

Programme Specification for FdSc Sports Coaching & Physical Education

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| This document applies to Academic Year 2023/24 onwards |
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Table 1 programme specification for FdSc Sports Coaching & Physical Education

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| 1. | Awarding institution/body | University of Worcester |
| 2. | Teaching institution | University of Worcester |
| 3. | Programme accredited by | NA |
| 4. | Final award or awards | FdSc |
| 5. | Programme title | Sports Coaching & Physical Education FdSc |
| 6. | Pathways available and/or Linked Honours Degree progression route/s | Successful completion of the FdSc will allow students to progress to: Level 6 BSc (Hons) Physical Education & Sports Coaching Level 6 BSc (Hons) Sports Coaching Level 6 BSc (Hons) Physical Education |
| 7. | Mode and/or site of delivery | University of Worcester |
| 8. | Mode of attendance and duration | 2 Years Full-time 3-4 Years Part-time |
| 9. | UCAS Code | C610 |
| 10. | Subject Benchmark statement and/or professional body statement | Subject Benchmark Statement: Events, Hospitality, Leisure, Sport and Tourism (qaa.ac.uk) Characteristics Statement: Foundation Degree (qaa.ac.uk) |
| 11. | Date of Programme Specification preparation/ revision | Approved July 2019 August 2019, AQU amendments to Section 19 August 2020 – AQU amendments to Section 19, benchmark update and corrections July 2021 RPCC updates August 2021 – AQU amendments October 2021 (removing ‘Science’ from progression course title) August 2022 – AQU amendments July 2023 – annual updates |

12. Educational aims of the programme

The Sports Coaching and Physical Education (SCPE) Foundation Degree (FdSc) is an innovative and dynamic course that addresses the fundamentals underpinning Sports Coaching and Physical Education within an applied context. The course is designed to enable learners to benefit from the interpretation of ideas and the experience of practice within the wider context of employment, in which knowledge, understanding and skills are clearly integrated (QAA, 2015).

Authentic work-based learning is an integral part of the FdSc programme. Therefore, the course has been designed in collaboration with Sports Coaching and Physical Education specialists to ensure the curriculum and work-based learning opportunities reflects the needs of relevant employment sectors (QAA, 2015) and supports the development of knowledge and transferable skills required for employment for example, information and computer literacy, data analysis, reflection, problem solving and analytical skills. Additionally, this considers the variety of vocational contexts in which employment can be represented, including different types of employers (QAA, 2015).

The course design contributes to widening participation and lifelong learning by encouraging participation by learners who may not have previously considered studying for a higher-level qualification or prefer a more applied curriculum (QAA, 2015). This includes retired, mature, and industry-based students who require a Higher Education qualification for career progression or personal development, or those seeking a career transition. Therefore, employers have been consulted and fed into the design of the programme to ensure the integration of academic and authentic work-based learning develops vocational competencies to allow learners to take on contemporary roles within Sports Coaching and Physical Education career pathways.

Students are provided with an opportunity to gain nationally recognised coaching qualifications (at an additional cost) and recognised university-led employability awards to support their vocational development. This enables learners to take on appropriate roles within the workplace, providing them with an opportunity to apply the skills and knowledge they have acquired as an integrated element of the programme (QAA, 2015).

Student learning is supported and enhanced by the extensive use of virtual learning environments (VLE's) which offer self-directed, blended, and independent learning approaches. This promotes the development of learner autonomy to support lifelong learning. In addition, the course team's student-centred approach ensures that all learners receive extensive pastoral support and guidance to fulfil their academic potential and reach their vocational goal.

More specifically, the overarching aims of the Sports Coaching & Physical Education FdSc programme are to:

- Develop individuals with a critical understanding of Sports Coaching and Physical Education through theoretical, practical, and work-related learning experiences.
- Foster a dynamic interchange between research, theory, and practice.
- Develop the student's ability to learn independently to facilitate lifelong personal and professional development.
- Foster an understanding of the role of a coach and physical education practitioner through the application of appropriate pedagogic theory and practice.
- Facilitate and encourage the acquisition of vocationally relevant qualifications to enhance employability.
- Provide an innovative and dynamic programme of study that is academically rigorous, stimulating, challenging and relevant to students' vocational interests and career aspirations.
- Progressively develop students' cognitive, transferable, and where applicable, practical skills and facilitate their development as independent learners and reflective practitioners.
- Deliver multi-disciplinary, inter-disciplinary and applied modules that develop a range of academic and vocational competencies.

