

Programme Specification for BSc (Hons) Sports Coaching Science

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	Sports Coaching Science
6.	Pathways available	Single, Major, Joint, Minor
7.	Mode and/or site of delivery	University of Worcester
8.	Mode of attendance	Full Time / Part Time
9.	UCAS Code	C601
10.	Subject Benchmark statement and/or professional body statement	Hospitality, Leisure, Sport & Tourism (2008)
11.	Date of Programme Specification preparation/ revision	January 2013 / July 2013 / February 2014 Amendment for Joint Hons April 2014 / May 2014 (19.05.14) / August 2014 (regulations) / March 2015 (Award Map – title of module only) / June 2015 (clarification of academic tutor allocation) / July 2015 (PAT) / Aug 2016 (Award Map); March 2017 correction to regulations.

12. Educational aims of the programme

The programme aims to equip students with the necessary and desirable skills with which to attain graduate employment in the field of sports coaching science or other associated fields. Specifically, there are opportunities for students to specialise in developing a variety of skills including their coaching, pedagogical and practical skills throughout the course. Distinctive features of the course include the inclusion of NGB awards within the course as well as a plethora of opportunities to gain additional awards that align with course content. Additionally, students have a degree of flexibility when it comes to their learning which allows them to shape their degree pathway and module selection based on their area of interests and career aspirations. 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 an appreciation of the multifaceted nature of sports coaching science;
- B. Apply appropriate sports coaching concepts, models, science and practices to a range of theoretical and practical situations;
- C. Recognise, develop and apply key skills including personal responsibility and decision making in complex situations;
- D. Promote and demonstrate safe and ethical practices to help prepare students for a career in sports coaching;
- E. Develop autonomy, independent learning and transferable skills which can be used to inspire and lead change within all sectors engaged in sports coaching;
- F. Critically evaluate and conceptualise information and evidence from a range of sources to solve problems, create strategies and identify possible future directions in sports coaching both in the UK and abroad;

- G. Develop employability skills and vocational competencies relevant to various sports coaching roles and related disciplines;
- H. Develop reflective skills that enable graduates to critically reflect on coaching practice, published coaching literature and their own professional development;
- I. Develop knowledge and understanding of international perspectives in sports coaching including knowledge of the government structures and policies that shape sport and sport coaching in the UK.

In addition to the educational aims, the programme has recently been redesigned to consider the principles set out by the Active Endorsement Scheme for Higher Education which is administered by SkillsActive in conjunction with the Institute for Management of Sports and Physical Activity (IMPISA). The rationale for this is to ensure that the course is current and relevant both to the curriculum and requirements of Higher Education, but also to the employment sector in which students would be aiming to gain employment. The eight principles identified by the scheme are considered to include pertinent skills required of a graduate from a sports coaching science related degree and have helped informed the content of the mandatory modules for the sports coaching science pathway.

The principles are summarised as follows:

1. Pedagogy of coaching practice including types of coaching methods and strategies, their application to sports coaching, methods of planning, periodization and setting objectives when delivery coaching sessions, making use of evaluation, reflection and self-analysis techniques within sports coaching.
2. Professional practice related skills which includes the nature of the coach athlete relationship, ethical and moral considerations when working as a coach, inclusive coaching related issues, guidelines and responsibilities that require consideration when working with a range of populations including children and vulnerable adults;
3. Physiological aspects of sports performance including different energy systems, influence of diet and nutrition on performance, the impact of the environment on performance.
4. Social psychological aspects of sports coaching including the effects of stress, anxiety and arousal on performance, techniques to enhance performance and an appreciation of the various perspectives and theories that underpin psychological behaviour relevant to sports coaching;
5. Analysis of sports performance including the knowledge of systems that can be used to analyse technical, tactical and strategic perspectives, utilising different systems to draw accurate conclusions that are relevant to the coaching process and be able to individually profile athletes to assess their strengths and weaknesses;
6. Biomechanical and Movement Analysis including functional skeletal and muscular anatomy, theories and laws of physical force, motion and momentum, modelling techniques and how to apply biomechanical principles to sports coaching practice;
7. Management and Development of Coaching to include the sports industry in the UK and the position of the coach within this industry, key policy and strategic documents and the structure and the system of sports coaching from an International perspective;
8. Research skills to include qualitative and quantitative methods of enquiry, ethics associated with research and methods and techniques that can be used to undertake a significant piece of independent research.

