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Programme Specification for BSc (Hons) Sport and Exercise Science

This document applies to students who commence the programme in or after September 2017

1.	Awarding institution/body	University of Worcester
2.	Teaching institution	University of Worcester
3.	Programme accredited by	N/A
4.	Final award or awards	BSc Hons
5.	Programme title	Sport and Exercise Science
6.	Pathways available	Single Honours
7.	Mode and/or site of delivery	University of Worcester
8.	Mode of attendance	Full Time / Part Time
9.	UCAS Code	C600
10.	Subject Benchmark statement and/or professional body statement	Hospitality, Leisure, Sport & Tourism (May 2008)
11.	Date of Programme Specification preparation/ revision	January 2013, August 2014 (regulations), March 2015 (Award map) / June 2015 (clarification of academic tutor allocation) / July 2015 PAT / Nov 2015 (Award map); March 2017 correction to regulations / May 2017 (Award map=removal of electives) / July 2017 updates / August 2017 – AQU amendments

12. **Educational aims of the programme**

The rationale for the programme aims relates to the required skills of Sport and Exercise Science graduates on entering employment or progressing to further study.

In recent years there has been a realization that the discipline-based focus of many Sport and Exercise Science degree programmes has reduced the professional effectiveness of graduates. In particular, a heavy emphasis on exercise physiology at the expense of other academic sub disciplines has contributed to a decreasing scope of practice (in contrast to the direction of training of other allied health professions). Therefore in order to improve the academic preparation of Sport and Exercise Science graduates there needs to be greater balance and integration of the academic sub disciplines (Ives & Knudson 2007). The QAA subject benchmark statements also state that degree programmes in the area that implement an inter- or multi-disciplinary approach have intrinsic intellectual value, thereby enhancing students' employability and career preparation.

It is therefore essential that the BSc Sport and Exercise Science degree reflects these developments in the subject area. This is achieved through a move away from the use of individual discipline specific modules, towards the utilisation of integrated theme-based modules. This allows greater utilisation of applied case study approaches to learning and teaching, provides the opportunity for high levels of practical activity, and emphasises the inter/multidisciplinary nature of the scientific study of sport and exercise. The development of key research skills is embedded within core modules, thereby allowing greater contextualisation of the material. The course design also reflects the requirements of the British Association of Sport and Exercise Sciences (BASES) undergraduate endorsement scheme which is the professionally recognised standard for all undergraduate degree programmes within the discipline.

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

The course aims to:

A. Develop a depth of integrated knowledge, critical perspectives and skills (including research skills), which characterise the study of sport and exercise;

B. Apply theory in a range of practical contexts in sport and exercise science;

C. Develop key skills, safety and ethical awareness;

D. Develop autonomy and independence in learning.

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.

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 and adapted according to the needs of this particular course.

The learning outcomes for the Sport and Exercise Science degree course are as follows:

Knowledge and Understanding

LO no.	On successful completion of the named award, students will be able to:	**Module Code/s**	**Award** *State if Non-Honours or BA/BSc Honours*
1.	Identify, critically analyse and make effective use of the key concepts, disciplines and principles in the theoretical underpinnings of sport and exercise science	SPRT2030 SPRT2031 SPRT2032	H/NH
2.	Gather, interpret and apply through intervention the key concepts of the study of sport and exercise science in selected practical situations	SPRT2030 SPRT2031 SPRT2032 SPRT3013 SPRT3014 SPRT3015 SPRT3024 SPRT3002	H/NH H
3.	Utilise and critically evaluate the effectiveness of a multi-disciplinary approach to the study of sport and exercise science	SPRT2030 SPRT2031 SPRT2032 SPRT3007	H/NH
4.	Demonstrate a critical understanding of the philosophical basis of scientific paradigms	SPRT1007 SPRT2030 SPRT3002	H/NH H

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Cognitive and Intellectual skills

5.	Demonstrate a critical awareness of the application of appropriate theory to selected contexts	SPRT2030 SPRT2031 SPRT2032 SPRT2022 SPRT2033 SPRT3007 SPRT3013 SPRT3014 SPRT3015 SPRT3024 SPRT3043 SPRT3002	NH/H H
6.	Identify, critically analyse and solve problems in sport and exercise science through the utilization of a wide range of observational and scientific approaches	SPRT2030 SPRT2031 SPRT2032 SPRT2022 SPRT2033 SPRT3007 SPRT3013 SPRT3014 SPRT3015 SPRT3024 SPRT3043 SPRT3002	NH/H H
7.	Develop the ability to critically interpret data and text	SPRT2030 SPRT2031 SPRT2032 SPRT2022 SPRT2033 SPRT3013 SPRT3014 SPRT3015 SPRT3024 SPRT3043 SPRT3002	NH/H H
8.	Develop an independent approach to learning	SPRT2030 SPRT3007 SPRT3002	NH/H H

