

## Programme Specification for: FdA Sports (Tourism) Coaching and Development

1.	<b>Awarding institution/body</b>	University of Worcester
2.	<b>Teaching institution</b>	Heart of Worcestershire College
3.	<b>Programme accredited by</b>	N/A
4.	<b>Final award</b>	Foundation Degree ( FdA)
5.	<b>Programme title</b>	Foundation Degree Sports (Tourism) Coaching and Development
6.	<b>Pathways available and/or Linked Honours Degree progression route/s</b>	None
7.	<b>Mode and/or site of delivery</b>	Heart of Worcestershire College (HoW College)
8.	<b>Mode of attendance</b>	Full time and part time
9.	<b>UCAS Code</b>	N 890
10.	<b>Subject Benchmark statement and/or professional body statement</b>	Hospitality, Leisure, Sport and Tourism 2008
11.	<b>Date of Programme Specification preparation/ revision</b>	May 2009 / September 2012 / September 2013 / September 2014 (amendment to regulations) / July 2015 (PAT + Progression Criteria)

### 12. Educational aims of the programme

The educational aims of the programme give the structure and characteristics to the course together with the qualification of Foundation Degree which relate to the vocational aspects and the world of work. The profession of Sports (Tourism) Coaching and Development relates to the knowledge, values and lifestyle and how these influence the client and their choices.

The Course aims to:

- Develop students' knowledge, skills and understanding required for employment within the Sports (Tourism) coaching and development.
- Improve their current level of competence in the work place with an emphasis on integrating and aligning the learning with industry and the real world.
- Provide opportunities for development of the key skills, problem solving, learning and performance, working with others, information technology, communication and application of number
- Provide students with an intellectual challenge.
- Induct them fully into academic norms and procedures so that they can progress further into Higher Education
- Integrate work- based skills and academic learning so that students develop their career and learning potential through a mutual reinforcement of academic knowledge and vocational focus.
- Ensure skills and knowledge are transferable

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

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

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

- Make effective use of their acquired skills and knowledge to develop accurate assessment of current health status and physical activity in the real world.
  - Deploy the necessary skills and knowledge to confidently tackle problems in a range of working environments in the sector using alternative treatments.
  - Evidence the skills and data required to monitor and evaluate fitness and health related activities.
  - Self – evaluate and be reflective; act upon their own strengths and weaknesses in this vocational context and develop a commitment to continuing learning.
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#### **Cognitive and intellectual skills:**

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

- Demonstrate a critical awareness of theories, concepts, models and methodologies appropriate to Sports (Tourism) Coaching and Development.
  - Identify and critically evaluate a range of issues/ problems in Sports (Tourism) Coaching and Development.
  - Develop the ability to critically interpret text and the skills of analysis to evaluate with validity.
  - Develop an independent and interdependent approach to encourage further learning.
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#### **Transferable/key skills:**

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

- Build upon and extend current skills and expertise
  - Plan and manage self-development of learning.
  - Develop skills that are transferable, up- to- date, and required by employers.
  - Draw directly upon the skills knowledge and expertise developed through the application of theory into the world of work through work- based application and activity related to the learning.
  - Understand (via the key skills framework) the close relationship between academic learning and vocational practice.
  - Engage in personal development planning and a commitment to lifelong skills building.
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A student who successfully completes a module is deemed to have met the requirements for key skills.

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

<b><i>Learning outcomes</i></b>	<b><i>Module(s) in which these are assessed</i></b>
<i>Knowledge and understanding:</i> <ul style="list-style-type: none"><li>• <i>Acquired skills and Knowledge</i></li><li>• <i>Problem solving in a working environment</i></li><li>• <i>Evaluate Sports (Tourism) related to work activities</i></li></ul>	<i>Examples of learning, teaching and assessment methods used:</i> <i>FSPO 1001 Research design; Data collecting</i> <i>FSPO 1002 Essay Practical coaching</i> <i>FSPO 1004 Report; Presentation</i>

