

## Programme Specification for FdSc Exercise and Wellness Management

<b>This document applies to Academic Year 2021/22 onwards</b>
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*Table 1 programme specification for FdSc Exercise and Wellness Management*

<b>1.</b>	<b>Awarding institution/body</b>	University of Worcester
<b>2.</b>	<b>Teaching institution</b>	Dudley College of Technology ; Coleg Gwent (Blaenau Gwent Learning Zone)
<b>3.</b>	<b>Programme accredited by</b>	N/A
<b>4.</b>	<b>Final award or awards</b>	FdSc
<b>5.</b>	<b>Programme title</b>	Exercise and Wellness Management
<b>6.</b>	<b>Pathways available and/or Linked Honours Degree progression route/s</b>	BSc (Hons) Sport and Exercise Science BSc(Hons) Exercise and Wellness Management
<b>7.</b>	<b>Mode and/or site of delivery</b>	Standard Taught course Dudley College of Technology Coleg Gwent
<b>8.</b>	<b>Mode of attendance and duration</b>	Full time 2 years Part time 4 years
<b>9.</b>	<b>UCAS Code</b>	C603
<b>10.</b>	<b>Subject Benchmark statement and/or professional body statement</b>	Events, Hospitality, Leisure, Sport and Tourism November 2019 QAA Foundation Degree Characteristics Statement September 2020
<b>11.</b>	<b>Date of Programme Specification preparation/ revision</b>	April 2019 August 2019, AQU amendments to Section 19 August 2020 Benchmark update and AQU amendments to section 19. February 2020 Approval for Coleg Gwent delivery Approved at ASQEC June 2021 for Coleg Gwent delivery August 2021 – AQU amendments.

### **12. Educational aims of the programme**

This course combines exercise and wellness with management to provide a broad-based vocational Foundation Degree that is ideal for students wishing to pursue careers in this diverse sector. The course content reflects the exercise, health and fitness industry from both regional to global perspectives and is unique in recognising the emerging and popular exercise trends, alongside more traditional fitness activities. It will develop the basic physiological, anatomical and psychological knowledge involved in helping people to utilise exercise to improve fitness, wellness and health, as well as developing business, management and marketing skills which are essential for people working in this dynamic and entrepreneurial industry. The emphasis is placed more on exercise science to promote wellness as opposed to looking more generically at traditional health or fitness perspectives.

The structure and content of the course progressively builds and enhances a range of skills and knowledge relevant for work in this industry. Work based learning is a key element in each year of study (a 30-credit module each academic year) and provides students with the opportunity to work in a range of different contexts from private health clubs to community groups (e.g. Senior Citizens) to alternative exercise styles and environments. The strong vocational focus permeates

through all modules, not just those specifically assigned as Work Based Learning, encouraging the development of a range of industry relevant employability skills through activities such as observation of practice in work settings, Case Study scenarios, project work and practical delivery. It also provides opportunities to gain additional industry qualifications. The course develops a mix of exercise science and management skills, which are essential in the delivery of high-quality exercise and wellbeing programmes.

The exercise and wellness sector is one of the largest and most diverse in terms of employment in the United Kingdom and is growing as the general population are willing to invest more into their mental and physical health. The industry covers a wide range of areas with jobs in sectors such as health and fitness, wellness lifestyle and coaching, wellness tourism, fitness mind and body, preventive health and wellbeing and workplace wellness (Global Wellness institute, 2017). The World Health Organisation (WHO) have produced their Global Action Plan - More Active People for a Healthier World 2018-2030 which focuses on the link between physical activity and exercise and health and wellbeing. They have identified the need for systematic approach on a national scale to tackle the issues surrounding health and wellbeing which aligns well with the philosophy behind this course.

The Foundation Degree in Exercise and Wellness Management will provide, through a contemporary curriculum, the underpinning knowledge and skillset that prepares for a range of careers in this rewarding and internationally developing field of study. The educational aims provide the over-arching structure to the course, establish its key philosophical underpinnings and include qualities and transferable skills necessary for employment.

