

**Programme Specification for BSc (Hons) Physical Education
C13**

1.	Awarding institution/body	University of Worcester
2.	Teaching institution	University of Worcester
3.	Programme accredited by	N/A
4.	Final award	BSc Hons
5.	Programme title	Physical Education
6.	Pathways available	Major, Joint and Minor
7.	Mode and/or site of delivery	University of Worcester
8.	Mode of attendance	Full time / Part time
9.	UCAS Code	Joint only
10.	Subject Benchmark statement and/or professional body statement	Hospitality, Leisure, Sport & Tourism (2008)
11.	Date of Programme Specification preparation/ revision	January 2013 Amended for Joint Hons April 2014 / May 2014 Amended August 2014 (regulations) / October 2014 (award map) / June 2015 (clarification of academic tutor allocation) / July 2015 Award map (title of SPRT1031) + PAT

12. Educational aims of the programme

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

The course enables students to:

- a. Develop a depth of integrated knowledge, critical perspectives, and skills (including research skills and research that informs practice), which characterise the physical education programme;
- b. Utilise appropriate teaching and learning theories, models and practices in a range of practical contexts;
- c. Engage effectively in a range of learning and teaching contexts, critical analysis, reflection and evaluation;
- d. Develop students who: can practice independently, can draw on relevant knowledge, have skills and attributes to perform effectively in the domain of Physical Education, demonstrate safety and ethical awareness, can undertake a range of leadership and management roles;
- e. Facilitate the development of transferable and graduate skills to enable students to engage effectively in lifelong learning and continuing professional development.

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, whilst in other instances they are more implicitly referred to.

A Physical Education (PE) graduate will have developed an understanding of a complex body of knowledge, which will be at the current boundaries of the academic discipline of sport and exercise science. The PE graduate will be confident; articulate; with a sound understanding of pedagogy; able to evaluate evidence, arguments and assumptions in order to reach sound judgements; to communicate effectively and have the ability to

deliver a contemporary and relevant curriculum. In this respect, the content of the PE undergraduate programme is designed to help students build a clear and strong personal philosophy regarding the nature and purposes of the subject in schools, in order to underpin their future professional practice.

The PE programme aims to develop students' subject knowledge in PE, from a theoretical perspective (e.g. physiological, psychological, sociological, philosophical knowledge). Such a focus provides theoretical knowledge that underpins practical and teaching performance. Moreover, such knowledge will prove to be most necessary for future secondary school PE teachers who will engage in the delivery of examination and vocational qualifications in PE/Sport and/or those involved with the delivery of physical education in Primary schools.

The PE programme also aims to develop students' subject knowledge in PE, from a practical perspective. This will involve the exploration of practical activities evident in National Curriculum PE (e.g. gym, dance, games, athletics, outdoor and adventurous activities and swimming). The work-based learning elements of the programme have been designed to provide students with real-world experiences that provide an insight into the subject in schools. Such experiences also allow students to develop networks of contacts, which will have a positive impact on future employment opportunities.

Upon completion of their studies, a large number of PE graduates will progress onto routes leading to Qualified Teacher Status (QTS), in order to fulfil their ambitions of becoming a teacher. However, PE graduates are also able to enter many different career pathways as they will have developed analytical techniques and problem-solving skills that can be applied in many types of employment. A PE graduate will be well prepared for employment in situations requiring the exercise of personal responsibility, and decision-making in complex and unpredictable circumstances. Also, within the PE programme there is a clear focus on the development of 'personal learning and thinking skills', meaning that students become team workers, self-managers, creative thinkers, effective participants, independent enquirers, critically reflective practitioners, who are ICT literate. These may be seen as attributes which all employers seek.

PE graduates following a joint or major/minor pathway will be able to follow a second subject area, enabling them to keep their options open throughout their undergraduate studies. This combined with the flexible nature of the course, means that students are able to develop specific areas of interest or experience new areas of study and therefore build on their strengths and address areas of weakness in order that they achieve their full potential.

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 (see section 16) and adapted according to the needs of this particular course.

The learning outcomes for the Physical Education degree course are as follows:

Knowledge and understanding:

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

1. Demonstrate critical evaluation of key physical skills and key concepts when applied to the academic and professional practice of PE, including the application of appropriate underpinning scientific knowledge.
2. Demonstrate capacity for independent, creative and original thought and an autonomous approach to their own learning and continuing professional development.
3. Critically appraise and challenge the moral, ethical and safety issues in PE, and critically evaluate processes for their effective management in response to legislation and professional codes of conduct.
4. Critically reflect on learning processes and individual performance in order to effectively plan, design, lead and manage practical activities.

