

Programme Specification for FdSc Football Business Management and Coaching

This document applies to Academic Year 2019/20 onwards

1.	Awarding institution/body	University of Worcester
2.	Teaching institution	Birmingham Metropolitan College – Centre of Sporting Excellence campus
3.	Programme accredited by	N/A
4.	Final award or awards	FdSc
5.	Programme title	Football Business Management and Coaching
6.	Pathways available and/or Linked Honours Degree progression route/s	BSc Sport Studies Level 6 and BSc Sport Business and Management at the University of Worcester. Note the BSc in Sports Studies route will not be available as a route from 2021.
7.	Mode and/or site of delivery	Birmingham Metropolitan College – Centre of Sporting Excellence campus, Kidderminster
8.	Mode of attendance and duration	Full Time 2 years.
9.	UCAS Code	CN6F
10.	Subject Benchmark statement and/or professional body statement	Hospitality, Leisure, Sport and Tourism 2008 FDQB (QAA, 2010)
11.	Date of Programme Specification preparation/ revision	June 2019 August 2019, AQU amendments to Section 19

12. Educational aims of the programme

This programme aims to produce a Foundation degree graduate who has the required knowledge, skills and attributes to enter employment or progress to further study in the Football Business Management and Coaching industry. This graduate should be able to adapt, analyse and make judgements in a wide range of coaching and sport development and management roles and have a multidisciplinary knowledge that will enable them to apply and succeed in the Football Industry.

Football is a global economic and social, as well as sporting, phenomenon; every weekend the English Premier league is watched by over 170 million people in over 200 countries.

Football is a major industry supplying well over 100,000 jobs in the UK alone. New opportunities consistently present themselves in this expanding global industry that has proved robust regardless of the economic climate over the last 100 years.

Through a selection of business-orientated, sociological, coaching, practical analysis, and work-based learning modules, this course will develop the skills and knowledge required for a successful career in the football industry.

The course aims to:

- A. provide an intellectually stimulating and vocationally relevant programme that will enable students to develop a clear understanding of the importance of football within the context of economic, social and cultural life both in the UK and worldwide.

- B. equip and enable students to cope with the challenges and issues in this dynamic and rapidly expanding industry.
- C. develop and acquire insights, instil skills, competences, applied learning experiences and valuable work based experience through work related activities and work based learning.
- D. provide football and business related knowledge needed to develop professionals who are wholly inclusive and aware of diverse populations and ethical issues.
- E. apply theory to wider coaching and sport development roles.

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

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills, qualities and other attributes, relevant to working in the Football industry. The following learning outcomes have been informed by the benchmark statements and adapted according to the needs of this particular course.

Knowledge and Understanding

LO no.	On successful completion of the named award, students will be able to:	Module Code/s
1.	Use a coherent range of knowledge and skills required for future employment in the football industry and/or to facilitate progression onto degree programmes	FBMC 2001
2.	Gather, interpret and apply through intervention the key concepts of the study of football management and coaching in selected practical situations	FBMC 2003 + 2002
4.	Assess the moral, ethical, environmental and legal issues that underpin the best practice in football management and coaching	FMBC 2002

Cognitive and Intellectual skills

6.	Demonstrate a critical awareness of the application of appropriate theory to selected contexts	FMBC 2006
7.	Develop analytical, problem solving and reasoning skills in an academic and vocational context and then apply them in the work place	FMBC 2001
9.	Implement self-determined action planning through self-reflection and awareness	FMBC 2001
11.	Demonstrate an independent approach to learning	FMBC 2001

Skills and capabilities related to employability

12.	Demonstrate safety and ethical awareness in the performance, supervision and development of business and coaching skills	FMBC 2001
13.	Apply physiological, psychological and sound technical knowledge to the solution of familiar and unfamiliar problems	FMBC 2005

14.	Use self-management and embrace continuous professional development skills to enhance subject knowledge	FMBC 2001
	Develop an appreciation of the wider industry context	FMBC 2004

