

Programme Specification for FdSc Exercise and Wellness Management

This document applies to Academic Year 2020/21 onwards

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

12. Educational aims of the programme

This exciting course combines exercise and wellness with management to provide a broad-based vocational Foundation Degree that is ideal for students wishing to pursue careers in this diverse sector. The course content reflects the contemporary exercise, health and fitness industry from both regional to global perspectives and is unique in recognising the emerging and popular exercise trends, alongside more traditional fitness activities. It will develop the basic physiological, anatomical and psychological knowledge involved in helping people to utilise exercise to improve fitness, wellness and health, as well as developing business, management and marketing skills which are essential for people working in this dynamic and entrepreneurial industry. The emphasis is placed more on exercise science to promote wellness as opposed to looking more generically at traditional health or fitness perspectives. It should appeal to those people who may already hold a range of fitness or exercise qualifications, and may work in this industry in some capacity, and equally to people who may have studied sport or physical activity related courses at level 3 and have an interest in this field of work. Work based learning is a key element in each year of study (a 30-credit module each academic year) and provides students with the opportunity to work in a range of different contexts from private health clubs to community groups (e.g. Senior Citizens) to alternative exercise styles and environments. The strong vocational focus permeates through all modules, not just those specifically assigned as Work Based Learning, encouraging the development of a range of industry relevant employability skills through activities such as observation of practice in work settings, Case Study scenarios, project work and practical delivery. It also provides opportunities to gain additional industry qualifications. The course develops a mix of exercise science and management skills, which are vital ingredients in the delivery of high-quality exercise and wellbeing programmes.

The exercise and wellness sector is one of the largest and most diverse in terms of employment in the United Kingdom and is growing as the general population are willing to invest more into

their mental and physical health. The industry covers a wide range of areas with jobs in sectors such as health and fitness, wellness lifestyle and coaching, wellness tourism, fitness mind and body, preventive health and wellbeing and workplace wellness (Global Wellness institute, 2017).

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

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

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

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

Knowledge and Understanding

LO no.	On successful completion of the named award, students will be able to:	Module Code/s
1.	Apply their knowledge of the understanding of the body from an exercise science perspective, developing a functional knowledge in physiology and anatomy, exercise psychology	FDEW1001 FDEW2006
2.	Apply key concepts and theories in Exercise, Health and wellness to selected contexts	FDEW2001 FDEW2005 FDEW2006
3.	Understand the main methods of enquiry in the subject and the ability to use established techniques to undertake critical analysis of information in order to propose solutions to problems	FDEW2003 FDEW2002 FDEW2006
4.	Recognise and apply key business management principles and underpinning concepts	FDEW2001 FDEW2002

Cognitive and Intellectual skills
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5.	Reflect on research and practice within the field of Exercise and wellness	FDEW2002 FDEW2003
6.	Demonstrate a critical awareness of the psychological context of exercise and critically appraise strategies used to encourage adherence and motivate people to exercise	FDEW1001 FDEW2001 FDEW2005
7.	Apply theories that underpin exercise and wellness management and the provision of wellness practices	FDEW2001 FDEW2005
8.	Evaluate contemporary knowledge and skills in the sector including new technologies and trends	FDEW2001 FDEW2002 FDEW2005

Skills and capabilities related to employability

9.	Apply underlying concepts and principles in a broad context and where appropriate the application of those principles in an employment context	FDEW2004
10.	Planning, delivering and evaluating programmes which characterise exercise and wellness activities in the different context that exercise and wellness exists	FDEW2001 FDEW2005 FDEW2006
11.	Communicate knowledge and understanding in a practical work environment, critically reflect on skills, and identify personal learning and development goals	FDEW2002 FDEW2004 FDEW2005
12.	Employ academic study skills to succeed in study including the principles of data collection, analysis and data handling and apply numerical and communication & IT skills where appropriate	FDEW2003 FDEW2004 FDEW2005

Transferable/key skills

13.	Solve problems and apply in a work context demonstrating autonomy and independence in learning and the ability to take personal responsibility and make decisions and judgements.	FDEW2003 FDEW2005 FDEW2004
14.	Communicate information, arguments and analysis and present information effectively in an appropriate form to a variety of audiences	FDEW2003 FDEW2006
15.	Demonstrate the ability to self-appraise and reflect on practice	FDEW1004 FDEW2002 FDEW2004

