

## Programme Specification for BSc (Hons) Physical Education and Outdoor Education

1.	<b>Awarding institution/body</b>	University of Worcester
2.	<b>Teaching institution</b>	University of Worcester with Hereford and Ludlow College
3.	<b>Programme accredited by</b>	N/A
4.	<b>Final award</b>	BSc Hons
5.	<b>Programme title</b>	Physical Education and Outdoor Education
6.	<b>Pathways available</b>	Single honours
7.	<b>Mode and/or site of delivery</b>	University of Worcester and Hereford and Ludlow College
8.	<b>Mode of attendance</b>	Full time / Part time
9.	<b>UCAS Code</b>	CX63
10.	<b>Subject Benchmark statement and/or professional body statement</b>	Hospitality, Leisure, Sport & Tourism (2008)
11.	<b>Date of Programme Specification preparation/ revision</b>	June 2013 / June 2014 / June 2015 (clarification of academic tutor allocation) / July 2015 Award map (title of SPRT1031) + PAT +HLC title / May 2016 (Award Map Correction – removing Semesters); March 2017 correction to regulations.

### 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 and Outdoor 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. practice independently, draw on relevant knowledge, have skills and attributes to perform effectively in the domain of physical education and Outdoor Education, demonstrate safety and ethical awareness, and undertake a range of leadership and management roles;
- e. facilitate the development of transferable and graduate skills 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) and Outdoor Education 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 and Outdoor Education 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 and Outdoor Education undergraduate programme is designed to help students build a clear and strong personal philosophy regarding the nature and purposes of these subjects in schools and wider settings, in order to underpin their future professional practice.

The programme aims to develop students' subject knowledge in PE and Outdoor Education, from a theoretical perspective (e.g. physiological, psychological, sociological, philosophical knowledge). Such a focus provides theoretical knowledge that underpins coaching, teaching and leadership performance. Moreover, such knowledge will prove to be most necessary for those wishing to follow a future pathway as 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 educational experiences in a variety of settings (e.g. schools, outdoor centres, etc).

The PE and Outdoor Education programme also aims to develop students' subject knowledge from a practical perspective. For example, this will involve the exploration of practical PE activities evident in National Curriculum PE (e.g. gym, dance, games, 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 either PE in schools, or various Outdoor Education contexts. 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, PE and Outdoor Education graduates may be able to progress onto routes leading to Qualified Teacher Status (QTS), which is required in order to become a school teacher. Moreover, graduates will be able to contribute to learning in schools within an outdoor environment (e.g. Forest School activities). However, PE and Outdoor Education 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 and Outdoor Education 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 degree 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.

### **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.

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#### **Knowledge and understanding:**

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

1. Critically evaluate key physical skills and key concepts when applied to the academic and professional practice of PE and Outdoor Education, including the application of appropriate underpinning scientific knowledge.
2. Critically appraise and challenge the moral, ethical and safety issues, diversity and equality issues in PE and Outdoor Education, and critically evaluate processes for their effective management in response to legislation and professional codes of conduct.
3. 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; Outdoor Education; their values and beliefs; specific PE and Outdoor Education 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, from both PE and Outdoor Education perspectives.
- Knowledge and understanding is assessed through a range of different assessment opportunities in every module. For example, students will apply multi-disciplinary subject knowledge in the creation of video presentations. Students will also be required to provide an oral defence of a self-designed curriculum within the field of physical education and provide an oral presentation relating to a contemporary issue within the field of Outdoor Education. Furthermore, students will create a professional portfolio relating to appropriate professional codes of conduct during a related work-based learning experience in either a school or outdoor industry setting.

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**Cognitive and intellectual skills:**

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

4. Analyse subject matter, scientific and pedagogical content, and curricula knowledge in PE and Outdoor Education.
5. Apply 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.
6. Demonstrate emotional intelligence and sensitivity in respect of inclusion, diversity and equality within PE and Outdoor Education settings.