In addition to the overall aims, the FdSc has been designed to align with the principles set out by the Active Endorsement Scheme for Higher Education which is administered by SkillsActive in conjunction with the Chartered Institute for Management of Sports and Physical Activity (CIMPSA). Furthermore, the programme has aligned where permissible, with the latest HEI endorsement criteria as suggested by UK Coaching and UK Active.

It should also be noted that the programme content is guided by the International Council for Coaching Excellence (ICCE) Standards for Higher Education, the Department for Education (DfE) Teachers Standards, Association for Physical Education (afPE), and the QAA Foundation Degree Characteristics Statement (FHEQ). This ensures the course design and curriculum is contemporary and meets the requirements of Higher Education and the employment sector.

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

Table 2 knowledge and understanding outcomes for modules/codes

| Knowledge and Understanding | | |
|------------------------------------|---|----------------------------------|
| LO no. | On successful completion of the named award, students will be able to: | Module Code/s |
| 1. | Describe and discuss key concepts, disciplines, and principles in the theoretical underpinnings of Sports Coaching and Physical Education. | SCPE1002 SCPE1003 SCPE2002 |
| 2. | Recognise and apply models of inclusive teaching and coaching practise. | SCPE1006 SCPE2002 |
| 3. | Demonstrate an understanding of the need for both a multi-disciplinary and inter-disciplinary approach to the practice of Sports Coaching and Physical Education. | SCPE1002 SCPE1005 SCPE2003 |

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

| Cognitive and Intellectual skills | | |
|--|--|--|
| LO no. | On successful completion of the named award, students will be able to: | Module Code/s |
| 4. | Evaluate concepts of established principles in Sports Coaching and Physical Education, and the way in which those principles have developed within the workplace. | SCPE1002 SCPE1003 SCPE2002 SCPE2003 |
| 5. | Analyse and evaluate research methodologies to inform the development of research skills and techniques. | SCPE1004 SCPE2004 |
| 6. | Critically evaluate theoretical perspectives in coaching and Physical Education to identify limits of knowledge in the discipline and generate further inquiry. | SCPE1002 SCPE1003 SCPE1006 SCPE2002 |
| 7. | Critically review the links between Government Policy and individual experience of sport with reference to structural elements relevant to physical activity and health promotion. | SCPE1002 SCPE2005 |

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

| Skills and capabilities related to employability | | |
|---|---|--|
| LO no. | On successful completion of the named award, students will be able to: | Module Code/s |
| 8. | Develop the ability to plan, organise and deliver effective practical coaching and/or teaching sessions to a variety of populations. | SCPE1002 SCPE1003 SCPE1005 SCPE2002 SCPE2003 |
| 9. | Apply underlying concepts and principles of Sports Coaching and Physical Education and utilise those principles to meet the requirements of professional standards. | SCPE1002 SCPE1003 SCPE1005 SCPE2002 SCPE2003 |
| 10. | Monitor, assess and evaluate the effects of sport and exercise interventions on participants' health and well-being. | SCPE1001 SCPE2001 SCPE2005 |

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

| Transferable/key skills | | |
|--------------------------------|--|--|
| LO no. | | Module Code/s |
| | On successful completion of the named award, students will be able to: | |
| 11. | Communicate information, arguments, and analysis in a variety of forms to specialist and non-specialist audiences within appropriate contexts. | All SCPE Modules. |
| 12. | Apply reflective practices to devise strategies for Continued Professional Development (CPD). | SCPE1002 SCPE1003 SCPE2002 SCPE2003 |
| 13. | Utilise a variety of contemporary digital technologies to support and enhance learning in Higher Education and within appropriate vocational contexts. | All SCPE Modules. |
| 14. | Develop independent learning skills that support personal and professional development in Sports Coaching and Physical Education contexts. | All SCPE Modules. |

