Programme Specification for BA (Hons) Sport Development and Coaching

	This document applies to Academic Year 2020/21 onwards	

1.	**Awarding institution/body**	University of Worcester
2.	**Teaching institution**	University of Worcester
3.	**Programme accredited by**	N/A
4.	**Final award or awards**	BA (Hons)
5.	**Programme title**	Sport Development and Coaching
6.	**Pathways available**	Single
7.	**Mode and/or site of delivery**	University of Worcester
8.	**Mode of attendance and duration**	Full Time / Part Time - 3 years full time.
9.	**UCAS Code**	C602
10.	**Subject Benchmark statement and/or professional body statement**	Events, Hospitality, Leisure, Sport and Tourism November 2019
11.	**Date of Programme Specification preparation/ revision**	March 2019 (re-approval 14.03.19) (Approved ASQEC June 2019) August 2019, AQU amendments to Section 19; August 2020 – AQU amendments to Section 19, benchmark update and corrections

12. **Educational aims of the programme**

Over the past three decades the sport development sector has grown rapidly, becoming a key area of employment for sport graduates. At its most basic level, sport development relates to encouraging people to take an interest or participate in sport or active recreation, whatever their age or capability, in order to allow them to continue to improve and excel. Yet this simple definition does not begin to convey the numerous variations in sport development jobs and the many exciting opportunities which now exist not only in the UK, but also internationally. The course develops a mix of coaching and management skills which are vital ingredients in the delivery of high quality sport development services and programmes. There is a strong vocational focus, letting students experience work-based learning, real case study scenario exercises and various practical activities, with many opportunities to gain additional qualifications. Underpinning all these elements is the development of a greater understanding of the economic and political environment in which sport operates in and how this constantly creates both threats and opportunities for sport development programmes.

The educational aims provide the over-arching structure to the course, establish its key philosophical underpinnings and also include qualities and transferable skills necessary for employment as recommended by FHEQ.

The course aims to:
A. Develop a depth of integrated knowledge, critical perspectives and skills (including research skills) which characterise sports development and coaching.
B. Apply appropriate sport development, coaching and management models and practices to a range of theoretical and real situations, in order to make appropriate operational and strategic decisions.
C. Recognise the principles of sustainability, social and corporate responsibility and their importance to help guide future sport development and coaching policies and initiatives.
D. Nurture autonomy and a risk, safety and entrepreneurial practitioner culture which can be used to lead innovation and change in relation to sport development and coaching in a complex political, social and economic environment.

E.   Develop employability skills and vocational competencies relevant to various sports development and coaching roles and related disciplines.

F.   Widen a student's horizons to the international and global opportunities of sport development and coaching.

These course aims are embedded in both mandatory and optional modules.

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

The course provides opportunities for students to develop and demonstrate knowledge, understanding, skills, qualities and other relevant attributes. The outcomes are developed throughout the different levels, whereby students are initially introduced to key concepts and theory at level 4, given more focus on operational issues and application at level 5, then focusing more on complex decision making, resource management and strategic planning at level 6. The levelness of the outcomes is also developed in relation to the amount of independence given to students to manage assessments, vocational practices and independent projects. There are twenty outcomes, organised around four categories. These outcomes and categories are outlined as follows.

Knowledge and Understanding

LO no.	On successful completion of the named award, students will be able to:	**Module Code/s**
1.	Identify, explain and analyse key concepts, disciplines and principles in the theoretical underpinnings of sports development and coaching	SPRT2039 SPRT2034
2.	Demonstrate an understanding of multi and inter-disciplinary approaches needed for the study and practice of sports development and coaching	SPRT2039 SPRT2034
3.	Define the nature of sport development and coaching services and critically analyse how they developed historically and meet the needs, wants, economic goals and social objectives both domestically and internationally	SPRT2039 SPRT3028
4.	Apply the key strands of sport development, coaching and management to gain insights into the nature and culture of sport development and coaching services	SPRT3060 or SPRT3029 SPRT3050 SPRT3058
5.	Critically evaluate how the changing internal/external business environment impacts upon and creates change for sport organisations, sport development officers (SDOs) and coaching services	SPRT2039 SPRT3028

Cognitive and Intellectual skills

6.	Utilise fundamental research skills in order to critically reflect upon literature and coaching practice	SPRT2066 SPRT3060 or SPRT3029
7.	Demonstrate and develop the ability to critically analyse, assess and evaluate a range of evidence for the construction of reasoned arguments, problem solving, decision making and strategic planning.	SPRT3028 SPRT3058

