

## Programme Specification for HND Sport, Coaching and Physical Education

1.	<b>Awarding institution/body</b>	University of Worcester
2.	<b>Teaching institution</b>	University of Worcester
3.	<b>Programme accredited by</b>	N/A
4.	<b>Final award</b>	HND or HNC
5.	<b>Programme title</b>	HND Sport, Coaching and Physical Education
6.	<b>Pathways available and/or Linked Honours Degree progression route/s</b>	Pathways – N/A  Linked Honours degree progression:  Level 6 BSc. (Hons) Sports Studies  Level 5 BSc.(Hons) Sport Studies Level 5 BSc.(Hons) Sports Coaching Science Level 5 BSc.(Hons) Sports Coaching Science with Disability Level 5 BSc.(Hons) Physical Education and Sports Studies Level 5 BSc (Hons) Physical Education and Sports Coaching Level 5 BSc. (Hons) Sport & Exercise Science Level 5 BA (Hons) Sport Development and Coaching
7.	<b>Mode and/or site of delivery</b>	University of Worcester
8.	<b>Mode of attendance</b>	Full time
9.	<b>UCAS Code</b>	C610
10.	<b>Subject Benchmark statement and/or professional body statement</b>	Hospitality, Leisure, Sport and Tourism 2008
11.	<b>Date of Programme Specification preparation/ revision</b>	August 2013 / March 2014 / August 2014 (regulations amended) / July 2015 (PAT + Progression Criteria); March 2017 correction to regulations.

### 12. Educational aims of the programme

#### Course rationale

This course is a perfect foundation for students who are interested in a range of sporting disciplines and who enjoy active learning through projects, problem solving, group work and work based situations. The principles and practice learnt on the course will provide students with a broad knowledge base which can then be applied to careers or as a pathway to an undergraduate degree in a specialist area.

Employers recognise that high quality employees have a range of personal skills and qualities which enable them to be effective and efficient and they have had input into the development of the course. As a result the HND Sport, Coaching and Physical Education student will have the opportunity to learn a range of sport-related knowledge and employability skills such as the ability to work with others and independently, problem-solving, IT, written and verbal communication skills, self-management and project work. These skills will be applied in a range of sports disciplines. The strong emphasis on vocationalism is reflected in the content, structure and assessment of the modules.

More specifically the overarching aims of the HND Sport, Coaching and Physical Education programme are to develop students who:

- a. demonstrate a broad and progressive level of knowledge, including understanding of different perspectives, academic writing, research skills and skills required for employment in the dynamic sport and exercise sector (team work, problem solving, ICT etc).
- b. Apply and implement concepts, models and practices in a wide variety of sport related settings.
- c. Engage effectively in analysis, reflection and evaluation of themselves and others.
- d. Can practise independently when applying knowledge in work related situations.
- e. Utilise skills and attributes to perform effectively in the domains of Sport, Coaching and Physical Education, demonstrate safety and ethical awareness and undertake a range of leadership roles.

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 (see section 16) and adapted according to the needs of this particular course.

The learning outcomes for the HND Sport, Coaching and Physical Education course are as follows:

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

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

1. Demonstrate capacity for independent thought and an autonomous approach to their own learning and continuing professional development.
2. Reflect on learning processes and individual performance in order to effectively plan, design, lead and manage practical activities.
3. Identify, analyse and make effective use of knowledge and understanding of the underpinning human structure and function involved in sport performance.
4. Identify, explain and analyse key concepts, disciplines and principles in the theoretical underpinnings of Sport, Coaching and Physical Education.
5. Analyse the impact of historical, social, political, economic and cultural factors on regional, national and international sport and exercise.