Transferable/key skills

16.	Make effective use of interactive, group and problem solving skills	FMBC 2001
17.	Analyse and make judgements	FMBC 2005
18.	Communicate and present information effectively in a variety of forms	FMBC 2001
20.	Analyse and apply knowledge, learning and teaching to a wider range of sports industries	FMBC 2001

Learning, teaching and assessment

Students will engage in a series of taught sessions that will be delivered in an interactive way. Lectures, seminars, case studies, peer group study, workshops and practical sessions will ensure students are stretched and challenged. Students will plan, risk assess, manage and reflect on a project in the work place both in a coaching and business context. Student learning is encouraged and supported by Blackboard/Moodle (web-based virtual learning environment), reflective practice and study groups.

Analysis of individual players, teams and football coaching sessions, and coaching behaviours will be discussed. Students will design coaching plans, coaching handbooks, performance planning, coaching sessions and performance analysis.

The programme aims to develop autonomous and independent students who possess a broad range of intellectual, practical and transferable skills. In order to achieve these aims, a range of methods is used to assess students. Assessment methods include multimedia presentation, tests, market analysis and product development business plans, health and safety risk assessments, essays in football development and reflective thinking and peer assessment.

Every module provides opportunities for students to develop their thinking skills and intellectual ability e.g. through a series of small projects, reflective practice and work-based log books. 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 and oral form, or as an ICT or multimedia presentation.

Modules at all levels will provide students with the opportunity to develop their practical competences in a number of work based projects. Students will also have the opportunity to acquire NGB coaching awards, such as the FA Level 1 in Coaching

The Foundation Degree has a heavy focus on work based placements and within each of the two 30 credit modules students will have over 100 hours of opportunity to put theory into practice.

Lectures, seminars, workshops, guest speakers from the football industry and personal tutorials will all ensure students are armed with relevant skills to work and be successful

in the football industry. The variety of teaching and learning experiences offered will facilitate the student's experience greatly.

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 leading and evaluating practical sessions

Contact time

In a typical week you will have 12 contact hours of teaching.

Typically class contact time will be structured around:

- 3 hours per week of work based experience class contact
- 7 hours per week of group lectures
- 2 hours per week of practical for example, performance analysis, and coaching analysis

Independent self-study

In addition to the contact time, students are expected to undertake around 20 hours of personal self-study per week and 5 hours of placement experience. Typically, this will involve attending work placement, reading around the topic area and developing knowledge through observations e.g. coaching and watching live football matches.

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. At the Centre of Sporting Excellence students will have access to watching a professional football club train and extending knowledge of coaching styles that are implemented and the use of performance analysis. In addition, there are also library resources for students to access.

Teaching staff

Students will be taught by a teaching team whose expertise and knowledge are closely matched to the content of the modules on the course. The team includes staff that are educated at degree and or Masters level and have a wealth of experience at HE level. The team have relevant industry experience and updating of professional qualifications is completed via continuous staff development.

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.

Assessment methods will include a range of formative assessment methods in the build up to summative assessments to provide on-going feedback and allow lecturers to adjust teaching methods to help students improve their learning. Some examples of formative assessment will be: Impromptu quizzes or anonymous voting, short comparative assessments to see how students are performing against their peers, One-minute papers on a specific subject matter, Lesson exit tickets to summarise what students have learnt, and silent classroom polls.

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

Year 1

6 x reports

4 x individual or group presentations

3 x practical based assessments

Year 2

7 x reports

4 x individual or group presentations

2 x practical based assessments

14. Assessment strategy

The summative assessment strategy for the course is as follows: knowledge and skills are predominantly assessed through presentations, reports and practical assessments; cognitive and intellectual skills are assessed through reports and presentations, ; practical skills relevant to employment are assessed through a mixture of placement learning, reflective writing and practical tasks, and transferable skills are assessed through group and individual presentations and reports.