**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 both PE and Outdoor Education. 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:

7. Demonstrate and apply in a practical setting, depth and breadth of subject knowledge in relation to PE pedagogy and Outdoor Education physical competences, equality, safety awareness and ethical awareness in the performance, teaching and planning of practical activities in PE and Outdoor Education.
8. Link their practice with the changing nature of PE, sport and Outdoor Education 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. Guidance and support is provided to enable students to undertake relevant Outdoor Activity focussed national governing body awards.
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### **Transferable/key skills:**

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

9. Work independently and autonomously, whilst displaying innovation, adaptability and creativity.
10. Communicate information effectively, utilising oral, written and visual forms.
11. Apply competent literacy, numeracy and ICT skills, appropriate to a range of situations.
12. Demonstrate effective interpersonal and intra-personal skills for learning.
13. 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 assessment strategy within the PE and Outdoor Education 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. The assessment strategies used are based on a number of principles:

- that a variety and range of assessment types are utilised across all levels of the course (e.g. essays, presentations, project work, practical assessments);
- 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 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.

Another feature of the learning, teaching and assessment strategies utilised within the course, focuses upon the use of a range of formative assessments, which are utilised within all 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 modules. All formative and summative assessment tasks utilised within the course, are designed to enhance student learning and achievement, across their degree programme as a whole, therefore allowing students the opportunity to realise their maximum academic potential through their degree course.

### **How student 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](#).

A full range of assessment types are utilised within the course modules, such as: written tasks in the form of essays or projects; presentations (either presented in person or video recorded); practical assessments such as dance and gymnastic performances and

teaching / coaching episodes; examinations; and reflective assessment tasks such as learning journals.

## 15. Programme structures and requirements

### Award map

<b>Course Title: BSc Physical Education and Outdoor Education</b>	<b>Date of preparation/revision: June 2014 – correction / July 2015/ 28.04.16 (removed Semesters)</b>
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<b>Level 4</b>						
<b>Module Code</b>	<b>Module Title</b>	<b>Credits (Number)</b>	<b>Status (Mandatory (M) or Optional (O))</b>	<b>Location of Teaching</b>	<b>Pre-requisites (Code of Module required)</b>	<b>Co-requisites/exclusions and other notes*</b>
SPRT1030	Introduction to Physical Education	30	M	<i>taught at UW</i>	None	
OALM1013	Land-Based Personal Skills	30	M	<i>taught off-site</i>	None	
SPRT1009	Dance and Gymnastics	15	M	<i>taught at UW</i>	None	
SPRT1031	Scientific Principles of Movement in Teaching	15	M	<i>taught at UW</i>	None	<b>Exclusion: SPRT1025</b>
OALM1012	Foundations of Outdoor Learning	15	M	<i>taught at UW</i>	None	
OALM1014	Safety Management	15	M	<i>taught at UW</i>	None	

#### **Single Honours Requirements at Level 4**

Single Honours students must take 120 credits from the table above.

<b>Level 5</b>						
<b>Module Code</b>	<b>Module Title</b>	<b>Credits (Number)</b>	<b>Status (Mandatory (M) or Optional (O))</b>	<b>Location of Teaching</b>	<b>Prerequisites (Code of Module required)</b>	<b>Co-requisites/exclusions and other notes*</b>
SPRT2040	Learning and Teaching in Physical Education	30	M	<i>taught at UW</i>	None	
OALM2013	Water-Based Personal Skills	30	M	<i>taught off-campus</i>	None	
SPRT2035	The Research Process	15	M	<i>taught at UW</i>	None	<b>Exclusions: SPRT2035 &amp; SPRT2043</b>
OALM2014	Facilitation and Reviewing	15	M	<i>taught at UW</i>	None	
SPRT2011	School-Based Learning	15	O*	<i>taught at UW</i>	None	<b>Exclusions: OALM2015, SPRT3003 &amp; SPRT3010</b>
SPRT2012	Swimming and Outdoor and Adventurous Activities	15	O	<i>taught at UW</i>	None	
OALM2015	Work-Based Learning	15	O*	<i>taught at UW</i>	None	<b>Exclusion: SPRT2011</b>
OALM2016	Weather and Climate	15	O	<i>taught at UW</i>	None	

#### **Single Honours Requirements at Level 5**

Single Honours students must take 120 credits from the table above, 90 of which must include SPRT2040 Learning and Teaching in Physical Education, OALM2013 Water-Based Personal Skills, SPRT2035 The Research Process and OALM2014 Facilitation and Reviewing.