<ul style="list-style-type: none"> <li>• <i>Self-evaluative and reflective</i></li> </ul>	<i>FSP0 1007 Report; Presentation FSP0 2001 Research proposal; Data collecting FSP0 2002 Portfolio; work-based project FSP0 2004 Project; reflective paper</i>
<p><i>Intellectual or Cognitive Skills:</i></p> <ul style="list-style-type: none"> <li>• <i>Awareness of theories concepts models and methodologies</i></li> <li>• <i>Critically evaluate a range of issues/problems</i></li> <li>• <i>critically interpret, text and the skills of analysis to evaluate with validity</i></li> <li>• <i>Independent and interdependent approach to learning</i></li> </ul>	<p><i>Examples of learning, teaching and assessment methods used:</i></p> <p><i>FSP0 1001 Research design; data collecting FSP0 1007; Investigation ;Presentation; FSP0 1004 Report; Presentation FSP0 2001 Research proposal, Data collecting FSP0 2003 Practical assessment Report FSP0 2004 Project; Reflective paper</i></p>
<p><i>Subject specific/ Practical skills relevant to employment:</i></p> <ul style="list-style-type: none"> <li>• <i>Apply the theories, concepts and principle practice</i></li> <li>• <i>Exhibit the skills required to monitor and evaluate data</i></li> <li>• <i>Collect data, analyse, diagnose and prescribe action to enhance the learning and performance</i></li> <li>• <i>Employ tools and methodologies to explain the changes</i></li> </ul>	<p><i>Examples of learning, teaching and assessment methods used:</i></p> <p><i>FSP0 1001 Research design; data collecting FSP0 1002 Essay Practical coaching FSP0 1004 Report; Presentation FSP0 1007 Report Presentation FSP0 2001 Research proposal; Data collecting FSP0 2002 Portfolio; Work-based project FSP0 2004 Project; Reflective paper</i></p>
<p><i>Transferable/key skills:</i></p> <ul style="list-style-type: none"> <li>• <i>Extend current skills and expertise within own development of learning</i></li> <li>• <i>Develop current skills</i></li> <li>• <i>Application of theory into the world of work</i></li> <li>• <i>close relationship between academic learning and vocational practice.</i></li> <li>• <i>development planning and a commitment to lifelong skills building</i></li> </ul>	<p><i>Examples of learning, teaching and assessment methods used:</i></p> <p><i>FSP0 1001 Investigation; Presentation FSP0 1008 Investigation; Group Report FSP0 2002 Portfolio; Project FSP0 2005 Report; Case study</i></p>

#### 14. Assessment Strategy

The course operates under the [Undergraduate Regulatory Framework](#) which sets out the full regulations for passing modules, grading of modules and retrieving failed modules, Students at Level 4 may be permitted to progress to Level 5 when they have passed all 8 modules. At the Exam Board students will be given a date to hand in assignments (this is before the new Academic Year commences) to retrieve their failed module.

The course is in line with the Institute's Strategy for Assessment where all learning outcomes are assessed through a maximum of two assessment items for any module. A range of formative and summative assessment modes are utilised by the course teaching team in order to provide feedback on student learning and ensure the development of a range of key discipline specific (e.g. laboratory) 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 course approval, external examiner monitoring and minor modifications considered through the Institute of Sport and Exercise Science Quality Committee (IQC). Each assessment task has published specific marking criteria contained in the module outline given to students at the beginning of the module.

The course is fully compliant with University of Worcester (UW) regulations for assessment, mitigation, appeals and complaints. For further details on any of these areas please follow this link to the [UW Student Handbooks](#).

## 15. Programme structures and requirements

The FdA Sports (Tourism) Coaching and Development has been designed to give opportunities for investigation and research. There is practical experience of a wide variety of fitness and health opportunities available in Level 4 modules relating to the effects of the fitness industry. The mandatory modules at Level 4 introduce students to a broad base of relevant academic and vocational aspects of FdA Sports (Tourism) Coaching and Development.