The balance of summative assessments reflects the applied nature of the course, but the course uses a wide spread of assessment methods to ensure that all of the learning outcomes are appropriately assessed. There is a good synthesis between the modules to ensure the knowledge and skills learnt are suitable, progressive and align to employability. Formative assessments are used within all modules to gauge the students learning and this process will be used to feedback and forwards to help compensate for any gaps in knowledge in an attempt to further support the summative assessment submission process.

The assessment strategy will ultimately ensure the students will develop a range of key discipline specific and more general transferable skills (e.g. communication & presentation, interactive, group and problem solving skills). The appropriateness of assessment design and the alignment of assessment to learning outcomes are ensured through validation, external examiner monitoring and via any minor modifications approved by the University of Worcester.

The Foundation Degree Football Business Management and Coaching has two distinct Work Based Placements. These placements enhance skills, competences and knowledge at both an operational and strategic level and are embedded into the programme to allow the links from theory to practice to organically emerge. This link from theory to practice is the underpinning focus of the Foundation Degree. These placements are embedded within two 30 Credit modules. These modules will give students the opportunity to gain valuable Work Based Experience in both a Coaching and Business environment. Students are required to complete 100 hours on each placement. The Course Team have involved employers, local organisations, service users and stakeholders, relevant professional bodies and/or sector skills councils during the development and approval of the Award. Employers will be involved in the delivery of the course, monitoring student performance in the workplace and in on-going development and review of the course. Feedback both written and verbal, from employers will be used by the Course Team to ensure that students are fulfilling meaningful tasks on their work based learning. A formalised induction will be undertaken by all students to ensure suitability for any placements. A DBS may be required for placements undertaken and pre-placement information packs must be completed prior to the placement commencing. In addition the students and placement provider will each receive and complete their own relevant placement handbooks. This completed written documentation in particular for the two work experience modules will

help to confirm that learning and development has taken place in a mutually beneficial safe and ethically appropriate manner. The students will complete two summative assessments in year 1 and 2 that discuss the applied experience. The students will also produce a learning diary that provides an overview of the skills and qualities developed from the placement experience.

Delivery of a number of sessions and guest speaker lectures from our partners will be encouraged and employers will be encouraged to become involved in formative assessment. The course is fully compliant with UW regulations for assessment, mitigation, appeals and complaints. Each assessment item has published specific marking criteria contained in the module outline given to students at the beginning of the module. These are based on the generic assessment criteria contained within the student handbooks which again will follow School of Exercise Science and UW appropriate guidelines.

All module assessments will undergo the same moderation and standardisation process that is current within the School of Exercise Science. This will ensure 15% of all summative assessments will be moderated and independently double marked to ensure the equity, consistency and accuracy of the grades are appropriate for the work submitted. A sample of this work will be Externally Examined alongside all other School of Exercise modules.

15. Programme structures and requirements

The mandatory modules at level 4 introduce students to a broad base of relevant and applicable, underpinning academic and work based learning skills and competences. Progression onto level 5 relies on the successful completion of at least 90 Credits of level 4 modules. However to be awarded the Foundation degree students have to achieve 120 credits at each level, i.e. all modules must be passed.

The course has been designed in such a way that it flows logically between what might be described as the 'on-pitch' and 'off-pitch' activities that underpin the game.

The programme is made up of three distinct strands:

The first being **the business management strand** with three 30 credit modules (FBMC1002, FBMC2001, FBMC2002) which introduce business management concepts, theoretical models and aims to reflect the application of a wide range of management skills required within the operation and management of football initiatives and incentives. These modules enable students to apply theoretical constructs of management to practical situations that reflect the demands of the football and sports industry. The Level 5 module further enhances this concept to the role of operations manager and in managing projects to achieve organisational success.

The students then have the opportunity to employ these management skills in the workplace.