Learning, teaching and assessment

- Knowledge and understanding will be developed through a series of traditional and innovative teaching, learning and assessment strategies that are vocationally based. These strategies include collaborative and problem-based learning, peer-observation, and feedback.
- Opportunities for learning will be delivered through lectures, seminars, workshops, and practical sessions. Each session is supplemented by independent learning tasks to support the development of academic rigour and lifelong learning.
- The application of theory is a key component of learning and reinforces the applied and vocational nature of the course. Students are given the opportunity to conduct several teaching and coaching episodes whereby self, cooperative and peer critiqued learning is used to devise a developmental strategy for personal and professional development in each discipline.
- Formative and summative assessment items are designed specifically to match the content and structure of the course, and aim to develop students' conceptual, theoretical, analytical, and applied skill sets in relation to employment.
- Each module provides opportunities for students to develop cognitive and applied skills. For example, examining values and beliefs and the impact these have on teaching and coaching a variety of populations; aligned to meet professional teaching and coaching standards (CIMPSA and DfE).
- Collaborative work supports the development of a learning community and fosters a sense of belonging and course identity.
- Students are expected to develop logical arguments and debate issues, ideas, and concepts from their evolving knowledge base.
- In addition, students will be assessed on their ability to construct reasoned arguments in traditional and non-traditional formats such as written assignments, live oral presentations, practical delivery, and reflective portfolios.
- Throughout the course, students will engage with the research process and develop investigative and problem-solving skills that are directly transferrable to a vocational setting.
- To enhance employability, students can achieve UK recognised coaching awards and develop their continued professional portfolio through accredited courses, workshops, and seminars (at an additional cost).
- The formative and summative assessment strategies enable students to develop a variety of transferable skills (personal, academic, and vocational). This includes the development of presentation and communicative skills via collaborative work, peer review/feedback, and through the formal presentation of ideas and research.

- Students will use a variety of digital technologies, virtual learning environments and software that are relevant to contemporary modes of learning in teaching and coaching.
- Seminars, discussions, and reflective practice will enable students to understand a variety of perspectives and viewpoints to develop their own professional identity in their discipline.
- Students will develop the ability to self-appraise and reflect on their own strengths, limits of their knowledge, and areas for development.
- Feedback will be provided in a variety of formats and allow students to critically reflect upon their performance to devise a strategy for Continued Professional Development (CPD).
- Students will develop the ability to plan and manage learning effectively. This is facilitated by tutorial support and liaising with external partners.

Teaching

The knowledge, understanding and skills associated with the FdSc course are delivered through a dynamic and innovative range of strategies to reflect the diversity of learners' needs. Students are taught through a combination of lectures, seminars, interactive workshops, practical activities, group-based tasks, and individual tutorials. In addition, support is available via Student Services and Academic Liaison Librarian Assistants.

Vocational placements are utilised within the course, with students undertaking a mandatory placement in Level 5. Students are required to independently secure a work placement in an area of vocational interest. This supports the application of theory into practice and provides students with relevant vocational/industry-based experience. The vocational placement also supports the transition of students to articulated degree programmes or employability. The work placement includes, but is not exclusive to, sports coaching and teaching contexts. Therefore, placements can be conducted within the health, fitness, and leisure sector (e.g., event management).

In addition, meetings with Personal Academic Tutors facilitate a positive staff-student relationship creating a supportive learning environment to monitor student performance and progression.

The FdSc course places emphasis on enabling students to develop independent learning capabilities that will equip them for lifelong learning and graduate level employment, as well as academic achievement.

Contact time

In a typical week students will have around 12-16 contact hours of teaching. In the final year there is normally less contact time in order to undertake more independent study.

Typically, class contact time will be structured around:

- Theoretical lectures
- Practical Sessions
- Seminars
- Module specific tutorials

Independent self-study

In addition to the contact time, students are expected to undertake around 24-28 hours of personal self-study per week. Typically, this will involve completing independent learning tasks, online activities, further reading from appropriate academic resources, working on individual and/or collaborative projects, undertaking research, and assessment preparation.