Examples of learning, teaching and assessment methods used:

- Students will develop their knowledge and understanding of: the PE curriculum; their values and beliefs; specific PE pedagogy and more generic learning and teaching principles. This knowledge and understanding will be developed both through university-based work and work-based learning opportunities.
 - Students will explore and critically evaluate the application of theoretical concepts to various practical settings.
 - Knowledge and understanding is assessed through a range of different assessment opportunities in every module. For example, students will apply biomechanical principles to athletic activities, through such tasks as video analysis and practical performance observations. Students will be required to provide an oral defence of a self-designed curriculum within the field of physical education. Also, students will create a professional portfolio relating to appropriate professional codes of conduct during a related work-based learning experience.
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Cognitive and intellectual skills:

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

5. Analyse subject matter, scientific and pedagogical content, and curricula knowledge in PE.
6. Demonstrate their problem-solving skills and ability to synthesise information in a critically evaluative manner, using appropriate research methods and interpretive analysis based in professional practice.
7. Demonstrate emotional intelligence and sensitivity in the context of inclusion and diversity.

Examples of learning, teaching and assessment methods used:

- Every module provides opportunities for students to develop their thinking skills and intellectual ability. For example, examining values and beliefs and the impact these have on learning and teaching in PE. Also, peer teaching activities and opportunities to teach pupils and reflect on the process
 - Students will engage with the research process, by exploring a variety of research methods, in the creation of a research project.
 - Students will have the opportunity to work in groups, in a variety of situations, and work with individuals and groups with different learning needs.
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Practical skills relevant to employment:

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

8. Demonstrate depth and breadth of subject knowledge, safety awareness and ethical awareness in the performance, teaching and planning of practical activities in PE.
9. Demonstrate the ability to link their practice with the changing nature of PE and sport policy / organisation and practice.

Examples of learning, teaching and assessment methods used:

- At every level, students have different opportunities to develop their teaching skills in a practical setting, ranging from small group teaching sessions over a few weeks involving pupils from local schools, to more intensive work placement modules.
 - In all practical modules, students are engaged in tasks and where appropriate assessments, which help them to develop their performance skills, enabling them to be more competent and confident across a range of activities.
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Transferable/key skills:

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

10. Demonstrate the ability to work independently and autonomously, whilst displaying innovation, adaptability and creativity.
11. Demonstrate the ability to communicate information effectively, utilising oral, written and visual forms.
12. Demonstrate competency in literacy, numeracy and ICT skills, appropriate to a range of situations.
13. Demonstrate effective interpersonal and intra-personal skills for learning.
14. Develop self-reflection, personal confidence and personal critical analysis.

Examples of learning, teaching and assessment methods used:

- The development of transferable/key skills will be evident via the use of a range of different assessment opportunities. For example, students will develop their communication and presentation skills through the sharing of ideas, providing peer feedback and through the formal presentation of ideas and research.
- Students will be provided with numerous opportunities to develop interactive and group skills, through such experiences as: collaborative work in groups such as micro-teaching episodes; and taking on different roles and responsibilities in order to support their own and others development.

14. Assessment Strategy

The learning, teaching and assessment strategies utilised within the PE course ensure that students will develop their knowledge, skills and understanding relevant to teaching PE in schools, but also relevant to wider career options involving working with young people in a physical / sports-based environment (e.g. coaching sport, leading physical activity, etc). Through the PE course, students will experience a range of assessment types within the modules that they complete. This is to ensure that students will not only develop subject specific knowledge and skills, but also develop a range of transferable skills such as team-working, communications skills and problem solving. It is also

intended that by utilised such approaches to learning, teaching and assessment, students will increase their levels of employability.

Another element of the learning, teaching and assessment strategies utilised within the PE course, focuses upon the use of a range of formative assessments, which are utilised within all PE modules. Such formative assessment tasks are designed to provide students with the opportunity to use detailed feedback to inform subsequent summative assessment work and develop their competency in completing a range of different modes of assessment. Such formative assessments take the form of a wide variety of tasks and activities such as; student presentations, discussion activities, group work tasks and independent directed study tasks. These formative assessments are designed, and implemented, in order to assist and guide students in preparation for their summative assessments across all PE modules.

All formative and summative assessment tasks utilised within the PE course, are designed to enhance student learning and achievement, both across all PE modules completed and across their degree programme as a whole, therefore allowing students the opportunity to realise their maximum academic potential through their degree course.