Skills and capabilities related to employability

9.	Demonstrate safety and ethical awareness in the performance, supervision and development of sport and exercise science skills	SPRT1007 SPRT2030 SPRT3002	NH/H H
10.	Plan, design, manage and execute practical activities using appropriate techniques and procedures	SPRT3030 SPRT2031 SPRT3014 SPRT3015 SPRT3043 SPRT3002	NH/H H

Transferable/key skills

11.	Communicate and present information effectively in a variety of forms	SPRT1007 SPRT2030 SPRT2031 SPRT2032	NH/H
12.	Develop the ability to self appraise and reflect on practice	SPRT1007 SPRT2030 SPRT3016 SPRT3002	NH/H H

13.	Develop interactive, group and problem solving skills	SPRT1007 SPRT2030 SPRT2031 SPRT2032 SPRT3007 SPRT3013 SPRT3014 SPRT3015 SPRT3024 SPRT3043	NH/H
		SPRT3002	H
14.	Develop the ability to plan and manage their learning	SPRT2030 SPRT3007 SPRT3016	NH/H
		SPRT3002	H
15	Apply numerical and C & IT skills where appropriate	SPRT1007 SPRT2030 SPRT2031 SPRT2032 SPRT2022 SPRT2033 SPRT3013 SPRT3014 SPRT3015 SPRT3024 SPRT3043	NH/H
		SPRT3002	H

Learning, teaching and assessment

- 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 practical session in the laboratory or 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. A feature of the Sport and Exercise Science course is a strong emphasis on the use of Problem Based Learning (PBL) scenarios to develop students' ability to contextualise the theoretical material and emphasise the multidisciplinary nature of the subject. In several modules a 'theme' based approach is utilised whereby students will be asked to draw on their knowledge of the underpinning scientific disciplines to explain real world phenomena in differing sport and exercise environments. Knowledge and understanding is assessed through a range of different methods in each module.
- Every module provides opportunities for students to develop their thinking skills and intellectual ability e.g. through critical analysis of a body of literature, or through a series of small research projects on a prescribed topic. In a number of modules students will generate various different kinds of data which are subsequently analysed and interpreted in the light of information currently existing in the scientific literature. 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 and oral form, or as an ICT or multimedia presentation.
- Modules at all levels will provide students with the opportunity to develop their practical competencies in a number of laboratory and field based environments. Students will also have the opportunity to acquire a number of professional qualifications and NGB coaching awards. Various opportunities also exist for students to participate in relevant Earn As You Learn or Volunteer As You Learn schemes alongside their academic modules.
- Towards the end of the course an intensive work placement module is completed and can involve working within either a performance sport or a health based exercise setting. During the course of this placement students are expected to use the theoretical knowledge developed within their course to inform their own

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practice. This experience will be assessed through reflective and evaluative journals and logs along with peer and mentor feedback.

- 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.
- 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 external bodies. Students will develop skills in using laboratory equipment and various ICT software packages to allow them to contribute to their work in the field of Sport and Exercise Science and appreciate what is required when working in this environment.

The Learning and Teaching strategies used in the Sport and Exercise Science course are in accordance with the UW Learning, Teaching and Assessment Strategy and with the Institute response to that document. Hence the course is in line with the University learning paradigm which develops learning in terms of students working towards learning outcomes and the alignment of teaching and assessment to achieve those learning outcomes. Each module has identified and validated learning outcomes and the achievement of those outcomes is monitored through a robust system of quality management including internal mechanisms supported by External Examiners.

The learning environment will include a full range of practical work, lectures, seminars, workshops and independent and group study tasks, with students gradually required to take control of their learning in a more independent manner as they progress towards and through the final year. A particular feature of this course is the extensive utilisation of a Problem Based Learning (PBL) and case study approach to the delivery of a range of models across all levels. This approach is utilised in order to emphasise the multi-disciplinary nature of the course and enhance students' employability & career preparation through the development of a range of key transferable skills. The course culminates with an honours level, independent research project during the final year of study along with a period of work based learning whereby students are required to apply their knowledge and skills to a Sport or Exercise setting.

14. Assessment strategy

The assessment strategy utilised 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 assessment. The nature of the summative work completed also changes as students progress through their studies.   At Level 4 summative assessment will emphasise provision of knowledge and understanding that is then applied to a range of sport and exercise scenarios at Levels 5 and 6 in order to develop a range of transferable employability related skills.

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.

