

PROGRAMME SPECIFICATION – FD/HND COURSES

Awarding institution/body	University of Worcester
Teaching institution	University of Worcester, Worcester College of Technology & Worcester 6 th Form college
Programme accredited by	N/A
Final award	HND
Programme title	Sport Studies
Pathways available	N/A
Mode and/or site of delivery	University of Worcester/Worcester College of Technology/Worcester 6 th Form College
Mode of attendance	Full Time/Part Time
UCAS Code	3X6C T
Subject Benchmark statement and/or professional body statement	Hospitality, Leisure, Sport and Tourism
Date of Programme Specification preparation/revision	February 2008 / Amended September 2011 / Amended November 2011

12 Educational aims of the programme

The educational aims provide the over-arching structure to the course, together with establishing its key philosophical underpinnings.

The course aims to:

Develop students knowledge, skills and critical understanding of the well-established principles required for immediate employment in the sports industry;

Provide opportunities to develop key skills in communication, presentation, and time management;

Ensure that the skills and knowledge acquired on the programme are transferable;

Enable students to progress in Higher education upon completion;

Provide students with an intellectual challenge and the ability to evaluate critically the appropriateness

of different approaches to solving problems in the sports environment.

It should also be noted that because these aims are the guiding statements structuring the course they can be both *explicitly* dealt with in modules.

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 (2000) and adapted according to the needs of this particular course.

On completion of the programme students will be able to:

Knowledge and understanding:

Make effective use of knowledge and understanding of the disciplines underpinning

Examples of learning, teaching and assessment methods used:

<p>human structure and function, Sports Psychology and Socio Cultural Issues in Sport. Appraise and evaluate the effects of sport and exercise intervention on the participant. Evidence the skills required to monitor and evaluate human responses to sport and/or exercise. Gather, interpret and apply through intervention the key concepts of the study of sport and exercise in selected practical situations. Utilise and critically evaluate the effectiveness of a multi-disciplinary approach to sport studies.</p>	<p>Structured lectures, seminars, practical sessions and study tasks. Use of assessment tasks approach in a number of core modules (e.g. HSPT 1001 and HSPT 2007) to contextualise theory and practice. Use of scenario based case studies and assignments. (HSPT 1001 and HSPT 2008) Use of guest speakers to help add depth and 'real' world insights. Variety of assignments methods (see appendix for examples of the variety).</p>
<p><i>Cognitive and intellectual skills:</i> Demonstrate a critical awareness of the application of appropriate theory to selected contexts. Identify, critically analyse and solve problems in a range of sports settings through the utilization of a wide range of observational and scientific approaches. Develop the ability to critically interpret data and text. Develop an independent approach to learning, reflection and independent learning styles</p>	<p><i>Examples of learning, teaching and assessment methods used:</i> As students progress through the levels, the range of materials required to complete assignments will vary, from evaluating relevant articles, theories and evidence (HSPT 1002, HSPT 1003 and HSPT 1004), to developing specific approaches with regard to data and research (HSPT 2002, HSPT 2004).. Most assignments will require the presentation of a logical, linked argument or discussion, whether this is for an essay, report or presentation. Many assignment tasks are group work related and encourage learners to develop an independent approach to learning. (HSPT 1003, HSPT 2007). All modules encourage student discussion and en engagement.</p>
<p><i>Practical skills relevant to employment:</i> Understand and apply the theories, concepts and principle practice from the generic management of operations, finance, economics and marketing sports facilities and events. Provide a critical appreciation of the relationship between sport and exercise activity and intervention in a variety of participants groups, including special populations such as the elderly, disabled and children. Exhibit the skills required to monitor and evaluate sports performance in laboratories</p>	<p><i>Examples of learning, teaching and assessment methods used:</i> Assignments which have a 'live' element to them and are grounded in real communities (e.g. HSPT 1003, HSPT 2003 and HSPT 2002) are important for helping to further contextualise the programme. Practical teaching sessions and work experience modules. (HSPT 1002, HSPT 2005, HSPT 2003). Research/issue based modules encourage</p>

