

Programme Specification for BA (Hons) Sport Development and Coaching

1.	Awarding institution/body	University of Worcester
2.	Teaching institution	University of Worcester
3.	Programme accredited by	N/A
4.	Final award	BA Hons
5.	Programme title	Sport Development and Coaching
6.	Pathways available	Single
7.	Mode and/or site of delivery	University of Worcester
8.	Mode of attendance	Full Time / Part Time
9.	UCAS Code	C602
10.	Subject Benchmark statement and/or professional body statement	Hospitality, Leisure, Sport & Tourism 2008
11.	Date of Programme Specification preparation/ revision	January 2013; September 2013; August 2014 (regulations); March 2015 (Award Map); June 2015 correction + clarification of academic tutor allocation / July 2015 (PAT) / Aug 2016 (Award Map); March 2017 correction to regulations.

12. Educational aims of the programme

Over the past two decades the sport development sector has grown rapidly, becoming a key area of employment for sport graduates. At its most basic level, sport development relates to encouraging people to take an interest or participate in sport or active recreation, whatever their age or capability, in order to allow them to continue to improve and excel. Yet this simple definition does not begin to convey the numerous variations in sport development jobs and the many exciting opportunities which now exist not only in the UK, but also internationally. The course develops a mix of coaching and management skills which are vital ingredients in the delivery of high quality sport development services and programmes. There is a strong vocational focus, letting students experience work-based learning, real case study scenario exercises and various practical activities, with many opportunities to gain additional qualifications. Underpinning all these elements is the development of a greater understanding of the economic and political environment in which sport operates in and how this constantly creates both threats and opportunities for sport development programmes.

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

The course aims to:

- A. Develop a depth of integrated knowledge, critical perspectives and skills (including research skills) which characterise sports development and coaching science.
- B. Apply appropriate sport development, coaching and management models and practices to a range of theoretical and real situations, in order to make appropriate operational and strategic decisions.
- C. Recognise the principles of sustainability, social and corporate responsibility and their importance to help guide future sport development and coaching policies and initiatives.

- D. Nurture autonomy and a risk, safety and entrepreneurial practitioner culture which can be used to lead innovation and change in relation to sport development and coaching in a complex political, social and economic environment
- E. Develop employability skills and vocational competencies relevant to various sports development and coaching roles and related disciplines.
- F. Widen a student's horizons to the international and global opportunities of sport development and coaching.

These course aims are embedded in both mandatory and optional 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 outcomes are developed throughout the different levels, whereby students are initially introduced to key concepts and theory at level 4, given more focus on operational issues and application at level 5, then focusing more on complex decision making, resource management and strategic planning at level 6. The levelness of the outcomes is also developed in relation to the amount of independence given to students to manage assessments, vocational practices and independent projects. There are twenty outcomes, organised around four categories. These outcomes and categories are outlined as follows.

Knowledge and understanding

On successful completion of the course, students will be able to:

1. Identify, explain and analyse key concepts, disciplines and principles in the theoretical underpinnings of sports development and coaching.
2. Demonstrate an understanding of multi and inter-disciplinary approaches needed for the study and practice of sports development and coaching.
3. Define the nature of sport development and coaching services and critically analyse how they developed historically and meet the needs, wants, economic goals and social objectives both domestically and internationally.
4. Apply the key strands of sport development, coaching and management to gain insights into the nature and culture of sport development and coaching services.
5. Critically evaluate how the changing internal/external business environment impacts upon and creates change for sport organisations, sport development officers (SDOs) and coaching services.

Examples of learning, teaching and assessment methods used:

Many of these sessions will be tutor led in a lecture room and could be followed by smaller seminar or practical sessions. These sessions will at times require students to complete a reading, practical or research task that will inform the forthcoming session. Students will be challenged to self-reflect on previous practice and future aspirations. Knowledge and understanding is assessed through a range of different assessment opportunities in each module.

Cognitive and intellectual skills

On successful completion of the course, students will be able to:

6. Develop fundamental research skills which will enable students to critically reflect upon literature and coaching practice.