The course aims, which align to the Foundation Degree Characteristics, focus on the development of skills and knowledge across disciplines in exercise and wellness which include:

- Knowledge of the body from an exercise science perspective, developing a functional understanding of physiology and anatomy and exercise psychology
- Application of theory in a range of practical contexts in exercise science, including skills such as planning and delivering programmes which characterise exercise and wellness activities
- Critical understanding of the main methods of enquiry in Exercise and Wellness Management and the ability to use established techniques to undertake critical analysis of information in order to propose solutions
- Demonstrating understanding of exercise and wellness through critical evaluation of knowledge and skills which are contemporary and embrace new technologies and trends
- Recognising and applying key business management principles and underpinning concepts relevant in the sector
- Critical reflection on the provision of wellness practices, providing opportunities to develop sound base of knowledge of the theories that underpin exercise and wellness management.
- Ability to apply knowledge and skills to new situations, including the workplace and effectively communicate in a variety of forms and for a range of audiences
- The development of autonomy and independence in learning

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

<b>Knowledge and Understanding</b>
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*Table 2 knowledge and understanding outcomes for module code/s*

<b>LO no.</b>	On successful completion of the named award, students will be able to:	<b>Module Code/s</b>
1.	Demonstrate knowledge and critical understanding of functional physiology and anatomy in planning effective exercise programmes	<b>FDEW2006 FDEW2001</b>

2.	Critically analyse and apply key underlying concepts and theories to the development of health and wellbeing strategies in the workplace	<b>FDEW2001</b>
3.	Identify the main methods of enquiry in exercise and wellness management and techniques utilised to undertake critical analysis of information in order to propose solutions to problems	<b>FDEW2003 FDEW2005</b>
4.	Recognise and apply key business management principles and underpinning concepts to the planning and delivery of exercise and wellness activities	<b>FDEW2002</b>

### **Cognitive and Intellectual skills**

*Table 3 cognitive and intellectual skills outcomes for module code/s*

5.	Critically reflect on research and practice within the field of Exercise and wellness management	<b>FDEW2001 FDEW2003</b>
6.	Demonstrate a critical awareness of the psychological context of exercise and critically appraise strategies used to encourage adherence to exercise and behaviour change	<b>FDEW1005 FDEW2005</b>
7.	Evaluate contemporary knowledge and skills in the sector including new technologies and trends	<b>FDEW2001</b>

*Table 4 skills and capabilities related to employment outcomes for module code/s*

### **Skills and capabilities related to employability**

8	Critical awareness of relevant technical requirements and underlying concepts and principles related to employment in the sector	<b>FDEW2004</b>
9.	Plan, deliver and critically evaluate programmes which characterise exercise and wellness activities in the different contexts	<b>FDEW2005 FDEW2006</b>
10.	Communicate knowledge and understanding in a practical work environment, critically reflect on skills, and identify personal learning and development goals and propose solutions to problems arising from analysis	<b>FDEW2004</b>
11.	Employ academic skills to succeed in study including the principles of data collection data, data analysis and handling applying numerical, communication and IT skills where appropriate	<b>FDEW2003</b>

### **Transferable/key skills**

*Table 5 transferable/key skills outcomes for module code/s*

12.	Solve problems and apply in a work context demonstrating autonomy and independence in learning and the ability to take personal responsibility, make decisions and judgements.	<b>FDEW2004</b>
13.	Effectively communicate information, arguments and analysis, and present information effectively in an appropriate form to a variety of audiences	<b>FDEW2003 FDEW2006</b>

14.	Demonstrate the ability to self-appraise and critically reflect on practice	FDEW2002 FDEW2004
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### Learning, teaching and assessment

The programme content will be delivered using a wide variety of methods including lecture, seminar, tutorial, practical workshops, and gym-based sessions, problem-based learning and applied/vocational learning contexts. At both level 4 and 5 students are expected to engage in directed self-study (e.g. reading relevant literature and technical material in preparation for assignments, workshop presentations and practical sessions). This is essential in order to expand student knowledge and skills in practical, analytical and theoretical contexts. Students will also take part in group work with peers in order to enhance their practical and communication skills as well as the ability to collaborate and work within a team. Seminars, workshops and practical sessions allow the provision of regular, formative (non-assessed) feedback in individual modules. The course will make use of a range of learning technologies including VLE and e-portfolios and industry relevant technologies.