**O\* Students must select one from:**  
SPRT2011 or SPRT2015

Level 6						
Module Code	Module Title	Credits (Number)	Status (Mandatory (M) or Optional (O))	Location of Teaching	Pre-requisites (Code of Module required)	Co-requisites/exclusions and other notes*
SPRT3001/3002	Independent Study	30	M	<i>taught at UW</i>	<b>SPRT2035 or SPRT2030</b> (SPRT2001)	<b>Exclusions: SPRT3029</b>
SPRT3045	Application of Learning Theory in Physical Education	30	M	<i>taught at UW</i>	<b>SPRT2040 and either SPRT2011 or OALM2015</b> (SPRT2010 and OALM2004)	(Exclusion: SPRT3018)
OALM3059	Outdoor Activities and the Natural Environment	15	M	<i>some teaching at UW</i>	None	
OALM3061	Contemporary Issues in Outdoor Education	15	M	<i>taught at UW</i>	None	
OALM3062	Residential Experience	15	M	<i>taught at UW</i>	None	
SPRT3037	Primary Physical Education	15	O	<i>taught at UW</i>	None	<b>Exclusion: SPRT3019</b>
SPRT3019	14-19 PE and Sport	15	O	<i>taught at UW</i>	None	<b>Exclusion: SPRT3037</b>

#### Single Honours Requirements at Level 6

Single Honours students must take 120 credits from the table above, 105 of which must include SPRT3001/3002 Independent Study, SPRT3045 Application of Learning Theory in Physical Education, OALM3059 Outdoor Activities and the Natural Environment, OALM3062 Residential Experience and OALM3061 Contemporary Issues in Outdoor Education.

## 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 at:

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

The course is located at Level 6 of the FHEQ.

This course makes reference to the QAA (2008) Hospitality, Leisure, Sport and Tourism Network (HLSTN) general 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:

- Human responses and adaptations to sport and exercise
- The performance of sport and exercise and its enhancement, monitoring and analysis.
- Health-related and disease management aspects of exercise and physical activity
- Historical, social, political, economic and cultural diffusion, distribution and impact of sport.
- 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 PE and Outdoor 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.

The course is fully compliant with the University's [Curriculum Design Policy](#)

### **The Framework for Higher Education Qualifications (FHEQ)**

The programme is fully compliant with the FHEQ ensuring that the qualification represents appropriately the level of achievement and reflects accurately the field of study.

## **17. Support for students**

Providing high quality support for all PE and Outdoor Education students is a major focus for the teaching team. In this context, the PE team offer Physical Education Achievement and Progression (PEAP) tutorial meetings with both Level 4 and Level 5 students, to discuss their module selections.

'On-track' presentations are also provided for PE and Outdoor Education 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 will be 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 and outdoor-related career options.

The BSc Physical Education and Outdoor Education is a collaborative programme that further develops the successful partnership between University of Worcester and Hereford and Ludlow College (HLC). The programme follows the approach taken by the BSc Outdoor Adventure Leadership and Management, which is a partnership of expertise, with PE staff being drawn from the UW PE team and Outdoor Education staff being from the HCT team. 50% of the modules will be delivered by UW staff and 50% by HCT staff. The Course Leader will be from the UW PE team and will work closely with the HCT staff. All

teaching will take place at UW with the exception of the practical delivery which will utilise a range of local venues. Students will be supported equally by both the UW and HCT teams.

### **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.

Personal Academic tutors will be able to offer both academic and pastoral advice and should be the person that students contact if they have to deal with personal problems during the course.

The Personal Academic Tutor will encourage 'personal development planning' and offer advice regarding 'continuing professional development', so that students receive structured face-to-face and online support to develop:

- 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.

The Personal Academic Tutor is a regular point of contact within the University. Normally the Personal Academic Tutor will remain with students throughout their time at the University.

### **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://www2.worc.ac.uk/studyskills/>

The [Disability and Dyslexia Service](#) within Student Services (First Point) 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.