Regulation of assessment

The course operates under the [Undergraduate Regulatory Framework](#) (URF) which sets out the full regulations for passing modules, grading of modules, retrieving failed modules, progression from one academic level to the next, requirements for awards, and how the degree is classified.

The assessment strategy within the PE course is structured in such a way to provide a progressive approach to assessment tasks that develop skills applicable to future practice in both an academic contexts and future employment opportunities.

Approaches to assessment within the PE course are based on a number of principles:

- that a variety and range of assessment types are utilised across all levels of the PE course
- that a progressive approach is used in order to develop the student's abilities across a range of assessment types across all levels of the course, whilst also providing opportunities to practise and develop their competence of specific assessment skills / types across all levels of the course
- that assessment opportunities be used to facilitate the sharing of good practice between students and staff
- that both summative and formative assessment approaches be valued and incorporated into the assessment regime within the PE course
- that there is a focus on the quantity and quality of assessment feedback provided by staff to students, in order to facilitate and enhance assessment as a learning process, and thus to inform students' future practice in academic contexts and employment opportunities

15. Programme structures and requirements

Award Map

Award maps are designed to show which modules must be taken in order to gain different awards. It is likely that certain modules will have to be taken as pre-requisites

for further study in any given area. In this respect, Course Leaders or members of the course teaching team will advise students on these choices.

The PE award map identifies the modules available (code and title), credit values for modules, and module status (e.g. mandatory or optional).

Course Title: BSc Physical Education Note: this course is only available as a Joint Honours programme with Major, Joint and Minor pathways	Date of preparation/revision May 2014 / October 2014 / July 2015
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Level 4						
Module Code	Module Title	Credits (Number)	Status (Mandatory (M) Designated (D) or Optional (O))		Pre-requisites (Code of Module required)	Co-requisites/ exclusions and other notes*
			Single Hons	Joint Hons		
SPRT1030	Introduction to Physical Education	30	N/A	M	None	
SPRT1009	Dance and Gymnastics	15	N/A	M	None	
SPRT1017	Fundamentals of Athletics in Schools	15	N/A	O	None	
SPRT1031	Scientific Principles of Movement in Teaching	15	N/A	O*	None	Exclusion: SPRT1025

Joint Honours Requirements at Level 4

Joint Honours students must take 60 credits from the table above to include SPRT1030 Introduction to Physical Education and SPRT1009 Dance and Gymnastics, plus one of the optional modules.

Students will need to take 60 credits from their other joint subject.

*If students are Joint with Sports Coaching Science, in addition to the two mandatory modules in the table above, they are required to select **either** SPRT1031 Scientific Principles of Movement in Teaching **or** SPRT1025 Fundamentals of Sport and Exercise (from the Sports Coaching Science Award Map); only one of these two modules can be taken.

*If students are Joint with Sports Studies, they are required to select **either** SPRT1031 Scientific Principles of Movement in Teaching and SPRT1026 Sociocultural Studies in Sport, Physical Activity and Exercise (from the Sports Studies Award Map) **or** SPRT1025 Fundamentals of Sport and Exercise (from the Sports Studies Award Map).

If students are on any other Joint subject combination, they must take 60 credits from the table above to include the Mandatory modules: SPRT1030 Introduction to Physical Education and SPRT1009 Dance and Gymnastics and 15 credits from the optional modules listed above.

Level 5								
Module Code	Module Title	Credits (Number)	Status (Mandatory (M) or Optional (O))				Pre-requisites (Code of Module required)	Co-requisites/ exclusions and other notes*
			SH	Maj	JH	Min		
SPRT2040	Learning and Teaching in Physical Education	30	N/A	M	M	O	None	
SPRT2035	The Research	15	N/A	M	O*	N/A	None	Exclusion:

	Process							BUSM2029
SPRT2011	School-Based Learning	15	N/A	M	O	N/A	None	PE/Sports Studies and PE/Sports Coaching Joint Students not selecting SPRT2011 will be required to take either SPRT3003 or SPRT3010
SPRT2012	Swimming and Outdoor and Adventurous Activities	15	N/A	O	O	O	None	
SPRT2041	Teaching Gymnastics and Dance in Secondary Schools	15	N/A	O	O	O	SPRT1009	
SPRT2042	Teaching Special Education Needs and Disability PE in Schools	15	N/A	O	O	O	None	Exclusion: SPRT2037

Joint, Major and Minor Honours Requirements at Level 5

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

Major Pathway Requirements at Level 5

Major pathway students must take at least 60 and no more than 90 credits from the table above to include SPRT2040 Learning and Teaching in Physical Education, SPRT2035 The Research Process and SPRT2011 School-Based Learning.