Independent learning is supported by a range of excellent learning facilities, including the Hive and 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. The team includes senior academics, professional practitioners with industry experience, and technical demonstrators within the disciplines of Sport & Exercise Science, Sports Coaching & Pedagogy, and Inclusive Practice.

Teaching is informed by research and consultancy, and all lecturers on the course have a Higher Education teaching qualification or are Fellows of the Higher Education Academy.

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' assessments which is graded and counts towards the overall module grade.

Assessment methods include written examinations, essays, reports, portfolios, presentations, and practical delivery.

The precise assessment requirements for an individual student in an academic year will vary according to the mandatory modules, but a typical formal summative assessment pattern for each year of the course is:

Year 1: Written assessments, paired and/or individual presentations, practical teaching/coaching episodes, and an exam.

Year 2: Written assessments, paired and/or individual presentations, appraisal, practical teaching/coaching episodes, and an exam.

14. Assessment strategy

The FdSc assessment strategy provides a progressive approach to assessment, thus allowing students to develop skills applicable to future practice in both an academic and vocational context. The assessment strategies are based on several principles that offer:

- a variety of assessment formats across both levels of the course (e.g., essays, presentations, practical assessments);
- assessment strategies that are aligned to meet employer requirements for graduate level employment;
- a progressive approach in order to develop the students' abilities, whilst also providing opportunities to practise and develop their academic skills and practical competences;
- both summative and formative assessment approaches to devise developmental strategies to enhance academic rigour and employability;
- a standardised approach to assessment support, completion and feedback.

The FdSc course incorporates the use of formative assessments. Such formative assessment tasks are designed to provide students with the opportunity to use feedback to inform subsequent summative assessments. These contribute towards developing their academic skills and practical competencies when completing summative assessments; these are presented in the matrix below.

Table 6 formative assessment tasks

| Module Code | Module Title | Written | Presentati on | Practical | Exam | Other |
|-------------|--------------|---------|---------------|-----------|------|-------|
| LEVEL 4 | | | | | | |

| | | | | | | |
|----------------|--|---|---|---|---|---|
| SCPE1001 | Scientific Foundations of Sports Coaching & Physical Education | | ✓ | | | ✓ |
| SCPE1002 | Introduction to Sports Coaching | ✓ | | ✓ | | |
| SCPE1003 | Teaching Primary Physical Education | ✓ | | ✓ | | |
| SCPE1004 | Investigative Skills | ✓ | ✓ | | | |
| SCPE1005 | Introduction to Motor Learning & Skill Acquisition | | ✓ | | ✓ | |
| SCPE1006 | Principles of Inclusive Sports Coaching & Physical Education | | ✓ | ✓ | | |
| LEVEL 5 | | | | | | |
| SCPE2001 | Application of Scientific Principles in Sports Coaching & Physical Education | ✓ | | | | ✓ |
| SCPE2002 | Pedagogy & Practice in Sports Coaching & Physical Education | ✓ | | ✓ | | |
| SCPE2003 | Vocational Placement | ✓ | ✓ | | | |
| SCPE2004 | Applied Investigative Skills | ✓ | | | ✓ | |
| SCPE2005 | Physical Activity, Health & Exercise | | ✓ | | | ✓ |

15. Programme structures and requirements

Table 7 heading for course title

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| Course Title: FdSc Sports Coaching & Physical Education |
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Level 4

Table 8 level 4 award map for FdSc Sports Coaching & Physical Education

| Module Code | Module Title | Credits (Number) | Status Mandatory (M) or Optional (O) |
|-------------|--|------------------|--------------------------------------|
| SCPE1001 | Scientific Foundations of Sports Coaching & Physical Education | 30 | M |
| SCPE1002 | Introduction to Sports Coaching | 30 | M |
| SCPE1003 | Teaching Primary Physical Education | 15 | M |
| SCPE1004 | Investigative Skills | 15 | M |
| SCPE1005 | Introduction to Motor Learning & Skill Acquisition | 15 | M |
| SCPE1006 | Principles of Inclusive Sports Coaching & Physical Education | 15 | M |

Requirements at Level 4

Students must take all mandatory modules and successfully complete 120 credits in total at Level 4.