#### **Examples of learning, teaching and assessment methods used:**

- Knowledge and understanding will be developed through teaching and learning activities appropriate to the concepts and content studied. It should be remembered that the HND Sports, Coaching and PE programme includes a diverse range of potential study areas and there will therefore be a variety of learning and teaching activities. These will broadly include problem-based learning, group work, case studies, projects and the more traditional lectures and seminars, workshops and laboratories. The transfer of theoretical knowledge to teaching and coaching scenarios will be a key component of learning of students. This will be supplemented by directed study tasks.
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- Formative and summative assessment items are purposefully designed to match the content and structure of the course and aim to develop students' conceptual, theoretical, analytical and applied skill sets in relation to work based learning.
  - Assessments have also taken into consideration the needs of employers.
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### **Cognitive and intellectual skills:**

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

6. Demonstrate emotional intelligence and sensitivity in the context of inclusion and diversity.
7. Demonstrate the ability to analyse, assess and evaluate a range of evidence for the construction of reasoned arguments, problem solving, decision making and strategic planning.
8. Analyse subject matter, scientific and pedagogical content, and curricula knowledge in Sport, Coaching and Physical Education.
9. Demonstrate their problem-solving and fundamental research skills in order to interpret information in an evaluative manner, using appropriate methods and analysis based in professional practice.

### **Examples of learning, teaching and assessment methods used:**

- Every module provides opportunities for students to develop their thinking skills and intellectual ability. For example, examining values and beliefs and the impact these have on a variety of professional situations including learning and teaching in coaching and PE. Also, peer teaching activities and opportunities to teach young people and reflect on the process.
  - Students will engage with the research process, by exploring a variety of research methods, in the creation of a research project.
  - Students will have the opportunity to work in groups, in a variety of situations, and work with individuals and groups with different learning needs.
  - Students will be expected to develop logical arguments and debate issues and ideas from their evolving knowledge base. Students will be expected to construct reasoned arguments in a written, oral or as an ICT or multimedia presentation.
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### **Practical skills relevant to employment:**

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

10. Demonstrate pedagogical content knowledge, safety and ethical awareness in the performance, teaching/coaching and planning of practical activities in coaching, PE and health related interventions.
11. Demonstrate the ability to understand sport policy which impacts on practice within the changing nature of sports organisations.
12. Display an insight into the changing nature of inclusive sport coaching and teaching and the organisations and partnerships directly or indirectly involved.
13. Monitor, analyse, diagnose and prescribe action to enhance the learning and performance of the component elements of sport.
14. Utilise problem based learning, group work, ICT, written and verbal communication skills within vocational situations and professional practice.

### **Examples of learning, teaching and assessment methods used:**

- At both levels, students have different opportunities to develop their teaching, coaching and scientific skills in practical settings, ranging from small group sessions, peer teaching and lab work to more intensive work placement modules.
- Students will engage and have the opportunity to achieve UK recognised coaching awards throughout the duration of the two years.
- In all practical modules, students are engaged in tasks and where appropriate formative and summative assessments, which help them to develop their performance skills, enabling them to be more competent and confident across a range of activities.

- Project based group work will enable students to work together as a team and take on a variety of roles in order to show how they are able to apply their theoretical knowledge to professional practice.
  - Seminars, discussions and Socratic thinking within modules will enable students to understand a variety of perspectives and viewpoints. Assessments in this domain will allow students to demonstrate their understanding using innovative assessments.
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**Transferable/key skills:**

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

15. Develop the ability to plan, organise and manage academic and applied learning
16. Demonstrate the ability to communicate information effectively, utilising oral, written and visual forms.
17. Demonstrate competency in literacy, numeracy and ICT skills, appropriate to a range of situations.
18. Demonstrate effective interpersonal and intra-personal skills for learning.
19. Develop the ability to self-appraise and reflect on practice.
20. Communicate and present information effectively in a variety of forms.
21. Engage effectively in team based problem solving activities and leadership activities and roles.