Joint Pathway Requirements at Level 5

Joint pathway students must take at least 45 credits and no more than 75 credits from the table above.

*Students intending to complete their Independent Study in this subject must take SPRT2035 The Research Process.

Minor Pathway Requirements at Level 5

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

Level 6									
Module Code	Module Title	Credits (Number)	Status (Mandatory (M) or Optional (O))				Pre-requisites (Code of Module required)	Co-requisites/ exclusions and other notes*	
			SH	Maj	JH	Min			
SPRT3001/3002	Independent Study	30	N/A	M	O*	N/A	SPRT2035 or SPRT2030	Exclusion: OALM3001/3002; SPRT3029	
SPRT3045	Application of Learning Theory in Physical Education	30	N/A	M	O	N/A	SPRT2040 and SPRT2011		

SPRT3019	14-19 PE and Sport	15	N/A	O	O	O	None	Exclusion: SPRT3037
SPRT3037	Primary Physical Education	15	N/A	O	O	O	None	Exclusion: SPRT3019
SPRT3040	Beyond the PE Curriculum – Participatory Action Research (P.A.R.)	15	N/A	O	O	O	None	

Joint, Major and Minor Honours Requirements at Level 6

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

Major Pathway Requirements at Level 6

Major pathway students must take either 75 or 90 credits from the table above to include SPRT3045 Application of Learning Theory in Physical Education and SPRT3001/3002 Independent Study.

Joint Pathway Requirements at Level 6

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

* Joint pathway students taking their Independent Study (equivalent) in this subject, including all students who are joint with Sports Studies or with Sports Coaching Science, must take SPRT3001/3002 Independent Study.

* Joint pathway students must take one Independent Study (equivalent), either in this subject or in their other joint subject. Students who are joint with a subject other than Sports Studies or Sports Coaching Science may take JOIN3001/2 or JOIN3003 where an Independent Study covers both joint subjects.

Minor Pathway Requirements at Level 6

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

Credit requirements for awards involving two subjects

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

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

16. QAA and Professional Academic Standards and Quality

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

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

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

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:

1. Human responses and adaptations to sport and exercise
2. The performance of sport and exercise and its enhancement, monitoring and analysis.
3. Health-related and disease management aspects of exercise and physical activity
4. Historical, social, political, economic and cultural diffusion, distribution and impact of sport.
5. Policy, planning, management and delivery of sporting opportunities.

These 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 the context of the Physical Education course all the previously mentioned study areas can be found in the course.

Common to all modules is the opportunity to learn through the integration of theory with practice. Although students are expected to engage with a challenging and suitable range of theories, concepts and principles, the applied context within which a student learns is a driver for our degree.

17. Support for students

Providing high quality support for all PE students is a major focus for the PE teaching team. In this regard, the PE team offer PEAP tutorial meetings with both Level 4 and Level 5 students, to discuss their module selections. As a consequence of such student support systems, progression from Level 5 to Level 6 in 2011-2012 stood at 92.31%.

'On-track' presentations are also provided for PE students within Level 5 and Level 6 of their degree course. These sessions are designed to inform the students of what is required of them in order to successfully complete their modules. Feedback received from both staff and students relating to these sessions is very positive.

In order to support students in finding employment upon completion of their degree course, employability workshops are conducted with Level 6 students. These workshops focus on providing guidance and advice for students seeking employment in teaching (e.g. focusing on the application and interview process for the PGCE course) and also other sports-related career options.

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 tutor during their induction sessions and the intention behind the system is that students will develop a close working relationship, so that the tutor builds up a clear picture of their progress 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 their own strengths and weaknesses
- A clear vision of what they want to achieve through HE study
- Greater understanding of how study in their chosen discipline area at the University can help them towards their goals
- Responsibility for their choices in modules, work and social life
- A reflective approach to all the feedback they receive on their work
- A sense (and a record) of progression and achievement in their development of subject and generic skills, attributes and personal qualities
- An ability to use their greater awareness to articulate the benefits of their HE experience to others including employers

The Personal Academic Tutor will also:-

- Respond to student 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 their time at the University students will be judged on their performance in coursework and exams, and they 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

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

Entry requirements

The University's standard entry requirements apply: 4 GCSEs at Grade C or above (to include 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).

Admissions procedures

Full-time applicants apply through UCAS (joint course code – specific codes available on UCAS website)

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.

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 members 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 Undergraduate 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 (*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 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.
- Students who do not submit any items of assessment for a module lose their right to reassessment in that module, and will be required to retake the module in the following academic year, which will incur payment of the module fee.
- For full details of submission regulations see [Undergraduate 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 or non-submission of all items of assessment for the module.
- 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
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 [Undergraduate 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 (NSS, 2012).