It should be noted that all of the aforementioned aims are crucial in providing the over-arching structure of the programme and setting the general tone, or philosophy. This means that these aims can be both *explicitly* dealt with in modules, whilst at other times they are *implicitly* referred to in the modules.

13. **Intended learning outcomes and learning, teaching and assessment methods**

The course provides opportunities for students to develop and demonstrate knowledge, understanding, skills, qualities and other relevant attributes. The following learning outcomes have been informed by the Benchmark statements (see Section 16) and adapted according to the needs of this particular course.

Knowledge and understanding

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

1. Identify, explain and analyse key concepts, disciplines and principles in the theoretical underpinnings of sports coaching science.
2. Demonstrate an understanding of the need for both a multi-disciplinary and inter-disciplinary approach to the study and practice of sports coaching
3. Recognise and apply the key processes underpinning the concept of inclusive coaching.
4. Identify, analyse and solve problems in sports coaching through the utilisation of a wide range of observational and scientific approaches.
5. Demonstrate an understanding of sports coaching through both academic and professional reflective practice

Examples of learning, teaching and assessment methods used:

Students will engage in a series of taught sessions that will be delivered in an interactive manner. Many of these sessions will be tutor led in a lecture room and could be followed by a seminar session in a smaller group. These sessions will be undertaken in small groups and at times students will have been asked to complete a reading, practical or research task that will inform the forthcoming session. Students will develop their knowledge and understanding of the Sports Coaching Science curriculum, values and beliefs, scientific disciplines, specific pedagogy and a range of generic learning and coaching principles. 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 should 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. Synthesise and interpret data to demonstrate a capacity for creative and original insight into the issues relevant to the coaching context.
9. Take responsibility for own learning and continuing professional development (CPD).
10. Demonstrate an ability and understanding to the requirements of coaching a diverse audience.

Examples of learning, teaching and assessment methods used:

Every module provides opportunities for students to develop their thinking skills and intellectual ability e.g. examining personal values and beliefs and the impact these have on coaching. Students will question their own journey so far in coaching as well as how it has developed over the duration of the course whilst enhancing their skills of enquiry in order to challenge their own and other coaches' motivation to remain as a coach. 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 should 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 coaching related environment
13. Demonstrate an understanding of the moral, ethical, safety and legal issues and the related legislation to coaching practice
14. Display a critical insight into the changing nature of inclusive sport coaching and the organisations and partnerships directly or indirectly involved.
15. Plan, design, execute and communicate a sustained piece of independent intellectual work using appropriate processes, media and reflective practice.
16. Select modules that meet individual, educational needs, vocational aspirations and career development within the framework of modules available for the course.

Examples of learning, teaching and assessment methods used:

At each level students have different opportunities to develop their coaching skills in a practical setting, ranging from small group sessions with their peers and to involve after school and Club settings. Students will engage and have the opportunity to achieve a 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 an intensive 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 should 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.
21. Develop numeracy, quantitative and ICT skills

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

The assessment strategy is characterised by a heavy emphasis on formative assessment in the first year of study in order to provide students with the opportunity to use detailed feedback to inform subsequent work and develop competency in completing a range of different modes of summative assessment. The nature of the summative work also changes as students continue their studies. At Level 4 summative assessment will emphasis provision of knowledge and understanding which is then applied to a range of sports coaching disability scenarios at Level 5 and 6 in order to develop a range of transferable employability related skills. Students will also be guided to develop their practical coaching skills in sport disability to enable them to experience coaching their peers at Level 4, through to small groups at Level 5 and then working with teams and other external participants from outside the University environment at Level 6.

15. Programme structures and requirements

Award Map:

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: BSc Sports Coaching Science	Date of preparation/revision: 04.03.15 / 22.08.16
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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*
			SH	JH		
SPRT1024	Principles of Sports Coaching	30	M	M	None	None
SPRT1025	Fundamentals of Sport and Exercise	30	D	O*	None	Exclusion: SPRT1031
SPRT1005	Introduction to Motor Learning and Skill Acquisition	15	D	O	None	None
SPRT1027	Adapted Physical Activity, Sport and Disability	15	D	O	None	None
SPRT1004	Introduction to Socio-Cultural Issues in Sport	15	O	O	None	None
SPRT1013	Physical Activity, Exercise and Health	15	O	O	None	None
SPRT1014	Personal Growth and Team Building Through Outdoor Adventurous Activity	15	O	O	None	None
SPRT1017	Fundamentals of Athletics in Schools	15	O	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 1 Mandatory module SPRT1024 Principles of Sports Coaching and 3 Designated modules SPRT1025 Fundamentals of Sport and Exercise, SPRT1005 Introduction to Motor Learning and Skill Acquisition and SPRT1027 Adapted Physical Activity, Sport and Disability.