There is a strong emphasis on a vocational underpinning throughout the course reinforced through visiting lecturers from the sector; industry appropriate visits; opportunities to gain specific industry qualifications (e.g. Register of Exercise Providers, REPS, YMCA L2 and 3 CIMPSA ), which work alongside the Work Based Learning modules and applied learning tasks.

Assessment procedures adopted for the Foundation Degree in Exercise and Wellness Management ensure the mode and format of assessment are commensurate with both the programme aims and learning outcomes, and with individual module aims and learning outcomes. The spectrum of assessment strategies used at each stage change to reflect and monitor academic development. The assessments are also designed to have a level of industry relevancy, particularly in relation to the employability skills.

### Teaching

Teaching and learning methods at both levels include lectures, seminars, tutorials and practical workshops. Students will be encouraged to develop both academic and vocational skills through learning tasks which require them to work either independently or in small groups, communicate in writing and orally, manage and present numerical and other forms of data, and recognise and solve problems.

- **Lectures:** 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/classroom room and could be followed by a practical session or seminar session in a smaller group
- **Practical sessions** will allow the development of practical competencies in field based/gym environments. Students will also have the opportunity to acquire professional qualifications. The fieldwork, practical activities, interactive workshops take a variety of formats and are intended to enable the application of learning through discussion, observations of practice and small group activities.
- **Seminars** enable the discussion and development of understanding of topics covered in lectures. Laboratory and fitness suite practical sessions are focused on developing subject specific skills and applied individual and group project work.
- **Work Based learning** forms an integral part of this course with 2 x 30 credit modules (100 hours), one at level 4 and one at level 5, dedicated to specific industry areas to ensure a broad and relevant experience. The Work Based Learning modules are mapped in a progressive way to nurture and develop employability skills and give breadth of experience with a focus on a range of different populations. Students will be typically engaged in approximately 4 hours WBL placement per week

Additional opportunities for experiential applied learning within a sector environment (e.g. observation tasks set in professional practice situation) are also embedded in each module to ensure a strong vocational context. Directed study tasks and/or applied learning tasks form part of the weekly teaching schedule (please see Module Specifications for Teaching

and Learning hours). Students will be assisted by the College WBL Database and Module Leader to obtain appropriate placements. There are strong links with a number of regional employers for Work Based learning opportunities across the Exercise and Wellness sector. The students will be encouraged to adopt a consistent approach to the hours assigned to this module on a weekly basis (minimum of 4 per week), however due the nature and type of each placement there will need to be a degree of flexibility to the way in which hours are allocated (e.g. preparation and delivery of a specific event may involve a more sporadic and intense pattern). The Module Tutor will take responsibility for the management of the WBL module and will follow the UW WBL policy and documentation in approving the placement and includes information and guidance for a work-based mentor,. Regular meetings with placement providers to monitor, develop and inform practice will form part of this WBL process and builds on existing practice the college has with Level 3 students.

There is an emphasis on enabling students to develop the independent learning capabilities that will equip them for lifelong learning and future employment, as well as academic achievement. A mixture of independent study, teaching and academic support from the learning hub provides the students with the holistic support required to achieve within higher education. The College gives the students an online individual learning plan which will support the students with communication with teaching staff, accessing grades and creating individual goals and targets. The College also provides a Personal Academic Tutoring system that enables students to reflect on progress and build up a profile of skills, achievements and experiences that will help them to flourish and be successful. As part of the academic support meetings with Personal Academic Tutors are scheduled on at least four occasions in each year of the course.

### **Contact time**

For 2021/22, the majority of teaching sessions are face to face on campus. Lectures or lecture workshops for some modules will be delivered online either 'live' or pre-recorded. Individual and small group tutorials will be arranged online as this has proven to be convenient and popular with students.

In a typical week you will have around 12-16 contact hours of teaching. Typically contact time will be structured around:

- 8 x hours of interactive workshops/lectures
- 8 x hours of seminars /applied learning (Work based Learning, gym based work, physical activities).