8.	Present persuasive and logical arguments that display independence of thought, synthesis, originality and critical reflection	SPRT3060 or SPRT3029 SPRT3028
9.	Utilise problem solving and decision making skills to design/formulate and justify solutions to environmental/organisational change and challenges	SPRT3028 SPRT3058
10.	Take responsibility for own learning and continuing professional development (CPD)	SPRT3060 or SPRT3029 SPRT3050 SPRT3058

Skills and capabilities related to employability

11.	Plan, design, manage and evaluate practical activities using appropriate data, techniques and procedures	SPRT2034 SPRT3060 or SPRT3029 SPRT3050
12.	Undertake work based learning fieldwork with due respect for safety, risk assessment and other factors for consideration when working in a development or coaching related environment	SPRT3060 or SPRT3029 SPRT3058
13.	Demonstrate an understanding of the moral, ethical, safety and legal issues and the related legislation to sport development, coaching and management	SPRT2034 SPRT2039
14.	Display a critical insight into the changing nature of inclusive sport coaching and the organisations and partnerships directly or indirectly involved	SPRT2034 SPRT2039
15.	Display the ability to develop innovative solutions to problems, or develop new services to meet changing market segments/target groups' needs, for personal growth, sport strengthening or commercial gain	SPRT2039 SPRT3060 or SPRT3029 SPRT3028
16.	Recognise the variety of funding streams that can be accessed and secured to make sport development and coaching projects viable	SPRT2039

Transferable/key skills

17.	Evidence the ability to plan, organise and manage academic and applied learning	SPRT2039 SPRT3060 or SPRT3029
18.	Demonstrate the ability to self-appraise and reflect on practice	SPRT2034 SPRT3050 SPRT3058
19.	Engage effectively in team based problem solving activities and exhibit inclusive leadership qualities in the achievement of specified outcomes	SPRT2039
20.	Communicate information effectively utilising oral, written and visual forms	All modules

Learning, teaching and assessment
Many of these sessions will be tutor led in a lecture room and could be followed by smaller seminar or practical sessions. These sessions will at times require students to complete a reading, practical or research task that will inform the forthcoming session. Students will be challenged to self-reflect on previous practice and future aspirations.

Knowledge and understanding is assessed through a range of different assessment opportunities in each module.

Every module provides opportunities for students to develop their thinking skills and intellectual ability, such as examining their own personal values and beliefs and the impact these have on development and coaching. Students will question their own learning journey, as well as how it has developed over the duration of the course. 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.

At each level students have different opportunities to develop their development, management or coaching skills in a practical setting, ranging from small group sessions with their peers, to a variety of community related settings. Students will engage and have the opportunity to achieve UK recognised coaching awards throughout the duration of the course, some of which is embedded into the course itself.

Towards the end of the course a work placement module is completed and can consist of sport development delivery, or coaching over a season, including coaching players with a disability or other coaching related work, including working within an NGB or from the organisational aspect of a club. These experiences will be assessed through reflective and evaluative journals and logs along with peer and mentor feedback. There will be cross sport analysis which should stimulate debate and critical reflection. In all practical modules, students engage in tasks which help them to develop their coaching skills. This will enable students to become more competent and confident coaches and will enable them to work with people who have a range of needs.

Students will develop their communication and presentation skills using a range of assessment methods. This will be achieved through the sharing of ideas, providing peer feedback, formal presentation of ideas, work placement and research tasks, etc.

Students will develop the ability to self-appraise and reflect on their own strengths and weaknesses using tools such as video tutor and peer feedback. Summative feedback may be provided in written and/or tutorial feedback. Students will develop the ability to plan and manage learning in areas such as meeting deadlines for assessments, using tutorial support and liaising with Clubs and team coaching staff. Students will develop skills of camera technology and various ICT software packages to allow them to contribute to the coaching process and appreciate what is required when working in a coaching environment

Teaching
Students are taught through a combination of interactive lectures, seminars and coaching practicals. Interactive workshops take a variety of formats and are intended to enable the application of learning through discussion and small group activities. Seminars enable the discussion and development of understanding of topics covered in lectures, and coaching practicals are focused on developing subject specific skills and applied individual and group project work.

In addition, meetings with personal academic tutors are scheduled on at least 4 occasions in the first year and three occasions in each of the other years of a course.