The second strand is **the coaching strand** which consists of four 15 credit modules (FBMC1003, FBMC1005, FBMC2003, FBMC2005) and a 30 credit work based module (FBMC1001). The coaching modules build on skills required to be an effective coach but also focus upon sport science in the coaching process. To achieve this, an introduction to the fundamental concepts of physiology, psychology and strength and conditioning are provided. Application of the theory of performance analysis and coaching for performance will be supported by the use of the Colleges 120 strong Football Academy team and the Kidderminster Harriers Football Club (KHFC) professional team all who train at the Centre of Sporting Excellence (CoSE) campus. The skills learnt in these modules will enable students to not only coach and manage individuals but also teams, both in the community, within football clubs, academies and in the professional environment. The students will have the opportunity to practice their coaching skills during a work based placement. Students may choose from a number of organised work

based placements that will be provided by the College. These placements will be integrated into the first of two work based 30 credit modules.

In order to operate successfully in the increasingly competitive football industry the team felt it was obligatory to include a third **multidisciplinary focused strand** (FBMC1004, FBMC1006, FBMC2004, FBMC2006). It is essential to understand the key concepts of football not only in the community at a local, regional and national context but to also appreciate the current issues such as disability, inclusion and the ethical concepts that surround the football industry. We could not forget the globalisation of the game by including a module that looks at football ideologies, political, media, and commercialisation and migration concerns of the industry.

The Foundation Degree Football Business Management and Coaching has two distinct Work Based Placements. These placements are embedded within two 30 Credit modules. These modules will give students the opportunity to gain valuable Work Based Experience in both a Coaching and Business environment and to gain the skills and competences that are required to enter the Football Business Management and Coaching industry. Students are required to complete 100 hours on each placement.

The students will also be actively encouraged to pursue and achieve additional professionally recognised National Governing Body (NGB) qualifications, FA Awards, Coaching qualifications, First Aid and Safeguarding qualifications alongside the Foundation Degree.

The course has a module structure and consists of 12 mandatory modules. To gain the full FdSc students must complete and pass all modules as identified in the Award Map. Assessment decisions are subject to a system of cross-institutional moderation and double marking. Examination Boards meet at the end of each year.

This programme is a collaborative partnership between Birmingham Metropolitan College at the Centre of Sporting Excellence and the University of Worcester. Birmingham Metropolitan College will be the main provider and delivery of services throughout the Foundation degree with the University or Worcester support.

FdSc Football Business Management and Coaching Award Map

LEVEL 4				
Module Code	Module Title	Credits	Module Status	Prerequisites
FBMC 1001	Work Based Learning – Coaching Context	30	Mandatory	None
FBMC 1002	Introduction to the Business of Football	30	Mandatory	None
FBMC 1003	Principles of Coaching	15	Mandatory	None
FBMC 1004	Football in the Community	15	Mandatory	None
FBMC 1005	Science of Football	15	Mandatory	None
FBMC 1006	Disability and Inclusion within Football	15	Mandatory	None

Requirements at level 4

Students must take all of the mandatory modules listed above.

LEVEL 5				
Module Code	Module Title	Credits	Module Status	Prerequisites
FBMC 2001	Work Based Learning - Business/Football Context	30	Mandatory	None
FBMC 2002	The Business of Football – Project Management	30	Mandatory	None
FBMC 2003	Coaching for Performance	15	Mandatory	None
FBMC 2004	Football in a Global Context	15	Mandatory	None
FBMC 2005	Analysis of Performance/Skill Acquisition	15	Mandatory	None
FBMC 2006	Current Issues within Football	15	Mandatory	None

Requirements at level 5

Students must take all of the mandatory modules listed above.

16. QAA and professional academic standards and quality

The award is located at Level 5 of the Framework for Higher Education Qualifications (FHEQ).