### **Independent self-study**

In addition to the contact time, students are expected to undertake around 20-24 hours of personal self-study per week. Typically, this will involve:

- Completing specific module directed/applied study tasks;
- Online activities;
- Topic reading and research;
- Work Based learning preparation;
- Group projects;
- Preparing for assignments and learning experiences;
- Reflection and evaluation;
- Revision of class notes and engaging with Blackboard

Independent learning is supported by a range of excellent learning facilities, including higher education study rooms, library resources, the virtual learning environment, and extensive electronic learning resources.

### **Teaching staff**

Students will be taught by a teaching team whose expertise and knowledge are closely matched to the content of the modules on the course. Teaching is informed by research

and delivered by staff with both academic and industry recognised qualifications alongside industry relevant experience. All of the lecturers on the course have a further or higher education teaching qualification some with a Masters qualification.

### **Assessment**

The course provides opportunities to test understanding and learning informally through the completion of practice or 'formative' assignments. Each module has one or more formal or 'summative' assessment which is graded and counts towards the overall module grade. The Assessment methods include written examinations and a range of coursework assessments such as essays, reports, portfolios, presentations, planned programmes and consultations, practicals, case studies and a final year research project. A typical formal summative assessment pattern for each year would be:

#### **Year 1(Level 4)**

- 1 x Poster Presentation
- 2 x planning
- 1 practical delivery
- 1 x Exam
- 1 x Case study
- 1 x Report
- 4 x Individual or group presentations
- 1 x Journal
- 1( 2 sections) x Portfolio

#### **Year 2 (Level 5)**

- 2 x Planning and critical reflection
- 3 x Essays/written assessments
- 1 x Practical report
- 3 x Presentations
- 1 x Research Proposal
- 1 x Independent study project
- 1 xAction (Business) Plan
- 1x Training Plan
- 1 x Portfolio
- 1 x Case Studies

#### **14. Assessment strategy**

An integral part of the teaching and assessment strategy for this course is the use of case studies, problem solving, formative assessments and practical and lab and gym-based activities. Each assessment item has published specific marking criteria contained in the module booklet given to students at the beginning of the module which aligns with the UW Generic assessment criteria

The assessment for this course aligns with UW [University's Assessment Policy](#). It is integral to the course design and ensures the relationship between the course and module learning outcomes and content. The range of assessment methods and tasks ensure a balanced, authentic and progressive assessment approach to evaluate student learning. Assessments at level 4 will include essays and reports that reflect knowledge and understanding, concepts and issues, problem-based learning tasks, case studies planning, delivering and critically reflecting on practice; at level 5 a more independent approach with an emphasis on researching, developing and applying knowledge in different contexts; analysis of case studies; project work and work-based learning. There is also a strong formative element which provides feedback to inform a final summative assignment at the end for each module. Each assessment item has published specific marking and grade criteria contained in the Module Outline given to students. Detailed Assignment Briefs and diagnostic feedback are also integral to the assessment approach

A grid showing assessment methods and weightings mapped to modules at each level, together with an assessment calendar of submission dates must be included in the Course Handbook.

## 15. Programme structures and requirements

### Award Map for a Foundation Degree

The programme learning outcomes shown in Section 13 describe the knowledge, understanding and skills that students will have demonstrated on achievement of their intended qualification award. Students who do not complete their full programme of study may qualify for an alternative award and the approved exit awards for this programme are listed in section 19 of this Programme Specification. As a Foundation Degree, exit awards are available at Level 4 (Certificate of Higher Education).

The course is a University of Worcester validated foundation degree delivered through partnerships with Further Education Colleges. Some visits to the University of Worcester are programmed each semester to take advantage of the excellent facilities and support available.