7. Demonstrate the ability to critically analyse, assess and evaluate a range of evidence for the construction of reasoned arguments, problem solving, decision making and strategic planning.
8. Present persuasive and logical arguments that display independence of thought, synthesis, originality and critical reflection
9. Utilise problem solving and decision making skills to design/formulate and justify solutions to environmental/organisational change and challenges.
10. Take responsibility for own learning and continuing professional development (CPD).

Examples of learning, teaching and assessment methods used:

Every module provides opportunities for students to develop their thinking skills and intellectual ability, such as examining their own personal values and beliefs and the impact these have on development and coaching. Students will question their own learning journey, as well as how it has developed over the duration of the course. Students will be expected to develop logical arguments and debate issues and ideas from their evolving knowledge base. Students will be expected to construct reasoned arguments in a written, oral or as an ICT or multimedia presentation.

Practical skills relevant to employment

On successful completion of the course, students will be able to:

11. Plan, design, manage and evaluate practical activities using appropriate data, techniques and procedures.
12. Undertake work based learning fieldwork with due respect for safety, risk assessment and other factors for consideration when working in a development or coaching related environment.
13. Demonstrate an understanding of the moral, ethical, safety and legal issues and the related legislation to sport development, coaching and management.
14. Display a critical insight into the changing nature of inclusive sport coaching and the organisations and partnerships directly or indirectly involved.
15. Display the ability to develop innovative solutions to problems, or develop new services to meet changing market segments/target groups' needs, for personal growth, sport strengthening or commercial gain.
16. Recognise the variety of funding streams that can be accessed and secured to make sport development and coaching projects viable.

Examples of learning, teaching and assessment methods used:

At each level students have different opportunities to develop their development, management or coaching skills in a practical setting, ranging from small group sessions with their peers, to a variety of community related settings. Students will engage and have the opportunity to achieve UK recognised coaching awards throughout the duration of the course, some of which is embedded into the course itself.

Towards the end of the course a work placement module is completed and can consist of coaching over a season, including coaching players with a disability or other coaching related work, including working within an NGB or from the organisational aspect of a club. These experiences will be assessed through reflective and evaluative journals and logs along with peer and mentor feedback. There will be cross sport analysis which should stimulate debate and critical reflection. In all practical modules, students engage in tasks which help them to develop their coaching skills. This will enable students to become more competent and confident coaches and will enable them to work with people who have a range of needs.

Transferable/key skills

On successful completion of the course, students will be able to:

17. Develop the ability to plan, organise and manage academic and applied learning
18. Develop the ability to self-appraise and reflect on practice.
19. Engage effectively in team based problem solving activities and exhibit inclusive leadership qualities in the achievement of specified outcomes.
20. Communicate information effectively utilising oral, written and visual forms.

Examples of learning, teaching and assessment methods used:

Students will develop their communication and presentation skills using a range of assessment methods. This will be achieved through the sharing of ideas, providing peer feedback, formal presentation of ideas, work placement and research tasks, etc.

Students will develop the ability to self-appraise and reflect on their own strengths and weaknesses using tools such as video tutor and peer feedback. Summative feedback may be provided in written and/or tutorial feedback. Students will develop the ability to plan and manage learning in areas such as meeting deadlines for assessments, using tutorial support and liaising with Clubs and team coaching staff. Students will develop skills of camera technology and various ICT software packages to allow them to contribute to the coaching process and appreciate what is required when working in a coaching environment.

14. Assessment Strategy

An integral part of the teaching and assessment strategy is the use of case studies, problem solving, formative assessments and practical coaching activities. The nature of the case studies and problem solving exercises will vary over the different levels of study. At level 4 the approach primarily focuses on examining management case studies in order to explain and apply a range of concepts to better understand the nature of the problems or issues. At level 5 these themes continue, but there is a much stronger focus on developing practical operational decisions and solutions. Finally, at level 6, the nature of the cases and problems become more complex and strategic in their focus, with an emphasis on developing medium to long term strategic actions. The use of cases in both teaching and assessment also has a strong formative element, whereby they are utilised in lectures and seminar discussions, or preliminary assessments, which can give feedback to a final, summative assignment at the end. Each assessment item has published specific marking criteria contained in the module booklet given to students at the beginning of the module.

