library account and information enquiries	01905 855341	
Subject-related enquiries		Email: askalibrarian@worc.ac.uk
Technical IT Support	01905 857500	Log IT, ResNet and Wireless problems at http://eris.worc.ac.uk/studentpages/
E-Learning Support (incl. Blackboard)		Email: eos@worc.ac.uk

Support and advice

Academic Liaison Librarians provide both formal and informal teaching sessions on information and research skills, which enable students to search for, retrieve and organise information effectively and ethically. Librarians also provide advice on the selection of resources and staff the enquiry service. The librarian for Sport and Exercise Science is Carly Sharples (c.sharples@worc.ac.uk). Carly is available to help individuals or groups of students at any time during the course with regards to finding information or using ILS. A general enquiry service is available in the library during staffed hours.

Books and Journals

The library has an extensive collection of books relating to Sport and Exercise Science. We also have a growing collection of e-books, available to read online (accessible through the library catalogue). You will need your student ID card to borrow material from the library.

The library holds a range of print journals of relevance to Sport and Exercise Science. However, many of our journals are accessible solely or additionally online (through the library catalogue) making them more accessible to students who are not on campus.

Online resources

The library catalogue provides users with access to their library record, including a loan renewal facility and a range of resources and full text journal articles. To get the most from the library catalogue, students should log in using their UW network user name and password at <https://login.worc.ac.uk>.

The library subscribes to **Academic Search Complete** and **Sport Discus with Full Text** which provide electronic access to full text journal articles. **InfoTrac Custom Newspapers** provides access to full text newspaper articles. All of these resources are available on and off

campus.

RefWorks, a bibliographic management tool, enables you to import and manage references from online resources, databases and the library catalogue. You can then use *RefWorks* to create bibliographies in an appropriate referencing style, and add citations to your work using its 'Write 'n' Cite' tool. Visit www.refworks.com for more information.

Go to the Sport and Exercise Science Netvibes page http://www.netvibes.com/ises_resources for the latest professional news and links to additional resources.

Using other libraries

The SCONUL Access scheme enables staff, research students, full time postgraduates and part-time, distance learning and placement students to borrow material from other higher education libraries participating in the scheme. To check your eligibility and member libraries, visit <http://www.access.sconul.ac.uk/>. You will need to register for the scheme through ILS.

ICT Services

ICT technicians are available to help and advise students on matters relating to ICT or equipment hire. Photocopying, laminating and binding services are also provided by ILS.

Library and social learning spaces at St Johns and City Campuses offer over 200 PCs, with many more across the university. Wireless Internet connectivity is available across campus, with many laptop-enabled desktops. ILS also lend netbooks for student use on request. All machines have access to the Internet, Microsoft Office and networked printing facilities. All students are given a University of Worcester network account providing them with access to University PCs and a range of online facilities including a University email account, the library's subscription databases and online resources, and the virtual learning environment.

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, which two must be Maths and English, plus a minimum of 1 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

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

Admissions/selection criteria

Prospective students should apply through UCAS and all applications will be considered by the Course Leader. All successful applicants will be required to attend an interview at the University. The decision to offer a place will be based on a candidate's ability to demonstrate enthusiasm for the subject, commitment to study and the academic capability to succeed on the Course.

Mature Students

UW values diversity in its student body and applications from mature students are very welcome. If you fulfil the standard entry requirements as detailed above, please apply through UCAS. Students with few or no formal qualifications should contact the Registry Admissions Office (01905 855111) with details of their age, any work undertaken, including caring or organised voluntary work, and any other relevant experience gained since leaving school.

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

Applications for credit should be routed through the Admissions Office in Registry Services. Applications for full-time undergraduate courses should be made through UCAS, whilst all other applications will be made directly to the University. Application and APL claim forms will be available on the University website, so that applicants may download them directly.