<b>Course Title: FdSc Exercise and Wellness Management</b>
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<b>LEVEL 4</b>				
<b>Module Code</b>	<b>Module Title</b>	<b>Credits (Number)</b>	<b>Status</b> Mandatory (M) or Optional (O)	<b>Prerequisites</b> (Code of Module required)
FDEW1001	Functional Anatomy and Physiology	15	M	NA
FDEW1002	Physical Activity, Exercise and Nutrition	15	M	NA
FDEW1003	Foundations of Exercise and Wellness Management	30	M	NA
FDEW1004	WBL Professional Practice	30	M	NA
FDEW1005	Exercise Psychology	15	M	NA
FDEW1006	Innovative Exercise Environments	15	M	NA

#### Requirements at Level 4

Students must take the modules listed above. Students must successfully complete 120 credits in total at Level 4.

<b>LEVEL 5</b>				
<b>Module Code</b>	<b>Module Title</b>	<b>Credits (Number)</b>	<b>Status</b> Mandatory (M) or Optional (O)	<b>Prerequisites</b> (Code of Module required)
FDEW2001	Corporate Wellness Management	15	M	NA
FDEW2002	Operational Management	15	M	NA
FDEW2003	Exercise and Wellness Research Skills and Project	30	M	NA
FDEW2004	WBL Reflective Professional Practice	30	M	NA
FDEW2005	Strategic Community engagement	15	M	NA

FDEW2006	Exercise Training and Prescription	15	M	NA
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### Requirements at Level 5

Students must take the modules listed above. Students must successfully complete 120 credits in total at Level 5.

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

The subject specific benchmark statement from the QAA can be found at Events, Hospitality, Leisure, Sport and Tourism November 2019

The Sport Benchmark statements include five subject areas which are stated as being 'typically involved in the study of sport'.

These areas relate to the:

- 1) Human responses and adaptations to sport and exercise
- 2) 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 sport benchmark areas demonstrate the breadth of coverage within sport qualifications. The FdSc Exercise and Wellness course covers all subject areas. The course is closely aligned to the QAA Foundation Degree Characteristics Statement 'with an integrated approach of academic and work-based learning where academic skills and understanding integrate with and support the development of, vocational skills and competency, taking account for the need of academic rigour'(p4)

Reference points used in this programme are the Framework for Higher Qualifications in England and Foundation Degree Characteristics Statement In this context the qualification meets in full the descriptor for Level 5 of the FHEQ.

Consideration of the following standards have also taken place when developing the programme: [skillsactive](#) and [CIMSPA](#) these industry standards have been embedded into the curriculum design of the course to ensure integrity and professionalism and maximise the learning opportunities for students in these areas.

This award is located at Level 5 of the FHEQ.

#### 17. Support for students

Students on the course/programme are supported in a number of ways, including:

- Full induction programme including information from the college Student Services as well as course staff including the Link Tutor from UW.
- Course handbook, work-based learning handbook and module outlines.
- Support from Learning/Library Hub staff during induction and subsequently at the college campus, Learner Services HE study room UW Library Services
- Course Representatives will represent the students' experience and feedback at Student: Staff Liaison Committees which provide a forum for staff and students to discuss matters of mutual interest, discuss ideas and to solve problems related to student experience and course management .
- Workplace Mentor /Academic Supervisor support within work-based learning experience.
- Course VLE for lesson material, online tasks, and plagiarism check and assessment submission. (Blackboard).
- The College Equal Opportunities Units/Teams implements codes of practice in relation to disability, racial and other forms of discrimination.
- College safeguarding team provide advice and support for students who have mental health difficulties, dyslexia, sensory or physical impairments and other difficulties.



- Progression opportunities are discussed at appropriate points within the programme to enable students to make informed choices as to how to proceed after completion of their studies. The progression to the level 6 top up degrees at University of Worcester will be promoted as they are aligned to this course.
- Students experience a wide variety of teaching and learning e.g. lectures, seminar, group work, practical activities and the use of e-learning.
- Support provided for assessments in the form of subject group and individual tutorials
- Study skills workshops to develop referencing, presenting skills and academic writing  
Study skills will also be addressed within the subject and IT skills embedded within modules.
- Students who are at risk – profile of student's grades are kept online on the student's individual learning plan at the college and the Course Leader identifies those students who may need additional support.
- The college and UW Careers Service provide training opportunities for career planning

### **Personal Academic Tutor System**

Each student will be allocated a Personal Academic Tutor (from within the Course Team wherever possible). Students will be given an opportunity to meet with their Personal Academic Tutor during the planned induction and transition sessions at the beginning of the semester. The intention behind the system is that the student and tutors 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. Students will meet with their Personal Academic Tutor at least twice each semester.