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Course Title: BSc Sport and Exercise Science

Level 4					
Module Code	**Module Title**	**Credits** (Number)	**Status** (Mandatory (M) or Optional (O))	**Pre-requisites** (Code of Module required)	**Co-requisites/ exclusions and other notes***
SPRT1007	Introduction to the Scientific Study of Sport	30	M		
SPRT1021	Body and Mind in Sport and Exercise	30	M		
SPRT1022	Foundations of Human Movement	30	M		
SPRT1013	Physical Activity, Exercise and Health	15	O		
SPRT1023	Exercise Training and Prescription	15	O		
SPRT1027	Adapted Physical Activity, Sport and Disability	15	O		
LANG	Optional modules offered by the Language Centre	15/30	O		

Single Honours Requirements at Level 4

Single Honours students must take 120 credits in total drawn from the table above to include all mandatory modules SPRT1021, SPRT1022 and SPRT1007 and optional modules - which can include up to 15/30 credits drawn from a range of Language Centre modules in: Academic English for native and non-native speakers of English; Modern Foreign Languages; and Teaching English as a Foreign Language (TEFL). Details of the available Language Centre modules can be found on the Language Centre website: http://www.worcester.ac.uk/your-home/language-centre-module-options.html.

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***
SPRT2030	Contemporary Issues and Research in Sport and Exercise Science	30	M		
SPRT2031	Scientific Underpinnings of Sport Performance	30	M		
SPRT2032	Scientific Underpinnings of Physical Activity, Exercise and Health	30	M		
SPRT2020	Motor Skill Progression	15	O		
SPRT2022	Sports Nutrition	15	O		
SPRT2033	Strength, Power and Speed	15	O		
SPRT2050	Scientific Analysis of Sports Disability Coaching	30	O		Exclusion: SPRT2049
LANG	Optional modules offered by the Language Centre	15/30	O		

Single Honours Requirements at Level 5

Single Honours students must take 120 credits in total drawn from the table above to include all mandatory modules SPRT2030 SPRT2031 and SPRT2032 and optional modules - which can include up to 15/30 credits drawn from a range of Language Centre modules in: Academic English

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for native and non-native speakers of English; Modern Foreign Languages; and Teaching English as a Foreign Language (TEFL). Details of the available Language Centre modules can be found on the Language Centre website: http://www.worcester.ac.uk/your-home/language-centre-module-options.html.

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*
SPRT3001 / 3002	Independent Study	30	M	SPRT2030 or SPRT2035	Exclusion: SPRT3029
SPRT3016	Work-Based Learning (Sport and Exercise Science Placement)	15	M		
SPRT3007	Limits to Human Performance	15	O	SPRT2031	
SPRT3013	Consultancy in Applied Sport and Exercise Psychology	15	O		
SPRT3014	Biomechanical Analysis of Sports Techniques	15	O	SPRT2031	
SPRT3015	Physiological Support of the Elite Athlete	15	O		
SPRT3024	Physical Activity in the Prevention and Treatment of Disease	15	O		
SPRT3043	Advanced Sports Nutrition	15	O	SPRT2022	
SPRT3011	Applied Performance Analysis	15	O	SPRT2050	Exclusion: SPRT3033& SPRT3046

Single Honours Requirements at Level 6

Single Honours students must take 120 credits from the table above to include 45 from SPRT3001/3002 Independent Study and SPRT3016 Work-Based Learning (Sport and Exercise Science Placement), and 75 credits (i.e. 5 out of 7) from the optional modules listed above

16. **QAA and professional academic standards and quality**

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

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

Full copies of the above documents can be found by visiting the AQU website or use the direct link to the QAA website:
http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/HLST08.pdf

The Sport Benchmark statements include five subject areas which are stated as being 'broadly concerned with sport'. These areas relate to the:

1. Human responses and adaptations to sport and exercise;

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2. Performance of the performance of sport 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 Sport and Exercise Science course, areas 1, 2, 3 and 5 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.

This award is located at level 6 of the FHEQ.

17. **Support for students**

Personal Academic Tutor System
On arrival at the University of Worcester students will immediately become part of a vibrant academic community, and a comprehensive induction process is utilised to ease the transition from school or college to university level study. Within the dedicated induction sessions, and the modules themselves, students will be equipped with the knowledge and skills that will allow them to more successfully tackle degree level work.

Each student will be allocated a personal academic tutor (whenever possible from within the Course Team). They will be given an opportunity to meet with their tutor during the 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 own strengths and weaknesses
- A clear vision of what can be achieved through HE study
- Greater understanding of how study in the discipline area at the University can help progression towards goals
- Responsibility for choices in modules, work and social life
- A reflective approach to all the feedback received on work
- A sense and a record of progression and achievement in the development of subject and generic skills and attributes (qualities)
- An ability to use this greater awareness to articulate the benefits of the HE experience to others including employers

The Personal Academic Tutor will also:-

- Respond to requests for support and help with problems which affect academic work either at subject level or by referral to other University facilities;

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- Provide information for and assist in the drafting of the University reference.

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 this course. During their time at the University, students 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
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 normal minimum entry requirement for undergraduate degree courses is the possession of 4 GCSEs (Grade C/4 or above) and a minimum of 2 A Levels (or equivalent Level 3 qualifications).