[QAA Subject Benchmark Statement: Events, Hospitality, Leisure, Sport and Tourism, November 2016](#)

[QAA Characteristics Statement Foundation Degree September 2015](#)

This includes five subject areas which are stated as being 'broadly concerned with sport'. These areas relate to:

1. Human responses and adaptations to sport and exercise;
2. Performance of the performance of sport 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.

In the context of this Foundation Degree, areas 2, 3, 4 and 5 can be found in the course.

Common to all modules is the opportunity to learn through the integration of theory with practice. Although students are expected to engage with a challenging and suitable range of theories, concepts and principles, the applied context within which a student learns is a driver for our foundation degree.

17. Support for students

Tutor System

Birmingham Metropolitan College at the Centre of Sporting Excellence campus will be the main provider of services.. On arrival at the college students will immediately become part of a vibrant academic community, and a comprehensive induction process is utilised to ease the transition from school or college to university level study. Within the dedicated

induction sessions, and the modules themselves, students will be equipped with the knowledge and skills that will allow them to more successfully manage degree level work.

Each student, will have a tutor. They will be given an opportunity to meet with their tutor during the induction sessions and the intention behind the system is that students will develop a close working relationship, so that the tutor builds up a clear picture of their progress throughout the course. The tutor will be able to offer both academic and pastoral advice and should be the main contact throughout the course.

The 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 own strengths and weaknesses
- A clear vision of what can be achieved through HE study
- Greater understanding of how study in the discipline area at the College and University can help progression towards goals
- Responsibility for 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 Tutor will also:-

- Respond to requests for support and help with problems which affect academic work either at subject level or by referral to other College and University facilities;
- Provide information for and assist in the drafting of the University reference.

Study Skills

Effective study skills are a vital element in achieving academic success on this course. During their time at the College, students will be judged on their performance in coursework, Harvard Referencing skills and research skills. Students will need to develop successful study techniques in order to do well. The College will help support students in all aspects of academic study including support in maths and English.

Students in the first instance should use the College' Study Skill centres but the University Study centres are available to all students studying this course if required.

The Study Skills Advice Sheets (available from the link below) have been developed in order to help students to plan and carry out their coursework and assessments, making the most of the time available and helping students to achieve their potential.

<http://www.worcester.ac.uk/studyskills/>

The [Disability and Dyslexia Service](#) within Student Services

<http://www.worcester.ac.uk/student-services/index.htm> provides specialist support on a one to one basis. The Additional Learning Support Service within Student Services at BMet, <https://www.bmet.ac.uk/student-experience/student-support/additional-learning-support-als/> believes high quality support is an imperative part of students' success enabling every individual to reach their academic potential. The College offers a variety of support methods depending upon the individual's needs including transition visits, a personalised support plan and support in the Metro Centres.

The College has an Equal Opportunities Policy, together with equality schemes and action plans promoting equality in relation to race, disability, gender, age and sexual orientation.

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. At the College 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 Foundation Degree courses is the possession of 4 GCSEs (Grade C/4 or above) including GCSE English and Mathematics at Grade C/4 (equivalent qualifications to GCSE in English and Maths will be considered) and 1 A Level (or equivalent Level 3 qualification).

The current UCAS Tariff requirements for entry to this course are published in the University's prospectus and on their website <https://www.worc.ac.uk/journey/a-z-of-courses.html> as well as the College's website <https://www.bmet.ac.uk/course/football-business-management-coaching-foundation-degree/>

See [Admissions Policy](#) for other acceptable qualifications.

Disclosure and Barring Service (DBS) requirements

An enhanced disclosure will be required for the course, in particular for modules where gaining practical experience is necessary. These modules are as follows: 1001, 1003, 1006, 2001, 2002 and 2003.

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 (FD CN6F - FdSc/FBMC)
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 Manager. 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.

Mature Students

Birmingham Metropolitan College and UW values diversity in its student body and applications from mature students are very welcome. If mature students fulfil the standard entry requirements as detailed above, they can apply through UCAS. Students with few or no formal qualifications should contact the Course Manager (01384 399641) with details of any work undertaken, including caring or organised voluntary work, and any other relevant experience gained since leaving school.