All students must take these mandatory Level 4 modules to provide a basis for further study. This strategy together with differentiated teaching provides knowledge and understanding for all students regardless of entry qualifications. The students may choose to undertake additional coaching qualifications alongside the FdA Sports (Tourism) Coaching and Development.

Level 5 provides the opportunity to address the business aspects of the industry through the study of sports marketing, event management, people management and work-related project. This gives further knowledge and experience addressing the impact tourism has on the industry. The programme has aspects of vocational study and is characterised by the opportunity and encouragement for students to gain valuable work experience within the sports industry.

- The course has a unit structure and consists of 15 core modules. To gain the full FdA students must complete and pass a total of 15 modules (240 Credits).
- Assessment decisions are subject to a system of cross-institutional moderation and double marking.
- Examination Boards meet at the end of each year.

### FD Sports (Tourism) Coaching and Development - Award Map

LEVEL 4				
Module Code	Module Title	Credits	Module Status	Prerequisites
FSPO1001	Investigative techniques 1	15	Mandatory	None
FSPO1002	Introduction to Sports Coaching	15	Mandatory	None
FSPO1003	Outdoor Adventure Activities	15	Mandatory	None
FSPO1004	Issues in Sport	15	Mandatory	None
FSPO1005	Work Based Activity in Sports (Tourism)	15	Mandatory	None
FSPO1006	Investigate Sports (Tourism)	15	Mandatory	None
FSPO1007	Operational Aspects of Sports (Tourism)	15	Mandatory	None

FSPO1008	Managing People in Sport	15	Mandatory	None
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#### Level 4

All 8 modules in the Foundation Degree year 1 establish a baseline for further study in Level 5. Each module is concerned with clarifying terminology and concepts, and establishing a technical framework for a coherent and comprehensive study of Sport (Tourism). It is the aim throughout the FD to look at sport from a multi-disciplinary perspective, and so each module attempts to integrate theory and practice using the experience gained from sports.

LEVEL 5				
Module Code	Module Title	Credits	Module Status	Prerequisites
FSPO2001	Investigative Techniques 2	15	Mandatory	None
FSPO2002	Work- related project (Double Module)	30	Mandatory	None
FSPO2003	Applied Sports Coaching ( Industry Based)	15	Mandatory	None
FSPO2004	Enterprise in Sports (Tourism)	15	Mandatory	None
FSPO2005	Sports (Tourism) Marketing	15	Mandatory	None
FSPO2006	Sport Event Management	15	Mandatory	None
FSPO2007	Regeneration in Sports (Tourism)	15	Mandatory	None

#### Level 5

The mandatory modules at level 4 introduce students to a broad base of relevant, underpinning academic and vocational topics. Progression onto level 5 relies on the successful completion of all level 4 modules.

## **16. QAA and Professional Academic Standards and Quality**

This course makes reference to the Foundation Degree Qualification Benchmark (2010) <http://www.qaa.ac.uk/en/Publications/Documents/Foundation-degree-qualification-benchmark-2010.pdf> .

The QAA subject benchmark statements provide a means for the academic community to describe the nature and characteristics of programmes in a specific subject. The FdA Sports (Tourism) Coaching and Development programme is embraced within Hospitality, Leisure, Sport and Tourism 2008. The FdA Sports (Tourism) Coaching and Development follows the guidelines as set out in 'programmes broadly concerned with fitness & lifestyle'. The breadth of coverage however will amount to 2/3rds of a total degree programme due to the fact Foundation Degrees are a two year programme.

The benchmark statement from the Quality Assurance Agency (QAA) can be found at <http://www.qaa.ac.uk/en/Publications/Documents/Subject-benchmark-statement-Hospitality-leisure-sport-tourism-2008.pdf>

### Key Skills

The intellectual skills and the key skills identified also feature in the Foundation Degree to the level required by the programme. The skills specific to Unit 25 will be developed in various ways, depending upon the subject context in which the student is studying.