There is an opportunity to complete two Level 2 equivalent coaching courses in SPRT1024 (attendance dependent), and to undertake a 100 hour coaching or development placement in the third year of the course, with agreed projects supervised by a work-based mentor and a University tutor. Students are also required to complete a year long Independent Study or Sport Development project in the third year of the course, supervised by a University tutor

Contact time
In a typical week there will be around 12 – 16 contact hours of teaching. The precise contact hours will depend on the optional modules selected and in the final year there will normally be slightly less contact time in order that students can do more independent study and undertake the work based placement.

Typically class contact time will be structured around:
- 9 hours of interactive sessions
- 2 hours of (large group) lectures
- 1-2 hours of seminars in groups of around 10-20 students
- 3 hours of coaching practicals

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 online activities, reading journal articles and books, working on individual and group projects, undertaking research in the library and online, preparing coursework assignments and presentations, and preparing for examinations.

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. Teaching is informed by the research, and the team includes senior academics, and professional practitioners with industry experience. The majority have a higher education teaching qualification or are Fellows of the Higher Education Academy. More information regarding the staff can be found by reviewing staff profiles - https://www.worcester.ac.uk/discover/sport-meet-our-experts.html.

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 are graded and count towards the overall module grade.

Assessment methods include written examinations and a range of coursework assessments such as essays, reports, portfolios, posters, coaching delivery, presentations and a final year independent study or sport development project.

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

Year 1
1 formal examination of 2 hours duration
6 essays
2-3 practical reports
2-3 individual or group presentations
Year 2
1 formal examination of 2 hours duration and 1 in-class test (2 hours)
4 essays
2-3 practical reports
1 poster, grant form and crowdfunding platform design submission
1-2 individual or group presentations
Year 3

Major independent study or sport development project of approx. 8-10,000 words
1 reflective and skills portfolio relating to work placement
2-3 essays
2-3 practical reports or seminar delivery
1 poster
1-2 individual or group presentations.

14.   Assessment strategy

An integral part of the teaching and assessment strategy is the use of case studies, problem solving, formative assessments and practical coaching activities. The nature of the case studies and problem solving exercises will vary over the different levels of study. At level 4 the approach primarily focuses on examining management case studies in order to explain and apply a range of concepts to better understand the nature of the problems or issues. At level 5 these themes continue, but there is a much stronger focus on developing practical operational decisions and solutions. Finally, at level 6, the nature of the cases and problems become more complex and strategic in their focus, with an emphasis on developing medium to long term strategic actions. The use of cases in both teaching and assessment also has a strong formative element, whereby they are utilised in lectures and seminar discussions, or preliminary assessments, which can give feedback to a final, summative assignment at the end. Each assessment item has published specific marking criteria contained in the module booklet given to students at the beginning of the module

15.   Programme structures and requirements

Award Map

Course Title: BA Sport Development and Coaching

Level 4					
Module Code	**Module Title**	**Credits** (Number)	**Status** (Mandatory (M), Optional (O)) **Single Hons**	**Pre-requisites** (Code of Module required)	**Co-requisites/ exclusions and other notes***
SPRT1038	Introduction to the Sport Industry	30	M	None	None
SPRT1024	Principles of Inclusive Sports Coaching	30	M	None	None
SPRT1010	Sport Risk Management	15	M	None	None
SPRT1036	Sports Coaching Intrapersonal Skills	15	M	None	None
SPRT1013	Physical Activity, Exercise & Health	15	O	None	None
SPRT1027	Adapted Physical Activity, Sport and Disability	15	O	None	None
LANG xxxx	Optional modules offered by the Language Centre	15/30	O	N/A	N/A

Single Honours Requirements at Level 4
Single Honours students must take 120 credits in total drawn from the table above to include all mandatory modules SPRT1024: Principles of Inclusive Sports Coaching, SPRT1038:Introduction to the Sport Industry, SPRT1010 Risk Management, SPRT1036 Intrapersonal Skills and optional modules - which can include up to 15/30 credits drawn from a range of Language Centre modules in: Academic English for native and non-native speakers of English; Modern Foreign Languages; and Teaching English

as a Foreign Language (TEFL). Details of the available Language Centre modules can be found on the Language Centre website: http://www.worcester.ac.uk/your-home/language-centre-module-options.html

Level 5					
Module Code	**Module Title**	**Credits (Number)**	**Status (Mandatory (M) Optional (O))**	**Pre-requisites (Code of Module required)**	**Co-requisites/ exclusions and other notes***
			Single Hons		
SPRT2039	Sport Operational Development	30	M	None	None
SPRT2034	Coaching Pedagogy and Practice	30	M	SPRT1024	None
SPRT2066	Creating Successful Research to Inform Practice	30	M	None	None
SPRT2015	Sponsorship and Fundraising	15	O	None	None
SPRT2057	Contemporary Issues in Sport	15	O	None	None
SPRT2056	Sports Coaching Interpersonal Skills	15	O	SPRT1036	None
SPRT2037	Sport and Disability	15	O	SPRT1027	None
SPRT2071	Sport Tourism and Event Management	15	O	None	None
LANG xxxx	Optional modules offered by the Language Centre	15/30	O	N/A	N/A