**Examples of learning, teaching and assessment methods used:**

- The development of transferable/key skills will be evident via the use of a range of different formative and summative assessment opportunities. For example, students will develop their communication and presentation skills through the sharing of ideas, providing peer feedback and through the formal presentation of ideas and research.
  - Students will be provided with numerous opportunities to develop interactive and group skills, through such experiences as: collaborative work in groups such as micro-teaching episodes; and taking on different roles and responsibilities in order to support their own and others development.
  - 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 will 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 partners.
  - Students will develop skills of camera technology and various ICT software packages to allow them to contribute to the coaching and teaching process and appreciate what is required when working in a variety of situations.
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#### **14. Assessment Strategy**

The learning, teaching and assessment strategies utilised within the HND course ensure that students will develop their knowledge, skills and understanding relevant to a variety of situations including coaching, Physical Education contexts and health related interventions, but also relevant to wider career options involving working with young people in a sports-based environment. Through the course, students will experience a range of assessment types within the modules that they complete, however the emphasis is on assessments which apply to the workplace. By taking part in applied assessments students will be in a better position to gain relevant employment. Students will not only develop subject specific knowledge and skills, but also develop a range of transferable skills such as team-working, communications skills and problem solving. Employers have made a contribution to the development of the HND and this has influenced the types of assessments, in particular the use of project work and portfolios.

Another element of the learning, teaching and assessment strategies which can be found within the course, focuses upon the use of a range of formative assessments, which are utilised within all modules. Such formative assessment tasks are designed to provide students with the opportunity to use detailed feedback to inform subsequent summative assessment work and develop their competency in completing a range of different modes of assessment. Formative assessments take the form of a wide variety of tasks and activities which can be found in the workplace, these include project work, teamwork tasks, presentations and event organisation.

All formative and summative assessment tasks utilised within the course, are designed to enhance student learning and achievement across the HND in order to prepare students to 'top-up' or gain employment in their chosen pathway.

For example,

A grid showing assessment methods and weightings mapped to modules at each level, together with a calendar of assessment submission dates is included in the course handbook.

## 15. Programme structures and requirements

### Award Map

LEVEL 4				
Module Code	Module Title	Credits (Number)	Status Mandatory (M) or Optional (O)	Prerequisites (Code of Module required)
HCPE1001	Scientific Foundations of Sport	30	M	
HCPE1002	Introduction to Sports Coaching	15	M	
HCPE1003	Disability in Sport and PE	15	M	
HCPE1004	Introduction to Socio-Cultural Issues in Sport	15	M	
HCPE1005	PE: Context and Issues	15	M	
HCPE1006	Sport in the UK	15	M	
HCPE1007	Teaching Children to Play Games	15	O	
HCPE1008	Leading and Managing Groups and Teams	15	O	

#### Requirements at level 4

*Students must take the mandatory modules, plus one of the optional modules from those listed above. Students must successfully complete 120 credits in total at level 4.*

LEVEL 5				
Module Code	Module Title	Credits (Number)	Status Mandatory (M) or Optional (O)	Prerequisites (Code of Module required)
HCPE2001	Application of Scientific Principles in Sport	15	M	
HCPE2002	Pedagogy and Practice in Sports Coaching and Physical Education	30	M	
HCPE2003	Research Methods	15	M	
HCPE2004	Contemporary Issues in Sport	15	M	
HCPE2005	Using Performance Analysis in Sport and PE	15	M	
HCPE2006	Work Based Learning: Sport, Coaching and Physical Education	15	M	
HCPE2007	Physical Activity and Health in Sport	15	M	

#### Requirements at level 5

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

## Key

Sports Studies aligned modules

Sports Coaching aligned modules

Physical Education aligned modules

Foundation modules aligned modules

### 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 for HE and The framework for Higher Education Qualifications in England, Wales and Northern Ireland (FHEQ).

The Higher National Diploma is located at Level 5 of the FHEQ, and students will be able to:

- Use a range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis
- Effectively communicate information, arguments and analysis in a variety of forms to specialist and non-specialist audiences, and deploy key techniques of the discipline effectively
- Undertake further training, develop existing skills and acquire new competences that will enable them to assume significant responsibility within organisations.
- The qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and decision-making.