To meet the requirements of the bench marking statements the Foundation Degree in Healthy Lifestyle and Fitness enables students to:

- Critique the contributions of a range of academic disciplines that have informed the developments of the subject as a field of study
- Demonstrate an appropriate degree of progression within specialist fields
- Display an integrated knowledge of the scope and breadth of the subject domain

### The Framework for HE Qualifications (FHEQ)

This award is located at level 5 of the Framework for HE Qualifications (FHEQ)

### QAA Code of Practice for Placement Learning

Heart of Worcestershire College (HoW College) has adapted its policies and procedures to align with the QAA Codes of Practice

Placement learning at HoW College relates to the following areas:-

Paid work experience (Foundation Degree programmes)

Professional Placements for FE programmes

HoW College recognises the importance of work experience records in the organisation and maintains a database for staff and students. Additionally, it will maintain a record of completed pre-placements (Health and Safety) questionnaires from organisations identified HoW College will expect that the relevant precepts in the QAA Code of Practice will be adhered to across all placements learning provision. The relevant department is responsible for providing assurance that the precepts of the code are being implemented. Guidelines for students and employers to align with have been produced. The department also employs a full-time work – based assessor that work closely with industry and ensures guidelines are closely adhered to.

### Other QAA Codes of Practice

This course proposal is developed in full congruence with the UW response to QAA Codes of Assessment, Careers Guidance, Collaboration and Student Disabilities. Full copies of the above documents can be found by visiting the AQU website: [AQU website](#)

## **17. Support for students**

“The University has an Equal Opportunities Policy, together with equality schemes and action plans promoting equality in relation to race, disability, gender, age and sexual orientation. Progress in implementation is monitored by the Equality and Diversity Committee.”

The [Disability and Dyslexia Service](#) within Student Services at UW provides specialist support on a one to one basis “

The following guidance and support structure is in place for students participating in this FdA course:

- FdA Sports (Tourism) Coaching and Development 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 tutorials and one to ones.
- Extra workshops to develop referencing and study skills

- Initial Induction course at Heart of Worcestershire College, which involves a visit to UW (summer Institute available at UW for mature, direct entry students and late entry clearing) and spiral induction procedure throughout the academic year, as appropriate.
- Student Handbook (published on an annual basis).
- All students will have a personal academic tutor who guides the process of Personal Development Planning (PDP) and offers general support and one-to-one support.
- Library induction and information skills packages.
- Study skills provided within the subject and IT skills embedded within modules.
- Students who are at risk – profile of students grades are kept at Heart of Worcestershire College and the course manager identifies those students who may be at risk of failing. Course manager will keep in close contact with link tutor at UW. Students will be offered one to one support at both institutions to try and get back on track.
- Students supported by Information learning Services (Library, IT, Media and Print).
- Heart of Worcestershire College and the University's Careers Service provide training opportunities for career planning.
- Designated Tutor who monitors individual student progress.

Study Skills (at UW and HoW) have been developed in order to help you to plan and carry out your coursework and assessments, making the most of the time available and helping you to achieve your potential.

## 18. Admissions

### Admissions Policy

The University aims to be accessible. It is committed to widening participation and encouraging diversity in the student population. The Institute of Sport and Exercise Science works closely with central student support services including the Admissions Office, the Disability & Dyslexia service, the Central Students Support Service (firstpoint) and the Language Centre to support students from a variety of different backgrounds. The Corporation and staff of Heart of Worcestershire College have an absolute commitment to promote equality and fairness in all College operations and their values of diversity of its staff and student populations and to prevent unlawful discriminations. We actively encourage and welcome people from the widest range of economic and cultural backgrounds and value the contribution of mature learners.

### Entry requirements

The University's standard minimum entry requirements apply: 4 GCSEs (Grade C or above) plus 120 Tariff points from minimum of 2 and maximum of 3½ A Levels or equivalent Level 3 qualifications. See [UW Admissions Policy](#) for other acceptable qualifications.