Learning, teaching and assessment

The programme content will be delivered using a wide variety of methods including lecture, seminar, tutorial, laboratory-based workshops, and practical gym-based sessions, problem-based learning and applied/vocational learning contexts. At both level 4 and 5 students are expected to engage in directed self-study (e.g. reading relevant literature and technical material in preparation for assignments, workshop presentations and practical sessions). This is essential in order to expand student knowledge and skills in practical, analytical and theoretical contexts. Students will also take part in group work with peers in order to enhance their practical and communication skills as well as the ability to collaborate and work within a team. Seminars, workshops and practical sessions allow the provision of regular, formative (non-assessed) feedback in individual modules. Assessment procedures adopted for the Foundation Degree in Exercise and Wellness Management ensure the mode and format of assessment are commensurate with both the programme aims and learning outcomes, and with individual module aims and learning outcomes. The spectrum of assessment strategies used at each stage change to reflect and monitor academic development. The assessments are also designed to have a level of industry relevancy, particularly in relation to the employability

skills, alongside the course content. The course will make use of a range of learning technologies including VLE and e-portfolios, alongside industry relevant technologies. There is a strong emphasis on a vocational underpinning throughout the course reinforced through visiting lecturers from the sector; industry appropriate visits; opportunities to gain specific industry qualifications (e.g. Register of Exercise Providers, REPS), which work alongside the Work Based Learning modules and applied learning tasks.

Teaching

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

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

Additional opportunities for experiential applied learning within a sector environment (e.g. observation tasks set in professional practice situation) are also embedded in each module to ensure a strong vocational context. Directed study tasks and or applied learning tasks form part of the weekly teaching schedule (please see Module Specifications for Teaching and Learning hours). Students will be assisted by the Dudley College of Technology (DCT) WBL Database and Module Leader to obtain appropriate placements. DCT have strong links with a number of regional employers for Work Based learning opportunities across the Exercise and Wellness sector. The students will be encouraged to adopt a consistent approach to the hours assigned to this module on a weekly basis (minimum of 4 per week), however due the nature and type of each placement there will need to be a degree of flexibility to the way in which hours are allocated (e.g. preparation and delivery of a specific event may involve a more sporadic and intense pattern). The Module Tutor will take responsibility for the management of the WBL module and will follow the DCT WBL policy and documentation which includes information and guidance for a work-based mentor, and aligns to the UW policy. Regular meetings with placement providers to monitor, develop and inform practice will form part of this WBL process and builds on existing practice DCT has with Level 3 students.

Dudley College of Technology (DCT) places emphasis on enabling students to develop the independent learning capabilities that will equip them for lifelong learning and future employment, as well as academic achievement. A mixture of independent study, teaching and academic support from the learning hub provides the students with the holistic support required to achieve within higher education. DCT gives the students an online individual learning plan which will support the students with communication with

teaching staff, accessing grades and creating individual goals and targets. DCT also provides a Personal Academic Tutoring system that enables students to reflect on progress and build up a profile of skills, achievements and experiences that will help them to flourish and be successful. As part of the academic support meetings with Personal Academic Tutors are scheduled on at least four occasions in each year of the course.

Contact time

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

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

Independent self-study

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

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

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

Teaching staff

Students will be taught by a teaching team whose expertise and knowledge are closely matched to the content of the modules on the course. Teaching is informed by research and delivered by staff with both academic and industry recognised qualifications alongside industry relevant experience. All of the lecturers on the course have a further or higher education teaching qualification some with a master's qualification.

Assessment

The course provides opportunities to test understanding and learning informally through the completion of practice or 'formative' assignments. Each module has one or more formal or 'summative' assessment which is graded and counts towards the overall module grade. The Assessment methods include written examinations and a range of coursework assessments such as essays, reports, portfolios, presentations, planned programmes and consultations, practical's, case studies and a final year independent study project. The precise assessment requirements for an individual student will vary according to the nature of each module assessment but a typical formal summative assessment pattern for each year would be:

Year 1(level 4)

- 2 x Essay
- 1 x Poster
- 2 x Practical delivery and planning
- 1 x Exam
- 1 x Case study
- 3 x Reports
- 4 x Individual or group presentations
- 1 x Journal
- 1 x Portfolio

Year 2 (Level 5)

- 2 x Planning and critical reflection
- 3 x Essays
- 1 x Practical report
- 2 x Presentations
- 1 x Research Proposal
- 1 x Independent study project
- 1 x Business Plan
- 1 x Portfolio
- 2 x Case Studies

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

14. Assessment strategy

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

The assessment for this course has been considered holistically and adheres to the principles set out in the DCT Assessment for HE Programmes policy document (<https://www.dudleycol.ac.uk/Portals/0/downloads/assessment-for-he-programmes.pdf?ver=2018-11-13-161039-593>) and aligns with UW [University's Assessment Policy](#). It is integral to the course design and ensures the relationship between the course and module learning outcomes, content. The range of assessment methods and tasks ensure a balanced, authentic and progressive assessment approach to evaluate student learning. Assessments at level 4 will include essays and reports that reflect knowledge and understanding, concepts and issues, problem-based learning tasks, case studies planning, delivering and critically reflecting on practice; at level 5 a more independent approach with an emphasis on researching, developing and applying knowledge in different contexts; analysis of case studies; project work and work-based learning. There is also a strong formative element, or preliminary assessments, which can give feedback to a final, summative assignment at the end for each module. Each assessment item has published specific marking and grade criteria contained in the Module Booklet given to students. Detailed Assignment Briefs and diagnostic feedback are also integral to the assessment approach.