The current UCAS Tariff requirements for entry to this course are published in the prospectus and on the UW website https://www.worc.ac.uk/journey/a-z-of-courses.html

See Admissions Policy for other acceptable qualifications.

Disclosure and Barring Service (DBS) requirements
Enhanced disclosure will be required for some aspects of the course, and for the work-based module*.*

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).

Further information on Recognition of Prior Learning can be found at
http://www.worcester.ac.uk/registryservices/941.htm

Admissions procedures
Full-time applicants apply through UCAS *(*course code **C600***)*

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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 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 teaching 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.
* 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.
* Reassessment items that are passed are capped at D-.

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- 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
Certificate of Higher Education Cert HE [Sport and Exercise Sciences]	In order to be eligible for the exit award of Certificate in Higher Education in the named subject/area of study, a student must have passed at least 120 credits in total including the mandatory modules for level 4 of the award as specified on the award map.
Diploma of Higher Education DipHE [Sport and Exercise Sciences]	In order to be eligible for the exit award of Diploma in Higher Education in the named subject/area of study, a student must have passed at least 240 credits in total including the mandatory modules for level 4 and level 5 of the award as specified on the award map.

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, including the mandatory modules for Level 5 and Level 6 of the award (not the Independent Study module) as specified on the award map.
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, as specified on the award map.

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

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. Student performance and progression on the course is very good. In 2012 100% of students successfully progressed into the final year of study, and a very high proportion of students achieved 'good' (Upper second or first class) honours degree awards. Students have also been very successful in gaining employment on graduation from the course. Of the 2011 graduates, 95% were either employed or engaged in higher level study within 6 months of graduation.

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 95%.

The career opportunities available to sport and exercise scientists are expanding, and the expansion appears set to continue into the foreseeable future (BASES 2004). Many athletes consider the application of sport science as an important component of everyday training and competition, and most governing bodies of sports recognise sports science as an integral part of their sports development and success. In respect to exercise, many hospitals and Primary Care Trusts are starting to appoint specialists with exercise backgrounds to work in areas such as cardiac rehabilitation and health promotion. The NHS has incorporated physical activity within its national service frameworks, highlighting the increasingly important role of exercise in maintaining the nation's health and the increased availability of exercise related job opportunities.

Students who have completed the BSc Sport and Exercise Science degree have an excellent record of finding employment. Ninety five percent of graduates were in either employment or further study within six months of graduation in 2011. Students have recently progressed into careers as sport scientists and strength and conditioning coaches with elite sport clubs, and into work with the NHS in the field of both clinical exercise science and physiotherapy. Others have progressed to further postgraduate study towards MSc / PhD qualifications in the general subject area. In addition to those working in the sport and exercise industry graduates have been successful in gaining QTS on PGCE programmes and joining the armed forces both with and without a commission

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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.

In order to prepare students for employment, a Work Based Learning module including a placement takes place in Level 6. This module requires students to apply theoretical material developed in their various modules to their work with clients in a sport and / or exercise environment.

In order to progress to eventual employment as a Sport and Exercise Scientist, accreditation by BASES is usually required by potential employers. Although no undergraduate programme can lead directly to accreditation, endorsement by BASES demonstrates that the course develops the appropriate knowledge and skill base and considerably eases the path of students who do apply for accreditation in future.

Students who do not wish to progress all the way towards BASES accreditation are still typically required to have relevant NGB qualifications and work experience in addition to their academic qualifications. A wide range of different NGB awards are offered on site to ISES students, and uptake of these opportunities is high amongst students. The Institute has recently employed a Strength and Conditioning Mentor, whose role is to assist students in gaining strength and conditioning qualifications and aid in the provision of suitable and relevant work placement opportunities. Additionally, each year the Motion and Performance Centre offers a number of paid Sport Science Internship positions which offer students the opportunity to work alongside staff in a variety of sport and exercise science related roles.

Each year the Institute sends a number of final year students to the BASES annual student conference in order to present their independent study work to a national audience. This conference provides the opportunity to attend number of workshops related to the requirements of careers and further study in the subject, and students who attend universally report that they return feeling inspired to develop their careers within the sport and exercise sciences.

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

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the industry that many of them aspire to join. The meetings are also excellent opportunities to improve connections and ensure mutually beneficial working practices.

In addition to being BASES endorsed, the course has links with a number of employers who are able to assist in both the provision of suitable work based learning opportunities and input into the teaching of relevant modules. We currently have strong links with the Worcester Warriors Rugby Club, Worcestershire CCC, Worcester RC, and the NHS who use the University of Worcester Well Being facility at the McClelland Centre in the delivery of a number of clinical exercise interventions.

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 associated course documentation e.g. course handbooks, module outlines and module specifications.