It should be noted that students on the PE and Outdoor Education programme will have access to study skills provision, offered through both Information and Learning Services (ILS) and student support services, at sites located within both the University of Worcester and Hereford and Ludlow College.

## **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.

### **Accreditation 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 accreditation of prior learning for the purposes of entry or advanced standing is also available from the University webpages or from the Registry Admissions Office (01905 855111).

### **Admissions procedures**

Full-time applicants apply through UCAS (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**

All grades will be processed through the Institute 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 (see Section 20 of the Programme Specification). Semesterly Course Management Committees will be constituted by all active teaching team and 2 Student Academic Representatives (StARs) from each year.

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

Course Management Committees will be conducted once within each semester, constituted by all active members of the teaching team and two Student Academic Representatives (StARs) from each year group.

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 will be reported to the Institute Quality Committee and included in the annual evaluation report.

## **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). Institute of Sport and Exercise Science 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).

Outdoor Education staff on the course, hold high levels of professional qualification including, MIC, MIA, Level 4 BCU coach (kayaking and canoeing), RYA senior instructor and are involved in professional practice including coaching, expedition leadership, consultancy and safety advice. Staff are also involved in peer reviewed and practitioner publications including guidance for PE teachers and international conference presentations.

External examiners for Outdoor Education have noted that *“the approach used by staff enabling students to link theory with practice in applied coaching and outdoor leadership settings is an example of good practice that should be disseminated further”*.

Indicators of high quality and standards are evident from an analysis of the progression and success achieved by students on other Physical Education degree programmes at the university. For example, in 2011-2012, 58% of Major PE students achieved a good degree (classified as 1<sup>st</sup> 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. In respect of the level of employment, 52% of students entered graduate level employment.

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%.

By following a course in PE and Outdoor Education, students will be able to follow a variety of career pathways upon completion of their studies. Due to the nature of the course, students are able to develop specific areas of interest and experience new areas of study. Graduates may subsequently, therefore, find 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.

Students progressing to work in the outdoor industry upon graduation are currently working in private and local authority outdoor education centres, independent schools, and expedition companies based in the UK. Further afield there are graduates working in the outdoor industry in Japan, Dubai, New Zealand and USA.

Also, on completion of the PE and Outdoor Education degree, graduates could progress into teaching PE and Outdoor Education in schools and colleges. This could be achieved by gaining Qualified Teachers Status (QTS) via a number of different routes such as the Post Graduate Certificate of Education (PGCE) or the Schools Direct programme. Some PE and Outdoor Education graduates could also apply for a place on a Primary PGCE course in order to become a Primary school teacher.

### **Student employability**

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

- 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.
- The Institute hosts an 'Annual Careers in Sport & Exercise & Employability' conference.

Throughout the 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 and Outdoor Education students can 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 Work-Based Learning (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.

In the field of PE and Outdoor Education gaining employment in schools, colleges and outdoor centres is dependent on a number of variables, one of which being the holding of National Governing Body (NGB) Awards such as Level 1 coaching, teaching and leadership awards and a relevant first aid certificate. From an Outdoor Education perspective awards such as the Mountain Leader Award, British Canoe Union Coaching qualifications, MTE Climbing wall award or Single Pitch award and a relevant outdoor focused first aid certificate are considered essential. These awards do not form part of the programme of study but are offered as optional additionality. PE and Outdoor Education students are actively encouraged to complete such courses, as feedback from employers shows that such additional experiences greatly enhances the employability of 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. 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.

Students are able to spend the second semester of their second year studying at one of the Universities International Partner Institutions.

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 (First Point) 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 developed and strengthened by the Institute, particularly with the arrangement of discipline specific Sport Employers Advice Panels (SEAPs) (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 and outdoor centres. Such links will have a direct impact on the course, in that for example, students will 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 two Sport Employers Advisory Panels (SEAP) – Physical Education SEAP and OALM SEAP. Interaction with employers through the SEAP has been a feature of the development of this course -indeed feedback from these advisory groups has been highly positive in respect of the degree curriculum offered to PE and Outdoor Education students – and such processes will be continued in the future.

***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](#).*