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 personal strengths and weaknesses;
- A clear vision of what the student wants to achieve through HE study;
- Greater understanding of how study in the discipline area at the University can help towards student goals;
- Responsibility for personal 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 the student's requests for support and help with problems which affect academic work either at subject level or by referral to other University support services;
- Provide information for and assist in the drafting of the University reference.
- Students should meet their Personal Academic Tutor four times in the academic year, although students may also need to contact their tutor at other times, particularly if the student is experiencing problems.

Further detail about access to specific student services and Disability and Dyslexia services are outlined in the Course Handbook.

## **18. Admission 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 College mission statement of increasing access, widening

participation and assisting students to achieve their potential

### **Entry requirements**

The normal minimum entry requirement for Foundation Degree courses is the possession of 4 GCSEs (Grade C/4 or above including English and Maths) and 1 A Level (or equivalent Level 3 qualification).

The current UCAS Tariff requirements for entry to this course are published in the relevant prospectus and on the college and UW websites

Please see Admissions Policy for other acceptable qualifications.

### **Disclosure and Barring Service (DBS) requirements**

A Basic and Enhanced disclosure will be required for some aspects of the course, and for the work-based modules. This will be at the student's own personal cost.

### **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.

Further information on Recognition of Prior Learning can be found at:

<http://www.worcester.ac.uk/registryservices/941.htm>

### **Admissions procedures**

DudleyCollegeof Technology:

Full-time applicants apply through UCAS C603

Part-time applicants apply directly to Dudley College of Technology (DCT)

Coleg Gwent

Full-time applications apply through UCAS C606

### **Admissions/selection criteria**

Prospective students should apply through UCAS and all applications will be considered by the Course Leader/ Admissions tutor. 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. 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 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 7 days (one week) 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 7 days (one week) 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 re-sit failed assessment items for any module that is awarded a fail grade.
- Reassessment items that are passed are capped 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-.
- A student will be notified of the reassessment opportunities in the results notification issued via the secure student portal (Blackboard). It is the student's responsibility to be aware of and comply with any reassessments.

### Requirements for Progression

- A student will be permitted to progress from Level 4 to Level 5 if, by the time of the reassessment Board of Examiners, they have passed at least 90 credits at Level 4. Outstanding Level 4 credits must normally be studied in the following academic year.
- A student who, by the time of the reassessment Board of Examiners, has failed 90 credits or more (after exhausting all reassessment opportunities) during the academic year, will have their registration with the University terminated
- If a student has not passed at least 90 credits by the reassessment Board of Examiners, the student is not permitted to progress to the next level and will be required to either complete outstanding reassessment or retake the failed modules the following academic year. Students will be able to carry forward any passed modules.

### Requirements for Awards

Award	Requirement
Cert HE	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.
Foundation Degree FdA/FdSc	120 credits at Level 4 and 120 credits at Level 5 as specified on the award map.

These awards are not classified.

## 20. Graduate destinations, employability and links with employers

Many areas in the exercise and wellbeing industry are thriving particularly sports and exercise science and fitness, physical activity and health. However, 'wellness' (which can be defined as the quality or state of being healthy in body and mind, especially as the result of deliberate effort) is a growing, dynamic and vibrant industry worth \$3.7 trillion globally (Global Wellness Institute, 2017). The data below highlights that the health and wellness trend is growing in momentum and is expecting to continue growing in future years as individuals are willing to invest more into their mental and physical health:

- It provides 2.3 million jobs constituting 5% of the world's economy.
- The value of the health and wellness market in the UK increased over the period observed from over 23 billion euro in 2012 to over 26 billion euro in 2017.