<p>and/or field settings. Monitor, analyse, diagnose and prescribe action to enhance the learning and performance of the component elements of sport. Employ social, economic and political theory to explain the differentiation of sport throughout society. Demonstrate the application of the social and cultural meanings attached to sport and their impact on participation and regulation.</p>	<p>examination of particular subject areas in more depth, which help students gain the skills for examining other areas. HSPT 1004, HSPT 2004) is also very relevant to this area, as students need to select and research an appropriate topic. The assessments vary in their range of communications methods, which can include formal/informal presentations, reports, essays, exams and seminar led discussions. Also a variety of software is utilised as a matter of programme, which can range, for example, from the use of Word, Excel to the more complex software. The use of logs and reflective diaries to make the variety of skills more explicit. Requirement for a variety of source materials to be used in data collection</p>
<p><i>Transferable/key skills:</i> 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>	<p><i>Examples of learning, teaching and assessment methods used:</i> The variety of assessments used. The responsibility given for managing their own time to hand-in assignments, which is complemented by a variety of support systems. Some exist outside of the programme (e.g. study support) and within the programme. The tutorial system is student demand led. Tutors can help students identify learning styles and engage with both simple and complex issues. However, the student instigates the process.</p>
<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.</p>	

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](#).

A matrix of assessment methods used within modules can be seen in Appendix 004.

How your work is assessed

Each assessment item has published specific marking criteria contained in the module outline given to students at the beginning of the module. These are based on the generic assessment criteria contained within the [UW Student Handbook](#).

The table below shows the full range of assessment items used within the subject, by module and also shows the relative weightings of each item.

Assessment Methods Map: HND Sports Studies

Module	Portfolio	Exam	Report	Group Pres	Individual Pres	Data Collection and Report	Essay	Practical Write Up	Group Case Study	Case Study/Project/Report	Research Proposal	Group Report	Lab Report	Work-Based Project
HSPT 1001			50 %					50 %						
HSPT 1002			50 %					50 %						
HSPT 1003				40 %						60%				
HSPT 1004						60 %					40 %			
HSPT 1005				40 %			60 %							
HSPT 1006				40 %			60 %							
HSPT 1007										100 %				
HSPT 1008			50 %	50 %										
HSPT 2001		50%											50 %	
HSPT 2002			50%	50 %										
HSPT 2003	50 %													50 %
HSPT 2004					50 %						50 %			
HSPT 2005			60%				40%							
HSPT 2006				40 %			60%							
HSPT 2007		40 %					60 %							
HSPT 2008			50 %					50 %						

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 be updated as these changes occur.

15 Programme structures and requirements

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

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 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 industries. The course has a unit structure and consists of 16 core units. In order to gain the full HND students must complete and pass a total of 16 units.

HND Sport Studies Award Map

LEVEL 4				
Module Code	Module Title	Credits	Module Status	Prerequisites
HSPT1001	Anatomy & Health	15	Mandatory	None
HSPT1002	Practical Sports Studies	15	Mandatory	None
HSPT1003	Sport in Context 1: Foundations of Sport Management	15	Mandatory	None
HSPT1004	Research Methods 1	15	Mandatory	None
HSPT1005	Issues in Sport	15	Mandatory	None
HSPT1006	Foundations of Sports Psychology	15	Mandatory	None
HSPT1007	Sports Nutrition	15	Mandatory	None
HSPT1008	Resource Management	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:

Where possible the student will re-take the module with attendance, alongside their Level 5 modules.

OR

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

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:

Where possible the student will re-take ONE module with attendance, alongside their second year studies

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.

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
HSPT2001	Applied Sports Physiology	15	Mandatory	HSPT1001
HSPT2002	Sport in Context 2: Business, Marketing & Entrepreneurship	15	Mandatory	HSPT1003
HSPT2003	Work Experience	15	Mandatory	None
HSPT2004	Research Methods 2	15	Mandatory	HSPT1004
HSPT2005	Analysis of Sports Performance	15	Mandatory	None
HSPT2006	Applied Sports Psychology	15	Mandatory	HSPT1006
HSPT2007	Social & Cultural Issues in Sport	15	Mandatory	None
HSPT2008	Exercise Prescription for Healthy & Special Populations	15	Mandatory	HSPT1001

Table 1
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 Studies.