15. Programme structures and requirements

Award Map (30-01-13)

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

Course Title: BA Sport Development and Coaching	Date of preparation/revision: 20.04.15 / 22.08.16
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Level 4					
Module Code	Module Title	Credits (Number)	Status (Mandatory (M) or Optional (O))	Pre-requisites (Code of Module required)	Co-requisites/ exclusions and other notes*
			Single Hons		
SPRT1024	Principles of Sports Coaching	30	M	None	None

SPRT1029	Sport Development Foundation and the Sport Experience	30	M	None	Exclusion: SPRT1028
SPRT1004	Introduction to Socio-Cultural Issues in Sport	15	M	None	Exclusion: SPRT1026
SPRT1010	Sport Risk Management	15	M	None	None
SPRT1005	Introduction to Motor Learning and Skill Acquisition	15	O	None	None
SPRT1014	Personal Growth and Team Building Through Outdoor Adventurous Activity	15	O	None	None
SPRT1027	Adapted Physical Activity, Sport and Disability	15	O	None	None
SPRT1032	Sport Tourism and Event Management	15	O	None	None

Single Honours Requirements at Level 4

Single Honours students must take 120 credits in total, 90 of which must be drawn from the table above to include 4 mandatory modules: SPRT1029 Sport Development Foundation and the Sport Experience, SPRT1004 Introduction to Socio-Cultural Issues in Sport, SPRT1010 Sport Risk Management and SPRT1024 Principles of Sports Coaching.

Single Honours students may also choose to take elective modules to the value of 30 credits from the listing of elective modules provided for undergraduate degree programmes, or take additional SPRT modules as optional choices.

Level 5					
Module Code	Module Title	Credits (Number)	Status (Mandatory (M) or Optional (O))	Pre-requisites (Code of Module required)	Co-requisites/ exclusions and other notes*
			Single Hons		
SPRT2034	Coaching Pedagogy and Practice	30	M	SPRT1033 or SPT1024	None
SPRT2039	Sport Operational Development	30	M	None	Exclusion: SPRT2038
SPRT2015	Sponsorship and Fundraising	15	M	None	None
SPRT2035	The Research Process	15	M	None	Exclusion: BUSM2029
SPRT2049	Scientific Analysis of Sports Coaching	30	O	None	Exclusions: SPRT2048 & SPRT2050
SPRT2013	Sport Event Operations	15	O	None	None
SPRT2022	Sports Nutrition	15	O	None	None
SPRT2033	Strength, Power and Speed	15	O	None	None
SPRT2036	Multi Sports	15	O	None	None
SPRT2037	Sport and Disability	15	O	SPRT1027	Exclusion: SPRT2042

Single Honours Requirements at Level 5

Single Honours students must take 120 credits in total, 90 of which must be drawn from the table above to include 4 mandatory modules: SPRT2039 Sport Operational Development, SPRT2035 The Research Process, SPRT2034 Coaching Pedagogy and Practice and SPRT2015 Sponsorship and Fundraising.

Single Honours students may also choose to take elective modules to the value of 30 credits from the listing of elective modules provided for undergraduate degree programmes, or take additional SPRT modules as optional choices.