The current UCAS Tariff requirements for entry to this course are published in the prospectus.

### 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 (course code C 600)  
Part-time applicants apply directly to HoW College.

**Admissions/selection criteria**

Prospective students should apply through UCAS. Students from institutions other than those partnered with University of Worcester are encouraged to apply and will be considered on the above criteria, however, individual students also contact the Course Manager to discuss their application in person.

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

**19. Methods for evaluating and improving the quality and standards of teaching and learning**

- The FdA will sit within the UW quality assurance procedures.
- Annual Evaluation Report
- External Examiners' Reports
- Link Tutors report
- Each module provides mid-module and end of module student evaluations
- Course Management Committee (with student and staff representation) formally considers student feedback and sets out action plans
- Departmental Staff Student Consultative Committee identifies and addresses generic issues
- Board of Examiners' Moderation Group
- Widening participation HOW College has access into UWs Educational and Development Unit that promotes learning and teaching across the institutions.
- New Staff mentoring system
- Staff observed by Programme Managers.
- Personal tutor feedback
- National Student Survey
- Staff mentoring system within the college
- Employers feedback and assessments through work-based activities
- Induction surveys
- Systems are in place in both institutions and application of these systems will be shared appropriately.

**20. Regulation of assessment**

The course operates under the University's Undergraduate Regulatory Framework

**Requirements to pass modules**

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

**Submission of assessment items**

- Students who submit course work late but within 5 days of the due date will have work marked, but the grade will be capped at D- unless an application for mitigating circumstances is accepted.



- Students who do not submit any items of assessment for a module lose their right to reassessment in that module, and will be required to retake the module in the following academic year, which will incur payment of the module fee.
- Students who submit work later than 5 days but within 14 days of the due date will not have work marked unless they have submitted a valid claim of mitigating circumstances.

For full details of submission regulations see [Undergraduate Regulatory Framework](#)

#### Retrieval of failure

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

#### Requirements for Progression

- Students at Level 4 may be permitted to progress to Level 5 when they have passed at least 90 credits at Level 4.
- A student who fails 90 credits or more due to non-submission will be required to withdraw from the University.
- Students who pass less than 90 credits but have submitted all items of assessment will be required to retake modules.

#### Requirements for Awards

Award	Requirement
CertHE	120 credits at Level 4 or higher
Foundation Degree FdA/FdSc	120 credits at Level 4 and 120 credits at Level 5

These awards are not classified.

#### 21. Indicators of quality and standards

HoW College follow the quality management and enhancement mechanisms adopted by the Institute of Sport and Exercise Science :

Internal Annual Evaluation reports

Annual External Examiners reports – Excellent EE reports given

Good retention

QAA Institutional Audit

Student progression on to top up degrees in Universities

Periodic Review

Investors in People

National Student Survey results

#### 22. Graduate destinations, employability and links with employers

On average 80% of graduates continue with their studies immediately after graduating. Over 50% of those students enrol onto a level 6 programme of study. Students are encouraged to continue their studies at UW with ISES. However opportunities to enrol

onto appropriate courses delivered at institutes across the UK and abroad are promoted through the tutorial programme.

Students are continually required to align their assessments with real-world scenarios. By using the experiences gained at the workplace students can contextualise theory into practice. This supports the University's strategy on student employability and specifically to 'embedding employability into the curriculum'. Through the tutorial programme students are encouraged to develop their employability skills. This is recorded electronically and is used to aid students to successfully achieve employment or further study opportunities. The availability of specific professional courses that support the 'CV Builder' project is an integral part of the Foundation Degree. Students are encouraged to participate in career planning related activities through the summer period and share their experiences with peers. This promotes the lifelong learning approach championed by the College. These skills are then assessed formally during the Work-Based Learning module at level 5 when students are required to further stretch their knowledge. The module encourages students to challenge their portfolio of skills by developing a project that will enable the student to further expand on the skills attained through previous work and study.