<http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/FHEQ08.pdf>

Common to all modules is the opportunity to learn through the integration of theory with practice. Students are expected to engage with a challenging and suitable range of theories, concepts and principles; the applied context within which learning takes place is a driver for the HND.

### 17. Support for students

A comprehensive induction programme initiates students to the University and aims to equip them with all necessary information to start life at University. Course leaders and course teams are introduced and a variety of sessions/workshops support students as they locate services such as library and study support and decide on their study pathways. This induction continues throughout the year as students get immersed in modules, sporting and social clubs, course meetings, group and personal tutorials and develop their sense of belonging here at the University. Regular meetings with personal academic tutors help students keep check on their progress and set personal development goals. In addition, the HND course focuses on spiral induction of academic and research work, enabling students to develop and build their skills. As part of the spiral induction Worcester Weeks provide a valuable learning opportunity. The weeks are themed and focus on Employability Week, Improving Academic skills and Improving Academic & Research Skills

A specialist work placement mentor is available within the Institute of Sport and Exercise Science to facilitate and support students through mandatory work placement modules and gain valuable industry experience. The work-based learning module will allow students to choose their own pathway of PE, coaching or science-based work which will also enable smooth transferral to either a career or top up degree.

The Earn As You Learn programme within ISES will be advertised and students will be supported in gaining additional qualifications throughout the two year HND. By taking these opportunities to enhance their CV students will be more employable in the future.

## **Personal Academic Tutor System**

Each student will be allocated a personal academic tutor from within the Course Team. Students will be given an opportunity to meet with their personal academic tutor during the induction sessions. The intention behind the system is that the student and tutor will develop a close working relationship, so a clear picture of the student's progress is developed throughout the course. The personal academic tutor will be able to offer both academic and pastoral advice and should be the main contact throughout the course.

The Personal Academic tutor will encourage the student to take responsibility for their own personal and professional development planning. Structured face-to-face and on-line support typically covers the following:

- Awareness of strengths and weaknesses
- A clear vision of what the student wants to achieve through study of the HND.
- Greater understanding of how study in the discipline area at the University can help the student towards their goals
- Responsibility for choices in modules, work and social life
- A reflective approach to all the feedback students receive on their work
- A sense and a record of progression and achievement in the development of subject, generic skills and attributes (qualities)
- An ability to use this greater awareness to articulate the benefits of the students' HE experience to others including employers

The personal academic tutor will also:

- Respond to the student's requests for support and help with problems which affect academic work either at subject level or by referral to other University facilities
- Provide information for and assist in the drafting of the University reference.
- Support progression routes through to either employment or top-up degrees within UW and other institutions.

### How often should a student and Personal Academic Tutor meet?

Students should meet their Personal Academic Tutor four times a year for first year tutees and three times for other years, although occasionally students may also need to contact their tutor at other times, particularly if the student is experiencing problems.

The [Disability and Dyslexia Service](#) within Student Services provides specialist support on a one to one basis. The University has a Diversity and Equality 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 University's standard entry requirements apply: 4 GCSEs at Grade C or above plus 60 Tariff points from minimum of 1 and maximum of 3½ A Levels or equivalent Level 3 qualifications. The current UCAS Tariff requirements for entry to the course are published in the prospectus.

### **Other qualifications and Mature Students**

We welcome applicants who hold alternative qualifications/experience different to those shown in this section who can demonstrate that the course will add to their vocational skills and experience. Students from this background add a further dimension to courses as they provide other students with different viewpoints and perspectives and can give them a valuable insight into the working world. Recent preparatory study at an appropriate level (e.g. an Access Diploma) is recommended in order that students have the background to be successful. Students may be considered on the basis of prior evidenced professional/work experience and/or other assessment procedures, and the assessment of personal suitability. University Admissions office staff will be able to offer information, advice and guidance on this process. Exploratory Essay routes should only be offered to applicants who can show evidence of recent study, and such applicants must be interviewed as part of the entry process.