Level 6					
Module Code	Module Title	Credits (Number)	Status (Mandatory (M) or Optional (O))	Pre-requisites (Code of Module required)	Co-requisites/ exclusions and other notes*
			Single Hons		
SPRT3001/3002	Independent Study	30	O*	SPRT2035 or SPRT2030	Exclusions: OALM3001, OALM3002 & SPRT3029 Note: alternative is SPRT3029 Sport Development Project
SPRT3029	Sport Development Project	30	O*	SPRT2039	Exclusions: OALM3001, OALM3002, SPRT3001 & SPRT3002 Note: alternative is SPRT3001/3002 Independent Study
SPRT3008	Sport Strategy in Action	15	M	None	None
SPRT3010	Work-Based Learning (Coaching Placement)	15	M	SPRT2034	Exclusions: SPRT2011 & SPRT3039
SPRT3028	International Sport Development and Volunteering	15	M	None	None
SPRT3035	Contemporary Issues in Sports Coaching	15	M	SPRT2034	Exclusion: SPRT3004
SPRT3006	The Sports Entrepreneur	15	O	None	None
SPRT3009	Group Dynamics in Sport	15	O	None	None
SPRT3011	Applied Performance Analysis	15	O	SPRT2049	Exclusions: SPRT3033 & SPRT3046
SPRT3021	Socio-cultural Critique of Global and Olympic Sports	15	O	SPRT2045 or SPRT1004	None
SPRT3026	The Developing Child in Sport	15	O	None	Exclusion: SPRT3023
SPRT3036	Sport Event Marketing	15	O	SPRT2013	Exclusion: BUSM3619
SPRT3041	Advanced Sport and Disability	15	O	SPRT2037 or SPRT2042	None

Single Honours Requirements at Level 6

Single Honours students must take 120 credits in total to include *either SPRT3001/3002 Independent Study or SPRT3029 Sport Development Project, plus the 4 Mandatory modules SPRT3035 Contemporary Issues in Sports Coaching, SPRT3008 Sport Strategy in Action, SPRT3028 International Sport Development and Volunteering and SPRT3010 Work-Based Learning (Coaching Placement), and 2 Optional modules from the table above.

16. QAA and Professional Academic Standards and Quality

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

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

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

Full copies of the above documents can be found by visiting the [AQU website](#) or use the direct link to the QAA website:

<http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/HLST08.pdf>

The Sport Benchmark statements include five subject areas which are stated as being 'broadly concerned with sport'. These areas relate to the following, with the key mandatory modules where they are embedded placed in the brackets:

1. The human responses and adaptations to sport and exercise (SPRT 1024, 1029, 2034);
2. The performance of sport and exercise and its enhancement, monitoring and analysis (SPRT 1024 & 1029);
3. The health-related and disease management aspects of exercise and physical activity (SPRT 1029, 3035 or specialism developed through option selection);
4. The historical, social, political, economic and cultural diffusion, distribution and impact of sport policy (SPRT 1029, 2039, 3008 and 3028);
5. The study of planning, management and delivery of sporting opportunities (SPRT 1029, 2015, 2039, 3008, 3035 and 3028).

These five sport benchmark areas vary in relation to their relevancy to three key types of sport related degrees, which are *sport science*, *sport studies* and *sport management*. These diverse degree pathways should "normally" embrace at least one or two of the previously noted sport benchmark subject areas. In relation to the Sport Development and Coaching course, all of the benchmarks are addressed in a variety of modules, with the benchmarks of 2, 3 and 5 being given particularly attention.

17. Support for students

Personal Academic Tutor System

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

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

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

The personal academic tutor will also:

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

How often should a student and Personal Academic Tutor meet?

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

Study Skills

Effective study skills are a vital element in achieving academic success on the course. During the students time at the University they will be judged on performance in coursework and exams, and will need to develop successful study, revision and exam techniques in order to do well.

The Study Skills Advice Sheets (available from the link below) have been developed in order to help students to plan and carry out their coursework and assessments, making the most of the time available and helping students to achieve their potential. <http://www.worcester.ac.uk/studyskills/>

The [Disability and Dyslexia Service](#) within Student Services provides specialist support on a one to one basis. 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.

18. Admissions

Admissions Policy for the course

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

Entry requirements

The University's standard entry requirements apply: 4 GCSEs at Grade C or above, of which two must be Maths and English, plus a minimum of 2 and maximum of 3½ A Levels or equivalent Level 3 qualifications. The current UCAS Tariff requirements for entry to the course are published in the prospectus.

Recognition of Prior Learning

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

Students with relevant previous study at HND or degree level or extensive experience may be considered eligible for accreditation of prior learning. Entry may be possible to level 4 or level 5 of the course dependent upon qualifications or experience gained. Credit can also be given for individual modules. Please contact the Registry Admissions Office for further information or guidance on 01905 855111.