Please contact the Registry Admissions Office for further information or guidance 01905 855111

UW Institute of Sport & Exercise Science – HND Progression Criteria

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

Please note Foundation degree students must apply through UCAS

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:-

- 5 merits or distinctions across the two years of the HND/FD
- Evidence of a strong commitment to academic study
- A complete set of course work submitted over the two-year period
- Students will be required to give the name of a course tutor who can supply a supporting reference (this could be the Course leader, Link tutor or another tutor teaching on the Course, but please note, this cannot be the Collaborative Programmes Co-ordinator)

All students will be required to attend an interview. This is in keeping with our commitment to interview all prospective students applying for a place on an undergraduate degree programme. The purpose of the interview is to ensure each student is applying for the right programme of study and is clear about the content and structure of the course as well as Institute expectations.

AVAILABLE PATHWAYS

PROGRAMME	LEVEL 5		LEVEL 6	
	Entry allowed at this level?	Entry pathways available at this level?	Entry allowed at this level?	Entry pathways available at this level?
Sports Studies	YES	Single (S), Joint (J), Major/Minor (M/M)	YES*	S only
Sport and Exercise Science	YES	S only	NO	Not applicable.
Physical Education	YES	J only	NO	Not applicable

Sports Coaching Science	YES	S,J,M/M	YES**	S only
Sports Development and Coaching	YES***	J and minor pathway only.	NO	Not applicable

***HND/FDs (WCT only)**

Please note that only students from WCT may enter Level 6 on the Sports Studies single honours pathway.

****HND/FDs (Stourbridge College and TCAT only)**

Please note that only students from Stourbridge College and TCAT may enter Level 6 on the Sports Coaching Science single honours pathway.

***** Please note this course is only available as a joint and a minor pathway**

Application form available from and returned to Team B, Admissions Department, Registry, University of Worcester. The deadline date for submission of completed forms will be determined at the start of each academic year, but for 2012/13 entry will be 1st March 2012.

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 should also contact the Course Leader [of the course for which they wish to apply] to discuss their application in person.

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 programme dependent upon qualifications or experience gained. Credit can also be given for individual modules. This is commensurate with the University of Worcester Policy and Principles for Accreditation of Prior Learning document (September 2007).

Please contact the Registry Admissions Office for further information or guidance 01905 855111

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

All grades will be processed through the Institute HND 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. Semesterly course committees will be constituted by all active teaching team and 2 Course Representatives (StARs) from each year.

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

guidelines.

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

The UW External Examiner and post Exam Board moderation systems will apply to this course.

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

20 Regulation of assessment

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.
- 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
HNC	120 credits at Level 4 or higher
HND	120 credits at Level 4 and 120 credits at Level 5

Award	Requirement
CertHE	120 credits at Level 4 or higher

These awards are not classified.

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

TCAT 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

The University of Worcester 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

The career opportunities in sport are large and eclectic and are forecast to rapidly increase. The London Olympics 2012 together with increases in participation rates¹ 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.

Sport-related employment in England alone stood at 434,000 jobs in 2005, an increase of 68,500 jobs (19%) since 2000 whilst sport related economic activity increased from £10.37 billion in 2000 to £15.47 in 2005; an increase of almost 50%². In 2005 sport-related employment in England accounted for 1.8% of all employment in the country, greater than the combined employment of the radio, TV and publishing sectors. The majority of sport-related jobs (76%) are in the commercial sector, with 12% in the voluntary sector and 12% in the public sector.

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.

Coaching is one of a number of sport related front line jobs in which opportunities are increasing in fields such as performance, development and recreational sport. The impact of London hosting the Olympics in 2012 has created momentum in relation to creating a sporting legacy. As a result of the Sports Cabinet backing of the UK Coaching Framework a case for the investment in the UK Coaching System has been made up to 2016. The UK Coaching Framework will deliver an additional 40 million coaching hours annually and 40,000 full time coach equivalents. Considerable funding has already been granted to fund 3,000 Community Coaches, 45 Coach Development Officers and to support the development and implementation of the UK Coaching Certificate within 31 sports.

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

¹ These are a reflection of recent figures available from Sport England

Progression opportunities are available for students to progress onto the BSc Sport Coaching Science, BSc Sports Studies, BSc Sport and Exercise Science and BSc Physical Education (non QTS) at UW (see section 4 of the handbook for further details).. With necessary school curriculum, experience, teaching and knowledge gained from work placements, students may also have the opportunity to progress onto the PGCE Physical Education at Worcester University.

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.