### **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)

### **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.

See Section 22 of the Programme Specification for information regarding the admissions arrangements for progression to the linked Honours Degree(s)/Top-Up Degree(s).

## **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 members and 2 Course Representatives (StARs) from each year.

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

The team will seek feedback from students each time a module is run. This feedback will be collected formally through the use of mid and end of module evaluations. Tutorials with students and informal feedback and discussion will also inform the teaching team of any amendments that need to be made. The feedback, and module team response will be included in the quality management file for that module, thus enabling scrutiny by the Institute of Sport & Exercise Science Institute Quality Committee and any subsequent amendments/major actions should be reported to IQC and included in the annual evaluation report.

The Institute has a dedicated Student Experience Learning and Teaching Sub-Committee which adopts an evaluative, evidence based approach to the implementation of new, innovative learning and teaching methods.



Each course team within ISES has a Sport Employer Advice Panel where employers, placement providers and sporting organisations and clubs engage in meaningful discussion surrounding curriculum development and development. This meeting takes place once per semester. This enables the team to ensure that the content and structure of the course and how learning and teaching takes place meets with the needs of employers.

## 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 module specifications.
- The minimum pass mark is D- for each module.
- Students are required to submit all items of assessment in order to pass a module, and in some modules, a pass mark in each item of assessment may be required.
- Some modules have attendance requirements.
- Full details of the assessment requirements for a module, including the assessment criteria, are published in the module outline.

#### Submission of assessment items

- Students who submit course work late but within 5 days of the due date will have work marked, but the grade will be capped at D- unless an application for mitigating circumstances is accepted.
- Students who submit work later than 5 days but within 14 days of the due date will not have work marked unless they have submitted a valid claim of mitigating circumstances.
- For full details of submission regulations please see the Taught Courses Regulatory Framework.

#### Retrieval of failure

- Students are entitled to resit failed assessment items for any module that is awarded a fail grade, unless the failure was due to non-attendance.
- Reassessment items that are passed are graded at D-.
- If a student is unsuccessful in the reassessment, they have the right to retake the module (or, in some circumstances, take an alternative module); the module grade for a re-taken module is capped at D-.

#### Requirements for Progression

- Students at Level 4 may be permitted to progress to Level 5 when they have passed at least 90 credits at Level 4.
- 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
HNC	120 credits at Level 4 or higher as specified on the award map.
HND	120 credits at Level 4 and 120 credits at Level 5 as specified on the award map.

These awards are not classified.

## 21. Indicators of quality and standards

This is a new course and therefore information has been collated from a variety of sources within the University.

The University underwent a QAA Institutional Audit in March 2011. The audit confirmed that confidence can be placed in the soundness of the institution's current and likely future management of the academic standards of its awards and the quality of the learning opportunities available to students. The audit team highlighted several aspects of good practice, including the student academic representative (StARs) initiative, the proactive approach which supports the student experience for disabled students, the comprehensiveness of the student online environment (SOLE), the wide range of opportunities afforded to students to enhance their employability, the institution's commitment to enhancement, and the inclusive approach to working with its collaborative partners.

National Student Survey scores demonstrate that similar courses show a satisfaction rate of 83%. Employment for students leaving the course varies between 80% and 95%. 100% of students say that staff are good at explaining things with 88% saying that they find their studies interesting and have good support.

A key strength of existing UW HND courses is the progression and completion rates of the students. The tables below show the most recent data from 2011 - 2012.