Single Honours Requirements at Level 5

Single Honours students must take 120 credits in total drawn from the table above to include all mandatory modules SPRT2034: Coaching Pedagogy and Practice, SPRT2039: Sport Operational Development, SPRT2066 Creating Successful Research to Inform Practice and optional modules - which can include up to 15/30 credits drawn from a range of Language Centre modules in: Academic English for native and non-native speakers of English; Modern Foreign Languages; and Teaching English as a Foreign Language (TEFL). Details of the available Language Centre modules can be found on the Language Centre website: http://www.worcester.ac.uk/your-home/language-centre-module-options.html.

Level 6					
Module Code	**Module Title**	**Credits (Number)**	**Status (Mandatory (M) or Optional (O))**	**Pre-requisites (Code of Module required)**	**Co-requisites/ exclusions and other notes***
			Single Hons		
SPRT3060	Independent Research Project in Sport Development	30	O*	SPRT2066	Not SPRT3029
SPRT3029	Sport Development Project	30	O*	SPRT2066	Not SPRT3060
SPRT3058	Professional Placement	30	M	None	None
SPRT3028	International Sport Development and Volunteering	15	M	None	None
SPRT3050	Advanced Coaching Pedagogy and Practice	15	M	SPRT2034	None

SPRT3008	Sport Strategy in Action	15	O	None	None
SPRT3009	Group Dynamics in Sport	15	O	None	None
SPRT3006	The Sports Entrepreneur	15	O	None	None
SPRT3041	Contemporary Issues in Disability Sports Coaching and PE	15	O	SPRT2037	
SPRT3054	Event Project Management	30	O	None	None

Single Honours Requirements at Level 6

Single Honours students must take 120 credits in total to include * either SPRT3060 Independent Research Project or SPRT3029 Sport Development Project, plus the 3 Mandatory modules SPRT3050 Advanced Coaching Pedagogy and Practice, SPRT3028 International Sport Development and Volunteering and SPRT3058 Professional Placement, and Optional 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 and Framework for HE Qualifications (2016), a means of describing academic standards in terms of the academic level students are expected to achieve and, in broader terms, the content that will be covered.

This course makes reference to the Events, Hospitality, Leisure, Sport and Tourism November 2019 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 following, with the key mandatory modules where they are embedded placed in the brackets:

1. The human responses and adaptations to sport and exercise (SPRT 1013, 1024, 1038, 2034, 2039);
2. The performance of sport and exercise and its enhancement, monitoring and analysis (SPRT 1013, 1024 & 1038);
3. The health-related and disease management aspects of exercise and physical activity (SPRT 1013, 1038, 2039 or specialism developed through option selection);
4. The historical, social, political, economic and cultural diffusion, distribution and impact of sport (SPRT 1038, 2039 and 3028);
5. The study of policy, planning, management and delivery of sporting opportunities (SPRT 1038, 2039, 3050 and 3028).

These five sport benchmark areas vary in relation to their relevancy to three key types of sport related degrees, which are *sport science*, *sport studies* and *sport management*. These diverse degree pathways should "normally" embrace at least one or two of the previously noted sport benchmark subject areas. In relation to the Sport Development and Coaching course, all of the benchmarks are addressed in a variety of modules, with the benchmarks of 2, 3 and 5 being given particularly attention.

This award is located at level 6 of the FHEQ.

17. Support for students

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 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 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 a year for first year tutees and three times for other years, although students may also need to contact their tutor at other times, particularly if the student is experiencing problems.

The following guidance and support structure is in place for students to answer all queries related to student life, including the Disability and Dyslexia Service:-
https://www.worc.ac.uk/life/help-and-support/services-for-students/home.aspx
https://www2.worc.ac.uk/disabilityanddyslexia/

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 and assisting students to achieve their potential*

   Entry requirements
   The normal minimum entry requirement for undergraduate degree courses is the possession of 4 GCSEs (including Maths and English at Grade C/4 or above) and a minimum of 2 A Levels (or equivalent Level 3 qualifications).

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

   See Admissions Policy for other acceptable qualifications.