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

15. Programme structures and requirements

Award Map for a Foundation Degree

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

The course is a University of Worcester validated foundation degree and will run at Dudley College Evolve Campus with some visits at the University of Worcester programmed each semester to take advantage of the excellent facilities and support available at both institutions. The course will be delivered through a combination of modes including daytime and evening lectures as well as work-based learning

opportunities enabling the continuation in employment within the industry or to gain work experience whilst studying.

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

Requirements at Level 4

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

LEVEL 5				
Module Code	Module Title	Credits (Number)	Status Mandatory (M) or Optional (O)	Prerequisites (Code of Module required)
FDEW2001	Corporate Wellness Management	15	M	NA
FDEW2002	Operational Management	15	M	NA
FDEW2003	Exercise and Wellness Research Skills and Project	30	M	NA
FDEW2004	WBL Reflective Professional Practice	30	M	NA
FDEW2005	Strategic Community engagement	15	M	NA
FDEW2006	Exercise Training and Prescription	15	M	NA

Requirements at Level 5

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

16. QAA and professional academic standards and quality

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

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

These areas relate to the:

- 1) Human responses and adaptations to sport and exercise
- 2) Performance of sport and exercise and its enhancement, monitoring and analysis
- 3) Health-related and disease management aspects of exercise and physical activity

- 4) Historical, social, political, economic and cultural diffusion, distribution and impact of sport
- 5) Policy, planning, management and delivery of sporting opportunities.

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

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

Consideration of the following standards have also taken place when developing the programme: [skillsactive](#) and [CIMSPA](#)

these industry standards have been embedded into the curriculum design of the course to ensure integrity and professionalism and maximise the learning opportunities for students in these areas.

This award is located at Level 5 of the FHEQ.

17. **Support for students**

The following support services are in place at DCT to provide support for students on the programme:

- Full induction programme including information delivery from DCT Student Services as well as course staff.
- Course handbook, work-based learning handbook and module outlines.
- Support from DCT Learning Hub staff during induction and subsequently at the Evolve campus, Learner Services and HE study room.
- Pre-Graduate Representative will be available to represent the student experience and feedback to Board of Studies which is and in place to address course-wide issues.
- Personal Tutor and Course Leader to provide academic and pastoral support.
- Workplace Mentor /Academic Supervisor support within work-based learning experience.
- Course VLE for lesson material, online tasks, and plagiarism check and assessment submission. (DCT Blackboard).
- DCT Equal Opportunities Unit implements codes of practice in relation to disability, racial and other forms of discrimination.
- DCT safeguarding team provide advice and support for students who have mental health difficulties, dyslexia, sensory or physical impairments and other difficulties.
- Progression opportunities are discussed at appropriate points within the programme to enable students to make informed choices as to how to proceed after completion of their studies. The progression to the level 6 top up degrees at University of Worcester will be promoted as they are aligned to this course.
- Students experience a wide variety of teaching and learning e.g. lectures, seminar, group work, practical activities and the use of e-learning.
- Support provided for assessments in the form of subject group and individual tutorials
- Study skills workshops to develop referencing, presenting skills and academic writing
Study skills will also be addressed within the subject and IT skills embedded within modules.
- All students will have an academic tutor who guides the process of Individual Learning Plan and offers general support and one-to-one support.
- Library induction and information skills all provided in full induction.
- Students who are at risk – profile of student's grades are kept online on the student's individual learning plan at Dudley College of Technology and the Course Leader identifies those students who may need additional support.

- Dudley College of Technology and the Careers Service provide training opportunities for career planning which have been developed in order to help students to plan and carry out coursework and assessments. Further details provided through: <https://www.dudleycol.ac.uk/Support/Learner-Support>

18. Admission Admissions

Admissions policy

Our policy is to offer a place to any student that we deem to be capable of success and who is likely to substantially benefit from the programme. We support the College mission statement of increasing access, widening participation and assisting students to achieve their potential

Entry requirements

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

The current UCAS Tariff requirements for entry to this course are published in the prospectus and on the DCT website

Please see Admissions Policy <https://www.dudleycol.ac.uk/Portals/0/downloads/he-admissions-policy.pdf?ver=2018-11-14-091754-843> for other acceptable qualifications.