### Completion data

Course	Year	Award HND	Award HNC	Non completion	Still Progressing
HND Sports Coaching (Stourbridge)	2011/2012	16	2	0	0
HND Sport Performance and Coaching (TCAT)	2011/2012	14	0	0	0

### Destination data

Course	Number	Yr. 3 BSc UW	Yr.2 BSc UW	Yr.1 BSc UW	Employment
HND Sports Coaching (Stourbridge)	18	1	13	1	4
HND Sport Performance and Coaching (TCAT)	14	2	8	0	4

HND courses with partner colleges demonstrate successful working relationships, highlighted by comments from external examiners and at periodic review. This is demonstrated by an extract from the External Examiner report for HND Sports Coaching (2013) "I am starting to appreciate the consistency in delivery and standards which students are exposed to at both the college and university." Craig Wright

## 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 increased from 67% to 72%. Similar HND courses within the institute have an employment level of between 80% and 95%. The table below highlights the different professions that students have entered, demonstrating the versatility of roles that students are able to achieve within the Sports Industry and beyond after completion of the an HND.

Occupational Destinations	Percent
Wholesale & Retail Trade; Repair of Motor Vehicles and Motor Cycles	37.5%
Arts, Entertainment & Recreation Activities	33.3%
Accommodation & Food Service Activities	16.7%
Administrative & Support Service Activities	4.2%
Construction	4.2%
Electricity, Gas, Steam & Air Conditioning supply	4.2%

### **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.
3. The HND course has been created with a clear vocational and applied element at the forefront. Opportunities on modules include a variety of external work placements, internal teaching opportunities and practitioner based case studies. In addition, students can also participate in a variety of additional opportunities created by the University, or those requested by the community, to do additional volunteering work.

### **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). Each course team within ISES has a Sport Employer Advice panel where employers, placement providers and sporting organisations and clubs engage in meaningful discussion surrounding curriculum development and development. This meeting takes place once per semester. Here careful consideration is given to how the

Institute can improve the programmes in the future and better serve ISES graduates and the industry that many of them aspire to join. The meetings are also excellent opportunities to improve connections and ensure mutually beneficial working practices.

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

### **Admission arrangements**

For HND student applicants, the application form is available on their student sole page.

- Further Study Opportunities
- Course Information
- Apply Now

The deadline date for submission of completed forms will be determined at the start of each academic year. All students that apply and meet the criteria are able to transfer to available pathways. Transition criteria can be found in Appendix 1.

### **Arrangements for transition**

The course team work closely with the course leader in order to ensure that students are fully aware of the transition criteria and information. The information for top-up is given at the start of each year and through one to one tutorials with the course leader and/or personal academic tutors. Tutors will support students in identifying appropriate programmes which will allow them transition to Level 5 or higher of a course. These details are also highlighted at initial interview stage so that expectations are clear.

'Top up' to a degree at Worcester will not always be the preferred route for individuals. Therefore academic tutors will support students who are looking for employment and those that may want to study elsewhere.

### **Transition routes**

On successful completion of this course it is possible to progress directly to level 6 (Year 3) of the BSc (Hons) in Sport Studies. Progression will be conditional on achievement of:

5 merits or distinctions across the two years of the HND

Evidence of a strong commitment to academic study

A complete set of course work submitted over the two-year period

Students will be required to give the name of a course tutor who can supply a supporting reference (this could be the Course Leader, Link Tutor or another tutor teaching on the Course, but please note, this cannot be the Collaborative Programmes Co-ordinator)

It may also be possible to progress onto level 5 (Year 2) of other undergraduate courses within the Institute of Sport and Exercise Science at the University of Worcester.

**All students will be required to attend an interview.** This is in keeping with our commitment to interview all prospective students applying for a place on an undergraduate degree programme. The purpose of the interview is to ensure each student is applying for the right programme of study and is clear about the content and structure of the course as well as Institute expectations.

**Please note:** This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning

opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found in the module outlines and the course handbook. The accuracy of the information contained in this document is reviewed by the University and may be checked by the [Quality Assurance Agency for Higher Education](#).