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

The course is fully compliant with the framework for HE Qualifications ensuring that the qualification appropriately represents the level of achievement and is reflected accurately in the course (see appendix for cross referencing of modules against the framework for HE)

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:

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HND Sport Studies students experience a wide variety of teaching and learning e.g. lectures, seminar group work, practical activities and, the use of e-learning.
One-week induction course (summer school available for mature, direct entry students and late entry clearing).
Student Handbook (published on an annual basis).
All students have a personal tutor who guides the process of Personal Development Planning (PDP) and offers general support.
Library induction and information skills packages.
IT skills are also embedded within the course. The Information Learning Service also provides training.
Study skills provided within the subject and separately by the Disability and Dyslexia Service (free module available).
Opportunities to study abroad (optional).
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.
Student Advice Bureau.
Student Information and Guidance Centre
Equal Opportunity via the Disability and Dyslexia Service which implements codes of practice in relation to disability, racial and other forms of discrimination and also provides practical support and guidance for students with learning difficulties

Transport is available to take students offsite

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

Admissions Policy for the course

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

Entry requirements

The University's standard entry requirements apply: 4 GCSEs at Grade C or above of which two must be Maths and English, plus a minimum of 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 (*course code: 3X6C T*)
Part-time applicants apply directly to University of Worcester (UW)

Admissions/selection criteria

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

Mature Students

UW values diversity in its student body and students over the age of 21 are very welcome. If you fulfil the standard entry requirements as detailed above, please apply through UCAS. Students with few or no formal qualifications should contact the Registry Admissions Office (01905 855111) with details of their age, any work undertaken, including caring or organised voluntary work, and any other relevant experience gained since leaving school.

Accreditation of Prior Learning

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.

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 management committees will be constituted by all active teaching team and 2 Course Representatives from each year.

The Course Leader will submit for agreement, to the UW Institute of Sport & Exercise Science Principal Lecturer (PL) for Quality, Learning & Teaching, the student handbook and an annual evaluation report, 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 scrutiny of selected modules will apply to this course.

The team will seek feedback from students each time a module is run via informal discussions and the formal end of module evaluation process. 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 (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
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.

This section must also include details of any regulations which specifically apply to the course and/or are different to the standard regulations of the Undergraduate Regulatory Framework. Such regulations must be agreed with the Head of Registry Services and Director of QED and approved by ASQEC

21 Indicators of quality and 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

The University underwent a QAA Institutional Audit in March 2011. The audit confirmed that confidence can be placed in the soundness of the institution's current and likely future management of the academic standards of its awards and the quality of the learning opportunities available to students. The audit team highlighted several aspects of good practice, including the student academic representative (StARs) initiative, the proactive approach which supports the student experience for disabled students, the comprehensiveness of the student online environment (SOLE), the wide range of opportunities afforded to students to enhance their employability, the institution's commitment to enhancement, and the inclusive approach to working with its collaborative partners.

22 Employability and graduate destinations

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.

In addition to the more obvious sport related front line jobs such as fitness instructors, coaches and development officers, there are the employment opportunities related to marketing, human resource management, accountancy and fundraising. In addition, as a student's career develops, they may find themselves moving away from operational based management to more strategic roles. This degree course takes into account these varied opportunities and career developments, particularly with the opportunity to develop key business specialisms, such as in marketing or financial management.

It should be appreciated that many job opportunities are being generated in the public, voluntary and private sectors. This means whilst each sector has different overarching goals, overall they are increasingly becoming unified in purpose with the need for managers and employees who can ensure the organisation is managed both efficiently and effectively.

¹ The figures are based on Sport England (2008) "Sport Market Forecasts 2007-2011"

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

Progression opportunities are available onto the BSc Sports studies at Worcester University. To support an application to progress onto the PGCE Physical Education at Worcester University, students will need to demonstrate a broad knowledge of the National Curriculum, and demonstrate a wide range of Institute curriculum, experience and knowledge (in addition to their HND work placement experience). These students may be required to attend an interview as part of their application procedure

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.