Level 5

Table 9 level 5 award map for FdSc Sports Coaching & Physical Education

| Module Code | Module Title | Credits (Number) | Status Mandatory (M) or Optional (O) |
|-------------|--|------------------|--------------------------------------|
| SCPE2001 | Application of Scientific Principles in Sports Coaching & Physical Education | 30 | M |
| SCPE2002 | Pedagogy & Practice in Sports Coaching & Physical Education | 30 | M |
| SCPE2003 | Vocational Placement | 30 | M |
| SCPE2004 | Applied Investigative Skills | 15 | M |
| SCPE2005 | Physical Activity, Health & Exercise | 15 | M |

Requirements at Level 5

Students must take all mandatory modules and successfully complete 120 credits in total at Level 5.

16. QAA and professional academic standards and quality

This course makes reference to the QAA [Subject Benchmark Statement: Events, Hospitality, Leisure, Sport and Tourism \(qaa.ac.uk\)](#) subject benchmark statements.

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;

Students on the FdSc Sports Coaching and Physical Education course will be exposed to all five subject areas during their programme of study.

The course has been designed to consider the principles set out by the Active Endorsement Scheme for Higher Education which is administered by SkillsActive in conjunction with the Chartered Institute for Management of Sports and Physical Activity (CIMPSA). Furthermore, the programme has also considered the latest HEI endorsement criteria as suggested by UK Coaching.

It should also be noted that the programme content is guided by the International Council for Coaching Excellence (ICCE) Standards for Higher Education, the Department for Education Teachers' Standards, Association for Physical Education (afPE), and QAA Foundation Degree Characteristics Statement. This ensures that academic knowledge and understanding integrate with, and support the development of vocational skills and competencies, taking account of the need for appropriate academic rigour (QAA, 2015).

Therefore, according to the QAA (2015) Foundation Degree graduates are able to demonstrate:

- knowledge and critical understanding of the established principles underpinning Sports Coaching and Physical Education;
- an understanding of the limits of their knowledge;
- knowledge of the main methods of enquiry in Sports Coaching and Physical Education contexts;
- the ability to use established techniques to undertake critical analysis of information in order to propose solutions;
- the ability to evaluate critically the appropriateness of different approaches to solving problems and to apply these in a work context;
- the ability to apply their knowledge and skills to new situations, including in the workplace;
- effective communication skills in a variety of forms and for a range of audiences.

This award is located at Level 5 of the [OfS sector recognised standards](#).

17. Support for students

A comprehensive induction programme is used to allow students to:

- familiarise themselves with university policies, procedures, and services;
- develop a sense of belonging and course identity;
- immerse themselves in university life (including sports teams and societies);
- orientate themselves around university facilities, amenities, and campuses.

Spiral induction continues throughout the academic year to support the development of academic prowess and rigour.

Each student is allocated a Personal Academic Tutor (PAT) from within the FdSc Sports Coaching and Physical Education 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 strong rapport and 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 (PAT) 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 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 (PAT) 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;
- support progression routes through to either employment or top-up degrees within UW and other institutions.

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.

<https://www2.worc.ac.uk/firstpoint/>

<https://www.worcester.ac.uk/life/help-and-support/services-for-students/home.aspx>

<https://www2.worc.ac.uk/disabilityanddyslexia/>

A specialist work placement mentor is available within the School of Sport and Exercise Science to facilitate and support students through mandatory vocational placements.

Students are however, required to independently secure a work placement in an area of vocational interest. This ensures the placement is meaningful, relevant, and supports the transition of students to articulated degree programmes or employability.

The work placement includes, but is not exclusive to, sports coaching and teaching contexts. Therefore, placements can be conducted within the health, fitness, and leisure sector (e.g. event management)

18. Admissions

Admissions policy

The FdSc Sports Coaching and Physical Education course aims to contribute to widening participation and lifelong learning by encouraging participation by learners who may not have previously considered studying for a higher level qualification or prefer a more applied curriculum (QAA, 2015).

The admissions policy is to offer a place to any student that is deemed capable of success and who is likely to substantially benefit from the programme. Therefore, the FdSc course supports the university's mission statement of *increasing access, widening participation and assisting all students to achieve their potential*.