The course lecturing team focuses on current work-related experiences and all members are active practitioners. Many module leaders are industry experts and work closely with professional bodies and local/national employers. This is formalised locally by an employer's forum that meets in order to encourage and monitor industry relevancy to all FE and HE sport related courses delivered at HoW College.

The career opportunities for sport graduates have grown significantly with increasing awareness of sport participation benefits. Increased awareness has impacted on all areas related to sport including the retail sector where employment opportunities have recently risen dramatically. Other areas of the industry that have seen increased employment opportunities are those related to equity; such as disability sport provision.

Recent graduates have moved into careers working within local sports clubs, golf clubs, leisure centres and sport retail; many at junior management level. Some graduates take the plunge into entrepreneurship and develop successful small businesses. After further study others have pursued careers in teaching at primary, secondary and further education. The majority these graduates progressed onto the BSc Sport Studies and subsequently a PGCE to enter the teaching profession.

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

Progression opportunities for Foundation Degree students exist whereby they will be able to top up to a full degree. This is dependent upon grades received throughout 2 year study period plus; the interview with the University chosen. The experience to date from other students' is that students can be offered a 2 year degree programme or a 1 year top up. A number of opportunities are available for further study. The table below identifies the available pathways and possible entry points at the University of Worcester. Other options are available, if students are willing to move out of the Worcester area

On successful completion of this course it is possible to progress directly to level 6 (Year 3) of the BSc (Hons) in Sport Studies, and 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 Institute of Sport and Exercise Science at the University of Worcester.

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

### **Student employability**

A wide range of opportunities are available to students that encourage the development of employability skills. The tutorial programme includes a number of extra curricula activities that embrace the industry. Residential and day visits are organised to allow students to experience industry related information that has specific relevance to assessments and future employability. 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 assist in providing the foundations for the vocational basis of the course.

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

**Please note:** This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found in the module outlines and the course handbook. The accuracy of the information contained in this document is reviewed by the University and may be checked by the [Quality Assurance Agency for Higher Education](#).

## AWARD MAP FOR A HIGHER NATIONAL OR FOUNDATION DEGREE AWARD

<b>Course Title: FdA Sports (Tourism) Coaching and Development</b>	<b>Date of preparation/revision April 2014</b>
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<b>LEVEL 4</b>				
<b>Module Code</b>	<b>Module Title</b>	<b>Credits (Number)</b>	<b>Status Mandatory (M) or Optional (O)</b>	<b>Prerequisites (Code of Module required)</b>
FSPO1001	Investigative techniques 1	15	Mandatory	None
FSPO1002	Introduction to Sports Coaching	15	Mandatory	None
FSPO1003	Outdoor Adventure Activities	15	Mandatory	None
FSPO1004	Issues in Sport	15	Mandatory	None
FSPO1005	Work Based Activity in Sports (Tourism)	15	Mandatory	None
FSPO1006	Investigate Sports (Tourism)	15	Mandatory	None
FSPO1007	Operational Aspects of Sports (Tourism)	15	Mandatory	None
FSPO1008	Managing People in Sport	15	Mandatory	None

### Requirements at level 4

*Students must take all mandatory modules listed above. Students must successfully complete 120 credits in total at level 4.*

<b>LEVEL 5</b>				
<b>Module Code</b>	<b>Module Title</b>	<b>Credits (Number)</b>	<b>Status Mandatory (M) or Optional (O)</b>	<b>Prerequisites (Code of Module required)</b>
FSPO2001	Investigative Techniques 2	15	Mandatory	None
FSPO2002	Work- related project (Double Module)	30	Mandatory	None
FSPO2003	Applied Sports Coaching ( Industry Based)	15	Mandatory	None
FSPO2004	Enterprise in Sports (Tourism)	15	Mandatory	None
FSPO2005	Sports (Tourism) Marketing	15	Mandatory	None
FSPO2006	Sport Event Management	15	Mandatory	None
FSPO2007	Regeneration in Sports (Tourism)	15	Mandatory	None

### Requirements at level 5

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