In respect of the PE course, indicators of high quality and standards are evident from an analysis of the progression and success achieved by PE students, throughout their studies and also upon completion of their degree. For example, in 2011-2012, 58% of Major PE students achieved a good degree (classified as 1st or 2.1). Also, statistics on employment levels for PE students shows that 68% gained employment, with 3% being self-employed and 29% of students following other pathways. Of those gaining employment, 35% moved into education, with 21% entering the wholesale and retail trade. Accommodation and food services (17%) and admin & support services and entertainment & recreation activities (both 10%) were also popular career choices for PE students. In respect of the level of employment, 52% of students entered graduate level employment.

At the last OFSTED inspection (2010) of the PGCE programmes at UW (including the PGCE Secondary Physical Education course), a rating of 1 was achieved - the highest possible award for an institute.

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. 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) the overall level of employment for graduates has increased from 67% to 72%. This course has an employment level of 71%.

On completion of the BSc Physical Education degree, inevitably a large number of PE graduates will progress onto teaching PE in secondary schools and colleges. This is achieved by gaining their Qualified Teachers Status (QTS) via a number of different

routes such as the Post Graduate Certificate of Education (PGCE) or the Graduate Teacher Programme (GTP). Some PE graduates have also taken up a place on a Primary PGCE course in order to become a Primary school teacher. As a consequence, there are PE graduates that are currently working in schools and colleges both in the UK and overseas.

The fact that all PE graduates follow a joint or major/minor pathway does mean that they have a second subject area (such as Sports Studies or Sports Coaching Science), enabling them to keep their options open in respect of future career possibilities. This combined with the flexible nature of the course, means that students are able to develop specific areas of interest and experience new areas of study. Therefore, previous PE graduates have found employment in a variety of areas including: public services, the armed services, coaching, activity co-ordinators, sales, sports development managers, leisure and recreation management, health promotion, corporate fitness, sports marketing and event management.

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 latest available statistics highlight that 71% of PE students found employment after their studies (of which 51.7% were in graduate level employment, and 3% were self-employed). Of those students in employment, the most popular career pathways included: Education (34.5%); Retail (20.7%); Food services (17.2%); Administrative (10.3%); Arts and entertainments (10.3%).

Throughout the PE course, in respect of the modules offered, students are able to develop a wide range of skills and attributes, such as personal learning and thinking skills, meaning that PE students become team workers, self-managers, creative thinkers, effective participants, independent enquirers and reflective learners. These are attributes which are attractive to all employers. In order to further prepare and support students' employability a WBL module including a placement takes place at Level 5, with the focus being on the student gaining relevant experience in either a Primary or Secondary school environment. The External Examiner in 2012 stated that "the development of practical / pedagogy based modules so that students experience teaching or coaching rather than just study PE from a theoretical perspective is to be complimented".

In the field of Physical Education gaining employment in schools and colleges is dependent on a number of variables, one of which being the holding of National Governing Body (NGB) Awards such as Level 1 coaching and teaching awards and a relevant first aid certificate. These awards do not form part of the programme of study

but are offered as optional additionality. PE students are actively encouraged to complete such courses, as feedback from employers shows that such additional experiences greatly enhances the employability of PE students. Moreover, access to NGB awards has been highlighted by students and External Examiners as playing a vital role in developing their employability and adding value to their university experience.

Students are able to spend the second semester of their second year studying at one of the Universities International Partner Institutions. Furthermore, national governing body award courses are advertised on the sports hall notice boards at a subsidised cost. Where specific sports have not been covered the student can enquire about either running the course or finding a local course to attend.

Within the Institute of Sport and Exercise Science there is a designated academic member of staff who is a Careers Coordinator. That member of staff liaises very closely with the Careers Unit within Student Services and has also fostered links with a range of potential employers and professional bodies. There is a Careers notice board where opportunities are regularly posted and more recently a blackboard based careers board.

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.

The course team maintains active links with a number of relevant employers, especially with both Primary and Secondary schools. Such links have had a direct impact on the PE course, in that students have the opportunity to work with both Primary and Secondary school aged pupils, either at the university or in the school setting. It is felt that such experiences greatly enhance the employability of PE students.

Employer engagement meetings take place on a regular basis to ensure the course content and ethos is fit for purpose in the eyes of the employers via SEAP (Sports Employers Advisory Group – Physical Education). Feedback from this advisory group has been very positive in respect of the PE degree curriculum offered to PE students.

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](#).