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) will not have work marked unless they have submitted a valid claim of mitigating circumstances.
- For full details of submission regulations please see the Taught Courses Regulatory Framework.

Retrieval of failure

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

Requirements for Progression

- A student will be permitted to progress from Level 4 to Level 5 if, by the time of the reassessment Board of Examiners, they have passed at least 90 credits at Level 4. Outstanding Level 4 credits must normally be studied in the following academic year.
- A student who, by the time of the reassessment Board of Examiners, has failed 90 credits or more during the academic year as a consequence of non-submission, will be required to withdraw from the University
- If a student has not passed 90 credits by the reassessment Board of Examiners, and is not withdrawn due to non-submission, they will be required to retake failed modules in the following academic year. Any passed modules will be carried forward.

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

Graduate destinations

Graduates completing the Foundation Degree will have gained the knowledge, skills and competences to enter employment in a number of football related careers these may include careers such as;

Self-Employed Coach, Football Development Officer, Sports Development Officer, Performance Analysis, Disability Football Coach, Youth Worker, Marketing Consultant, Business Manager and Managers of Football Development Centres.

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

Opportunities for Further Study - 2019/20 Academic Year Entry

On successful completion of this course it is possible to progress directly to level 6 (Year 3) of the BSc (Hons) in Sports Coaching Science or BA (Hons) in Sport Business Management. Progression will be conditional on achievement of:

- 5 C grades or above across the two years of the FD
- 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 School of Sport and Exercise Science at the University of Worcester.

All students will be required to attend a meeting with a Course Leader or Link Tutor prior to enrolment to ensure they are applying for the right programme of study and are clear about the content and structure of the course as well as Institute expectations.

Student employability

It is fundamental in the development of a Foundation degree to ensure that it has a strong Work Based Focus. In order to prepare students for employment, two 30 credit Work Based Learning modules take place, one is at Level 4 and is coaching focused and second is at Level 5 and is management focused. These modules require students to apply theoretical knowledge developed in their various modules to their work with clients in a football focused environment.

The tutorial programme includes a number of extra curricula activities that embrace the industry. Day visits are organised to allow students to experience industry related information that has specific relevance to assessments and future employability. Providing guests speakers, guest lecturers and graduate speakers is an opportunity for students to receive concise and specific information on employment opportunities.

In addition to the course specific activities students are invited to take part in the University's 'Worcester Weeks'. These focus on career education and provide opportunities to acquire additional skills via workshops and formal qualifications (including NGB and Professional certification).

1. School of Sport and 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 and 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 School of Sport and Exercise Science hosts an 'Annual Careers in Sport & Exercise & Employability' conference.

This programme aims to develop further the student's awareness and understanding of relationships between the theoretical study of sport and the practical environment in which sport operates. The programme further aims to develop the student's ability to critically analyse the work experience, and to identify transferable skills important to development in the work place. This programme will take account of QAA Codes of Practice; Placement Learning and Careers Education, Information and Guidance.

Links with employers

The CoSE has strong links and partnerships with a number of employers who are able to assist in both the provision of suitable work based learning opportunities and input into the teaching of relevant modules. The CoSE has strong links with the Kidderminster Harriers Football Club, with whom we run the KHFC Football Academy. Other partners include KHFC Youth Development Centre, Football in the Community, Worcestershire FA, Aston Villa Football Club, Black Country Football Association and many other non-football partners such as the RFU, Warriors Rugby Club, Stourbridge Rugby Club, Old Hales, Dudley Kings RFC, Worcestershire CCC, Lions Boxing Club, Hagley Golf and Country Club, Ombersley Golf Club to name a few.

The CoSE also has an Advisory board which meets four times a year. Here careful consideration is given to how the CoSE can improve programmes in the future and better serve our sports 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.

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.