   International students may apply for this course through the University of Worcester International College (UWIC) programme. Students who successfully complete UWIC Stage 1 will progress to UWIC Stage 2 Integrated Level 4 Programme which involves completing 120 credits of University of Worcester modules as set out in the award map in section 15, plus a year-long study skills programme with UWIC. Students will be required to successfully complete the UWIC study skills programme in addition to meeting the University requirements for progression to Level 5.

Disclosure and Barring Service (DBS) requirements
Enhanced disclosure will be required for some aspects of the course, and for the work-based module (SPRT3058).

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 *(*C602)
Part-time applicants apply directly to University of Worcester (UW)

Admissions/selection criteria
Prospective students should apply through UCAS and all applications will be considered by the Course Leader/ 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 the module specifications.
- The minimum pass mark is D- for each module.
- Students are required to submit all items of assessment in order to pass a module, and in some modules, a pass mark in each item of assessment may be required.
- Full details of the assessment requirements for a module, including the assessment criteria, are published in the module outline.

Submission of assessment items
- Students who submit course work late but within 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) 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 will be permitted to progress from Level 5 to Level 6 if, by the time of the reassessment Board of Examiners, they have passed at least 210 credits, including 90 credits at Level 5. Outstanding Level 5 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.
- For students following the UWIC pathway see section 18 above.

Requirements for Awards

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

Degree (non-honours)	Passed a minimum of 300 credits with at least 90 credits at Level 5 or higher and a minimum of 60 credits at Level 6, including the mandatory modules for Level 5 and Level 6 of the award (not the Independent Study module) as specified on the award map.
Degree with honours	Passed a minimum of 360 credits with at least 90 credits at Level 5 or higher and a minimum of 120 credits at Level 6, as specified on the award map.

Classification

The honours classification will be determined by whichever of the following two methods results in the higher classification.

- Classification determined on the profile of the best grades from 60 credits attained at Level 5 and the best grades from 120 credits at Level 6. Level 5 and Level 6 grades count equally in the profile.
- Classification determined on the profile of the best grades from 120 credits attained at Level 6 only.

For further information on honours degree classification, see the Taught Courses Regulatory Framework.

20. Graduate destinations, employability and links with employers

The University of Worcester has one of the best graduate employment rates. We are in the top 10 for 'Sustained employment with or without further study' in the most recent Longitudinal Educational Outcomes data, which looks at employment rates 1 year (9th), 3 years (9th) and 5 years (8th) after graduation. Almost 95% (94.9%) of our graduates are working and/or studying six months after graduation. For this course, 93% of students who responded to the graduate destinations survey were either in employment or engaged in further study showing a high rate of employability and future development.

Graduate destinations

The jobs available in sport development are numerous and varied, dealing with both operational delivery and strategic planning. Examples of sport development jobs can range from the various governing bodies of sport appointing sport development officers (SDOs) to promote and develop their particular sport; local authorities having officers who are there to develop active recreation in the local population; charities appointing officers who target a specific target group; schools establishing officers to coordinate and develop excellence in a variety of sports; and international organisations, such as UNICEF having people who help coordinate the work of governments and partners to help develop sport and play programmes for children, around the world.

The mix between coaching and development means that students will develop a range of skills, which will allow them to make direct operational contributions to coaching programmes; alternatively, the development of management skills, can allow students to help plan, co-ordinate and secure resources for new sport projects.

Student employability

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

School 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 School of Sport & Exercise Science. A designated EAYL coordinator has the responsibility of managing this activity and publicising using a variety of social media (Twitter: @EAYLatUW; Facebook: EAYL at UW; Instagram: uw_eayl)

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.

http://www.worc.ac.uk/discover/sportemployability.html).

The course has a strong vocational underpinning, which is developed through a mixture of Modules, placements 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.

The cases used for teaching and assessment in the modules SPRT1010, SPRT1038, SPRT2039, SPRT2066 and SPRT3028 are all ground in real sport development situations. They are designed for students to develop their problem solving skills, utilising a variety of theories, concepts and disciplines in an inter-disciplinary way. They involve both they critical analysis of situations and the development of practical solutions.

Links with employers

Links with employers have been further developed and strengthened by the School, particularly with the arrangement of discipline specific 'Sport Employers Advice Panels' that are held once a Semester. Here careful consideration is given to how the School

can improve the programmes in the future and better serve SSES 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.

A variety of employers have played a role in terms of shaping the curriculum and advising on industry updates. There are links with the Chartered Institute for the Management of Sport and Physical Activity (CIMSPA), in order to help students to do additional vocational qualifications and gain course recognition as to the vocational relevancy of the programme.

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.