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 modules from the table above to the value of 30 credits.

Joint Honours Requirements at Level 4

Joint Honours students must take 60 credits from the table above to include the Mandatory module SPRT1024 Principles of Sports Coaching and 30 credits from the optional modules listed above.

* If students are Joint with PE, they are required to select **either** SPRT1031 Scientific Principles of Movement in PE or SPRT1025 Fundamentals of Sport and Exercise. If students are on any other Joint subject combination, they are required to select SPRT1025 Fundamentals of Sport and Exercise.

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			
SPRT2034	Coaching Pedagogy and Practice	30	M	M	M	M	SPRT1024 or SPRT1033	None	
SPRT2049	Scientific Analysis of Sports Coaching	30	M	M	O	O	None	Exclusions: SPRT2048 & SPRT2050	
SPRT2035	The Research Process	15	M	M	O*	O	None	Exclusion: BUSM2029	
SPRT2013	Sport Event Operations	15	O	O	O	O	None	None	
SPRT2020	Motor Skill Progression	15	O	O	O	O	None	None	
SPRT2022	Sports Nutrition	15	O	O	O	O	None	None	
SPRT2033	Strength, Power and Speed	15	O	O	O	O	None	None	
SPRT2036	Multi Sports	15	O	O	O	O	None	None	
SPRT2037	Sport and Disability	15	O	O	O	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 3 Mandatory modules: SPRT2034 Coaching Pedagogy and Practice, SPRT2035 The Research Process and SPRT2049 Scientific Analysis 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 modules from the table above to the value of 30 credits.

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 75 and no more than 90 credits from the table above to include 3 Mandatory modules: SPRT2034 Coaching Pedagogy and Practice, SPRT2035 The Research Process and SPRT2049 Scientific Analysis of Sports Coaching.

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 to include 1 Mandatory module: SPRT2034 Coaching Pedagogy and Practice.

If students are joint with PE and are considering applying for a PGCE course, they are strongly advised to select SPRT2011 School-Based Learning rather than SPRT3010 Work-Based Learning (Coaching Placement) or SPRT3039 Coaching Placement and Professional Development. For Joint students with other subject areas please note that students are required to take either SPRT3010 Work-Based Learning (Coaching Placement) or SPRT3039 Coaching Placement and Professional Development.

* If students intend on completing their Independent Study in a Sports Coaching field, then they must select 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 to include: SPRT2034 Coaching Pedagogy and Practice.

NB FOR ALL STUDENTS – There are a number of modules at Level 5 that are considered pre-requisites for Level 6 so students should ensure that they make careful decisions on Level 5 module selection based on what modules they might want to select next year at Level 6.

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	M	M	O*1	N/A	SPRT2035 or SPRT2030	Exclusions: OALM3001, OALM3002 and SPRT3029
SPRT3039●●	Coaching Placement and Professional Development	30	O	O	O*2	N/A	SPRT2034	Exclusions: SPRT2011 and SPRT3010
SPRT3010●●	Work-Based Learning (Coaching Placement)	15	O	O	O*2	N/A	SPRT2034	Exclusions: SPRT2011 and SPRT3039
SPRT3035	Contemporary Issues in Sports Coaching	15	M	M	M	O	SPRT2034	Exclusion: SPRT3004
SPRT3006	The Sports Entrepreneur	15	O	O	O	O	None	None
SPRT3009	Group Dynamics in Sport	15	O	O	O	O	None	None
SPRT3011	Applied Performance Analysis	15	O	O	O	O	SPRT2049	Exclusions: SPRT3033 & SPRT3046
SPRT3021	Socio-cultural Critique of Global and Olympic Sports	15	O	O	O	O	SPRT2045 or SPRT1004	None
SPRT3023●	Learning and Performance of Sports Skills	15	O	O	O	O	None	Exclusion: SPRT3026
SPRT3026●	The Developing Child in Sport	15	O	O	O	O	None	Exclusion: SPRT3023