Admissions procedures

Full-time applicants apply through UCAS (C602)

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.

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

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

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

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

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

20. Regulation of assessment

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

Requirements to pass modules

- Modules are assessed using a variety of assessment activities which are detailed in the module specifications.
- The minimum pass mark is D- for each module.
- Students are required to submit all items of assessment in order to pass a module, and in some modules, a pass mark in each item of assessment may be required.
- 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 submit work later than 5 days but within 14 days of the due date will not have work marked unless they have submitted a valid claim of mitigating circumstances.
- For full details of submission regulations please see the Taught Courses Regulatory Framework.

Retrieval of failure

- Students are entitled to resit failed assessment items for any module that is awarded a fail grade, unless the failure was due to non-attendance.
- 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); the module grade for a re-taken module is capped at D-.

Requirements for Progression

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

Requirements for Awards

Award	Requirement
CertHE	Passed 120 credits at Level 4 or higher
DipHE	Passed a minimum of 240 credits with at least 90 credits at Level 5 or higher
Degree (non-honours)	Passed a minimum of 300 credits with at least 90 credits at Level 5 or higher and a minimum of 60 credits at Level 6
Degree with honours	Passed a minimum of 360 credits with at least 90 credits at Level 5 or higher and a minimum of 120 credits at Level 6

Classification

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

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

Classification determined on the profile of the best grades from 120 credits attained at Level 6 only.

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

21. Indicators of quality and standards

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

Final year students report high levels of satisfaction with their courses through the National Student Survey (NSS). Students rated their own personal development at Worcester very highly, (4.2 out of 5). A score of 4.1 was recorded for quality of teaching and 4.0 for overall satisfaction.

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.

The Sport Development and Coaching course began in 2010/11 so there have been no students who have graduated to-date. However the course has strong retention and progression figures to date.

22. Graduate destinations, employability and links with employers

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

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

Graduate destinations

At the University of Worcester (in 2010/11) our overall level of employment for graduates has increased from 67% to 72%.

The jobs available in sport development are numerous and varied, dealing with both operational delivery and strategic planning. Examples of sport development jobs can range from the various governing bodies of sport appointing sport development officers (SDOs) to promote and develop their particular sport; local authorities having officers who are there to develop active recreation in the local population; charities appointing officers who target a specific target group; schools establishing officers to coordinate and develop excellence in a variety of sports; and international organisations, such as UNICEF having people who help coordinate the work of governments and partners to help develop sport and play programmes for children, around the world.

The mix between coaching and development means that students will develop a range of skills, which will allow them to make direct operational contributions to coaching programmes; alternatively, the development of management skills, can allow students to help plan, co-ordinate and secure resources for new sport projects.

Student employability

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

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

The course has a strong vocational underpinning, which is developed through a mixture of Modules, placements and practitioner based case studies. In addition, students can also participate in a variety of additional opportunities created by the University, or those requested by the community, to do additional volunteering work.

The cases used for teaching and assessment in the modules SPRT1010, SPRT2021, SPRT2015, SPRT3008 and SPRT3028 are all ground in real sport development situations. They are designed for students to develop their problem solving skills, utilising a variety of theories, concepts and disciplines in an inter-disciplinary way. They involve both the critical analysis of situations and the development of practical solutions.

Links with employers

Links with employers have been further developed and strengthened by the Institute, particularly with the arrangement of discipline specific 'Sport Employers Advice panels' (2012) that are held once a Semester. Here careful consideration is given to how the Institute can improve the programmes in the future and better serve ISES graduates and the industry that many of them aspire to join. The meetings are also excellent opportunities to improve connections and ensure mutually beneficial working practices.

A variety of employers have played a role in terms of shaping the curriculum and advising on industry updates. There are links with the Chartered Institute for the Management of Sport and Physical Activity (CIMSPA), in order to help students to do additional vocational qualifications and gain course recognition as to the vocational relevancy of the programme.

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 the course handbook provided to all students at the start of the course. 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](#).