Entry requirements

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

The FdSc increases access and widens participation into Higher Education as learners can access the course from a range of starting points (QAA, 2015). Therefore, an Access to Higher Education Diploma and relevant vocational qualifications or experience will be considered.

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>

Please refer to the [Admissions Policy](#) for other acceptable qualifications.

Disclosure and Barring Service (DBS) requirements

An enhanced disclosure is required for the course. This will incur an additional cost to students.

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 (C610)

Part-time applicants apply directly to University of Worcester (UW)

Admissions/selection criteria

See Section 20 of the Programme Specification for information regarding the admissions arrangements for progression to the linked Honours Degree(s)/Top-Up Degree(s).

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 resit 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 (SOLE). 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

The School of Sport and Exercise Science (SSES) approach to developing employability is aligned to the University 'Student Employability Supporting Statement for the Learning, Teaching and Assessment Strategy.'

The FdSc Sports Coaching and Physical Education course promotes, supports and encourages students to pursue their career aspirations. Alternatively, this could include progression to Level 6 of a BSc (Hons) in Physical Education and Sports Coaching, BSc (Hons) in Physical Education, or a BSc (Hons) Sports Coaching at the University of Worcester.

In addition, students are provided with an opportunity to gain UK accredited coaching qualifications (at an additional cost - and discounted where permissible) and recognised university-led employability awards to support their vocational development.

This enables learners to take on appropriate roles within the workplace, providing them with an opportunity to apply the skills and knowledge they have acquired as an integrated element of the programme (QAA, 2015).

Graduate destinations

The course learning outcomes are explicitly relevant to both employers' and where appropriate, professional employment needs. Consideration of sustainability in the application of the knowledge, understanding and skills achieved enables successful progression both within employment and to honours level or other qualifications (QAA, 2015).

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

Upon successful completion of the FdSc Sports Coaching & Physical Education course, students have the opportunity to progress to the following degree pathways:

- Level 6 BSc (Hons) Physical Education & Sports Coaching
- Level 6 BSc (Hons) Sports Coaching
- Level 6 BSc (Hons) Physical Education

Prerequisites for entry include completing the FdSc Sports Coaching & Physical Education mandatory placement in a relevant vocational context, and the attainment of UK recognised/accredited coaching qualifications or awards.

All applicants are required to complete an application through the university admissions department and undergo a formal interview with a representative from the relevant course team.

In addition, graduating students may be eligible to join other articulated degrees, however, this may require consultation with the course leader and Level 4 or 5 entry (the implications upon funding will be clearly articulated).

An FdSc transition tutor will support students throughout the entire application and top-up process.

Student employability

The School of Sport & Exercise Science has a number of initiatives in place in order to develop the employability of the SSES students:

1. School of Sport & Exercise Science 'Earn As You Learn (EAYL)' scheme – 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 School 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.

2. Student Recruitment Ambassador (SRA) – Students can submit an application to become an SRA. The SRA role provides students with an opportunity to gain valuable vocational experience by supporting various events including Open Days, Applicant days and School taster days.

Links with employers

Authentic and innovative work-based learning is an integral part of the FdSc programme. Therefore, the course has been designed in collaboration with coaching and physical education specialists to ensure the curriculum and work-based learning opportunities reflects the needs of relevant employment sectors (QAA, 2015), and supports the development of knowledge and transferable skills required for employment. Additionally, this considers the variety of vocational contexts in which employment can be represented, including different types of employers (QAA, 2015).

Links with employers have been further developed and strengthened by the School of Sport & Exercise Science, particularly with the arrangement of discipline specific 'Sport Employers Advice Panels' that are held annually. Here careful consideration is given to how the School can improve their programmes in the future and better serve SSES graduates and the industry that many of them aspire to join. The meetings provide a forum to improve connections and ensure mutually beneficial working practices.

In addition, the FdSc course has links with several employers who are able provide vocational learning opportunities/placements and input into the teaching and delivery of relevant modules. Therefore, employers have been consulted and fed into the design of the programme to ensure the integration of academic and authentic work-based learning develops appropriate vocational competencies. This allows learners to take on contemporary roles within a variety of Sports Coaching and Physical Education contexts and career pathways.

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.