SPRT3028	International Sport Development and Volunteering	15	O	O	O	O	None	None
SPRT3041	Advanced Sport and Disability	15	O	O	O	O	SPRT2037 or SPRT2042	None
SPRT3043	Advanced Sports Nutrition	15	O	O	O	O	SPRT2022	None

- All students may only choose one from:
SPRT3023 Learning and Performance of Sports Skills
SPRT3026 The Developing Child in Sport

- All students must choose one from the following:
SPRT3010 Work-Based Learning (Coaching Placement)
SPRT3039 Coaching Placement and Professional Development

Single Honours Requirements at Level 6

Single Honours students must take 120 credits from the table above to include 3 Mandatory modules: SPRT3001/3002 Independent Study, SPRT3035 Contemporary Issues in Sports Coaching and either SPRT3010 Work-Based Learning (Coaching Placement) or SPRT3039 Coaching Placement and Professional Development (please note if students are selecting this as a 15 credit module, this must be completed in Semester 1 only; if selected as a 30 credit option then the module will be completed over 2 semesters).

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 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 3 Mandatory modules: SPRT3001/3002 Independent Study, SPRT3035 Contemporary Issues in Sports Coaching and either SPRT3010 Work-Based Learning (Coaching Placement) or SPRT3039 Coaching Placement and Professional Development.

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.

*1 Joint pathway students taking their Independent Study (equivalent) in this subject, including all students who are joint with Physical Education, must take SPRT3001/3002 Independent Study.

*1 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 Physical Education may take JOIN3001/2 or JOIN3003 where an Independent Study covers both joint subjects.

*2 Students may only take 1 work based placement module throughout their degree. Therefore if on a Joint award with PE, students will have already taken SPRT2011 (School-Based Learning) so may not choose SPRT3010 Work-Based Learning (Coaching Placement) or SPRT3039 Coaching Placement and Professional Development **unless**: a student no longer wants to pursue a career in teaching physical education and therefore needs to experience a work based coaching placement. Students wanting to do this must first speak to the Coaching Course Leader before making their module choices.

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.

While, to some extent, students could be exposed to all areas during the completion of their studies, in the context of the Sports Coaching Science course the primary focus is given to the subject benchmark areas of 1, 2 and 5.

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

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 the student towards their goals
- Responsibility for 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 in the development of subject, generic skills and attributes (qualities)
- An ability to use this greater awareness to articulate the benefits of the students' 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 their 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).

Admissions procedures

Full-time applicants apply through UCAS (C601)

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 (2012). Coaching Science students achieve well, the number of students on coaching pathways achieving a good degree is growing year on year. The Completion, Progression & Retention figures show that the high number of students recruited to the course remain on the programme, complete their studies and achieve their potential.

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) our overall level of employment for graduates has increased from 67% to 72%. This course has an employment level of 80%.

Sports Coaching graduates have gone on to gain employment in the following areas: Sport Community coaching (including disability coaching career opportunities); Sport performance coaching; Sport Development officers; Sports Marketing; Performance Analysis; PE teaching; Armed forces & Police; Coaching business start-up; Graduate level employment in the Private, public and voluntary sectors.

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.

At Level 4 the students have the opportunity to complete the UKCC generic Level 2 Award within SPRT1024. The students also have the opportunity to top-up with the Level 2 sports specific awards.

We are pleased to note that many of our students are now in senior positions and employing our younger graduates across a range of jobs including “The Albion Foundation” which employs a number of third years under graduates in an Earn As You Learn capacity within disability football coaching. Fifteen graduates are employed at West Bromwich Albion including one student who is the Academy full time goalkeeping coach. Another 13 students are employed in various positions including roles in coaching, rehabilitation and performance analysis. Other students have been offered positions such as the Boathouse Manager at Kings School, Worcester and also as PE teachers at various schools around the country, performance analysts for various teams including GB Blind and VI football teams. Others have recently gained a regional job with the FA after serving the Worcestershire FA admirably for the last 5 years and other work with Aston Villa under 10 Academy. Recently we have secured a number of internships with the FA for students who can earn as they learn and gain valuable skills to prepare them for the workplace.

The work in coaching people with a disability is proving to provide employment opportunities with over 30 students now in post. These include positions with G.B. Boccia, Bromsgrove District Council and Dudley Borough Council in Inclusion officer roles.

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.

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](#).