The exercise, health and wellness trend is experiencing a boost throughout Europe with a noticeable increase in market value in Western Europe. In Western European countries the value of the market increased substantially from approximately 127.7 billion euro in 2012 to over 139.9 billion euro in 2016 (Statista, 2017). The course in Exercise and Wellness Management has been designed in recognition of the needs of the industry, through consultation with key employers and wellness industry professionals. The course has been developed following wide ranging consultation which included extensive desk-

based research and consultation with industry stakeholders. The stakeholders included current students, alumni, wellness and fitness professionals and leaders of the wellness industry including a number of yoga studio owners and managers and staff of large corporate leisure clubs such as David Lloyd's and Fitness First and on an even broader scale spa's, holistic medicine, and tourism including retreats and hospitality. A variety of employers will be supporting students in their work based modules. These employers will mentor and support students identifying industrial and work based needs and work closely with the Course Leader in relation to the College/UW Work Based Learning Policy and practice.

### **Graduate destinations**

The University of Worcester Level 6 Top up degree BSc(Hons) Exercise and Wellness Management is a popular progression route for students when they graduate from this course. Other main areas of work are health and fitness instructors, lifestyle consultancy and nutrition - opportunities are increasing as the industry embraces the concept of wellness, wellness coordinators, personal health and well-being advisors, and general management in venues such as Private Health Spas, Leisure Centres etc. The industry covers a wide range of areas with jobs such as:

- Setting up a private business
- Consultants in health, exercise, wellness
- Health and fitness instructors,
- Exercise Referral (NHS)
- Personal Trainers
- Wellness lifestyle coaches,
- Wellness tourism managers
- Corporate wellness specialists
- Well-being personal trainers,
- General management in venues such as fitness and wellbeing centres and spas

### **Progression to Linked Honours Degree(s)/Top-Up Degree(s)**

On successful completion of the FdSc course it will be possible to progress directly to the BSc (Hons) Exercise and Wellness Management Level 6 Top-Up degree or level 6 (Year 3) of the BSc(Hons) Sport and Exercise at the University of Worcester .

### **Enhancement and Progression Programme**

In order to encourage progression between the FdSc and the BSc (Hons) Exercise and Wellness Management (Top-Up degree) or BSc (Hons) Sport and Exercise Science degree students will attend a series of workshops at University of Worcester (UW) over the course of the two-year Enhancement and Progression programme. The aim of this programme is to support the development of the students' academic skills and career aspirations alongside familiarisation with the staff and facilities at (UW) which will culminate in a bespoke extended Induction course at the end of the FD programme and the beginning of the Level 6 degree.

### **Student employability**

The course provides a wide range of opportunities to students that encourage the development of employability skills. The study skills and Enhancement and Progression programme includes workshops that develop interpersonal and communication skills; time management administration and organisational attributes etc. Visits are organised to allow students to experience industry related information that has specific relevance to assessments and future employability. Students also have the opportunity to gain the Level 2 Gym Instructor and Level 3 Personal Trainer qualification (modules cover course content; assessment and qualification are an additional cost). All visits are selected and organised to allow students to experience the most current and up-to-date working environment. Students are encouraged to use the visit to form professional relationships with organisations to foster potential employment opportunities.

Providing guests speakers, guest lecturers and graduate speakers is an opportunity for students to receive concise and specific information on employment opportunities. Graduates that are in employment and education are invited to tutorials to share their experiences with current students. This validates the skills taught and encourages current students to focus on potential careers.

Specific work-based modules are delivered at level 4 and 5 that provide students with an opportunity to formalise interviewing techniques, compile CV's and explore employment opportunities. These modules link closely to the tutorial programme and the Enhancement and Progression programme delivered at UW and assist in providing the foundations for the vocational elements of the course.

In addition to the course specific activities students are invited to take part in 'Review/Progression Weeks' which align with the UW process. These focus on academic progress, career education and provide opportunities to acquire additional skills via workshops and formal qualifications (including NGB and Professional certification).

### **Links with employers**

The course has strategic links with a number of local sports-based employers and has formal partnerships with Local councils Leisure Centre, Lifestyle Centres, NHS trust and Active Sports Partnership. These partners have been consulted in the design and development of this course and have agreed to offer work placement opportunities for the students. This will build on existing practice and relationship that already exist for the level 3 BTEC Sport courses and HNC and HND courses that are run at the college

**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.