Disclosure and Barring Service (DBS) requirements

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

Recognition of Prior Learning

Details of acceptable Level 3 qualifications, policy in relation to mature students or applicants with few or no formal qualifications can be found in the prospectus or on the purposes of entry or advanced standing is also available from the DCT webpages or from the Admissions Office <https://www.dudleycol.ac.uk/Higher-Education>.

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 C603

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

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.

<https://www.dudleycol.ac.uk/Portals/0/downloads/he-admissions-policy.pdf?ver=2018-11-14-091754-843>

19. Regulation of assessment

The course operates under the University's [Taught Courses Regulatory Framework](#)

Requirements to pass modules

- Modules are assessed using a variety of assessment activities which are detailed in module specifications.
- The minimum pass mark is D- for each module.

- Students are required to submit all items of assessment in order to pass a module, and in some modules, a pass mark in each item of assessment may be required.
- Full details of the assessment requirements for a module, including the assessment criteria, are published in the module outline.

Submission of assessment items

- Students who submit course work late but within 7 days (one week) of the due date will have work marked, but the grade will be capped at D- unless an application for mitigating circumstances is accepted.
- Students who submit work later than 7 days (one week) of the due date will not have work marked unless they have submitted a valid claim of mitigating circumstances.
- For full details of submission regulations please see the Taught Courses Regulatory Framework.

Retrieval of failure

- Students are entitled to re-sit failed assessment items for any module that is awarded a fail grade.
- Reassessment items that are passed are capped at D-.
- If a student is unsuccessful in the reassessment, they have the right to retake the module (or, in some circumstances, take an alternative module); the module grade for a re-taken module is capped at D-.
- A student will be notified of the reassessment opportunities in the results notification issued via the secure student portal (Blackboard). It is the student's responsibility to be aware of and comply with any reassessments.

Requirements for Progression

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

Requirements for Awards

Award	Requirement
Cert HE	In order to be eligible for the exit award of Certificate in Higher Education in the named subject/area of study, a student must have passed at least 120 credits in total including the mandatory modules for level 4 of the award as specified on the award map.
Foundation Degree FdA/FdSc	120 credits at Level 4 and 120 credits at Level 5 as specified on the award map.

These awards are not classified.

20. Graduate destinations, employability and links with employers

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

health and wellness trend is growing in momentum and is expecting to continue growing in future years as individuals are willing to invest more into their mental and physical health:

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

The exercise, health and wellness trend is experiencing a boost throughout Europe with a noticeable increase in market value in Western Europe. In Western European countries the value of the market increased substantially from approximately 127.7 billion euro in 2012 to over 139.9 billion euro in 2016 (Statista, 2017). The course in Exercise and Wellness Management has been designed in recognition of the needs of the industry, through consultation with key employers and wellness industry professionals. The course has been developed following wide ranging consultation which included extensive desk-based research and consultation with industry stakeholders. The stakeholders included current students, alumni, wellness and fitness professionals and leaders of the wellness industry including a number of yoga studio owners and managers and staff of large corporate leisure clubs such as David Lloyd's and Fitness First and on an even broader scale spa's, holistic medicine, and tourism including retreats and hospitality. A variety of employers will be supporting students in their work based modules. These employers will mentor and support students identifying industrial and work based needs and work closely with the Course Leader in relation to Dudley College/UW Work Based Learning Policy and practice.

Graduate destinations

The main areas of work are health and fitness instructors, lifestyle consultancy and nutrition - opportunities are increasing as the industry embraces the concept of wellness, wellness coordinators, personal health and well-being advisors, and general management in venues such as Private Health Spas, Leisure Centres etc. The industry covers a wide range of areas with jobs such as:

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

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

On successful completion of the FdSc course it will be possible to progress directly to level 6 (Year 3) of the BSc (Hons) Sport and Exercise at the University of Worcester.

Enhancement and Progression Programme

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

Student employability

Recruitment for the FdSc Exercise and Wellness course would primarily be:

- traditional 18-21 age range recently completed post compulsory education;

- those with professional industry qualifications who are employed or seeking employment currently such as fitness instructors, personal trainers, leisure centre workforce and managers, nutritionist;
- spas employees and wellness retreat employees; professional employees such as health and social care workers;
- NHS or counsellors who wish to diversify, and ex-profession sports and exercise

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

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

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

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

Links with employers

The course has strategic links with a number of local sports-based employers and has formal partnerships with Dudley Borough Council, Village Hotel, Dudley Leisure Centre, Portway Lifestyle Centre, NHS trust and Black Country Active Sports Partnership. These partners have been consulted in the design and development of this course and have agreed to offer work placement opportunities for the students. This will build on existing practice and relationship that already exist for the level 3 BTEC Sport courses and HNC and HND courses that are run at DCT. The External Adviser 3 (Employer) has contributed to development and scrutiny of the documentation ensuring a sector/industry from an employability perspective.

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.